

Historical and Philosophical Foundations of Education: A Biographical Introduction Study Guide

**Historical and Philosophical Foundations of
Education: A Biographical Introduction by Gerald L.
Gutek**

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Plot Summary

Gerald L Gutek wrote this updated Fourth Edition of *Historical and Philosophical Foundations of Education: A Biographical Introduction* in 2005, from thirty years of teaching history and philosophy of education at major universities. This work effectively presents his idea "educational biography is a valuable, powerful, but too-often neglected" learning tool about how education and transforming events and trends are interconnected through history and the world. This highly informative and effective historical narrative tells a story of education from ancient Confucius to the moderns Montessori and Dewey.

Gutek's biographical introduction clearly presents many facts of history as the backdrop against which he describes individual educators and brings them to life. His writing is so well done and enjoyable that a reader is hardly aware this is a college text. This book is such a pleasure to read that its 400 pages make a real "page-turner." Gutek begins with the ancient Confucius and Greco-Romans Plato, Aristotle and Quintilian. The author transitions to the Medieval Era with Aquinas and Erasmus and introduces the Protestant Reformation with Calvin and Comenius who claims "all knowledge" supersedes religious and nationalist conflicts. Rousseau and Pestalozzi initiate educational reform and The Enlightenment is Americanized through Thomas Jefferson, Wollstonecraft and Horace Mann who initiated the modern public school system. Education for social change and reconstruction was introduced by Owen's New Lanark. Froebel used "gifts" to promote kindergarten teaching through the world. Mill and Spencer reformulated liberalism and Addams advocated socialized education. Dewey's pragmatism tested Darwinism and Montessori internationalized childhood education. Gandhi, Du Bois and Freire conclude the author's presentation with Indian, African American and Brazilian influences.

Gerald Gutek's *Historical and Philosophical Foundations of Education: A Biographical Introduction* is organized in 4 parts that conclude with a 10-page index by educator and related subject. Each chapter is titled by name of the educator and provides a parallel presentation of the educators' life and times followed by study sections with questions, projects, endnotes and further reading suggestions. Information in the work is readily accessible by part, chapter title, endnotes, references and index. For example, the index entry "Education, theory of:" is followed by 23 educator names and the page numbers on which that educator's theory is referenced. Gutek's work follows an orderly progression from an overview of each educator to the historical context of their lives and educational history. Gutek provides a fully comprehensive view of the educator within context of his times, trends and challenges. His extensive presentation offers casual readers substantial well-organized information to select from and absorb. The serious researcher is provided documented guidelines and suggested paths to in-depth research. Gutek's work is suited to readers with varying interests to satisfy their own level of curiosity.



Part I

Part I Summary and Analysis

Chapters 1- 5 present the overview of Gutek's approach and the educators' history and times from Confucius through Plato, Aristotle and Quintilian.

Chapter 1 Educational Biography and the Historical and Philosophical Foundations of Education

Gerald L Gutek wrote this updated Fourth Edition of Historical and Philosophical Foundations of Education: A Biographical Introduction in 2005, from thirty years of teaching history and philosophy of education at major universities. This work effectively presents his idea "educational biography is a valuable, powerful, but too-often neglected" learning tool about how education and transforming events and trends are interconnected through history and the world. Educators are discussed in their historical context with relevant trends and conditions. Gutek assumes educators interacted with culture that influenced development of educational ideas with significance. Gutek begins with ancient Confucius and Greco-Romans Plato, Aristotle and Quintilian and then discusses medievalists Aquinas and Erasmus. The Protestant Reformation is introduced with Calvin and Comenius' pansophism or all-knowledge. Rousseau and Pestalozzi's educational reform is presented and Enlightenment brings Americanization with Jefferson, Wollstonecraft and Mann. Education for social change and reconstruction was introduced by Owen and Froebel promoted kindergarten. Mill and Spencer proposed liberalism and Addams advocated socialized education. Dewey's pragmatism tested Darwin and Montessori internationalized child education. Gandhi, Du Bois and Freire represent India, African Americans and Brazil. Gutek's work follows an orderly progression of historical context when an educator lived and biographical sketch. The development of their educational ideas is followed by assessment of significance in their contemporary environment. The author lists questions for reflection, discussion and proposed projects. Notes and reading suggestions offer additional research and study.

Chapter 2 Confucius: Proponent of Educating for a Harmonious Society

The historical context in which Confucius lived (551-479 B.C.E.) (Before the Common Era) and developed his educational philosophy was one of social unrest and political turmoil. The Chou dynasty ruled China from 1050 to 222 B.C.E. using related principles of paternalism and hierarchy. The king was a benevolent father figure concerned about the welfare of his subjects in return for their loyalty and commitment. His concern was carried out by a hierarchical system of appointed officials over the common people. The king ruled under "Mandate of Heaven" that declared a king entitled by Heaven to rule as long as he cared about and promoted peoples' welfare. China's disintegration into a warring nation caused the Chou dynasty to lose its mandate in sixth century B.C.E. till 207 B.C.E. when the Han dynasty established Confucianism as dominant until 1912 when China became a republic.



Confucius' educational biography began in service as a government official and teacher. He was a police commissioner and traveled for ten years studying customs and forms of government. He integrated goals in the school he formed to teach students to be skilled, ethical, competent government officials who could be trusted. Confucius' educational ideas were based on an ethical theory designed to lead an individual to a benevolent life of doing what is right. He believed the only human purpose was to become as good, benevolent and ethical as possible without regard for any possible reward or punishment in an afterlife. The highest priority in life was educational attainment and benevolence was the most important value a person could achieve. Confucius' significance was shown by the introduction of Confucianism in the Western world after 1600 C.E. (Common Era) when a leading Jesuit scholar called Confucianism rational and equal to Western philosophy.

Chapter 3 Plato: Idealist Philosopher and Educator for the Perfect Society

The historical context in which Plato lived (427-347 B.C.E.) and developed educational philosophy was unique from its setting on islands in the Aegean and Ionian Seas. That geographical configuration let Greece develop autonomous, independent city-states with political and cultural characteristics different from each other. Polis like Thebes, Corinth, Delos, Athens and Sparta had their own self-governing political and cultural lifestyles that spawned birth, growth and participation in democracy with an educated citizenry. Plato's educational biography was formulated in an idealized and unchanging polis where a good life could be lived. Plato relied on what he learned in his twenties from Socrates in the market. They discussed goodness, truth and beauty through the Socratic method of inquiry to inspire critical thinking. Rather than roam markets speculating with associates, Plato founded an Academy to teach students arithmetic and geometry before metaphysics and epistemology.

Development of educational ideas by Plato was based on his belief that early childhood is when cultural, social and intellectual values of an individual are formed to guide his adult life. He recommended state-operated nurseries that would raise children from birth to 6, and then through childhood as able until some entered occupations or trades but more capable individuals would get additional years of training. The most capable students would become members of the 3 ruling elite after age 50 to make policy and decisions for the republic. Plato's significance is shown by a continuing legacy of teaching questions in search of the good, true and beautiful. Public education is still used to educate citizens to participate in a political system. Testing standards like the ACT and SAT are used to select students of greater skill and ability as Plato proposed.

Chapter 4 Aristotle: Founder of Realism

The historical context during which Aristotle lived (384-322 B.C.E.) and developed his educational philosophy was unique in its transition from ancient Greek city-states to the Hellenistic empire. He traveled the Greek world teaching government to restore polis vitality against the Macedonian empire. Aristotle's student Alexander the Great conquered the known world from 336 to 323 B.C.E. His conquests reached the Persian Empire, the Middle East and northern India. Alexander's transplanted Greek governors



and colonists brought Greek culture to ruling elites in Alexander the Great's empire that continued after he died in 323 B.C.E. at 33. The educational biography of Aristotle began in Stagira, Macedonia, where he was born the son of a court physician. The boy collected and catalogued mineral, plant and animal specimens until 17 when he went to Athens to study with Plato. Aristotle's view formed from his physician father's focus on sense as the beginning of inquiry. Aristotle traveled through Asia Minor to study geography, climate, politics, plants and animals. Aristotle tutored Alexander for seven years and returned to Athens when he became king. Aristotle's school was the Lyceum but ironically he was a resident alien who could not own land in Athens for a building, so he taught in public walkways and other gathering places.

Development of Aristotle's educational ideas was based on human excellence using the human psyche's reasoning to form ethical character. He believed an education process takes place informally outside of schools and formally in schools. Aristotle divided years of schooling in primary from 7 to 14 years, secondary for men from 14 to 21, and higher from 21 to as long as the student was willing and able. Aristotle's primary interest was higher education of men who became elite citizens to run polis. Aristotle's significance declined after the Roman Empire fell and other ideas predominated. Aristotle was translated by Arab and Christian scholars of the twelfth and thirteenth centuries and was fundamental to Western culture through Thomas Aquinas and other medieval scholastic educators.

Chapter 5 Quintilian: Rhetorical Educator in Service of the Emperor

The historical context in which Quintilian lived (35-95 C.E.), (Common Era) and developed his rhetorical education was during Rome's history as a republic and empire that lasted for almost 1,000 years. The early Roman republic was primarily agrarian with emphasis on land ownership and inherited traditional values to maintain the status quo. Romans upheld values of duty, honor and patriotism with the influence-wielding Roman Senate's power of oratory. The educational biography of Quintilian begins in the Roman town of his birth, Callagurris on the Ebro River, with his rhetorician father, who passed on the family business to his son. Quintilian was a lawyer and apprentice to a distinguished rhetorician and lawyer in Rome until 58 C.E. when his mentor died. Quintilian started a school ten years later in Rome and wrote a book that described the education of an orator. Critical characteristics of an orator were to be a good man and perfect orator with an excellent power of speech and all moral virtues. Quintilian's educational ideas of an orator begin in early childhood at birth to 7 when parents select a child's nurse, tutor, servants and companions so they are the "right type" to create positive attitudes for later learning. The child should be bilingual in Greek and Latin and servants must use language correctly. After 7 a child should learn reading, writing and calculating in school rather than at home. At 13 the boy studies grammar, literature, music and geometry before rhetorical school when he studies declamation for systematic exercise in public speaking. The significance of his theory of rhetorical education anticipated later education by identifying and proposing stages of development with age-appropriate learning for childhood education. He emphasized the importance of early childhood to form correct habits and predispositions. Quintilian focused on the importance of liberal arts as essential to proper education. He proposed

ideas to integrate Roman past with Greek culture and emphasized oratory as public service.

Part II

Part II Summary and Analysis

Chapters 6 -9 Present Educators from the Scholastic Aquinas, through Erasmus, Calvin and Comenius.

Chapter 6 Thomas Aquinas: Scholastic Theologian and Creator of the Medieval Christian Synthesis

Historical context of Thomas Aquinas (1225-1274) ran from 500 to 1400, at the end of the Roman Empire to beginning of the Renaissance. The Roman period ended with the entry of Christianity to the West, a destabilized Roman political and economic order, combined theological and philosophical trends in medieval thought and a prevailing scholastic role in university culture. Plato's hierarchical structure or ranking was used by the Roman Catholic Church to maintain influence and power in the Medieval Age. The pope had supreme power over the church through bishops and priests in dioceses and parishes at local levels where they taught a small male population and ignored the large illiterate majority of people called serfs. Some priests lived among people and others were monks who lived in monasteries as religious orders. Aquinas' educational biography begins when his well-educated parents enrolled him at 5 in a Benedictine monastery school. Subsequently he attended University of Naples to study Aristotle and integrate Christian doctrine with philosophy. He joined the Dominican religious order to be ordained a priest and study at University of Paris. He used a scholastic method of teaching where instructors lecture a text, review arguments, offer explanations and draw conclusions. Aquinas developed educational ideas in his comprehensive intellectual work "Summa Theologiae." His philosophy is called Thomism and is a type of religious realism with three basic themes: Education is purposeful and a means to the human's ultimate destiny or "beatific vision of God;" reality has dimensions of spiritual soul and physical body; natural and supernatural reality is structured hierarchically. His significance was most effective in hierarchical societies like immigrant Roman Catholic schools in America where Aquinas' theory had a major impact over centuries.

