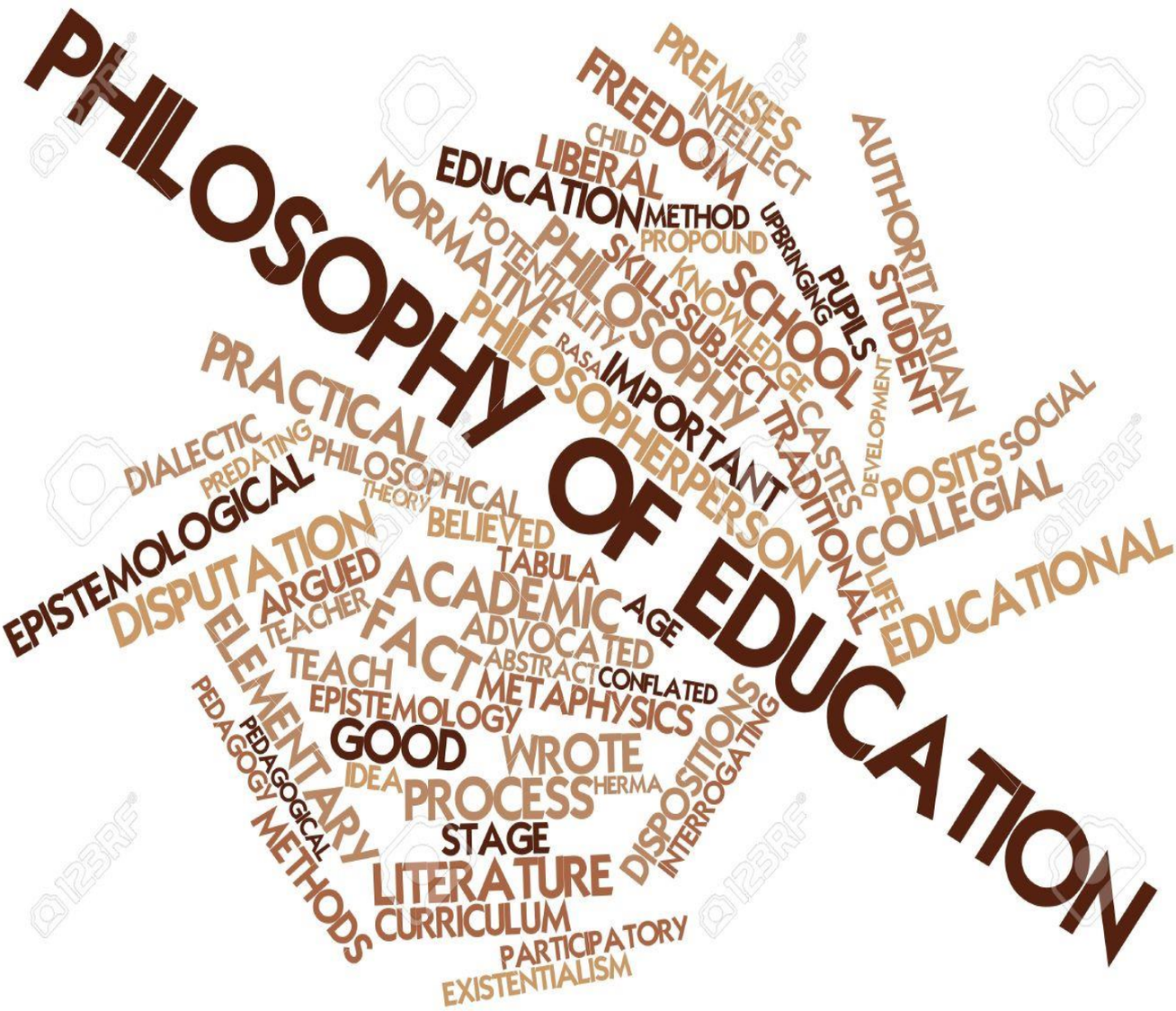
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B.Ed. Secondary (1.5-Year)

EDU601: Philosophy of Education



HANDOUTS TOPIC NO 1 TO 292

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EDU601 Philosophy of Education

HANDOUTS 1 to 292 Lessons

Topic: 001 – Philosophies of Education

In this topic, we will be studying the philosophical ideas and underpinnings behind the subject of education. To understand the relationship between philosophy and education, it is important to understand what philosophy is?

- **Philosophy** is a combination of two Greek words 'Philo' meaning love and 'Sophia' meaning wisdom. So, love for wisdom is the meaning of philosophy.
- **Educational Philosophy:**

The philosophical study of education and its problems … its central subject matter is education, and its methods are those of philosophy.

- **Branches of Philosophy:** There are three main branches of philosophy,

1. **Metaphysics:** is the study of ultimate nature of reality. For instance, God exists or not? What is truth? What is permanent?
2. **Epistemology:** is the study of knowledge. For instance, what should be taught? Why it should be taught? Who should teach?
3. **Axiology:** is the study of values. Values in terms of society, politics and aesthetics

Philosophy says that there is a need for variety of views in a Pluralistic Society. So, different philosophical approaches take place in a society. There are some general **World Philosophies (Metaphysical Philosophies)**

1. **Idealism:** Idealists are people who follow idealism beliefs that **Ideas** are the only true reality.
2. **Realism:** Realists believe that reality exists independent of human mind.
3. **Pragmatism:** Pragmatists believe that reality is actually what is experienced is subjective and is also changing.
4. **Existentialism:** Existentialists believe that reality exists inside the humans. There is no meaning of the outside world without its meaning being constructed inside the humans.

Topic: 002 – Philosophy & Education (Three Dimensions)

1. **Importance of Philosophy in Education:**

- Both associated with teaching, learning and discovery.
- Educational developments due to contributions of philosophers.

2. **Value-Driven curriculum**

- The content or the curriculum is comprised of the knowledge or skills that are most valuable in a society.

3. **Teaching Methodology**

- The teaching philosophy is as important as the content of what is to be taught.

For teachers, not only the content but also the teaching philosophy that they are holding on to or the way they impart knowledge to students is also important. To have an understanding of what is best, we need to understand the philosophical underpinnings behind our own styles of teaching.

Topic: 003 – Socrates

Introduction:

- Socrates was born in 469 BC and died in 399 BC.
- He was a Greek philosopher and teacher.

- Socrates agreeing with Plato in his book 'Apology' says

"The unexamined life is not worth living for a human being."

The above quotation shows that his methods are analytical, and are based on the analysis of human being. So, he generally analysed his fellow Athenians and then tried understanding the concepts in the society and also have been telling others what is right and what is wrong?

- He is known as the father of philosophy
- His method was the use of critical reasoning, with an unwavering comment to truth.
- No written records by Socrates himself.
- His two students Plato and Xenophon have quoted his methods and analysis.

Goal of Education:

- To know what you can, and even more importantly, to know what you do not know.

Trial of Socrates

"The Death of Socrates" by Jacques-Louis David. He was given poison at the end of his life because people thought that he is spoiling the youth with his philosophy.

Topic: 004 – Socrates: Theory of Value

As told by Plato and Xenophon, Socrates has contributed towards society and education by giving us different theories.

1. Theory of Value

Socrates believed that knowledge and skills are of two types:

- **Trivial knowledge:** The word 'trivial' means unimportant. Socrates believed that almost everyone possesses this knowledge.
- **Important knowledge:** Skills and crafts possessed by craftsmen.

But then Socrates also believed that this knowledge is not the ultimate knowledge.

Ultimate knowledge is:

- One should learn the best way to live one's life.
- The most valuable skills and knowledge for an individual would vary from person to person.
- Most people live in shameful ignorance regarding matters of ethics and morals.

Topic: 005 – Socrates: Theory of Knowledge

2. Theory of Knowledge

According to this theory, there is a type of knowledge known as **ordinary knowledge.**

- Specific and ordinary information
- Does not give the possessor of the knowledge any expertise or wisdom worth mentioning.

Definitional or Higher Knowledge:

- Defining words and concepts
- Concepts of beliefs, use of logic
- Wisdom and goodness of gods is derived from human logic & natural scepticism.

Discovering the truth:

- An individual who would discover the truth and the goodness in it will live his/her life accordingly.
- Evil only comes from ignorance.

Knowledge and Virtue:

- Knowledge and virtue are closely related. With true knowledge comes virtue.

Topic: 006 – Socrates: Theory of Human Nature

Human Nature: the inner self is divine & cannot die. Knowledge is eternal.

Root of moral evil:

- **Ignorance:** Socrates believed that the root of moral evil is ignorance. Through ignorance, humans can misplace or loose knowledge.
- Since humans have the ability to 'know' or to rediscover the knowledge, it is up to them to either remain ignorant or to search for the truth.
- Human mind has indefinite potential. It is only natural that man would want to know more because once an individual gets onto the path of discovery, there is no end.

Topic: 007 – Socrates: Theory of Learning

Learning: According to Socrates, learning means,

- Seeking the truth in matters through questioning and interpreting the wisdom and knowledge of others.

The Learning process:

Skills and knowledge are acquired by:

- Interpreting the statements of others
- Testing or examining the knowledge or wisdom of those reputed to be wise.
- Showing those who are not wise their ignorance.
- Learning from those who are wise.
- Examining oneself.
- Exhorting others to philosophy.
- Examining the lives of others.
- Attaining moral knowledge.

Topic: 008 – Socrates: Theory of Transmission

Theory of transmission possesses the first question, that is:

Who Should Teach?

- No one person or authority is qualified to teach. Wisdom does not lie within one person, faction or organization.
- Socrates's own teaching style encouraged his pupils to share their knowledge and wisdom.

Socratic Method:

- The teacher teaches by posing leading questions allowing the pupils to discuss and share for the sake of knowledge creation, rather than knowledge transfer.

Curriculum:

- The Socratic Method's content revolved around real life stories and experiences, allowing the pupils to make their own deductions by discussing the issues and popular opinions of the society.
- Socrates was usually to be found in the marketplace and other public areas, covering with a variety of different people.

Topic: 009 – Socrates: Theory of Society

Society: According to Socrates,

Purpose of society: is

- Individuals are not self-sufficient.
- Societies give rise to class systems
- Society exists to provide best life for individuals (Athenian Aristocratic Society)

Social Institutions Involved in the Education Process:

- In Ancient Greece, formal education was offered only to the privileged and took place in magnificent buildings like the Parthenon and Hephaisteion.
- Socrates believed education takes place everywhere at all times.

Topic: 010 – Socrates: Theory of Opportunity

Socrates also has talked about opportunity for all, and also in terms of education being given to all.

Socrates:

- Rejected the elitist mentality of his fellow Athenians.
- Rejected the narrow conception of 'pursuit of knowledge' that most aristocratic individuals of that time followed.

Equal Opportunities for Education:

- Socrates wanted to educate everyone not just the aristocrats
- He believed that women's education was as important as men's education.

Topic: 011 – Socrates: Theory of Consensus

Disagreement:

- Where ever there are two or more people, conflict can arise through disagreement over various things of everyday life.
- Disagreement rises due to ignorance of the truth.

How is consensus achieved?

- Consensus on the important things is only achieved through the search for knowledge and truth, as it is only truth that all can agree upon.

Topic: 012 – Socrates: Impact on Philosophy and Education

Major Contribution to Philosophy:

- He redirected inquiries away from the natural sciences and towards the completion of systems of ethics and questions of ethical conduct.

Three Influential Students:

There are three influential students of Socrates who influenced education and also philosophies in general.

1. Plato
2. Aristophanes
3. Xenophon

- They exerted a profound influence on Greek and Roman thought, as well as on modern philosophy.

Modern Philosophy:

- Idealized by '*Utilitarian thinkers*' as a Christ-like martyr. (Utilitarian philosophy in education refers to the idea that education must be for a purpose and utility.)
- Treated as 'Paradigmatic individual' by the German existentialist philosopher Karl Jaspers. (Existentialism is a school of thought/philosophy which is followed by Karl Jaspers who

believed that the world is inside of the humans being. Unless the humans don't understand the inside of the world there is no connection with the outer world.)
- Tradition of self-reflection and care of self-initiated by Socrates fascinated Michel Foucault. (Michel Foucault is a French philosopher; he was highly inspired by the self-initiated and self-reflection philosophy of Socrates.)

Topic: 013 – Idealism: Introduction

Those who are the followers of idealism philosophy, believed that:

- Ideas are the only true reality.
- Focus on conscious reasoning in mind.
- Mind vs. the material world (When you travel from the world which is material towards the world which is spiritual, and when you reach the spiritual world, you in fact find the ultimate truth.)

Idealism in the Modern World

- Practiced mostly within religious and moral sects.

Topic: 014 – Idealism & Education

Aims of Education:

- It is to discover & develop individuals' abilities & full moral excellence.
- Curricular emphasis on subject matter of mind.
- Intellectual development
- Self-realization
- Values inculcation
    - Health
    - Worship
    - Character
    - Beauty
- Skills development
- Teaching Methods
    - Lecture
    - Discussion
    - Socratic Dialogue
- Examples and heroes
- Learning through:
    - Introspection
    - Intuition
    - Insight
    - Whole-part logic

Topic: 015 – Plato: Introduction

Plato is a very famous philosopher to date because of his philosophical contributions to education, politics, sociology etc.

- Plato was born in either 428/427 or 424/423 to 348/347 BCE
- He is a Greek Philosopher.
- Disciple of Socrates
- The Republic & Laws
    - His writings are a mix of his own work and the teachings of Socrates.

Topic: 016 – Plato: Platonic Idealism

Plato believed that:

- The search for absolute (universal) truth in all fields of life.
- Truth is perfect and eternal.
- Dialectic (Means a two sided conversation. In dialectic, two persons will talk from their perspectives and when they bring up their knowledge, they create a new knowledge by the end of the time.)
- Humans have lost the knowledge that souls possess.
- It is the responsibility of humans to search for that knowledge and truth in order to lead a good and virtuous life.

Topic: 017 – Plato: Ideas vs. Matter

- World of matter is constantly changing.
- Ideas are long lived compared to material things.
- Mathematics demonstrates that universal truths are possible.
- Plato believed that we must search for universal truths in other fields like politics, society and education.

Topic: 018 – Plato: Ideas vs. Matter (Cont. ...)

Plato believed that:

- The world of ideas has 'good' at its highest form – the source of all true knowledge.
- The world of matter, the ever changing world of sensory data, is not to be trusted.
- People need to free themselves from the concerns of matter as much as possible in order to search for the truth.

Topic: 019 – Plato: The Dialectic – Origin

- The dialectic method is also called the Socratic method.
- The method originates from Socrates' teaching style.
- His ideas were only transferred orally, Plato was the one who wrote them down and refined the method.
- All thinking begins with a thesis or a point of view.
- An opposing point of view or antithesis is needed to re-examine and defend our beliefs.
- Question-and-answer approach.
- After Socrates' death, Plato opened up his own school, the Academy, where the dialectic was used as a teaching methodology, where students and professors engaged in a dialectic approach to problems.

Topic: 020 – Plato: The Dialectic

Plato believed that:

- People can free themselves of the concerns of the material world through the use of the dialectic method
- The dialectic helps one move from mere opinion to true knowledge.
- The dialectic consists of arguments and discussions.
- Dialectic looks at both points of view and tries reaching a consensus.
- It may help alter the views of one side, or to help them advance their own argument.
- The question and answer session stimulates the brain, engages the learner, and can bring new ideas to life.
- Important to give students the ownership of discovery in the learning process.

Topic: 021 – Plato: The Dialectic – Preparation

- Plato believed that given ample time to argue their positions, the two discussants would come closer to an argument, or synthesis, and therefore closer to the truth.
- Preparation of the dialectic should involve a lengthy period of education beginning with studies in mathematics.

- Plato was particularly critical of inexperienced people using the dialectic due to their immaturity.
- The dialectic method provides an opportunity for debate of issues, exploration of ideas and use of higher thinking skills.
- The objective is to be able to discern and make decisions based on knowledge.

Topic: 022 – Plato: The Dialectic as a Vehicle

- Plato saw the dialectic as a vehicle for moving from a concern with the material world to a concern with the world of ideas.
- The dialectic crosses the 'divided line' between matter and idea.
- The dialectic process begins in the world of matter with use of the brain, the tongue, gestures, and so forth, but it ends in the world of ideas with the discovery of truth.
- Has also been termed as a highly valuable vehicle of truth.

Topic: 023 – Plato: Allegory of the Cave

Allegory of the Cave is a famous writing of Plato. Allegory is the art of presenting abstract things, ideas by portraying the in tangible things. In Allegory of the cave, Plato says that:

- Human souls are prisoners chained in darkness.
- Attempt to break free.

Meaning of the Allegory:

- Shadows and illusions of ignorance and apathy.
- Steep path towards enlightenment: dialectic that will carry us from the world of matter to the wold of ideas.

Topic: 024 – Plato: Allegory of the cave & Socrates

Socrates is being portrayed as a protagonist in the 'Allegory of the cave' by Plato.

- Socrates is the prisoner of darkness who escaped.
- Duty of the philosophers is to free fellow men of the darkness & ignorance even at the cost of death.
- Plato believed that a philosopher, one who has advanced into the realm of true knowledge, must return to the cave of darkness to enlighten other ignorant beings as well.

Topic: 026 – Plato: Doctrine of Reminiscence - 1

'Doctrine' here means teaching and 'reminiscence' means the art of recalling the past experiences.

- Knowledge is not created, it is rediscovered through the dialectic
- Souls lost knowledge by being placed inside 'material' bodies.
- Humans are loaded with knowledge that is lost to them.
- Socrates met a slave boy and showed through skilful questioning that the boy knew the Pythagorean Theorem even though he was unaware of it.

Topic: 027 – Plato: Doctrine of Reminiscence – 2

- Remember what the souls once knew.
- Job of the philosophers and teachers to lead pupils in a way that they 'reminisce' (recall) about the knowledge they once used to possesses.

Topic: 028 – Plato: Educational Impact

When we look at the educational impact of Plato's teaching of philosophy, the most interesting text that is around is '**The Republic**' where there is:

- A dialogue on the necessity of education for the sake of the society.

The Republic Talks about:

- Early age education mostly
- Paideia (It is about the spiritual, social, physical well-being of a person.)

Impact on Western Education:

- State plays a major role in education of citizens.
- Males & females have the same educational opportunities.
- Today, as Plato suggested, we provide an educational system with great state involvement that has much to say about what occupation people eventually will pursue as a result of the education they receive.
- We also recognize the tremendous influence of social class in education, as in Plato's utopian society, which separated people into three classes: workers, military personnel and rulers.

Topic: 029 – Plato: Curriculum - 1

Curriculum that Plato suggested has three aspects:

- Depth
- Holistic learning
- Self-directed

Depth:

- Studies must not be limited to subjects that are new or meet occupational needs.
- Most contemporary problems have solutions in the great literature of the past.
- Philosophers have debated issues such as individual, society & their relationship since the beginning of thought.
- Studying such philosophers in-depth constitutes a quality education.

Holistic Learning:

- Specialized learning is useless.
- Students must see the whole instead of the partial.
- 'Important' subjects such as the natural sciences are of maximum value only when they help us see the whole picture.
- Dialectic aims at achieving holistic learning.
- Holistic learning requires a critical attitude, background in mathematics, and extended study.

Self-Directed:

- A student should learn with interest and through self-motivation.
- An educational direction given by another does not have the same affects as self-directed studies.

Topic: 030 – Plato: Curriculum – 2

Plato defines the stages of curriculum according to age and types:

- **Elementary:** At elementary level, boys and girls should be studying together, evolving and developing together in the society and this involves different subjects.
- **Military:** Military means that another two years of the youth, they would spend in the physical training there by becoming guards of the state where they can protect, defend and fight for the state.
- **Higher Education:** Between the ages 35-50, people would philosophise and would go up to the level of a philosopher king, where they would be able to add wisdom to different walks of life.

Platonic System of Schools:

Age	School (Learning Stage)	Special Development or Studies
Birth to 3 years	Infancy	Bodily growth, sensory life, no fear, child reacts to pleasure and pain.
4 to 6 years	Nursery	Play, fairy tales, nursery rhymes, myths, gets rid of self-will.
6 to 13 years	Elementary school	Play, poetry, reading, writing, singing, dancing, religion, manners, numbers, geometry.
13 to 16 years	Instrumental Music	Play the Cithara, religious hymns, memorize poetry, arithmetic.
16 to 20 years	Gymnastic and the military	Formal gymnastics and military training. No intellectual training.
20 to 30 years	Sciences	Coordination of reason and habits; inter-relating the physical sciences.
30 to 35 years	Dialectic	Philosophy, psychology, sociology, government law, education.
35 to 50 years	Service to State	
50 to end	Philosophers	Higher philosophy

Topic: 031 – Plato: Teaching Methods - 1

It is interesting to know that even in today's world, you are asked about your teaching philosophy whenever you apply for teaching anywhere. Plato also has a specific teaching philosophy that is:

The 2 D's:

- Both the didactic & dialectic methods are necessary for teaching.
- Dialectic method means the logical reasoning and argumentation.
- Didactic in Plato's time is specifically about teaching the moral sciences which is essentially/normally one way.

The Dialectic Method requires:

- Critical attitude
- Background in mathematics
- Extended study

The Dialectic Method:

- Use of questions by the teacher to get the students to think about what he/she already knows, and to realize what they do not know.
- Learning by doing
- Training in the processes of thinking and abstracting
- Storytelling and literature
- Play (a way to Self-discipline)
- Intended to teach, particularly in having moral instruction as an ulterior motive.

Topic: 032 – Plato: Teaching Methods – 2

Plato and teaching methodology also involves certain technicalities and specific elements.

- Storytelling and literature (moral lessons and characters of the stories)
- Play
  - Discipline
  - Self-discipline
- Physical education
- Reading and writing, music, arithmetic

Teaching Methods proposed by other Idealists:

- Intuition and revelation
- Study of ideas through the use of classical works or writings and art.
- Develop habits of understanding, patience, tolerance and hard work.

Topic: 033 – Plato: Role of the Teacher

- Idealists have given considerable attention not only to the search for truth, but also to the persons involved in it.
- Teacher is in a unique and important person.
- Creators of methods.
- Teacher must be philosophically oriented and must assist students in choosing important material, and infuse them with a desire to improve their thinking in the deepest possible way.
- A torch bearer who leads a man lying in the dark, out of the darkness, into the bright light of the outside world.
- Constant guide of the students.
- Person of high integrity
- Possessor of high self-worth
- Deeply committed to his/her profession.
- High sense of responsibility
- True role model
- Should lead a true moral life
- Pleasing personality
- In-depth knowledge
- Professional training
- Must lead a moral life

Understanding the role of the teacher:

- One can understand the role of an idealist teacher by looking at Socrates as a prototype teacher.

Topic: 034 – Plato: Women Education

In the past, in Greece, there was no special attention given to the women education. So, Plato has great emphasis on women education in his writings and talks. He says:

- Equal opportunity for girls and boys.
- Same physical and educational training.
- Women who demonstrated proficiency for the dialectic should continue their education and become philosophers in positions of power to lead the state towards the highest good.
- As Plato's idea was to educate people for the sake of becoming wise rulers, he promoted equal education for men & women, claiming that philosophers should become rulers. If a woman was wiser, she should become a philosopher queen instead of a less wise or less educated philosopher king.

Topic: 035 – Plato: Education as a State Function - 1

Polis:

- Plato's concept about Polis (State) revolved around it being an educational community.
- The Polis or the State could only survive on one condition, i.e. all its citizens receive an education that enables them to make rational political decisions.
- It is up to education to preserve the state intact and to defend it against all harmful innovations.

Aim of education:

- To serve the state, and in turn to make its citizens happy.

Topic: 036 – Plato: Education as a State Function – 2

Cause of the failure of traditional Athenian Education:

- The failure of old Athenian education system was due to the failure of parents to inculcate the virtues and training the children.

Why state should take over?

- For the sake of the common good.
- For the society as a whole.
- State needs to provide rulers who are wise and well educated enough to make rational and informed political decisions for the good of the state.

Topic: 037 – Plato: Influence - 1

It is very interesting to look that how Plato influenced other individuals and thinkers in the field of education.

- Plato influenced almost all of the philosophers who came after him, regardless of whether they supported or rejected his basic ideas.
- Alfred White heard maintains that modern philosophy is but a series of footnotes to Plato.

There is also an influence of Plato on "Augustine (Church)"

- The world of ideas vs. matter
- The world of God vs. the world of man
- Believed that knowledge is not created God has already created it.

Giovanni Gentile:

- Giovanni Gentile was an Italian philosopher. He believed that:
- All education is religious education
- Individual is not only a part of a community of minds but is also concerned with the mind of God.

Topic: 038 – Plato: Influence – 2

Rene Descartes:

- Finite mind contemplates objects of thought founded in God.
- In Platonic terms, human mind contemplates the ultimate reality of ideas.

Immanuel Kant:

- The ultimate reality is to be discovered through enquiry and is based on the human thought process.

Topic: 039 – Plato: Criticism

Little education for productive classes:

- Productive classes are only granted primary education, while higher education is reserved for soldiers & governing classes, imply that the labour class has no need for education.

No individual differences:

- Plato suggested a uniform curriculum which would lead to the creation of only one kind of citizen leading to lack of variety and static monotony.

Neglect of literary education:

- Plato's curriculum neglects training in literature by stressing the importance in mathematics.

Stress on Philosophy:

- Some critics feel that Plato's instance on philosophy is exaggerated which can lead to an increase in the number of contemplative individuals at the expense of more practical members.

Topic: 040 – Plato: Criticism (Cont. …)

- Paternalistic attitude towards cultural education.
- Considered a conservative or even antiquated philosophy of education.
- Incompatibility with scientific ideas and the methods of science.
- We live in a materialistic time, and developments in science and technology have therefore brought about fundamental challenges to idealistic principles.
- The decline of the influence of traditional religion in contemporary affairs has also become a major cause for putting aside Idealism.
- Idealism isn't modern enough. It isn't factual enough.

Topic: 041 – Immanuel Kant – Introduction

Introduction:

Immanuel Kant is one of the philosophers who has an awesome impact on Philosophies of education.

- He was born in Germany on 22nd April, 1724 and died in 1804.
- He was a German Philosopher.
- He received his moral education from his lower middle class parents. His father was a saddler.
- He served as a private tutor to young boys at a young age.
- He became an unsalaried lecturer at Konigsberg University in 1755 after his graduation.
- He was influenced by the works of Rousseau who had 'put him on the right track'
- He critiqued past systems
- He reconciled science & philosophy
- He focused on human thought process
- He took great pains to adopt a pedagogical attitude towards his audience.

Perceptions about Kant:

- Kant of philosophers
- Kant of the world scientific audience
- Kant of educational experts and scientists

Topic: 042 – Works of Kant

Kant has contributed a lot in the field of education. Such as:

- Critique of pure reason (1781)
- Response to the question: What is enlightenment? (1784) e.g. "As Plato and Socrates emphasize about enlightenment that it is a search for reality and truth"
- Critique of Practical Reason (1788)

Works related to education:

- Learning How to Think (1786)
- Kant on Pedagogy (1803)

Topic: 043 – Kant – Focus on Human Thought Process

At that time, there were only two schools of thought:

- **Rationalist:** Thinks analytically
- **Empiricist:** Thinks synthetically

Synthetic a prior judgement:

A system based on a posteriori (systematic) and a priori (analytic) logical judgements. (Here Kant focuses on combining the philosophy and science first and then start thinking on that.)

Relationship between mind and its objects:

- Valid knowledge of human experience established on the scientific laws of nature as well as achieves philosophical clarity.

Topic: 044 – Kant – Character Development & Commitment to Duty

He says that:

- Humans are the only beings in need of an education.
- Concern for child development & learning through activities.
- "Children ought to be educated, not for the present, but for a possibly improved condition of man in the future; that is, in a manner which is adopted to the idea of *humanity* and the whole destiny of man." Kant – Thoughts on Education

Commitment to Duty:

- Children grow up to be the citizens of the world.
- They must learn a commitment to duty at par with doing from inclination.
- A child should always understand the principle of an action, and its relation to the idea of duty.
- A child will always be able to see that he has certain duties as a child, while it will be more difficult for him to see that he has certain duties as a human being, therefore commitment to duty must be instilled at a younger age.

