

Educational Philosophies Definitions And Comparison Chart

A series of public lectures given at the Institute of Education, University of London provides the nucleus around which this collection, originally published in 1967, is gathered. This collection provides comprehensive coverage of a complex theme which will be of interest to those involved in the fields of philosophy and education alike. Topics covered include: the logical and psychological aspects of learning, the concept of play, rule and routines, teaching and training, philosophical models of teaching. This volume presents the first unabridged translation of Ito Jinsai's (1627-1705) "Gomojigi" (Philosophical Lexicography of the "Analects" and "Mencius," 1705). It portrays Jinsai as a Kyoto philosopher who articulated a worldview for townspeople in an age of samurai domination.

Originally published in French as "La Philosophie, une Ecole de la Liberte. Enseignement de la philosophie et apprentissage du philosophe : Etat des lieux et regards pour l'avenir." - This study is dedicated to all those who engaged themselves, with vigour and conviction, in the defence of the teaching of philosophy a fertile guarantor of liberty and autonomy. This publication is also dedicated to the young spirits of today, bound to become the active citizens of tomorrow.

The discipline area of physical education has historically struggled for legitimacy, sometimes being seen as a non-serious pursuit in educational terms compared to other subjects within the school curriculum. This book represents the first attempt in nearly thirty years to offer a coherent philosophical defence and conceptualisation of physical education and sport as subjects of educational value, and to provide a philosophically sound justification for their inclusion in the curriculum. The book argues that rather than relegating the body to "un-thinking" learning, a person's essential being is not confined to their rationality but involves an embodied dimension. It traces the changing conceptions of the body, in philosophy and theology, that have influenced our understanding of physical education and sport, and investigates the important role that embodiment and movement play in learning about, through and in physical education. Physical education is defended as a vital and necessary part of education because the whole person goes to school, not just the mind, but the thinking, feeling and acting facets of a person. It is argued that physical education has the potential to provide a multitude of experiences and opportunities for students to become aware of their embodiment, explore alternative modes of awareness and to develop insights into and new modes of being not available elsewhere in the curriculum, and to influence moral character through the support of a moral community that is committed to that practice. Representing a sophisticated and spirited defence of the educational significance and philosophical value of physical education and sport, this book will be fascinating reading for any advanced student or researcher with an interest in physical education, the philosophy of sport or the philosophy of education.

Transformative Language Learning and Teaching

Being an Improvement on the American Spelling Book

Foundational Issues in Christian Education

The Elementary Spelling Book

Principles and Pedagogies in Jewish Education

Foundations of Education incorporates relevant interdisciplinary perspectives and

emphasizes coverage of key issues in education, with up-to-date research, primary resources, and documentation. This text provides comprehensive and substantive coverage of all "foundational" areas—including social, philosophical, historical, political, economic, curricular, and legal—for students who are preparing for a career in teaching and for those who simply wish to learn more about significant contemporary issues in education. The authors have included strong, thought-provoking pedagogy, and have emphasized the growing role of technology in education. This Teaching in Action Edition is packaged with a special guide that correlates text material with the HM Video Cases. In This Case boxed features contain brief, fictional case scenarios that describe situations in which new teachers might find themselves. Readers are asked to think critically about concepts discussed in each chapter. Expanded topical overview charts in each chapter summarize and compare key developments and topics in education. Information about standards addresses the growing emphasis on holding students, teachers, and schools accountable for performing at levels specified by local, state, and national standards. Legal issues, including the No Child Left Behind act, are addressed. Technology@School, a popular feature in every chapter, updates students on relevant developments in educational technology and provides information that may prove useful in their teaching careers. Additional features include Focus Questions at the beginning of each chapter, Refocus Questions after major text sections, and Taking issue charts, offering arguments on both sides of a question. Houghton Mifflin Video Cases, four- to six-minute video modules presenting real classroom scenarios, enable students to observe the day-to-day challenges and rewards of teaching from the convenience of their computers. Available on the Online Teaching and Study Centers, HM Video Cases are enhanced by classroom artifacts, Viewing Questions, Interview Transcripts, Key Terms, and bonus video footage.

