

## The Voice Of Liberal Learning Michael Oakeshott On Education

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How the Liberal Arts Can Save Liberal Democracy  
Liberalism, Communitarianism and Education  
Educational Theory and Jewish Studies in Conversation  
Academic Ethics  
International Handbook of Philosophy of Education  
The Complete Works of Michael de Montaigne  
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to those weary and wary of the cacophony about what's wrong with education in America and what ought to be done about it Oakeshott's voice beckons as usual his approach to the subject is subtle comprehensive and radical in the sense of summoning readers to the root of the matter that root Oakeshott believed is the very nature of learning itself and concomitantly the means as distinct from the method by which the life of learning is discovered cultivated and pursued as Oakeshott has written this then is what

we are concerned with adventures in human self understanding not the bare protestation that a human being is a self conscious reflective intelligence and that he does not live by bread alone but the actual enquiries utterances and actions in which human beings have expressed their understanding of the human condition this is the stuff of what has come to be called a liberal education liberal because it is liberated from the distracting business of satisfying contingent wants includes a foreword by timothy fuller that reiterates the timelessness of oakeshott s reflections amid the continuing clamour that characterises discourse about liberal education

currently liberal democracy is threatened by authoritarian movements not just in the united states but also in societies around the world the liberal arts arrests authoritarian tendencies by advancing what it shares with the citizens of a liberal democracy autonomy and freedom autonomy is the capacity to make reasoned decisions about a host of political social and personal matters independent of external parties who seek to control our lives for the sake of their ends and at the cost of our freedom but autonomy depends on people being able to enter into discussions what i call discourses of mutual respect designed to test ideas in public against facts and good reasons this discourse is facilitated by an enlarged culture through which individuals identify what they hold in common and by which individuals work to understand their differences now authoritarian regimes reject autonomy because it empowers citizens to designate the boundaries and content of political authority liberal democracies in contrast embrace autonomy because it is the basis for the political institutions that provide civic equality and through it the freedom of citizens to control their destiny yet ironically an enlarged culture and the discourse of mutual respect that together sustain autonomy are not likely to be produced within a highly partisan political atmosphere of a liberal democracy still a liberal democracy is open to the importation of these elements from the liberal arts thus saving liberal democracy from authoritarianism depends on a robust liberal arts presence in society what reforms of the liberal arts are needed to make this objective possible much rides on the answer to this question for the fact is that if the liberal arts recedes to a whisper liberal democracy is likely to be defeated by the authoritarian s bluster filled and always nihilist roar

communitarian thinkers have identified important deficiencies in liberal thought in particular the limits of the account of justice given in liberal theories this book makes transparent for the reader the implications that the liberal account of justice has for our ways of thinking about education citing the work of john rawls as the principal expression of contemporary liberal thought keeney argues that there are certain intractable tensions between the view of the individual given in rights based theories of justice and a certain

valuable conception of education which in the west has traditionally been termed a liberal or general education and concludes that ideals of a liberal education are only available to a political ethic which is capable of articulating a public conception of virtue and the good

educational theory and jewish studies in conversation from volozhin to buczacz by harvey shapiro phd brings together two different fields of study modern jewish studies and contemporary educational theory to provide new theoretical frameworks for their interaction although jewish studies and education programs at secular universities have joined denominational and transdenominational institutions of higher learning in adopting a dual or parallel course structure there has been little scholarly attention given to the basis for doing so shapiro provides alternative theoretical frameworks for the relationship between jewish studies and educational theory and discusses different ways of developing and articulating these relationships between disciplines shapiro shows what is at stake when students and faculty think and communicate together across discourses in particular between the fields of education and jewish studies presenting an alternative to conventional notions of interdisciplinarity this book's import extends to virtually all relationships between the humanities and professional education when these different discourses illuminate and challenge one another

academic ethics are currently much in the news but there is a great deal of uncertainty both as to what constitutes specifically academic ethics and about a number of issues that are taken to be issues of academic ethics this collection of papers focuses on both questions moving from consideration of the very idea of a university and what that entails via attempts to locate the major current concerns to particular issues relating to the university's relations with the corporate world the professor's role relations between student and teacher credentialing the demands of collegiality and plagiarism the editors have provided both a full and reasoned introduction and a critical end piece that attempt to bring some order to the often inchoate nature of this field raising the further question of whether institutions should or should not frame formal codes of conduct the selected papers are drawn from diverse sources and together provide one of the first comprehensive overviews of academic ethics

this handbook presents a comprehensive introduction to the core areas of philosophy of education combined with an up to date selection of the central themes it includes 95 newly commissioned articles that focus on and advance key arguments each essay incorporates essential background material serving to clarify the history and logic of the relevant topic examining the status quo of the discipline with respect to the topic and discussing the possible futures of the field the book provides a state of the art overview

of philosophy of education covering a range of topics voices from the present and the past deals with 36 major figures that philosophers of education rely on schools of thought addresses 14 stances including eastern indigenous and african philosophies of education as well as religiously inspired philosophies of education such as jewish and islamic revisiting enduring educational debates scrutinizes 25 issues heavily debated in the past and the present for example care and justice democracy and the curriculum new areas and developments addresses 17 emerging issues that have garnered considerable attention like neuroscience videogames and radicalization the collection is relevant for lecturers teaching undergraduate and graduate courses in philosophy of education as well as for colleagues in teacher training moreover it helps junior researchers in philosophy of education to situate the problems they are addressing within the wider field of philosophy of education and offers a valuable update for experienced scholars dealing with issues in the sub discipline combined with different conceptions of the purpose of philosophy it discusses various aspects using diverse perspectives to do so contributing editors section 1 voices from the present and the past nuraan davids section 2 schools of thought christiane thompson and joris vlieghe section 3 revisiting enduring debates ann chinnery naomi hodgson and viktor johansson section 4 new areas and developments kai horsthemke dirk willem postma and claudia ruitenberg

not a method of turning your degree back in and having your loans forgiven but an argument that by becoming vocational schools measured by reduced cost and efficient production colleges and universities are neglecting their essential purpose the reason for college education says allan is to provide an environment within which students can absorb the moral practices that determine how they can acquire and evaluate knowledge best conduct their lives and become responsible adults he maintains that such learning requires imagination dialogue conversation and cultured intercourse annotation copyrighted by book news inc portland or

this list assembles a selected group of approximately 1000 books and journals currently available in the field of education mostly published in the late 1980s all works are in english and almost all are american american government documents and monographs published by unesco have also been included

a journal of lay catholic opinion

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