Topic: 045 – Kant: Moral culture and maxims - 1

Moral laws or Maxims:

- Maxims are moral laws.
- Maxims are not the same as discipline.
- Discipline prevents evil habits.
- Maxims train the mind to think.
- Maxims are universally valid.
- Maxims ought to originate in human beings as such.
- Child should learn to act according to maxims, the reasonableness of which he/she is able to see for him/herself.

Moral Culture:

- Moral culture demands a great deal of insight on the part of parents and teachers.
- Instilling this principle is difficult in young.

Moral Laws or Maxims:

- We must see that the child does right on account of his own 'maxims,' and not merely from habit

Topic: 046 – Kant: Moral culture and maxims – 2

- Humans are in need of moral education.
- Maxims are essential for a moral education.
- Discipline can seem unreasonable to a child.
- Maxims must be reasonable.

Maxims:

- Maxims are also rules, but subjective rules. They proceed from the understanding of man.

Character:

- Character is readiness to act in accordance with maxims.

Moral education:

- School maxims turn into maxims of mankind after a proper moral education during the childhood.
- Man only becomes moral when his reason develops ideas of law and duty.
- School maxims turn into maxims of mankind after a proper moral education during the childhood.
- Man only becomes moral when his reason develops ideas of law and duty.

Topic: 047 – Kant: Moral Training - 1

- Give a great deal of importance to moral education.
- Considered the moralization of humanity to be the highest aim of all education.
- “We live in an age of discipline, culture, and reinforcement, but we are still a long way off from the age of moral training.”

How to provide moral training:

- Identified possibilities for a moral dimension of freedom, immorality and religious fulfilment for man.
- Formulated the basic principle of the moral relationship of individual human beings with themselves and with their fellow men.

Moral Autonomy of man:

- Subjective morality
- Moral world
- Humanity reflected in a person
- “Act in such a way that the maxims of your will may at all times also serve as the principle of a general law.”

Topic: 048 – Kant: Moral Training – 2

- Early infusion of the idea of right and wrong.
- Morality is established when punishment is abolished.
- Train people to treat each person as an end and never as a mere means.

Necessity of Moral Training:

- Moral training is necessary to rid man of evil.
- Moral education is essential for character development.
- The absolute duty of man at all times is to subscribe to the cause of peace for which moral training is essential.
- Moralization is a way of achieving Kantian Enlightenment.
- To uphold the dignity of man.

Topic: 049 – Kant: Formation of Character

- Character formation begins at a younger age.
- Character development should be based on the ‘categorical imperatives’ or the maxims.

Character Formation in Accordance with:

- School maxims
- Life Maxims

Strict Adherence to:

- Plan
- Rules

The education of the character includes not only a sense of duty but also the development of willpower and loyalty. We must form in children the character of a child, and not the character of a citizen.

Topic: 050 – Kant: Obedience

Importance of Obedience:

- Obedience is an essential feature in the character of a child, especially of a boy or girl.

Want of Obedience:

“Adopting a particular course of action from a sense of duty means obeying the dictates of reason”.

Types of Obedience:

There are two types of obedience according to Emmanuel Kant:

- **Absolute Obedience:**
- **Voluntary Obedience**

Absolute Obedience:

- Obedience without question
- Necessary to prepare the child for the fulfilment of laws that he will have to obey later, as a citizen, even though he may not like them.

Voluntary Obedience:

- Obeying what feels good and reasonable and moral.

Topic: 051 – Kant: Context of Obedience

Issue of Compulsion in Education:

- The reconciliation of obedience to legal constraints and those of the society with the ability of the individual to make use of his personal freedom.
- Morality is obedience to the reason behind conduct.
- The principle of obedience in education is always applied in the context of enlightened reason.
- In obedience to moral law, the fundamental fact is ethics and religion, man finds proof of his freedom and of his membership in a moral order of the world.

Topic: 052 – Kant: Law of Necessity

- Children must be subject to the law of necessity.
- No preferences to any student.
- The law must be general.
- If children sense preferential treatment towards any other student, they would take it as a cue to be disobedient.
- “The moral law must carry with it absolute necessity.”
- “Duty is necessity of action from respect for law.”

Topic: 053 – Kant: Inclination & Duty

- Kant makes a plea for the inclination of the sense of duty in children.
- Doing by inclination is better than doing by duty but in some instances it is important to teach a child about duty as it will be of great use to him throughout the rest of his life.

Concept of duty:

- Even though a child should not be able to see the reason of a duty, it is better that certain things should be prescribed to him in this way, for after all a child will always be able to see that he has certain duties as a human being.

Duty towards self:

- The child should be conscious that man possesses a certain dignity which enables him and all others to act so as not to violate in his own person this dignity of mankind.

Duty towards others:

- Recognition of the dignity of mankind in the personality of others – namely, in justice.
- A child should learn to respect the rights of others.

Topic: 054 – Kant: Punishment - 1

- Transgressions are a 'want of obedience'.
- Disobedience through inattention must be punished.
- Punishment must never be inflicted in anger.

Abolishment of punishment:

- If we want to establish morality, we must abolish punishment.

Punishment at School level:

- Morality is established at a larger age, at the school level, however, punishment must be given in case of violence of school discipline.
- Punishment must always fit the offence.

Topic: 055 – Kant: Punishment – 2

Negative Punishment:

- Applied to lazy or vicious behaviour.

Positive Punishment:

- Applied to acts of spitefulness.

Physical punishment:

- Refusing a child's request.
- Infliction of pain (must be used with caution)

Moral Punishment:

- Doing something derogatory to the child's longing to be honoured and loved.
- Being cold and/or distant.

Natural Punishment:

- Punishment that a man brings upon himself by his own behaviour.

Topic: 056 – Kant: Obedience of Youth

Obedience of the Growing Youth:

- Children do not understand duty therefore they need to be taught obedience and discipline.
- Obedience of the growing youth must be distinguished from the obedience of the child.
- The growing youth must be made to understand duty and made to submit to it.
- To do something for the sake of duty means obeying reason.
- It is useless to talk to children of duty.

- The youth must be taught to honour, reason and be allowed to exercise inner freedom of personality at the same time.

Topic: 057 – Kant: Idea of Shame

- The true object of shame and contempt is not the humanity within a person, rather the self-conceit, or the false esteem that competes with love of honour.
- Shame and contempt are attitudes that protect our love of honour, or the esteem we have for ourselves as moral persons.
- Shame must not be used on young children.
- Children don't have a deeply rooted sense of honour.
- Should only be used with the growing youth.
- Should be used with children when they lie.
- Stressing the shamefulness rather than the harmfulness of a lie reinforces the way in which a student should properly value himself.
- By seeing that the lie is shameful, the student realizes that lying detracts from his love of honour.

Topic: 058 – Kant: Truthfulness - 1

- Foundation and essence of character.
- Children lie because of their very lively imaginations.
- A man who tells lies has no character, and if he has any good in him it is merely the result of a certain kind of temperament.
- These habits must be broken in childhood.
- Responsibility of the father to break the lying habits of children.
- On no condition must we punish children to force the truth from them, unless their telling a lie immediately results in some mischief.
- Withdrawal of respect is the only true punishment for lying.

Topic: 059 – Kant: Truthfulness – 2

Building a Moral Self:

- Truthfulness is a means of building the moral self within a person.
- The essential element of human education.
- Kant argued that truth telling is a perfect duty, one so basic that it cannot be over-ridden by other values.

Capacity to respect Moral Law:

- Instilling the habit of truthfulness at a younger age increases one's capacity to respect moral law.
- When we become aware of our capacity to respect moral law, our self-conceit is deflated as we realize our true value comes from our moral selves rather than sensible selves.
- Not being truthful leads to shamefulness and guilt.
- We feel guilt and shame when we realize that we have done something contrary to the moral law and so are rightly self-critical.

Topic: 060 – Kant: Sociableness - 1

Defining Sociableness:

- Being fond of company of others.

When we talk of school going children, their desire to meet with other children is said to be their Sociableness.

In, education process, Sociableness takes place:

- Within the society.
- For the good of others in a society.
- It is a process which has a development aspect regarding the society.

Need for Sociableness:

- It is very important factor in building a child's character.

Child in a Classroom:

- Sociableness can be taught in a classroom by enabling and encouraging the child to form friendships with other children.
- Teachers must not show preferential treatment to any one child as it would cause jealousy and hinder friendship.

Topic: 061 – Kant: Sociableness – 2

Characteristics of Sociableness:

- Open-hearted and cheerful children
- Joyful heart
- Ability to find happiness and goodness

How to promote Sociableness:

- Release from the narrow constraints of school.
- Important to maintain their natural joyousness.
- Games played while enjoying perfect freedom would help make the young minds bright and cheerful again after the dullness of school.

Topic: 062 – Kant: Concern with Appearance

- Kant was extremely opposed to the concern with appearances that parents showed and passed on to their young children.

Discourage fineries:

- An obsession with brands, styles and fashions takes students away from the real purpose of life, which is educating them towards becoming a moral being.
- Pleaded with parents to fight against all signs of vanity in a child.
- Must not give children any example to become vain.

Parents as examples:

- Parents must set an example by using simpler and non-branded clothing and accessories.

School Uniform:

- Promoted the use of uniform in school to discourage children from comparing each other's clothing as it can give rise to vanity and inequality.

Topic: 063 – Kant: Age-suited Instruction:

- A child must be taught as a child and not as an adult.
- Instruction for a child must be different from instruction for an adult.
- Parents and teachers must discourage over cleverness and mimicry of adults.
- Children should remain children and must not act like monkeys imitating humans.
- A child must only have the 'understanding' of a child and must not seek to display it too early.
- A precocious child will never become a man of insight and clear understanding.
- It is out of place for a child to follow adult example to the point the child eventually becomes a miniature version of his or her mother or father.

Pre-mature Development:

- Copying like a monkey leads to premature development.
- Premature development hinders clear understanding and insight.

Topic: 064 – Kant: Issue of Compulsion in Education

According to Kant, the true problems of education must be recognized, which are:

- Compulsion in education
- Learning methods
- Notion of duty
- The issue of 'compulsion in education' arises because it is important for a responsible citizen to obey the legal and social constraints, while at the same time the individual must be allowed the use of his personal freedom.
- Child must be educated to acquire an enlightened universal reason which would promote the cause of peace.
- Individual and society's interests must be safeguarded side by side.
- Kant advocates the 'judicious' further development of the 'art of education or pedagogics' in order that it may be 'transformed into a science.'
- Kant proposed three pedagogical rules of conduct for the progressive development of freedom as a way of resolving this central issue of compulsion in education.

Topic: 065 – Kant: Proposals for Action - 1

First pedagogical rule of conduct:

- Freedom from infancy except where there's a chance of harm to self, provided it doesn't inhibit the freedom of others through its actions.

Problem of Discipline:

- The child must always remain aware of its own freedom when disciplinary measures are taken.
- Children should be accustomed to work without having to abandon play.
- Education must be made obligatory without becoming a form of slavery.
- If a child expects freedom, he must also be responsible to grant freedom to others and not hinder it through his own actions.

Topic: 066 – Kant: Proposals for Action – 2

Second pedagogical rule of conduct:

- Give child the understanding that he can only achieve its objectives while permitting others to do the same.

Obligation to use freedom:

- The child must understand that peace would only prevail if freedom is practiced not only for the self but also for the others.

The nature of our own soul requires us to take an interest in:

- Ourselves
- Other with whom we have grown up
- What is best for the world

Topic: 067 – Kant: Proposals for Action – 3

Third pedagogical rule of conduct:

- Make the child realize that he is being educated for the sake of his freedom.

- Education would lead to the development of the enlightened universal reason, which would eventually free the child of the biases of the world and enable him to become a free citizen.
- Education would also allow the child to become self-sufficient in more than just one way
    - Economic Freedom
    - Philosophical Freedom

Obligation to use freedom:

- The child must be made to realize that he is under the obligation to use freedom to gain education in order to attain true freedom one day.
- Kant believed that human dignity makes the recognition of that freedom an inherently subjective matter.

Topic: 068 – Kant: Instruction

- Instruction must be child focused.
- The individual learns most thoroughly and best retains those things which he learns, as it were, for himself.
- The instruction method must aim at firstly exercising the judgment of the young in examining particular actions.
- Kant stressed upon the importance of the human thought process.
- Kant wanted to instruct children in a way that they could think for themselves and not rely upon the instructor.

The Socratic Method:

- Kant believed that the education of future must be based on the Socratic Method, although children cannot understand the central propositions without external help (i.e. instructors & mentors)
- Education should not be a simple limited interaction shaped by the teacher, between the individual child and the world; it should be a progressive interaction between the individual child and humanity.

Topic: 069 – Kant: Training Vs. Education

- The essence of education should not be simply training, the important thing is enlightenment.
- The principle need is to teach children to think and not to train them like animals.

Training:

- Parents usually ‘educate’ their children merely in such a manner that, however bad the world may be, they may adapt themselves to its present condition, or, ‘make their way in the world’.

Education:

- Children ought to be educated, not for the present, but for a possible improved condition of man in the future.

Topic: 070 – Kant: Purpose of Education

‘Man can only become man by education’ **Kant**

Objectives of Education:

- Respect for morality
- Respect for humanity
- Trust in science
- Reverence for God

- Prevalence of peace

The mission of education is to develop people's natural gifts in a harmonious way and to cultivate those who can act freely while following moral laws.

Perfection of Humankind:

- Education should not aim at adjustment to any particular society, rather, it should aim, more generally, at the perfection of humankind.

Rid Man of Evil:

- Kant believed that all human beings have a radical evil in their nature.

Children must be educated to perform:

- Their duties to themselves
- Their duties to others

Topic: 071 – Kant: Tasks of Education - 1

Disciplined Thinking:

- Children must be educated in a way to improve their natural thought process and discipline it in a way to serve the cause of mankind and themselves.
- Education must give children the discipline to keep their mind active by regularly taking on challenges.
- Emotional thinking must also be disciplined through education, so that children may not allow their emotions to rule them and drive them to do things that they shouldn't.

Creation of a cultivated outlook:

- Education must give children an insight that they didn't previously possess.
- It must enable them to think in an unbiased and refined manner and look at the world in a deeper manner where they experience everything with an open, inquisitive mind.

Topic: 072 – Kant: Tasks of Education - 2

Enhancement of Civilization:

- Education must work towards the betterment of mankind.
- Education must teach children to respect others.
- Education must teach children the horrors of war and conflict for humanity as a whole and promote peace.

Imparting moral rectitude:

- Education must correct the moral values and thinking of students.
- Truthfulness, goodness, morality, virtue, honesty, decency and other such values must be imparted through education.

Kant believed that education in his day, took care of the first three tasks of education, but complained that' we are living in an age of discipline, culture and civilization but the age of moral rectitude still lies in the distant future.

Topic: 073 – Kant: Moral Paradox -1

- Kant believed that rationality is a necessary condition of morality and since a child is neither naturally good nor naturally evil, rather is naturally non-rational and thereby non-moral.
- Kant believed that the child does not begin life with a capacity for rational autonomy, but must be led to develop such a capacity through the process of education.

- The biggest moral paradox in Kant's philosophy was that of moral autonomy, and how it can be taught.

Topic: 074 – Kant: Moral Paradox -2

How can autonomy be taught:

- Education must teach an individual to act in such a way that his will may at all times also serve as the principle of a general law.
- Kant believed that nature and morality existed in two separate spheres, and that education was a way of linking the two, thus achieving moral and rational autonomy.
- Education is meant to lead the child from a state of compulsion by natural desire to a state of being able to perform the right act simply through an understanding that it is right to act.

Topic: 075 – Kant: Criticism - 1

- Kant is a philosopher who has not only been extensively studied but has also been extensively criticized.

Criticism of the moral culture:

- Kant's moral culture has been most widely criticized among all of his works by the anti-Kantians.

Hegel's criticism:

- Hegel criticized the perfect picture of a moral individual that Kant had painted, claiming that it was too formal.
- Kant's moral law is too rigid. Truth, for instance should be spoken no matter what, even in life & death situations.

Universality of Maxims:

- Kant's theory of morality rests on the assumption that all maxims are universal, however critics point out that it is not so.
- Speaking the truth is a maxim of the moral law; however, our 'moral intuition' may at certain times stop us from speaking the truth.

If, for instance you have a mad psychotic killer inquiring about a friend of yours with the intention of murder, you will lie, and not speak the truth according to your moral intuition.

Topic: 076 – Kant: Criticism - 2

Guilt morality:

- Baeir criticized Kant on the excessive use of shame and contempt, 'forcing' children into a guilt morality rather than a true moral life.

Public Education:

- In spite of the criticism of the sovereigns training their subjects for their own needs, Kant was still in the favour of a public education.

Impracticality of the moral law:

- Many critics point out that Kant's moral law does not help in making the moral decisions when faced with moral dilemmas. It just says 'be moral' but fails to fully define morality.

Duty?

- Jean-Paul Sartre criticized Kant's insistence upon duty, asking how one morally chooses between conflicting duties, for instance duty to the country versus duty to parents.

Conflict between duty & emotions:

- Kant encourages duty and discourages emotional decisions, however guilt & shame are emotions which push us towards making moral decisions.

Topic: 077 – Realism (Overview) - 1

- Realism is the metaphysical view that physical objects continue to exist when not perceived.

Focus on Body/Objects

- Reality is independent of human mind
- Truth is objective

Curricular emphasis

- Subject matter of the physical world, particularly science and mathematics.

Teaching Methods:

- Focus on mastery of facts and basic skills through demonstration & recitation
- Standardization

Scientific Realism:

- Scientific realism employs the scientific method, and asserts that the objects of scientific knowledge exist independently of the minds or acts of scientists and that scientific theory are true of that objective (mind-independent) world.

Topic: 078 – Realism (Overview) – 2

Philosophical position of Realism:

1. The real world exists independently of any experience to it.
2. Propositions are true only if they can correspond with the known facts, laws & principles of the objective world external to us.
3. The universe is composed of matter in motion
4. It is the physical world in which we live that makes up reality. We can, on the basis of our experiences recognize certain regularities in it which we generalize about and call laws.
5. The vast cosmos rolls on despite man. Matter continues in motion whether man concerns himself with it or not.
6. The orderly nature and composition of the world exist independent of consciousness, but which man has come to know a great deal about.

Topic: 079 – Aristotle (Introduction)

'Natures private secretary, dipping his pen in intellect' **Eusebius**

'Master of those that know' **Dante**

- Aristotle was born in 384 BC and died in 322 BC.
- Logician
- Philosopher
- Psychologist
- Moralist
- Scientist
- Biologist
- Political thinker
- Literary critic
- Plato's student
- Father of realism & the scientific method
- Devoted much time to reading, thus earning the nickname of 'reader'

- Agent of transition from the Hellenic age to the Hellenistic age
- Tutored Alexander the Great
- Established his school ‘Lyceum’ outside Athens
- Lyceum, unlike the Academy (Plato) was open to general public & offered free lectures.
- Built a substantial library in the Lyceum & gathered around himself a group of brilliant research students.
- Rejected some of the teachings of Plato & Socrates, yet his work was considered the fulfilment of the Socratic impulse.
- Plato himself said that Aristotle was ‘a foal that kicks his mother after draining her dry’.

Topic: 080 – Aristotle: Contributions

- Founder of scientific method.
- Considered the first real scientist.
- Analyzed, defined & classified the major branches of knowledge.
- Laid foundations for modern science & philosophy.

Division of science:

- ➢ Productive sciences
- ➢ Practical sciences
- ➢ Theoretical sciences
- Major contributor to university curricula
- ‘Oregnon’ (Book of Aristotle) became a most essential part of curriculum in the universities

‘The Aristotle of the Schoolmen still determines the studies of the place’

John Locke about the Oxford curriculum

- Aristotle maintained that education should develop, in individuals, the knowledge, interests, ideals, habits, and powers that would help them find their place in society, and help make it a better place. Even today, this general definition applies to the purpose of education.

Topic: 081 – Aristotle: Man & Knowledge

- Knowledge is always about an object.
- Knowledge is an intellectual virtue.
- Knowledge starts with the sense of perception.
- It is a process of inductive reasoning.

Syllogistic Reasoning:

- A form of reasoning where conclusion is drawn on the basis (premises) of two given or assumed propositions.

Aristotle’s famous syllogism:

Major premise

- All men are mortal.

Minor premise

- Socrates is a man.

Conclusion

- Therefore, Socrates is mortal

Human Potential & Limitations:

- Man is a rational animal.

- Education imparted in a rational manner would serve the purpose to conquer limits of the known world.

Topic: 082 – Aristotle: Learning

- Learning is about disciplined inquiry into some aspect of reality.
- Observation of the surrounding environment helps a person acquire knowledge & skills.
- Skills & knowledge are acquired through theoretical & practical study of the set curriculum in collaboration with the teacher who must cultivate & develop the students' rationality.

Curriculum:

- Theoretical subjects
- Practical skills
- Productive skills

Why Learning is Important:

- Lack of wisdom for both self and state.
- Learning & proper education makes people wise and consensus is thus reached.

Learning for the sake of consensus:

- Education teaches virtue & promotes wisdom.
- Consensus is reached when wise citizens agree upon the virtue of state decisions.

Topic: 083 – Aristotle: Purpose of State

- State is the highest social institution, one which secures the highest good or happiness of man.
- Aristotle concluded this in result of a study of the constitutional histories of over 250 different states.
- Educate people to make them virtuous.
- Virtue is the life principle of the state.
- Happiness, virtue, contemplation, & liberal education with its stress on intrinsic values of learning.
- All citizens owe their allegiance and support to the state & its subordinate institutions.
- The highest art of man (Politics) is to direct society so as to produce the greatest good for mankind.
- The success of the state depends upon the development of a happy, virtuous, and intelligent citizenry, which is why; it is the foremost responsibility of the state to educate its citizens.
- Education must be a matter of public concern, and not something left to the caprice of parents.

Teach virtue or usefulness?

Virtuous citizens make useful citizens, as only the virtuous would strive towards the betterment of the state.

Topic: 084 – Aristotle: Citizenship

- Aristotle believed that the state must train its people for citizenship.
- Citizenship encompasses obedience to the law of society for the sake of happiness.

Early Education:

- Sense of citizenship is developed early on through education to serve the purposes of the state.

Polity:

- State is ruled by the best & the wisest who are in a sense representative of all people.
- Focused on the education of the free Greek citizens only.

Education, a state function:

- State should have complete control of education & use it to prepare the desired type of citizens needed by the state.

Cultured citizens:

- Vocational education was fit only for the lower classes, for the Greek citizen it was the idea of education as making you a fuller & more cultured person that counted.

Guardians of education:

- A select group of citizens, who would administer the educative process.

Topic: 085 – Aristotle: Function of Education - 1

- To fit the young for intelligent participation in civic activities.
- Citizens must be taught obedience to the law through education.

Moral Education:

- Happiness
- Virtue
- Contemplation

Happiness:

- Happiness is a matter of chief concern in Aristotle's conception of a good life.
- Happiness is essentially the realization & the exercise of virtue.

Virtue:

Virtue or goodness is of two kinds

- Goodness of intellect
- Goodness of character

Goodness of intellect

Goodness of intellect is mainly increased by instruction.

Goodness of character

Goodness of character is not produced by nature, rather by habits formed through our interaction with a proper environment.

Contemplation:

- Development of rational & logical thinking skills in order to develop a moral aptitude among the citizens.

Aristocracy of intellect:

- Showed a disdain for manual labor.
- ***'He who can foresee with his mind is by nature intended to be lord and master; and he who can work only with his body is by nature a slave"***

Topic: 086 – Aristotle: Function of Education - 2

Training in Right Judgment:

- Aristotle kept young children 'strangers' to all that is bad, until such a time that their training shall have developed in them powers of discrimination.

Liberal / Intellectual Education:

- Stress on the intrinsic values of learning.

Character Training:

- Character training in Aristotle's scheme of education takes precedence over all other immediate objectives of the school.

Two-valued World:

- Aristotle maintained that this is a world of night & day, of good & evil, of war & peace etc. therefore, it is a task of education to train persons for the better alternatives.

Topic: 087 – Aristotle: Educational Opportunity

Class Inequality:

- Aristotle was primarily concerned with the education of the rich aristocrats, maintaining that craftsmen and labourers did not 'need' higher education.
- There is confusion regarding Aristotle's philosophy as he also states that ones who are of a keen mind should pursue higher education, thus becoming a part of the aristocratic class.

Gender Inequality:

- Aristotle was exclusively concerned with the education of boys as responsible citizens of the state, claiming that women belonged to the sphere of family & did not need higher education.

Physical Competence:

- Aristotle maintained that state must assume responsibility of educating children even before birth & interject in matters such as matrimony & the resulting fitness of children born.

Child birth:

- State limits the number of children and sees to the destruction or exposure of defectives & those born in excess of the quota.

Topic: 088 – Aristotle: Informal Education

'Anything that we have to learn to do we learn by the actual doing of it… We become just by doing just acts, temperate by doing temperate ones, brave by doing brave ones.'

Aristotle

- Such learning is complemented by reason – and this involves teaching 'the causes of things' which is often learnt through informal rather than formal education.

Education in Isolation:

- Did not believe that proper education could be imparted in complete isolation.
- Educated Alexander the Great in the presence of other pupils.

Personal Associations:

- Believed that education, particularly moral education requires personal associations.
- Child's personality would develop by rubbing elbows with other children.
- Like Socrates & Plato, he believed that classroom education is incomplete.
- Education must continue outside of the school in informal settings.
- Associations are important with regard to informal education, as children learn a lot from each other.
- Learning also takes place through casual outside-of-the-class meetings with teacher.

Pupil – Teacher Relationship:

- Teachers must develop an easy relation, sort of ‘camaraderie’ with students & help them develop habits of observation & contemplation of high-order abstractions.

Topic: 089 – Aristotle: Physical Education - 1

Physical Education:

- Primary concern for Greeks
- Health is of utmost importance
- Physical beauty was a significant aspect of the Greek society

Importance of Physical Fitness:

- Aristotle thought physical education to be so important that in his scheme of education, he stated that physically unfit may not be allowed to marry for they might produce physically unfit offspring.
- Aristotle went so far as to suggest that children born with physical disabilities must be ‘destroyed’ by the state to preserve the image of the physically fit Greek society.

Physical Health:

- Physical well-being is directly linked to the mental well-being of an individual.

Peripatetic:

- The practice of strolling about the **‘peripation’** came to be known as **‘peripatetic’.**

(A person who travels from place to place, especially a teacher who works in more than one school or college).

- After Plato’s death, when Aristotle opened up his own school, Lyceum, he developed the habit of walking around the temple of Lycian Apollo while he taught. This was the only form of physical exercise he had time for.

Topic: 090 – Aristotle: Physical Education – 2

Spirit of Sportsmanship:

- Unlike Plato, Aristotle stressed the importance of physical education not only for the sake of physical fitness & beauty, but also to develop a spirit of sportsmanship.

Control:

- Develop good habits for the control of passions and appetites.

Divergent Education:

- In no case should children be brutalized by subjection to violent effort.
- Physical and mental trainings must not be held at the same time.
- *‘The labour of body impedes the mind, and the labour of the mind the body’*

Topic: 091 – Aristotle: Moral & Intellectual Development

- Aristotle spent a lot of time researching the intellectual development of humans, however little is known about it as much of his work was lost over the years.

‘Excellence is an art won by training and habituation. We do not act rightly because we have virtue or excellence, but we rather have those because we have acted rightly. We are what we repeatedly do. Excellence, then, is not an act but a habit’

Aristotle

(Aristotle was of the opinion that virtue, morality, intellect, all of these characteristics are essential for a happy life of an individual as well as a state, but these characteristics are not innate, but are developed in ones personality through repetition).