This John Dewey collection is formatted to the highest digital standards. The edition incorporates an interactive table of contents, footnotes and other information relevant to the content which makes the reading experience meticulously organized and enjoyable. The collection contains: Books on Education Democracy and Education Child and the Curriculum School and Society Schools Of To-morrow The Schools of Utopia Moral Principles in Education Interest and Effort in Education Health and Sex in Higher Education My Pedagogic Creed Books on Philosophy German Philosophy and Politics Leibniz's New Essays Concerning the Human Understanding Studies in Logical Theory Interpretation of Savage Mind Ethics The Problem of Values Soul and Body Logical Conditions of a Scientific Treatment of Morality Evolutionary Method As Applied To Morality Influence of Darwin on Philosophy Nature and Its Good: A conversation Intelligence and Morals Experimental Theory of Knowledge Intellectualist Criterion for Truth A Short Catechism Concerning Truth Beliefs and Existences Experience and Objective Idealism The Postulate of Immediate Empiricism "Consciousness" and Experience Significance of the Problem of Knowledge Essays in Experimental Logic Reconstruction in Philosophy Does Reality Possess Practical Character? Books on Psychology Psychology and Social Practice Psychological Doctrine and Philosophical Teaching Psychology as Philosophic Method New Psychology How We Think Reflex Arc Concept in Psychology Psychology of Effort Creative Intelligence Ego as Cause Terms 'Conscious' and 'Consciousness' On Some Current Conceptions of the term 'Self' Psychological Standpoint Theory of Emotion Psychology of Infant Language Knowledge and Speech Reaction Human Nature and Conduct Books on

Politics China, Japan and the U.S.A Letters Criticisms ... John Dewey (1859-1952) is one of the primary figures associated with the philosophy of pragmatism and is considered one of the founders of functional psychology.

A work by John Locke about education.

A seminal work in the field, this book shows how transformative education can be applied to world language programs.

JOHN DEWEY Ultimate Collection - 40+ Works on Psychology, Education, Philosophy & Politics

Educational Philosophy for 21st Century Teachers

A Comparison of Philosophies of OSU Graduates who are Experienced Teachers of Vocational Education and Undergraduate Vocational Teacher Trainees on an Essentialist-progressive Scale at OSU

An Introduction to the Philosophy of Education,

The Concept of Education (International Library of the Philosophy of Education Volume 17)

For almost twenty years, Foundational Issues in Christian Education has been a key text for many Christian education courses. Its perceptive analysis coupled with clear writing make it a resource without peer. In the book, Christian education expert Robert Pazmiño guides readers through a comprehensive discussion of the interdisciplinary foundations of Christian education, calling all Christian educators to reevaluate the fundamentals of their discipline. "A careful exploration of foundations," writes Pazmiño, "is essential before specifying principles and guidelines for practice." This updated edition includes interaction with professional developments over the past ten years and appendixes that assess the impact of postmodernism as an educational philosophy. In addition, each chapter includes "points to ponder" for personal reflection or classroom use. What is education? How and why do educators do what we do? And, in what way can and ought education be distinctively Christian? These are a few of the probing questions for which this book seeks answers. Among other contributions, Currivean's book explores a biblical philosophy of Christian education with unprecedented breadth and depth. To accomplish this objective, it considers what education is (chapter 1), what philosophy of education is (chapter 2), and what the ultimate goal of education is (chapter 3). Additionally, this book provides a never-before, Christian overview of twelve philosophies of education (chapters 4–15). Each of those chapters provides an introduction of a particular philosophy of education and some of that philosophy's exemplars. Each of those chapters also contributes a constructive, Christian critique. Chapter 16 highlights a biblical philosophy of Christian education—featuring some people, some principles, and some priorities for a biblical philosophy of Christian education, viz. pursuing excellence for the glory of God.

Based in sociologist Zygmunt Bauman's theory of liquid modernity, this volume describes and critiques key aspects and practices of liquid education--education as market-driven consumption, short life span of useful knowledge, overabundance of information--through a systematic comparison with ancient Greek paideia and medieval university education, producing a sweeping analysis

of the history and philosophy of education for the purpose of understanding current higher education, positing a more holistic alternative model in which students are embedded in a learning community that is itself embedded in a larger society. If liquid modernity has left a vacuum where, according to Bauman, the pilot's cabin is empty, this volume argues that no structure is better positioned to fill this vacuum than the university and outlines a renewed vision of social transformation through higher education.

In this much needed resource, Maryellen Weimer-one of the nation's most highly regarded authorities on effective college teaching-offers a comprehensive work on the topic of learner-centered teaching in the college and university classroom. As the author explains, learner-centered teaching focuses attention on what the student is learning, how the student is learning, the conditions under which the student is learning, whether the student is retaining and applying the learning, and how current learning positions the student for future learning. To help educators accomplish the goals of learner-centered teaching, this important book presents the meaning, practice, and ramifications of the learner-centered approach, and how this approach transforms the college classroom environment. Learner-Centered Teaching shows how to tie teaching and curriculum to the process and objectives of learning rather than to the content delivery alone.

