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THE UNIVERSITY OF OKLAHOMA
GRADUATE COLLEGE

A STUDY OF THE CURRICULUMS IN THE SOCIAL,
HISTORICAL, AND PHILOSOPHICAL FOUNDATIONS
OF EDUCATION IN AMERICAN HIGHER EDUCATION

A DISSERTATION
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GARY MICHAEL HALE
Norman, Oklahoma

1975

A STUDY OF THE CURRICULUMS IN THE SOCIAL,
HISTORICAL, AND PHILOSOPHICAL FOUNDATIONS
OF EDUCATION IN AMERICAN HIGHER EDUCATION

APPROVED BY

Lyman P. Williams
Samuel Shepard
Robert Rogers

DISSERTATION COMMITTEE

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CHAPTER I

INTRODUCTION

The role of the social, historical, and philosophical foundations of education courses in teacher training programs has been the subject of considerable discussion since the publication of James Bryant Conant's The Education of American Teachers. In his book Conant maintained:

. . . foundations courses often attempt to patch together scraps of history, philosophy, political theory, sociology, and pedagogical ideology. The professors are frequently not well trained in any of the parent disciplines; certainly very few have such mastery of all the disciplines as to be able to talk about them except at a most superficial level.¹

Conant's solution was to recommend that prospective teachers:

. . . study philosophy under a real philosopher. An additional course in the philosophy of education would be desirable but not essential. The same is true of a course in the history of education.²

As for Sociology Conant said:

If a competent sociologist is investigating social

¹James Bryant Conant, The Education of American Teachers (New York: McGraw-Hill, 1965), p. 76.

²Ibid.

problems closely related to the schools and is ready to give a course in educational sociology, the desirability of such a course is evident. As to whether the present group of professors who consider themselves educational sociologists should perpetuate themselves, I have the gravest doubts.¹

Conant advocated, therefore, a reduced role for foundations divisions or departments. On the other hand, Charles Silberman, in his book Crisis in the Classroom, stated that he believed:

. . . the central task of teacher education is to provide teachers with a sense of purpose, or, if you will, with a philosophy of education. Hence, the study of the history and philosophy of education must occupy a central place in teacher education, rather than the marginal role Dr. Conant assigned them.²

The dialogue about the social foundations also touches many points of view between Silberman's obvious support and Conant's severe criticism, and, in addition to what has been written about the curriculums of the social foundations, actual changes in the curriculums have been implemented at a few colleges and universities. These changes have included social foundations departments aligning themselves more closely to parent disciplines or with teaching the social foundations courses through joint professorships between the social foundations area and the parent discipline. Other changes in the social foundations departments include colleges merging social foundations classes with allied subjects, changing the name and thrust of the social

¹Ibid.

²Charles E. Silberman, Crisis in the Classroom (New York: Vintage Books, 1971), p. 472.

foundations departments or completely phasing out social foundations courses. At the same time, many social foundations departments have not changed any part of their curriculums in many years. Even with the examples available of a few social foundations departments which have changed their curriculums, data about the social foundations curriculums offerings are unavailable, in the literature, in a large enough sample to generalize about the current status of the curriculums in the social foundations of education. Therefore, the purpose of this study was to develop enough data to generalize about the current status of the social foundations of education curriculums.

In order to design a study of the curriculums in the social foundations of education, it seemed appropriate to begin in Chapter II with defining the rationale for teaching the social, historical, and philosophical foundations of education. This chapter was intended to define and delineate the reasons for offering the social foundations courses. This chapter should clarify some of the controversies surrounding the teaching of the social foundations courses by explaining the intention and significance of offering the social foundations courses to prospective teachers. And, this chapter should stand as a model of what content each area is expected to cover according to professionals in each area of the social foundations.

The major problem which stimulated the writing of this study was the lack of data in a large enough sample to

generalize about the social foundations of education. In the literature written on this subject there were many statements of sweeping generalizations about the state of the social foundations of education in the United States, yet there was limited or insignificant statistical evidence to support these statements. For example, a search of the computer storage system of the Educational Resources Information Center revealed that this system contained no records of any studies about the curriculums in the social, historical, or philosophical foundations of education. Therefore Chapter III was designed to collect enough statistical data on the curriculums in the social foundations to generalize about the current status of this subject.

The procedure for gathering this information involved taking selected samples of classes currently being taught in social foundations departments at state universities, state colleges, and private colleges or universities. These samples were collected from bulletins of the divisions or colleges of education at the selected institutions in each state. The method of selection when sampling some institutions, such as state universities, often involved having only one institution to select from, and in such a case that one institution was used as the sample. Where there were many institutions to select from in a state, (such as private colleges in Massachusetts), random sampling was used by following the procedure of placing all the names of the possible institutions on separate pieces of paper, folding

them in equal sized squares on which the name of the institution could not be seen, and then picking the number of samples out of a box in which the pieces of paper were mixed.

When the selection of the institutions to be sampled had been completed, the bulletin of each selected department of education was reviewed and the courses to be used in this study were selected from divisions within departments of education with such titles as: history and philosophy of education; educational foundations; foundations of education; social foundation of education; social and philosophical foundations; educational policy; cultural foundations of education; sociology of education; history of education; philosophy of education. At the sampled schools where there were no such named divisions within the departments of education, courses were chosen that fit within the defined characteristics (as defined in Chapter II) of the sociology of education, the history of education, the philosophy of education, issues in education, and problems in education.

When the samples were collected, the information was organized into statistics showing the types, distribution and number of courses taught in each area. This information served as a basis for generalizing about the status of the curriculums in the social foundations, and lent insight into the criticisms of the social foundations by revealing if any changes that had been suggested by the critics, had actually been implemented in any of the departments of education. Insights were also gained as to whether criticisms of the

social foundations were valid in light of the changes in classes being taught in the social foundations of education curriculums. State certification requirements for the social foundations of education curriculums were also collected in this chapter and the related impact on the curriculums of the social foundations were noted.

