

THE CHALLENGES OF BECOMING A GREAT EDUCATOR

We all live in a challenging and rapidly changing world, especially the professional world in which educators live. Many—if not most—of the topics discussed in this chapter will change over time, and you will need to keep up on current educational trends throughout your career as an educator.

Continuing professional development is one of the ongoing activities of conscientious career teachers. Often teachers return to college for a master's degree that may help to increase their knowledge and skills related to teaching and learning and the subjects they teach. They learn new skills such as the use of the technology to help students learn. They learn more about the subjects they teach by taking formal courses, reading on their own and exploring the Internet, working in related businesses in the summers, or traveling as time and resources permit. Effective teachers often ask colleagues to observe their teaching and provide suggestions for improving their work. They seek advice from other teachers and professionals with whom they work. They join and become active in professional organizations, attend and participate in professional meetings, read educational journals, explore and participate in educational research, keep up on world events, and so forth. Doing as many of these things as possible will improve your work as an educator and will even make your work more enjoyable.



VIDEO ANALYSIS 1.2

To hear two principals' views on what it means to be a professional, watch the video, then answer the questions that follow the video in your Pearson eText.

Participants at a *Phi Delta Kappa Summit on High-Performing Educators* developed a list of the qualities of a great teacher, which are shown in Figure 1.6. This list is a wonderful set of goals for you to keep in mind as you look ahead to your career and as you strive to become a “great educator.”

FIGURE 1.6

A Great Teacher

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| <ul style="list-style-type: none"> • Has the ability to be flexible, optimistic, self-reflective, progressive, and innovative; • Must possess the ability to build relationships with students and teachers and have a passion for teaching; • Excites a passion for learning in his or her students through skillful facilitation, using twenty-first century tools; • Goes beyond the classroom as a collaborator with colleagues; • Wants to improve himself or herself by learning good instructional skills; • Is someone who knows the curriculum and works well as part of a team; • Builds relationships and facilitates lifelong learning; | <ul style="list-style-type: none"> • Collaborates with families, peers, and the community; • Shows appreciation and enthusiasm for cultural differences; • Inspires others to achieve their potential; • Understands the complexities of the teaching and learning environment; • Has consistently high expectations for all students; • Recognizes and adapts when he or she isn't getting through to students; • Addresses the needs of the whole child; • Uses assessment to inform instructional decision making; and • Gives back through mentoring |
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CHECK YOUR UNDERSTANDING 1.6

Complete Check Your Understanding 1.6 to gauge your understanding of the concepts in this section.

SUMMARY

TODAY'S TEACHERS

- There are about 4 million public and private school teachers—who are generally highly regarded and respected—in the United States today.
- Parents feel that adequate funding is the major problem in our public schools.
- Educators must constantly be attuned to the many different perspectives on education that are held by policy makers, parents, students, fellow educators, and society in general.
- Teacher supply and demand and teacher salaries vary greatly from place to place.

TEACHING AS A PROFESSION

- Educators must develop many professional skills, commitments, and dispositions to be effective teachers, and their major professional responsibility is to help students learn.
- The dispositions needed by teachers include enthusiasm for the subjects they teach, a commitment to continuing education, a belief that all children can learn, value communication with everyone, and value productive relationships.
- Teachers must have a keen understanding of teaching and learning and possess the dispositions that help students learn.
- Successful teachers are reflective about their work as shown in their ability to gather, analyze, and use data to improve their teaching.
- These teachers have a natural curiosity about their work and are continually searching for better answers to the challenges they face and work to refine their professional skills throughout their entire career.

QUALITY ASSURANCE

- Each state determines its own teaching requirements and issues its own teaching certificates.
- A variety of agencies are attempting to improve the education profession through accreditation programs.

- InTASC has created a list of standards that describe what teachers should know and be able to do.
- PRAXIS examinations are designed to assess the knowledge and skills required to be an effective teacher.
- The NBPTS is a system for granting certification for accomplished teachers.
- Standards and standards-based education are prevalent at all levels of education today.

IMPROVING BY REFLECTING

- You can learn a good deal about teaching through systematic observation and reflective journaling.
- Beginning in their teacher education programs, teachers should write in reflective journals, collect and organize information and data, and compile information from their folios into portfolios for specific purposes such as performance assessments and job applications.
- Collecting, organizing, and saving material you produce during your teacher preparation program can help you learn and be useful to you in the future.

BEGINNING AND DEVELOPING YOUR CAREER

- People are typically required to take a variety of tests to become certified as teachers.
- School district employing officials typically want candidates to respond to the questions listed in this chapter.
- Many schools now have induction programs for new teachers that often involve mentoring by experienced master teachers.
- You should begin your job search process early with the help of your school's job placement office, and the annual *Job Search Handbook for Educators* can be very helpful.

THE CHALLENGES OF BECOMING A GREAT EDUCATOR

- The field of education will continue to present challenges to educators and will change rapidly in the future.
- There will also continue to be a great variety of perspectives on education.

