Philosophy of Education

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*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.

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Special introductory price! See Inside for details
Philosophical Analysis and Education
(International Library of the Philosophy of Education Volume 1)
Edited by Reginald Archambault
'Eminently readable...there is a scintillation of new ideas that repels dullness.' - British Journal of Educational Studies.
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.


Moral Education
(International Library of the Philosophy of Education Volume 4)
Norman J. Bull
A companion volume to Moral Judgement from Childhood to Adolescence specially written for teachers and students of education. This volume includes analysis of the broad stages in the developmental pattern; of the key variables that must shape it, and of their function in moral judgement; and of the principles that must lie behind a moral education that has autonomy as its goal. The book concludes with practical proposals for a sequential pattern of moral learning, and the methods of approach appropriate to it.


Moral Judgement from Childhood to Adolescence
(International Library of the Philosophy of Education Volume 5)
Norman J. Bull
Originally published in 1969 this book analyzes the development of moral judgement in children and adolescents. Interviews were held with 360 children aged 7 to 17, with equal numbers of either sex. Original visual devices were planned to elicit judgements in moral areas known to be of universal significance, such as the value of life, cheating, stealing and lying. In addition, analyses of concepts of reciprocity, of the development of conscience and of specificity in moral judgement were derived from the tests. The book includes a critical survey of previous work in this field and places the research in its wider philosophical, psychological and sociological context.


Illusions of Equality

(International Library of the Philosophy of Education Volume 7)

David Cooper, University of Durham, UK

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, focusing 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.


December 2009: 216x138: 190pp

Philosophers as Educational Reformers

(International Library of the Philosophy of Education Volume 10)

Peter Gordon, University of London, UK and John White

This volume assesses how far the ideas and achievements of the 19th century British Idealist philosophical reformers are still important for us today when considering fundamental questions about the structure and objectives of the education system in England and Wales. Part 1 examines those ideas of the Idealists, especially T. H. Green, which had most bearing on the educational reforms carried out between 1870 and the 1920s and traces their connection with the philosophy and educational theory of Hegel and other post-Kantians. Part 2 is an historical survey, concentrating on the innovations in the organization and contents of education in England and Wales brought about by the administrators and educationists educated in philosophical idealism. Part 3 considers what relevance the philosophical and practical ideas of this interconnected group of reformers have to education today.

Selected Contents: Part 1: Philosophical Idealism and Education


December 2009: 216x138: 330pp
Experience and the growth of understanding
(International Library of the Philosophy of Education Volume 11)

D. W. Hamlyn

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. His greatest sympathy is with the theory of Piaget, who represents structure with 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 second part of the book contains chapters on language, the differences between early and later learning, and on teaching. 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.


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

Paul H. Hirst

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.


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

Edited by Glenn Langford and D. J. O'Connor

The contributors to this collection of essays offer a stimulating and varied range of approaches to this developing area. The volume includes discussions on the concept of education and such related topics as indoctrination and the nature and scope of the theory of education. Aspects of education including the field of moral education, and issues which are reflected prominently in the curricula of such subjects as Mathematics and Science in schools and colleges are considered.


Philosophy of Education
(International Library of the Philosophy of Education Volume 14)

Terence W. Moore

This volume provides an introduction to the philosophy of education, which will enable students meeting the subject for the first time to find their way among the many specialized volumes. It deals in a non-technical way with the more important issues raised in a philosophical approach to education, and gives a clear idea of the scope of the subject. After discussing different theories of the aims of education, whether mechanistic or organic, the author addresses practical issues — for example, about the curriculum, the distinction between education and indoctrination, the role of authority and discipline, and the place of religious and moral teaching. Finally he deals with some important aspects of education and the influence of different political structures on the philosophy of education.


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Hb: 978-0-415-56451-9
The Concept of Education

Edited by R. S. Peters

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.


December 2009: 216x138: 234pp
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Education and the Education of Teachers

(Reditional Library of the Philosophy of Education Volume 18)

R. S. Peters

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 reflects 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.


December 2009: 234x156: 210pp
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Values, Education and the Adult

(International Library of the Philosophy of Education Volume 16)

R. W. K. Paterson

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.


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The Philosophy of Open Education

(International Library of the Philosophy of Education Volume 15)

Edited by David A. Nyberg

‘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.


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An Informa Business

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John Dewey Reconsidered
(International Library of the Philosophy of Education Volume 19)
Edited by R. S. Peters
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.


December 2009: 216x138: 240pp
Hb: 978-0-415-56352-9

Concepts of Indoctrination
(International Library of the Philosophy of Education Volume 20)
Edited by Ivan A. Snook
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.


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Ethics and Educational Policy
(International Library of the Philosophy of Education Volume 21)
Edited by Kenneth A. Strike and Kieran Egan
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 focused 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.


December 2009: 216x138: 240pp
Hb: 978-0-415-56415-1

The Aims of Education Restated
(International Library of the Philosophy of Education Volume 22)
John White
John White's study is the most substantial work on what the aims of education should be since Whitehead's Aims of Education of 1929. It draws on material not only from schools and colleges, but also from the broader educative or miseducative nature of the 'ethos' of society and some of its major institutions. Sifting the different views about aims which are now prevalent and circulating in the world of education, he integrates the more defensible of them into an articulated set of positive recommendations. The study takes a broadly philosophical and non-technical stand; it is written to help practitioners orient themselves in what is often bewildering territory, at a time when the question of what the aims of education ought to be has acquired a new urgency for politicians and educational administrators, as well as for those directly involved in educational institutions, head teachers and their staff.


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

This volume introduces a new conception of political education and new roles for headteachers and parents in the creation of a more democratic educational system. 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. All this is underpinned by a radical analysis of basic democratic principles and assumptions, and a fundamental critique of the power-sharing machinery of such contemporary democratic societies as the UK and USA.

Selected Contents:
1. Democratic Principles and Basic Assumptions
2. Realising Democratic Principles: Institutions and Attitudes
3. Political Education
4. Headteachers: A Changing Role
5. Parents’ Educational Rights and Duties

Preface to the Philosophy of Education
(International Library of the Philosophy of Education Volume 24)

John Wilson

It is sometimes said that the philosophy of education is not a serious and coherent philosophical area of inquiry. John Wilson examines this argument, taking it as the starting point for his book. He believes that most ‘philosophy of education’ until now has been little more than the promotion of particular ideologies, and that progress can be made only by a more analytical approach. The central problems lie in establishing a few basic concepts, principles and categories and questions which will form the skeleton of the subject. He therefore outlines the nature of ‘philosophy of education’ and defines some of its major problems by examining key notions such as the value of education, the nature and implications of learning and what should be learned.