To complete this study, Chapter IV examined the prospects for the future of the curriculums in the social foundations of education. Innovative classes, which had already been implemented, as well as future programs, which some colleges were preparing to initiate, were outlined and analyzed to reveal what impact new directions in teacher training programs had on the future of the curriculums in the social foundations. This chapter also included a discussion of the possible course offerings in the social foundations of education curriculums of the future.

The concluding chapter contained a summary of findings made in this study, and these findings were presented according to chapter divisions. Conclusions and recommendations were also included in this chapter.

CHAPTER II

THE RATIONALE FOR TEACHING THE SOCIAL, HISTORICAL, AND PHILOSOPHICAL FOUNDATIONS OF EDUCATION

According to Margaret Gillett:

. . . the intellectual rationale and functional dimensions of social foundations studies have often been poorly analyzed and remain unclear to many. Journal articles and a few books have been written about some aspects of the social foundations of education but there are few sources concerned with a comprehensive definition and delineation of the reasons for offering the social foundations courses. There are many books entitled Foundations of Education but these books present material dealing with aspects in one or several of the social foundations rather than dealing with an explanation about the intention and significance of offering social foundations courses to prospective teachers.¹

Much of the attention given to the social foundations of education is literature written by the critics, so that most inquiries into educational foundations have not only yielded negative assessments, but they have also displayed a sufficiently unsympathetic tone as to rule out constructive suggestions.² It has been said that, perhaps, those who want to claim viability for the general notion of

¹Margaret Gillett, Foundations Studies in Education (Metuchen, N.J.: The Scarecrow Press, 1973), p. iii.

²Mary Anne Raywid, "Social Foundations Revisited," Educational Studies, vol. 3 (1972), pp. 71-83.

the value of teaching the foundations ought to begin trying to wrestle with the challenges and hard questions that have been raised. Such an attempt might help to clarify one's own efforts and facilitate a decision on whether social foundations of education is an enterprise worth trying to pursue.¹

So much of what is valuable in teaching the social foundations has been lost in the negative dialogue between the critics and supporters that it seems appropriate to come at the challenges and hard questions from a constructive direction by outlining the reasons why the social foundations of education are taught in the preparation of teachers. Perhaps a constructive definition of why we teach the social foundations would give those who teach and those who experience the classes a more positive view of the value of the social foundations for the preparation of teachers, and in a deeper understanding of why we teach the social foundations we might answer those who are critical of social foundations.

In defining why we teach the social foundations of education, a brief discussion of the approaches to teaching the social foundations would be helpful in understanding the structure of the curriculums in the area. Three common approaches to teaching the social foundations studies are:

- 1) through study of one or more of the foundational disciplines, the sociology of education, the history of education,

¹William Brauner, American Educational Theory (1964), pp. 198-223.

the philosophy of education; 2) through direct study of certain social or cultural problems and their impact on education, e.g., urbanization, racial conflict, pollution of the environment; and 3) through the study of basic issues in education, e.g., educational control, equality of educational opportunity, stress on scientific training versus the humanities.¹

The Sociology of Education

The fifth annual conference of the Foundations of Education which met at the University of Calgary in 1968 developed a list of reasons for teaching sociology of education in departments of education. The following was abstracted from that list:

1. The social context of education is now predominant. The world has moved from elitism to democracy; from colonialism to nation-states; from peasant cultures to mass communications. All these arise from, and generate, social forces which must be understood.

2. Social differentials are vital dimensions in most countries and communities. Unitary conceptions of society are inadequate, even intellectually dangerous. There may be substantial cohesion; there may be accommodation, compromise, assimilation; there may be conflict. The degree and course of these social trends and forces must be, at least, part of

¹R. Freeman Butts, "Reconstruction in Foundations Studies," Foundation Studies in Education, ed. by Margaret Gillett and John Laska (Metuchen, New Jersey: The Scarecrow Press, 1973), p. 303.

the conceptual vocabulary of teachers.

3. The cultural and subcultural matrix of every person is as basic as human biology or body chemistry. It is presently not understood nor taught as such. The ubiquity of the term individual is partly at fault. But even discussions of quantitative groups and classifications (population, income groups, etc.) are sometimes also sterile, or they may be weighted with misleading assumptions.

4. The learning process is bound up with all of the above. The dynamics of socialization (including such things as the function and impact of parents, siblings, early life space, social class, life styles, relations with friends, teachers, groups of all kinds) are vital for all schools. They affect educability as well as motivation; they may be adverse as well as developmental. Of course, psychology, psychiatry, social work, anthropology, and other disciplines make contributions here; but knowledge of the social environment and its social dynamics is fundamental. Sociological role and status concepts are indispensable, from kindergarten to the university level.

Although the generic contributions of sociology to teacher education may be derived from the above, it is also important to recognize that there are at least three kinds of sociology: theoretical, empirical, and applied sociology. Since education is normative as well as scientific, teachers should understand all three kinds of sociology but, for teachers the crucial directive is to understand the forces which

determine or inhibit the formation of social policy affecting schools and learning.¹

The following contributions from sociology can, and should, be made in the curriculum for the preparation of teachers, according to the Foundation of Education Society: concepts should be learned which permit understanding as well as the linkage of isolated facts. For example: social role and its relation to personality development; views of authority; family types and their relation to socialization; social classes and their variants in ethnocentricity; views of community; educational images and aspirations, etc. The following are specific examples:

1. Vocabulary of analysis and comprehension should be understood permitting semantic obstacles such as individual, man, society, to give way to, or at least be translated into families, parents, children, adolescents, youth groups, political parties, offices, cabinets, executive hierarchies, and school bureaucracies.