Chapter 7 Desiderius Erasmus: Renaissance Humanist and Cosmopolitan Educator

The historical context of Desiderius Erasmus (1466-1536) was during the revival of humanist studies from the late fourteenth to early sixteenth centuries. Emphasis shifted from spiritual Middle Ages to a humanist viewpoint and renewed interest in Greek and Roman classics that marked a modern era. Commercial life made economic surpluses to stimulate new ideas. The power of a Christian church and popes gave way to nation-states, monarchies and nationalism in Europe. Schools called classical humanist joined parish, cathedral and monastic schools in education. The educational biography of Erasmus begins questionably with his illegitimate fathering by Gerard a priest and birth to a housekeeper in Gouda or Rotterdam, Netherlands. He attended school in Gouda, cathedral school at Utrecht and Brethren of the Common Life School in Deventer.



Erasmus was ordained a priest at age 23 in the Augustinian order and tutored Latin grammar and rhetoric to support his study of Scripture and languages.

Erasmus' educational ideas were developed while he was a humanist scholar at Oxford University under the patronage of William Blount. Erasmus traveled to intellectual centers of Europe to meet with leading humanist scholars. Erasmus believed he learned by reading, discussing and associating with other educated individuals and their work. Erasmus was appointed professor of divinity and Greek at Cambridge in 1511 and researched and wrote in classical languages and biblical scholarship. His political philosophy proposed kinder and gentler advice to future rulers than Machiavelli's prince. Erasmus' significance was from Renaissance humanism that required a high degree of excellence from ancient Greece and Roman texts. Erasmus looked backward to a golden age rather than forward to the future.

Chapter 8 John Calvin: Theologian and Educator of the Protestant Reformation

The historical context of John Calvin (1509-1564) was during the Protestant Reformation. During the sixteenth and seventeenth centuries, society experienced intense religious interest from the Protestant Reformation and the Roman Catholic Counterreformation. Antagonism grew between a country's population and an Italian pope trying to extract money, power and property from a nation like Germany or England. Luther posted demands that denied papal authority to sell the graces of heaven for political favors or money on the door of a church in Wittenberg. The pope condemned Luther as a heretic and Luther urged primary and secondary schools to instill reformed religious doctrine. Previously a catechism was used by the Church for instruction. The Protestant Reformation required the Bible to replace the catechism, which meant the people must become literate. John Calvin's educational biography begins as the second son of a civil servant named Geurad Calvin near Noyon, France. John Calvin's middle-class childhood was shaped by his father's juridical and legalistic outlook. John studied Luther's reformist theology and used his legal mind to examine the Bible and writings of early church fathers. He concluded that the Roman Catholic Church conflicted with divine law. Calvin claimed Scripture was the only infallible rule of faith but the Roman Catholic Church claimed dual authority of Scripture and church tradition. Educational ideas emphasized proclaiming Scripture by preaching, writing and reading. Calvin encouraged the faithful to become literate, read the Bible and live according to its laws. If the Bible was the sole religious authority, then its translation into the vernacular language and availability to the people was essential and demanded primary schools teach basic religious literacy. Calvin had significant impact on the middle classes throughout Europe. Calvin impacted American schools and towns with the socio-economic well-being of a middle class. The wealthy were stewards of the economy like the good steward in the Bible. Calvinism modernized Christianity through work based on a Protestant ethic.

Chapter 9 Johann Amos Comenius: Pansophist Educator and Proponent of International Education



The historical context of Johann Amos Comenius (1592-1670) was the post-Reformation period of intense religious intolerance and persecution with the Moravian Brethren. The Thirty Year's War started in Bohemia by Protestant rebels throwing Catholic Hapsburg Emperor Ferdinand II's governor out a palace window into a manure pile on May 21, 1618. The emperor's forces defeated Protestant forces at White Mountain and when Hapsburg representatives persecuted Moravian Brethren and others, Denmark, Norway and Sweden joined the Protestants. Calvinists benefited from the Treaty of Westphalia in 1648 but Moravian Brethren and other small churches did not. Comenius' educational biography began at primary school in Uhersky Brod, a town in Moravia and continued at universities of Herborn and Heidelberg. He returned in 1616 and was ordained minister of the Brethren and became pastor and school principal of Fulnek. He and his family were persecuted and he was exiled to Poland in 1628 and was elected bishop of Brethren in 1632. Comenius moved to Amsterdam in 1656 where he wrote and published his major educational work. Comenius' educational idea was an ongoing project in two volumes, Panergesia and another entitled Panaugia, in addition to other works. His theory was a broad, far-reaching goal known as Pansophism or "all knowledge" that enabled man to have complete knowledge of God's universe when used with a Bible. Knowledge would lead to God or the source of all truth and goodness but lack of knowledge or ignorance was the cause of trouble and conflict. Comenius was significant for claiming to attain universal knowledge that was unrealistic then, but with today's increased information technology and computer based technology may be feasible and no longer naive in principle. His ecumenical focus on a World Church also put him ahead of his time.

Part III

Part III Summary and Analysis

Chapters 10 - 18 Present Educators' History and Times from Rousseau and Pestalozzi through Jefferson, Wollstonecraft, Mann, Owen, Froebel, Mill and Spencer.

Chapter 10 Jean Jacques Rousseau: Prophet of Naturalism

Historical context of Jean-Jacques Rousseau (1712-1778) was the Age of Reason or the Enlightenment when Rousseau's educational ideas foreshadowed romanticism of later centuries. His ideas and methods influenced child-centered teaching in the nineteenth and twentieth centuries. Rousseau's educational biography begins in Geneva, Switzerland, as the son of a watchmaker who raised him with an aunt since his mother died 9 days after his birth. His father tutored him by reading late into the night from a variety of books beyond his ten year-old understanding. Rousseau subsequently left Geneva for Italy and Savoy to live with a wealthy widow who supported his classic education and music study. He tutored children in 1739 and wrote a treatise on education before going to Paris where he had five children whom he abandoned to write for philosophers and encyclopedists Diderot and d'Alembert. His educational ideas emphasize nature and naturalism. His book *Emile* is child-centered but has utopian, unrealistic socio-political and educational ideas. He claims children are born good but corrupted by society and education. Rousseau promoted education in a "prepared environment." For example, *Emile* should be raised on an estate to experience nature from infant birth to 5, boyhood from age 5 to 12, from age 12 to 15 with purpose, and adolescence at age 15 to 18 with introduction of sexuality. Between ages 18 to 20, moralities with manhood and natural family is introduced. Rousseau significantly proposed a new society but he was undisciplined, inconsistent and contradictory. He advocated childhood love but ironically left his own five children.

Chapter 11 Johann Heinrich Pestalozzi: Proponent of Educating the Heart and the Senses

Historical context of Johann Heinrich Pestalozzi (1747-1827) was the early nineteenth century Switzerland as it experienced socio-political, intellectual and economic trends of a post-Enlightenment Western world. Zurich was run by a small oligarchy of aristocrats but Pestalozzi's family sympathized with rural countryside farmers who were exploited by a corrupt bailiff system. French conflicts affected Swiss politics and Pestalozzi was deeply affected by Rousseau's ideas. Pestalozzi's educational biography begins in Zurich schools and the Collegium Carolinum where he studies language and philosophy. He believed each person was responsible "to cooperate with nature and strive for personal and social regeneration." Pestalozzi was characterized as a naturalistic Christian humanist despite his education as a reformed Protestant. Educational ideas were based on agriculture before the Industrial Revolution that Pestalozzi thought dehumanized the poor by exploiting the working classes. However,



he believed education would help them benefit from more available consumer products so did not oppose industrialization. He confirmed children were naturally good but a factory system corrupts them by requiring fathers, mothers and children to work. His theory of natural education emphasized sensory-based education and group instruction rather than traditional individual recitation. His significance relies on innovations that became regular methods of current education. Pestalozzi's methods used experiences of a child's environment and focused on the need to love and be loved.

Chapter 12 Thomas Jefferson: Advocate of Republican Education

Historical context of Thomas Jefferson (1743-1826) was the early republic period of the United States when civic education played a necessary role and educational theory was basically political. Traditional educators and the churches defended Latin and Greek as the core of necessary knowledge but Enlightenment thinkers advocated natural sciences. Representative governments replaced the absolute authority of monarchs and aristocrats when they were elected by the governed and taxed with consent. Jefferson's educational biography begins at the family plantation in the foothills of Virginia. Peter Jefferson was a rich, elite public servant and slave owner who sent his son Thomas to boarding school where he studied Latin, Greek and French. He attended College of William and Mary at age 17, graduated in 1762, and was admitted to practice law in 1767. Thomas was a plantation owner, read widely and was elected to political office in 1769 and Continental Congress in 1775. His educational ideas were a necessary foundation for free people to govern themselves democratically. Civil education required state-supported, locally-controlled schools, higher education for talented individuals in leadership, and popular education to safeguard the individual's natural rights. Primary school education was provided for both boys and girls with further education at parental expense, or through merit scholarships. Secondary and higher education was available with greater student entrance selectivity. Jefferson's significance was in promoting the right of the people to determine their own governance that he codified in the Declaration of Independence. Jefferson contributed to civic education for people to have the skills to participate in representative government. He was a founding father of the republic and architect of the University of Virginia.

Chapter 13 Mary Wollstonecraft: Proponent of Women's Rights and Education

Historical context of Mary Wollstonecraft (1759-1797) was during initial struggles for her own and other women's freedom and rights in late eighteenth century feminist theory. During the 1776 American and 1789 French Revolutions, socio-economic trends opposed absolutism, aristocracy and monarchy. Liberal views promoted liberty but conservative views insisted monarchy, aristocracy, church and family kept weak human nature under control to protect mankind. The conventional view of women called for training as wives and mothers. Wollstonecraft's educational biography begins in London as the daughter of an unsuccessful alcoholic father who abused her mother. At age 19, Mary took employment as the companion to a wealthy widow but returned to care for her dying mother and protect her younger sisters with whom she opened a school in 1784. She became a writer to earn money and became governess for three daughters of a wealthy family. She continued writing and traveled to France where she had an



affair and a child who died at birth. Her educational ideas had a persistent theme to secure women's rights in a male-dominated society. Wollstonecraft encouraged reading very early in life for women to educate themselves and discouraged early marriage. She concluded parenting and schooling do not give women an education that develops their intellect. She recommended women not be limited from learning and can become independent only if they are not subject financially to a man. She promoted coeducational education except gender-specific skills like needlework. Wollstonecraft significantly shattered limitations of middle-class women in her own life and produced writing with significant literary value.

Chapter 14 Horace Mann: Leader of the Common School Movement

Historical context of Horace Mann (1796-1859) was a period that coincided with the beginning of the United States as a young developing nation. Representative systems of government were in formation and the constitution was eight years old at his birth. Just before his birth and childhood the country was run by founders George Washington, John Adams and Thomas Jefferson. New roles needed development for citizens unlike other countries. For example, education must prepare citizens to vote in elections, serve on juries and express public opinion. Mann's educational biography was influenced by his family and library where he read books on biography and history. Brown University admitted him in 1816, where he joined the literary and debating group to develop public speaking. He graduated first in his class, became a lawyer and developed a reputation as an outstanding orator. Mann was elected in the Whig party devoted to reform issues like temperance and social improvement. Mann was the first secretary to run Massachusetts' board of education. Mann advocated development of educational ideas on the belief a common school was directly related to public service and civic competence. Students should be taught the same basic skills and knowledge to function responsibly as citizens and leaders of the community and have an equal opportunity for all. Mann's significance is evident as leader of the common school movement that became the United States public school system and as developer of a normal school method to prepare and improve teachers.