DISCUSSION STARTERS

1. What are the characteristics of a profession? What are some of the arguments for or against recognizing teaching as a profession?
2. Why do shortages of teachers probably exist in some subjects and in some schools, but not in others?
3. What should national accreditation tell you about your teacher education program?
4. Of what potential value are journals, folios, and portfolios in preparing to teach?
5. What support should school districts provide to teachers in the induction years to encourage retention in the profession beyond three years?

SCHOOL-BASED OBSERVATIONS

1. Begin a list of the teaching challenges that you observe in schools. Reflect on the challenges that you had not expected when you initially thought about teaching as a career and how those challenges may influence your decision to become a teacher. How much have the teaching challenges you have observed met your initial expectations?
2. Ask several teachers what their major challenges and satisfactions are as educators. Analyze their answers and think about the major challenges and satisfactions you may experience as an educator.

PORTFOLIO DEVELOPMENT

1. Find and organize the many materials, artifacts, and records that you currently have. Examples may include term papers, transcripts, awards, letters of recognition, and observation journals. Organize these materials into logical categories. At various points in the future, you will be drawing items out of the folio to develop a portfolio for completion of student teaching or to apply for a teaching position or national certification.

WEB SOLUTIONS

You will eventually need to understand the teacher certification requirements for the state(s) in which you may wish to teach. It is never too early to begin that process; therefore, we highly recommend that you now decide in which state(s) you may end up teaching, find the websites for their teacher certification offices, and search out the current requirement for a teaching credential in your field. The following websites may also be useful:

National Association of State Directors of Teacher Education and Certification.

Information on licensure requirements and state agencies that are responsible for teacher licensing are available on this organization's website.

NCATE/TEAC. A list of institutions with teacher education accredited and information about becoming a teacher are available on this website. It also includes links to state agencies and their licensure requirements.

Educators Rising. Formerly known as the Future Educators Association, this site contains a wealth of material useful to future educators. You should check it out.



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The Early History of Education in a Changing World

LEARNING OUTCOMES

After reading and studying this chapter, you should be able to:

1. Detail the major educational accomplishments of the ancient Greeks; the ancient Romans; and the Europeans of the Middle Ages, Renaissance, Reformation, and the Age of Reason. (InTASC 1–10)
2. List some of the most important early educators in the world and explain their contributions to education. (InTASC 9: Professional Learning and Ethical Practice)
3. Discuss the educational activity of the Age of Reason. (InTASC 4: Content Knowledge)
4. Understand some of the important movements that contributed to the early advancement of education. (InTASC 1–10)
5. Analyze what life was like for the colonial schoolteacher, student, and parent. (InTASC 9: Professional Learning and Ethical Practice)
6. Articulate the historical development of education of minority groups and females. (InTASC 1 and 2: The Learner and Learning)
7. Summarize the historical contributions of private schools in the United States. (InTASC 4 and 5: Content)
8. Analyze how an understanding of early U.S. educational history might be used to improve teaching today. (InTASC 1–10)

EDUCATION in the NEWS

TEACHING PATRIOTISM—WITH CONVICTION

BY CHESTER E. FINN, JR.

Americans will debate for many years to come the causes and implications of the September 11 attacks on New York City and Washington, D.C., as well as the foiled attack that led to the crash of United Airlines Flight 93 in a Pennsylvania field. Between the first and second “anniversaries” of 9/11, another development deepened our awareness of the dangerous world we inhabit and of America’s role therein—the successful war to liberate Iraq from its dictator and his murderous regime. Of course, the consequences—and contentiousness—of that conflict continue to resonate daily in newspaper headlines and on the evening news. In these challenging times, educators rightly wonder about their proper role. What should they teach young

Americans? How should they prepare tomorrow’s citizenry? What is most important for students to learn?

These are weighty questions, and there is every reason to expect them to linger. But it is now clearer than ever that, if we wish to prepare our children for unforeseen future threats and conflicts, we must arm them with lessons from history and civics that help them learn from the victories and setbacks of their predecessors, lessons that, in Jefferson’s words, “enable every man to judge for himself what will secure or endanger his freedom.”

Jefferson was right when he laid upon education the grave assignment of equipping tomorrow’s adults with the knowledge,

values, judgment, and critical faculties to determine for themselves what "will secure or endanger" their freedom and their country's well-being. The U.S. Supreme Court was right, half a century ago, when, in the epoch-shaping *Brown* decision, it declared education to be "the very foundation of good citizenship."

Teachers know this better than anyone, and many need no help or advice in fulfilling their responsibility. They're knowledgeable, savvy, creative, caring, and—may I say it?—patriotic, as many fine teachers have always been. They love our country and the ideals for which it stands. Teachers must communicate to their students the crucial lessons from history and civics that our children most need to learn. The events of 9/11 and the war on terrorism that has followed create a powerful opportunity to teach our daughters and sons about heroes and villains, freedom and repression, hatred and compassion, democracy and theocracy, civic virtue and vice.

