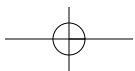
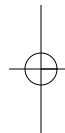
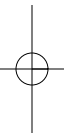
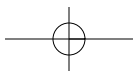
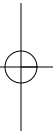
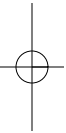




# HISTORICAL AND PHILOSOPHICAL FOUNDATIONS OF EDUCATION





*Fifth Edition*

# HISTORICAL AND PHILOSOPHICAL FOUNDATIONS OF EDUCATION

A BIOGRAPHICAL INTRODUCTION

**Gerald L. Gutek**

*Loyola University Chicago*

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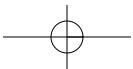
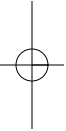
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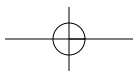
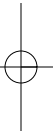
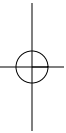
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*For my grandchildren, Claire, Abigail, Luke,  
and Drew Swiatek and Mills and Anna Hope Jordan*





## PREFACE

*Historical and Philosophical Foundations of Education: A Biographical Introduction* developed from my more than three decades of teaching the history and philosophy of education at Loyola University Chicago and as a visiting professor at Northern Michigan University, Otterbein College, and the University of Glasgow in Scotland. I continue to learn from my students in the international education programs offered by Framingham State College in Massachusetts. Over time, the identification of the biographies and development of the chapters were stimulated by discussions with my students. The book reflects my belief that educational biography is a valuable, powerful, but often-neglected medium for preparing teachers, administrators, and other professionals in education. I hope the book's fifth edition will continue to focus more attention on the use of educational biography in professional education programs.

### ORGANIZATION AND COVERAGE

The book is organized on three broad themes: major movements in world history and education, the biographies of leading educators, and the philosophies and ideologies that these educators constructed as they interacted with their historical contexts.

I organized the book around the major movements in world and Western history: the age of Confucius in ancient China, the classical philosophies of ancient Greece and Rome, the scholasticism of the Middle Ages, the humanism of the Renaissance, the theologies of the Protestant Reformation, the eighteenth-century Enlightenment, the foundations of the United States, the industrial revolution, the rise of ideologies, the progressive movement, the end of imperialism in the postcolonial world, the rise of African American consciousness, and the development of liberation pedagogy. This periodization around broad historical currents helps to construct a cognitive map on which to locate people and events and construct a perspective on the past. I wanted the book's narrative to be enlivened by the lives that represented the efforts, trials and errors, and achievements of those who shaped the history and philosophy of education.

My interest in biography—the stories of lives—provided a means to give the great movements of educational history a personal face. Biography enables us to see ourselves through the lives of others. For each of the great movements in history, I identified an important contributor to educational philosophy and method. For ancient China, there was Confucius, an educator whose philosophy continues to be a powerful force on Asian culture. For ancient Greece and Rome, there were Plato, the founder of idealism; Aristotle, the founder of realism; and Quintilian, an exemplary teacher of rhetoric. Medieval Christianity was epitomized by the great theologian Thomas Aquinas. Erasmus was the ideal representative of Renaissance humanism. John Calvin and Johann Amos Comenius represented two different ways of interpreting the educational changes generated by the Protestant Reformation. For the Enlightenment and post-Enlightenment eras, the figures of Jean-Jacques Rousseau and Johann Heinrich Pestalozzi stand out in bold relief. For the age of revolution and republicanism, three persons—Thomas Jefferson, Mary Wollstonecraft, and Horace Mann—were leading characters. Jefferson made the intellectual connection between the Enlightenment's rationalism and the republican impulse in North America. Mary Wollstonecraft provided insights into the need for women's rights. Horace Mann was a strong voice for creating public education for the new American republic. Educational

responses to the industrial and Darwinian revolutions came from such theorists as Robert Owen, a utopian socialist; John Stuart Mill, a liberal; and Herbert Spencer, a social Darwinist. Early twentieth-century progressivism is exemplified by Jane Addams, founder of Hull House, and John Dewey, America's leading pragmatist philosopher. Friedrich Froebel, founder of the kindergarten, and Maria Montessori, who created her own version of early childhood education, provided new ideas about educating children. The attack on colonialism came from Mohandas Gandhi, who won India's independence by nonviolent resistance. W. E. B. Du Bois's commitment to equality of persons signaled a rising African American consciousness that would lead to pan-Africanism. The liberation pedagogy of Paulo Freire encompassed important strands in contemporary educational criticism such as neo-Marxism, existentialism, postmodernism, and critical theory. In the fifth edition, I have added a chapter on William C. Bagley, an often-overlooked educator who did much to shape teacher education in America and who represents a more traditional educational posture in educational theory.

As I examined the lives of the great educators in their historical contexts, their views on philosophy of education—what constitutes the educated person—surfaced and came into perspective. I found that my students, too, gained deeper insights into philosophy of education by making connections with these founding figures. For example, an examination of Plato's ideas leads to a consideration of philosophical idealism, Aristotle's ideas to realism, Thomas Aquinas to Thomism, Erasmus to humanism, Comenius to pansophism, Rousseau to naturalism, Dewey to pragmatism, Bagley to essentialism, and Freire to liberation pedagogy.

