

NEW COURSE PROPOSAL FORM

UPC 81-13

1. Calendar InformationDepartment: EducationAbbreviation Code: Educ. Course Number: 330 Credit Hours: 3 Vector: 2-1-0Title of Course: A Critical History of Educational ThoughtCalendar Description of Course: A critical examination of educational thought from Socrates and Plato to Dewey and the neoprogressivists, showing their influence on the development of educational theory and practice.

Nature of Course (see objectives of the course)

Prerequisites (or special instructions):

None

What course (courses), if any, is being dropped from the calendar if this course is approved: None2. SchedulingHow frequently will the course be offered? once or twice a year.Semester in which the course will first be offered? 1982-33. Goals of the Course

(See Objectives and Rational)

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty NoneStaff NoneLibrary Acquisition of those additional library holdings marked with an asterisk in the readings list.Audio Visual NoneSpace NoneEquipment None5. ApprovalDate: 8/Sept / 81William Eg
Department Chairman

Dean

Chairman, SCUS

Education 330

Critical History of Educational Thought

I Goals of the course

To develop in the students an understanding of educational theories and practices in other times and places as well as in Canada. Those ideas and policies will be chosen for consideration that are most relevant to the understanding of current educational issues. Thus the course will deal mainly with:

- a. the character and status of educational theory and policy in various periods, i.e., the varying configurations of those disciplines that were considered relevant to the process of education;
- b. the models of teaching implicit in various educational theories.
- c. the Development of National Educational Systems

II Outline of Topics for Education 330 - Critical History of Educational Thought

- a. Education in non-Western Cultures
- b. From socialization to Education: The development of the Concept of Education in ancient Greece. (Education in the Homeric World, Sparta and Athens. Major Educational Theorists: Plato, Isocrates, the Sophists and Aristotle)
- c. Preparation for Public Life: Educational Ideas and Practices in the Roman World (Quintilian)
- d. Medieval Theories of Education
 - (1) The Paradox of Teaching: St. Augustine's Theory of Teaching and his Philosophy of History
 - (2) Medieval, Mysticism
 - (3) Scholasticism and Education: St. Thomas Aquinas
- e. The Humanistic Movement and Seventeenth-Century Theories
 - (1) The Humanist: Erasmus
 - (2) The Pansophist: Comenius
 - (3) The Gentleman: Locke
- f. The Age of Enlightenment: Jean-Jacques Rousseau and Naturalism in Education
- g. The Reform Movement: Pestalozzi, Herbart, Froebel and Spencer
- h. The Influence of Progressive Education: John Dewey and the Neo-progressivists

Rationale

The following comments attempt to answer some of the questions that have been raised about the value and place of the proposed new course in the History of Educational Ideas.

1. The study of the History of Educational Ideas constitutes an important dimension of Education that is worth studying both for its own sake as well as for its value to prospective teachers. We believe that the development of a historical perspective on current educational issues and ideas is useful, if not necessary, for their understanding and appreciation. There is hardly a current idea or issue in education that does not have its roots in the past and will not be illuminated by an examination of its history.
2. This is not a course in the History of Canadian Education, although it will deal with the development of educational ideas in Canada. The purpose of the course is to explore those educational ideas that have influenced the development of education elsewhere as well as in Canada.
3. Although this is not a course in Comparative Education, it will emphasize the study of educational ideas against their respective cultural contexts as well as the comparison of educational ideas in various cultures and periods. Thus, this course might stimulate some students to pursue comparative educational studies in the future.

Indicative Sources

1. Archambault, R.D. (ed.) Dewey on Education: Appraisals, N.Y.: Random House, 1966.
2. Aristotle, Politics.
3. Barrow, Robin. Radical Education. London: Martin Robertson, 1978.
4. Brauner, C.J. American Educational Theory. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1964.
5. Broudy, H. and Palmer, J. Exemplars of Teaching.
6. Brubaker, J.S. A History of the Problems of Education. Toronto: McGraw-Hill Book Co., 1966.
7. Brumbaugh, Robert S. and Lawrence, Nathaniel M. Philosophical Themes in Modern Education, Boston: Houghton Mifflin Co., 1973.
8. Brumbaugh, R.S. and Lawrence, N.M. Six Essays on the Foundations of Western Thought. Boston: Houghton Mifflin Co., 1963.
9. Cremin, L.A. The Transformation of the School. New York: Vintage Books, (Random House), 1964.
10. Curtis, S.J. and Boulwood, M.E.A. A Short History of Educational Ideas. London: Univ. Tutorial Press, 1961.