On 10 April 2003, David McCullough told a Senate committee, "We are raising a generation of people who are historically

illiterate. . . . We can't function in a society," he continued, "if we don't know who we are and where we came from." The solemn duty of all educators is to make certain that all our children know who they are. Part of that can be accomplished by teaching them about America's founders, about their ideals, and about the character, courage, vision, and tenacity with which they acted. From that inspiring history, true patriotism cannot help but grow.

QUESTIONS FOR REFLECTION

1. What is your perspective on the need for schools to teach patriotism?
2. What are some of the ways teachers could do so if they wish?
3. What are some of the potential advantages and disadvantages of teaching patriotism in our schools?

Source: Teaching Patriotism- with Conviction by Chester E. Finn, Jr. in *Phi Delta Kappan* Vol. 87 Issue 8, p. 580. Copyright © 2006 by PDK International. Reprinted with permission from PDK International, www.pdkintl.org. All rights reserved.

This part of the book briefly surveys the history of education. As you read this chapter, remember that historians see past events from various perspectives. *Celebrationist* historians, for instance, tend to see the brighter side of historical events and may tend to praise schools for past accomplishments. By contrast, *liberal* historians tend to study educational history through perspectives that focus on conflict, stress, and inconsistencies. *Revisionist* historians use yet another perspective, seeing *celebrationist* history as fundamentally flawed and concluding that we often learn more by studying what has been wrong with education than by rehearsing what has been right. *Postmodernist* historians believe that a person sees the history of education through the unique perspectives of her or his social class, race, ethnicity, gender, age, and so on. We challenge you to think critically as you read this and the next chapter and to formulate your own perspective through which to view educational history.

THE EVOLUTION OF SCHOOLING (To 476 CE)

Informal education has been provided for children down through the ages by aboriginal people throughout the world. All people, regardless of their time and place in history, have cared for their young and attempted to prepare them for life's challenges. This was even true of the very earliest humans, who fed and protected their children and informally taught them—probably by example and admonition—the skills they needed to survive as adults. For instance, Native Americans, who lived and flourished in North America for thousands of years, educated generations of their children before the first Europeans arrived and established formal schools. Many other early societies, including those in China, Africa, and South America, for example, also successfully provided education that their children needed to help build their flourishing cultures. Unfortunately, records do not exist that would help us better understand these earliest informal educational systems. If such records did exist, we would probably be quite impressed with the educational efforts of our aboriginal ancestors.

As written language came into use, humans felt the need for a more formal education. As societies became more complex and the body of knowledge increased, people recognized a need for schools. What they had learned constituted the subject matter; the written language allowed them to record this knowledge and pass it from generation to generation.

Non-Western Education

It is impossible to determine exactly when schools first came into existence. However, the discovery of clay cuneiform mathematics textbooks dated to 2000 BCE suggests that some form of school probably existed in Sumer (now part of Iraq) at that time. There is also evidence to suggest that formal schools existed in China during the Hsia and Shang dynasties, perhaps as early as 2000 BCE.

Western Education

It was not until about 500 BCE that a Western society advanced sufficiently to generate an organized concern for formal education. As far as present day research has shown, this happened in Greece during the **Age of Pericles**, 455–431 BCE.

Greece consisted of many city-states at that time, one of which was Sparta, a militaristic state whose educational system was geared to support military ambitions. The aims of Spartan education centered on developing such ideals as courage, patriotism, obedience, cunning, and physical strength. Plutarch (46–120 CE), a writer of later times, said that the education of the Spartans “was calculated to make them subject to command, to endure labor, to fight, and to conquer” (quote by *Plutarch*). Apparently, there was relatively little intellectual content in Spartan education.

In sharp contrast to Sparta was Athens, another Greek city-state, which developed an educational program that heavily stressed intellectual and aesthetic objectives. Between the ages of eight and sixteen, some Athenian boys attended a series of public schools. These schools included a kind of *grammar school*, which taught reading, writing, and counting; a *gymnastics school*, which taught sports and games; and a *music school*, which taught history, drama, poetry, speaking, and science as well as music. Because all city-states had to defend themselves against aggressors, Athenian boys received citizenship and military training between the ages of sixteen and twenty. Athenian girls were educated in the home. Athenian education stressed individual development, aesthetics, and culture.

The Western world’s first great philosophers came from Athens. Of the many philosophers that Greece produced, three stand out: Socrates (470–399 BCE), Plato (427–347 BCE), and Aristotle (384–322 BCE).

SOCRATES. Socrates left no writings, but we know much about him from the writings of Xenophon and Plato. He is famous for creating the **Socratic method** of teaching, in which a teacher asks a series of questions that leads the student to a certain conclusion. This method is still considered to be a good teaching strategy and is commonly used by teachers today. Socrates also emphasized critical thinking by expecting his students to examine underlying assumptions and to use reasoned thought.