I found that the lives and ideas of certain key figures provided students with an understanding of ideology and how ideology influences educational policy. Here, Robert Owen provides insights into utopianism, Mary Wollstonecraft into feminism, John Stuart Mill into liberalism, Herbert Spencer into social Darwinism, Jane Addams into progressivism, and W. E. B. Du Bois into pan-Africanism.

Although the various major historical, philosophical, and ideological currents are rich and complex, how the world's leading educators interacted with the context of their lives to create their own meanings of education cuts across this complexity. Because an individual's life is multifaceted, biography becomes a tool that provides a clear, interdisciplinary way to look at the development of educational ideas. Each educator leads us to a broader and more generous appreciation of our educational heritage and often illuminates current challenges.

## FORMAT

The book provides students with an interesting and personal but structured way to examine the historical and philosophical foundations of education. The first chapter examines how educational biography can be used in teacher and professional education programs. The following sections are included in each of the subsequent 24 chapters:

- *The Historical Context* that places the educational thinker in the historical, cultural, and philosophical situation of her or his time.
- *A Biography* of the educational thinker that analyzes the formative persons and events that shaped his or her educational philosophy or ideology.
- *An Analysis of the Educational Thinker's Philosophy or Ideology* that identifies the theorist's principal ideas about truth and value, education and schooling, and teaching and learning.
- *A Conclusion* that assesses the educational contributions and significance of the theorist.



- *Questions for Reflection and Dialogue* that are intended to stimulate personal reflection and group discussion that relate the educational thinker to her or his time in history and illuminate current issues and controversies in education.
- *Projects for Deepening Your Understanding* that encourage a further engagement in reading, research, and fieldwork and that help to stimulate readers to apply history and philosophy to educational issues and controversies. Where they are available, links to the lives and ideas on the Internet are indicated for exploration.
- *Suggestions for Further Reading* that include both long-standing and recent books.

## FEATURES

The fifth edition offers the following features:

- An examination of the historical, philosophical, and ideological foundations of education through the study of the biographies of the world's leading educational thinkers
- An examination of the history and philosophy of education in a single book that is especially useful in courses that integrate these fields
- A solid grounding in the historical and philosophical foundations of education based on sustained teaching experience
- Questions for Reflection and Dialogue and Projects for Deepening Your Understanding

## NEW TO THIS EDITION

It is not easy to choose the major figures to treat in a book such as this. Every professor of history and philosophy of education has his or her own favorites. After consultation with professors who used the fourth edition, I determined to again feature the 23 theorists, philosophers, and educators who were treated in that edition. The fifth edition includes a new chapter, Chapter 21, on William C. Bagley.

The fifth edition has been thoroughly revised to reflect current scholarship in the field. The suggested readings have been revised to include books published since the fourth edition. The following are some of the revisions in the fifth edition:

- Chapter 1—a new section on significance in the history of education
- Chapter 2 on Confucius—new sections on legalism and Taoism, teaching in the Chinese school, and Confucianism in a multicultural global society
- Chapter 4 on Aristotle—new sections on mentoring, the organization of knowledge, and logic
- Chapter 7 on Erasmus—a new project about the European Erasmus Programme
- Chapter 8 on Calvin—new sections on nationalism and religious change, comparison of Luther and Calvin, the translation of the Bible and printing, hymnals and psalters, the Protestant ethic and capitalism, and Calvinism related to the American common school movement
- Chapter 9 on Comenius—a new section on religious origins of the Church of the Brethren and a new project on the Comenius Program for Lifelong Learning
- Chapter 10 on Rousseau—new sections on Rousseau and the Enlightenment and Rousseau's travels, his philosophy of history, and his relationship with David Hume

- Chapter 12 on Jefferson—new projects on Monticello and Jefferson’s papers
- Chapter 14 on Mann—new sections on the age of Jackson, Whig ideology, and transcendentalism
- Chapter 15 on Owen—new section on the Marxist critique of utopian socialism and a new project on Owen’s Address at the Institute for the Formation of Character
- Chapter 16 on Froebel—a new section on Kant, Hegel, and German idealism
- Chapter 17 on Mill—new sections on utilitarian educational psychology and Mill’s concept of critical thinking
- Chapter 18 on Spencer—new sections on Charles Darwin and social Darwinism in light of contemporary economic change
- Chapter 21 on Bagley—sections on essentialism, normal schools, professionalized subject matter, and the contemporary standards movement
- Chapter 22 on Montessori—new project on observing a Montessori class
- Chapter 25 on Freire—a new section on his influence on critical theory

## ACKNOWLEDGMENTS

I became interested in biography, history, and education as a graduate student in history and the foundations of education at the at the University of Illinois in Urbana. Professor J. Leonard Bates, an authority on the progressive movement, helped me in developing my research and writing skills. Professor Archibald Anderson, my major professor, provided the insights that placed the history of education in its broad cultural context. Professor Anderson introduced me to the great educators and encouraged me to write my first biography of an educator, my doctoral dissertation on George S. Counts. Professor Larry McCaffrey, a creative lecturer and writer, taught me how to organize the great movements in history into narratives that are meaningful for students. My discussions with my friend and colleague Steve Miller, Loyola University Chicago, about the philosophy of education have always been thought provoking and a stimulus to my writing. I have benefited in many ways from my participation in the Organization of Education Historians and the International Society for Educational Biography.

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