Chapter 15 Robert Owen: Utopian Theorist and Communitarian Educator

Historical context of Robert Owen (1771-1858) occurred during the time of nineteenth century exploitative Great Britain conditions. His utopian view required an end to "the desire for economic gain at other people's expense." Owen considered women equal participants and free from gender-based limitations imposed by early nineteenth century culture. Educational biography of Owen began at birth to a working class ironmonger and saddler in Newton, Wales. He left at 10 to be a draper's apprentice and amassed enough money by 18 to buy a cotton-spinning machine and a mechanized cotton mill. He associated with entrepreneurs and intellectuals in Manchester. From 1799 to 1824 he developed the mill town New Lanark as a social and educational experiment to improve education, work, jobs and wealth. New Lanark was one of the self-supporting "villages of unity and mutual cooperation" that he expanded to New Harmony, Indiana in 1825. Development of his educational ideas was tested by Owen in New Lanark. He believed individuals cannot control birth or childhood so cannot be responsible for



behavior. He planned and engineered a social behaviorist environment to develop good, kind and sharing persons in New Lanark on Rousseau's view that man is made good or evil by society. Owen used childhood education to bring about egalitarian communities that perpetuate themselves into generations of communitarian citizens. Owen's significance was shown at New Lanark but not duplicated. His main contribution was as a benevolent father figure despite invading the privacy and rights of individuals in his community.

Chapter 16 Friedrich Froebel: Founder of the Kindergarten

Historical context of Friedrich Froebel (1782-1852) was the period when German philosophical idealism dominated and had significant influence on his view of human growth and development. German unity and nationalism was a continuing trend until 1806 when Napoleon defeated Prussia and German allies. During this time, German idealism developed with Hegel's dialectical process in which he claimed history was God's mind unfolding to man over time. Froebel's educational biography began as youngest son of five to a Lutheran pastor in Germany whose wife died 9 months after his birth. Friedrich felt rejected at 4 by his father's second wife who had her own child. He attended primary school for girls because his father thought village boys were ruffians and his slow son got better treatment at a girls' school. His uncle Hoffman rescued the unhappy boy at 10 and sent him to a town school where he first made friends with other children. He received an inheritance from his uncle that let him study architecture in Frankfurt and teach in a Pestalozzi school. After further teaching and study of human languages at University of Gottingen he started a school in 1816. Froebel's educational ideas started with Pestalozzi's methods at his first school in Griesheim, Germany. His primary principle was respect for each individual child whose education was geared to needs and interest. Froebel schools were business failures until he opened a nursery school for 3 and 4-year olds and focused methods on play as a learning role. Froebel's significance was shown in becoming one of the most successful worldwide educational institutions of the nineteenth and twentieth centuries. Although he died in 1852, disciples advocated his kindergarten philosophy through the world. Froebel kindergartens opened in Europe, Japan and North America. He emphasized development of symbol to concept demonstrated in Froebel's nine kindergarten gifts of balls, cubes, blocks, tiles and rings that American architect Frank Lloyd Wright incorporated as fundamental in his designs.

Chapter 17 John Stuart Mill: Proponent of Liberation

Historical context of John Stuart Mill (1806-1873) was when liberal ideology transitioned from natural rights, laissez-faire concepts to humanitarian social reform. Great Britain was a leader of industrialization that caused socioeconomic changes to its growing population of nine million. Industrialization created an elite class of capitalists and underclass of labor that worked 15 hours daily and lived in crowded, dirty tenement housing. Government regulation was minimized to maximize free markets envisioned by economist Adam Smith's classic liberalism. Jeremy Bentham's utilitarianism advocated limited government for social reform to produce "greatest good for the greatest number." James Mill, father of John Stuart Mill, agreed with Bentham and the educational



biography of John Stuart Mill begins with liberalism's evolution. His childhood was consumed by influence of the senior Mill and Bentham as heir of their tradition. John Stuart was raised on philosophy and controlled by his father. The son underwent years of depression from his father's control and had few outlets for his anxiety. He devoted most of his life to philosophical writing. His educational ideas were a result of the controlled education that acknowledged him theoretician of humanitarian liberalism. He saw human happiness in qualitative terms of how good not how much. Freedom of thought was most critical to Mill and power is useful over others only to prevent harm. Liberty and critical thought are useful to society since they let environments test and express, i.e. utilitarianism. Self government through an elected representative is best but he feared uneducated workers who could degenerate into a mob to destroy liberty. Mill's significance comes from his focus on freedom of the individual to pursue ideas, needs and values. He advocated against mass education and promoted the development of diverse ideas. Mill opposed coercion of any sort and feared that a group could coercively force compliance.

Chapter 18 Herbert Spencer: Advocate of Individualism, Science, and Social Darwinism

Historical context of Herbert Spencer (1820-1903) grew with industrial modernization that affected socio-economic conditions. British industrialization caused a working class of factory and mine workers unrepresented by the primary political parties to form trade unions for wage and working condition improvement. Classic education was popular and educational institutions resisted science and technology that industrialized the economy. Evolution ideas of Charles Darwin taught in natural sciences caused major controversies in theology, religion and society. The United States gained by social Darwinism, i.e. the fittest survive, of industrialists Carnegie and Rockefeller. Spencer's social Darwinism was accepted as "gospel of economic progress and prosperity" but not in Derby, England where his educational biography begins on April 17, 1820, as son of William, an outspoken educator and writer in a socio-political nonconformist household. William taught Herbert who spent little time in school because he thought them ineffective. He taught Herbert math and science but no classics like Greek or literature. Herbert promoted classic liberal ideology of personal liberty and individualism. Spencer's educational ideas created a comprehensive view of knowledge to explain society's evolution and social change. His fundamental view was that matter constantly redistributes in evolution and dissolution. He encouraged curriculum to be practical and utilitarian. Education is mainly for social control and diplomas are used for prestige and social status. Spencer organized curricula around physical health, making a living, rearing children, civic education and leisure. His significance is from his social and educational theory to advocate education benefits by "unhurried evolutionary development" and he urged running schools like a business.

Part IV

Part IV Summary and Analysis

Chapters 19 - 24 Present Educators' History and Times from Addams, through Dewey, Montessori, Gandhi, Du Bois and Freire.

Chapter 19 Jane Addams: Advocate of Socialized Education

Historical context of Jane Addams (1860-1935) was during the United States transformation from predominantly agricultural to an urban, industrial nation with serious policy issues. Larger cities like Chicago had rapid growth from industrialization and immigration after 1890. By 1910, Chicago had two and a quarter million residents and seventy-five percent were foreign-born, living in urban ghettos like "Little Italy" or "Chinatown" that did not assimilate to American culture. Jane's education biography begins in Cedarville, Illinois with the Addams family's seven children. Her mother's death when she was 2 years old made Jane socially reserved. She attended a strict, religious women's college to study classics and was elected class president. She entered medical school but disliked it and returned to Cedarville before touring Europe. She met Arnold Toynbee, an English historian, and visited Toynbee Hall which was a model for her Hull House idea in Chicago. Her educational ideas developed on a theory of "socialized education" with the settlement house concept to restore a sense of community. At Hull House, she urged social integration of working-class immigrants and middle-class reformers to solve socio-economic, psychological and political conflicts created by urban life. She believed socialized education can provide industrial workers with education to explore social relationships and interconnections in a community. Addams significantly reduced immigrant industrial worker isolation brought about by operating machines in a society requiring community integration. Addams was the prophet of a new social order.

Chapter 20 John Dewey: Pragmatist Philosopher and Progressive Educator

Historical context of John Dewey (1859-1952) was during progressive socio-economic and political changes caused by the Great Depression, New Deal, and World Wars I and II that brought mankind to a nuclear era and outer space. Dewey's view was shaped by major trends like America's changing frontier, rugged individualism and community, social, political and economic changes and progressive curriculum and administrative innovation in education. The educational biography of John Dewey begins at his birth in Vermont to Civil War veteran and grocer Archibald Dewey. John Dewey attended public elementary and secondary schools in Burlington. He entered University of Vermont at age 16 to study classics and read philosophers like Kant, Comte, Huxley and Spencer. He did advanced study in philosophy at Johns Hopkins University and taught at Ann Arbor's University of Michigan. He was department chairman at University of Chicago and frequently lectured at Jane Addams' Hull House. His educational ideas began in 1896 with an experimental University of Chicago



Laboratory School to test ideas of child psychology and learning. Dewey's key idea follows six problem-solving steps: encounter something different; identify a problem; gather research; pose a conjecture to solve; and act on the hypothesis. Dewey's significance was shaped by his experimentation from a pragmatic view. He emphasized children's needs and interests in his proposed curriculum design that changed the meaning of education from its primary purpose of reading, writing and arithmetic.

Chapter 21 Maria Montessori: Proponent of Early Childhood Education

Historical context of Maria Montessori (1870-1952) coincided with limited educational opportunities for women in the late nineteenth and early twentieth centuries. Political leaders of the nation united small states in the Italian peninsula under a movement to join forces of liberalism and nationalism. The nation industrialized in the north but southern Italy was agricultural and traditional. Peasants migrated to larger cities like Milan and Rome to live in poor tenements like the one where Maria opened Casa dei Bambini, or Children's House. Maria's educational biography begins at birth in Chiaravalle as the only child of Alessandro Montessori and his wife who supported her unconventional plans. Maria went to primary school in Rome but a technical secondary school rather than normal or finishing school. After graduating, she attended an institute to study engineering initially, but changed to medicine as a pediatric physician and practiced medicine for ten years. She opened her first school in 1907, with 50 children from 3 to 7 years old. Montessori's educational ideas relied on science, observations of children and her own research to develop the Montessori Method of combined scientific pedagogy and spiritual insights. She believed all children possess psychic power at birth to enable their inner self-teacher. Learning requires processing a child and environment to enable "auto-education." The significance of Montessori is shown by 6,000 United States schools that teach childhood stimulation, sensitive periods of development, multifaceted learning and community involvement.

Chapter 22 Mohandas Gandhi: Father of Indian Independence

Historical context of Mohandas Gandhi (1869-1948) coincided with the end of European imperialism and British colonialism as a new social and political order was developing to replace an old order that began in 1639 India. British representatives engaged Indians to become part of the elite to run the colony with socio-cultural, religious barriers organized on a strict class system whose separations could not be bridged. Education of Gandhi began at Porbandar in 1869 by birth to Karamchand Gandhi, an honest, practical politician and member of a commercial trading caste called Vaisya. He attended local primary school, secondary school at a college preparatory institution and college in India initially, but then to England where he studied law three years. He returned to Bombay in 1891 to practice law and then to South Africa for an Indian commercial firm where he was legal counsel from 1893 to 1901. While there he established an ashram at Tolstoy Farm in the Transvaal of South Africa to train associates in the methods and rationale of nonviolent resistance. Gandhi's educational ideas developed to help reconstruction of India. Gandhi believed Indian people must unite regardless of class to combat illiteracy and integrate popular education. An Indian conference agreed to endorse Gandhi's free, compulsory education for seven years,



primary school instruction in the mother's vernacular and an entire craft-centered educational process to provide purposeful and meaningful activity. Gandhi's significance came from his national grassroots development that revitalized in the late 1980s to build socially integrated communities that provide essential skills for an economic base. Gandhi was also successful as a leader against colonial imperialism.

