

EDF 5540-130, Decatur, IL
History of Educational Thought
Eastern Illinois University
Spring 2001
Friday – 5-10pm, Saturday 8am-5pm

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Friday, March 30 First Day of class- Overview/Assignments
REG Early America

Saturday, March 31 REG - Independence and Federalism
REG - The Spirit of Reform
REG - Early Practices

Friday, April 27 REG – Early Practices
Reports

Saturday, April 28 Reports
Reaction to Course Experience
Evaluation of Course and Instructor
Final Exam

ACTIVITIES: *

1. Participation/Attendance 4@10	40
2. Oral Presentation/Report	60
3. Presentation Handout Materials	60
4. Reaction to Course Experience	40
5. Open	50
6. Final Exam	<u>100</u>
Total	350

GRADING SCALE

315 - 350 A
280 - 314 B
245 - 279 C
210 - 244 D
- 209 F

* While completing course requirements, you are encouraged to use current technologies and resources in researching and presenting findings.

College of Education and Professional Studies Conceptual Framework or Knowledge Base
Theme: (CEPS) Educator as Creator of Effective Educational Environments: Integrating students, subjects, strategies, and societies.

Course Description: This course provides broad coverage of persons, events, and things which have collectively resulted in the creation of an American Educational System. It offers opportunities for consideration of personalities, both historical and contemporary who have contributed to the development of an American school structure. Economic, political, and social-cultural, events will be considered central to the course.

Course Prerequisites: Graduate Status

Course Rationale: This course is a part of the Group I requirement for the master of Science in Education Degree. It provides content related to the emergence of an American Educational system. The primary focus of the course involves assessing the political, social, economic, and cultural forces of the past in their collective roles in the contemporary American school.

Course Goals: Through lectures, readings, special research reports, and presentations, knowledge of historical forces responsible for the evolution of the current American Educational Systems constitute the primary focus of the course. The course focus will emphasize 17th and 18th centuries political/educational leaders and events. Primary focus for the 19th century will include Federalism and the 1830-1860 era of dramatic reform and creation of Americana. The 20th century will be high-lighted by specific consideration to political, social, and economic considerations tied to industrial and post-industrial eras.

Outcomes Specific to this Course:

1. Demonstrate knowledge specific to historic personalities associated with American Educational development.
2. Demonstrate knowledge related to political, cultural, economic, and social events/activities associated with the emergence of the American school system.
3. Demonstrate the ability to articulate both in writing and orally significant developments in the history of American Education.

Learning Model for this Course: Information Processing

This model emphasizes ways of enhancing students' ability(ies) of making sense of the historical evolution of the American school structure by acquiring and organizing data, sensing relevant issues in that development and by applying that information in context of the contemporary school setting. The model focuses on input, processing, and output. (Joyce, B., Weil, M., and Showers, B. (1992). Models of Teaching. 4th Ed., Boston: Allyn and Bacon).

Course Text:

Rippa, Alexander. Education in a Free Society. New York, Longman. 7th Edition.

Part One: EDUCATIONAL THOUGHT - The Formative Years

*BAILYN, BERNARD. Education in the Forming of American Society: Needs and Opportunities for Study (Chapel Hill: University of North Carolina Press, 1960), "A Bibliographical Essay", pp. 53-114

BOAS, RALPH and LOUISE. Cotton Mather: Keeper of the Puritan Conscience (Hamden,

Conn.: Archon Books, 1964; originally published in 1928).

BODE, CARL. *The American Lyceum: Town Meeting of the Mind* (New York: Oxford University Press, 1956)

*BOORSTIN, DANIEL J. *The Americans: The colonial Experience* (New York: Random House, 1958)

*BOYD, WILLIAM, ed. and trans. *The Emile of Jean Jacques Rousseau* (New York: Teachers College, Columbia University, 1962; Classics in Education No. 10).

*CRANE, VERNER W. *Benjamin Franklin and a Rising People* (Boston: Little, Brown, 1954)

CREMIN, LAWRENCE A. *The American Common School: An Historic Conception* (New York: Teachers College, Columbia University, 1951).

*CURTI, MERLE. *The Social Ideas of American Educators, with New Chapter on the Last Twenty-five Years* (Paterson, N.J.: Littlefield, Adams, 1959; originally published in 1935), Chapter 3, "Education and Social Reform: Horace Mann," pp. 101-138.

*EGGLESTON, EDWARD. *The Transit of Civilization from England to America in the Seventeenth Century* (New York: Appleton, 1901; reissued in 1961 by the Beacon Press).