'He who is unable to live in society, or who has no need because he is sufficient for himself, must be either a beast or a god'

Aristotle

- Aristotle believed that the theory and practice of education in general must be built upon a solid foundation of a philosophy of life especially in the fields of ethics & politics.

Early Education:

- Considered music & literature useful for the moral & intellectual development at a younger age.

Higher Education:

- Recommended the teaching of 'mathematics' for higher education, as it develops power of deductive reasoning in man.

Topic: 092 – Aristotle: Scheme of Education

Aristotelian education may be divided into three periods:

1. First seven years
2. Seven to twenty-one
3. Twenty-one onwards

First seven years:

- Children must remain home during this time.
- Family is not a very good educational influence.
- The institution of family is rather dangerous for children.

What should be done?

- Focus on proper nourishment of children.
- Must take actions to make children immune to cold, exposure & other forces, thus increasing hardihood.

7 to 21 years:

- Formal training should begin.
- Letters, gymnastics exercises, music, and sometimes drawing compose formal education.
- Letters & drawing are taught for their usefulness in the ordinary conduct of life.
- Gymnastics foster manliness.
- Purpose of music is vague.
- Aristotle insists that music should be taught only as a way of relaxing & not as a rigorous practice for elaborate displays of talent.

Life after 21 years:

- Students become citizens at this stage and are assigned to posts of active service, where they may put to practical use their philosophy.

Topic: 093 – Aristotle: The Golden Mean

When Aristotle was faced with the problem that education should be more concerned with intellectual or moral development, what should be done in that case?

- Aristotle indicated that it was not clear to him whether education should be concerned more with intellectual or with moral values.

- Aristotle concluded that The Golden Mean was one of the most fundamental principles of education.

The Golden Mean

- The moral mean or the golden mean is the desirable middle between two extremes.
- The two extremes are of:

➢ **Deficiency**
➢ **Excess**

Golden Mean (Courage)

- In excess it would become recklessness.
- In deficiency it would become cowardice.
- Should be in moderation.

Topic: 094 – Aristotle: Teaching Method

- Aristotle was the first philosopher to formulate logic for teaching procedures.
- Aristotle suggested the following methods of imparting knowledge:
  - ➢ Inductive reasoning
  - ➢ Deductive Reasoning
  - ➢ The scientific method
  - ➢ Lecture method

Inductive Reasoning:

- Establish general conclusions on the basis of facts gathered through direct observation.
- Obtaining knowledge requires that the thinker observes nature itself, gathers particular facts, and formulates generalizations from these findings.

Deductive Reasoning:

- A thinking process in which you proceed from general to specific statements using prescribed rules of logic. You go from general knowledge to specific knowledge through logical argument.

Scientific Method:

- The scientific method is a body of techniques for investigating phenomena, acquiring new knowledge, or correcting and integrating previous knowledge.

Lecture Method:

- Aristotle favoured the lecture method over the Socratic dialogue, as for him the nature of knowledge was different than what Plato and Socrates believed.

Topic: 095 – Aristotle: Criticism - 1

To avoid criticism say nothing, do nothing, be nothing'

Aristotle

Function of man:

- Aristotle's assumption that man has a 'function' has been heavily criticized. Critics maintain that a task or a meaning is not necessary to define man.

The Golden Mean:

- Aristotle maintains that the right acts are the means between the two extremes, but it is almost impossible to determine how to apply this concept in actual situations.

Ethical Beliefs:

- Aristotle believes that a person's ethical beliefs are essentially healthy and true which critics believe is not always true.

Education as a State Function:

- Critics believe that education must not be made such a major part of the politics; rather it should be kept separate from the politics.

Topic: 096 – Aristotle: Criticism – 2

Virtuous person:

- Aristotle's definition of a virtuous person has been exhaustively criticized over the years.

Virtuous person is:

- Highly competitive
- Not concerned with consequences of his actions
- Primarily concerned with his own moral standing
- Becomes obsessed with his own virtue to the point of it becoming a vice

Women Exclusion:

- Modern day educators criticize Aristotle for his pointed exclusion of women from education.

Topic: 097 – Rousseau: Introduction

- Rousseau was born in Geneva.
- Born in 1712 and died in 1778.
- He received a little formal education.
- He was born to middle class parents.
- His father was a saddler.
- He was a self-taught genius of the Age of enlightenment.
- He tutored sons of noblemen.
- Emile' one of the greatest works on developmental psychology
- Emile' brought Rousseau fame.
- Emile' also became the reason for his banishment by Paris Theology Faculty.
- He presented himself as a man of paradoxes.
- Rousseau deviated from the traditional education system by making the child as the center of the educational process.
- Rousseau maintained that children must be treated as children and must not be educated the way a grown person is educated.

Topic: 098 – Rousseau: Philosophy

Focus on Nature & the Child

"Correct education disposes the child to take the path that will lead him to truth when he has reached the age to understand it, and to goodness when he has acquired the faculty of recognizing and loving it."

Rousseau

Nature:

- Man must live in harmony with the nature.

'We do not know what our nature permits us to be'

Rousseau

- Education should direct children towards goodness, not harness their nature.
- Teaching must focus on a nature that is wholly open to freedom's infinite potentialities.

Nature & Child:

- A child should be the centre of the educational process, however the child's nature must not be entrusted to take charge, as it is not the nature, rather the uncorrected influences that cloak those promptings.

Topic: 099 – Rousseau: Emile'

- Most influential, and most heavily criticized works of Rousseau.
- A fictitious account of an educational experiment carried out on a young child.
- Describes education of the youth appropriate to his ideal society.
- Child is isolated from society and family & put into the hands of the tutor.
- Emile' made a major contribution towards shifting the focus from teacher to student.
- However, in that time, an interest in children was already beginning to show in the society.

Feeling for childhood:

- Emile' promoted a feeling for childhood, around which the concept of nuclear family eventually grew.
- Opposed the thoughtlessness of the over indulgence of children by parents which according to him impedes development.

Topic: 100 – Rousseau: Emile' – Threefold Meaning of Nature – 1

Social Significance:

- The first & fundamental meaning of nature is the social one.
- Social significance of education is secondary to the nature of the child.
- Emile' describes education not as a need for society, & the meaningless traditions of school, or the ignorance of childhood, but as a need to discover the deep knowledge of the true nature of the person.
- Society must bow down to the nature of people.
- Education must be guided by the laws of children's own nature.
- Laws of a person's nature must be discovered through investigation.
- Society must bow A natural person is not a savage one.
- When put among other people, a child has to interact with other individuals, thus influencing the nature through nurture.

Topic: 101 – Rousseau: Emile' – Threefold Meaning of Nature – 2

Psychological Significance:

- Nature has also been defined as the instinctive judgments, primitive emotions and natural instincts of man.
- These instincts, emotions & judgments are what human action should be based upon.
- To understand the nature of these instincts, judgments & emotions, one must delve into the psychology behind it.
- This psychology or psychological nature is of more significance than the social interactions one has with his or her peers.

Development of Habits:

- Keeping in mind the impact of the psychological nature, Rousseau maintains that child must not be allowed to develop habits born of social interactions, rather instinct and emotions must be adhered to.
- The only habit a child should be allowed to develop is 'no habit whatsoever'.

Topic: 102 – Rousseau: Emile' – Threefold Meaning of Nature – 3

Phenomenal or Physical Significance:

Physical Environment

- Emile' also describes nature as having a physical or a phenomenal significance in education.
- Education should be imparted in natural surroundings in a natural atmosphere for a fuller and deeper impact on the students.

Nature as a Teacher:

- Rousseau wanted the educators to ' go back to nature', or to 'follow the nature'.
- He believed that nature is the best teacher and that cities are the graves of civilizations.

A Lover of Nature:

- Rousseau was a lover of nature and through his teachings began a movement of finer and fuller appreciation of nature.

Topic: 103 – Rousseau: Women Education

- Rousseau talks about women education at the very end of Emile'.
- Rousseau only talks of women education, as he believes that the man that Emile' has become after being educated needs an educated wife.

Non-individualistic Education:

- For women, Rousseau completely abandoned the individualistic training given to men.

Relative Education:

- Rousseau believed that the whole education of women ought to be relative to men in order to please them & be useful to them.

Women Training:

- Women should be given adequate bodily training for the sake of physical charm & for producing vigorous offspring.
- Women should be taught sewing, embroidery, lace-work, and designing.
- Women should be taught obedience and industriousness.
- They should be taught singing, dancing & other such traits.

Topic: 104 – Rousseau: Emile' – Purpose

Child:

- Emile' shows Rousseau's concerns regarding the child.
- It expresses the purpose of education Rousseau had in mind.

Importance of Child:

- The educator should be well acquainted with the subject (i.e. the child) who is to be educated.

Civilization-Nature Gap:

- Emile' shows how education might minimize the drawbacks of civilization & bring man as near to nature as possible.

Replacement of Conventional Education:

- Emile' aims to replace the conventional & formal education with a training that is both natural & spontaneous.

Rousseau's purpose goes beyond the limits of an institution, whether it be the school or the family or, in a general manner, the social institution, to seek to identify a form of action that enables the individual to become free, despite the mutilation that society inflicts upon individual sensitivity.

Ultimate aim

- Preservation of natural goodness, and virtues of the heart, and of society which was in harmony with them.

Topic: 105 – Rousseau: Denial of Original Sin

Original sin refers to the nature of humans as having errors and sins in them.

Church & State Authorities:

At the time of Rousseau, Church was very important. Rousseau says that the reason for which Adam & Eve were thrown from heaven to earth was not right. The sin is not inside the minds of humans. This saying ignited the whole environment. So,

- Paris Theology Faculty (condemned Emile')
- Paris Parliament (ordered arrest)
- Archbishop of Paris also condemns such things.

The fundamental principle of all morality … is that man is a naturally good creature, who loves justice & order; that there is no original perversity in the human heart, and that the first movements of nature are always right'

Reply to the charge of Original Sin

Naturalistic Approach:

- Child is good by nature
- Made wicked only by its environment
- Condemned civilization for the evil effect on children

Source of Knowledge:

- Knowledge comes from the senses
- Children should engage actively with a well-ordered environment

Education from Birth:

- Since a child is neither good nor bad, but becomes what the environment influences him to become, his education must begin right from birth.

Topic: 106 – Rousseau: Sources of Education

'Education comes from man, nature & things'

Rousseau

Primary Sources of Education:

- Education from nature
- Education given by men
- Education from things or circumstances

Education from nature:

- The spontaneous or natural development of organs and faculties of the child.

Education by Men:

'The uses we are taught to make of that exertion, constitute the education given to us by men'

Rousseau

Education from Things & Circumstances:

'In the acquisitions made by our own experience on the objects that surround us consists our education from circumstances'

Rousseau

- Rousseau believed that education given by men and things is subordinate to that obtained from nature.
- Children have their active sub-conscious mind which like the tree has the power to gather food from the surrounding atmosphere. For them atmosphere is a great deal more important than rules & methods, building, appliance, class teaching & textbooks.

Topic: 107 – Rousseau: Principle of Negative Education

Traditional Concept of Human Nature:

- Both educational & religious practices reinforced the idea of the original sin.
- Human nature was considered essentially bad.

The first education, then, should be purely negative. It consists, not in teaching the principles of virtue and truth, but in guarding the heart against vice and the mind against error.'

Rousseau

Negative Education:

- Rather than teaching virtue & goodness, a child must first be taught to fight the negative influences.

Reasons for Negative Education Principle:

- Followed logically from the principle that human nature is good.
- Goodness unfolds by the virtue of inner compulsion.
- The entire education of the child was to come from the free development of his own nature, his own powers, and his own natural inclinations, therefore the initial negative education is compulsory.

Topic: 108 – Rousseau: Stages of Education

Emile:

In Emile', Rousseau has divided Emile's education into four stages

- Infancy
- Childhood
- Boyhood
- Youth

The fifth part of Emile' deals with education or rather the training of a girl who is to eventually become a wife and a companion for the grown up man that Emile' becomes.

Education Process:

- The education process is determined by the various periods of development.
- Each stage has its own dominant faculty.

Recognition of Stages of Development:

- Rousseau made the recognition of stages of development a vital principle for education by showing its deeper significance.
- Rousseau believed that each stage is sharply marked off from another by its special characteristics & functions.
- For this reason, the principles to be followed in one period do not hold for another.

Topic: 109 – Rousseau: Stage 1A – Infancy (First Five years)

Infant Education:

- The first five years
- Primary concern with growth of the body, motor activities, sense perception, and feelings.
- We are born with a capacity for learning, but know nothing and distinguish nothing.
- Children's first sensations are wholly in the realm of feeling.

Method of Nature:

- Method of nature has to be followed in everything.
- Recalled mothers to their natural duties.

Individuality

- Individuality of each child has to be respected.
- It is wrong to model different minds after one common pattern.
- Concerned not to alter the natural disposition of the mind, but to prevent degeneration.

Clothing:

- Condemned dressing infants in swaddling clothes, hindering the free movements of the body & limbs.

Topic: 110 – Rousseau: Stage 1B – Infancy

Physical Hardships:

- Believed that even in infancy, facing the hardships of body is the way of the nature.

'Nothing must be done for the child that he can do for himself'

Rousseau

Educational Process:

- Education springs from within.
- The internal development of our faculties & organs constitutes the true education of nature.
- The first education is the free & unhampered expression of the natural activities of the child in relation to the physical environment.
- The child must be allowed to obey the inner impulse to action.
- Must use his own experiences which are the direct results of his behavior.

Negative Education:

- The principle of negative education must be inculcated at this stage, teaching the child to retain his inner virtue in a corrupt world.

Topic: 111 – Rousseau: Stage 2A – Five to Twelve Years

Education from Five to Twelve:

- Follow the natural order in course of a child's education.
- Education at this stage must be unhindered & obstacle free.

Obstacles:

- Physical obstacles must be placed only in the way of indiscreet wishes.

Prevent Not Forbid:

- Evil deeds or wrong doings must not be explicitly forbidden; rather they must be prevented through imparting moral education.

Punishment:

- Strict forms of punishment may not be inflicted.
- Child's own actions must define his punishment.

Desires:

- Child's personal desires must be entertained not because he demands it, but because they are his needs.

Liberty of actions:

- Child must be allowed to experience liberty of his own actions, as well as of others.

Two Main Principles:

- Follow the principle of negative education.
- Moral training must be imparted through natural consequences.

Topic: 112 – Rousseau: Stage 2B – Five to Twelve Years

Existing Teaching Methods:

- Criticized existing teaching & training methods.
- Believed that children had a sad pathetic life as school goers.
- Instruction was heartless & severe.
- Teachers did not believe that learning could be pleasurable for children.

Rote Learning:

- Rote learning was the only form of learning.
- Rousseau believed that a child had no real memory.
- Purely verbal lessons were meaningless.

Opposition to Books:

- Books were a way of enslaving mankind.
- Books meant an education dependent on authority of others.

'I hate books; they merely teach us to talk of what we do not know'

Rousseau

- The knowledge that child learns from books takes the place of the exercise & formation of his own judgment.

Topic: 113 – Rousseau: Stage 2C – Five to Twelve Years

Soft Pedagogy:

- Rousseau advocated a soft and easy going pedagogy.
- However, Rousseau's view of an easy-going life was very different from its ordinary conception.
- Opposed the harsh life & discipline of the traditional school systems, but subjected the child to his own kind of harsh education to gain freedom & independence.

Elementary Curriculum:

- Criticized the elementary curriculum.
- Did not let Emile' learn anything of the conventional character (including reading) before 12.
- Opposed fairy tales & fiction.
- Opposed 'Aesop's fables' for its moral lessons stating that the child was not yet a moral being.

Languages:

- Did not believe a child should be taught any language other than his mother tongue.

Rousseau's Curriculum:

- Activities which spring naturally from the needs of life
- Play & sports
- Agriculture (livelihood)

Topic: 114 – Rousseau: Stage 3A – Twelve to Fifteen Years

The Age of Reason: 12 -15

- The child finally begins to understand reason.
- The child's powers at the age of 12-13 develop much more rapidly than his needs.
- The child is not troubled by imaginary wants
- Child does whatever feels right
- Child is self-sufficient

Curriculum:

- Child must not be taught sciences, rather given a taste of it.
- Teach the child methods for acquiring education rather than imparting it.

Emergence of Reason:

- The most important characteristic of the Age of Reason
- Rise of self-consciousness
- Self-preservation Behaviour is focused toward individual well-being
- The excessive power beyond the satisfaction of needs is what causes reason to emerge.
- is the fundamental urge of life
- First impulses are usually self-ward

Topic: 115 – Rousseau: Stage 3B – Twelve to Fifteen Years

Reason, an Accessory Faculty:

'Our needs or desires are the original cause of our activities; in turn our activities produce intelligence, in order to guide & govern our strength & passions, for reason is the check to strength'

- **Rousseau**

- Intelligence evolves in relation to our activities

Education:

- Real education by the human agency begins.
- This is the period of labour, instruction & study.

Imagination:

- Rousseau believed imagination was the faculty responsible for vices, and therefore discouraged it.

Motivation:

- Utility causes activity of body, thus motivating the child to act.
- Curiosity causes activity of mind, thus motivating the child to develop an intellectual outlook.

Topic: 116 – Rousseau: Stage 3C – Twelve to Fifteen Years

Rivalry: means competition for the same objective or for superiority in the same field.

- Rivalry had always been a motivator in the traditional school setting.
- Rousseau discouraged rivalry claiming that it was an evil.

Curriculum:

- For intellectual instruction, there should be no definite course of study.
- Subjects that contribute towards self-preservation of the individual should be given greater attention.
- Geography & Astronomy are the first subjects of interest to be learned directly through nature.

Curricular Objectives:

- Implant a taste for knowledge
- Think clearly
- Furnish the right method

Training Method:

- Rousseau believed in self-education as a child would learn better if he learns it on his own.

Topic: 117 – Rousseau: Stage 4A – Fifteen to Twenty Years

Education from Fifteen to Twenty:

- Passing out of childhood
- Emergence of sex
- Emergence of human sentiments

Education for Others:

- Child must be taught to live with others harmoniously
- Love for others becomes a controlling motive at this stage

Goal of Education:

- Emotional development
- Moral perfection

Limitations of a Child's Mind:

- A child's mind is limited to a low level of experience
- He does not know himself, thus cannot judge others
- Child is incapable of social & religious experience

- At this stage, these values are taught

Social & Moral Life:

- The true work of education is the inner emergence, growth, exercise and the integration of the feelings, sentiments & passions.

Topic: 118 – Rousseau: Stage 4B – Fifteen to Twenty Years

Curriculum:

- Knowledge of human nature & the social order
- Essential for the integration of the youth into the society
- Psychology
- Sociology
- Ethics
- The warm experiences of the actual relations of living men
- Literature must be taught at this stage, specifically ancient literature
- Religion had a significant role in the educational process at this stage
- Religion for Rousseau meant the natural religion of the human heart

Topic: 119 – Rousseau: Influence

Natural Interests vs. Artificial Effort:

- Traditional education aimed at remaking the nature of the child by forcing upon him the traditional way of thinking, of doing, and even of emotional reaction.
- For Rousseau, education was life itself, not a preparation for future.
- Rousseau helped educators view child as a child & not as a mini adult.

Education as a Process:

- Rousseau's philosophy described education as a lifelong process rather than the harsh procedure that a child suffered at the hands of his teacher during the school life.

Child at the Centre:

- Rousseau's philosophy also changed the role of the child in the educational process. The focus shifted from the teacher to the student.

Foundation of 19th Century Educational Development:

- Rousseau's philosophy became the foundation of the educational reforms that took place in the nineteenth century. Educators, who came after, looked to his philosophy despite the various controversies.

Effect on Schools:

- The effect of Rousseau's philosophy on schools was not immediate due to the intense opposition from church & state, however the school system did eventually change to allow for a more humanistic teaching approach.

Topic: 120 – Rousseau: Criticism

The critics say that:

Emile'

'The Emile', it must be stated, is often illogical, erratic, & inconsistent. Rousseau constantly sways from optimism to pessimism, spontaneity to authority, from liberalism to intolerance'

Graves 98

- Despite such inconsistencies, Emile' has been at all times considered a work of great richness & power.

Revolt against Civilization:

- The highly criticized feature of Rousseau's philosophy has been his extreme revolt against civilization & social control.
- Critics believe that this anti-social education is absurd & that children cannot be reared in a social vacuum.
- A child cannot be kept away from society for he must learn to develop social qualities at a younger age.

No Restriction Policy:

- Critics have often questioned Rousseau's policy of giving the child a free reign and to let him grow without restrictions. A child may learn from experience, but also needs guidance at various stages of life.

Topic: 121 – Mortimer Adler (Introduction)

- Adler was born in 1902 and died in 2001.
- He was an American Philosopher.
- He was self-educated high school dropout.
- He participated in Socratic discussion groups in 1921.

Columbia University:

- He got inspired by John Stuart Mill and read about him.
- He then decided to study philosophy at Columbia
- He was the only Ph.D. in America with no B.A. or M.A. , not even a high school diploma.

University of Chicago:

- Faculty of philosophy
- Conflict with the university because of the innovations he proposed in curriculum.

Educational Reforms:

- Based on his central interests in the reading, discussion, and analysis of the Classics & an integrated philosophical approach to the study of separate academic disciplines.
- Spent a lifetime making philosophy's greatest texts accessible to everyone.
- Philosophy is Everybody's Business.

No one can be fully educated in school, no matter how long the schooling or how good it is'

Adler

His important works:

- Encyclopedia Britannica
- Great Books of the Western World program
- Great Books Foundation
- Center for the Study of The Great Ideas
- Great books course
- Course turned curriculum
- Super salesman of philosophy

The underestimation of the human intelligence is the worst sin of our time'

Adler

Topic: 122 – Adler: Educational Philosophy

- Education is not restricted to classrooms & educational institutes, individuals learn a great deal with little or no schooling.
- Experience is the biggest teacher.
- Learning is only a small part of a lifelong educational process.
- Schooling is at best preparatory.

Kinds of Education:

- General
- Specific
- Preparatory
- Continuing
- Terminal
- Unending

General Education:

- A lifelong education which continues after the end of formal schooling.
- It is around the age of 60 that a person becomes generally educated, and is wise & mature.

Liberal Education:

- Trains individuals in liberal arts that are arts of learning.
- It is preparatory.
- Liberally trained students acquire the skill to go on learning after they have graduated, but unless they continue their education, they would never become generally educated humans.

Specialized Education:

- Individuals whose education aren't liberal, or are specialized don't learn much after leaving school. What they do learn pertains to their specialization & learning is for the sake of expansion of expertise.
- Individuals trained through specialized education never become generally educated people.
- This is true for most physicians, lawyers, engineers & Ph.D.'s.

Knowledge

- To have knowledge consists of possessing the truth.
- False knowledge is impossible.

Topic: 123 – Adler: Paideia Proposal

Paideia is a word use for education in Greek. Paideia means (in ancient Greece) a system of broad cultural education.

Paideia Proposal: was an Educational Manifesto signed in 1982.

- Formed on behalf of Paideia Group
- K-12 educational reform
- System of liberal education
- One-track system of schooling
- Equal educational opportunity despite the inequality of students as individuals, & their varying home environments.
- Preschool to 12, the most important educational years.
- Basic schooling must therefore be made available to all children.

- Introduction of the Socratic method alongside the didactic & skills instruction modes of teaching.

Purpose:

Children, after acquiring proper education should be able to:

1. To earn a living in an intelligent and responsible fashion.
2. To function as intelligent & responsible citizens.
3. To make both of these things serve the purpose of leading intelligent & responsible lives.
4. To educate all American schoolchildren so they can earn a good living, enjoy full lives, and contribute to a democratic society.

Topic: 124 – Adler: Paideia Proposal – Objectives of Basic Schooling

Threefold Objective:

1. All individuals are given the same educational opportunity, and must therefore make the most of it.
2. Basic schooling must aim at turning the students into responsible citizens committed towards the betterment of the society.
3. Basic schooling must prepare children to earn a living when they are grown up.

Achievement of the Objectives:

- To achieve these three objectives, the character of basic schooling must be general and liberal.

Lifelong Learning:

- The purpose of schooling, according to Adler, is to prepare children for a lifelong process of learning.
- Schools must encourage children to continue their education even after their formal schooling ends.

Final Objective:

- After age 60, an individual (who engaged in the lifelong learning process) is expected to be fully mature & experienced, & is thus ready to make & defend solutions to life's major problems, or to acknowledge existence of problems with no satisfactory solutions.

Topic: 125 – Adler: Paideia Proposal – The Three Colunms

Three Columns:

- Teaching
- Learning
- Understanding

Teaching:

- Devoted to acquiring knowledge in three subject areas
  - Language, Literature & Fine arts
  - Mathematics & Natural Science
  - History, Geography & Social Studies

Learning:

- Devoted to developing intellectual skills of learning
- These learning skills make it possible to think clearly & critically

Learning Skills:

- Language skills
- Reading skills
- Writing skills
- Speaking skills
- Listening skills
- Mathematical & Scientific skills
- Skills of observation, measurement, estimation & calculation

Understanding:

- Devoted to enlarging the understanding of ideas & values
- Developed through books (not textbooks) & other products of human artistry
- Experience human excellence (music, poetry, works of visual arts dramatic productions etc.)
- Develop an appreciation of excellence

The three columns represent different kinds of learning on the part of the student & different kinds of instruction on the part of the teachers.

Topic: 126 – Adler: Knowledge

Knowledge according to Adler is based upon the three columns of instruction already discussed.

Types of Knowledge:

- Organized Knowledge
- Intellectual Skills
- Understanding of ideas & values

Organized Knowledge:

- Students are taught how to acquire information & organized knowledge about nature, man, & human society.

Intellectual Skills:

- Students engage in developing habits of performance, which is all that is involved in the development of an art of skill.
- Art, skill or technique is nothing more than a cultivated habitual ability to do a certain kind of thing well
- Acquisition of *know-that*
- Students acquire linguistic, mathematical, scientific, & historical *know-how*

Understanding of Ideas & Values:

- Students engage in a process of enlightenment, the process whereby they develop their understanding of the basic & controlling ideas in all fields of subject matter & come to appreciate human values.
- Students move from progressively understanding less to understanding more what they already have experienced.

Topic: 127 – Adler: Teaching Methodology

The method of instruction or the teaching methodology according to Adler's three columns of instruction also varies.

Instruction:

- Teaching
- Learning
- Understanding

Teaching:

- Use of textbooks & manuals
- Didactic method of instruction

Learning:

- Method of instruction is coaching aimed at developing intellectual skills.

Understanding:

- The instruction method is the Socratic method of questioning & discussing.

Topic: 128 – Adler: Instructor

Learning: The process of learning according to the instructor is:

- Learning must be active. It must use the whole mind, not just the memory
- Learning by discovery
- Student, not the teacher, is the primary agent

Teachers:

- Learning by discovery is often aided by the 'teachers'.
- Teachers must not simply put their own knowledge into the minds of their students.

Quality of teaching:

- Quality of teaching primarily depends upon how the teacher conceives his or her role in the process of learning.
- *'We cannot get the teachers we need for the Paideia program from schools of education as they are now constituted'*
- *'Teachers are now trained for teaching, they simply will not do'*

What to look for in a Teacher:

Look for teachers who are,

- Truly educated human beings.
- Actively engaged in the process of becoming truly educated.

How Teachers should be trained?

- Same basic schooling as proposed in the Paideia Proposal.
- Acquire additional schooling at college or university level.
- Advanced levels of learning must be carried out in university for the same kind of general & liberal curriculum.
- They must engage in practice-teaching under supervision.
- Must learn to teach well by being exposed to the performances of those who are masters in the art of teaching.

Topic: 129 – Adler: Institutions

According to Adler, the Paideia Proposal recognizes the need for three different kinds of institutions at the collegiate level:

1. **Two Year Community or Junior College:**

- Should offer a wide choice of electives that give students some training in one or another specialized field, mainly those fields that relate to earning a living.

2. **Four Year College 1:**
   - Should offer a variety of electives, to be chosen by students who aim at the various professional or technical occupations that require advanced studies.
   - These elective majors should be accompanied by one required minor in which the general/liberal education from the basic schooling continues.