Experience And Education

Paideia Proposal

Teaching Philosophy in Europe and North America

The Antichrist

A New Perspective

This new edition of Philosophy of Education: The Key Concepts is an easy to use A-Z guide summarizing all the key terms, ideas and issues central to the study of educational theory today. Fully updated, the book is cross-referenced throughout and contains pointers to further reading, as well as new entries on such topics as: Citizenship and Civic Education Liberalism Capability Well-being Patriotism Globalisation Open-mindedness Creationism and Intelligent Design. Comprehensive and authoritative this highly accessible guide provides all that a student, teacher or policy-maker needs to know about the latest thinking on education in the 21st century.'

The first edition of Nel Noddings' Philosophy of Education was acclaimed as the 'best overview in the field' by the journal Teaching Philosophy and predicted to 'become the standard textbook in philosophy of education' by Educational Theory. This classic text, originally designed to give the education student a comprehensive look at philosophical thought in relation to teaching, learning, research, and educational policy, has now been updated to reflect the most current thinking in the field. A revised chapter on Logic and Critical Thinking makes the topic more accessible to students and

examines how critical thinking plays a role in light of the new Common Core standards. Philosophy of Education introduces students to the evolution of educational thought, from the founding fathers to contemporary theorists, with consideration of both analytic and continental traditions. This is an essential text not only for teachers and future teachers, but also for anyone needing a survey of contemporary trends in philosophy of education.

For healthcare professionals, clinical education is foundational to the learning process. However, balancing safe patient care with supportive learning opportunities for students can be challenging for instructors and the complex social context of clinical learning environments makes intentional teaching approaches essential. Clinical instructors require advanced teaching knowledge and skills as learners are often carrying out interventions on real people in unpredictable environments. Creative Clinical Teaching in the Health Professions is an indispensable guide for educators in the health professions. Interspersed with creative strategies and notes from the field by clinical teachers who offer practical suggestions, this volume equips healthcare educators with sound pedagogical theory. The authors focus on the importance of personal philosophies, resilience, and professional socialization while evaluating the current practices in clinical learning environments from technology to assessment and evaluation. This book provides instructors with the tools to influence both student success and the quality of care provided by future practitioners.

Agriculture and philosophy have been parts of a whole across history and remain so. Philosophy informs wellbeing and contentment amidst the vagaries of existence, the primary concern of which has always been security of food. Science, once known as natural philosophy, is a major means of philosophical advance today. Agricultural science is presented as comprising all of these components. The philosophical quest to be at ease in nature extends from pre-historical times into our unknown future, and employs diverse vehicles to convey insights across generations via myths, legends religion, academic study and ritual practices. Expressing esoteric concepts has employed agricultural metaphor across the historical era as it has been our most common interaction with nature. Continuing as our most widespread human interaction within nature, agriculture's role in creating civilization, and later its writing, eventually led to an urban separation from nature including food production. Unifying the philosophy, agriculture and agricultural science across cultures and traditions from pre-agricultural times through the European Enlightenment to today, this work builds on neglected ancient

insights. Perhaps the most profound of these insights is that our thoughts and actions may be seen as an integral part of nature. Rather than being independent agents with free will, our fears and guilt may be seen as active forces in the dynamics of nature itself, which includes our procurement of food. This conception offers a wider interaction than can be comprehended from current popular approaches.

Creative Clinical Teaching in the Health Professions

The School and Society

Toward a Biblical Philosophy of Christian School Education

COMPARATIVE EDUCATION

Experience and Education is the best concise statement on education ever published by John Dewey, the man acknowledged to be the pre-eminent educational theorist of the twentieth century. Written more than two decades after Democracy and Education (Dewey's most comprehensive statement of his position in educational philosophy), this book demonstrates how Dewey reformulated his ideas as a result of his intervening experience with the progressive schools and in the light of the criticisms his theories had received. Analyzing both "traditional" and "progressive" education, Dr. Dewey here insists that neither the old nor the new education is adequate and that each is miseducative because neither of them applies the principles of a carefully developed philosophy of experience. Many pages of this volume illustrate Dr. Dewey's ideas for a philosophy of experience and its relation to education. He particularly urges that all teachers and educators looking for a new movement in education should think in terms of the deeper and larger issues of education rather than in terms of some divisive "ism" about education, even such an "ism" as "progressivism." His philosophy, here expressed in its most essential, most readable form, predicates an American educational system that respects all sources of experience, on that offers a true learning situation that is both historical and social, both orderly and dynamic.

