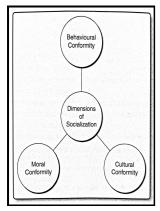
Education and the common good - a moral philosophy of the curriculum

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Notes: Includes index. Bibliography p253-258.

This edition was published in 1961



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But education will not be limited to a handful of people. What are the limits that we should set upon school cultures? The Common Good Perspective: Communal or Distributive? A great deal of work remains to be done when it comes to other aspects of market life that may require citizens to reason from a more socially conscious perspective, particularly when it comes to labor rights, political liberties and climate change.

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Marx for the first time analysed correctly the forces and impulses which govern human nature and mould its environment. Two especially prominent examples in the literature involve burden sharing and resource pooling.

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Dialectic Materialism simply means that this real world is the only true reality. The future state, he declares, cannot be the product of intellectual ingenuity, however great, or the device of a reformer, however gifted.

Catholic Schools

When members of society reason in terms of their common interests in liberty and opportunity, they assess policies from a standpoint that does not distinguish between one citizen and another.

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Virtue and the Common Good in Aristotle and Aquinas

Aims of Education in Marxism: Marxist education will lay stress on indoctrination of ideas and practices.

Communitarianism and education

So, for example, direct killing of the innocent is taken to refer to behavior whose causally immediate effect is killing, or which has its lethal effect before it has its intended good effect.

Virtue and the Common Good in Aristotle and Aquinas

Each citizen in this arrangement would reason from the standpoint of her own private concerns: as school managers, citizens would aim to maximize profits, and as parents, citizens would aim to get the best education for their children at the lowest cost. Given these possibilities, the difference principle requires citizens to choose the arrangement that is best from the standpoint of one group in particular—i. He had an unusual childhood with no formal education.

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