3. **Four Year College 2:**
   - General & liberal education at a higher level must be a required course of study to be taken by all students.
   - This is the institution that must be attended by all who plan to become a teacher in the basic schools.

Topic: 130 – Adler: Criticism

Great Books:

- One of the biggest criticisms Adler's Great Books faced was that of ethnic composition.
- Racism & sexism
- Ethnically exclusive list
- Criticized also for excluding females from his Great Books list

Adler's Idealism:

- Adler's most consistent criticism over the years has been regarding his Idealism.
- The Paideia Proposal is considered a naïvely optimistic reform.
- The Paideia Proposal was based on the assumption that all children are of the same nature.
- Adler believed in a supersensible world that exists only ideally.

Topic: 131 – Pragmatism – Introduction

- Pragmatism is a contemporary educational theory.
- It began around 1870's in the United States.
- Charles S. Peirce was the founder of Pragmatism.
- John Dewey Methodically implemented Pragmatism into the daily affairs of American institutions.

Pragmatism:

- Pragmatics see reality as constantly changing, humans as researching, verifying beings interacting with reality, and education as a process of learning to think critically & engaging in problem solving using the principles of scientific method.
- Pragmatics maintains that practical consequences are the criteria of knowledge, meaning and value.
- Assumes that the world of experience, accessible to scientific enquiry, is all we can know and propositions and acts having meaning only in terms of their verifiable, public consequences.
- Pragmatist philosophers saw little value in modes of thinking that did not somehow make a difference in daily life.
- Pragmatist philosophers concluded that behaviour did not rest upon thought was lacking an important ingredient.
- Appropriate curriculum prepares the student for life success & improving society & consists more in seeking solutions to problems than in subject mastery.

Topic: 132 – Pragmatism – Philosophical Position

- Where there is a will, there is a way.
- Man's time is best spent solving today's problems.
- The truth is what is practical, because the truth is what works.
- Truth cannot be known in a closed system with any experience on the other side; therefore, truth is determined by experimentation.
- Cosmological reality has been undergoing change over the past centuries.
- Reality is not fixed, but is in a constant state of flux as man's experience broadens.
- The seeking of knowledge is a transaction between man and his environment.
- Practical consequences are the criteria of knowledge, meaning & value.
- Assumes that the world of experience, accessible to scientific.

Basic Doctrine:

- If it works use it.
- Where there is a will, there is a way
- Results are what count
- The test for truth is the individual himself

Topic: 133 – John Dewey: Introduction

- John Dewey was born in 1859 and died in 1952.
- He was a pragmatist philosopher, psychologist, educator and political theorist.
- He was the founder of progressive education movement.
- He taught high school.
- He studied philosophy at John Hopkins University.
- His dissertation was on Kantian psychology.

In University of Michigan:

- He was an instructor.
- He developed interests in social, political, & economic issues along with a struggle with the issues of unity & religion.

University of Chicago:

- Head of the department of Philosophy, Psychology & Pedagogy (1894).
- Began to consider philosophy of education in a serious & systematic way.

Dewey School:

- Founded University Laboratory School in 1896.
- Experimentalism became an important part of Dewey's pedagogical philosophy.
- A site for carrying out experimental educational research where ideas by Dewey and many other influential educationalists were developed.

Inquiry:

- Dewey believed that inquiry was the best way to render human experience intelligent.

Columbia:

- Left Chicago in 1904 due to a controversy over administration of the Dewey School.
- Columbia was a magnet for educators around the world.
- Journal of Philosophy was newly founded at Columbia & became a frequent forum for the discussion of Dewey's ideas.

Topic: 134 – John Dewey: Philosophy

Dewey ranks with the greatest thinkers of this or any age on the subjects of pedagogy, philosophy of mind, epistemology, logic, philosophy of science, and social and political theory.

Philosophy & Education:

- Dewey won a greater international following for his educational reforms than for his instrumentalist philosophy.
- Dewey didn't't believe rote memorization of facts, formulas, or mere job training.
- Did not think that educators should ignore issues of social control & classroom discipline.
- Dewey recognized that freedom implies negative freedom or freedom from constraint, as well as positive freedom, or freedom for a value or a goal.
- Freedom requires personal discipline.

If we are willing to conceive education as the process of forming fundamental disposition, intellectual & emotional, toward nature & fellow-men, philosophy may even be defined as the general theory of education'

John Dewey (Democracy & Education)

Focus on Schools:

- Dewey's work consummated the trends in education below the university level**.**

Movement to Reform Child Education

- Children are not usually included among the oppressed, yet they compose one of the weakest, most defenseless sections of the population.
- Just as society may deny satisfaction to the physical, educational and cultural needs of the young, so their parents and guardians may slight or ignore their rights.
- Just as society may deny satisfaction to the physical, educational and cultural needs of the young, so their parents and guardians may slight or ignore their rights.

Topic: 135 – John Dewey: Education a Necessity

- Dewey believed that education is a necessity of life, and without it ones life would be miserable.

Renewal of Life by Transmission:

- The most important distinction between the living and the inanimate is that the former maintain them by renewal.

Education and Communication:

- Teaching and learning are important for the continued existence of the society in order for individuals to renew themselves in a manner befitting human beings.
- Communities need to communicate, and education facilitates this process.

Incidental Education:

- A person gains education by living with other peoples within a community or a society and communicating with them. This education is natural and important but does not the express reason of association.

The Place of Formal Education:

- Individuals must be enabled, through formal education to share a common life.
- Undeveloped social groups usually have little or no modes of formal training.

Topic: 136 – John Dewey: Education a Social Function - 1

- Education, according to Dewey, is a social function and it is the responsibility of the peers of the society to ensure that the young get a proper education.

The Nature & Meaning of Environment:

- Education is a fostering, nurturing & nourishing process.
- It involves communicating the general beliefs & ideals of a society to its young.

- Environment is more than the surroundings which encompass an individual.
- It denotes specific continuity of surroundings.
- Dewey believed never to educate directly, but indirectly by means of the environment.

Topic: 137 – John Dewey: Education a Social Function - 2

The Social Environment:

- A being whose activities are associated with others has a social environment.
- A being whose activities are associated with others cannot perform his own activities without taking into consideration the activities of others.
- It is, therefore, important to oversee the nurturing of the young minds through the social medium.

The Social Medium as Educative:

- The unconscious influence of the environment is so subtle & pervasive, yet it affects every fiber of the character & mind.

Social education must give the youth a direction in the following aspects:

- Habits of language
- Manners

The School as a Special Environment:

- The only way in which adults consciously control the kind of education which the immature get is by controlling the environment in which they act, and hence think and feel.

Topic: 138 – John Dewey: The School Environment

As environment seems to play the most fundamental role in transmittal of education to the youth, a special mode of social intercourse is thus created to care for such matters, the school.

Functions of the school environment:

The school environment has three very specific functions which are subsequently discussed:

1. **Breakdown:**

   A complex civilization is too complex to be assimilated into. It must be broken down into portions in a gradual & graded way.

2. **Elimination of undesirable features:**

   It is the business of the school environment to eliminate the unworthy features of the existing environment from influence upon mental habitudes.

3. **Balance & Opportunity:**

   It is the office of the school environment to balance the various elements in the social environment, and to see to it that each individual gets an opportunity to escape the limitations of the social group he was born into.

Topic: 139 – John Dewey: Education as Direction - 1

- Education is not only a necessity of life aimed at social integration of children, but is meant to provide a direction to them in which they would grow and eventually become responsible citizens of the world.
- Education must seek to direct, control and guide.

The Environment as Directive:

- Direction expresses the basic function, which tends at one extreme to become a guiding assistance and at another, a regulation or ruling.
- There must be a balance between guidance and regulation for education to be effective.
- Every stimulus directs activity. It does not simply excite it or stir it up, but directs it toward an object.
- Environment stimulates a person towards a goal.
- Environmental stimuli can give direction in various unpredictable ways.
- Direction can be both successive and simultaneous.

Topic: 140 – John Dewey: Education as Direction - 2

Modes of Social Direction:

- Adults aim to direct the conduct of the young both consciously & unconsciously.
- The most permanent & influential modes of control are those which operate from moment to moment continuously without deliberate intention.

Imitation & Social Psychology:

- Dewey stresses the predominating influence of association with fellow beings in the formation of mental & moral disposition.
- Social control of individuals rests upon the instinctive tendency of individuals to imitate or copy the actions of others.
- The imitative instinct is so strong that the young devote themselves to conforming to the patterns set by others and reproducing them in their own scheme of behaviour.

Applications to Education:

- Activities of children today are controlled by selected & charged stimuli (education), therefore they are able to move in the direction of enlightenment in a much shorter lifetime than the human race has needed over ages to attain.

Topic: 141 – John Dewey: Education as Growth

- Society determines its own future in determining that of the young by directing their activities. Since the young make the future adults of the society, current adult's direction will determine future adult's nature.

The Condition of Growth:

- Immaturity is the primary condition of growth.
- Immaturity is the potential rather than the capacity to grow.

Capacity vs. Potential:

- Capacity to grow may be interpreted in a negative meaning, stating that an individual may grow up to certain extent. It sets limits, whereas the potential can be infinite.

Habits as Expressions of Growth:

- A habit is a form of executive skill, of efficiency in doing.
- It is an active control of the environment through control of the actions.
- Habits help the formation of intellect and character, as well as an increase in ease, economy, and efficiency of action. Habits help a person grow.

Topic: 142 – John Dewey: Education as Growth - 1

Educational Bearings of Development:

Growth is the foremost outcome of Education, and then comes development, or sustained growth.

Development:

Development or sustainable growth is the ability of an individual to retain or maintain growth that education brings about in the set direction.

Educational Bearings of Development:

- Educational process has no end beyond itself, it is its own end.
- The educational process is one of continual reorganizing, reconstructing, & transforming.
- Development is the formation of habits involving executive skill, definiteness of interest, and specific objects of observation and thought.

Continuous Education:

- There is nothing to which education is subordinate, save more education, therefore, education must not cease when one leaves school.

Topic: 143 – John Dewey: Criticism of Education

Dewey criticized the existing educational system of his times extensively and declared that for education to be meaningful, educators need to set new standards.

Education as Preparation:

- Education is commonly viewed as a process of preparation or getting ready for the responsibilities & privileges of adult life.
- Dewey disagreed. He believed that such a notion would bring about evil consequences.
- Future is not an adequate motivator for children.
- Children live in the moment they cannot be expected to prepare for the future.

Education as Unfolding:

- Dewey criticized the commonly practiced form of education in which development was considered the unfolding of latent powers rather than continuous growth.

Training of Faculties:

- Education was meant to exercise or practice the faculties of mind till they become thoroughly established habitudes.
- Dewey believed that there are no such ready-made powers waiting to be exercised and thereby trained.

Topic: 144 – John Dewey: Education & Democracy

- Dewey was a huge proponent of Democracy, thus his educational philosophy largely reflected elements of democracy in the classroom.
- Dewey was particularly concerned with the enhancement of democratic community in a nation that seemed to be in danger of losing its moral & spiritual compass.

Present not Future:

- As Dewey believed that children live in the present, not the future, he disagreed with the notion of education as a preparation for the future.

In education, the currency of these externally imposed aims is responsible for the emphasis put upon the notion of preparation for a remote future and for rendering the work of both teacher and pupil mechanical and slavish'

John Dewey (Democracy & Education)

Embryonic Societies:

- Dewey believed that schools must act as mini or embryonic societies, where children grow up to be part of a democracy.
- The school is a society, and the students its citizens. Teachers are present in the schools to facilitate the process of democracy.

Factory System:

- Dewey's embryonic society was a response to the factory system of education prevalent at that time which emphasized students as relatively passive raw materials to be moulded by teachers.

Topic: 145 – John Dewey: Application of Democratic Principles in Schools

'The school must be made into a social center capable of participating in the daily life of the community'

John Dewey (**Democracy & Education)**

- Dewey sought to apply the principles and practices of democracy, as he interpreted them, consistently throughout the educational system.
- Schools would be freely available to all from kindergarten to college.
- Children would themselves carry on the educational process, aided and guided by the teacher.
- Students would be trained to behave cooperatively, sharing with and caring for one another.

Benefits of Democratic Education:

- In following these principles, the students will be able to develop into creative and well-adjusted citizens.
- The progressive influences radiating from the schools would stimulate and fortify the building of a democratic order of free and equal citizens.

Topic: 146 – John Dewey: Aims of Education

- The key assumption regarding educational aims is that it is to enable individuals to continue their education – or that the object and reward of learning is continued capacity for growth.
- However, according to Dewey, aims of education can be multiple since all members of the society do not possess similar natures and therefore require different aims, as aims relate always to results.

The Nature of an Aim:

- Order in the aimed for activities is essential.
- Aim must be a foreseen end, in order to give direction to activities.
- Aims must make choice of alternatives possible.

The Criteria of Good Aims:

- Aims must make choice of alternatives possible.
- The aim set up must be an outgrowth of existing conditions.
- The aim, at first emerges as a tentative sketch, and the act of striving to achieve it tests its worth.
- The aim must always represent a freeing of activities.
- Aims must be founded upon the intrinsic activities and needs of the given individual to be educated.

Topic: 147 – John Dewey: Five Step Analysis of Effective Enquiry

- Dewey spent a considerable amount of time researching how human beings think, and what might be an effective way of directing those thinking skills for the purpose of learning.

1. **Occurrence of a Problem**

- All inquiry begins with a genuine doubt.
- The initiation of inquiry occurs when we feel a disruption in activity and do not know how to go on.
- Practical reasoning is always reasoning for some value or some desired object.

2. **Specification of the Problem:**

***'A problem well put is half-solved'* John Dewey**

Problems must be specified through:

- Curiosity
- Orderliness
- Alertness
- Flexibility

3. **Introduction of a Hypothesis:**

- One must introduce a supposition, a hypothesis, or a suggestion that, if correct, would solve the problem.
- Students must distinguish between carefully constructed hypothesis and wild guessing based on uncontrolled emotions, whimsical imagination, and wishful thinking.

Topic: 148 – John Dewey: Effective Inquiry

4. **Elaboration of Hypothesis:**

- Inquirer must elaborate the hypothesis as to possible outcomes.
- It must be compared with other hypotheses to determine its relative value.
- Inferences and implications need drawing out.
- Hypothesis must be elaborated by a course of reasoning.

5. **Test hypothesis:**

- In the final phase of inquiry, the inquirer must test the hypothesis experimentally.
- Hypothesis may not always turn out to be true.
- Dewey emphasized not only the falsifiability of scientific claims to the truth, he allowed for their complete possibility.

Topic: 149 – John Dewey: Curriculum

- Dewey believed that curriculum should be ultimately producing students who would be able to deal effectively with the modern world.

Child based:

- Curriculum should include the child's own preconceptions and should incorporate how the child views his own world.
- Curriculum should build an orderly sense of the world where the child lives.

Activities of Life in Classroom:

- Dewey combined subject areas and materials, and by doing this, he made connections between subjects and the child's life.

Characterization of Children's Behaviour:

Dewey uses four instinct or impulses to characterize children's behaviour:

- Social
- Constructive
- Expressive

- Artistic

Topic: 150 – John Dewey: Criticism

Key Criticisms:

- Dangerously radical
- Rejection of Religion
- Experimentalism

Henry Edmondson:

- One of the most prominent & persistent critic of Dewey.
- Blamed nearly every problem he perceived in his time's schools on Dewey.

Believed that Dewey's influence on American schools was the cause of:

- Low literacy rates
- Teacher burnout
- Loss of traditional values

Rejection of Religion:

- Condemns Dewey's rejection of organized religion.
- Argues that Dewey's enmity toward organized religion has been absorbed in American education.
- This adoption of rejection of religion by the educational establishments has led to the deterioration of morality and traditional values in education.

Experimentation over Ritual & Routine:

- Criticizes Dewey's empiricism, arguing that classroom experimentation carries with it the risk that students will suffer the experiment's mistakes.
- Believed that Dewey an experimentalism turns students into lab rats.

Erosion of Teacher Authority & Curriculum:

- Claims that Dewey's classroom experimentalism has led to the erosion of teacher authority as well as the deterioration of a traditional standards-based curriculum.

Experimentalism:

- Dewey's experimentalism leaves students and teachers mired in uncertainty & erode the moral fabric of human existence.

Topic: 151 – Existentialism: Introduction

- European philosophy
- Developed as a result of the World Wars during the 20th century.
- Soren Kierkegaard, founder of existentialist philosophy.

Defining Existentialism:

- Reality is a shifting human condition requiring constant choice-making and self-definition.
- Existence comes before any definition of what we are.
- The nature of reality for Existentialists is subjective, and lies within the individual.
- The physical world has no inherent meaning outside of human existence.

Importance of Choice:

- Individual choice and individual standards rather than external standards are central.
- We define ourselves in relationship to that existence by the choices we make.

- We should not accept anyone's predetermined philosophical system; rather, we must take responsibility for deciding who we are.

Existentialism & Youth:

- According to Jean Paul Sartre, for youth, the existential moment arises when young people realize for the first time that choice is theirs, that they are responsible for themselves.

Topic: 152 – Existentialism: Educational Value

Education in Existentialism:

- Education is a pursuit of self-actualization and personal fulfilment and, consequently, the choice of subject matter is a personal one for the student.

Learner-centered Approach:

- Existentialism takes a learner-centered approach to education.
- It takes into account the continuously changing nature of the learner.

Educational Propositions:

- Existentialism focuses on helping the child into a fuller realization of self, based on certain suggestions for the existentialist student that are subsequently discussed.

Choice:

- I am a choosing agent – unable to avoid choosing my way through life.

Freedom:

- I am a choosing agent – unable to avoid choosing my way through life.

Responsibility:

- I am a responsible agent – personally accountable for my free choices as they are revealed in how I live my life.

Topic: 153 – Karl Jaspers: Introduction

- He was born in 1883 and died in 1969.
- He was a German psychiatrist and philosopher.
- He was an existentialist and Neo-Kantianist.
- Lived in an age of far reaching political implications.
- Nazi seizure of power
- Jewish wife
- Considered to have a 'Jewish taint'

Heidelberg University:

- Graduated from medical school in 1908
- Moved from medicine to psychology in 1913 & gained the post of a psychology teacher.
- In 1921, Jaspers moved on from psychology to philosophy.

Adolf Hitler:

- Jaspers was against the authoritarian militaristic state and a society with caste structure.
- After the Nazi seizure of power, Jaspers was forced to retire.

Switzerland:

- Relocated to the University of Basil in Switzerland due to the Nazi threat.
- Remained prominent in the philosophical community until his death.

Philosophy:

- Jaspers route to philosophy led through science.
- Analyzed the relationship between science and philosophy.

Topic: 154 – Jaspers: Defining Education

Nature of Education:

- Jaspers discovered the special nature of education as distinct from making, shaping, tending and ruling.
- **Jaspers defines education as:**

'Helping the individual to come into his own in a spirit of freedom and not like trained animal'.

'Education is accomplished when contents are freely acquired; but it fails when it is authoritarian'

How to acquire Education:

'From an early age, children must be called upon to act of their own free volition; they must learn through personal insight into the need for learning and not out of mere obedience'

Love & Authority:

- Jaspers talks about love as the driving force, and true authority as the source of genuine education.

Moral Content:

- Jaspers advocates the need for a moral content in all teaching.

Topic: 155 – Jaspers: Three Recurrent Forms of Education

Forms of Education:

For Jaspers, education is not a uniform process. It changes in the course of history and assumes different forms in different societies.

Recurrent Basic Forms:

- Scholastic Education
- Education by a Master
- Socratic Education

Scholastic Education:

- The kind of education that prevailed in the Middle Ages.
- Traditional form of education.
- Use of rational process to prove existing truth.
- Confined to the transmission of a fixed subject matter, compressed into formulae & simply dictated with an accompanying commentary.

Education by a Master:

- A different form of education in which a dominant personality is honored as an unimpeachable authority by students who are completely submitted to him.

Socratic Education:

- Contains the deepest meaning.
- Involves no fixed doctrine, but an infinity of questions & absolute unknowing.
- Teacher & pupil are on the same level in relation to ideas.

Maieutic Education:

- Jaspers believed that education is maieutic.
- Maieutic method is denoting the Socratic mode of inquiry, which aims to bring a person's latent ideas into clear consciousness.
- It helps to bring the student's latent ideas into clear consciousness.
- The potential within a student is simulated but nothing is forced upon him or her from the outside.
- Education is the element through which human beings comes into their own through interpersonal contact by revealing the truth that is latent in them.

Topic: 156 – Jaspers: Aims of Education

Total Human Being:

- Education is meant as an aid to becoming a total human being.
- Education takes place by allowing for the existence of the whole man.

Modes of Man as a Being:

- Man as pure consciousness.
- Man as intellect.
- Man as possible existence.

This nature of the passing through individual 'phases' of man is the most crucial aim of education.

Other Integrated Aims of Education:

- If man is understood as a being, education appears to consist of, concern for, and protection of growing life which is to be developed, enhanced and brought to maturity.
- If man is understood as pure consciousness, education means leading him on to clear perceptions, imparting usable knowledge, training in vital thinking and disciplining him to take part in an orderly dialogue with others.

Social Aims of Education:

- Process integration into the forms & structures, groups and institutions of the society.
- Individuality is enhanced through this social integration into the social structure.

Topic: 157 – Jaspers: Role of Teachers

Guiding Hand:

- Children must be educated according to their own inclinations & abilities under the guiding hand of the educator.

Lifelong Education:

- Jaspers was in no doubt about the fact that the value of school is directly bound with the quality of its teachers who can only perform their task of educating young people through life-long self-education & training.

'The only true educator is one who is permanently engaged in a process of self-education through communication. Education can only be correct if its addressees acquire the ability to educate themselves through stringent & tenacious learning.'

Need for Substance:

- Good teachers must recognize the need for substance in their teaching, which only research can provide.

'Only he who himself does research can really teach'

Topic: 158 – Jaspers: Role of School

- For Jaspers, school has an essential role in training the children to become useful members of the community.

Tasks of School:

- Firstly, the schools must arouse the historical spirit of the community and of life through the symbols of that community.
- This can be done through consideration of the previous history of the community & through contact between young people & their educators.
- Secondly, schools must enable students to learn & practice everything which is necessary for work and for a profession.
- This is a matter of deliberate planning.

Role of Primary School:

- Jaspers emphasizes the exceptionally important role of the primary school that lays the moral, intellectual & political foundation for the entire population.

Topic: 159 – Jaspers: Education & University

- Most of Jaspers educational philosophy focused on University education rather than school.

Function:

- The university is meant to function as an intellectual conscience of an era.
- It is a meeting place of different disciplines and world outlooks.

Research:

- Research is a major function of Jasper's university.
- Discovery & research is an indivisible whole.
- Scholarship depends on a relation to the whole.

Science & Scholarship:

- Science & scholarship are meaningful only when they are part of a comprehensive intellectual life that is the very life blood of university.

Objectives of University:

- Research
- Education
- Instruction

Communication:

- To reach the stated objectives, scholars must communicate with each other and with students, who in turn must communicate with each other.

Topic: 160 – Jaspers: Education & Democracy

- Democracy, peace and the just world order are the problems around which Jaspers' philosophy revolves.

Jaspers on Democracy:

'Democracy is the only necessary, if infinitely difficult, path by which men can attain their potential degree of freedom and organize the world to enhance that freedom'

- Jaspers did not believe that the different forms of democracy would guarantee and bring to perfection the very idea of democracy, bit he firmly believed in the need to make constant use of the opportunities held out by democracy as the sole route to freedom.

Confidence in People:

- Jaspers was of the opinion that confidence in the people is essential, and democracy must not be formal, rather it should maintain an attitude of reason on the part of the people.

Autonomy:

- Jaspers refuses to idealize or to defame people.
- He considers people to be autonomous but in need of self-education to attain that autonomy.

Responsibility:

- People become ripe for democracy by becoming politically active and by accepting responsibility for solving concrete problems.

Education for Democracy

- Jaspers considers it self-evident that democracy demands the education of the entire people.

Topic: 161 – Jaspers: The Idea of The University

- Idea of the University was one of the most influential works given to us by Karl Jaspers. It was a book which was published in 1946.
- A statement of the idea of a university in the aftermath of a world war which had threatened the values represented by the university.
- University, through fragmentation of knowledge and its emphasis on useful knowledge, had underwritten nationalism and the new technological age.
- Jaspers saw the possibility of the university playing a role in the reconstruction of a more human society, but based on a more unitary and purposeful conception of knowledge.
- The book reflects the tension felt within Germany between the state (and nationalism) and the university.

Discontent with the Modern University:

Jaspers showed a discontent with the function of modern university which he believed were limited to:

- Research
- Training
- Professional education
- Transmission of a particular kind of culture

Jaspers University:

- Jaspers believed that seeking knowledge and truth meant something more than just maintaining a community of scholars and students.

Topic: 162 – Jaspers: Nature of Knowledge

Reliable Knowledge:

- Jaspers was particularly conscious of the theoretical difficulties of securing reliable knowledge.

Objectivity:

- Even if a particular kind of knowledge is universally valid, it is not absolutely objective.
- Knowledge is the product of a particular method chosen by the investigator.

Universal Validity:

- Since knowledge cannot be completely objective, it cannot be universally valid; hence Jaspers definition of universal validity relies upon universal consensus.

Scientific & Philosophical Knowledge:

- Jaspers analyzed the relationship between science and philosophy, as he believed both to be an integral part of education.

Methodical Knowledge:

- Scientific knowledge is methodical knowledge, i.e. we know by what means it was arrived at and in what sense and within what limits it holds good.

Certain Knowledge:

- Scientific knowledge is absolutely certain, i.e. it stands the test of any reasoning; it must be distinguished from the convictions by which man may live and be prepared to risk his life.

General Validity:

- Scientific knowledge has general validity, i.e. it is recognized without limitation by everyone who understands it; it stands in contrast to any other form of knowledge in which man may place unlimited faith.

Topic: 163 – Jaspers: Criticism

Curriculum:

- Jaspers has emphasized curriculum in great detail, however, he has not given specific suggestions.
- The reader is left in the dark concerning the form university education should take, or what a program of study for a typical student might be.

Intellectual Aristocracy:

- Critics have objected to Jaspers conception of a university to be too aristocratic.
- Jaspers only allows the very best to become a part of the university.
- University becomes a domain of special privilege which is very antidemocratic.

Unification of Teaching & Research:

- Critics disapproved of Jaspers' belief that teaching & research are inseparable and a good teacher must be a good researcher as well.
- Those who separate teaching and research tend to view all teaching as the transmission of basic information about a subject matter; thus, teaching becomes equated here wholly with scholastic instruction.

Topic: 164 – Educational Theories:

- Within the epistemological frame that focuses on the nature of knowledge and how we come to know, there are four major educational philosophies.

- Each educational philosophy is related to one or more general philosophies already discussed.