2. Teachers should be aware of documentary materials to supplement history and geography in social studies. The culture concept is now everywhere but depends vitally on examples; national, local, regional, subcultural and deviant. Concepts, documentation (including mass-media opinions and attitudes), and research findings on the analysis of communities. Community like individual, must be emancipated

¹Foundation of Education Society, Proceedings of the Annual Conference (Calgary, Canada, May, 1968), pp. 101-108.

from abstraction. Teachers need to understand the wide gamut from nations to neighborhoods; also, the mass-society aspects of cities and the non-communities of slums, suburbs, or unplanned housing developments.

3. Teachers should understand analysis of the school system. There are dozens of phases of this: group analysis (sociograms, subcultures, etc.), socialization impacts of selection, role analysis of teaching functions, teacher and administrator hierarchies, patterns of school-community relations and other pedagogic roles and relationships.

4. Prospective teachers should understand contemporary issues of educational opportunity. Surveys of the total educational picture raise social policy questions about retention, drop-out, selection, counseling, technical training, relations of the curriculum to work and to leisure, specialized versus general instruction, and so forth.

5. Students preparing to teach should be aware of minority groups, including the poor and culturally disadvantaged, as children and pupils and as adults (parents, citizens, voters), and as a social class. Poverty and its linkages with racial discrimination, stranded regional areas, educational finance inadequacies have made it a priority issue in educational policy. Some of its subject matter is social economics. A growing number of studies, however, make it clear that educational sociology is a new dimension in educational theory.

6. A knowledge of the impact of the mass-media (tele-

vision, newspapers, magazines, films) is important. The media is a formidable competitor of formal education; teaching may be reinforced or destroyed by the media. Not only individual teachers, but the teaching profession as a whole, must be equipped to analyze, discriminate, and formulate views on public policy, because the mass-media represent informal education.

7. A teacher should also be aware of contradiction and conflict in contemporary life. A subtle but ever present phenomenon exists among our own cultures, the parallel existence of contradictory beliefs. This area has been greatly developed since Lynd's Middletown, Ogburn's Cultural lag, Galbraith's Conventional Wisdom. Psychiatry is relevant, but needs to be balanced with understanding of folklore, advertising, the arrested socialization of regional and frontier isolation. The so-called generation gap is a current popular recognition. The two cultures, humanistic and scientific, with the constructive possibility of the social sciences as a bridge, is a matter of direct educational concern. Varieties of alienation, anomie, student rebellion and protest movements are further indications of this contemporary reality. All of them are of much greater importance than the social pathology (crime, etc.) which was the earliest concern of sociology. Social pathology, in fact, should be examined on a much wider canvas to include questions such as racial prejudice, the courses of totali-

tarian regimes and varieties of political extremes.¹

These are many separate areas of study within sociology of education rather than one and they have been listed together to stress the point that the relationship between sociology and education must be spelled out, discussed, and analyzed. While much of this analysis sounds negative, modern democracy faces enormous challenges and constructive citizenship will not be generated unless it is realistic and informed. Teachers and schools have been widely blamed for inculcating a bland, optimistic, and consensus-type of outlook.² Current events all over the world make it clear that conflict must be dealt with in schools as a fact of life, and the task of the teacher is to present the multiple dimensions of modern society with the sociological elements in the many alternatives of policy which now face the citizens of all countries.

The Sociology of Education and the Environment

Teaching and learning are shaped by the social context and an awareness of this context is crucial for those who plan to teach.³ The power of the environment to influence education has never been more apparent than it is now. Our traditional views about the dominance of school subjects

¹Ibid.

²Ibid., p. 108.

³Cole S. Brembeck, Social Foundations of Education (New York: Wiley & Sons, 1971), pp. 5-7.

and goals in education are being shattered by social forces within and without the educational establishment. The need to understand school learning as a product of the environment is now critical.

In order for a teacher to understand the environmental dimensions of education, he must first look at the distinctive dynamics of the school's human environment, since the most important things that happen in schools result from human interaction. Second, we must look at schools within the larger social environment. Schools do not exist in isolation. Both students and teachers come to them from other social environments. The characteristics they bring influence the school's own social dynamics. It is believed by those who teach sociology of education that the effective teacher is one who has some familiarity with the kinds of social climates we have in our pluralistic society. Third, we must focus on the school as a central institution that plays a large role in the formation of our social, cultural and political life. For these reasons, educators bear a large responsibility for which some grasp is needed of the nature of the school as a social and political institution.

The social environment has changed markedly in recent history and for a teacher to be prepared to work in this changing environment the sociology of education professor believes that the teacher should be prepared to identify major changes, examine their characteristics, and indicate how they are reshaping the schools. Here are a few examples;

school integration, cultural style of the school, teacher beliefs and characteristics, the politics of education, community influences on education and the political power of teachers.

The School, Society, and Social Change

The school is not only crucially placed because it satisfies the need of the economy for a skilled working force, it has become the agency fulfilling adult status:

Allocation to a particular school or to a particular class within it, the quality of teaching and the response to it, the strength of motivation determining the use made of ability, all help to determine not only attainment in school, but position in adult life.¹

Teachers have been subjected to analysis by social scientists, and to scrutiny by parents, because in making work, assessing personality, and selection they may determine the whole future of the child, not only his success in school. Schools have become a distributive agency conferring future social security, status, and consumption possibilities. Therefore, parents cannot appraise the functions of the schools primarily from an educational point of view. Their first concern is whether the school is qualifying their child for a good job. Secondly, parents do not just demand the opportunity for their children to rise to a good position, they tend to claim such a position as a right. The teacher may be subject, therefore, to

¹M. D. Shipman, The Sociology of the School (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1968), pp. 12-17.

impossible demands, being required to ensure success regardless of ability, and having his ability as a teacher criticized on non-educational grounds. The teacher may be consequently subject to intense social pressure because teachers have become agents for allocating individuals to their position in life. This emphasis changes the teachers role by demolishing the traditional authority of teachers as carriers of accumulated wisdom and representatives of established order. Teachers have suffered a displacement and the broad demands made on them as persons and the need to build up close relations with pupils make the exercise of authority more difficult than in other professions, where relationships can be more neutral. Further, every adult has been through school and sees teaching and teachers in the light of this experience; other professions are not exposed in this way.