Socrates traveled around Athens teaching the students who gathered about him. He was dedicated to the search for truth and at times was very critical of the existing government. In fact, Socrates was eventually brought to trial for inciting the people against the government by his ceaseless questioning. He was found guilty and given a choice between ending his teaching or being put to death. Socrates chose death, thereby becoming a martyr for the cause of education. Socrates’ fundamental principle, “Knowledge is virtue,” has been adopted by countless educators and philosophers throughout the ages. Some historians speculate that Socrates might not have really existed but rather might have been a mythical character created by other writers—something that many writers did at that time, as evidenced by the rich Greek mythology we now treasure.



Lee Foster/Alamy Stock Photo

The aboriginal ancestors of today’s Native Americans, like other aboriginal peoples around the world, probably taught their children by admonition and example.

Age of Pericles A period of Greek history in which sufficient great strides were made in human achievement to generate an organized concern for formal education.

Socratic method A way of teaching that centers on the use of questions by the teacher to lead students to a certain conclusion.

PLATO. Plato was a student and disciple of Socrates. In his *Republic*, Plato set forth his recommendations for the ideal society. He suggested that society should contain three classes of people: *artisans*, to do the manual work; *soldiers*, to defend the society; and *philosophers*, to advance knowledge and to rule the society. Plato's educational aim was to discover and develop each individual's abilities. He believed that each person's abilities should be used to serve society. Plato wrote, "I call education the virtue which is shown by children when the feelings of joy or of sorrow, of love or of hate, which arise in their souls, are made conformable to order."

ARISTOTLE. Like Plato, Aristotle believed that a person's most important purpose in life was to serve and improve humankind. Aristotle's educational method, however, was scientific, practical, and objective in contrast to the philosophical methods of Socrates and Plato. Aristotle believed that the quality of a society was determined by the quality of education found in that society. His writings were destined to exert greater influence on humankind throughout the Middle Ages than the writings of any other person.

The early Greek philosophers, including Plato and Aristotle, articulated the idea that females and slaves did not possess the intelligence to be leaders and therefore should not be educated. Unfortunately, our world's current struggle with racism and sexism, deeply rooted in Western civilization, is traceable to the ancient world.

ROMAN SCHOOLS. In 146 BCE, the Romans conquered Greece, and Greek teachers and their educational system were quickly absorbed into the Roman Empire. Many of the educational and philosophical advances made by the Roman Empire after that time were actually inspired by enslaved Greeks.

Before 146 BCE, Roman children were educated primarily in the home, although some children attended schools known as *ludi*, where the rudiments of reading and writing were taught. The Greek influence on Roman education became pronounced between 50 BCE and 200 CE, when an entire system of schools was developed. Some children, after learning to read and write, attended a *grammaticus* school to study Latin, literature, history, mathematics, music, and dialectics. These **Latin grammar schools** were somewhat like twentieth-century secondary schools in function. Students who were preparing for a career of political service received their training in *rhetoric schools*, which offered courses in grammar, rhetoric, dialectics, music, arithmetic, geometry, and astronomy.

QUINTILIAN. One of the most influential Roman educators was Quintilian (35–95 CE). In a set of twelve books, *The Institutes of Oratory*, he described current educational practices, recommended the type of educational system needed in Rome, and listed the great books that were in existence at that time.

Regarding the motivation of students, Quintilian (trans. 1905, p. 12) stated,

Let study be made a child's diversion; let him be soothed and caressed into it, and let him sometimes test himself upon his proficiency. Sometimes enter a contest of wits with him, and let him imagine that he comes off the conqueror. Let him even be encouraged by giving him such rewards that are most appropriate to his age. (From Quintilian's *Institutes of Oratory, Or, Education of an Orator: In Twelve Books*, Volume 2 by Quintilian (Translated by John Selby Watson). Published by George Bell and Sons, © 1905.)

These comments apply as well today as they did when Quintilian wrote them about 2,000 years ago. Quintilian's writings were rediscovered in the 1400s and became influential in the *humanistic* movement in education.

The Romans had a genius for organization and for getting the job done. They made lasting contributions to architecture, and many of their roads, aqueducts, and buildings remain today. This genius for organization enabled Rome to unite much of the ancient world with a common language, a religion, and a political bond—a condition that favored the spread of education and knowledge throughout the ancient world.

Latin grammar school An early type of school that emphasized the study of Latin, literature, history, mathematics, music, and dialectics.



CHECK YOUR UNDERSTANDING 2.1

Complete Check Your Understanding 2.1 to gauge your understanding of the concepts in this section.