Educational Philosophies:

- Perennialism

- Essentialism

- Progressivism

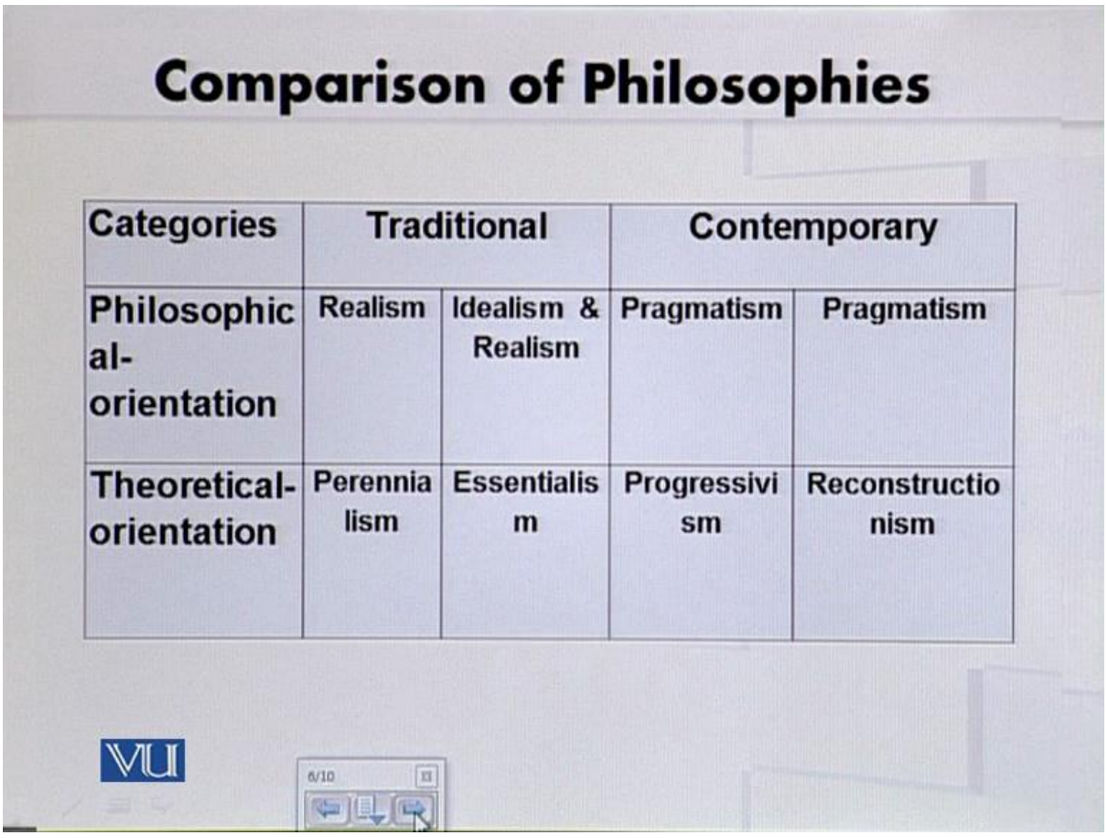
- Reconstructionism

Categories	Traditional			Contemporary	
Philosophical- orientation	Realism	Idealism & Realism		Pragmatism	Pragmatism
Theoretical- orientation	Perennialism	Essentialism		Progressivism	Reconstructionism
Direction in time	Focus on preserving the past			Focus on growth, reconstruction of present & the society, & shaping the future	
Educational value	Fixed, absolute, objective			Changeable, subjective, relative	
Educational process	Focuses on teaching			Focuses on active self-learning, student centered	
Intellectual focus	Training & disciplining the mind			Engaging in problem-solving, & social tasks	
Curriculum	Composed of three Rs			Three Rs, arts, sciences, vocational	
Teacher	Disseminator, lecturer, dominates instruction			Facilitator, coach, & change agent	
Freedom and Democracy	Conformity, compliance with authority, knowledge and discipline			Creativeness, self-actualization, direct experiences	
Excellence vs. Equality	Excellence in education, academic, rewards and jobs based on merit			Equality of education, equal change to disadvantaged	
Society	Group values, acceptance of norms, cooperative and conforming behavior			Individual growth, individual ability, importance of individual	

Topic: 165 – Comparison of Philosophies

Comparison of Education & World Philosophies:

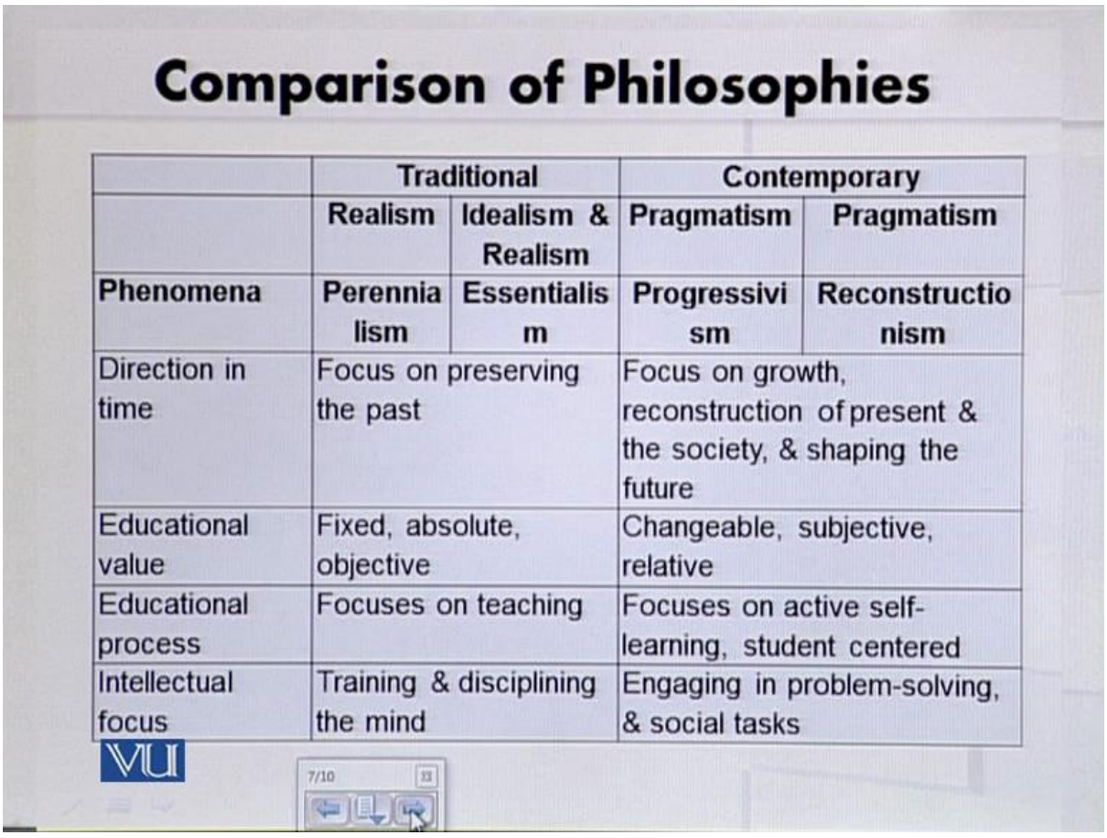
Image 1:



Here, the students can see the two categories; first is Philosophical orientation and second is the Theoretical orientation. There are further two categories which are traditional and contemporary respectively. Traditional are the old ones which include idealism and realism philosophies. Whereas; in contemporary we can see philosophy of pragmatism. Now in Theoretical orientation, it shows that Perennialism and Essentialism are traditional philosophies whereas Progressivism and Reconstructionism are contemporary philosophies.

Now students can see clearly that Perennialism comes under Realism, essentialism comes under Idealism & Realism, Progressivism related to Pragmatism and Reconstructionisn also relates with Pragmatism.

Image 2:

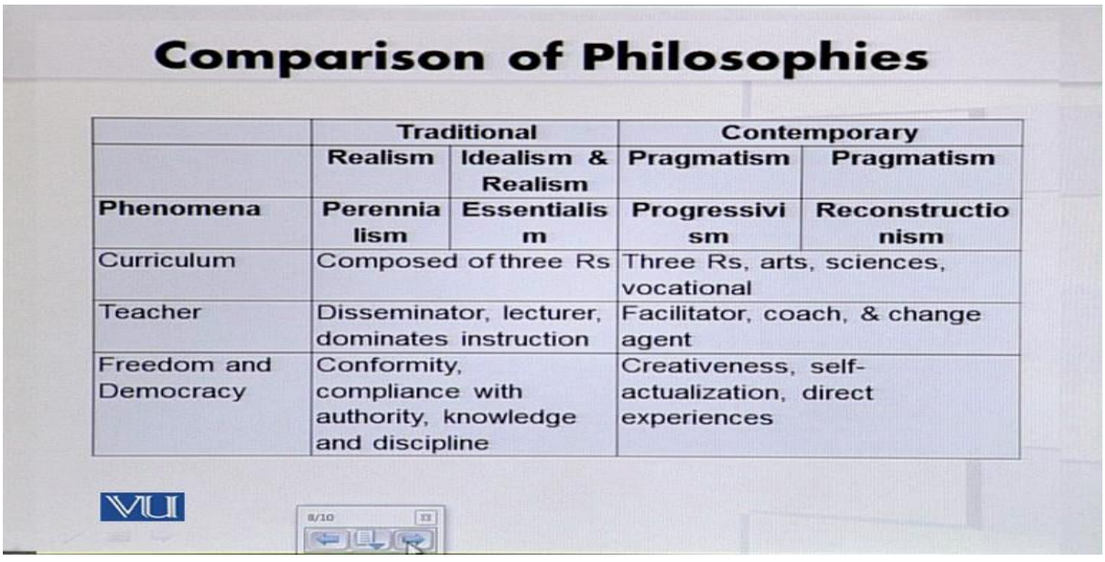


Comparison of Philosophies

	Traditional		Contemporary	
	Realism	Idealism & Realism	Pragmatism	Pragmatism
Phenomena	Perennialism	Essentialism	Progressivism	Rereconstructionism
Direction in time	Focus on preserving the past		Focus on growth, reconstruction of present & the society, & shaping the future	
Educational value	Fixed, absolute, objective		Changeable, subjective, relative	
Educational process	Focuses on teaching		Focuses on active self-learning, student centered	
Intellectual focus	Training & disciplining the mind		Engaging in problem-solving, & social tasks	

In the image above, there is a heading of Phenomenon, now students can see the difference how each philosophy explains these phenomena. (Read the table above in the image carefully for better understanding).

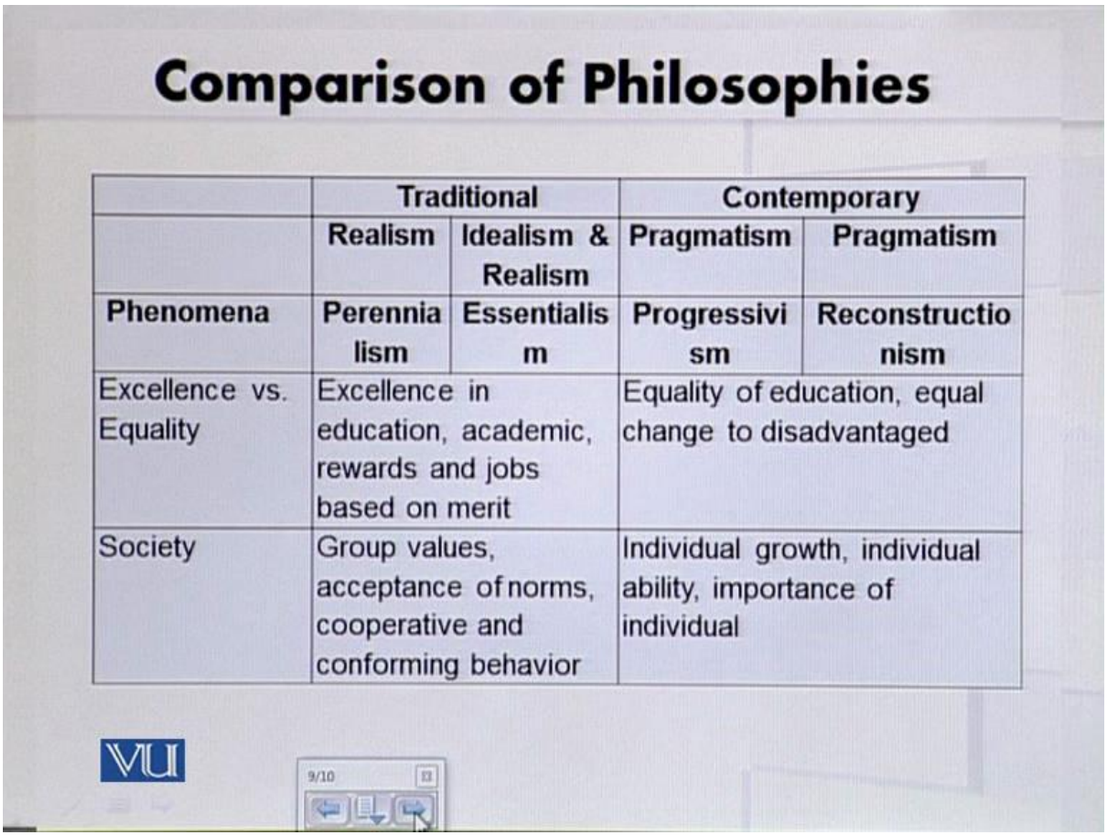
Image 3: Phenomenon continued…



Comparison of Philosophies

	Traditional		Contemporary	
	Realism	Idealism & Realism	Pragmatism	Pragmatism
Phenomena	Perennialism	Essentialism	Progressivism	Reconstructionism
Curriculum	Composed of three Rs		Three Rs, arts, sciences, vocational	
Teacher	Disseminator, lecturer, dominates instruction		Facilitator, coach, & change agent	
Freedom and Democracy	Conformity, compliance with authority, knowledge and discipline		Creativeness, self-actualization, direct experiences	

Image 4: Phenomenon Continued …



Topic: 166 – Perennialism & Education - 1

Perennialism:

- Conservative and inflexible educational philosophy.

Cultivation of Intellect:

- Humans are rational beings, and their minds need to be developed, thus, cultivation of the intellect is the highest priority in a worthwhile education.

Aim of Education:

- For Perennialists, the aim of education is to ensure that students acquire understandings about the great ideas of Western civilization.
- Perennialists believe that these ideas have the potential for solving problems in any era.

Unchanging Principles:

- The focus is to teach ideas that are everlasting, to seek enduring truths which are constant, not changing, as the natural and human worlds at their most essential level, do not change.

Principles vs. Fact:

- Since details of facts change constantly, these cannot be the most important, therefore, one must teach principles not facts.

Liberal vs. Vocational Education:

- Since people are people first and workers later, one must teach liberal subjects first and vocational subjects later.

Topic: 167 – Perennialism & Education – 2

Teacher-centered Classrooms:

- Perennialist classrooms are teacher centered in order to develop the students intellectual & moral qualities through dissemination of Western traditions.
- The teachers are not concerned about the students' interests or experiences.
- They use tried and tested teaching methods and techniques that are believed to be most beneficial in disciplining students' mind.
- Teacher is considered a master of taught subjects, and guides the discussion or the learning process.

Curriculum:

- The perennialist curriculum is universal and is based on the view that all human beings possess the same essential nature, and must therefore be educated in the same way.
- Perennialists emphasize that students should not be taught information that may soon be outdated or found to be incorrect.
- Perennialists value the past and teach universally agreed upon knowledge and cherished values of the society.

Topic: 168 – Allan Bloom: Introduction

- Bloom was born in 1930 and he died in 1991.
- He was an American Philosopher.
- Academic
- Championed the Great Book Idea.

Areas of Interest:

- Greek philosophy
- History of philosophy
- Political philosophy
- Politics

Influences:

- Leo Strauss
- Friedrich Nietzsche

Plato’s Republic

- 1968
- Published his most significant work, Plato's’ Republic (translation and interpretation)

The Closing of the American Mind:

- 1987
- Criticism of contemporary American higher education
- Spiritual disintegration of students
- Blamed the post-modern and multicultural trends in education
- Nietzschean relativism
- Sexual revolution
- Nietzschean relativism

Friedrich Nietzsche believed that we have to assess the value of our values since values are relative to one's goals and one's self

Sexual revolution

The **sexual revolution**, also known as a time of **sexual liberation**, was a social movement that challenged traditional codes of behavior related to sexuality and interpersonal relationships throughout the Western world from the 1960s to the 1980s

Theme of Education

- Self-knowledge
- Self-discovery

Topic: 169 – Bloom: Philosophy

- Blooms educational philosophy stems from his need to define the nature of education, democratic education & its implications, and the importance of liberal education.

Nature of Education:

- For Bloom, education is not real or meaningful, if it does not respond to a felt need.
- Education must be in response to a need of humanity.

Timeless Questions:

- What each generation is can be best discovered in its relation to the permanent concerns of mankind.

Liberal Education:

- Blooms educational philosophy promotes liberal education.

Human Completeness

- For Bloom, the goal of education must be human completeness.

Higher Education

- The focus of Bloom's educational philosophy was higher education, as he believed the university education had vastly deteriorated owing to certain social and political issues of the time.

Topic: 170 – Bloom: Education of Openness

Relativity of Truth:

- Bloom believed that every student entering university believes that truth is relative despite their varied ethnic, cultural, social and political backgrounds.

Virtue:

- Relativism is necessary to openness
- This openness is virtue

Virtue: A Purpose of Education:

- The purpose of education is not to create scholars, but to provide the students with a moral virtue, i.e. openness to truth.

Democratic Education:

- Bloom believed that the prevalent democratic education needed to produce men and women who have the tastes, knowledge and character supportive of a democratic regime.
- This education has evolved in the last half-century from the education of democratic man to the education of the democratic personality.

Education of Openness:

- Bloom's education of openness rejected the beliefs of Democratic Education, paying no heed to the natural rights, maintaining that they are flawed and regressive.
- Education of openness takes into account the relativity of truth.
- It is open to all kinds of men, all kinds of life-styles, all ideologies.

Topic: 171 – Bloom: Liberal Education

Liberal Education:

- The liberally educated person is one who is able to resist the easy and preferred answers, not because he is obstinate but because he knows others worthy of consideration.
- Liberal education means reading certain generally recognized classic texts, just reading them, letting them dictate what the questions are and the methods of approaching them.
- Liberal education must recognize the important questions of common concern to all mankind.
- Liberal education should give the student the sense that learning must and can be both synoptic and precise.

What is Man?

- Education must help students question their own nature, and it must help them realize that there is no obvious answer to the question 'What is man'.

Topic: 172 – Bloom: Teacher's Role

Perennialist Teacher:

- Attention to the young, knowing what their hungers are and what they can digest, is the essence of teaching.
- The teachers' stance is not random.
- It is neither dependent simply on what students wants, nor is it imposed on them by the demands of the society or the whims of the market.
- The perennialist teacher hopes to produce students who eventually grow out of the need for a teacher and are independent strong minded individuals.

Task of the Teacher:

- To assist the pupil to fulfill human nature against all the deforming forces of convention and prejudice.

Threat to Philosophy:

- Teaching can be a threat to philosophy because philosophizing is a solitary quest, and he who pursues it must never look to an audience.

- Bloom later rejected this notion, rationalizing that fascination with ones students leads to an awareness of the various kinds of souls & their various capacities for truth & error as well as learning.

Topic: 173 – Bloom: Higher Education

Students:

- Bloom was greatly disappointed in the students pursuing higher education in America in his time.

- He believed them to have become passive and dependent on a debased education**.**

Non Serious Attitudes:

- Bloom lamented the non-seriousness of students, stating that they had no interest in self-discovery, but relied upon the easy and preferred answers that had been taken as unopposed truth for centuries.

Entering University:

- Bloom believed that the early education of young Americans left them spiritually empty, and university was a clean slate for them, the start of proper education.

Clean Slate:

- He believed this to be a good thing as they hadn't had philosophy drummed into them since childhood, and so took a fresh interest in the acquisition of knowledge.

Liberal Education:

- This position of American university students required that they be provided with a liberal education in order to achieve the key goals of education, which is self-discovery and wisdom.

Topic: 174 – Bloom: Need for Education

Books:

- Bloom felt that students had lost the practice of and the taste for reading.
- They have no expectation of delight or improvement from reading.
- Students have not been taught how to read properly during their early education years.

Feminism:

- Another enemy of reading.
- According to feminists, all existing literature was sexist, thus 'bad'.

Seeking Enlightenment:

- Lack of education results in students seeking enlightenment wherever it is readily available.
- Books, specifically classics are usually harder to understand without a proper education.
- Students often fail to differentiate between real education and propaganda.

Sources of 'Enlightenment' for Students:

- Movies
- Political gatherings

Specialized Competence:

- Bloom felt that in his age, parents and teachers focused on students achieving specialized competence and success rather than wisdom and learning.

Modern day need for Education:

- University is supposed to be 'the home of reason'.
- University itself is in crisis which is why liberal education has become a central need of the day.

Topic: 175 – Bloom: Closing of the American Mind

Bloom believed that the modern university students were faced with certain social dilemmas which became the cause of the closing of their minds.

Self-Centeredness:

The deterioration of family relationships and the lack of demand for respect from parents in the name of individualism led to self-centeredness in students.

Equality:

- The lack of prejudice is a result of students' failing to see differences and of the gradual eradication of differences.

Race:

- Deterioration of the relations between the races in Americas.

Sex:

- Sexual revolution was attributed to freedom.
- Feminism was attributed towards equality.
- Neither achieved the intended goal.

Separateness:

- Separation from places, persons, beliefs – produces the mental state of nature where reservation and nervousness become the dominant nature.

Divorce:

- The most visible sign of the increasing separateness and, in turn, the cause of ever greater separateness is divorce.

Love:

- Students have lost the ability to say 'I love you'.
- Relationships are casual and not built on love.

Topic: 176 – Bloom: Criticism

Bloom was often called vengeful, reactionary and antidemocratic, talking against the American students and the American universities.

Closing of the American Mind:

- Bloom's choice of title was vastly criticized.
- Critics were outraged that Bloom labelled young Americans to be close minded.

Philosopher

- Bloom's status as a philosopher was often criticized by critics who maintained that his writings were only focused on a study of classics and there was no philosophy in it.

Great Books

- The Great Books course of Bloom was often criticized due to its restricted and narrow conception of classics.
- Chomsky criticized Blooms emphasis on a Great Books curriculum, maintaining that its effect would be:

'Students will end up knowing and understanding virtually nothing'

Social Issues:

- Critics point out that Bloom discussed all major social and political issues in the lives of students of his time but was silent on gay rights despite the rapid spread of the concept at that time.

Topic: 177 – Essentialism: Introduction

Essentialism:

- Essentialism is a content centered educational approach.

Traditional or back to the basics approach:

- Essentialists believe that our culture has a core of common knowledge that should be transmitted to students in a systematic, disciplined manner.
- Essentialism stresses the "essential" knowledge and skills that productive citizens should have, rather than a set of external truths.

Criticism of Progressive Education:

- Essentialism is critical of progressive education, which they believe damages the intellectual and moral standards of students.

Aim of Education:

- The essentialist sees the aim of education as intellectual discipline fostered by study in key subject areas.

Curriculum:

- Essentialists believe that the curriculum should be restricted to reading, writing, and arithmetic at the elementary level and five basic subjects at the secondary level, e.g., English, mathematics, science, history, and foreign language.

Teacher:

- For essentialists, the teacher is an authority in a discipline and passes the discipline's knowledge to the student, who also learns the cognitive skills needed to master the knowledge taught.

Topic: 178 – Essentialism: Educational Value

- Essentialists is a concept of universal education, and thus has a widespread educational implications.
- Essentialists have given three major principles to education.

Basic Knowledge:

- The school's task is to teach basic knowledge. Basic subject matters should be mastered at the elementary and secondary school levels to eliminate illiteracy at the college level.

Discipline:

- Learning is hard work and requires discipline. Memorization, drill, and problem solving methods foster learning.

Teacher:

- The teacher is the focus of the classroom activity.

- The teacher decides what students ought to learn and is responsible for presenting the subject matter in a logical sequence and has the right to discipline students to create a conducive learning environment.

Topic: 179 – William Bagley: Introduction

- William Bagley was born in 1874 and died in 1946.
- He was an American Philosopher.
- He was said to be the 'Father of Essentialism'.
- Taught Elementary School before 1908.
- Professor of Education at the University of Illinois (1908)
- Professor of Education at Teachers College, Columbia (1917)
- Opponent of Pragmatism and Progressive Education
- Worked with several of his colleagues to create the Journal of Educational Psychology
- Helped found Kappa Delta Pi, an honor society in education
- Published 'Education and Emergent Man: A Theory of Education with Particular Application to Public Education in the United States' in 1934
- Most significant contribution to educational theory
- This book was a response to John Dewey and the Progressive movement in Education

Topic: 180 – Bagley: Problems of American Education - 1

Effort against Interest:

- Progressivists have given the primary emphasis to interest, and have maintained that interest in solving a problem or in realizing a purpose generates effort.
- Man is the only animal that can sustain effort in the face of immediate desire.

Initial & Permanent Interests:

- Bagley believed that many interests, and practically all the higher and more nearly permanent interests grow out of efforts to learn that are not at the outset interesting or appealing in themselves.
- Higher interests don't grow out of initial interests that are intrinsically pleasing and attractive.

Effort & Discipline:

- Therefore, Bagley proposed introduction of discipline and duty in education, which would eventually develop a child's interest in the particular field.

Effort for Desire:

- To deny to the young the benefits that may be theirs by the exercise of effort for desire would be a gross injustice.

Topic: 181 – Bagley: Problems of American Education – 2

Teacher against Learner Initiative:

- Progressive theory tends to regard teacher- initiative as at best a necessary evil.

Adult Responsibility:

- Bagley believed that adult responsibility for the guidance and direction of the immature is inherent in human nature.
- It is the real meaning of the prolonged period of necessary dependence upon the part of the human offspring for adult care and support.
- It is the biological condition of human progress.

- The control, direction, and guidance of the immature by the mature is inherent in the prolonged period of infancy or necessary dependence peculiar to the human species.

Role of Teacher:

- Bagley held teachers responsible for a systematic program of studies and activities to develop the recognized essentials.

Informal Learning:

- Informal learning through experiences initiated by the learners is important, and abundant opportunities for such experiences should be provided, but it is only part of the essential human education.
- Informal learning should be considered supplementary rather than central.

Topic: 182 – Bagley: Problems of American Education – 3

Evolution of Cultures:

- It is this plastic period of necessary dependence that has furnished the opportunities for inducting each generation into its heritage of culture.
- The cultures of primitive people are relatively simple and can be transmitted by imitation or by coming-of-age ceremonies.
- Primitive peoples pamper and indulge their offspring.
- They do not sense a responsibility to provide for their own future, much less for the future of their children.
- More highly organized systems of education, however, become necessary with the development of more complicated cultures.

Need for Firm Control:

- The need of a firmer control of the young came with this development.

Discipline:

- While the capacity for self-discipline should be the goal, imposed discipline is a necessary means to this end.

Responsibility:

- Responsibility, with its corrective duty of discipline, is distinctly a product of civilization.

Child-freedom:

- Progressivists imply that ‘child-freedom’ that they advocate is new, whereas in a real it is a return to the conditions of primitive social life.
- Among individuals, as among nations, true freedom is always a conquest, never a gift.

Topic: 183 – Bagley: Problems of American Education – 4

Subjects against Activities:

Living in the Present:

- Progressivists tend to ‘live in the present’, rather than the ‘dead past’.

Formalism:

- Progressivists believe that teaching subjects in a strictly formal way without an inclusion of activities was harmful for education.
- Progressivists have been against formalism, and especially against the verbalism into which bookish instruction is so likely to degenerate.

Subject Matter:

- The Essentialists have always emphasized the prime significance of race-experience and especially of organized experience or culture.
- Bagley recognizes the importance of individual or personal experience as an indispensable basis for interpreting organized race-experience, but the former is a means to an end rather than an educational end in itself.

Freedom:

- Freedom of the immature learner to choose what he shall learn must be differentiated from the latter freedom from want, fraud, fear, superstition, error, and oppression.

Latter Freedom:

- The latter freedom occurs when the child is initially subjected to 'slavery to essential subjects'.

Topic: 184 – Bagley: Problems of American Education – 5

Logical vs. Psychological Organization:

- Bagley recognizes that the organization of experience in the form of subjects involves the use of large-scale concepts and meanings, and that a certain proportion of the members of each generation are unable to master these abstract concepts.

Varied Competencies:

- For immature learners and for those who never grow up mentally, a relatively simple educational program limited in the earliest years of childhood to the most simple and concrete problems must suffice.
- Essentialist recognizes the importance of specializations.
- They recognize the difference between competent and slow learners.
- Progressivists discredit formal, organized, and abstract learnings, thus discouraging even competent learners from attempting studies that are 'exact and exacting'.

Failure:

- The Essentialists recognize that failure in school is unpleasant and that repetition of a grade is costly and often not effective.