Changes in the methods and content of education, the changing basis of authority of the teacher and the changing organization of schools are the results of changes of values in society. The progressive school, motivating its pupils to learn actively, continually revising its curriculum, relying on informal, democratic means of control, reflects a society in which such values have become important. Where more traditional methods persist there is stress between the school and society, and this manifests itself in the attitude of pupils. In a period of change schools are inevitably poised between the necessity of preparing children for the new and preserving what is valued from the past.

The rapid change associated with industrialization, stimulated by research, moves education from the periphery to the center of the economy.¹ The more complex a society becomes, the more research is needed to sustain its development, and the more vital are its schools and colleges. A school is now judged not only for its contribution to moral and social stability, but as an instrument in providing the right skills for a complex set of occupations. Further, it must produce students oriented towards sustaining the rate of change through an interest in research, and a people able to accommodate to the strains produced by change. This emphasis may affect the schools in two ways. First, it means that the curriculum must be subject to continual revision, and secondly, it disturbs the traditional relationships between teachers and students.

The school has changed, as did all organizations, as an urban, industrial society developed. The trend has been not only to replace the classics by subjects seen as more relevant to the modern world, but to replace the unchangeable by the changing. The frontiers of knowledge in science, math, social studies, and the technologies are continually expanding. Consequently, continual revision is necessary to ensure that syllabuses remain relevant. At the same time, the content and methods of traditional subjects have come increasingly under review. Curriculum studies, projects and experiments are challenging existing practices.

¹Ibid.

Rapid change also affects the relationships between student and teacher. The schoolmaster of a hundred years ago was preparing his students to live in the same world in which he had grown up. They would use the same tools, share the same values, stay in the same place. The teaching was sometimes dogmatic. Today no such certainty is possible, and the current methods of teaching encourage discussion and interpretation. Above all, the span of years separating teacher and pupils has contained a variety of dramatic changes. The children of the 1970's will grow up used to men on the moon, to life in orbit, to pocket-sized computers, but will be taught by some teachers who will have grown up in the world without television. The rate of change makes each generation old-fashioned to the next and reduces the authority of the adult as a transmitter of culture, because that culture, in its technological aspects, is antiquated.¹

Schools develop as societies grow complex and specialization within and between them is one part of a general differentiation among institutions. In large scale, mobile, industrial societies schools increasingly become the means whereby individuals are prepared for and allocated to, occupations. Simultaneously they are involved in the conflicts over values which accompany this complexity. If teachers are to cope with these complex social problems, it will become increasingly necessary for them to be prepared

¹M. Mead, "Why is Education Obsolete?", Harvard Business Review, vol. 36 (Nov.-Dec., 1968), pp. 23-30.

to view education's effects on society as well as society's formative impact on the schools.¹ Knowledge of the human condition, knowledge of the nature and dynamics of society, knowledge of the past so that it may be used in experiencing the present and aspiring to the future, all of these it would be reasonable to suppose, are essential to the education of teachers.² And the sociology of education offers this knowledge as part of its curriculum.

The issue is the teacher's view of his world, as distinct from the practice of his craft, and the social context of education is now predominant. To become genuinely professional, the curriculum for teacher education will have to become more theoretical, to deal with our social complexities. Knowing the theory behind the rule gives the professional the right to depart from the rule, and to even formulate new rules.³ This right and freedom is not accorded to the craftsman who merely knows the rules and uses the techniques. According to Professor Broudy, two uses of theory are involved in the preparation of teachers at the professional level: applicative and interpretive use. The first furnishes the basis for a rational technology to solve our problems of practice; the second enables us to conceptualize

¹Raywid, Educational Studies, pp. 71-83.

²Jerome S. Bruner, On Knowing (Cambridge, Mass.: Harvard Press, 1962), p. 36.

³Harry Broudy, "The Role of Foundations Studies in the Preparation of Teachers," Improving Teacher Education in the United States (Phi Delta Kappa Press, 1967), pp. 153-154.

and thereby to understand these problems, and to evaluate the technology itself. Sociology of education may have both an applicative and interpretive use.¹

The more developed the profession and the more its domain of practice is linked with other domains, the more the professional needs to know the total field of which his specialty is a part. But because he cannot possibly have applicative knowledge of the total field, he must make do with interpretive knowledge in all fields outside of his specialty. The teacher may not need to solve problems in these adjacent fields, but he can understand them and know what knowledge is relevant to them. It is precisely this type of interpretive professional knowledge that the sociology of education supplies the professional worker in education.

The sociology of education should find its place in a well-balanced curriculum of teacher preparation, and in finding its place contribute focally to the understanding of education as a whole and of the total meaning of the teachers task in particular. As Professor Broudy said:

If there is any justification for the general professional studies, it is a professional justification, viz., that they are essential to being a first rate professional, not to a scholar as a scholar nor to a craftsman. They are essential for the understanding and interpretation of the educational enterprise as a whole as well as of one's specialty.²

¹Ibid.

²Harry Broudy, "The Role of the Foundations Studies in the Preparation of Elementary Teachers," The Journal of Educational Thought (University of Calgary), vol. II, no. 1 (April 1968), p. 30.

The general intent of the sociology of education is therefore to provide such professional groundwork as would enable students to examine and understand the aims, ideas, values, influences, and assumptions that underlie the educational system in our society.