EDUCATION IN THE MIDDLE AGES (476–1300)

By 476 CE (about the time of the fall of the Roman Empire), the Roman Catholic Church was well on the way to becoming the greatest power in government and education in the Western world. In fact, the rise of the church to power is often cited as a main cause of the Western world's plunge into the Dark Ages. As the church stressed the importance of gaining entrance to heaven, life on earth became less important. Many people viewed earthly life as nothing more than a way to a better life in the hereafter. You can see that a society in which this attitude prevailed would be less likely to make intellectual advances except perhaps in areas tangential to religion.

The Dark Ages (400–1000)

As the name implies, the Dark Ages was a period when, in much of the Western world, human learning and knowledge didn't just stand still but actually regressed. This regression was due to a variety of conditions, including political and religious oppression of the common people. However, there were some examples of considerable human progress during this time, especially in Spain and Ireland. In fact, some historians believe this historical period was not "dark" at all but rather an era of considerable human progress—another example of the differing perspectives with which historians view the past.

CHARLEMAGNE. During the Dark Ages, one of the bright periods for education was the reign of Charlemagne (742–814). Charlemagne realized the value of education, and as ruler of a large part of Europe, he was in a position to establish schools and encourage scholarly activity. In 768, when Charlemagne came into power, educational activity was at an extremely low ebb. The church conducted the little educating that was carried on, mainly to induct people into the faith and to train religious leaders. The schools where this religious teaching took place included *catechumenal schools*, which taught church doctrine to new converts; *catechetical schools*, which at first taught the catechism but later became schools for training church leaders; and *cathedral* (or *monastic*) *schools*, which trained clergy.

ALCUIN. Charlemagne sought far and wide for a talented educator who could improve education in his kingdom, finally selecting Alcuin (735–804), formerly a teacher in England. While Alcuin served as Charlemagne's chief educational adviser, he became the most famous educator of his day. It is reported that Charlemagne himself often sat in the *Palace School* with the children, trying to further his own meager education.

Roughly during Alcuin's time, the phrase **seven liberal arts** came into common usage to describe the curriculum that was then taught in some schools. The seven liberal arts consisted of the *trivium* (grammar, rhetoric, and logic) and the *quadrivium* (arithmetic, geometry, music, and astronomy). Each of these seven subjects was defined broadly; collectively, they constituted a more comprehensive study than today's usage of the term suggests. The phrase *liberal arts* has survived and is commonly used now as a reference to general education as opposed to vocational education.

The Revival of Learning

Despite the efforts of men such as Charlemagne and Alcuin, little educational progress was made during the Dark Ages. However, between 1000 and 1300—a period frequently referred to as the *age of the revival of learning*—humankind slowly regained a thirst for education. This revival of interest in learning was supported by the rediscovery of the writings of some of the ancient philosophers (mainly Aristotle) and renewed interest in them and in the reconciliation of religion and philosophy.

THOMAS AQUINAS. Thomas Aquinas (1225–1274), more than any other person, helped to change the church's views on learning. This change led to the creation of new learning institutions, among them the medieval universities. The harmonization of the doctrines of the church with the doctrines of philosophy and education was rooted in the ideas of Aristotle. Himself a theologian, Aquinas formalized **scholasticism**, the logical and philosophical study of the beliefs of the church. His most important writing was *Summa Theologica*, which became the doctrinal authority of the Roman Catholic Church. The educational and philosophical views of Thomas Aquinas were formalized in *Thomism*—a philosophy that has remained especially important in Roman Catholic parochial education.

Seven liberal arts

A medieval curriculum that consists of the trivium (grammar, rhetoric, Logic) and the quadrivium (arithmetic, geometry, music, astronomy).

Scholasticism The logical and philosophical study of the beliefs of the church.

MEDIEVAL UNIVERSITIES. The revival of learning brought about a general increase in educational activity and the growth of educational institutions, including the establishment of universities. These medieval universities, the true forerunners of our modern universities, included the University of Bologna (1158), which specialized in law; the University of Paris (1180), which specialized in theology; Oxford University (1214); and the University of Salerno (1224). By the time Columbus sailed to North America in 1492, approximately eighty universities already existed in Europe.

Although the Middle Ages produced a few educational advances in the Western world, we must remember that much of the Eastern world did not experience the Dark Ages. Mohammed (569–632) led a group of Arabs who later captured northern Africa and southern Spain. The Eastern learning that the Arabs brought to Spain spread slowly throughout Europe over the next few centuries through the writings of such scholars as Avicenna (980–1037) and Averroës (1126–1198). These Eastern contributions to Western knowledge included significant advances in science and mathematics, including the Arabic numbering system.



CHECK YOUR UNDERSTANDING 2.2

Complete Check Your Understanding 2.2 to gauge your understanding of the concepts in this section.

EDUCATION IN TRANSITION (1300–1700)

Two very important movements took place during the educational *transition period* of 1300 to 1700: the *Renaissance* and the *Reformation*. The Renaissance represented the protest of individuals against the dogmatic authority the church exerted over their social and intellectual life. The Renaissance started in Italy (around 1300) when people reacquired the spirit of free inquiry that had prevailed in ancient Greece. The Renaissance slowly spread through Europe, resulting in a general revival of classical learning, called *humanism*.

