

**DEWEY AND EUROPEAN EDUCATION: GENERAL
PROBLEMS AND CASE STUDIES**

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I will note the reasons for this as the argument proceeds, but it is important to mark now that although at any stage of inquiry shared culture scaffolds the following stage, the role of shared culture is not constitutive of inquiry but a result of the basic form of inquiry that is individualistic both in its problems and its aesthetics. It is, however, not idle. One option is the simple playful one in which we capture the breach and make it a moment within a different sense of fit. Then we experiment and play around with ways of framing the problem. But there is no determinate sense of error here, for the notion of fit that has been transgressed has no generality to it. That notion of problem is framed by his account of the aesthetics of experience.

The indeterminate situation becomes problematic in the very process of being original interest of European education in Dewey is presented by case-studies, that concern different national contexts and so different versions of Dewey's educational philosophy. We are unsettled by the disruption.