The Paideia Proposal is a system of liberal education intended for all children. It was a response to what Adler characterized as the United States' antidemocratic or undemocratic educational system, a holdover from the 19th century, when the understanding of basic human rights fell short of 20th century expectations. The Paideia Proposal was based upon the following assumptions: 1) All children are educable; 2) Education is never completed in school or higher institutions of learning, but is a lifelong process of maturity for all citizens; 3) The primary cause of learning is the activity of the child's mind, which is not created by, but only assisted by the teacher; 4) Multiple types learning and teaching must be utilized in education, not just teacher lecturing, or telling; and 5) A student's preparation for earning a living is not the primary objective of schooling. Adler stressed that the proposal is much more than just a return to the basic skills of reading, writing and arithmetic. It is not simply a return to the values of classical civilization, but a return to what is of enduring value. It is a democratic proposal intended for the education of all, and not an elitist program as some have alleged.

EBOOK: Studying Education: An Introduction to the Key Disciplines in Education
StudiesMcGraw-Hill Education (UK)

John Dewey's Democracy and Education addresses the challenge of providing quality public education in a democratic society. In this classic work Dewey calls for the complete renewal of public education, arguing for the fusion of vocational and contemplative studies in education and for the necessity of universal education for the advancement of self and society. First published in 1916, Democracy and Education is regarded as the seminal work on public

education by one of the most important scholars of the century.

Dewey on Education

EBOOK: Studying Education: An Introduction to the Key Disciplines in Education Studies

Annual Review of Comparative and International Education 2013

Philosophy of Education: The Key Concepts

Philosophy of Education

This book explores education in the 21st century in post-modern Western societies through a philosophical lens. Taking a broad perspective of education and its attendant terminology, assumptions, myths and influences; the author examines why we teach as opposed to how. In doing so, he includes not only teachers, but all adults who are involved in bringing up children. Applying philosophical theories throughout history to present day practice, this volume is sure to be a useful resource not only for teachers who are just starting out, but those with an interest in education in the past, present and future. This wide-ranging book will be valuable for educators, parents and educational policy makers, and all those who believe it takes a village to raise a child.

The study measured and compared the philosophies of education of OSU graduates who are experienced teachers of vocational education and undergraduate vocational teacher trainees on an essentialist-progressive scale at OSU. The objectives of this study were to (1) determine if experienced teachers of vocational education and undergraduate vocational teacher trainees indicate significantly different philosophical bases, and to (2) determine if education coursework in the philosophy subject area significantly alters philosophical direction. Design of the Study The sample consisted of forty-one (41) participants enrolled in the sophomore block teacher education program during the winter term of the 1974-75 academic year, and thirty-one (31) graduate students enrolled in the Educational Professional Development Act (EPDA) program of OSU during the 1973-74 and 1974-75 academic years. During the first week of winter term 1974 a pretest was administered to a section of field-based students at OSU. The pretest instrument was the Inventory of Viewpoints on Education (IVE). This instrument consisted of sixty-five (65) pairs of opinions, beliefs, and proposed actions in educational situations. Scores reflected an essentialist (0) philosophy or a progressive (65) philosophy. During the beginning of the academic years 1973-74 and 1974-75, experienced teachers of vocational education enrolled in the OSU EPDA program were also tested using the IVE instrument as the pretest. Upon termination of the program the same instrument was administered as the posttest. Treatment of the data was designed to explore the hypothesis that there were no significant philosophical mean score differences between teaching experienced vocational instructors and undergraduate teacher trainees in vocational and general education. Samples used in the analysis were assumed to represent those groups which were studied at OSU. The statistical analysis chosen to provide data on the hypothesis was the analysis of covariance. The pretest score was considered as the covariant (independent) factor and the posttest score was the dependent variable. Findings of the Study The hypothesis was retained. It was concluded that there were no significant differences between the mean scores of the experimental groups at OSU. Conclusions of the Study 1. Students in graduate and undergraduate education programs have similar educational philosophical opinions. 2 Students in graduate and undergraduate