The second movement, the Reformation, represented a reaction against certain beliefs of the Roman Catholic Church, particularly those that discouraged learning and that, in consequence, kept lay people in relative ignorance.

The Renaissance

The common people were generally oppressed by wealthy landowners and royalty during the eleventh and twelfth centuries. In fact, the common people were thought to be unworthy of education and to exist primarily to serve landed gentry and royalty. The Renaissance represented a rebellion on the part of the common people against the suppression they experienced from both the church and the wealthy, which controlled their lives.

VITTORINO DA FELTRE. An important and influential educator during the Renaissance was Vittorino Da Feltre (circa 1378–1446), a man from the eastern Alps region. Da Feltre studied at the University of Florence, where he developed an interest in teaching. He also developed a keen interest in classical literature and, along with other educators of that time, began to believe that people could be educated and be Christians at the same time—a belief that the Roman Catholic Church generally did not share at that time.

Da Feltre established several schools, taught in a variety of others, and generally helped to advance the development of education during his lifetime. He believed that education was an important end in itself and thereby he helped to rekindle an interest in the value of human knowledge during the Renaissance (Smith & Smith, 1984, pp. 84–88).

ERASMUS. One of the most famous humanist educators was Erasmus (1466–1536), and two of his books, *The Right Method of Instruction* and *The Liberal Education of Boys*, formed a humanistic theory of education. Erasmus had considerable educational insight for that period of time. Concerning the aims of education, he wrote:

The duty of instructing the young includes several elements, the first and also the chief of which is that the tender mind of the child should be instructed in piety; the second, that he love and learn the liberal

arts; the third, that he be taught tact in the conduct of social life; and the fourth, that from his earliest age he accustom himself to good behavior, based on moral principles. (From *The History of Pedagogy* by Gabriel Compayré (Translated by W.H. Payne). Published by Swan Sonnenschein, Lowrey & Co., © 1888.)

The Reformation

It is difficult for people today to imagine the extent to which the Roman Catholic Church dominated the lives of the common people through most of what is now Europe during the fifteenth and sixteenth centuries. The church and the pope had enormous influence over European royalty during this time. In fact, some historians suggest that the pope and other church officials were in some ways more powerful than many individual kings and queens. After all, the Roman Catholic Church could and frequently did claim that unless members of royalty abided by its rules, they were destined to spend eternity in hell—an extremely frightening prospect for any Christian human being. Consequently, it is understandable that the church wielded great influence throughout most of Europe.

LUTHER. The *Protestant Reformation* had its formal beginning in 1517. In that year, Martin Luther (1483–1546), who was a Catholic priest, published his ninety-five theses, which stated his disagreements with the Roman Catholic Church. One of these disagreements held great implications for the importance of formal education. At that time, the church believed that it was not necessary for each person to read and interpret the Bible; rather, the church would pass on the “correct” interpretation to the laity. Luther felt not only that the church had itself misinterpreted the Bible but also that people were intended to read and interpret the Bible for themselves. If one accepted the church’s position on this matter, formal education remained relatively unimportant for the masses. If one accepted Luther’s position, however, education became important for all people so that they might read and interpret the Bible for themselves. In a sense, education became important as a way of obtaining salvation. These ideas of Luther eventually became well accepted and greatly influenced both religion and education for centuries to come, as they still do today.

IGNATIUS OF LOYOLA. To combat the Reformation movement, Ignatius of Loyola (1491–1556) organized the *Society of Jesus (Jesuits)* in 1540. The Jesuits worked to establish schools to further the cause of the Roman Catholic Church, and they tried to stem the flow of converts to the cause of the Reformation. Although the Jesuits’ main interest was religious, they soon grew into a great teaching order and were very successful in training their own teachers. The rules by which the Jesuits conducted their schools were stated in the *Ratio Studiorum*; a revised edition still guides Jesuit schools today. The improvement of teacher training was one of the Jesuits’ main early contributions to education.

COMENIUS. Among many other outstanding educators during this transition period was Johann Amos Comenius (1592–1670). Comenius is perhaps best remembered for his many textbooks, including *Orbis Pictus*. His books were an improvement over those that existed at that time and were among the first to contain illustrations. The invention and improvement of printing during the 1400s made it possible to produce books, such as those of Comenius, more rapidly and economically—a development that was essential to the growth of education. Much of the writing of Comenius reflected the increasing interest that was then developing in science.

LOCKE. John Locke (1632–1704) was an influential English educator during the late seventeenth century. He wrote many important educational works, including *Some Thoughts on Education* and *Essay Concerning Human Understanding*. He viewed a young child’s mind as a blank slate (*tabula rasa*) on which an education could be imprinted. He believed that teachers needed to create a nonthreatening learning environment—a rather revolutionary idea at that time.



