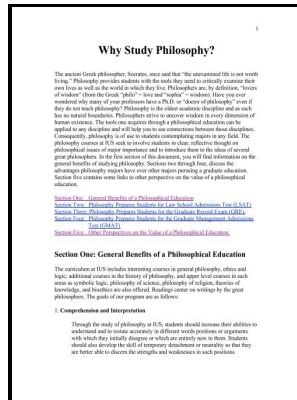


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A philosopher may also work out a fully developed educational philosophy of his own and start an experimental school in which to put it into practice, as John Dewey did; like Dewey, too, he may even try to persuade his entire society to adopt it. This is tantamount to an imperative to think autonomously inside the role of citizen because I cannot close-mindedly resist critical consideration of moral views alien to my own without flouting my responsibilities as a deliberative citizen. Both types of theories are called philosophies of education, but only those based on reason and philosophy are properly philosophical in character; the others might better be called theologies of education.

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Civic education does not exhaust the domain of moral education, even though the more robust conceptions of equal citizenship have far-reaching implications for just relations in civil society and the family.

Philosophy of Education

The most basic problem of philosophy of education is that concerning aims: what are the proper aims and guiding ideals of education? Melden, Frederick Olafson, Ralph Barton Perry, R.

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The need arises from the obligation of reciprocity which they like Rawls believe to be integral to citizenship.

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N ELSON, T HOMAS W. In the first form, philosophy of education was traditionally developed by philosophers—for example, Aristotle, Augustine, and John Locke—as part of their philosophical systems, in the context of their ethical theories.

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Hence the key philosophical ideas stressed in critically oriented philosophies of education reflection, counterhegemony, a critique of power, an emphasis upon difference, and so on derive their force from their capacity to challenge a presumably oppressive dominant society and enable put-upon individuals and groups to recognize and question their circumstances and to be moved to change them.

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