Chapter 23 W.E.B. Du Bois: Scholar and Activist for African American Rights

Historical context of W.E.B. Du Bois (1868-1963) was the end of the Civil War through Reconstruction of secessionist states all the way up to and through 1963 when he died at 95. In 1868, the 14th Amendment was ratified to convey citizenship on former slaves but not until 1954 did the Supreme Court rule segregation's end. The educational biography of William E. B. Du Bois begins in Great Barrington, Massachusetts, where he was born of African and European descent to Alfred Du Bois, grandson of a white slave owner in the Bahamas. William went to local elementary school at age 6 and secondary school in college preparatory courses. He found an interest in history and was a popular and active student who graduated with high honors as the school's first African American graduate. He attended Fisk University and in 1888 was the sixth African American enrolled at Harvard to complete his bachelors and graduate studies. He studied at Berlin's Friedrich Wilhelm University but returned to Harvard for his doctorate. His educational ideas were Pragmatic with scholarly research used for the socio-economic improvement of African Americans. Du Bois thought higher education a key to lead African Americans from the top down rather than bottom up. Du Bois used a term "talented tenth" to denote intellectually gifted elite of a race, i.e. African American.

Chapter 24 Paulo Freire: Advocate of Liberation Pedagogy

Historical context of Paulo Freire (1921-1997) coincided with Brazilian conditions of a small elite of less than 5 percent controlling 65 percent or 45 million who suffered from malnutrition in 1985. The Amazon Basin was being destroyed and Brazil's problems of underemployment, illiteracy and malnutrition were made worse by modernization that benefited the rich even more. The education of Paulo Freire began in 1921 with his birth in the port city of Recife to an officer in the state military police. Paulo attended private school at age 8, where he disliked schooling based on memory rather than understanding. He attended Recife's Faculty of Law and passed the bar in 1944 but devoted himself to the field of education instead. He became a welfare official and was awarded a doctorate in 1959, when he launched a literacy mission for the poor. He was imprisoned and expelled from Brazil for subversive activities, spent five years in Chile, became visiting professor at Harvard in 1969 and returned to Brazil in 1979 with a more liberal government. His educational ideas began with literacy work among the poor that he called liberation pedagogy. Liberation pedagogy is education that liberates people from conditions that marginalize them to create a new social order that leads to a richer, fuller life. Freire's significance was from being an activist practitioner who turned education into real world possibilities.



Characters

Confucius

Confucius was an ancient Chinese philosopher recognized for being the original advocate of using education to develop a harmonious society. Confucius lived from 551-479 B.C.E., (Before the Common Era) and developed his educational philosophy to resolve the problems of social unrest and political turmoil. He was born during the Chou dynasty that ruled China from 1050 to 222 B.C.E. on the related principles of paternalism and hierarchy. The king was a benevolent father figure who cared for the welfare of his subjects in return for their loyalty and commitment. Confucius' ethical system used these principles and relationships. He served as a government official, teacher and police commissioner. He traveled for ten years to study the customs and forms of government in China before he returned to the small state of Lu where he established his school.

Confucius formed a school in Lu to educate students to be skilled and ethical, competent government officials who could be trusted. Confucius' teaching was based on his ethical theory and system that would form individuals into leading a benevolent life doing what was right, which was the only human purpose. He believed educational goals were the highest priority. They include physical grace, bearing and skill in athletics, cultural skills in reading, writing and the intellectual mastery of literature, mathematics and music. Confucius admitted students with aptitude and willingness to apply themselves but did not require social status or wealth. He did not believe in reward or punishment in an afterlife but ironically called virtue a gift from heaven and said benevolence is the most important value a person can achieve on his own. Confucius was immortalized by Confucianism that a Jesuit China scholar called rational and not inferior to Western philosophy.

Plato

Plato was an ancient Greek philosopher who is known as an idealist philosopher and a proponent of education for the perfect society. Plato lived from 427-347 B.C.E. in democratic Athens. He developed an educational philosophy unique because of its location in the ancient Greek world on separate islands off the southern tip of the Balkan Peninsula in the Aegean and Ionian Seas. Each island was ruled by its own autonomous, independent city-state that had political and cultural characteristics different from others called "polis" like Thebes, Corinth, Delos, Athens and Sparta. Each self-governing polis promoted growth and participation in democracy with an educated citizenry who debated the nature of a good human being supported by education to reach that goal. Plato's educational philosophy was formulated on the ideal of a republic where a good life may be lived.



Plato lived in the democratic Athens but was of an aristocratic origin that made him resist democratic egalitarianism. He was named Aristocles at birth from ancestry that included a king of Athens but was nicknamed Plato for his broad shoulders. His family had political power before Athens was democratized. Plato was mentored by philosopher Socrates in his twenties. They discussed goodness, truth and beauty by the Socratic method of inquiry that inspired critical thinking. When his mentor was forced to drink hemlock, Plato memorialized Socrates in his work "Crito." Plato founded his Academy where students studied arithmetic and geometry before learning metaphysics and epistemology. Plato believed cultural, social and intellectual values of an individual form in early childhood to guide his adult life. Plato's continuing legacy in search of the good, true and beautiful is in use by contemporary teachers and students today. Public education is provided to educate citizens for participation in the political system and testing standards, like the ACT and SAT are used to select students of skill like Plato proposed.

Aristotle

Aristotle was an ancient Greek philosopher who is known as the founder of a philosophy of realism. Aristotle lived from 384-322 B.C.E. His educational philosophy was unique because it bridged the transition from Greek city-states to the Hellenistic empire. Aristotle is considered a founding father of Western philosophy based on key elements of his Natural Realism. His philosophy of education emphasized human reason to give definition, meaning and purpose to life. His ideas changed human destiny from being considered a toy of the gods to a "purposeful world governed by rationality" in Greek philosophy. Aristotle was intrigued by science and emphasized natural sciences in his theory to explain reality. He traveled the Greek world teaching government to restore polis vitality against the Macedonian empire. Aristotle was born in Stagira, Macedonia, the son of a court physician. As a boy he collected and catalogued mineral, plant and animal specimens until age 17 when he went to Athens to study with Plato.

Aristotle accepted Plato's idea of form but challenged his idea that reality is nonmaterial relative to his own idea that viewed reality as both matter and form. Aristotle's view was formed from his physician father's focus on sense as the beginning of inquiry. Aristotle traveled throughout Asia Minor where he lived for several years to study the area's geography, climate, politics, plants and animals. Aristotle tutored Alexander, the son of Philip of Macedon for seven years and returned to Athens when Alexander became king at Philip's death. Aristotle formed a school called the Lyceum in Athens. He was a resident alien who could not own land so he taught on public walks and other gathering places. Aristotle believed in cultivating human excellence using the human psyche's reasoning powers and focused on forming a human being's ethical character. He believed education was a process of formation that can take place informally outside of schools. Aristotle's popularity declined after the Roman Empire collapsed but his work was translated by Arab and Christian scholars in the twelfth and thirteenth centuries. Aristotle's ideas grew fundamental to Western culture with scholastic educators in the medieval era. Aristotle's argument for liberal education in arts and sciences provided a critical foundation to rational choice among alternatives



Quintilian

Quintilian was a Roman orator who developed his public speaking skills to serve the emperor. Quintilian lived from 35-95 C.E. (Common Era) and developed his rhetorical education with Greek ideas about oratory, or public speaking in service to the Roman Empire. Quintilian was born in the Roman town Callagurris on the Ebro River and raised by his rhetorician father, who passed on the family business to his son. He became a lawyer and apprentice to a distinguished rhetorician and lawyer in Rome until 58 C.E. when this mentor died. Quintilian started his own school ten years later in Rome and wrote a book that detailed the education of an orator. He recommended an orator to be a good man with an excellent power of speech and moral virtues, rational and governed by reason. His idea of rhetorical education anticipated later education by identifying and proposing development stages with age-appropriate learning for childhood education. He emphasized the importance of early childhood to form habits and predispositions. Quintilian considered liberal arts essential and proposed integrating Roman past with Greek culture. He emphasized oratory in public policy to include public service.

Thomas Aquinas

Thomas Aquinas is the name of a famous Italian monk who promoted scholastic theology. Thomas Aquinas lived from 1225-1274 during a time when the pope had supreme power over the church and much influence over Europe as well. Bishops and priests ran parishes at local levels and schools that taught liberal arts to a small male population but ignored the illiterate majority of people. The Roman Catholic Church built influence and power in the Middle Ages based on Plato's notion of hierarchy or ranking of ideas and people. Aquinas was one of the best minds of the Middle Ages. Some priests lived among the people and others called monks lived in secluded monasteries run by religious orders like Benedictines. Aquinas was born to well-educated parents who sent him at age 5 to a Benedictine monastic school at Monte Cassino in 1231.

He studied liberal arts and Aristotle at the University of Naples where he decided to integrate Christian doctrine with his philosophy. He left Naples at age 18 in 1244 to join the Dominican religious order that sent him to Cologne, Germany where he studied, was ordained priest and remained until 1252. He lectured at University of Paris to earn a doctorate that made him full professor in 1256. Aquinas used a scholastic teaching method in which an instructor lectured about a text, reviewed pertinent arguments, offered explanations and drew conclusions. He developed a comprehensive intellectual synthesis summarized in "Summa Theologiae" that organized knowledge with principles, systematic logic supported with examples to show conclusions. Aquinas' philosophy called Thomism is a type of religious realism with three themes: education's goal is to reach a "beatific vision of God;" reality has a spiritual soul and physical body; and natural and supernatural reality are hierarchical. He synthesized classic Aristotelian reason with Christian faith.



Desiderius Erasmus

Desiderius Erasmus is the name of a Dutch priest of the Augustinian religious order who was an acknowledged Renaissance humanist and worldwide educator. Desiderius Erasmus lived from 1466-1536 during the Renaissance that revived or renewed interest in humanist dimensions of life and culture. Erasmus' origin was shrouded in a questionably legitimate birth by his father Gerard who was a priest and his housekeeper in either Gouda or Rotterdam, Netherlands. Erasmus was intellectually gifted and became a priest in 1492 in the Augustinian order. He entered the University of Paris and later became a humanist scholar at Oxford University under patronage of William Blount. Erasmus was a friend of Thomas More until King Henry VIII convicted him of treason and executed him. Erasmus traveled widely meeting humanist scholars to learn by associating with them. He urged a return to simplicity and purity of the early church. Erasmus was appointed professor of divinity and Greek at Cambridge in 1511. His great work on political philosophy and education offered kinder and gentler advice to rulers replacing the manipulation and subterfuge of Machiavelli's prince. Erasmus saw international education for peace but looked back to classic Greek and Latin rather than ahead.

John Calvin

John Calvin was a theologian and Protestant Reformation educator recognized primarily for his religious movement called Calvinism. John Calvin lived from 1509-1564 during the Protestant Reformation when there was intense religious interest to replace the Catholic catechism with the Bible. John Calvin was born the second son of a civil servant Geurad Calvin near Noyon, France. His middle-class childhood was shaped by his father's semi-administrative, legal position that gave John a juridical and legalistic view. John studied in Paris with preeminent Latin scholars and studied civil law at University of Orleans where he was introduced to Luther's reformist theology. His legal mind analyzed the Bible and early church writing to conclude the Roman Catholic Church conflicted with his own interpretation. Calvin believed the Bible is the only infallible rule of faith compared to the Church's dual authority of Scripture and tradition. John Calvin advocated preaching, writing and reading Scripture in vernacular. He encouraged the faithful to become literate, read the Bible and live according to its law. This need required primary schools to teach basic religious literacy. Calvinism affected the way American schools and towns were governed based on the social and economic well-being of a middle class. The wealthy were expected to act as stewards of the economy like the good steward in the Bible. Calvinism modernized Christianity to fit a new economic situation based on work performance in the Protestant ethic.