CHECK YOUR UNDERSTANDING 2.3

Complete Check Your Understanding 2.3 to gauge your understanding of the concepts in this section.

EDUCATIONAL AWAKENING (1700)

As we have suggested, educational progress in the world was slow and developed in only a few places through the seventeenth century. This section demonstrates why many of our current educational ideas can be traced to the early 1700s.

The Age of Reason

A revolt of the intellectuals against the superstition and ignorance that dominated people's lives at the time influenced education in this early modern period. This movement became the keynote of the period known as the **Age of Reason**. François-Marie Arouet (1694–1778), a French writer who used the pen name “Voltaire,” was one of its leaders.

Those who joined this movement became known as *rationalists* because of the faith they placed in human rational power. The implication for education in the rationalist movement is obvious: If one places greater emphasis on the human ability to reason, then education takes on new importance as the way in which humans can develop this power.

DESCARTES AND VOLTAIRE. The work of René Descartes (1596–1650) laid the foundations for rationalism. This philosophy evolved three axioms that gradually became well accepted by thinking people. These axioms were (1) that reason was supreme, (2) that the laws of nature were invariable, and (3) that truth could be verified empirically—that is, verified by exact methods of testing. These ideas became the basis for disputing some of the traditional teachings of the church and for resisting the bonds that royalty had traditionally placed on the common people. These axioms also influenced the thinking of Voltaire. Voltaire was an articulate writer who was also brilliant, clever, witty, and vain—qualities that probably helped him become well known and extremely influential.

FREDERICK THE GREAT. One of the influential leaders during the Age of Reason was Frederick the Great (1712–1786). Frederick was a friend of Voltaire's and supported the notion that education was of value. He was a liberal thinker for his time and one of the few leaders who did not attempt to force the common people into a particular form of religion. Frederick also permitted an unusual amount of free speech for his era and generally allowed the common people a degree of liberty that most rulers considered dangerous at that time.

As a consequence, education had an opportunity to develop, if not flourish, during his reign as leader of Prussia. During Frederick's reign, Prussia passed laws regarding education and required teachers to obtain special training as well as licenses to teach.

Morality and Education

Early educational efforts attempted to instill in students the morals and beliefs of the society in which they existed. These efforts have continued right down through history to our present schools. An example can be found in the accompanying “Differing Perspectives” feature in which two contemporary educators debate a sex education question.

The Emergence of Common Man

The second pivotal trend of the early modern period that affected education was the concept sometimes called the **Emergence of Common Man**. Whereas the Age of Reason was sparked by a revolt of the learned for intellectual freedom, the thinkers who promoted the emergence of common man argued that common people deserved a better life—politically, economically, socially, and educationally.

ROUSSEAU. One of the leaders in this movement was Jean-Jacques Rousseau (1712–1778), whose *Social Contract* (1762) became an influential book during the French Revolution. Rousseau was a philosopher, not an educator, but he wrote a good deal on the subject of education. His most important educational work was *Émile* (1762) in which he states his views concerning the ideal education for youth. Rousseau felt that the aim of education should be to return human beings to their “natural state.” His view on the subject is well summed up by the opening sentence of *Émile*, which states: “Everything is good as it comes from the hand of the author of nature: but everything degenerates in the hands of man” (From *Emile* by Jean-Jacques Rousseau. Published by Francfort, 1762.) Rousseau's educational views came to be known as *naturalism*.

Age of Reason

The beginning of the modern period of education, a period in which European thinkers emphasized the importance of reason.

DIFFERING PERSPECTIVES

IS "ABSTINENCE-ONLY" THE BEST SEX EDUCATION POLICY FOR SCHOOLS TO IMPLEMENT?

Early school curricula were historically driven by a desire to help children read the Bible and develop strict moral standards. The debate about how to best help students develop socially acceptable sexual behavior carries on today as shown in this debate.

YES

Elizabeth Bradley teaches math at Lewiston High School in Lewiston, Maine, and won a Presidential Award in 2000 for her work. She has taught for fifteen years, interrupted by eight years as a business applications programmer.

Consider this:

"Good morning, class. Today we're going to learn how to have safe sex (now referred to as 'safer sex' because safe sex doesn't really exist).

"We'll show you how to put a condom on a banana, and some other things you can do to minimize your risk of contracting an incurable disease, which may make you sterile (chlamydia), be a precursor to cervical cancer (HPV), or cause death (HIV).

"Oh, and you might end up pregnant. Then your choices are abortion ("one dead, one wounded," to quote a recent bumper sticker), adoption (a lifelong hole in your heart), or parenthood (a 24/7 commitment that will make school, college, work, independence, and emotional stability very difficult)."

Why can't we take the drinking and driving approach of "Just don't do it"? Statistics show that kids do care about what the adults in their lives have to say . . .

Let's raise the standard and tell kids, unequivocally, what is in their best interest. Why is it that we want so much to protect their sexual activity, but not their very lives?

