

BULLETIN
OF
THE DIVISION OF BASIC THEORIES OF EDUCATION,
GRADUATE SCHOOL OF EDUCATION, THE UNIVERSITY OF TOKYO
Vol.43

CONTENTS

<p><A Tribute to the Late Professor KANAMORI Osamu> Préface aux mélanges dédiés à la mémoire du professeur KANAMORI OsamuINADA Yuki/OKUMURA Daisuke/YAMADA Toshihiro (1)</p>	
<p>An essay in memoriam of Professor Osamu KanamoriSATO Manabu (3)</p>	
<p>The list of the works of Professor KANAMORI Osamu The themes of the seminar of Professor KANAMORI OsamuINADA Yuki (5)</p>	
<p>À la bibliothèque qui vient: le professeur Kanamori Osamu et sa collection de livresOKUMURA Daisuke (29)</p>	
<p>“To be Critical for Science” as a clue for civic public sphere: Osamu Kanamori’s “Science Wars” (2000) and its aftermathISHIKAWA Hiroyuki (37)</p>	
<p>The Depths of “A Sort of Foucauldian”: Kanamori Osamu’s Method of PhilosophyINADA Yuki (41)</p>	
<p>A Philosophy of the Hovering Mind: Kanamori Osamu’s Theory of Space and PlaceINUTSUKA Yu (45)</p>	
<p>Liberalism and Fiction: Kanamori’s Vision for the History of Modern GeneticsINOKUCHI Tomohiro (49)</p>	
<p>M. Kanamori Osamu et les livres qu’il aimaitOKUMURA Daisuke (53)</p>	
<p>For the people who live at the border: An essay about humans and “beings less than humans”HORIE Ikutomo (55)</p>	
<p>How science education matters: Historiographical problems in the works of Osamu KanamoriYAMADA Toshihiro (59)</p>	
<p>L’être humain — sur l’actualité de la démarcation entre l’humain et le non-humain chez Osamu KANAMORIWAKAMATSU Takeshi (63)</p>	
<p><Contribution> Problems between story of selfeducation and history of generation succession —A retrospective essay for 40 years of a reading circle of BildungsgesamtheitMIYAZAWA Yasuto (67)</p>	
<p>Critico-historical remembrance concerning our <Shitetsu = Philosophy and History of Education> Seminar in the years eighties (4)YOSHIZAWA Noboru (79)</p>	
<p><Special Interview> My Interest in Educational Administration: Focusing on Educational Research in University and the Private Educational MovementMIKAMI Kazuo (91)</p>	
<p><Article I > Signe et Répétition : How Does a Person Learn beyond Ego?TANAKA Satoshi (99)</p>	
<p><Article II> Hani Motoko’s concept of Liberty in her educational thought: Focusing on the relationship with religious feelingsAIDA Mari (119)</p>	
<p>The Active or Factual Life in philosophy for children (p4c): Focusing on the Logos in early Heidegger and ArendtKAWAKAMI Hideaki (131)</p>	
<p>The ‘Humanity’ in Leo Strauss: With reference to ‘The Strauss-Kojeve Debate’SHIDA Eriko (141)</p>	
<p>TAMA as the Base of Education: From History of Studies of ChinkonTAKANO Akiko (153)</p>	
<p>“Normal Deliberation” in John Dewey’s Human Nature and Conduct: Toward a more concrete understanding of the idea of “Growth”MATSUHASHI Shunsuke (165)</p>	
<p>A study of a young men’s association in Tokyo CityTANABE Naoki (175)</p>	
<p>Bildungsbürgertum und Volksbildung in der Weimarer ZeitMATSUI Kento (185)</p>	
<p><Translation> Gert Biesta: <i>Democracy in the Kindergarten : Helping young children to be at home in the world</i>SUZUKI Yasuhiro/TAKATA Masaya/KODAMA Shigeo (193)</p>	
<p>Jürgen Oelkers: <i>Reformpädagogik: eine kritische Dogmengeschichte</i>, Kap. 5.1KINOSHITA Shin/TSUCHIYA Hajime/MATSUI Kento/LEE Sunji (211)</p>	
<p><Book Review> Osamu Kanamori, <i>The Crisis of Science</i>NAKANO Hiroshi (225)</p>	
<p>Shigeo Kodama, <i>Toward the New Politics of Education</i>WATANABE Masayuki/MATSUI Kento (229)</p>	
<p><Recent Seminar Topics> (233)</p>	
<p><Recent Study Group> (257)</p>	
<p><DA, MA and BA Thesis> (261)</p>	