Johann Amos Comenius

Johann Amos Comenius was a Moravian Pansophist educator who advocated universal and international education. Comenius lived from 1592-1670 during post-Reformation's intense religious intolerance and persecution of the Moravian Brethren. He was born



during the Thirty Year's War between Catholics and Protestants that was settled by the Treaty of Westphalia in 1648. Comenius attended school in Uhersky Brod, a town in Moravia and the universities of Herborn and Heidelberg. He returned to Moravia in 1616 to be ordained minister of Brethren and became pastor and school principal of Fulnek two years later. In war years 1620 to 1627 and later, he was persecuted. Despite trips to England, Prussia, Sweden, and Hungary, he could not avoid it until he moved to Amsterdam in 1656 where he published his major educational work. Comenius wrote two volumes, Panergesia and Panaugia, plus other works including the broad Pansophism or "all knowledge." Comenius thought science a tool to reach full knowledge of God's universe when used with a Bible. This knowledge leads to God as source of all truth and goodness and its lack or ignorance is the cause of trouble and conflict. Comenius' four principles include nature's time for growth and development, orderly and sequential natural operation, nature moves slowly and completely and finishes what it starts. Comenius' universal knowledge was unrealistic but now with information technology is feasible as is his World Church idea today.

Jean Jacques Rousseau

Jean Jacques Rousseau is called the prophet of naturalism. He lived from 1712-1778 during the Age of Reason or Enlightenment. Rousseau's educational ideas foreshadowed the subsequent romanticism of later centuries. His novel Emile promoted educational ideas and methods to influence child-centered educational practice in the nineteenth and twentieth centuries. Rousseau was born in Geneva, Switzerland, the son of a watchmaker who raised him with an aunt since his mother died 9 days after his birth. His father Isaac read to him late into the night from a wide variety of books beyond a ten-year old's understanding. Jean-Jacques wrote a warning in Emile that children have enough direct life experience before trying to understand the abstract concepts in books. His father emigrated to avoid prison and the child's uncle sent him to primary school. Rousseau tried two apprenticeships that he disliked and left Geneva for Italy and Savoy to live with a wealthy widow. She paid for his classic education and music study. He tutored two children in 1739 and wrote a treatise on education before going to Paris where he had five children he left at orphanages. He wrote for philosophers and encyclopedists Diderot, d'Alembert and was hosted by David Hume in England. Rousseau's novel Emile focused on nature and naturalism but was considered utopian and unrealistic. For example, he pictured a child born good but corrupted by socialization within a corrupting society and artificial culture. He proposed effective education in a "prepared environment" based on a child's stage of environment. Rousseau's writing was inconsistent and contradictory. Critics of Rousseau claim his ideas are anti-intellectual and oppose fundamental liberal arts. Ironically he advocated childhood education but left his own children in orphanages.

Johann Heinrich Pestalozzi

Johann Heinrich Pestalozzi was known for promoting education of heart and senses. Johann Heinrich Pestalozzi lived from 1747-1827 during the early nineteenth century in



Switzerland. Born in Zurich when it was run by a small oligarchy of aristocrats, Pestalozzi favored the surrounding rural countryside farmers who were exploited by the corrupt bailiff system appointed by the Zurich government. He believed in goals of the French revolution that affected Swiss politics but Pestalozzi found himself caught between his own romanticism and rationalism of the Enlightenment promoted by Rousseau. Pestalozzi attended Zurich primary and secondary schools and enrolled in the Collegium Carolinum at age 17 to study languages and philosophy. He believed Bodmer's idea that Swiss life would be revitalized when the virtues of Swiss mountaineers were imitated. Pestalozzi considered each person responsible "to cooperate with nature and strive for personal and social regeneration." He was characterized a naturalist Christian humanist despite his reformed Protestant background. Pestalozzi thought the Industrial Revolution dehumanized and exploited poor working classes. However he believed education would help them gain from additional consumer products that would be available to them. He reaffirmed that children were naturally good, but societal factors, like the factory system corrupts them by requiring fathers, mothers and children to work for their livelihood. His theory of natural education emphasized sensory-based education and developed group instruction rather than individual recitation. Pestalozzi relied on the experience in children's immediate environment and centered human being's need to love and be loved in his theory.

Thomas Jefferson

Thomas Jefferson was a famous statesman and advocated republican education. He lived from 1743-1826 during the early republic period of the United States. Civic education was necessary in a new nation where educational theory was basically political. The right of the people to determine their own governance was codified by Jefferson in the Declaration of Independence. To effectively act on this right, educational methods emphasized civic participation, methods of scientific knowledge in education and a unique, distinctive United States culture. Thomas Jefferson was born on the family plantation, named Shadwell, in the foothills of Virginia to Peter Jefferson, a rich, elite public servant and slave owner. At age 9, Thomas was sent to boarding school to study Latin, Greek and French. When his father died, Thomas returned to Shadwell for a time. He attended College of William and Mary at age 17, graduated in 1762, and was admitted to practice law in 1767. Jefferson owned a plantation with slaves for agricultural labor. He read widely and was elected to political office and the Continental Congress in 1775 with John Adams and Benjamin Franklin. Jefferson viewed education as a necessary foundation for free people to govern and be governed democratically. Jefferson contributed to civic education so the people would have skills necessary to participate in representative government. He was a founding father of the republic and architect of the University of Virginia.



Mary Wollstonecraft

Mary Wollstonecraft was an "early leader for women's rights and feminine equality" in late eighteenth century feminist theory. She lived during the 1776 American and 1789 French Revolutions. She believed middle-class women were intellectual equals to their male counterparts and not just wives and mothers. Mary Wollstonecraft was born in 1759 London and lived till 1797. She was the daughter of an unsuccessful alcoholic father who abused her mother. At age 19 she was employed as companion to a wealthy widow but returned to help her dying mother and protect her younger sisters with whom she opened a school in 1784. She became a writer and was governess for three daughters of a wealthy family. While writing, she traveled to France where she had a child who died at birth. Her persistent efforts worked to secure women's rights in a male-dominated society. Wollstonecraft encouraged reading early in life and women's self-education but discouraged early marriage and had several affairs. She concluded parenting and schooling do not give women the education necessary to develop their intellect. She recommended women have interests apart from male interests but not be limited from learning nor be subject financially to a man. She promoted fully coeducational education except for gender-specific skills like needlework. She shattered limits for women by her own life and became a writer of significance.

Horace Mann

Horace Mann was called the "father of America's public education" and lived during the period that coincided with the beginning of the United States as a young developing nation. There was no educational system to satisfy the nation's political, social and economic needs and its role was undetermined. The agrarian nation began to industrialize and urbanize in Mann's lifetime as did immigration patterns from Europe. Horace Mann lived from 1796 to 1859 and was formed by the influence of his family and the town library which he visited to read books on biography and history. He studied Latin and Greek classics and mathematics to prepare for entrance to Brown University where he was admitted in 1816. Mann joined the university's literary and debating group to develop his public speaking. He graduated first in his class and gave the commencement address. He became a lawyer after a period of time as tutor and librarian, and developed a reputation as an outstanding orator. Mann was elected as a Whig and devoted to reform issues like temperance and social improvement. The Massachusetts legislature formed a board of education that Mann was the first secretary appointed to operate. Mann promoted the belief that a common school was directly related to public service and civic competence and should educate leaders and citizens in a nonpartisan way. Mann claimed the common schools would provide an equal opportunity for all and developed the normal school for teacher preparation to achieve that goal. Mann's contribution to the common school movement made it the forerunner of the United States public school educational system with concepts and procedures to govern, support and manage them as well as a method to prepare teachers.



Robert Owen

Robert Owen was called "benevolent Mr. Owen" and "father of infant education." He successfully developed New Lanark, Scotland as an educationally integrated industrial village but was unable to duplicate that successful model in America's New Harmony, Indiana. Robert Owen lived from 1771 to 1858. He developed communities and publications to implement and test interconnectedness of school society. Owen was a utopian social theorist who forecast socio-economic and educational expectations in a future that contrasted with actual nineteenth century exploitative Great Britain. He operated a prosperous mill but thought private ownership should be replaced by cooperative economy and society. His utopian view meant ending "the desire for economic gain at other people's expense." Owen rejected Karl Marx' scientific socialism since he believed change can occur by persuasion and education but not by Marxist class warfare. Owen considered women equal participants and free from the gender-based limitations of early nineteenth century culture. He believed scarcity and unemployment are altered by a sense of community and developed a "mill town" to prove his contention.

Owen was born to a working class ironmonger and saddler in Newton, Wales. He left at age 10 to be a draper's apprentice and amassed enough money by age 18 to buy a cotton-spinning machine and mechanized cotton mill. He met entrepreneurs and intellectuals in Manchester to help him succeed. From 1799 to 1824 he developed a mill town at New Lanark as a social and educational test. He directed the work and lifestyle of over 1,000 workers of all ages and sexes to better education, work, jobs and wealth. New Lanark was one of the self-supporting "villages of unity and mutual cooperation" that he extended to New Harmony, Indiana in 1825 Owen believed since individuals cannot control birth or childhood they cannot be responsible for their behavior. He planned and engineered a social behavioralist environment to develop good kind and sharing persons in New Lanark. He shared Rousseau's view that man is made good or evil by society. He developed New Lanark to be an ideal society where inhabitants live in peace and harmony. Childhood education was structured to bring about his goal of egalitarian communities that can perpetuate themselves into generations of communitarian citizens. Owen was effective at New Lanark but unsuccessful duplicating his results at New Harmony. Fortunately Owen was altruistic and benevolent. He regularly invaded the privacy of individuals and New Lanark could have been totalitarian with someone else.

Friedrich Froebel

Friedrich Froebel was a German educator who became known as the Founder of the Kindergarten. Froebel based his theory of human growth on the dialectic process. Friedrich Froebel was born in 1782, the youngest of five to a Lutheran pastor in Oberweissbach, Germany. His mother died 9 months after his birth and he felt rejected by his father's second wife. She had her own child which made him feel lonely, isolated and of low self-esteem. His father thought village boys were ruffians and his slow son



could get better treatment at the girls' school where he sent him. His uncle Hoffman rescued the unhappy boy at age 10 and sent him to the town school at Stadt-Ulm where he first made friends with other children. He apprenticed as surveyor and forester before attending the University of Jena at 17. He did not finish there but got an inheritance from his uncle to study architecture in Frankfurt where he taught in a Pestalozzi school.

After further teaching and study of human languages at University of Gottingen, he started his own school in 1816. He used Pestalozzi's methods at this school in Griesheim, near Darmstadt in Germany. His primary principle was the respect of each individual child by focusing education on their needs and interest. Froebel was a good educator but a poor manager and his schools were business failures till he opened Willisau and it prospered. He opened a nursery school for 3 and 4-year olds that succeeded and he refocused his methods on play as a learning tool. By the nineteenth century there were Froebel kindergartens in Europe, Japan and North America. Froebel kindergartens have been one of the most successful worldwide educational institutions of the nineteenth and twentieth centuries. Froebel died in 1852 but disciples promoted his kindergarten philosophy throughout the world. He emphasized the use of symbols to conceptualize as portrayed in Froebel's nine kindergarten gifts that included balls, cubes, blocks, tiles and rings that American architect Frank Lloyd Wright used as foundations in his designs.