education programs indicate a progressive philosophy when relating to essentialist and progressive indicators. 3 Because undergraduates usually do not have a formal knowledge foundation of the philosophy of education, study in the philosophy area might allow their understanding to expand. 4. Teacher education programs should continue to evaluate and change if they are going to have a contemporary effect on the philosophy of students. 5. The heart of teacher education is the human interaction between the teacher and the student. Suggestions for Further Study 1. Culturally different students compose an important part of the educational system. Therefore, a study should be conducted to investigate the philosophical bases of educators from a multi-cultural setting. 2. The teacher's behavior is intimately involved in what he/she values. A future study should investigate the teacher's value clarification system. 3. The student's behavior is intimately involved in what he/she values. It is recommended that a future study investigate the student's value clarification system. 4. Competencies and accountability have focused upon the cognitive and psychomotor domains. The affective domain should be researched with equal emphasis. 5. It is suggested that a study be conducted to assess comparisons among educators within various institutions of higher education using the IVE instrument. 6. Every study has some limiting parameters such as sample environment or time restraints, and this study was no exception. A similar study could further test the validity of the reported findings.

Dworkin has gathered some of Dewey's clearest and most characteristic statements on education and set them in the stream of American social and intellectual history. In addition, he has indicated some of the rich literature available to those who would probe more deeply into Dewey's ideas and the context in which they matured. Three issues feature as the central themes throughout this book: the nature of social science in general; the nature of educational enquiry in particular; and the links between the language and concepts of research, on the one hand, and those of practice and policy on the other. In analyzing and interrelating these themes, Richard Pring shows their relationship to such central philosophical concepts as meaning, truth, and objectivity. This lucid and ambitious study will be seen as a classic of educational literature. Reviews of the first edition include: "A stimulating and readable book...Pring gives a succinct account of the different philosophical positions and makes a balanced evaluation of their strong and weak points...should be compulsory reading for all trainee teachers let alone educational researchers." -Dr Paul Martinez, Learning and Skills Development Agency Reviews Editor "This volume is a textbook and a manifesto, and research students will welcome the clarity with which the various concepts, tools and approaches are outlined. Most teachers will be stimulated by it." - Times Educational Supplement "Professor Pring's work is far more than the title modestly claims it to be. As much a primer in philosophy of education as a specialist work on the philosophy of educational research it is lucid and concise on topics ranging from the aim[s] of education to the nature of knowledge." - Education Review

Democracy and Education

Democracy and Education, The Schools of Utopia, Studies in Logical Theory, Ethics, Soul and Body, Psychology and Social Practice, Psychology of Infant Language, German Philosophy and Politics...

Dare the School Build a New Social Order?

Learner-Centered Teaching

An Introduction in Evangelical Perspective

This book is a comprehensive, student-friendly text, introducing you to the main education disciplines in one handy volume. In a lively and accessible manner, it examines the academic disciplines that underpin our understanding of education and the contexts within which learning takes place. The book covers the seven main subject disciplines that contribute to education as a broad field of study - history of education, politics of education, philosophy of education, economics of education, sociology of education, psychology of education and comparative education. Key features include: Seven extended chapters all written by specialist and experienced academics in their field A brief overview and history at the beginning of each chapter, followed by a selection of key themes and topics within the discipline Boxed summaries of key theorists and researchers throughout each chapter Tasks for the reader, along with extensive referencing and suggestions for further reading and research Studying Education is essential reading for students on Education Studies or PGCE courses, as well as all of those interested in or involved with education or schooling. Contributors: Rebecca Allen, Clyde Chitty, Will Curtis, Barry Dufour, Diahann Gallard, Angie S. Garden, Debbie Le Play, Richard Waller "This book provides an authoritative, 'state of the art' introduction to the key disciplines of education studies. It provides useful study activities and concise introductory notes on key texts, key figures, key centres and key journals in each discipline. A valuable and highly readable addition to the education studies literature." Clive Harber, Professor of International Education, University of Birmingham, UK "This book aims to explore the disciplines that are the "foundation" education disciplines: History, Politics, Philosophy, Economics, Sociology, Psychology and Comparative Education. The editors claim that their key aim is to "provide a general overview of each subject [...] enabling the readers to explore each discipline in greater depth" (page1). This book offers an overview of the disciplines that have been dominant in education. The disciplines the editors have chosen to include in this book thus illustrate a range of diverse approaches to the study of education. The book is written in an accessible style for undergraduate students embarking on inquiry into the nature of education studies and the disciplines that may be important. Interestingly the chapters in this book will also help students to refine their understanding of historical, political, socio-economical and psychological aspects that are interrelated in the study of education. Although the authors of individual chapters develop a discussion of their discipline in each chapter, they successfully and consistently apply their disciplinarity thus offering students opportunities to discuss the identity of education studies and debate the relevance of disciplines in the development of educational thought. Chapter One offers a rigorous and critical approach to key historical developments in education, attempting a useful heuristic consideration to all levels of education and covering a number of factors such as women and education, ethnicity, race and religion in order that students are inducted into the wider socio-political developments of education. The second chapter offers a different, but relevant, dimension to the first chapter by