Lack of Stimulus:

- Lack of a stimulus that keeps the learner to his task is a serious injustice to him and to the democratic group, which has a stake in his education.

Logical & Psychological Competencies:

- Therefore, the Essentialist educational philosophy recognizes and addresses the various competencies of the students.

Topic: 185 – Bagley: Essential Education

Essentials:

- The arts of recording, computing, and measuring have been among the first concerns of organized education.

Foundation of Civilized Society:

- Every civilized society has been founded upon these arts, and when they have been lost, civilization has invariably collapsed.

Universal Education:

- Knowledge of the world that lies beyond one's immediate experience has been among the recognized essentials of universal education.

Education for Heritage:

- Investigation, invention, and creative art add to our heritage.

Other Essentials:

- Health Instruction
- Elements of natural science
- Fine arts
- Industrial arts

Topic: 186 – Bagley: Essentialist Classroom

Weakening of Schools:

- Bagley criticized the deterioration of the American culture due to the influx of countless immigrants, thus threatening the American culture by weakening the schools.

Culture:

- Thus **,**Bagley proposed a strong core curriculum to maintain uniformity and preservance of culture.

Components of the Classroom:

- Bagley believed that every classroom must have three main components which are subsequently discussed.

Teacher:

- Students are to be taught by an essentialist teacher who is well-educated and knowledgeable in the core curriculum.

Community:

- Community must be woven into the curriculum.
- The essentialist reform was set to promote the customs of American culture to each student regardless of the school, to ensure that all schools of varying demographics had a common foundation.
- Bagley demanded a higher standard for all students in ‘the essential’ subjects.
- **‘**He promoted the pass or fail approach’ to promoting students to the next educational level.
- *‘If education abandons rigorous standards and consequently provides no effective stimulus, many persons will pass through twelve years of schooling to find themselves in a world in which ignorance and lack of fundamental training are heavy handicaps’*

Bagley

Topic: 187 – Bagley: Curriculum

- The essentialist curriculum is heavily dependent on the teacher.

Teacher:

- Teaches basic skills
- Teaches courses separately. No integration of subjects
- Encourages higher thinking skills
- Tests competencies at an equal scale
- Does not engage in dialogue with students
- Strictly lecture form of classes

Strategies:

- Excessive use of paper and pencil
- Classics are an essential part of the curriculum
- Drilling the course material into students' minds
- Authority
- Discipline
- Hard work

Core Curriculum:

- Reading
- Writing
- Mathematics
- Science
- Social Studies

Discouraged:

- Arts
- Humanities

Citizenship:

- The essentialist curriculum is not designed in order to prepare students for citizenship or work.

Topic: 188 – Bagley: Criticism

Stability:

- Stability though often considered good is criticized here as it hinders new knowledge creation.

Role of Student:

- Bagley has been criticized for ignoring the importance of the student in the learning process and awarding all power to the teacher.

Teacher's Role:

- The over emphasis of teachers evaluation role undermines the students' interest in study, thus the student becomes passive.

Student Motivation:

- Elimination of electives reduces student motivation and interest.

Cultural Lag:

- Critics believe that essentialism promotes a cultural lag.
- Essentialism passes on a very traditional knowledge of cultures.

Status Quo:

- Essentialism is used to maintain status quo rather than foster social change.

Topic: 189 – Progressivism: Introduction

Defining Progressivism:

- Progressivists believe that education should focus on the whole child, rather than on the content or the teacher.

Active experimentation:

- This educational philosophy stresses that students should test ideas by active experimentation.

Learning:

- Learning is rooted in the questions of learners that arise through experiencing the world.
- Learning is active, not passive.
- The learner is a problem solver and thinker who makes meaning through his or her individual experience in the physical and cultural context.

Role of Teachers:

- Effective teachers provide experiences so that students can learn by doing.

Curriculum:

- Curriculum content is derived from student interests and questions.
- Scientific method is used by progressivist educators so that students can study matter & events systematically & first hand.

Topic: 190 – Progressivism: Educational Value

Progressivism has given to education six basic principles on which it operates.

1. The process of education finds its genesis and purpose in the child.
2. Pupils are active rather than passive.
3. The teacher's role is that of an advisor, a guide, a fellow traveler, rather than an authoritarian and classroom director.
4. The school is a microcosm of the larger society. Learning should be integrated.
5. Classroom activity should focus on solving problems, rather than on artificial methods of teaching subject.
6. The social atmosphere of the school must be cooperative and democratic.

Topic: 191 – Jean Piaget: Introduction

Jean Piaget was a famous developmental psychologist and also a philosopher, who has contributed anonymously to the field of education. He was holding on to the progressivist philosophy.

- He was born in 1986 and died in 1980.
- During this time he appeared as Swiss biologist.
- He then turned into a developmental psychologist and philosopher. (combination observed here is of biology, psychology & philosophy)
- He gave importance to children's education.
- He was interested in the process of the qualitative development of knowledge.

Genetic Epistemology:

- Believed that answers for the epistemological questions could only be answered, or better proposed, if one looked towards the genetics, hence the experimentation with children & adolescents.

'What the genetic epistemology proposes is discovering the roots of the different varieties of knowledge, since its elementary forms, following to the next levels, including also the scientific knowledge'

Jean Piaget (Genetic Epistemology)

'Only education is capable of saving our societies from possible collapse, whether violent, or gradual'

Jean Piaget (1934)

Maturity & Understanding:

- Primarily concerned with the role of maturity (simply growing up) in children's increasing capacity to understand their world.

Topic: 192 – Jean Piaget: Nature of Child's Mind

- Children construct their own knowledge ,intelligence, and morality.
- They have so many ideas that haven't been taught to them by anyone.

Incorrect Ideas:

- Children's' incorrect' ideas about the world reflect a unique and different subjective experience.
- These ideas come from the child—from his or her own effort to make sense out of experience.

Learning:

- When we take the trouble to find out how children actually think, we find that they *learn*—that is, construct many things we do not teach.

Problem in Education:

- The failure to adapt teaching to the way children think is one central problem in education.

Learning Disabilities Created in Schools:

- Many learning disabilities are created by schools when they fail to understand the nature of their minds, and how learning process takes place for them.
- Children beginning school are especially vulnerable when teachers demand they learn what they cannot understand.

Topic: 193 – Jean Piaget: Developmental Stages - 1

Piaget believed that all children, beginning from infancy, pass through an orderly succession of developmental stages and sub stages. Their current stage of development determines the way they interpret experiences, structure problems, and seek solutions. It is therefore important to understand a child's current developmental stage before devising a method of instruction.

Topic: 194 – Jean Piaget: Developmental Stages – 2

Sensorimotor Stage:

The term "sensorimotor" comes from the child understanding their world largely through their senses for their first 2 years.

- This is the stage of infancy.
- Infants understand the world by the actions they perform.
- The infant is in the sensorimotor stage of development.
- He understands the world by the actions he performs.
- This stage is characterized by the lack of language and internal representation.
- It focuses on the reflexes that the child is born with such as sucking, reaching and grasping.
- In this stage of development the child eventually develops *primary circular reactions*, which are activities centered on the child's body and repetitious in nature.
- Eventually, children develop the coordination of separate activities and the evolution of language.
- A final achievement in this stage is recognizing cause-and-effect relationships.

Topic: 195 – Jean Piaget: Developmental Stages – 3

Preoperational Stage:

- 2 - 7 years
- The preschool child is in the preoperational stage of development.
- In contrast to the infant, the preschool child recognizes that objects exist even when he does not touch them.
- The preschooler has developed his own system of symbols (images, props, and words) to represent objects in the real world.
- Learns to use language and to represent objects by images and words.
- Thinking is still egocentric.
- The child has difficulty taking the viewpoint of others.
- Classifies objects by a single feature: e.g. groups together all the red blocks regardless of shape or all the square blocks regardless of colour.

Topic: 196 – Jean Piaget: Developmental Stages – 4

Concrete Operational Stage:

- 7 - 11 years
- In this stage children evolve from prelogical, egocentric thinking to a more rule-regulated type of thinking.

Logic:

- Child can think logically about objects and events.
- Some of the rules of logic include reversibility, identity, and compensation.

Understanding of Numbers:

- Child achieves understanding of number (age 6), mass (age 7), and weight (age 9).

Object Classification:

- Classifies objects according to several features and can order them in series along a single dimension such as size.
- One activity that a child at this age would enjoy is a cooking activity with their mom or dad.

Measurements:

- Baking involves measurements, which would be useful to the concept of conservation.
- Measuring cups come in all different shapes so it would be fun to measure the exact same measurement using different types of measuring utensils.

Ingredients:

- Also the ingredients could be classified into different categories such as the dry ingredients and the wet ingredients and so on.

Topic: 197 – Jean Piaget: Developmental Stages – 5

Formal Operational Stage:

- 11 years and up.
- This period is characterized by applying children’s logic directly to real objects or situations.

Logical Thinking:

- Children can think logically about abstract propositions and test hypotheses systematically.

Hypothetical Situations:

- Becomes concerned with the hypothetical, the future, and ideological problems.

- Students need the opportunity to explore various hypothetical situations.
- Children in this stage should be encouraged to work in groups in school to explain and discuss hypothetical topics.

Problem Solving:

- Students should also be encouraged to explain how they solved a problem.

Topic: 198 – Jean Piaget: Practices in Pre Schools - 1

Teacher as facilitator

- The teacher is seen as a facilitator.
- She arranges the environment and prepares activities and experiences appropriate to the developmental level of the children in the class.

Provide Real Material

- Recognizing that the child learns by actively organizing and constructing the environment, the teacher provides real materials for the child to sort, order, and arrange.

Concrete Experience

- Concrete experiences are introduced before abstract concepts.
- For example, a child is given ample experience with objects floating and sinking before being taught scientific concepts such as density and displacement.

Imagination

- Imaginative play is encouraged.
- Pretending is viewed as a way of developing a system of symbols to stand for real events and as a way of learning to take different points of view.

Experimentation

- The child is given many opportunities to experiment with different media, including water, sand, paint, clay, and play dough.
- Through manipulation, the child will make her own discoveries about the nature of reality.

No Rewards

- No external rewards are offered for the accomplishment of a task, and children are permitted to make choices about what they are going to do.

Repetition:

- Repetition of a task is encouraged, if this is what the child wants.

Topic: 199 – Jean Piaget: Practices in Pre Schools - 2

There are four main teaching implications drawn from Piaget's educational philosophy:

1. **A focus on the process of children's thinking, not just its products.**

Instead of simply checking for a correct answer, teachers should emphasize the student's understanding and process they used to get the answer.

2. **Recognition of the crucial role of children's self-initiated, active involvement in learning activities.**

In a Piagetian classroom, children are encourage to discover themselves through spontaneous interaction with the environment, rather than the presentation of ready-made knowledge.

3. **A de-emphasis on practices aimed at making children adult like in their thinking.**

This refers to what Piaget referred to as the "American question" which is "How can we speed up development?"

His belief is that trying to speed up and accelerate children's process through the stages could be worse than no teaching at all.

Topic: 200 – Jean Piaget: Practices in Pre Schools - 3

4. **Acceptance of individual differences in developmental progress.**

Piaget's theory asserts that children go through all the same developmental stages, however they do so at different rates.

Because of this, teachers must make special effort to arrange classroom activities for individuals and groups of children rather than for the whole class group.

Overall Educational Implication:

- The educational implication of Piaget's theory is the adaptation of instruction to the learner's development level.
- It is important that the content of instruction needs to be consistent with the developmental level of the learner.

Topic: 201 – Jean Piaget: Teacher's Role

Facilitation:

- The teachers' main role is the facilitation of learning by providing various experiences for the students.

Discovery Learning:

- "Discovery Learning" allows opportunities for students to explore and experiment, while encouraging new understandings.

Opportunities:

- Opportunities that allow learners of different cognitive levels to work together often help encourage less mature students to advance to a higher understanding of the material.

Hands on Experience:

- Teachers can also assess students with the use of hands on experiences to help students learn.

Learning:

- Children are innately curious and motivated to learn, whether or not they receive external rewards and encouragement.
- Teachers must manipulate this.

Assimilation & Accommodation:

- These are the stages where learning takes place.
- When a child is introduced to a new phenomenon, she tries to understand it by assimilating it, or associating it with things that she already knows.
- This implies that children should be introduced to new experiences that are related to experiences they have already had but that also challenge their thinking in some way.

Topic: 202 – Jean Piaget: Criticism - 1

Underestimation of Children's Abilities:

- Critics maintain that the tasks Piaget described to test children's abilities were overly difficult.
- Young children are capable and can succeed on simpler forms of tasks requiring the same skills.

Developmentally Advanced Concepts:

- Piaget's efforts to teach children developmentally advanced concepts would be unsuccessful.
- However, researchers found that children often learn more advanced concepts with brief instruction.

Topic: 203 – Jean Piaget: Criticism - 2

Thinking within a Stage:

- Piaget's theory predicts that thinking within a particular stage would be similar across tasks.
- For example, all preschool children should perform at the preoperational level in all cognitive tasks.

Overlooking Cultural Effects:

- Critics believe that Piaget overlooked the effects of students' cultural and social groups.
- Stages of development constructed by Piaget are representative of Western society and culture.

Unscientific Method:

- According to critics, Piaget's work is characterized by lack of controls, small samples, and absence of statistical analysis in his research.

Topic: 204 – Social Reconstruction: Introduction

- Social reconstructionism is a philosophy that emphasizes the addressing of social questions and a quest to create a better society and worldwide democracy.

Social Reform:

- Reconstructionist educators focus on a curriculum that highlights social reform as the aim of education.

Theodore Brameld:

- 1904-1987
- Founder of social reconstructionism in reaction against the realities of World War II.

Technology and Human Nature:

- Brameld recognized the potential for either human annihilation through technology and human cruelty or the capacity to create a beneficent society using technology and human compassion.

Education:

- Education was the means of preparing people for creating this new social order.

Changing World:

- Social reconstructionists believed that the current society was in trouble because it was not willing to revision and reconstruct institutions in order to meet the challenges of a changing world.
- Social reconstructionists proposed examining heritage critically, committedly working for social reform, envisioning and planning a course for cultural reforms, and acting upon the reforming and restructuring plans and visions.

Pragmatic Origins:

- Much about social reconstruction was based in the pragmatic notions of using enquiry, questioning, and experimentation to solve problems and to bring reform.

Vision:

- The Social Reconstructionists had a particular vision of the social reform that they believed was both possible and desired.

Topic: 205 – Social Reconstruction: Curriculum

- Educators who promote the Social Reconstruction ideology view curriculum from a social perspective.
- Social Reconstruction educators assume that education provides the means of reconstructing society.

Curriculum, a Medium:

- Curriculum is a way of educating “the masses of humanity” to critically analyze themselves in relation to their society.
- Curriculum must be designed in a way to make students understand the ills of their society; develop a vision of a better world based on a conception of social justice.
- Curriculum must be strong enough to enable students to actualize the vision of a better society and social justice.

Topic: 206 – Critical Pedagogy: Introduction

- Critical theorists, like social reconstructionists, believe that systems must be changed to overcome oppression and improve human conditions.
- Though Critical Theory and Social Reconstructionism have similar overtones, their histories are different
- Social Reconstructionism was born from the ideas of the Pragmatists and Progressivists.
- Critical Theorists find their historical roots in the ideas of class struggle and the control of economic power.

Paulo Freire

- 1921-1997
- A Brazilian whose experiences living in poverty led him to champion education and literacy as the vehicle for social change.

Oppression:

- Humans must learn to resist oppression and not become its victims, nor oppress others.
- To do so, requires dialog and critical consciousness, the development of awareness to overcome domination and oppression.

Teaching & Learning:

- Rather than "teaching as banking," in which the educator deposits information into students' heads, Freire saw teaching and learning as a process of inquiry in which the child must invent and reinvent the world.

Curriculum:

- For social reconstructionists and critical theorists, curriculum focuses on student experience and taking social action on real problems, such as violence, hunger, international terrorism, inflation, and inequality.
- Strategies for dealing with controversial issues (particularly in social studies and literature), inquiry, dialogue, and multiple perspectives are the focus.
- Community-based learning and bringing the world into the classroom are also the educational goals.

Topic: 207 – Critical Pedagogy: Role of Education

Education, a Power Game:

- Critical Theorists believe that schools are one social institution used by dominant classes to reproduce the circumstances that maintain their power.
- If the disempowered become aware of their conditions, they can overthrow the powerful groups that prevent them from sharing the wealth and power.

Raising Awareness:

- Raising the awareness level of subordinate peoples has become an important aspect of contemporary postmodern Critical Theory.

Education:

- Education is in the forefront of social struggle, and Critical Theorists wish to reform schools to become institutions that encourage critical analysis, awareness, morality, and political and economic responsibilities.

Role of Teachers

- Critical Theorists call for teachers to take on socially reforming roles.
- Instead of regurgitating the social and political heritage of the dominant classes, teachers can become true intellectuals and reformers.
- They can strive to transform and reconceptualize the curriculum in democratic ways that empower both teachers and students from all backgrounds.

Topic: 208 – Maria Montessori: Introduction

Maria Montessori was a very famous and influential educational philosopher.

- Maria Montessori was born in 1870 and died in 1952.
- She was a clinical paediatrician. (Dr of infants)
- She was an educator.
- Maria Montessori wanted to become an engineer before she switched her allegiance to medicine.
- She based her work on observation rather than theories.
- She never claimed to have invented or created a new procedure.
- She always cited other sources or philosophers.
- Her interests were in mental health.
- She worked with children with mental deficiencies and applied that knowledge to neurotypical children.
- She observed young ‘idiot children’ in asylums.
- She believed that mental deficiency was at root a pedagogical problem.

University of Rome:

- Appointed director of a medical-pedagogical institute.
- Taught in the Pedagogic School at the University of Rome.

Casa dei Bambini: was the name of the school started for normal children.

- Established in 1907.
- A school for ‘normal’ children

Within the two years of establishment of this school, Montessori method was started;

Montessori Method:

- 1909
- Observation of ‘free’ children in a prepared environment
- Teacher as a ‘directress’

Topic: 209 – Maria Montessori: Influences

1. The first influence was **Jean Marc Gaspard Itard** and his **Scientific & methodical approach** was the one that attracted Maria Montessori’s attention.

- **Jean Marc Gaspard** treated a boy named victor, who was brought up with animals in a jungle without the social and cultural influences of human beings around him.
- Study of his animal behaviour.

Maria Montessori on the other hand, having inspiration from him:

- She did not start with the theory.
- She followed the natural tendencies that she observed in children.

Just like **Jean Marc Gaspard’s method,** Maria Montessori studies:

- Each child as an individual case study.
- Detailed notes were kept of progress and development.

2. **Adhered Senguin**

- He was a physician of deaf-mutes.
- An advocate of reconstruction of society based on loving one another.
- He was founder of the first school for ‘mentally retarded’ children in Paris.
- Philosophic commitments to democracy.

His views about nature and nurture:

- Nature: Individual acting on the environment
- Nurture: Individual responding to social relationships

Based on Senguin’s influence, Montessori came up with the concept of ‘moral education’.

3. **Giuseppe Sergi**

- Montessori was attracted towards his scientific pedagogy.
- He believed it could lead to the science of forming man.
- Based the principles of a new civilization upon education.
- Wanted to establish natural, rational methods.

Need for Early Age Education

- All of these influences led Montessori to believe in the utmost importance of early age education.

Topic: 210 – Maria Montessori: The First Experiment

Scientific Pedagogy

Montessori wished to discover nature’s secrets in her research and scientific pedagogy was a way of finding that out.

Pioneers in education who were experimenting with making education more relevant used scientific terms.

First experiment was “Casa Die Bambini”

- This school was established in 1907 in Rome.
- Work with atypical children as a guide for work with typical children.

Observation of free children

- Few small tables & chairs along with toys
- Forty children between the ages of 3 and 7
- One teacher & one assisting teacher
- No intervention, only observation

'My intention was to keep in touch with the researches of others, but to make myself independent of them, preceding to my work without pre-conceptions of any kind'

Montessori, 1964

Topic: 211 – Maria Montessori: Elements of the Maria Montessori Method - 1

Practical Life Materials for Motor Education

- For instance, buttoning & bow tying exercises were designed to help the development of coordinated movements of the fingers.

Discovery of Silence – Control of Movement

- Silent demonstration allowed a normal child to concentrate on activity and not to be distracted or confused by language.

Sensorial Education

'Everything we know is first in the senses'

Aristotle

Montessori made it clear to the educators that the senses were the most neglected in the learning process

- Montessori used sensory materials to provide sensorial education to the children.
- Each child was introduced to each piece of material individually.
- The aim was self-instruction regarding each material.
- The reward was waiting for the spontaneous reaction of children and observing it.

Aims of Sensorial Education

- Attention and concentration
- Order of the mind
- Errors & Self-correction

Topic: 212 – Maria Montessori: Elements of the Maria Montessori Method - 2

Freedom (nature)

- The first principle of Montessori Education.
- Montessori suggested freeing the child's spirit (mind).
- For this, children required a stress free environment.
- Montessori wanted to eliminate slavery in pedagogy.
- She believed they needed both physical & mental freedom to develop normally.

Meaning of Freedom

- Freedom enjoyed by children in Casa dei Bambini was not of the kind that led to aggression and confusion.
- Children were allowed freedom with responsibility.

Responsibility

Children were to respect and care for:

- The didactic materials and furnishings within the environment
- Belongings of others

Respect

- Children were to show respect for others (children and adults)

Meaning of Freedom

- Montessori education instilled respect in children with free spirits, recognized the need for movement and the rights of others, the need for self-respect and the need to be responsible for one's own actions and one's own learning.

Topic: 213 – Maria Montessori: Elements of the Maria Montessori Method – 3

Social Relationships (nurture)

'Our aim in education is twofold, biological and social'

Montessori, 1964:215

- The relationship between teacher and student changed from the traditional relationship.
- The relationship between teacher and student changed from the traditional relationship of dominance of teacher.
- A new teacher emerged within the Montessori method, a teacher who was to help children become independent, self-reliant, and masters of themselves.

Social Justice in the Classroom

- Montessori was the first one to recognize the social rights of children in history.
- Montessori was concerned about the physical treatment of children in schools which dampened their spirits, and affected their spontaneous psychic development.

Topic: 214 – Maria Montessori: Discovery of the Natural Tendencies of Students

Early Twentieth Century Psychology

- Children were either rewarded or punished like animals under the assumption that they, like animals would only learn through adult response.

Natural Tendencies

- From her observation of the free children in her first experiment, Montessori made some valuable discoveries regarding the natural tendencies of these children.

Free children tended to

- Select materials that attracted them
- Concentrate & become calmer
- Choose what to do rather than wait for set tasks
- Work with amazing concentration
- Repeat an activity they were interested in
- Be orderly
- Prefer work to play
- Prefer didactic materials to toys
- Refuse rewards
- Require no punishment

- Enjoy silence
- Possess a sense of personal dignity
- Become independent

Topic: 215 – Maria Montessori: Relationship to Current Issues

Montessori's research was not only valuable in her times, but even today; it is very much relevant to the current issues in schooling and education of the young.

Multiple literacies

Justice, equality & democracy are a part of learning along with reading & writing.

Humanistic Education

- Open classrooms
- Status of equality between teacher and students

Freedom, emancipation and equality in schools

- In recent years, attention has been focused on the need for freedom and equality in schools.
- Montessori Method gave children equal importance.
- They were all 'heard'
- Children can be freed and guided towards making sound decisions at the same time.

Observation

- In today's classrooms, observation of students is considered a respected method for classroom research.

Modern school furniture

- Montessori's recommendations for classroom furniture are widely used in today's classrooms due to health issues.

Topic: 216 – Maria Montessori: Learning to Write & Read - 1

Refusal to teach Reading & Writing

Initially, Montessori refused to teach writing & reading at a younger age due to contemporary thinking that it was necessary to begin as late as possible.

Introduction of writing & reading

- Montessori finally gave in due to the pleading of illiterate mothers.
- Montessori found out that if you teach them to read and write at a younger age, it would save them a great effort in the elementary school.

Experiment: Seeking a Rational Method

- Montessori wanted to find a rational method of teaching writing.
- She found a more rational method based on clear language.
- Observed that spoken language began at birth as a natural function.
- Observed that every infant created his mother tongue by himself.
- Emphasized that language development was not taught but was natural and spontaneous.
- Infant's thought was fixed by one word – a *noun*
- Child had a greater understanding of language than his power to use language.

Topic: 217 – Maria Montessori: Learning to Write & Read - 2

Writing & Spoken Language

- Montessori believed that there was a clearly a link between handwriting and spoken language.

Discovery of Sandpaper Letters

- She used wooden alphabets earlier, but in the absence of these, she traced & cut out sandpaper letters, which proved useful as they became a guide for children to control movement as they traced a letter shape.
- Sandpaper letters were used to introduce the alphabet to children.

Metal Insets

- Geometric shapes placed within a metal square frame.
- Taking one inset and its frame, a square piece of paper, the exact size of the frame and two contrasting coloured pencils, she demonstrated in silence the use of one frame to one child who then repeated the exercise.
- This prepared the child's muscular mechanisms by holding and manipulating the pencil by drawing parallel lines within the geometric figure, trying not to pass outside the contour.
- The metal inset exercise proved extremely useful for establishing the muscular co-ordination necessary for the management of the instrument of writing.

Topic: 218 – Maria Montessori: Learning to Write & Read - 3

Beginning Handwriting

- Handwriting was quickly learned because only those were taught who showed a desire for it.
- All the children in the first Casa were interestingly interested in writing at 4 years of age, some at 3 ½ years.

Development of Personality

- Preparing for handwriting through tracing sandpaper letters had an educational value of preparing oneself before trying and perfecting oneself before going on.
- Handwriting contained an educative concept, teaching the child prudence to avoid errors, dignity to look ahead and guide him to perfection, and humility to make him strive to do better.

Beginning Reading

- Children practiced reading words mechanically before reading 'logical' text.
- Between 4 and 7 years, children were word lovers and understood words.

Oral Reading

- Montessori stressed that the child who begins to read by interpreting thought should read mentally.

Topic: 219 – Maria Montessori: Mathematics

Montessori placed great emphasis on mathematics.

Counting

- Observed that typical children very easily learn numeration which consists of counting objects.
- Focused on materials for the introduction of counting.
- Observed the many opportunities in daily life when children could count objects in their immediate environment.

Introduction of Money

- Introduced cardboard substitutes of money so that children could learn to make change.

Materials Used to Introduce 0-10

- Number rods
- Spindle box
- Small cubes & number cards
- Sandpaper numerals

Number Rods

- Painted in red and blue divisions measuring 10 cm. from 1 to 10

Spindle Box

- The spindle box was used to place the correct number of spindles placed in compartments 0 to 9

Small Cubes & Number Cards

- Small cubes and number cards marked 1 to 10 would be set out in an orderly manner.

Sandpaper Numerals

- Sandpaper numerals were used in preparation for written examples and a brief explanation of how to use the number rods.

Directress's Role

- There were so many opportunities to work with numbers in practical ways in daily life that it was left to the directress to use these for addition, subtraction, multiplication, division and other mathematics.

Topic: 220 – Maria Montessori: Teacher Training

Need for teacher training

- Montessori was able to repeat the successful results enjoyed in the first Case dei Bambini by providing exactly the same learning conditions for children in the second Casa.
- She realized that teacher training was essential as she could not be everywhere to ensure the same kind of learning environment.
- She felt that teachers needed to be trained as directresses rather than traditional instructors.

First Training Course

- First teacher training course was planned in 1909 for the fifth Casa that was established in a prior Italian-Swiss orphanage.
- 100 potential Montessori directresses attended.

Training Course Lectures

- Montessori's educational philosophy.
- Teachers as observers (researchers) of free children as individuals.
- The classroom (a prepared environment) was a laboratory.
- Principles of Scientific Pedagogy with individual children as case studies.
- Demonstrations of how children taught themselves (local children used).
- Spontaneous self-development of individuals.
- Establishment of scientific child psychology.
- Demonstrations by Montessori with local children in how to put her method into practice including presentations of Three Period Lessons.