John Stuart Mill

John Stuart Mill was considered "foremost theoretician of the new humanitarian liberalism" when liberal ideology transitioned from natural rights and laissez-faire concepts to humanitarian social reform. James Mill, father of John Stuart Mill who lived from 1806-1873, was born at the same time as liberalism's evolution. His childhood was surrounded by the influence of the senior Mill and Bentham as the heir of their tradition. John Stuart was raised on philosophy and controlled by his father except for a short time in France before he started a job at the East India Company that his father got him. The son suffered years of depression from his father's control and except for a purported platonic relationship with a friend Harriet, whom he married when her husband died, had few outlets for his anxiety. He devoted his life to philosophical writing and was the acknowledged theoretician of humanitarian liberalism. He saw human happiness qualitatively as in how good not how much, and affirmed liberty and freedom for socio-political progress. Freedom of thought was most critical to him and he determined power is useful over others to prevent harm. Liberty and critical thought are useful to society since they let environments test and express, i.e. utilitarianism. He feared consequences of uneducated workers that degenerate to a mob and destroy liberty. Mill's ideas originated from freedom of the individual to pursue ideas, needs and values and opposed mass education that reduces individuality. Mill opposed any sort of coercion and feared groups that could force compliance.



Herbert Spencer

Herbert Spencer was an acknowledged advocate of individualism, science, and social Darwinism whose influence grew with the industrial modernization that affected socio-economic conditions. Spencer's social Darwinism was accepted as "gospel of economic progress and prosperity" but not in Derby, England where Herbert Spencer (1820-1903) was born on April 17, 1820, the son of William, an outspoken educator and writer in a socio-political nonconformist household. William tutored Herbert who spent little time in school because he thought they were ineffective. He taught Herbert math and science but no classics like Greek or literature. Herbert promoted classic liberal ideology of personal liberty and individualism to create a comprehensive view of knowledge to explain society's evolution and social change. His fundamental view was that matter constantly redistributes through evolution and dissolution. Education is primarily for social control and diplomas are used for prestige and social status. Spencer organized curriculum for physical health, earning a living, rearing children, civic education and leisure. He said education gains by "unhurried evolutionary development." Spencer urged school administrators to use a business style to run their schools.

Jane Addams

Jane Addams was a social activist who developed "socialized education." Her work at Hull House affirmed her success as prophet of a new social order from a rural society to an urban, industrial nation. Jane Addams lived from 1860-1935. She was born in Cedarville, Illinois to John and Sarah Addams. The Addams had seven children but her mother's death when Jane was 2 years old made her socially reserved. At age 17 Jane entered a strict, semi-religious women's college to study classics and was elected class president. She entered medical school that she disliked and returned home before she toured Europe twice. She met Arnold Toynbee, an English historian, and visited Toynbee Hall which became a model for her Hull House project in Chicago. Socialized education began with the settlement house idea to restore community awareness. Hull House advocated the social integration of working-class immigrants and middle-class reformers to resolve conflicts caused by urban life. For example Addams emphasized reducing the isolation industrial workers feel when operating machines all day as immigrants in a new society.

John Dewey

John Dewey was an acknowledged pragmatic philosopher and progressive educator of the twentieth century. His views were shaped by the major trends of changing images of America's frontier, rugged individualism and community, social, political and economic development and progressive curriculum and administrative innovation in education. John Dewey was born in Vermont and lived from 1859-1952. He attended local public schools and the University of Vermont at age 16. He studied the classics and read philosophers like Kant, Comte, Huxley and Herbert Spencer. His graduate study in philosophy was at Johns Hopkins University and he lectured on Spencer and John



Stuart Mill at University of Michigan. He was department chairman at the University of Chicago and often visited Jane Addams' Hull House. He started a University of Chicago Laboratory School to test child psychology and learning. Dewey used problem-solving steps from encountering difference, identifying problems, gathering research, proposing solutions and acting on hypotheses. He practiced experimentation of children's needs and interests in curriculum design to change the meaning of education.

Maria Montessori

Maria Montessori was an advocate of early childhood education and founder of Montessori schools. She lived during a time of limited educational opportunities for women through which she broke and of which she took advantage in the late nineteenth and early twentieth centuries. Italian peasants migrated to larger cities like Milan and Rome to live in poor tenements that Maria saw as an educational opportunity to open Casa dei Bambini, or Children's House. Maria Montessori was born in Chiaravalle, Italy and lived from 1870-1952. Maria attended primary school in Rome but a technical secondary school. Subsequently she studied engineering but changed to become a pediatric physician at age 26, and practiced medicine for ten years. She opened her first school in 1907, with 50 children from 3 to 7 years old. Montessori's ideas were based on science, observations of children and her own research to develop Montessori methods. She believed children possess psychic power at birth to enable their inner self-teacher. Montessori schools total 6,000 in the United States promoting early childhood stimulation, sensitive periods of development, multifaceted learning and community involvement.

Mohandas Gandhi

Mohandas Gandhi was called "the father of Indian independence." He lived when a new social and political order was developing to replace an old order that began in 1639 India when Great Britain took control of the country. Mohandas Gandhi lived from 1869-1948 and was born at Porbandar in 1869 to Karamchand Gandhi, an honest, practical politician and member of a commercial trading caste called Vaisya. He attended local primary and secondary school at a college preparatory institution and college in India. Subsequently he went to England to study law for three years. He returned to Bombay in 1891 to practice law. Subsequently he went to South Africa for an Indian commercial firm as legal counsel from 1893 to 1901. He established an ashram at Tolstoy Farm in the Transvaal of South Africa to train associates in the methods and rationale of nonviolent resistance. Gandhi believed in uniting the Indian people regardless of class to combat illiteracy and integrate popular education in Indian life. Gandhi proposed craft-based education to learn purposeful and meaningful ways to build socially integrated communities with essential skill for an economic base.



W.E.B. Du Bois

W.E.B. Du Bois was a famous scholar and activist for African American rights. His life coincided with the end of the Civil War all the way up to and through 1963 when he died at 95. William E. B. Du Bois lived from 1868-1963 and was born in Great Barrington, Massachusetts. William went to elementary school at age 6 and on to secondary school to excel in college preparatory courses, found an interest in history and was a popular and active student who graduated with high honors as the school's first African American graduate. He attended Fisk University and in 1888 was the sixth African American at Harvard where he completed his bachelors and graduate studies. He studied in Europe at Berlin's Friedrich Wilhelm University but returned to Harvard to complete a doctorate. His scholarly research was used for the socio-economic improvement of African Americans. Du Bois believed higher education would lead African Americans from top down rather than bottom up like Booker T. Washington proposed.

Paulo Freire

Paulo Freire advocated liberation pedagogy in Brazil when the country had vast differences of wealth, poverty, abundance, malnutrition and underdevelopment made worse by modernization that benefited the rich. Paulo Freire (1921-1997) was born in 1921 in the port city of Recife to an officer in the military police. Paulo became Catholic following his mother's lead and attended private school at age 8. He liked his teachers but disliked his early schooling based on memory rather than understanding. He attended Recife's Faculty of Law and passed the bar in 1944 but devoted himself to education instead. He became a welfare official and was awarded a doctorate in 1959, when he launched a literacy mission for the poor. He was expelled from Brazil for subversive activities, after which he spent five years in Chile and became visiting professor at Harvard in 1969. He returned to Brazil in 1979 with a more liberal government in place. His literacy work to the impoverished was called liberation pedagogy that refers to power of education to liberate oppressed people from marginalized conditions. Goal is the creation of a new social order that opens self and society to leading a richer, fuller life. Freire took schooling from classrooms to open real possibilities to the actual world.



Objects/Places

Gentleman

Gentleman is a term defined by Confucius as the ideal individual who has achieved the goal to which all others aspire. He did not believe in any reward or punishment in an afterlife and said benevolence is the most important value a gentleman can achieve on his own.

Polis

Polis is the term, according to Plato, that refers to the individual political entities that are city-states of the Mediterranean Sea region. Each polis is self-regulated with its own independent laws, culture and political systems. Some names of polis are the city-states Thebes, Corinth, Delos, Athens and Sparta.

Lyceum

Lyceum is the term that refers to the school founded by Aristotle. He formed this school in Athens. Ironically Aristotle was one of the world's greatest thinkers and teachers who formed a school that had no physical facility. Aristotle was resident alien in Athens and as such was not allowed to own land. Consequently he taught wherever he was in public walkways and other gathering places in Athens.

Orator

Orator is a term that refers to a rhetorician or public speaker according to Quintilian. He recommended an orator be a good man with an excellent power of speech and moral virtues, rational and governed by reason. Quintilian expanded the role of oratory in public speaking to include public service.

Scholastic method

Scholastic method is a term that refers to a method of organized knowledge with principles and systematic logic supporting them by example to show conclusions. Scholasticism peaked in an environment with theology on top of the hierarchy of knowledge that attracted Aquinas, one of the best minds of the Medieval Era



Renaissance

Renaissance is the name of a term and period of time that designates revival or renewal of interest in humanist dimensions of life and culture. The period called Renaissance ran from late fourteenth to early sixteenth centuries.

Protestant ethic

Protestant ethic is a term Calvin used that affects how American schools and towns were governed based on the social and economic well-being of a middle class and its predestination. The wealthy were expected to act as stewards of the economy like the good steward in the Bible. Calvinism modernized Christianity to fit a new economic situation of the middle class based on work performance of the Protestant ethic.

Pansophist education

Pansophist education is a term Comenius used for his educational theory that incorporated a broad, far-reaching goal considered "all knowledge." His goal was based on realism or existence of real objects knowable by humans through their senses. Comenius considered science to be the tool that enabled man to complete knowledge of God's universe when used with a Bible that would lead to God or the source of all truth and goodness.

Stage of development

Stage of development is the term used by Rousseau based on a child's age when he proposed effective education in a "prepared environment". For example, the growing boy Emile should be raised on a country estate to experience nature directly at stages of development from infancy, birth to age 5, boyhood from age 5 to 12, and from age 12 to 15 when purpose is introduced, adolescence from age 15 to 18 at introduction of sexuality, and "age of humanity" from 18 to 20 when morality is introduced till 20 at the age of manhood and the natural family.

Natural education

Natural education is a term used by Pestalozzi in his theory of natural education that began with the goal to reform school conditions. His theory of education emphasized sensory-based education and developed group instruction rather than the traditional process of individual recitation.



Common school movement

Common school movement is a term that refers to the educational ideas that Mann promoted around the belief that a common school was directly related to public service and civic competence. The goal of common school was to educate responsible leaders and citizens in a nonpartisan way. Students should be taught same basic skills and knowledge equally to function responsibly as citizens of the community. Mann claimed common schools would provide an equal opportunity for all and developed the normal school for teacher preparation to reach that goal. The common school movement was forerunner of the public school system.

New Lanark, Scotland

New Lanark, Scotland is the name of an industrial village or mill town developed as the site of a social and educational experiment from 1799 to 1824 by Robert Owen. His success with New Lanark led Owen to make it a model that he tried to duplicate in America with New Harmony, Indiana that did not succeed.

Kindergarten

Kindergarten is the term used to describe early childhood education developed by Friedrich Froebel in 1837 Blankenburg, Germany. Froebel named it Universal German Kindergarten in 1840. His institution provided a milieu where children could develop freely and naturally.

Social Darwinism

Social Darwinism is a term that refers to the evolutionary ideas of Charles Darwin that were taught in natural sciences. When transferred to society the ideas caused major controversies in theology, religion and society. For example, United States gained by social Darwinism, i.e. the fittest survive, of industrialists Carnegie and Rockefeller. Spencer's social Darwinism was considered a "gospel of economic progress and prosperity" in the United States.