The History of Education

Relevance is probably the crux of the matter where we determine the professional significance of the history of education for teachers. Relevance signifies relevance for the individual teacher-to-be, not just utility. A teacher recreates himself as a teacher day by day by making the kinds of decisions and employing the kinds of strategies which allow students to learn. The relevance of history to such a person depends on the degree to which a study of the educational past enables the teacher to organize his own experience in the situations of the present, to refine his strategies, to enlarge his conceptual scope. History's relevance depends on the degree to which it enables the teacher to discern a range of possibilities for action.¹

When we ponder the significance of history with the individual teacher in mind, we could begin with an orientation to teaching, learning, and schools in the contemporary world. Perhaps, ironically, it is within contemporary problems that the historical study of education finds its signifi-

¹Maxine Green, "The Professional Significance of History of Education," History of Education Quarterly (Summer 1967), pp. 182-190.

cance. For the significance of the historical studies for the teacher lies in the possibility it offers for shaping of large perspectives, enabling the teacher to make some sense of the confusing present through which he moves. To have engaged in historical inquiry is to seek out organizing principles and ideas to pattern the particulars that compose experience as it widens to include the past. Asking questions about continuities, lines of development, relationships among ideas and events, facts and values, and political and social changes the teacher is in a position to pursue meaning. He is in a position to orient himself in the universe extending far beyond his personal plight. He is in a position to appropriate the past by making it part of his own life situation—the situation in which his choices are to be made.

According to supporters, History of Education provides the young teacher with "a source of the world's best thoughts about education for well over two thousand years."¹ This cultural heritage, so runs the argument, is intrinsically valuable as a liberal component in the teacher's education. This is enormously important in a world that is becoming increasingly dehumanized. Teachers are concerned with people and with ideas. According to educational historians, their preparation should include more than courses in methods, classroom management, and manipulation of visual

¹Luella Cole, A History of Education: Socrates to Montessori (New York: Holt, Rinehart and Winston, 1950), p. 12.

aids. The History of Education component is one reason why historians of education say we can legitimately talk about teacher education rather than teacher training. It should be recognized that we are preparing professions with a broad understanding of their field and not just turning out functionaries to fill occupational slots. Parallels may be found in other professional disciplines. Courses in the history of medicine, the history of science, and the like are increasing. They provide for intellectual stimulation and flexibility in thought that is well suited for this rapidly changing era.

"History of education is not only a liberal subject, it is useful."¹ It is said that we can't make progress by ignoring history, and there is no reason why education should be condemned to repeat the past. Through the study of the history of education, we can see what others have done, we can borrow from them, and we can profit from their mistakes. We can also glean an appreciation of movements, trends, and cycles so that we have some notion of what to expect from the future. As Whitehead said:

In the history of education, the most striking phenomenon is that schools of learning, which at one epoch are alive with a ferment of genius, in a succeeding generation exhibit merely pedantry and routine.²

In the study of educational history, the student can see

¹Margaret Gillett, "Foundation or Frill?", Education (Toronto, 1970), vol. 8, no. 4, pp. 29-37.

²Alfred North Whitehead, The Aims of Education (New York: New American Library, 1949), p. 13.

something of the process of educational developments, gain a clearer perspective on current events and issues, and get a better notion of reality in time. It is a misconception to think of history of education as dealing with only the classical. History of education is essential to an understanding of any educational system's present situation and a prerequisite for devising plans for future development.

Historians of education believe that the value of the history of education to the teacher as a person is incalculable. As the understandings of the history of education are more general, so are they more lasting. The broad sweep of events, the flow of ideas, the confrontation with great innovators stimulate and enrich. Even when details have dissolved, a worthwhile residue should remain. From the cultural past, the modern teacher, who more and more is participating in planning for curricular innovation and structural change, modification of roles and responsibilities, can draw new ideas or fresh arrangements of the old.

The record of man's past achievements provides us with a knowledge of mankind's progress through the centuries that has produced his vast cultural heritage. The history of education has provided the story of man's progress toward the development of modern educational programs for today's world, and a primary purpose for studying the history of education should be to gain a broad understanding of the major educational events, movements, trends, institutions and problems which have shaped modern education.

The study of the history of education may be considered an area essential for a career as a professional educator for the following reasons:

1. A knowledge of history should enable the student to make a sound evaluation of earlier educational institutions; their theories and practices, and their failures and successes should contribute to a better understanding of modern education.

2. A study of the educational experiences of the past centuries should serve as a valuable guide to the improvement of present and future education.

3. A knowledge of the great educational leaders and philosophers should assist the student to build a sound philosophy of education.

4. The student of educational history should have an opportunity to read the great educational classics of our civilization for cultural enrichment.

5. Students aspiring to become outstanding teachers can benefit from the history of the various educational theories and practices, administrative organizations, curricular programs, methods of teaching, and student-teacher policies utilized by past generations. Furthermore, all present practices and all proposals for the future rest on some interpretation of the past. Educational policies and decisions look forward and backward. When judgements are made, they rest on some assumption about the past as well as some hope or preference about the future.¹

A careful study of history is therefore an element in evaluating the present and in making plans for the future. The study of history will not necessarily solve present problems but intelligent decisions can't be reached without it.

Therefore, the study of the history of education is one of the ways in which the profession should prepare themselves to make better judgements about American education.²

¹Oliver S. Ikenbery, American Education Foundations (Columbus: Charles Merrill, 1974), pp. 73-74.

²R. Freeman Butts and Lawrence A. Cremin, A History of Education in American Culture (New York: Holt, Rinehart and Winston, 1953), pp. V-VI.

For the college student who is entering his professional preparation and needs an orientation to the whole scope of the educational enterprise, the history of education should allow an opportunity to achieve integration and synthesis of the surrounding society and culture. To know ourselves, our problems, and our society we need to know our culture and its origins.