Topic: 221 – Maria Montessori: Global Teacher Training

- There were reports of several countries opening Montessori schools, and everywhere there was a desperate need for teacher training.
- Montessori travelled extensively giving lectures, speaking at conferences, writing articles and books while conducting the teacher training courses herself all over the globe.

Switzerland

- Among the very first nations to manifest interest was Switzerland, largely through the endeavours of Teresina Bontempi and the University of Geneva.
- University of Geneva invited Montessori to demonstrate her method in person with a group of young children, in the presence of its teaching staff.

Rome

- Because of the great demand for teacher training, Montessori gave up everything else to do all teacher training herself and planned two teacher training courses in Rome in 1910.
- One of the greatest difficulties Montessori faced was how to encourage new teachers to put her principles into practice, to follow her experiment and to procure same results which is why she decided to do all training personally, thus travelling extensively.
- Her methods of training teachers globally are subsequently discussed.

Presentation of materials

- Full explanation of didactic materials and their demonstration.

The three-period lesson

- Introduction of the rough and smooth boards and the color tablets.

Characteristics of the three-period lesson

- Brevity (teacher used few words)
- Simplicity (spoke only the truth)
- Objectivity (child concentrated on the materials being demonstrated)

Topic: 222 – Maria Montessori: Planes of Development - 1

Montessori's main aim was to help each child's natural development.

The Four Planes

- Absorbent Mind: Birth to 6 years
- Conscious Mind: 6 years to 12 years
- Abstract Thinking: 12 Years to 18 Years
- Adulthood: 18 years to 24 years

- These cycles or planes of development became the basis for multi-age grouping of children in Montessori education.

- Children on the same plane of development were placed in cycles (multi-age), remaining together for approximate three years.

Absorbent Mind (Birth to 6 Years)

- ***Infancy:*** **Birth to 3 years (Infancy)**

- Most rapid period of development
- Sensitive period
- New born recognised as a 'psychic embryo'
- First care of the new born baby must be a care of his mental life.

- ***Early childhood:*** **3 years to 6 years**

- Unconscious absorbent mind
- Normalization
- Two natures of childhood (Deviant & normal)

Childhood (6 to 12 Years) Conscious Mind

- A different child who presents characteristics different to those he exhibited during preceding years.

Topic: 223 – Maria Montessori: Planes of Development – 2

Abstract Thinking (12 to 18 Years)

- The time when abstract thinking develops within the child.

Adolescence (12 to 15 Years)

- Young adolescent needed as much special care as a newborn child.
- Early puberty could be a dangerous time during which mental health needs to be emphasised.
- Very special stage of development.
- Critical age from a psychological point of view.
- Personality development.
- Adolescents become very sensitive to rudeness and humiliations.
- Psychological needs of these adolescents must be addressed.
- They need to live in a stress free environment with no stress on examinations.

Adolescence / Youth (15 to 18 Years)

- These years are calmer where students are better able to study than during the first period of adolescence.
- Final period of development before adulthood.
- Not to be treated like children or else bitter, rebellious feelings may arise.
- Serious study could be taken up by those who wished to enter the university.

Adulthood (18 to 24 Years)

- The age where a child has become an adult and is perfectly capable of choosing whether he or she wants to continue further education or do something else with his or her life.

Topic: 224 – Maria Montessori: Developmental Curriculum - 1

- Montessori made numerous changes in the curriculum.
- Curriculum ought not be what adults thought it should be, rather it should be based upon the interests of individual children who were interested in everything.
- All learning was aimed to help and promote the development of the child.
- The fact that children thought differently at each plane of development was to be considered.

Expected Capacity

- Montessori discovered that small children were able to do things far above their expected capacities.

Experiment

- Experimented by putting more and more challenging material into the stage 1 (3-6 years) curriculum and discovered that children readily accepted everything if it was presented in an acceptable manner suited to the child's psychology.

3 Years

- At 3 years, children were introduced to all branches of culture: Language, Mathematics, History, Geography, Science, Art and Music.

Materials

- Materials weren't the curriculum; rather it was the interest of the children that decided the curriculum.

'We must enlarge the syllabus, thus enlarging the mind'

Montessori

Topic: 225 – Maria Montessori: Developmental Curriculum – 2

Imagination, fantasy and creativity

- Imagination had a sensory base as well as a solid foundation with sensorial materials and was invaluable for children to learn anything that was not within sight

- It helped each child to understand any topic based on reality, that is, truth

'Imagination is a tool to discover truth'

Montessori

Importance of Imagination

- It is a higher mental function
- It helps children develop mentally
- It has a role in creative aspects of science and art

Types of Imagination

- Creative imagination in science was extrapolation from truth.
- Creative imagination of art was extrapolation from the senses.

Fantasy confused with imagination

- Fantasy must not be confused with imagination.
- Fantasy confuses child and impedes development.

Creativity

- Creativity is 'in reality a composition and no man could say that man creates artistic products out of nothing'.
- Montessori devised sensorial materials to help refine the senses for the development of creativity.

Topic: 226 – Maria Montessori: Prepared Environment

Montessori always stressed the importance of a 'correct' environment

'The prepared environment: a plan for allowing children to develop according to natural laws'

Montessori

Montessori Environment

- Each prepared environment should only have one set type of material
- One piece of each material enables the child to reduce his mind to order
- Orderliness, hygiene & attractiveness of the furnishings
- Environment must have a calming effect on children
- Use of natural wood materials
- There should be no objects to distract children's attention
- Bare floors
- Few tables & chairs of different sizes to accommodate all children
- Soft pleasing colors

Topic: 227 – Maria Montessori: The Montessori Directress

- Directress was a newer model of a teacher
- Considered a part of the environment
- Required to prepare herself spiritually through self-analysis

Role of Directress

- A valet – to serve the spirit
- A custodian of the environment
- A facilitator of learning
- A caretaker of children
- An observant scientist
- A researcher
- Must be interested in spiritual and social development of children
- Must be able to remain calm always
- Must change children's tasks in schools from 'drudgery to joy'
- Must be able to remain passive much more than active

Preparing the environment

- Practical life
- Sensorial education
- Language
- Mathematics
- Culture

Topic: 228 – Maria Montessori: Parents Involvement & Home Environment

Home, school and society must combine in the education of the child'

Montessori

Parent Involvement

- Parents play a very important role in a child's education.
- Montessori believed in the union of the family and the school in the matter of educational aims.
- Mothers were allowed to visit the classroom at any time to observe.
- Idea of collective ownership of school by parents & teachers was promoted.
- Teachers must be available to parents for regular discussions of their child's development.
- Child psychology in education was discussed with parents.

Home Environment

- No set homework was given so child could be left to parents discretion at home.
- Parents were asked to complement the Montessori classroom at home by implementing its principles.
- Parents were discouraged from practicing prizes and punishments activity.
- Montessori helped parents understand the sensitive periods of the child.

- Montessori emphasized on a harmonious relationship between the family, child and the teacher.

Topic: 229 – Maria Montessori: Criticism

William Kilpatrick

- Chief critic
- Claimed that Montessori had nothing new
- His criticism made Montessori loose numerous supporters in the United States.

Montessori's Defense

- Montessori never claimed to have produced a theory.
- She acted on what children revealed to her through observation.

Criticism of the prepared environment

- A prepared environment is artificial.
- One cannot decide which prepared environment is best.

Beryl Edmonds

- Argued that by showing a child how to use materials the teacher is imposing the method and is 'teaching'.

Nancy Rambusch & Beth Stubbs

Despite her emphasis on creativity, Montessori was criticized by Rambusch & Stubbs for neglecting creativity, observing an absence of material for dramatic and imaginative play.

Topic: 230 – Democratic Education: Introduction

Need for Democratic Education

- Today, the developed world at large believes in democracy as the preferred form of government.
- It makes sense for the preference of a democratic education which would produce men and women who are trained from a young age to be responsible and accountable citizens of a democracy.

Democratic Schools

- Democratic schools are generally based upon a notion of genuine participatory democracy, practiced everywhere throughout society, with all ages of people.
- According to the proponents of democratic education, young people ought to have the power (and responsibility) in the schools where they spend so much of their lives.

Democratic Environment

When individuals are bound by limitations, expectations or rules they had no part in establishing, then they cannot be said to live in a democratic environment.

'All those who are affected by social institutions must have a share in producing and managing them'

John Dewey

The ideology of participatory democracy, especially when practiced in schools, is often considered dangerously radical by a vast majority of educators, policymakers & parents.

Topic: 231 – Democratic Education: Forms of Democracy

Along with the cultural, social, and economic factors shaping contemporary public education, specific goals and their programmatic implications are intertwined in three partially overlapping forms of democracy

- **Institutional Republicanism**
- **Popular Democracy**
- **Deep Democracy**

Each of these forms of democracy embodies general American cultural values (e.g. liberty, equality, and justice; free expression and tolerance for competing ideas; the rule of law). All three democratic forms support specific institutional arrangements (e.g. power sharing among legislative, executive, and judicial branches; free and frequent elections; majority rule with minority rights). All three forms promote universal education as necessary for effective citizenship.

Topic: 232 – Democratic Education: Institutional Republicanism

Institutional Republicanism understands the Constitution as establishing a republic with a limited representative government. Public education is understood as necessary to support government-centred institutions. The focus is on preparing citizens for orderly civic participation centred on obeying the law and voting in national, state, and local elections. Public education's role is primarily one of promoting *social stability* to ensure political continuity and economic growth

Young people are to acquire the knowledge, skills, and dispositions necessary for informed and responsible consumption of material goods (economic productivity) and non-material civic benefits (individual rights)

Topic: 233 – Democratic Education: Popular Democracy

- **Popular Democracy** emphasizes broad and active involvement in civic life that goes beyond dutiful voting in periodic elections.
- Public education is needed to ground young citizens in democratic values (especially equality and social justice) and to inform them about central institutional structures and processes.
- Education must also include critical analysis of contemporary ideas, conditions, and events.
- Interwoven with instructional efforts to shape social stability are programs designed to promote *social mobility* to overcome persistent structural barriers to status and opportunity.
- Young people are prepared to move through critical awareness toward principled action.

Topic: 234 – Democratic Education: Deep Democracy

- **Deep Democracy** advocates full participation in all aspects of social and civic life---not only those conventionally identified as 'political'.
- Beyond the teaching of core democratic values and dominant institutional arrangements, public education is to provide direct experience with practices of collective civic engagement.
- Young citizens are to enact complex processes of teaching / learning that lead to deliberative competence, social imagination, and inclusive participation in *social transformation.*
- Deep Democracy and its educational imperatives have yet to be widely established and sustained.
- Confronted with fundamentally non-democratic social structures, civic education for Deep Democracy faces formidable resistance.
- Civic educators must address tensions between the instructional requirements of individual vs. social learning along with recognition of private achievement vs. collaborative accomplishment.

Topic: 235 – Democratic Education: Vocation

'An occupation is the only thing which balances the distinctive capacity of an individual with his social service'

John Dewey

A very important part of democratic education according to Dewey was the inclusion of the vocational factor.

- Traditionally, liberal culture was linked with ideas of leisure, purely contemplative knowledge and a spiritual activity.
- Vocation was not given any importance at all.
- Vocation, in this context means a direction of life activities that are important to the individual due to the resulting usefulness to self and associates.
- The opposite of a career is neither leisure nor culture, but aimlessness, which democratic education hopes to remedy.

Topic: 236 – Democratic Education: Criticism

Democratic education has certain vocational aims which are a continuation of its educational aims.

Dependence of Children

Children at a young age are incapable of doing many things, thus they require authoritative figures to guide and direct them.

Lack of Authority

Society as a whole needs to reestablish the value of authority, while nevertheless empowering and educating students according to their way.

Extreme Philosophy

Critics believe that democratic education is an extreme philosophy where students have all the rights and teachers have none.

Learning

Children left to their own devices will never voluntarily learn anything challenging or worthwhile.

Self-directed?

Critics raise the important question of whether democratic education is really self-directed or not.

Tyranny of Majority

Democratic education would mean that every student has to suffer through core curriculum that would stifle the individualism of students.

Topic: 237 – Classical Education: Introduction

Martianus Capella was the person who introduces us to classical education movement in the middle ages. This was the time when Roman empire flourished and has reached North Africa. But during the 5th and 15th century, we see the fall of Roman empire (The age of Discovery)

- Initiated the classical education movement during the Middle Ages.
- Developed the curricula and pedagogy of classical education.

Classical Education Movement

The classical education movement was aimed at an education system based in the traditions of the western culture.

The Seven Liberal Arts

Classical education depends upon a three-part process called the Trivium and a four-part process called the Quadrivium.

The Trivium

The Trivium or the three-fold way constitutes of

- Grammar

- Logic
- Rhetoric

The Quadrivium

The Quadrivium or the four-fold way constitutes of

- Arithmetic
- Music
- Geometry
- Astronomy

Topic: 238 – Classical Education: The Trivium

Developmental Stages

- Grammar
- Logic
- Rhetoric

The trivium covers elementary through high school ages.

Learning

Trivium-based education organizes learning around the maturing capacity of a child's mind by using teaching methods and materials specific to each stage of development.

Insights for Pedagogy

- Every discipline has a grammar (i.e. , a set of rules and vocabulary to explain those rules), a logic (organizing principles and standards for evaluation), and a rhetoric (its stories, discourses, and its applications).
- Any topic can be taught in a way that includes its grammar (what is there – factual knowledge), its logic (cause and effect, scope and sequence, and rationale), and its rhetoric (implications).
- Children develop in stages, thus the pedagogy must be tailored around each stage.

Topic: 239 – Classical Education: Grammar Stage

K-5th Grades

- The grammar stage is the first few years of schooling typically from k to 5th grades.
- These are the years in which the building blocks for all other learning are laid.
- Young children have a natural fondness for memorization and repetition.
- Children at this age actually find memorization fun.
- The mind is ready to absorb information.
- Students begin by learning the fundamental facts and rules of each subject, including Latin.
- During this period, education involves not self-expression and self-discovery, but rather the learning of facts.
- Rules of various disciplines are learned.
- Teaching methods such as singing, memorizing, chanting, and recitation are emphasized.
- This stage puts together the basic building blocks for the second stage of education.

Topic: 240 – Classical Education: Logic

6th – 8th Grades

- Also known as the dialectic stage.
- This stage typically lasts from 6th to 8th grades.

- By fifth grade, a child's mind begins to think more analytically.
- Middle-school students are less interested in finding out facts than in asking 'Why?'
- Brings the grammar of disciplines into ordered relationships.
- During this time, children's capacity for abstract thought expands rapidly.
- Children become attracted to argumentation and abstract ideas.
- They are taught how to analyze, reason, question, evaluate and critique.
- Logic, the art of arguing correctly, is taught as a core subject.
- The introduction of formal logic shifts the focus from mere facts to understanding relationships.
- Students learn to reason as they identify critical assumptions, logical fallacies and inconsistencies.
- It is a time when the child begins to pay attention to cause and effect, to the relationships between different fields of knowledge relate, to the way facts fit together into a logical framework.

Topic: 241 – Classical Education: Rhetoric

9th to 12th Grades

- This stage typically lasts from grades 9th to 12th.
- It builds upon the first two stages of grammar and logic.
- At this point, the high school student learns to write and speak with force and originality.
- Student advances in his or her abstract thinking and begins to express his opinions about himself and the world.

Effective Communication

- Debate, apologetics, speech, essay writing, and drama are emphasized during this stage as a means to equip students as effective communicators.
- The student of rhetoric applies the rules of logic learned in middle school to the foundational information learned in the early grades and expresses his conclusions in clear, forceful, and elegant language.

Preparation for Specialization

- Students also begin to specialize in whatever branch of knowledge attracts them.

Activities

- These are the years for art camps, college courses, foreign travel, apprenticeships, and other forms of specialized training.
- The rhetoric stage is built on a foundation of accumulated knowledge and is the capstone of the trivium.

Topic: 242 – Classical Education: The Quadrivium

- The Quadrivium followed the preparatory work of the Trivium.
- The Quadrivium is expected to be the preparatory work for the pursuit of philosophy.
- The Quadrivium in its modern day application may be considered the study of numbers and its relationship to physical space or time.

Arithmetic

- It is the study of number itself
- Study of the pure number outside of time and space
- Study of numeric patterns

Geometry

- It is the study of number in space
- Study of the stationary number

Music

- It is the study of number in time
- Study of the applied number
- It studies the proportions between the music intervals

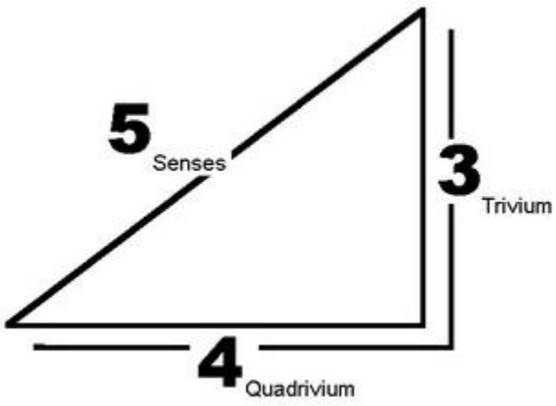
Astronomy

- It is the study of number in space and time
- Study of the moving number

Topic: 243 – Classical Education: Aims of Education

- The ancient and medieval scholars started their educational program by defining the end goal — the study of philosophy and theology.
- They understood that students must work through the Trivium and Quadrivium as preparation for these higher orders of thought.
- Moving from the Trivium to the Quadrivium, Classical educationalists hope to sharpen the abilities of maturing wise students who are thoroughly preparing for their university studies.
- Classical education is focused on presenting information and skills in a logical sequence at an age-appropriate time, thoroughly and continuously preparing students to progress to higher levels of thought.
- The unity of the seven liberal arts and their proper study aims at producing an individual with a harmonious and well-ordered soul who would reason well, judge rightly, and live virtuously.
- Classical education hopes to contribute to the formation of a generation of leaders who are life-long learners, educated and articulate citizens who are capable of understanding complex issues, discerning noble choices, and living virtuously in service to others.

Topic: 244 – Classical Education: The Trivium Method of Thought



The Trivium and the Quadrivium are often presented in a Pythagorean triangle which represents the human way of knowing.

- Any observation enters our mind through the 5 senses.
- Then we use our mind and apply the Trivium and the Quadrivium in order to process the observation.

This process consists of several steps which enable us to understand how the observation relates to what we already know, how we can explain this new piece of information to others and how we can store it in a methodical way.

Within the process of seeing, conceptualizing and speaking it is important to be aware that the created concept about how we think reality is, does not equate reality as it really is.

Emotions vs. Logic

Aristotle who is considered to be one of the originators of the ideas behind the Trivium stated that an educated man should be capable of considering and investigating any idea or concept thoroughly without necessarily embracing or dismissing it.

'If during any discussion it becomes obvious that the other person is emotionally involved regarding a particular subject matter, then it is impossible to have a rational discussion based on the Trivium with them'

Aristotle

Any emotional attachment to a particular belief blocks any kind of rational or logical argumentation.

Topic: 245 – Classical Education: Criticism

Joy of Learning

- Many critics believe classical education to be too formal.
- They believe it makes learning a chore rather than a joyous activity.

Knowledge Transmission

- Classical education is often seen as transference of the accumulated knowledge of the society to its youth.
- Critics believe that education should be more than just the transmission of knowledge.
- They question whether classical education imparts wisdom.

Individuality

- Classical education is criticized because it fails to satisfy the individual needs, interests and capabilities of students.

Education for Virtue

- Most classical educationalists or philosophers focused on education as a way to make the student virtuous.
- Critics point out that education should be for the mental development of a person and that the soul or its virtue should have nothing to do with education.

Topic: 246 – Home-schooling: Introduction

Oldest Education System

Homeschooling is the oldest and most ancient educational philosophy. In times before formal schooling started, some children were sent away to study with great philosophers and thinkers, however, most children learned life skills from their parents, while staying at home.

Life Skills

Parents from centuries ago taught their children to cipher, build, and create the tools necessary for day-to-day living.

Meaning of Education

- Education had a different meaning in ancient times.
- Soft skills (marketing, leadership, finance etc.) weren't sought, rather hard skills (crafts, pottery, carpentry etc.) were though essential to live a successful life.

Specialized Tasks

- Specialized tasks such as hunting, sewing, tailoring etc. were learned either from parents, or from extended family members and neighbours.

Topic: 247 – Home-schooling: Compulsory Attendance

Massachusetts

In 1852, when public schooling had already become quite common Massachusetts (USA) became the first state to pass a compulsory attendance law.

Compulsory Attendance

The law included mandatory attendance for children between the ages of eight and fourteen for at least three months out of each year. Other states soon followed suit and by 1918, the whole country

had endorsed the compulsory attendance law. Other states soon followed suit and by 1918, the whole country had endorsed the compulsory attendance law.

No Child Left Behind

- This act was passed in 2001 as a reauthorization of the ESEA act.
- It focused on standardized testing for students all over the country.

Global Picture

Due to the popularity of these laws and acts in the United States, many other countries started adopting similar laws, making education more accessible to students worldwide. Today, most countries in the developed world have some sort of the law regarding compulsory attendance of all minors.

Exemptions

Exemptions to compulsory attendance law are given in various states when a child either attends a private school, or is instructed at home for a certain number of hours daily.

Topic: 248 – Home-schooling: The Homeschooling Method

Different Methods

Homeschooling parents take on numerous different approaches to teaching their children as one approach may work wonderfully with one child, but not so much with the other.

Miniature Schools

- Some parents use exactly the same methods that are being used in public schools.
- They have small in-home classrooms and schedules.
- They even have scheduled tests and grading systems.
- Their stance is that personal supervision by themselves would make all the difference.

Unschooling

- Some homeschoolers follow Holt's approach, allowing children to become excited about their surroundings and to learn through exploration and discovery.

The Middle Way

- Most homeschooling parents decide to take the middle road, allowing children the flexibility to follow their interests while providing structure where necessary to ensure that the child is learning the basics.

Topic: 249 – Home-schooling: Why Homeschool? - 1

An important question to raise here is, 'why homeschool' when an easier alternative of traditional schooling is so readily available these days or why there is a need for an alternative learning system?

Many families decide to homeschool their children for the following reasons:

Lack of Confidence in the Educational System

- Many parents believe they can provide better education then any public or private school.
- Parents did not think that the academic standards of the schools were satisfactory.
- Parents were unimpressed with the learning environment of schools, or the lack thereof.

Religious or Spiritual Beliefs

- Parents feel that religion has fallen to a distant second place in a school education.
- Some religions dictate rules or beliefs that are best adhered to or met in a homeschool setting.

Topic: 250 – Home-schooling: Why Homeschool? - 2

Special Needs

- A child with special needs may thrive in a homeschool environment.
- These special needs may be specific to learning style, development level, or overall physical health.
- These children may require more or specialized attention, instruction, and interaction from a teacher within a conventional classroom.
- Often, these children will find a tailored homeschooling curriculum to be a key to educational success.
- Parents who are already aware of and in tune with these special needs will have a head start in finding the precise learning style of their child with special needs.

Topic: 251 – Home-schooling: Why Homeschool? - 3

Parenting Philosophy

- Parents believe that they can better foster desirable character traits and morals in their children than might be encouraged in a conventional school.
- Through homeschooling, parents hope to instill their personal morals and values in their children.
- Many of these parents feel that the philosophies of the schools and staff do not complement their own family and parenting philosophies.
- These parents may also feel alienated by a failing school system or by a difficult environment on the school's campus.

Unattainable Private Schooling

Many parents who prefer private schooling over public schooling chose to homeschool in case of inability to send their children to private schools due to various reasons.

Other Reasons

- Transportation & convenience
- Inaccessibility of schools
- Behaviour problems of children
- Concerns over safety

Topic: 252 – Home-schooling: Learning Styles - 1

Homeschooling philosophy is based on the fact that different people have different learning styles, thus different teaching methods must be employed if learning is the objective.

Learning Style

A learning style is a method of perceiving and processing information.

Physical

- The physical or kinesthetic learner can be identified through his or her restlessness.
- These learners think best while on the move.

Intrapersonal

- Intrapersonal learners are usually shy and introverted.

- They think better when allowed to focus completely and independently.
- Intrapersonal learner excels when learning new information via self-paced activities or independent projects.
- They prefer to do things alone rather than as part of a large group.

Topic: 253 – Home-schooling: Learning Styles - 2

Interpersonal

- Interpersonal individuals are often described as social butterflies.
- These learners enjoy group activities and relish the time spent sharing ideas.
- They are always anxious to help.
- Interpersonal individuals would always volunteer for anything that would allow them the opportunity to interact with others.
- These learners cooperate with others and enjoy researching and performing tasks with small groups of people, rather than independently.

Linguistic

- Language is important to the linguistic learner.
- The linguistic learner has a wonderful vocabulary and will use it in both written and spoken language.
- This leaner will almost always be found with a book.
- These learners enjoy giving speeches and oral reports almost as much as they enjoy reading and creative writing.
- Linguistic learners gain a lot of knowledge simply by listening to lectures, reading textbooks, and trading anecdotes.

Topic: 254 – Home-schooling: Learning Styles - 3

Mathematical

- Mathematical learners thrive in logic.
- These learners understand and follow rules, often to the letter.
- They have a keen understanding of mathematics, numbers, and patterns.
- They enjoy brain teases and math puzzles.
- These learners benefit most by experimenting and using statistics and calculations.

Musical

- These learners simply feel musically.
- They sing and hum all the time.
- They hear and understand melodies in the world around them.
- Music is often linked to Mathematics.
- It is a sort of study of numbers in time.
- These learners understand the mathematics in the musical rhythm.

Visual

- Visual learners are doodlers and artists and everything in between.
- They have a keen understanding of colour and lines.
- Pictures, images, and art appeal to these learners.
- The visual learner enjoys painting, graphing and creating maps.
- Drawing charts, creating diagrams, using colours and spatial relationships gives understanding to the lessons they are learning.

Topic: 255 – Home-schooling: Identifying Learning Styles

- These were some of the general learning styles.

- Homeschooling parents must understand that their child's learning style might be one of these, or a mix of two or more of these styles.

Best Suited Methods

- By identifying the learning style(s) that best suit a child, parents would possess the information that allows them to proactively find the methodologies to help children on the path of successful learning.

The Struggling Child

- Often, children struggle in the classroom, and the teacher is unable to identify the reasons as they have more than a few children to teach.
- By undertaking their education themselves, parents are in a better position to identify their learning style and find activities or a combination of activities that may work well with that child's individual learning style.

Homeschooling parents must be able to understand what method of learning best fits the needs of their child, whether they write down facts, whether they draw images or whether they remember best by talking about a scenario.

Topic: 256 – Home-schooling: Homeschooling Laws

- No single aspect of homeschooling worries new homeschoolers than its legality.
- There are laws regarding education of children in all western, and many eastern countries.

Parental Discretion

- Until the wide success of the common school movement in the latter half of the nineteenth century, education was primarily a matter of parental discretion.
- Parents decided what their children needed to learn to become competent adults.
- They decided whether to teach their children at home or to allow apprenticeship for vocational training.
- It was up to the parents to decide whether and if their children had any formal education.

Universal Free Public Education

- With the advent of free public education, came compulsory attendance statutes and truancy regulations.

Topic: 257 – Home-schooling: Homeschooling Laws

Limiting State Control Over Education

- The 1920's stood witness to the leading major court cases limiting the power of government to control education.

Nebraska

- A Nebraska statute forbade teaching of foreign languages before completion of grade eight.
- The rule was changed by the Supreme Court, declaring that a teacher had a right to teach and a student had the right to learn, and the parents had the right to determine what their child should be taught.

Oregon

- The Oregon state required by law that all children attend public schools.
- Private or home schooling was illegal.
- In 1925, the Supreme Court changed the rule.

'The child is not the mere creature of the State; those who nurture him and direct his destiny have the right, coupled with the high duty, to recognize and prepare him for additional obligations'

After these rulings, people in other states also started challenging the power of the state and acquired rulings of their own allowing them to have power over the education of their children.