NO

Eileen Toledo has taught English in middle schools for fourteen years, currently at the Pablo Avila Junior High School in Camuy,

Puerto Rico. She runs the "Baby, Think It Over" program one period a week and wrote a master's thesis on it.

The reality is that more students are becoming sexually active at earlier ages. As an educator, I had to get involved. I have been using "Baby, Think It Over" at my junior high school for five years . . .

At school, we talk about child abuse, how to place babies to sleep correctly, and more. Students budget the weekly costs of caring for a baby. They inquire about jobs available to them at their age (13–16). Students realize how hard raising a baby can be for them . . .

We also discuss STDs, and we talk about how making love is different from sex, which is what teens are having. Making love is a beautiful experience in a true relationship between adults ready and able to take on responsibilities, not teens who got pregnant by mistake . . .

Yet I cannot be so naive as not to see that most teens become sexually active at an early age. So I must also talk about birth control . . .

Students who have complete information about disease transmission and contraceptive use are the most likely to remain abstinent and will protect themselves if they choose to be sexually active. We have worked with over 400 students, and only three became pregnant in high school.

WHAT IS YOUR PERSPECTIVE ON THIS ISSUE?

Source: Is 'Abstinence-Only' the Best Sex Education Policy for Schools to Implement? from *NEA Today*. Copyright © 2003 by National Education Association. Reprinted by permission of the National Education Association.

Rousseau's most important contributions to education were his belief that education must be a natural process, not an artificial one, and his compassionate, positive view of the child. Rousseau believed that children were inherently good—a belief in opposition to the prevailing religiously inspired belief that children were born full of sin.

PESTALOZZI. Johann Heinrich Pestalozzi (1746–1827) was a Swiss educator who put Rousseau's theory into practice. Pestalozzi established two schools for boys, one at Burgdorf (1800–1804) and the other at Yverdon (1805–1825). Educators came from all over the world to view Pestalozzi's schools and to study his teaching methods. Pestalozzi enumerated his educational views in a book entitled *Leonard and Gertrude*. Unlike most educators of his time, Pestalozzi believed that a teacher should treat students with love and kindness.

Emergence of Common Man

A period during which the idea developed that common people should receive at least a basic education as a means to a better life.



North Wind/North Wind Picture Archives

Swiss educator Johann Heinrich Pestalozzi put Rousseau's theory into practice.

Key concepts in the Pestalozzian method included the expression of love, understanding, and patience for children; compassion for the poor; and the use of objects and sense perception as the basis for acquiring knowledge.

HERBART. Johann Friedrich Herbart (1776–1841) was an educator who studied under Pestalozzi and was influenced by him. Whereas Pestalozzi had successfully put into practice and further developed Rousseau's educational ideas, it remained for Herbart to organize these educational views into a formal psychology of education. Herbart stressed *apperception* (learning by association). The **Herbartian teaching method** developed into the following five formal steps:

1. *Preparation:* Preparing the student to receive a new idea.
2. *Presentation:* Presenting the student with the new idea.
3. *Association:* Assimilating the new idea with old ideas.
4. *Generalization:* Generalizing the new idea derived from combination of old and new ideas.
5. *Application:* Applying the new knowledge.

Herbart's educational ideas are contained in his *Science of Education* (1806) and *Outlines of Educational Doctrine* (1835).

FROEBEL. Friedrich Froebel (1782–1852) was another European educator influenced by Rousseau and Pestalozzi who made a significant contribution to education. Froebel's contributions include the establishment of the first kindergarten (or in German, *Kleinkinderbeschäftigungsanstalt*), an emphasis on social development, a concern for the cultivation of creativity, and the concept of learning by doing. He originated the idea that women are best suited to teach young children.

JOURNAL FOR REFLECTION 2.1

Select a person mentioned in this chapter (or another individual from the history of education who is of interest to you) and learn more about that person and her or his influence on today's schools. Make journal entry notes about what you learn.



CHECK YOUR UNDERSTANDING 2.4

Complete Check Your Understanding 2.4 to gauge your understanding of the concepts in this section.

Herbartian teaching method An organized teaching method, based on the principles of Pestalozzi, stress learning by association and consists of five steps: preparation, presentation, association, generalization, and application.

EVOLVING PERSPECTIVES OF EDUCATION IN OUR RAPIDLY DEVELOPING NATION

The earliest settlers to America from Europe brought with them a sincere interest in providing at least rudimentary education for their children. Naturally, they also brought their European ideas about education with them and, soon after arrival, created educational programs throughout colonial America. This section will briefly examine these early colonial school programs.

Colonial Education

The early settlements on the East Coast were composed of groups of colonies: the *Southern Colonies*, centered in Virginia; the *Middle Colonies*, centered in New York; and the *Northern Colonies*, centered in New England. Each of these groups developed a somewhat unique educational system.