To face the complexities of the role of education in culture, prospective teachers need to study the role of education as an institution among other social institutions in society, and they need to study the underlying ideas, values, beliefs, and attitudes that motivate human behavior in and out of school.¹ Thus, if the educational profession is to analyze carefully the present problems that face education, professional workers need to know how and why people act as they do. People act as they do, in part, as a result of the inherited values and beliefs that live on in them in tradition through culture.

The History of Education, therefore, is designed to help educators understand what their present problems are, how the problems have arisen, and what the advantages and dangers of the past have been, what forces from the past are still at work in the present, and what we have to reckon with as we move into the future, and the teaching and writing of history must be selective and relevant. Since we can't bring to bear all recorded history upon present-day problems, we should

¹Ibid.

bring that experience of the past which is pertinent and relevant to the resolution of present problems. Thus, the history of education, according to some educational historians, should no longer be confined to the factual memorization of school data of the past but should see education in vital relationship to the culture of its time. It should no longer be a simple chronological recital of events from year to year, but it should take off from the present problems and issues and return to the present as an aid in deciding what should be done in the future. With this view the historical approach becomes a reassessing of our cultural and educational traditions. It should help educators make judgments concerning what of our past culture is good for the future and thus needs to be strengthened, and what is destructive and thus needs to be changed.

Many educational historians think that there is great value in gaining perspective on our own present times by seeing how education has been related to its culture in past eras. To show how education was viewed in colonial culture and how its methods and content were shaped by prescientific and earlier philosophical and religious orientation is believed to be essential to an understanding of the way these inherited outlooks continue to operate at the present time. There is value in gaining perspective on the present by seeing what happened to education in times that are removed from our own—times which created traditions, outlooks, and practices that still affect our own thinking and method.

The Philosophy of Education

"The educator, whether he realizes it or not, is inevitably involved on a daily basis with philosophic problems and issues."¹ To perform his educational duties as effectively as possible, he should have enough philosophic sophistication to recognize the educational problems for what they are and the alternatives available. Here the teacher may be of direct help in the task of helping human beings become more fully aware of what is involved in evaluating the direction of their experiences with a view to the fullest life possible. This requires a quality of thinking that is reflective and integrative in nature. The deliberate cultivation of this reflective, integral perspective is a distinct task of the philosophy of education. Therefore, all persons who intend to teach should have some acquaintance with philosophy through work in the philosophy of education. This becomes apparent when we think of teaching in a larger perspective of comprehensive understanding. For, although every teacher must in a sense be a specialist, he must also be aware of a common frame of reference to which his special work must stand related. The frame of reference which enables the educator to see education clearly and to see it whole may be acquired through the study of the philosophy of education.

Different philosophers will develop different

¹R. C. Bertocci, "Philosophy and the Philosophy of Education," Journal of Education (Boston University), vol. 141 (1958-59), pp. 7-13.

philosophies of education, and although philosophy of education courses may differ as much as differing personal philosophies, there are distinctions within the teaching of this area which enable us to identify the subject. According to a statement by a committee of the Philosophy of Education Society:

When we single out and examine the criteria and assumptions guiding the choices being made in education, and conduct our examination in terms of the concepts and categories of philosophy, we are working within the discipline of the philosophy of education.¹

Three interrelated phases of philosophic thought devoted to education may be viewed as conditions for establishing the content of the discipline in the philosophy of education:

The descriptive-analytic task of the philosophy of education may be in making explicit the criteria which guide the choices made in education. This task includes relating these criteria to philosophic positions, and examining them in terms of consistency, meaning, expectation, and method. The critical-evaluative task of the philosophy of education is in the framing of alternative criteria provided by the philosophy of education. This task may include locating criteria for assessing these alternatives for purposes of determining the more adequate and/or reasonable criteria. The speculative task of the philosophy of education is in the forming or framing of new alternatives for use in philosophy, education,² and/or the discipline of the philosophy of education.

The various philosophies of education also share these three characteristics which help distinguish them from other fields of endeavor:

¹Christopher Lucas, What is Philosophy of Education?, (London: The Macmillan Co., 1969), pp. 111-113.

²A statement by a Committee of the Philosophy of Education Society, Educational Theory (January 1954): 1-3.

1) Unique theoretical tools consisting of hypotheses, concepts, and categories (such as meaning, truth, value, method)

2) The employment of these tools in the examination of the criteria, assumptions and/or reasons which guide assessments, judgements, and choices

3) A scholarly acquaintance with events, practices, circumstances, and/or ideas relevant to the philosophy of education.¹

The content of philosophy of education courses vary from the study of the ideas of the great philosophers which relate to education to studying the various movements in the philosophy of education, such as idealism, Neo-thomism, existentialism or pragmatism. Philosophy of education courses may also take shape around studying theories of education or in studying issues in education. But whatever form the philosophy courses take, their general intent is usually to develop the tools of critical analysis in clarifying the problems of education and presenting possible alternatives through the process of reflective thought. The general intent of the philosophy of education studies is therefore to provide professional groundwork that would allow students to examine and appreciate the aims, ideas, values, influences, and assumptions that underlie the educational process. It is in the educational process that problems of knowledge, value, of what constitutes the good life, of the kind of world we live in, and what we can do about it become crucial. It is in the practical business of education and the need for clarification of what education is about that gives rise to the typical areas of philosophical investigation. Educa-

¹Ibid.

tion provides some of the most important areas for philosophic investigation on the one hand, and philosophic investigation becomes a prerequisite to critical and directed educational planning on the other.

Educational systems and educational practices involve some set of ends or aims thought to be valuable enough to be perpetuated, or strengthened, or created in individuals and the community by the processes of education. Without aims no education would in fact occur. Education is thus purposive in character. And the study of the philosophy of education is an investigation of the purpose and aims of education. Today, for example, we need to deal with such questions as the following: Are we to educate for self-realization in community or efficiency in industrial production? Is communal adjustment more important than individual initiative? Is education for conformity or for creativity of prime importance? These are some of the questions the philosophy of education can investigate and consider, using tools of philosophy for clarification and examination.