Topic: 258 – Home-schooling: Common Homeschooling Laws - 1

Most commonly addressed issue by the governments in cases of homeschooling are subsequently discussed.

Notification

- Many countries require families to notify their local department of education or the local authorities of their intent to homeschool their children.
- Some countries or states require notification only for children who are leaving school, rather than ones who have been homeschooled from the beginning.

Parent Qualification

- Some countries require no qualification other than being the child's parent or legal guardian, others require them to have a specific level of formal education, or to work with certified teachers.

Attendance

- Attendance in some form or the other is required in all countries that enforce education.
- Some require compulsory attendance at schools, others specify number of days required of homeschooled children to be studying at home.

Topic: 259 – Home-schooling: Common Homeschooling Laws - 2

Proficiency

- Children are expected to demonstrate a certain level of proficiency in a variety of subjects to be considered educated.
- Different states and countries have different laws regarding proof of a child's academic aptitude.

Evidence Presentation

- Homeschooling parents need to present this proof to the local authorities in order to be allowed to continue educating their children at home.

Standardized Testing

- At various grade levels, in different states, in order to prove their academic proficiency, homeschooled children are required to take state prescribed standardized tests.
- The frequency and format of these tests varies from state to state in the USA, and in other countries that require standardized testing.
- The most frequent subjects tested are reading, writing and mathematics.

Topic: 260 – Home-schooling: Common Homeschooling Laws - 3

Private School Status

- Some states or countries consider homeschools as private schools, thus homeschools fall under the private school regulations.

Subjects and Curriculum

- Countries may or may not list specific subjects for homeschoolers to study.
- Some countries require the same curriculum as public schools.
- Contact with Local School District.

- Many countries require homeschoolers to maintain some sort of contact with the local school district personnel.

Record Keeping

- Some countries require homeschoolers to maintain records of attendance, progress reports, summaries of curricula and textbooks, reading logs, test results, sample writings etc., while other don't.

Special Needs

- Some countries specify homeschool guidelines for children with special needs such as autism or attention deficit hyperactivity disorder.

Topic: 261 – Home-schooling: Socialization - 1

- One of the biggest issues prospective homeschoolers face is that of socialization.
- Homeschoolers always have to justify their children's academic achievement in contrast with social adjustment.

Socialization

- The word socialization holds a different meaning for different people.
- By socialization, some mean social activity, others mean social influence, and yet others mean social exposure.
- Socialization is often defined by homeschoolers as the process whereby people acquire the rules of behaviours and systems of beliefs and attitudes that equip a person to function effectively as a member of a particular society.

Natural Phenomenon

- Homeschoolers argue that this process of socialization is a naturally occurring phenomenon as children take part in daily routines which immerse them directly in the values of their community.
- This process largely involves parent involvement and interaction with other family members, peers, neighbours, friends of the family, books, television, coaches, counselors, religious leaders, etc.

Individual Understanding

- Children themselves actively participate in this process as they interact with others in a reciprocal way, and as they form their own unique understandings of the social world around them.

Importance of School

- Homeschoolers argue the importance of in the presence of these plentiful agents of socialization.

Topic: 262 – Home-schooling: Socialization - 2

Homeschooling parents often criticize the effects of negative socialization that schools have on the behaviour of children.

Passive Conformity

They describe conventional schools as rigid and authoritarian institutions where passive conformity is rewarded.

Hostile Peer Interactions

Homeschoolers also criticize the hostile or often manipulative peer interactions that take place in a school environment.

Ideological and Moral Climate

Another point of criticism that homeschoolers find is the moral climate of the school environment, which often does not match with the family ideology and morals.

Individuality and Self Esteem

- Homeschooling parents argue that such social interactions can often stifle a child's individuality and harm his or her self-esteem.
- They argue that such an environment can very easily make children dependent, insecure, and even antisocial.

Social Environment

In fact, many homeschoolers make the social environment of the school the very argument to shift from traditional schools to home schools.

Classmates as Teachers

Moreover, homeschoolers argue that if the goal of socialization is to produce adult social skills, it makes little sense to use classmates as teachers.

Topic: 263 – Home-schooling: Political Environment

- Another major concern that educationalists and socialists have regarding homeschooling is its power to affect the political environment.
- Opponents of the homeschooling movement have voiced concerns over its growing acceptance in the popular culture, and how its expanding voice on the political front.

Home schooled Citizens

- Critics fear the kind of citizens that homeschooling would produce.

Democracy in danger?

- They argue that homeschooled children may very well grown up to be anti-democracy, as their familial political ideology would be predominant.

Religion

- They worry that these homeschooled individuals may turn out to be religious fanatics which may endanger the social fabric of the community.

Pluralism

- Critics fear a pluralism that may not allow the peaceful coexistence of different interests, convictions and lifestyle of these homeschooled individual in a community.

Topic: 264 – Home-schooling: Career

- Critics often argue that homeschooled individuals have very limited career prospects.

Mainstreaming

- However, many homeschooling parents wish to mainstream their children after their grade school education is complete.
- Many of these homeschooled children go on to study in colleges and universities and acquire formal education at a higher level, thus making them 'market worthy'.

Acceptance

- More and more universities accept applications from homeschooled students, as they find them to possess a passion for knowledge, independence and self-reliance which makes them excel in intellectually challenging programs.

Other Career Options

- There are other work options that do not require a college or university degree, and many homeschooled individuals opt for such career choices as well.

Business

- Homeschooled individuals can become very successful entrepreneurs as having your own business does not require a qualification; it requires skill which is often learned through experience and understanding rather than at school.

Vocation

- Homeschooled children can learn skills for a particular profession in addition to the traditional curricula and go on to adopt that profession in their adult lives.

Topic: 265 – Home-schooling: How to Home-school?

- Homeschooling is a flexible pedagogical philosophy.
- Parents can choose what approach to take while educating their children.
- Since schools rely so heavily on text-based instruction, we tend to forget that there are plenty of other ways to acquire knowledge.
- A homeschooled child who has not yet learned to read can watch TV and videos, have informed conversations with family members, ask questions, and acutely observe everything surrounding them.
- For younger children – those about nine or ten years old – the emphasis is usually on gaining the skills fundamental to further learning: reading and writing, computation, finding information, whether it be in books, on the internet, or from individuals on a personal basis.

Formal vs. Informal

- There are two major kinds of homeschoolers, ones who believe in starting formal learning as early as possible, and ones who believe that formal learning is best delayed until the child is eight or ten or even older.

Formal Learning

- Advocates of formal learning believe that very young children can learn far more quickly and capably than is usually expected of them and to delay such instruction is to deprive them of opportunities to perform at their best.

Informal Learning

- Advocates of informal learning believe that young children are not physiologically ready for formal learning until age eight to ten.
- They suggest that waiting allows children to gain the maturity and logical skills necessary for formal work and prevents them from becoming frustrated and discouraged by attempts to handle material they are simply not yet ready to understand.

Topic: 266 – Home-schooling: The Formal Approach

School-at-Home

This school-at-home, or formal approach means that the education process is the same as at school, except that it is taking place at home.

Parent-Teacher

The parent or parents who are responsible for the education of the child act as a traditional classroom teacher during the study hours.

School Rooms at Home

Homeschooling parents employing the formal approach often specify a room at home to act as a traditional classroom.

School Schedules

Homeschooling parents using this approach also prescribe schedules for their children to adhere by.

Curriculum

Homeschooling parents using this approach strictly follow a school like curriculum in the process of educating their child.

Summer School

Often, these parents incorporate summer school (at home) in their children's schedules as well.

Extracurricular Activities

Like at a traditional school, extra-curricular activities are also an important part of the formal approach to homeschooling.

Topic: 267 – Home-schooling: The Eclectic Approach

School-at-Home

- This is a 'finding what works' approach.
- It is a more relaxed form of education some homeschoolers opt for.

Combination Approach

- It is often a combination of school-at-home and structured unschooling.

Teaching Methods

- Parents play around with different teaching methods, discarding the least effective ones, and employing the ones which their children respond to favourably.

Course Books

- Often, these parents follow course books, but skip around the parts of lesser interest to their child, or try to teach them using a different method.

Schedule

- Schedules are often structured, but can be flexible based on the interest level of the child.

Learner Centered

- The parent and the child discuss the curriculum and decide mutually what needs to be learned.

Topic: 268 – Home-schooling: Freeform Learning

Freeform learning or unschooling is an approach used by parents who are severe critics of the traditional schooling.

Curriculum

- There is a complete lack of a structured curriculum.
- It develops as the days go by, based on the inclinations of the learner.

Schedules

- Unschooling homeschoolers completely do away with a structured schedule, believing that learning can happen at all times, thus it should not be limited to a set number of hours a day.

Classroom

- For unschooling homeschoolers, every place is a classroom, as they believe that their child is learning something or the other all the time, whether it be t the zoo, a museum, or the neighbours house.

Extra-Curricular Activities

- Extra-curricular activities like sports, plays, etc. are often used as a means to make curricular learning happen.

Skill Development

- If the child shows interest in developing a particular skill, it is considered a vital part of his or her education.

Topic: 269 – Home-schooling: Education Law in Pakistan - 1

Constitution

The constitution of Pakistan provides that free education be given to all children of the school going age.

The State shall provide free and compulsory

education to all children of the age of five to sixteen years in such manner as may be

determined by law

(Article 25-A, Chapter No 1: Fundamental Rights)

Right to Free and Compulsory Education Bill 2012

- This bill passed by the National assembly articulated how education should be delivered to children between the ages of 5 and 16.
- Educationalists contended that the provision of a compulsory education was a fundamental right of every children and the bill would ensure better education to the children.
- The bill provides education for all children of the age 5-16 in schools established by the federal government and local government in Islamabad Capital Territory (ICT).
- Under the bill, every child, regardless of sex, nationality or race, shall have a fundamental right to free and compulsory education in a neighbourhood school.

Implementation

- This bill is intended to signal an official commitment to universal literacy, however it is quite useless as the government does not take any further action to implement it.

Topic: 270 – Home-schooling: Education Law in Pakistan - 2

Quality of Education

To ensure the quality of education, uniform syllabus and curriculum across the country must be established, however, provincial government's syllabus and curriculum varies from the federal government, in practice.

Private School Status

No school, other than a school established owned or controlled by the appropriate government, after the commencement of this Act, be established or function, without obtaining a certificate of registration from the prescribed authority.

Private Schools

The private education institutions, according to this law, are also bound to reserve 10 per cent quota for poor children.

Imprisonment and Fine

Parents who would refuse to send their children to schools would be fined with penalty of 25,000 rupees and three month imprisonment.

Child Labour

Addressing the issue of child labour, the bill stated that people who would employ children for labour would be fined with the penalty of 50,000 rupees and six months imprisonment.

Implementation

This bill is intended to signal an official commitment to universal literacy, however it is quite useless as the government does not take any further action to implement it.

Homeschooling in Pakistan

There is no law regulating homeschooling practices in the country.

Topic: 271 – Unschooling: Introduction

John Holt

- The term unschooling was coined by the American educator John Caldwell Holt in the 1970's
- Holt is widely regarded as the father of unschooling

Unschooling

- Holt's unschooling philosophy stemmed from his observation of 1-2 year olds and 10 years old children, and the differences between them.
- Holt advocated learner chosen activities as a primary means for learning.
- He believed that children learn more through their natural life experiences.

Holt believed that learning happens through:

- Play
- Household responsibilities
- Personal Interests
- Curiosity
- Internships
- Work Experience
- Travel
- Books
- Elective Classes
- Mentors
- Social Interaction

Topic: 272 – Unschooling: John Holt (1923-1985)

- Educated at a boarding school in Switzerland and an academy in Massachusetts
- Graduated from Yale University
- Served in the United States Navy
- Joined the World Federalist Movement
- Left it to become a fifth grade teacher
- He observed that there was a marked difference between the behaviours of non-school going children (1-2 years) and the school going children (10 year olds)

Behaviour of 10 Year Olds

- He noticed that the 10 year olds, despite their rich backgrounds and high IQs, were, with few exceptions, frightened, timid, evasive, and self-protecting.

Behaviour of Infants

- The infants at home, on the other hand, were bold and adventurous.

Boston

- He went to Boston.
- Bill Hull (colleague of John Holt)
- Started a classroom observation project.
- One taught while the other observed.
- This observation project became the basis of Holt's research and the resulting philosophy of unschooling.

Topic: 273 – Unschooling: Works of Holt

Wrote some of the pioneering literature on unschooling based on the journal entries and observations of his teaching experience.

How Children Fail

- 1964
- Based on his observation that children love to learn but hate to be taught.

How Children Learn

- 1967
- Writes of his experiences with young children, making an attempt to understand how and why children to the things that they do.

Escape From Childhood

- 1974
- Writes of his experiences with young children, making an attempt to understand how and why children to the things that they do.

Instead of Education

- 1974
- Argues that learning happens naturally through the doing things practically.

Never Too Late: My Musical Life Story

- 1979
- Argues that various abilities of humans are limited, but not as much as we believe.

Teach Your Own

- 1981
- A guidebook of sorts for parents to unschooled their children based on his research and experience.

Topic: 274 – Unschooling: Education

Holt's argued that self-directed, purposeful, meaningful life and work go against the traditional schooling.

Defining Education

Holt defines education as something that some people do to others for their own good, molding and shaping them, and trying to make them learn what they think they ought to know.

Education

Holt portrays traditional education as an evil which cuts students off from active life and is normally done under pressure of bribe, threat, greed or fear.

Skills

Holt criticized the attempt of traditional schooling to separate skills from acts.

Education

Holt believed that education itself was authoritarian and dangerous.

Education as Incurable

Holt argued that the trying to reform the traditional schools only makes them worse rather than more effective.

Topic: 275 – Unschooling: Learning

'Doing' as Effective Education

- By doing, Holt includes actions such as talking, listening, writing, reading, thinking and even dreaming in addition to.
- Holt describes doing as a way of making education more effective, as education's ineffectiveness was a dilemma of his time, as it still is today.

Learning Experiences

- Holt criticizes the commonly held belief about there being two kinds of learning experiences, i.e. experiences from which we learn, and experiences from which we don't learn anything.
- Holt believes that there is no experience from which we don't learn.
- We learn something from everything we do, and everything that happens to us or is done to us.

Interest in Learning

- Holt believed that we are unlikely to learn anything good from experiences which do not seem to *us* closely connected with what is interesting and important in the rest of our lives.

Curiosity

- Holt also maintained that curiosity is never idle, it grows out of real concerns and real needs.

Learning Environment

- Holt suggested an environment where children are not taught, rather they are facilitated.
- There should be no rules, no mandatory attendance, and no structure – just uninhabited learning.

Topic: 276 – Unschooling: Knowledge as Action

Knowledge

- Holt give knowledge a new definition, insisting that 'bodies of knowledge', 'fields of learning' or 'academic disciplines' are inaccurate *'nouns'* assigned to knowledge.

Knowledge

- Holt views knowledge as *'verbs'* which people do.
- Hence, he claims that knowledge is action.
- Knowledge is a process in the minds of the living people.

Division of Knowledge

- Holt rejects the traditional 'divisions' of knowledge, and urges people to view it as a whole.
- Subjects, or fields are simply different ways in which we look at parts of the wholeness of reality and human experience and ask certain kinds of questions about them.

Questions

- History, for example, is the act of asking questions about the past.
- Physics and Chemistry are ways of asking different questions about the non living world about us.

Topic: 277 – Unschooling: Resources for Do-ers - 1

- Holt talks about various resources for people who wish to learn through action.
- He talks of resources that already exist, and about resources that don't exist, but should.

Free Schools

- Free schools that offer courses on a number of different topics that learners may take on their own discretion.
- Beacon Hill Free School, Boston.
- Free schools are a lot like traditional centers of adult education, except that they have the least bit of administrative structure and more diversity.
- Free schools are not built around a political ideology.
- It gives them a broader base in the community.
- Free schools charge no money, therefore they do not need to guarantee anything to students.
- This arrangement makes them the perfect centers of unschooling.
- An important thing to consider is that free schools are not at all costly.
- Students don't pay, and teachers aren't paid.

Criticism

- Critics say that such it is human nature to be selfish and no teacher would want to teach without getting paid in return.

Topic: 278 – Unschooling: Resources for Do-ers - 2

The Learning Exchange

- Established in 1971
- Illinois
- Started by Dennis Detzel and Robert Lewis, then graduate students at North Western University.
- The founders believed that the city of Chicago was filled with people of varied skills, talents, and knowledge to share.
- They believed that every member of the community had something to teach.
- They also believed that many places could serve as 'classrooms' or learning environments, or 'meeting places'.
- They believed that even a telephone could be a meeting place where people could answer questions or have discussions over the phone.

How the Exchange Worked

A person phones if,

a. He or she wants to learn.

b. Has some knowledge or skills he or she would like to teach.

c. Wants to meet other people sharing the same interests.

d. The exchange filed all these phones calls and served as a catalogue for learners and teachers.

Topic: 279 – Unschooling: Resources for Do-ers - 3

Libraries

- The most obvious resource for do-ers is the public library.
- Unlike schools, it does not say we must use it, or that bad things will happen to us if we don't or wonderful things if we do.
- It is simply there, for us to use if, when, and how we want.
- If we want to use it, it does not test us at the door to see if we are smart enough, or claim it is better than other libraries because only the smartest are let in.

Limitations

- Right now the number of things that libraries can help us do is fairly limited.
- This is partly because libraries don't have enough money.
- Though they serve all the people of a community, they have only a tiny fraction of the money given to schools, who serve only a few.

- Until recently most librarians took a rather traditional and limited view of their work.
- Libraries were a place to store books and other written records.

Problems

- Most people, having learned to dislike the things (including reading) they were made to do in schools don't do them any more after they leave school, and so don't use the library.
- Holt believe that libraries should be developed more so they could become an excellent resource for Do-ers.

Topic: 280 – Unschooling: Resources for Do-ers - 4

Commercial Publications

- Holt believed that most commercial publications were, to a greater or lesser degree a resource for do-ers
- Magazines, Do-it-yourself books, etc.

Sports Resources

- Holt believed that sports resources were also essential for a persons education, as we are, by nature, active, playful, and game loving creatures.
- Among outdoor sports resources, Holt has mentioned running, bicycling, skating etc.
- He believed that such activities are an important part of ones learning process as they are also an important part of one's daily routine, e.g. getting from one place to another through walking or bicycling.
- He also mentions many indoor sport resources such as gymnastics, tumbling and squash.
- Board games such as chess also help develop a person's mental capacities, thus becoming another source of learning.

Topic: 281 – Unschooling: Criticism of Schools

- Holt heavily criticizes schools for various reasons, their cruelty to children being the chief amongst them.
- From his observation, he deduced that a large number of children he knew suffered at school in some form or the other.

Time

- Holt argued that schools take more and more time of the children, leaving them with little time of their own.
- When schools take up so much of a child's time, he or she is left with very little time to pursue his or her own interests, or perhaps find time outside of the school to make up for their failure at school.

Judgments

- The judgments that schools make about children follow them much further in life.
- School records of children are full of the most gossipy, malicious, damaging pseudo- psychological observations and diagnoses, often about the parents as well as the children.

Demands

- Schools nowadays make many more, larger, and vaguer demands on children.

Topic: 282 – Unschooling: Howard Gardner

- 1943
- American developmental psychologist.
- Theory of Multiple Intelligences.
- Gardner, himself doesn't't proclaim to be a die-hard 'unschooler', however his theory of multiple intelligence suggests that school are unable to cater to the individual needs of children.

Theory of Multiple Intelligences

- Humans have several different ways of processing information, and these ways are relatively independent of one another.

- The theory of multiple intelligences allows for the idea that there is more than one way to define a person's intellect.
- Gardner opposes the idea of labeling learners to a specific intelligence.
- He argues that each individual possesses a unique blend of all the intelligences.

Criticism of Schools

- Gardner's book, *How Children Think and How Schools Should Teach* is an open criticism of schools, thus adding more evidence to the unschooling philosophy.

Topic: 283 – Unschooling: Early Age Learning

Early Age Brain

- During the first years of life, youngsters all over the world master a breathtaking array of competences with little formal tutelage.
- They develop powerful theories of how the world works and how their own minds work.

Intuitive Learning vs. Scholastic Learning

- The same children who develop complex theories of the universe or intricate theories of the mind, often experience the greatest difficulties upon their entry in school.

Scholastic Learning

- Research shows that even well-trained and academically successful students often do not display an adequate understanding of the materials and concepts with which they have been working.
- Gardner argues that it is the nature of the scholastic method of teaching that fails to develop a concrete understanding in the minds of the students.

Unschooled Mind

- Gardner believes that in nearly every older student who has gone through the rigorous schooling experience, there is a five-year-old 'unschooled' mind struggling to get out and express itself.

Failure of Schools

- He argues that it is an extremely difficult and challenging task to transition children's beliefs into the reality, and it is this at which the schools often fail.

Topic: 284 – Unschooling: Kinds of Learners

Gardner talks about three kinds of learning styles that are prevalent in his observations.

Intuitive Learner

- Natural Learner
- Naïve Learner
- Universal Learner
- Intuitive Learner
- The young child who is superbly equipped to learn language and other symbolic systems and who evolves serviceable theories of the physical world and of the world of other people during the opening years of life.

Scholastic Learner

- Traditional learner
- The youngster from age seven to age twenty, roughly, who seeks to master the literacies, concepts, and disciplinary forms of the school.
- It is these students who, whether or not they can produce standard performances, respond in ways similar to preschool or primary school youngsters, once they have been removed from the context of the classroom.

Skilled Learner

- Disciplinary Expert
- An individual of any age who has mastered the concepts and skills of a discipline or domain and can apply such knowledge appropriately in new situations.
- Included in the ranks of the disciplinary experts are those students who are able to use the knowledge of their physics class or their history class to illuminate new phenomena.
- Their knowledge is not limited to the usual text-and- test setting, and they are eligible to enter the ranks of those who “really” understand.

Topic: 285 – Unschooling: Learning Constraints

Gardner, in his research, talks about several constraints that each learner is subjected to:

These constraints are either intrinsic, or extrinsic factors that limit a learner’s behaviour in specific ways.

The Intuitive Learner

- The Intuitive learner reflects neurobiological and developmental constraints which are purely genetic in nature.
- All human beings are subjected to these constraints.

Traditional Learner

- These learners are often subjected to historical and institutional constraints that are embedded in schools.
- Schools have evolved over the centuries to serve certain societal purposes in certain ways.
- These goals are often reflected in the school policies and pose as a constraint to deep understanding and learning.

Expert Learner

- Expert learner faces certain disciplinary and epistemological constraints that comes to operate within any field of expertise over the years.

Topic: 286 – Unschooling: Multiple Intelligences

Criticism of Existing assumptions of Intelligence

Gardner found the general notions of intelligence and cognition held by most investigators to be unduly restrictive.

He found that most traditional philosophers held the view that:

- Human cognition is basically unitary.
- Individuals can be adequately described and evaluated along a single dimension called ‘Intelligence’.
- Gardner talks of seven criteria for a behaviour to be considered as intelligent.
- According to his research, all human beings develop at least seven forms of intelligence to a greater or lesser extent.

The 7 Intelligences

- Linguistic
- Logical-mathematical
- Spatial
- Musical
- Bodily-kinesthetic
- Interpersonal
- Intrapersonal
- It is based on the presence of the portions of these intelligences in an individual that decide the kind of learner that individual would become.

Topic: 287 – Unschooling: Multiple Intelligences & Unschooling

- Gardner asserts that his theory of multiple intelligences should empower learners, not restrict them to one manner of learning.

Unique Minds

- His observational research suggests that all humans posses some measure of these seven intelligences.
- He also asserts that each human being is unique in possessing the varying amounts of these intelligences.
- Gardner believes that each human being combines and uses these intelligences in different ways, which is obvious in a display of different personalities and behaviours.

Traditional Schools

- Based on this research, Gardner criticizes the emphasis of most traditional schools on a certain combination of linguistic and logical intelligences.
- By ignoring or minimizing the importance of the other intelligences within and outside of schools, many children who fail in the traditional manner of education, are assigned the label of stupidity.

Education

- Gardner argues that an education built on multiple intelligences can be more effective than one built on just two intelligences.

Unschooling

- With unschooling, children aren't expected to have the same sort of intelligence. They can be taught in accordance with their unique combination of intelligence.

Topic: 288 – Unschooling: Criticism of Schools

- Gardner has repeatedly talked about the dangers that traditional schools pose to the learnability of young children.

Early Schools

- An institution in which a group of young persons, rarely related by blood but usually belonging to the same social group, assemble on a regular basis in the company of a competent older individual, for the explicit purpose of acquiring one or more skills valued by the wider community.

Current Day Schools

- Gardner observes that not many schools have evolved for the purpose of inculcating literacy, and that in essence, they remain the same institutions whose purpose is the acquisition of skills and knowledge useful to the community at large.

Burdens of School

- He believes that schools have become the logical site for the transmission of rapidly accumulating wisdom as well as for the inculcation of skills that will permit further discoveries to be made and deeper understandings to emerge.

Burdens of School

- In his opinion, this puts much un-needed burden on such young children.

Assessing Learning

- It is often left up to the operators of the schools whether the students are learning anything or not.

Tests

- Tests, standardized and others, are the most important ways of assessing what and how much a student has learned.
- Gardner criticizes this method of assessment, as it fails to take into account all forms of intelligences.

Topic: 289 – Unschooling: Later Learning Constraints - 1

Gardner also believed that as children continue attending schools or even other forms of informal training, they are introduced to certain biases and constraints.

Kantian-Einsteinian Constraints

- Gardner believed that schools cultivate a necessity of conceptualizing the world in terms of objects, space, time, causality and to the impossibility of even conceiving of the world in other than these terms.
- Kant's philosophy emphasized the importance of these categories of knowledge.
- Einstein's scientific approach on the other hand reminds us that these built-in limits on knowledge can be revised, although very rarely, and at all times remaining within the existing theories of the world.

Ontological Constraints

- These constraints come in when defining particular objects and their categorization.
- Young children do not put objects in categories of tangible, intangible, living, non-living, feeling or non-feeling etc. until they are taught to do so.

Topic: 290 – Unschooling: Later Learning Constraints - 2

Strengths, Tendencies, Styles

- These constraints or biases vary from person to person.
- They serve to differentiate human beings within and across cultures.
- An example of these constraints includes those biases in information- processing strength and style that can be observed in early life.
- Children exhibit different kinds, arrays, and degrees of intelligence, even as they evolve characteristic ways of approaching problems and challenges.
- These cognitive tendencies are often evoked as youngsters approach the school going age.
- Sometimes, they can cause problems, while at others, they present opportunities.
- Schools are unable to always turn these tendencies into opportunities.
- Whether these constraints become trouble or opportunities depends upon the compatibility between the child's own cognitive and stylistic profile, the demands of the subject matter, and the presentation of the material.

Topic: 291 – Unschooling: Later Learning Constraints - 3

Constrained Theories

- These constraints occur whether a child attends school or not.
- These are a consequence of his or her personal experiences.
- A child would formulate theories in response to his or her interactions with particular objects in the world.
- Not derived from formal study or from any preexisting disciplines, these naïve, folk, or intuitive theories, nonetheless achieve considerable potency.

Contextual Constraints

- This constraint reflects particular contextual elements in the child's personal background.
- These would include ethnicity, social class, parental styles, and values.
- These constraints affect the way a child would interact with and understand materials presented to him or her.
- He argued that children find it extremely difficult to master the agenda of the school, particularly to the extent that its mode of operation clashes with, or is irrelevant to, the biases and constraints that have emerged during the first half decade of life.

Topic: 292 – Unschooling: Difficulties Posed by Schools

Most of Gardner's research about the principles of human learning and development conflicts sharply with the customary practices of schools. Initially, schools were concerned with a small and privileged minority of the population, and the materials to be mastered in schools were relatively unchallenging, and the performances counted as evidence of success have been limited in scope.