

EDUCATION AND THE DEVELOPMENT OF REASON

Edited by

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R. S. PETERS



Reason And Teaching International Library Of The Philosophy Of Education

Robert R. Sherman, Rodman B. Webb



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

R.F. Dearden, Paul H. Hirst, R.S. Peters, 2010-02-25 Deals with the nature of education and discusses various general aims such as mental health socialization and creativity which have been thought to characterize it This book examines the nature of reason and its relationship to feeling will and action It considers the development of different aspects of reason in an educational context *Reason and Teaching* Israel Scheffler, 1973 *International Library of the Philosophy of Education*

Charles Bailey, 2021-07-09 International Library of the Philosophy of Education reprints twenty four distinguished texts published in this field over the last half century and includes works by authors such as Reginald D Archambault Charles Bailey Robin Barrow Norman J Bull D E Cooper R F Dearden Kieran Egan D W Hamlyn Paul H Hirst Glenn Langford D J O Connor T W Moore D A Nyberg R W K Paterson R S Peters Kenneth A Strike I A Snook John and Patricia White and John Wilson Themes discussed include Liberal education moral education the aims of education the education of teachers adult continuing education and the philosophical analysis of education *Reason and Teaching (Routledge Revivals)* Israel Scheffler, 2014-04-08 This title first published in 1973 brings together a variety of papers by Israel Scheffler one of America's leading educational philosophers The essays each stress the importance of critical thought and independent judgement to the organization of educational activities In the first section Scheffler adopts a metaphilosophical approach emphasizing the role of philosophy in educational thought A number of key concepts are dealt with next including the study of education and its relation to theoretical disciplines philosophical interpretations of teaching and the education of teachers The final section is critical and deals with the writings of several key thinkers in the field A broad and authoritative study this reissue will provide any Philosophy student with an essential background to the criticism and theories surrounding the philosophy of education

Philosophical Analysis and Education (International Library of the Philosophy of Education Volume 1) Reginald Archambault, 2010-02-25 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

Educational Judgments (International Library of the Philosophy of Education Volume 9) F. Doyle James, 2010-02-25 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 Two contributors present complementary analyses of the relations between freedom as a characteristic of institutions and the process of learning to be

a free man There is discussion of the neglected subject of rights and duties in education with special emphasis on the question of a universal right to education The volume concludes with papers on the relevance of philosophy to the practical judgments of educators and to education as a field of study

Concepts of Indoctrination (International Library of the Philosophy of Education Volume 20) Ivan A. Snook, 2010-02-25 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 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 Aims of Education Restated (International Library of the Philosophy of Education Volume 22) John White, 2010-02-25 A work on what the aims of education should be since Whitehead's Aims of Education of 1929 It draws on material from schools and colleges and also from the broader educative or miseducative nature of the ethos of society and some of its major institutions

The Concept of Education (International Library of the Philosophy of Education Volume 17) R.S. Peters, 2010-02-25 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

Qualitative Research In Education Robert R. Sherman, Rodman B. Webb, 2004-08-02 Published in the year 1988 Qualitative Research In Education is a valuable contribution to the field of Education

The Philosophy of Open Education (International Library of the Philosophy of Education Volume 15) David A. Nyberg, 2010-02-25 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

Education and the Education of Teachers (International Library of the Philosophy of Education Volume 18) R.S. Peters, 2010-02-25 This collection of important and significant papers examines a wide range of issues with R S Peter's customary incisiveness and clarity 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 **Experience and the Growth of Understanding (International Library of the Philosophy of Education Volume 11)** D.W. Hamlyn, 2010-02-25 This volume examines some of the arguments that have been put forward over the years to explain the way in which understanding is acquired The author looks firstly at the empiricist thesis of genesis without structure and secondly at the opposing theory represented by Chomsky of structure without genesis He considers that Piaget's account is flawed however by its biological model and by its failure to deal adequately with the problem of objectivity The book provides a general understanding of the principles that make it possible and the differences between the ways in which they work at different stages *Library of Congress Catalogs* Library of Congress, 1976 [The Dynamics Of Education](#) Hilda Taba, 2013-07-04 First published in 1999 This is Volume XXX of thirty two in the Developmental Psychology series Written in 1932 this book is an effort to present both the meaning and process of education in a new and truer light The word dynamics in the title suggests the point of view as the author offers a methodology of progressive educational thought in the area of education **Illusions of Equality (International Library of the Philosophy of Education Volume 7)** David Cooper, 2010-02-25 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 [Foundations of Education](#) Matthew Bruce Etherington, 2014-06-20 Ideas about education have consequences This book edited by Matthew Etherington provides readers with ideas and insights drawn from fifteen international scholars in Christian thought within the fields of philosophy theology and education Each author responds to the philosophical historical and sociological challenges that confront their particular line of educational inquiry The authors offer a view of Christian education that promotes truth human dignity peace love diversity and justice The book critically analyzes public discourse on education including the wisdom actions recommendations and controversies of Christian education in the twenty first century This timely book will appeal to those concerned with Christian perspectives on education Aboriginality gender history evangelism secularism constructivism purpose hope school choice and community [Ethics and Educational Policy \(International Library of the Philosophy of Education Volume 21\)](#) Kenneth A. Strike, Kieran Egan, 2010-02-25 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 The book will be of significance to all policy makers who need to gain an understanding of the values and concepts involved in major policy problems **The British National Bibliography** Arthur James Wells,1979 **Religious Education and the Public Sphere** Patricia Hannam,2018-08-06 Religious Education and the Public Sphere reveals through an analysis of theory and practice that religious education is resting on historic and persistent assumptions about both religion and education Drawing on work from Arendt and Weil new ideas emerge regarding religious education s constituent elements education and religion It offers a new and timely proposal for religious education and argues for a broader understanding of religion bringing a fresh contribution to current discussions regarding the relationship between religion and education in the public sphere Some practical considerations emerging from theory developing through the earlier parts of the book are presented in the final section including the teacher s role and what should guide religious education curriculum At a time when there is raised interest in the role of religion in the public sphere internationally this book aims to contribute something new both theoretically and practically to discussions regarding the role of religion in education is and relevant to educational contexts worldwide This book will be vital reading for academics and researchers in the fields of religion and religious studies education philosophy of education and religious education and will also be of great interest to teachers and policy makers working in the field of religious education in the public sphere

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