

參考文獻

- 干學平、黃春興（1991）。荀子的正義理論。載於戴華、鄭曉時（主編），*正義及其相關問題*（頁93-130）。臺北：中央研究院中山人文社會科學所。
- 朱堅章（1991）。泛談正義——生活中的公道。載於戴華、鄭曉時（主編），*正義及其相關問題*（頁1-7）。臺北：中央研究院中山人文社會科學所。
- 教育部（2004）。*性別平等教育法*。
- 教育部（2007）。*教育部推動教育優先區計畫（九十六年度）*。
- 楊深坑（2000）。哈伯瑪斯的溝通理性及其正義概念。載於溝通理性·生命情懷與教育過程——哈伯瑪斯的溝通理性與教育（頁23-40）。臺北：師大書苑。
- 楊瑩（1998）。教育機會均等。載於陳奎憲（主編），*現代教育社會學*（頁269-313）。臺北：師大書苑。
- Anand, S., Fabienne P., & Sen, A. (Eds.). (2004). *Public health, ethics, and equity*. New York: Oxford University Press.
- Coleman, J. S. (1966). *Equality of educational opportunity study (EEOS)*. Washington, DC: U.S. Government Printing Office.
- Diels, H., & Kranz, W. (1956). *Die Fragmente der Vorsokratiker*. Berlin: Weidmann.
- Eisenberg, A. (2006). Education and the politics of difference: Iris Young and the politics of education. *Educational Philosophy and Theory*, 38(1), 7-23.
- European Group for Research on Equity in Education Systems (2005). *Equity in European educational systems*. Retrieved June 17, 2008, from http://www.wwwords.co.uk/pdf/viewpdf.asp?j=eerj&vol=4&issue=2&year=2005&article=7_Equity_Part_1_web&id=140.122.68.52
- Field, S., Kuczera, M., & Pont, B. (2007). *No more failures: Ten steps to equity in education*. Paris: OECD.
- Fives, A. (2005). Virtue, justice and the human good: Non-relative communitarian ethics and the life of religious commitment. *Contemporary Politics*, 11, 117-131.
- Fleurbaey, M. (1996). Reward patterns of fair division. *Journal of public Economics*, 159, 365-395.
- Fraser, N. (1997). *Justice interruptus: Critical reflections on the “postsocialist” condition*. New York: Routledge.

- Gorard, S., & Smith, E. (2004). An international comparison of equity in education systems. *Comparative Education, 40*(1), 15-28.
- Habermas, J. (1983). *Moralbewusstsein und kommunikatives Handeln*. Frankfurt am Main: Suhrkamp.
- Habermas, J. (1984). *Vorstudien und Ergänzungen zur Theorie des Kommunikativen Handelns*. Frankfurt am Main: Suhrkamp.
- Habermas, J. (1986). Moralität und Sittlichkeit. In W. Kuhlmann (hrsg.), *Moralität und Sittlichkeit* (pp. 16-37). Frankfurt am Main: Suhrkamp.
- Hallinan, M. (2000, August 1). Ability group effects on high school learning outcomes. (ERIC document reproduction service No. ED467684 Retrieved Dec. 29, 2008, from ERIC database).
- Kim , J.-H., & Taylor, K. A. (2008). Rethinking alternative education to break the cycle of educational inequality and in equity. *The Journal of Educational Research, 101*(4), 207-218.
- Kim, J. S., & Sunderman, G. L. (2005). Measuring academic proficiency under the No Child Left Behind Act: Implications for educational equity. *Educational Research, 34*(8), 3-13.
- Koutras, D. N. (1993). *La morale sociale d'Aristote. Les vertus de justice et d'amitié*. Athens: National Centre of Social Research. (in Greek)
- Masemann, V. L. (1990). Educational reform: Impact of indigenous forms of knowledge. In T. Husén & T. N. Postlethwaite (Eds.), *International encyclopedia of education* (2nd ed., Vol. 4, pp. 1848-1857). New York: Tarrytown.
- North, E. C. (2006). More than words? Delving into the substantive meaning(s) of "social justice" in education. *Review of Educational Research, 76*(4), 507-535.
- Papastefanou, M. (2005). Rawls' theory of justice and citizenship education. *Journal of Philosophy of Education, 39*(3), 499-518.
- Plato (1903). Republic. In J. Burnet (Ed.), *Platonis Opera*. Oxford: Clarendon.
- Plowden, B. (The Plowden Report) (1967). Children and their Primary schools. A report of the central advisory council for education, 2, London: HMSO.
- Robeyns, I. (2003a). Sen's capability approach and gender inequality: Selecting relevant capabilities. *Feminist Economics, 9*(2-3), 61-92.

- Robeyns, I. (2003b). Is Nancy Fraser's critique of theories of distributive justice justified? *Constellations Forthcoming*, 10(4), 538-554.
- Rawls, J. (1971). *A theory of justice*. Cambridge, MA: Belknap Press of Harvard University.
- Rawls, J. (1979). A well-ordered society. In P. Laslett & J. S. Fishkin (Eds.), *Philosophy politics and society* (pp. 6-20). Oxford: Basil Blackwell.
- Roemer, J. E. (1996). *Theories of distributive justice*. Cambridge, Mass: Harvard University Press.
- Sardoč, M., & Shaughnessy, M. F. (2001). An interview with Iris Marion Young. *Educational Philosophy and Theory*, 33(1), 95-101.
- Sen, A. (1992). *Inequality reexamined*. New York: Russell Sage Foundation.
- Sen, A. (1999). *Development as freedom*. New York: Oxford University Press.
- Strike, K. A. (2000). Liberalism, communitarianism and the space between: In praise of kindness. *Journal of Moral Education*, 29(2), 133-147.
- Walker, M. (2006). Towards a capability-based theory of social justice for education policy-making. *Journal of Education Policy*, 21(2), 163-185.
- Walzer, M. (1983). *Spheres of justice: A defence of pluralism*. Oxford: Basil Blackwell.
- Xenophon (1994). *Memorabilia* (A. L. Bonnette, Trans.). Ithaca: Cornell University Press.
- Yang, S.-K. (1978). *Eine vergleichende Studie über die ethische Theorie der Mesotes bei Aristoteles und Konfuzius*. Athen: Hermes. (in Greek)
- Young, I. M. (1990). *Justice and the politics of difference*. Princeton, NJ: Princeton University Press.
- Zine, J. (2001). Muslim youth in Canadian schools: Education and the politics of religious identity. *Anthropology & Education Quarterly*, 32(4), 399-423.