Education and Human Nature

One of the things educational philosophers are concerned with is the student; the individual human being. Just what kind of being is he? What is it that makes us human? What can a person become? What, in short, is the nature of human nature, on which all education eventually works?

Educators want to know what makes us human and what

potential a human being has. We know that man is a particular being who makes things—tools, machines, instruments. And it is said that man's education should be organized around this ability to make things. We also know, however, that man can communicate with symbols. Therefore, it is also said that his education should be centered around his symbol-using ability, but, the educator needs to know more than this, because, making things and communicating can be used for different ends. Taken together these technological and symbolic traits constitute man's ability to build a culture. (Tools, institutions, ideas, etc.). Over a long period of time, men have built many different cultures, each with it's own set of beliefs and practices. Hence when we search for a common element of human nature on which to build an educational program we are confronted with a multitude of possibilities, since man is a product of his culture. What this implies then is that the general features of human character are social; they arise out of the environment in which the child is part. It is possible, theoretically, to modify and change certain aspects of human character through control of an individual's experience. And since education is a specialized form of controlled experience, it is important for educators to remember that what the child experiences in the school he may learn.¹

But, if humans are the product of culture, they are

¹Van Cleve Morris, Philosophy and the American School (Boston: Houghton Mifflin Co., 1961), pp. 8-18.

more than passive recipients. They are, if only potentially, active contributors to it. Since cultures have been built, there must have been a creative element somewhere in the human material. It is this creative tendency of the original thinker, the poet, the inventor, that some have come to expect the school should foster. We know that these abilities exist in some individuals. But, are they themselves the product of social experience in a culture, or are they unique in each individual? Can they be excited and released in a deliberate program of education? Can a teacher teach creativity to a student? Does a teacher know or recognize what creativity is? These questions concerning the possibilities of human nature and education should play a central role in developing a philosophy of education, and from within the discipline of the philosophy of education should come an understanding of the nature of human beings from the writings of great philosophers from Plato to Dewey.

The School and Social Change

Modern societies do not stand still long enough for teachers to understand what changes are occurring. By the time it takes a generation of scholars to understand the workings of America's society, the fast-changing American society has found a thousand new interpretations. The world passes by us, and as social practices and beliefs are modified, students go on learning, "much that is neither true or false but merely irrelevant to the world they will live

in,"¹ and this is a basic problem of the philosophy of education: what role should the school play in a changing society such as the one we live in—one of social and cultural transition. There are several distinct positions that the philosophy of education can reveal; the Neo-thomist, idealist, Realist, experimentalist, Reconstructionist, etc.

The Meaning of Life

The most abiding question in the philosophy of education is the overall meaning of life. What are we doing here? What is our purpose? If there is a design in nature or a developing purpose in the universe the human race is probably playing some part in it. Theology views these ultimate questions as its province, but philosophy also seeks to find answers to them. And educational philosophers are, and should be, especially interested in them for the reason that if some reliable answers can be given as to the end and purpose of man we will be on our way to understanding the kind of education we should have. If it is that there is a given design and structure to the cosmos we could conclude that our principal function is to discover this design and find our place in it. This conclusion would call for education to assist our adjustment to a given reality. If the cosmos is not yet finished and our role is to make it over—into something closer to what it ought to be, then, this outlook would call for an education that would awaken our creativity and productive

¹Ibid., p. 12.

energies.

Closely related to these considerations is the question of whether education is man-centered or God-centered. This question usually takes this position—if it is a man-centered, then education would encourage the mind to inquire into and challenge all or any idea. If education, on the other hand, is God-centered, then there will be certain subject matters which the student must learn of necessity and which are beyond question or challenge. Since they are authored by God they don't have to be investigated or discussed. Here, obviously, is where a great deal of educational dispute originates, and the person who is preparing to teach should be ready to deal with these questions which will arise in the process of teaching any subject matter.

The Moral Nature of Education

Finally it becomes necessary to connect what has just been discussed with the moral quality of education. Moral, in this context, is the wider meaning of moral judgements, i.e., the making of decisions which represent what we want from life and what we want students to become. "Education is the process of deliberately attempting to make students something which if left to themselves they would not become."¹ If this is true, every system of education must make some decisions concerning the type of society it prefers and ways to bring about the type of individual it values and hopes to

¹Ibid.

produce—education involves choices that make a difference in the individual and social lives of human beings. Education may be more of a value judgement process than most of us think. For as we go to school and learn we are actually also being inducted into a system of moral and ethical decisions that have, for at least some part, already been made. We grow up in America valuing such things as private enterprise, social dexterity, and wealth. These, in a sense, are moral judgements. Every educator is therefore concerned not only with facts and ideas and concepts, nor with just teaching the facts of his subject matter. As an educator, whether he is aware of it or not, the teacher is concerned with preferences and desires and shoulds, which reveals the kind of individual he feels ought to be. It is this broad prospective of moral value which must be a serious part of the curriculum for the preparation of teachers, and the philosophy of education can offer such preparation for prospective teachers.

Beside the aforementioned reasons for offering the philosophy of education in the curriculum for the preparation of teachers one final reason should be mentioned, the development of the cognitive processes. The development of the ability to classify, recall, imagine, compare, synthesize, analyze, deduce, evaluate, infer and generalize. In an age of psychology and sociology it is very easy to lose sight of the development of such an intellectual process. But, although we have learned much from psychology about concern for the individual, emotional implications of learning, the

social process in learning etc., we must remember that one of the functions of education is to develop the mind. And the philosophy of education, if properly taught, can be an excellent place to develop the cognitive processes. The value of developing the active use of the mind could be one of the greatest practical tools the future teacher could have.