GAY, PETER. *The Enlightenment: An Interpretation* (New York: Knopf, 1966).

HOLLIDAY, CARL. *Woman's Life in Colonial Days* (New York: Frederick Ungar, 1960; originally published in 1922), Chapter 2, "Colonial Woman and Education," pp. 70-94.

KOCH, ANDRIENNE, ed. *The American Enlightenment: The Shaping of the American Experiment and a Free Society* (New York: George Braziller, 1965).

LABAREE, LEONARD W., et al., eds. *The Autobiography of Benjamin Franklin* (New Haven and London: Yale University Press, 1964).

McNEILL, JOHN, ed. *John Calvin on the Christian Faith: Selections from the Institutes, Commentaries, and Tracts* (New York: Liberal Arts Press, 1957).

MALONE, DUMAN. *Jefferson and His Time* (Boston: Little, Brown, 1948-1962: 3 vols.).

MIDDLEKAUFF, ROBERT. *Ancients and Axioms: Secondary Education in Eighteenth-Century New England* (New Haven, Conn." Yale University Press, 1963; Yale Historical Publications, Miscellany 77).

*MORGAN, EDMUND S. *The Puritan Dilemma: The Story of John Winthrop* (Boston: Little, Brown, 1958).

MORISON, SAMUEL ELIOT. *The Intellectual Life of Colonial New England* (New York: New York University Press, 1956; 2d ed.; originally published as *The Puritan Pronaos*).

Part Two: AN ERA OF TRANSITION - 1865-1919

ADAMS, JANE. *Twenty Years at Hull House, with Autobiographical Notes* (New York: Macmillan, 1911), Chapter 18, "Socialized Education," pp. 427-453.

*ARCHAMBAULT, REGINALD D., ed. *Dewey on Education: Appraisals* (New York: Random House, 1966).

*BAYLES, ERNEST E. *Pragmatism in Education* (New York: Harper and Row, 1966).

BRUBACHER, JOHN S. *Henry Barnard on Education* (New York: McGraw-Hill, 1931; reissued in 1965 by Russell and Russell).

*DEWEY, JOHN. *Democracy and Education: An Introduction to the Philosophy of Education* (New York: Macmillan, 1916).

FLAVELL, JOHN H. *The Developmental Psychology of Jean Piaget* (Princeton: Van Norstrand, 1963).

*KAZAMIAS, ANDREAS, ed. *Herbert Spencer on Education* (New York: Teachers College Press, 1966; Classics in Education No. 30).

LEIDECKER, KURT F. *Yankee Teacher: The Life of William Torrey Harris* (New York: Philosophical Library, 1946).

MONTESSORI, MARIA. *Spontaneous Activity in Education: The Advanced Montessori Method* (New York: Stokes, 1917; trans. from the Italian by Florence Simmonds; reissued in 1965 by Schocken Books).

SPENCER, SAMUEL R., Jr. *Booker T. Washington and the Negro's Place in American Life* (Boston: Little, Brown, 1955).

Part Three: EDUCATION IN MODERN SOCIETY - 1919 TO PRESENT

*BRUNER, JEROME S. *The Process of Education* (Cambridge, Mass.: Harvard University Press, 1960).

COLEMAN, JAMES S. "The Concept of Equality of Educational Opportunity", *Harvard Educational Review*, Vol XXXVIII, No. 1 (Winter, 1968), pp. 7-22.

DAVID, OPAL D., *The Education of Women: Signs for the Future* (Washington D.C.: American Council on Education, 1959).

EDDY, EDWARD D., Jr. *Colleges for Our Land and Times: The Land-Grant Idea in American Education* (New York: Harper, 1956).

GARDNER, JOHN W. *Self-Renewal: The Individual and the Innovative Society* (New York: Harper and Row, 1963).

*HOFSTADTER, RICHARD. *Anti-intellectualism in American Life* (New York: Knopf, 1963), Part V, "Education in a Democracy," pp. 299-390.

JENCKS, CHRISTOPHER, and DAVID RIESMAN. *The Academic Revolution* (Garden City, N.Y.: Doubleday, 1968).

KOHL, HERBERT, *36 Children* (New York: New American Library, 1967).

*SKINNER, B.F. *The Technology of Teaching* (New York: Appleton-Century-Crofts, 1968).

*WASHBURN, WILCOMB E., ed. *The Indian and the White Man* (Garden City, N.Y.: Doubleday, 1964).

*ZIEGLER, BENJAMIN MUNN, ed. *Desegregation and the Supreme Court* (Boston: Heath, 1958).