Hull House

Hull House is the name of Jane Addams' settlement house in Chicago, Illinois. Her theory of "socialized education" began with her settlement house concept to restore a sense of community. Through Hull House she brought about the social integration of working-class immigrants with middle-class reformers to solve social, economic, psychological and political challenges urban life created. She believed socialized education should provide industrial workers with education to explore social relationships and interconnections to enable a sense of community.



Pragmatism

Pragmatism, according to Dewey, is referred to as experimentalism with his key ideas on educational philosophy from six problem-solving steps that progressed from encountering something different, to identifying the problem, gathering research, posing a conjecture to solve and acting on the hypothesis. John Dewey's ideas were shaped by his influence through experimentation from a pragmatic or practical view. He emphasized importance of children's needs and interests in proposed curriculum design that changed the meaning of education.

Montessori Method

Montessori Method is a term used to describe the early childhood learning method developed by Maria Montessori. Montessori's educational ideas were based on concepts of science, observations of children and her own research which became the Montessori Method to combine scientific pedagogy and her own spiritual insights. She believed children have psychic power at birth from their inner self-teacher. Learning requires processing child and environment to enable "auto-education."

Tolstoy Farm

Tolstoy Farm is the name of an "ashram" or retreat center developed by Gandhi in the Transvaal of South Africa. Tolstoy Farm was used as model demonstration of his educational philosophy and methods that included craft-based education and peaceful non-violence to change society.

The

The "talented tenth" is a term used by Du Bois to describe the intellectually gifted elite of a race, specifically African American. Du Bois proposed the philosophy that a minority group is better served by the efforts of its elite, or talented, leaders compared to the philosophy of Booker T. Washington who proposed a minority group is better served by the compliance and hard work of its masses. Du Bois proposed the "talented tenth" should receive benefits of higher and professional education that would enable them to become leaders of a movement.

Liberation pedagogy

Liberation pedagogy is a term developed by Paulo Freire to denote his educational philosophy. Freire defines literacy as learning to read and write and as forming a social consciousness about conditions of their lives that enables them to identify and reform economic, social and political conditions that exploit them.



Themes

Benevolence and the Bible from uneducated masses to literate

The history of education changed over several years and eras over time as the cultural influences and thinking changed. The ancient Chinese, Greco-Roman and Medieval Periods were concerned with educating small male groups to become the leaders and rulers of a vast uneducated and illiterate populace. The ruling elite were expected to demonstrate appropriate concern for the uneducated masses to keep them peaceful and under control so as to avoid conflict and rebellion. Not until the Renaissance and Protestant Reformation were the masses given the opportunity to become educated as well. Initially literacy enabled reading Scripture in the vernacular to oppose a Roman Catholic Church that maintained control by a tradition-based hierarchy of clerics.

Confucius and the ancient Chinese held out the gentleman and benevolence to be the primary purpose of elite education. Confucius claimed no belief in an afterlife with rewards or punishment for good or bad actions on earth. The king and his hierarchy were taught to do good for the people so they would not risk losing an ironic mandate of heaven they didn't believe in anyway. Similarly Plato and Aristotle did not believe but did allow for a non-physical Ideal on which they discoursed to their male elites using the Socratic dialectic. The polis where they both lived was small and democratic with a degree of civic awareness. Education was reserved for elite, however, in the ancient Greco-Roman classical period that ended with the entry of Christianity to the West.

Plato's hierarchical structure of ranking ideas and people supported a Roman Catholic Church infrastructure for influence and power in a Medieval Period from 500 to 1400. The Roman Empire was destabilized and replaced by feudalism to the beginning of the Renaissance. The pope had supreme power over the church transmitted through bishops and priests down to dioceses and parishes at local levels. They controlled the education and schools that taught general liberal arts to a small male population and ignored the large illiterate majority of people called serfs.

The Renaissance ran from late fourteenth to early sixteenth centuries and was designated as the revival or renewal of interest in humanist dimensions of life and culture. Commercial life brought economic surpluses to stimulate new ideas. The Roman Catholic Church lost power when the pope was imprisoned by a French king. Scholarship challenged church corruption and stimulated reform that resulted in the Protestant Reformation. Authority of the Roman church and popes gave way to nation-states, monarchies and nationalism in Europe where classical humanist schools formed to educate. England, France, Spain and Portugal were strong monarchical states reinforced with peoples' similarity in ethnicity, language and culture subject to respective kings. Education and economic issues developed to confront religious doctrine. Martin Luther denied papal authority to sell the graces of heaven for political favors or money and German princes supported his complaint since they already opposed sending



German money to Rome. The pope condemned Luther as a heretic when he urged schools be formed to teach reformed religious doctrine. The catechism was used by the Catholic Church but the Protestant Reformation enabled the Bible to be read by a literate populace.

Comparative childhood education systems

The primary question in any system is the entry point where new recruits are introduced. A system of childhood education was an essential mechanism from the era of the ancients to modern times that would maintain and develop civilization at acceptable and improving standards. Historically, educators proposed starting and training periods and goals for children's schooling. Educational proposals and standards began with philosophers and educators of the ancient Greco-Roman era.

Plato recommended that state-operated nurseries should raise children from birth to age 6, where they would learn attitudes to fit a particular society. From age 6 to 18 children would be sent to school where they'd learn music, literature, mathematics and gymnastics. Some would enter occupations or trades but more capable individuals could get two additional years of physical and military training. Individuals qualified to become philosopher-kings received ten more years to study the underlying principles. If capable after age 30, they would become administrators or study further until age 35 to become the ruling elite after age 50 to make policy and decisions for the republic. Aristotle classified schooling by primary from 7 to 14 years, secondary for men from 14 to 21, and higher from 21 to as long as a student was interested and capable. He was primarily interested in higher education of men to become elite citizenry to run the polis and believed women were incapable of abstract study and consequently were ignored.

Roman Empire proponents like Quintilian proposed that childhood education of an orator begin in early childhood, from birth to age 7 when his parents would select the child's nurse, tutor, servants and companions so they would be the "right type" to create positive attitudes for later learning. The child should be bilingual in Greek and Latin and servants had to use language correctly. After 7 the child should learn reading, writing and calculating in school rather than at home. At 13 a child should study grammar, literature, music and geometry before rhetorical school where the most useful study would be declamation for systematic exercise in public speaking and public service.

Subsequent educators like Comenius claimed children develop in stages so teaching and learning are effective if done appropriately by educators. He believed children should be educated at home until age 6, and in primary school from ages 6 to 12 where they grew literate and skilled, and in secondary school from ages 12 to 18 where they would learn the classics, and after that the Pansophist university for the gifted student to learn a range of knowledge.

Rousseau advocated "prepared environment" for childhood education based on a child's stage of environment. For example, a growing boy should be raised on a country estate to experience nature directly at stages of development from infancy, birth to age



5, boyhood ages 5 to 12, and from age 12 to 15 when purpose was introduced, adolescence from age 15 to 18 at the introduction of sexuality, and "age of humanity" from 18 to 20 when morality was introduced till 20 at manhood and the natural family.

The Italian Pestalozzi reaffirmed children were born good, but societal factors, i.e. a factory system corrupted them by making them all work for a livelihood. Froebel's kindergartens ran on his primary principle to respect each child with education that was geared to their needs and interest and focused methods on play as a learning role.

Authority from the mandate of heaven to the common man

The Chou dynasty ruled China on the related principles of paternalism and hierarchy. The king was a benevolent father figure concerned about the welfare of his subjects in return for loyalty and commitment. His concern was shown by a hierarchical system of appointed officials to common people. The king ruled by a "Mandate of Heaven" that declared the king entitled by Heaven to rule if he promoted the peoples' welfare. When China disintegrated into warring nations, the dynasty lost its mandate and was in conflict until 207 B.C.E. Other despotic empires like Egypt and Persia claimed divine origin and godlike power but unlike China's Confucianism defined their own mandate. Ancient Western Greeks lived in organized "polis" that were too disparate to allow the concentration of power in an emperor. Polis like Thebes, Corinth, Delos, Athens and Sparta had their own self-governing political and cultural life-styles to promote growth and participation in democracy with an educated citizenry.

The Roman Empire lasted for almost 1,000 years. The early Roman republic was primarily agrarian based on land ownership and inherited traditional values to keep the status quo. Romans upheld duty, honor and patriotism with the influence-wielding Roman Senate's power of oratory. Despite socioeconomic conflicts between the old aristocracy patricians and lower class plebeians, oratory was useful in policy debates that fit its needs and were effectively implemented. The Greco-Roman classical period ended with the entry of Christianity to the West, a destabilized Roman political and economic order replaced by feudalism, Medieval thought synthesized theological and philosophical trends, and a scholastic-controlled university culture. Plato's hierarchical structure was used by the Roman Catholic Church to build influence and power in the Middle Ages. The pope's supreme power of the church was demonstrated by bishops and priests to dioceses and parishes at local levels. Clerics controlled education and schools of small male groups and ignored the illiterate majority of people called serfs.

Renaissance emphasis shifted from the predominantly spiritual focus of the Middle Ages to a humanist view and renewed interest in Greek and Roman classics. This marked the modern era's beginning with economic surpluses that stimulated new ideas. The Roman Catholic Church lost power when the pope was imprisoned by a French king. Critical scholarship challenged church corruption and stimulated reform that resulted in the Protestant Reformation. Calvin examined the Bible and writing of early church fathers to conclude the Roman Catholic Church conflicted with divine law. Calvin claimed the Bible

is the only infallible rule of faith but the Roman Catholic Church claimed dual authority of Scripture and church tradition. He encouraged the faithful to read the Bible and live according to its laws, which required primary schools to teach basic religious literacy. Calvinism modernized Christianity for a new economic middle class on work performance of the Protestant ethic and Jefferson put the right of people to determine their own governance in the Declaration of Independence. To exercise this right, education emphasized civic participation, methods of scientific knowledge in education and a unique, distinctive United States culture.



Style

Perspective

Gerald L Gutek is the author of *Historical and Philosophical Foundations of Education: A Biographical Introduction*. Gutek taught the history and philosophy of education for over thirty years. He has taught at Loyola University of Chicago, Northern Michigan University, Otterbein College and University of Glasgow in Scotland. His professional belief is that "educational biography is a valuable, powerful, but too-often neglected" way to prepare education professionals for teaching, administration and related fields. Gutek writes to show how education and transforming events and trends are interconnected. His work is highly informative and effective as an historical narrative to accomplish that goal.

Tone

Gutek's *Historical and Philosophical Foundations of Education: A Biographical Introduction* is an objectively written text that clearly presents many facts of history. It serves as the backdrop against which to describe an individual educator's life and times. The tone of this work is a thoroughly researched academic text that ironically brings the character of its subjects and times to life. The tone and presentation of historical fact is so well written and enjoyable that the reader is hardly aware this is a college text. This book is such a pleasure to read that despite its over 400 pages it is a real "page-turner."

Structure

Gerald Gutek's *Historical and Philosophical Foundations of Education: A Biographical Introduction* is a 451 page work plus 5-page Preface, and 2-page Contents including 24 chapters organized in 4 parts over 440 pages and a 10-page index. Each part has between 4 and 9 chapters titled by name of the educator. Each chapter is organized by section to provide parallel presentation of the educators' life and times. Chapters begin with an overview and reading guidelines followed by sections including the educators' historical context, biographical sketch, and development of educational ideas and assessment of their impact. Study sections follow that include questions, projects, endnotes and further reading suggestions. The Index follows and is alphabetically organized by educator or other reference and subject. For example, the subject "Education, theory of:" is followed by educator name and page numbers on which that educator's theory is referenced.