examining the role of politics in education, debating issues around power, conflict and change and for the development of educational thinking such a chapter debating policy-making and politics is vitally important. The third chapter on philosophy of education is central to the study of the foundation disciplines of education as philosophical approaches influence and underpin education studies in terms of history, policy, research and practice. The next chapter debates the economics of education and is particularly welcomed especially in an era that there is a decline in the study of this topic. The next two chapters examine sociological and psychological aspects of education studies. Finally the last chapter raises an interesting debate of the academic disciplinarity of comparative education, drawing upon the challenges of organisational support, funding and policy making. Overall throughout the book the students are encouraged to avoid fragmentation and to develop an educational thinking beyond disciplinary perspectives without losing the relativity of education to these disciplines and their contribution to the development of the 21st educational thinking." Ioanna Palaiologou, The University of Hull

This inaugural volume is a forum for stakeholders and scholars to examine current trends and identify future directions in comparative and international education, using several essays as a context for discussion and analysis.

Argues that American children are deprived of cultural literacy

This indispensable handbook provides helpful strategies for dealing with both the everyday challenges of university teaching and those that arise in efforts to maximize learning for every student. The suggested strategies are supported by research and adaptable to specific classroom situations. Rather than suggest a "set of recipes" to be followed mechanically, the book gives instructors the tools they need to deal with the ever-changing dynamics of teaching and learning. Available with InfoTrac Student Collections <http://goengage.com/infotrac>. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

Pursuing Excellence for the Glory of God

Higher Education in Liquid Modernity

The Ethos of a Middle School Modular Technology Education Classroom

Educational Philosophies of Swami Vivekananda and John Dewey

Some Thoughts Concerning Education

First published in 1899, "The School and Society" describes John Dewey's experiences with his own famous Laboratory School, started in 1896. Dewey's experiments at the Laboratory School reflected his original social and educational philosophy based on American experience and concepts of democracy, not on European education models then in vogue. This forerunner of the major works shows Dewey's pervasive concern with the need for a rich, dynamic, and viable society. In his introduction to this volume, Joe R. Burnett states Dewey's theme. Industrialization, urbanization,

science, and technology have created a revolution the schools cannot ignore. Dewey carries this theme through eight chapters: *The School and Social Progress*; *The School and the Life of the Child*; *Waste in Education*; *Three Years of the University Elementary School*; *The Psychology of Elementary Education*; *Froebel's Educational Principles*; *The Psychology of Occupations*; and *the Development of Attention*. President Obama has on a number of occasions rejected policies that have been tried and do not work. Legislation such as *No Child Left Behind* and policies such as *Race to the Top* are neither effective nor based on sound research. Educational policy-making is now, more than ever, the preserve of politicians, advocacy foundations, and lobbyists parading as corporate leaders. Teachers have little voice; their role is merely to be held responsible for policies foisted upon them. In *Transforming Schools: Alternative Perspectives on School Reform*, our aim is to provide alternative perspectives to the dead-end educational policies by which our governments have become consumed. We turn the spotlight on a select range of topics that have become the focus of concern and we consider the implications for school improvement. These topics include school reform in general, the achievement gap, literacy, standardized assessment, social justice and ecojustice, aesthetic and moral education, and general education.

George S. Counts was a major figure in American education for almost fifty years. Republication of this early (1932) work draws special attention to Counts's role as a social and political activist. Three particular themes make the book noteworthy because of their importance in Counts's plan for change as well as for their continuing contemporary importance: (1) Counts's criticism of child-centered progressives; (2) the role Counts assigns to teachers in achieving educational and social reform; and (3) Counts's idea for the reform of the American economy.

Selections, No.3

Five Key Changes to Practice

Agriculture & Philosophy: Agricultural Science in Philosophy
Cultural Literacy

The Philosophy of Physical Education