

SCHOOL AND SOCIETY

WALTER FEINBERG
JONAS F. SOLTIS

SECOND EDITION

THIRD EDITION, 1994, BY JONAS F. SOLTIS

School And Society Thinking About Education Series

Royal Society of Arts (Great Britain)



School And Society Thinking About Education Series:

School and Society Walter Feinberg, Jonas F. Soltis, 2015-04-18 This widely used text has been expanded to include the most important issues in contemporary schooling including New end of chapter sections for Further Reading New references added to the useful Additional Resources section School and Society Fifth Edition uses realistic case studies dialogues and open ended questions designed to stimulate thinking about problems related to school and society including curriculum reform social justice and competing forms of research Written in a style that speaks directly to today's educator this book tackles such crucial questions as Do schools socialize students to become productive workers Does schooling reproduce social class and pass on ethnic and gender biases Can a teacher avoid passing on dominant social and cultural values What besides subjects do students really learn in schools School and Society is one of the five books in the highly regarded Teachers College Press Thinking About Education Series now in its Fifth Edition All of the books in this series are designed to help pre and in service teachers bridge the gap between theory and practice Praise for Previous Editions I have been surprised and pleased by the relevance of this particular book to the lives and work of my beginning teachers Teaching Education This series does a masterful job of bringing together the basic issues and teaching methods that should frame social and philosophical foundations curricula Educational Theory Walter Feinberg is Professor of Educational Policy Emeritus at the University of Illinois at Urbana Champaign Jonas F Soltis is William Heard Kilpatrick Professor Emeritus of Philosophy and Education at Teachers College Columbia University

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Leaders in Philosophy of Education, 2008-01-01 Since the 1960s we have witnessed the development of philosophy of education as a vital intellectual field Beginning with the work of Israel Scheffler at Harvard and spreading rapidly to the United Kingdom under the influence of R S Peters and Paul Hirst at the London Institute of Education analytical philosophers of education worked toward a new understanding of such central educational concepts as teaching learning explanation curriculum aims and objectives freedom and authority equality and liberal education They also examined theoretical issues in educational research and critiqued reigning ideas in educational psychology By the 1970s interest in the analysis of educational concepts and research methods had waned A new generation of philosophers of education turned to new issues including intellectual and practical virtues individual well being the education of girls and women the ethics of care creative thinking and imagination multicultural

education globalization and many others In this book 24 leading philosophers of education since 1970 who remain influential today present the fascinating stories of their lives and important new contributions to the field They trace their early experiences initial encounters with philosophy and philosophy of education creative directions in their work mature ideas and perceptions of future directions for the field Each chapter contains a list of works chosen by the authors as their personal favorites *School & Society* James McKeen Cattell, Will Carson Ryan, Raymond Walters, 1921 **School and Society**

, 1918 **School and Society** James McKeen Cattell, Raymond Walters, 1915 **Resources in Education**, 2000-10

Re-schooling Society David Hartley, 1997 This text describes and explains the sense of uncertainty faced by educators as the millenium approaches It highlights the many transitions taking place in all aspects of public life and education during the postmodern phase of late capitalism by using examples from the study of childhood curriculum pedagogy assessment and organization of education It also considers attempts made so far by policy makers in the western industrialized nations to come to terms with rapid cultural and social changes whilst at the same time trying to maintain competitive economies to meet the growing challenge of the emergent Pacific Rim nations **Women in Higher Education, 1850-1970** E. Lisa

Panayotidis, Paul Stortz, 2017-09-19 This edited collection illustrates the way in which women s experiences of academe could be both contextually diverse but historically and culturally similar It looks at both the micro individual women and universities and macro level comparative analyses among regions and countries within regional national trans national and international contexts The contributors integrally advance knowledge about the university in history by exploring the intersections of the lived experiences of women students and professors practices of co education and intellectual and academic cultures They also raise important questions about the complementary and multidirectional flow and exchange of academic knowledge and information among gender groups across programmes disciplines and universities Historical inquiry and interpretation serve as efficacious ways with which to understand contemporary events and discourses in higher education and more broadly in community and society This book will provide important historical contexts for current debates about the numerical dominance and significance of women in higher education and the tensions embedded in the gendering of specific academic programs and disciplines and university policies missions and mandates *Proceedings of*

an Educational Conference held by the British and Foreign School Society on the 14th and 15th March, 1844. Abridged from the short-hand notes of Mr. W. Treadwell, Jun., etc British and Foreign School Society, 1844 *School and Home Education*

, 1919 **School & Society**, 1915 **Nonformal Education and Civil Society in Japan** Kaori H. Okano, 2015-09-16

Nonformal Education and Civil Society in Japan critically examines an aspect of education that has received little attention to date intentional teaching and learning activities that occur outside formal schooling In the last two decades nonformal education has rapidly increased in extent and significance This is because individual needs for education have become so diverse and rapidly changing that formal education alone is unable to satisfy them Increasingly diverse demands on

education resulted from a combination of transnational migration heightened human rights awareness the aging population and competition in the globalised labour market Some in the private sector saw this situation as a business opportunity Others in the civil society volunteered to assist the vulnerable The rise in nonformal education has also been facilitated by national policy developments since the 1990s Drawing on case studies this book illuminates a diverse range of nonformal education activities and suggests that the nature of the relationship between nonformal education and mainstream schooling has changed Not only have the two sectors become more interdependent but the formal education sector increasingly acknowledges nonformal education s important and necessary roles These changes signal a significant departure from the past in the overall functioning of Japanese education The case studies include neighbourhood homework clubs for migrant children community based literacy classes after school care programs sport clubs alternative schools for long term absent students schools for foreigners training in intercultural competence at universities and corporations k minkan community halls and lifelong learning for the seniors This book will appeal to both scholars of Japanese Studies Asian Studies and those of comparative education and sociology anthropology of education

Catalogue of the Educational Divisions of the South Kensington Museum ,1861 **Popular Education and Socialization in the Nineteenth Century** W P

McCann,2013-04-15 Originally published in 1977 this volume analyzes aspects of elementary schooling in the nineteenth century and the ways in which it prepared working class children for life in industrial Britain The book examines The procedures and practices of different types of schools The ideologies guiding elementary education The social implications of curriculum content and pupils and parents attitudes to the education provided by the church and state

Catalogue of the Educational Division of the South Kensington Museum Science Museum South Kensington London SW7,1850 *School Science and Mathematics* ,1918 *Journal of the Society of Arts* ,1903 *Journal of the Society of Arts* Royal Society of Arts (Great Britain),1901 *Journal of the Royal Society of Arts* Royal Society of Arts (Great Britain),1854

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