11. Dewey, John. Democracy and Education. New York: The Free Press, 1966 (1916).
12. Dewey, John. Experience and Education. New York: Collier Books, 1963.
13. Dewey, John. Human Nature and Conduct. New York: The Modern Library, 1957 (1922).
14. Dewey, John. The Public and its Problems. Denver: Alan Swallow, 1954 (1927).
15. Drake, W.E. Intellectual Foundations of Modern Education. Columbus, Ohio: Charles E. Merrill Books, Inc., 1967.
16. Drake, W.E. (ed.) Sources for Intellectual Foundations of Modern Education. Columbus, Ohio: Charles E. Merrill Books, Inc., 1967.
17. Ehlers, Henry (ed.) Crucial Issues in Education. New York: Holt, Rinehart & Winston, Inc., 1969.
18. Frankena, W. Three Historical Philosophies of Education: Aristotle, Kaut, Dewey. Chicago: Scott, Foresman and Co., 1965.
19. Frost, S.E. Historical & Philosophical Foundations of Western Education. Columbus, Ohio: Charles E. Merrill Books, Inc., 1966.
20. Gillet, M. (ed.) Readings in the History of Education. Toronto: McGraw-Hill Co. of Canada Ltd., 1969.
21. Good, H.G. and Teller, J.D. A History of Western Education. Toronto: The Macmillan Co., 1969.
22. Gruber, F.C. Historical and Contemporary Philosophies of Education. New York: Thomas Y. Crowell Company, 1973.
23. Jaeger, W. Paideia: The Ideals of Greek Culture. New York: Oxford Univ. Press, 1945.
24. Jeffreys, M.V.C. John Locke: Prophet of Common Sense. London: Methuen & Co. Ltd., 1967.
25. Johnson, F. Henry. A Brief History of Canadian Education. Toronto: McGraw-Hill Co. of Canada Ltd., 1968.
26. Kazamias, A. Herbert Spencer on Education. New York: Teachers College Press, 1966.
27. Lawr, D. and Gidney, R. (eds.) Educating Canadians. Toronto: Van Nostrand Reinhold Ltd., 1973.
28. Lawrence, Elisabeth. The Origins and Growth of Modern Education. Baltimore, Penguin, 1970.
29. Marrou, H.I. A History of Education in Antiquity. London: Sheed and Ward, 1956.

30. Nash, et al (eds.) The Educated Man. New York: John Wiley & Sons, 1965.
31. Neil, A.S. Summerhill: A Radical Approach to Education. London: Gollancz, 1962.
32. Peters, R.S. Essays on Educators. London: Allen & Unwin, 1981.
33. Phillips, C.E. The Development of Education in Canada. Toronto: W.J. Gage & Co. Ltd., 1957.
34. Piaget, J. (ed.) John Amos Comenius on Education.
35. Plato, The Republic, Meno, The Laws.
36. Popper, K.R. The Open Society and its Enemies (Vol. I & II). London: Routledge & Kegan Paul, 1966.
37. Power, E.J. Evolution of Educational Doctrine: Major Educ. Theorists of the Western World. New York: Appleton-Century-Crofts, 1969.
38. Price, K. Education & Philosophical Thought. Boston: Allyn & Bacon, 1967.
39. Rousseau, Jean-Jacques. Emile. Dutton, New York: Everyman's Library, 1963 (1911).
40. Spencer, H. Essays on Education. London: Everyman's Library, 1963 (1911).
41. Skinner, B.F. Walden Two. New York: The Macmillan Co, 1962 (1948).
42. Skinner, B.F. The Technology of Teaching. New York: Appleton-Century-Crofts, 1968.
43. Tibble, J.W. The Study of Education. London: Routledge, Kegan Paul, 1966.
44. Wilson, J.D., et al. Canadian Education: A History. Scarborough, Ont.: Prentice-Hall of Canada Ltd., 1970.

Journals

Educational Theory

The Journal of Educational Thought

History of Education

Journal of History of Ideas

Typical Course Requirements

Typical course requirements for Ed. 330 might be as follows:

1. Required reading of three or four books such as

- a) E.W. Drake, Intellectual Foundations of Modern Education.
 - b) E.W. Drake (ed.), Sources for Intellectual Foundations of Modern Education.
 - c) R.S. Brumbaugh & N.M. Lawrence, Philosophical Themes in Modern Education.
 - d) R. Barrow, Radical Education.
2. Extended essay of approximately 15 typed double-spaced pages on a topic approved by the instructor.
 3. Final examination.