Gutek's work follows an orderly progression from an overview of each educator to the historical context of their lives and educational history. The process in development of their educational ideas is followed by assessed significance in their environment. Further study ideas are provided with questions for reflection, discussion and proposed projects. Notes and further pertinent reading suggestions end each chapter for

additional research and study of an educator. Gutek provides a fully comprehensive view of the educator within context of his times, trends and challenges. This extensive presentation offers the casual reader a substantial amount of information to absorb. The serious researcher is provided well-documented guidelines and suggested paths to in depth research. Gutek's work is particularly well-suited to readers with varying interests to fit their own level.



Quotes

"I use four structural devices in treating the impact of these selected significant figures on the historical and philosophical foundations of education: (1) historical contexts, (2) educational biographies, (3) the development of educational ideas, and (4) an assessment of significance. Each chapter establishes the historical context in which the particular person lived and worked and then examines how the person's interaction with his or her historical context or environment stimulated that individual to reflect on education and to formulate ideas about education or, in some cases, to develop a complete philosophy of education." Pg 5

"Confucius was repelled by the chaos of political turmoil and social unrest during which traditional values and customs were challenged, ignored, and disregarded. Reacting against this instability, Confucius looked to what he regarded as the 'golden years' of peace, stability, and law and order epitomized by the Duke of Chou. He developed a social, ethical and educational philosophy designed to return China to this idealized past." Pg 13

"For the ancient Greeks, the meaning of place carried with it a sense of social, political, cultural, and educational organization. This organized place, called a polis. meant for them a self-governing political unit, or city-state. Among the Greek polis were Thebes, Corinth, Delos, and the great rivals Athens and Sparta. Although the polis involved political organization, its meaning involved much more than politics. It referred to a particular city-state's total culture as expressed in philosophy, religion, art, music, law, literature, architecture, and education." Pg 33

"Following in Plato's footsteps, Aristotle established a school in Athens, the Lyceum. Because Aristotle was a metic - a resident alien rather than an Athenian citizen - he could not own land, so the Lyceum happened to be wherever Aristotle was with his students rather than a building in a permanent location. He conducted his school in the public walkways and gathering places." Pg 53

"Quintilian was one of those educators who helped shape and transmit the bodies of knowledge known as the liberal arts. These areas of human knowledge survived the fall of the Roman Empire. After much debate, they became part of the educational preparation of the Medieval scholastics. Quintilian's ideas on education, along with those of Isocrates, would surface again during the Renaissance when humanist educators such as Vittorino da Feltre and Erasmus looked to the classical traditions of Greece and Rome to guide their efforts at reviving literary humanism." Pg 71

"The Medieval hierarchical structure is out of character with much of the American experience and outlook. When Europeans colonized North America, the Medieval era had already ended. The ideas and institutions the European colonists brought to the New World were more products of the Renaissance and the Protestant Reformation than the Medieval world. Although residues of Medievalism, especially in its aristocracy, persisted in Europe, North America was virtually free of it. When the American



Revolution ended colonial rule, the United States was a nation conceived in the spirit of the eighteenth-century Enlightenment, not a product of Medievalism." Pg 89

"Sparing neither philosophers nor theologians from his critical barbs, Erasmus charged many supposedly learned philosophers with building imaginary 'castles in the air' and disagreeing 'violently and irreconcilably among themselves.' Instead of working to resolve the conflicts in Christianity, Erasmus accused theologians of a spinning intricate dogmatic webs in which to trap their unsuspecting victims." Pg 101

"Calvinism affected how American towns and schools were governed, and also greatly influenced how people viewed each other socially and economically. Resting on the doctrine of predestination, the elect were to exhibit righteous and productive lives. The economic wealth that was the mark of the middle class was not an obstacle to salvation but rather an outward sign of membership in the elect." Pg 117

"On reflection, however, the Comenian vision is not as naive as it appears. Although Comenius thought of organizing all knowledge in books, today's information technology might make his vision more a reality in the twentieth-first century than was possible in his own time. Computers, with their ability to store and retrieve masses of data and information, may make universal knowledge a reality." Pg 129

"Infants, although not moral beings, are intrinsically good. Human beings, Rousseau believed, are corrupted by their socialization in a corrupting society and their education in an artificial culture. For example, children are not born as liars, cheats, thieves, or murderers. They learn these vices in an unnatural and corrupt society. Their intrinsic natural goodness is spoiled by corrupting adults and their institutions." Pg 141

"At Neuhof and Stans, Pestalozzi learned that it was of vital importance to create an educational climate of emotional security. Now he developed his theory of sensory learning based on the concept of *anschauung*, a German word meaning forming a concept or a clear idea from sense impressions. Human beings, he said, inhabited a world that contains a multitude of physical objects. People learn by having sense experiences with these objects; they see, feel, smell, taste, and hear them. Their eyes, ears, and other senses convey sensory data to the mind, which then sorts them out and arranges them into concepts or ideas. Only after the concept is clearly present in the mind is a name, a word that designates it, given to it." Pg 163

"Europe was governed by hereditary monarchs, most of whom claimed that, because they ruled by the grace of God they were responsible to no one, neither the people nor their representatives. As an impasse developed between the old inherited political order and what promised to be the new, those inspired by Enlightenment ideology embarked on a revolutionary course in France and in Britain's 13 American colonies. One of the significant leaders of this revolution in America was the New World philosopher Thomas Jefferson." Pg 177

"The late eighteenth and early nineteenth century was a period of conflicting ideologies. Spawned by the revolutions in America and France, contesting ideologists sought to



develop the social, political, and economic blueprints for the coming social order. Wollstonecraft was a committed liberal who believed in liberty for all persons, the power of reason, the desirability of change, and the possibilities of progress. Education was, for liberals such as Wollstonecraft, the great instrument for creating a just and equitable society." Pg 197

"Although Mann was astute in recognizing the common schools' power as an agency of ethical and moral values, the value creed and cultural ethos that he stressed reflected the dominant social, political, and economic group in American society. In his desire to create a consensus climate for the common schools, he also helped to create a view of public education that was culturally monolithic. The school's values reflected a white, English-speaking, Protestant, upper middle-class orientation." Pg 233

"Owen believed that problems of periodic unemployment and inadequate poor relief could not be dealt with in a piecemeal fashion. These issues, he believed, were part of a larger and more pervasive social crisis. Owen believed the Industrial Revolution not only changed economic modes of life, but transformed civilization itself. Industrialization increased productivity and stimulated economic growth, but these benefits were unequally distributed because of an archaic and irrational individualism based on private property." Pg 243

"Human beings are endowed by their creator with a divine or spiritual essence and, at the same time, have a body that makes them part of the natural and physical order. Thus, Froebel saw human beings as composed of both a spiritual and a physical dimension. It is the spiritual essence, however, that by vitalizing and motivating humans leads to their development. In terms of children's nature, Froebel asserts that each child at birth has within her or him a spiritual essence, a life force, that seeks to be externalized. Through the child's own activity, the inner spiritual essence is externalized." Pg 265

"The freedom to hold ideas had a corollary freedom in that individuals should be free to express and communicate their ideas in speech and in print. It was of crucial importance that there be freedom of speech, press, and assembly. It was of equal importance that teachers be free to teach and students be free to learn. This meant that the school should not be an agency to impress conventional wisdom and the status quo on the young but rather an agency to foster individual intellectual initiative, especially critical thinking." Pg 287

"Since the 1980s, however, certain Spencerian themes resurfaced. The neoconservatives in the United States stressed the need for a resurgent individualism and for the deregulation of the economy. Ronald Reagan's presidency called for a return to self-reliant individualism, inventiveness, and innovation." Pg 306

"Progressives such as Jane Addams feared that the division of American society into ethnic and class enclaves was eroding the sense of community that sustained a shared commitment to democratic institutions and processes. Although progressives opposed the domination of the U.S. economy by big business monopolies and trusts, they also



were concerned that the representative political processes and a sense of community had been jeopardized by the profound social changes taking place in the United States at the turn of the century. They feared that the new immigrant masses, inexperienced in exercising the vote and unfamiliar with the processes of representative government, would become pawns of the big-city political bosses." Pg 316

"The progressive ranks were dominated by white, middle-class Protestants of northern European, particularly English, ethnicity. Generally, they were well-educated men and women, willing to devote time and energy to organizing and promoting reform causes. John Dewey, Jane Addams, and Woodrow Wilson fit this model well. Often missing from the progressive profile were immigrants from southern and eastern Europe, African Americans and Hispanics." Pg 335

"Among Maria Montessori's enduring contributions to education were: (1) the clear recognition of the significance of early stimulation on later learning, especially its implications for socially and economically disadvantaged children; (2) the concept of sensitive periods, phases of development, when certain activities and materials are appropriate to learning specific motor and cognitive skills; (3) the recognition that learning is complex and multifaceted and involves a variety of experiences; (4) the recognition that the school must be part of the community and must involve parents if instruction is to be most effective." Pg 373

"Gandhi included vocational education both at Tolstoy Farm and in his philosophy of basic education. Vocational education was designed to emphasize the dignity of work and to teach individuals employable skills. Gandhi believed that the ancient Indian scholarly tradition, the British educational system, and the caste system all worked to diminish the importance of physical and manual labor and to relegate those who did such labor to the lower rungs of society." Pg 385

"While at Atlanta Du Bois articulated his educational concept of the 'talented tenth.' Although all blacks should enjoy the equality of educational opportunity denied them by the institutionalized racism of a segregated society, Du Bois argued that all races, including blacks, had an intellectually gifted elite. This elite - the talented tenth - should have the advantage of higher and professional education." Pg 410

"A key concept in Freire's philosophy is conscientizacao, a Portuguese word that means to raise a person's consciousness; a critical awareness of the social, political, and economic conditions and contradictions of a person's life is necessary in order to identify those that are repressive or oppressive. The process of consciousness-raising is not intended to be an abstract academic exercise." Pg 431



Topics for Discussion

Identify, list and describe the subject area in the orderly progression Gutek uses to portray each educator. Explain why you agree or disagree with his approach.

Explain and discuss the significance of the term "Mandate of Heaven." Describe how and whether this ancient concept can apply to a democratic society.

Identify, list and describe the steps Plato prescribes for the educational process of childhood through ruling elite policymaker. Explain how this concept applies to the path an American statesman or politician might follow.

Identify, describe and discuss an unusual characteristic of Aristotle's Lyceum that has contemporary significance with a large group of United States residents.

Identify and describe the educational process of becoming a Roman orator detailed by Quintilian.

Describe and discuss the steps involved in the scholastic method of teaching used by Thomas Aquinas. Discuss whether this approach can work in a class today?

Describe and discuss Calvinism and the application of the Protestant ethic in America. Provide three examples of its application that you've experienced.

Identify and describe an ironic and perhaps hypocritical personal family situation of Rousseau that brings his child-raising recommendations into question. What do you think may have caused this family situation to occur?

Describe and discuss how Calvin's Protestant ethic may or may not conflict with Pestalozzi's criticism of industrialization and a working class factory system.

Describe and discuss the dissonance between Jefferson's role in developing the Constitution and his role in operating his family plantation.

Describe and discuss the educational disagreement about childhood reading Wollstonecraft had with Rousseau. What position would you take and why?

Describe and discuss why Horace Mann is significant to education today. Should his ideas be replaced by charter or other private schools? Why or why not?

Describe and discuss Jane Addams' idea of "socialized education" and explain how she implemented that idea at Hull House.

Identify, list and describe John Dewey's six problem-solving steps used in his ideas on educational philosophy.

Describe and discuss W.E.B. Du Bois' idea of the "talented tenth" and explain how his idea differs from Booker T. Washington's ideas of minority progress