Issues and Problems in Education

The final area that we will consider in this chapter is taught at colleges of education under various titles which range from issues in education to the school in American society, challenge to education, controversies in education or contemporary problems and issues in education. The major thrust of any of these courses is to take problems or issues in contemporary society and analyze their relationships and implications for education. Racial problems, economic conflicts, urban and rural social problems, court decisions, community control of schools, unrest in the schools, school financing and ecological questions are the kinds of topics involved in issues courses. Also of concern within issues courses are such topics as: the depersonalizing aspects of bureaucratic schools,¹ indictments of the schools through criticisms of the larger social structure of American society, alienation and dehumanization, the impact of educational technology, and student and teacher activism. In short, the

¹Harold W. Sobel, "The New Wave of Educational Literature," Phi Delta Kappan 50, no. 2, (October 1968), p. 109.

issues and problems courses examine the current social and cultural forces which have an impact on the school.

The goal of offering these courses to prospective teachers is to familiarize those who plan to teach with the kinds of problems that may face them when they begin to teach, and to develop: critical analysis, the ability to relate knowledge to our problems, suggest possible alternatives, examine the relationship between means and ends and evaluate consequences.

The format of dealing with current issues is contemporary and lends itself to adjustments as problems develop in our society. But, it must be noted that sociology, history and philosophy of education are integral to any discussion of current issues, therefore, it would be important to be aware of the fact that these issues courses are intended to be grounded in an awareness of how problems develop historically, what philosophical basis a theory might have, and of the sociological implications of any issue.

The issues courses find their focus in the present but, the structure of analysis is based on past theory and research in the field of education. The rationale for teaching these issues courses can easily be based on the rationales outlined for teaching the social, historical or philosophical foundations of education, the difference is in the thrust and focus which could be termed more relevant. For it is more obvious and often easier for the teacher and student to develop an understanding of the earlier develop-

ment of education through a current focus. The issues courses also lend themselves to more contemporary practices of teaching since it is easier to involve students in discussions and various other classroom dynamics.

The areas of discussion involved in current issues in society and their relationship to education could be overwhelmingly extensive, and what issues are taught in issues courses will be outlined in the chapter that follows. Other courses that have developed in the social foundations of education will also be noted and included in the following chapter, and a more complete understanding of why we offer the social, historical and philosophical foundations in the curriculum for the preparation of teachers should be available from the more comprehensive look at the current curriculums in Chapters III and IV.

CHAPTER III

THE CURRENT CURRICULUMS IN THE SOCIAL, HISTORICAL, AND PHILOSOPHICAL FOUNDATIONS OF EDUCATION

The following information has been collected from bulletins of colleges and universities and includes courses taught in the social, historical, and philosophical foundations of education for the 1974-75 school year. These schools were selected from college and university populations in each state, and include undergraduate and graduate courses from state universities, state colleges, and private institutions of higher learning. This information is organized by state, then by institutions, (first the state university, then the state college and finally the private institution.) The organization of this information also includes undergraduate courses and then graduate courses for each school.

The Curriculum

ALABAMA

The University of Alabama, Birmingham

Program in History, Philosophy, and
Sociology of Education

Undergraduate Courses

- 61. Foundations of Education in the United States - The development of education in the American experience and its relation to teachers and prospective teachers.
- 62. Foundations of Educational Thought - Development of education and its relation to teachers and prospective teachers.
- 103. Urban Education - Special problems of teaching, learning, and educational organization in the urban setting.
- 104. Foundations of Education (III): Philosophical - An analysis of education issues and positions.

Graduate Courses

- 200. The Urban School - Emphasis on the social and psychological forces of the urban ghetto and suburbia with their implications for education. Problems of the inner-city school. Opportunities for field work.
- 201. The American School - American public education as a major social institution. Analysis of the functions of the school and the influences exerted upon it.
- 202. The American School in Crisis - Critical problems facing American public education and approaches to managing these problems.
- 203. Twentieth Century Educational Theorists - The works of selected educational thinkers, with emphasis upon current educational issues and approaches to resolving these.
- 204. Social Philosophies and Education - Analysis of liberalism, individualism, collectivism, and insulationism as social theories and their implications for educational programs.
- 207. Social Foundations of Education
- 208. Political Systems and Education
- 240. Educational Classics
- 241. Social Theories and Education
- 242. Recent American Educational Thought
- 244. Philosophical Foundations of Educational Research
- 245. Pragmatism and Education

- 248. Philosophical Analysis and Education
- 259. History of Educational Thought - Ancient and Medieval
- 260. History of Educational Thought - Modern
- 261. Contemporary Theories of Educational Philosophy
- 266. Economics and Education
- 307. Readings in Sociology of Education
- 339. Seminar in Effecting Change
- 361. Seminar in Educational Foundations

Alabama State College, Montevallo

Graduate Courses Only

- 422. History of American Education
- 490. Philosophy of Education

Huntingdon College, Montgomery

One Graduate Course Only

- 201. Foundations of Education

ALASKA

The University of Alaska, Fairbanks

Graduate Courses Only

- Ed. 345. Sociology of Education - Impact of culture on schools. Examination of contemporary social trends and relationships among church, school, government, and family.
- Ed. 348. History of Education - Development of education in Western civilization and its implications for American education.
- Ed. 422. Philosophy of Education - Basic philosophic concepts and their historical development; philosophy applied to education and related issues and problems; examinations of contributions of outstanding educators.

Ed. 443. Foundations of Vocational Education - A study of the social and philosophical roots of vocational education in America, and public policy as a response to the need for an educated labor force. The relationship of vocational, technical, and special education to general education and the responsibility of public education in a technological society.

Alaska Methodist University, Anchorage

No courses taught in the foundations of education.

ARIZONA

Arizona State University, Tempe

Undergraduate Courses

Educational Foundations

EF 111. Exploration of Education - Education as an instrument in the development of the individual and society; its significance as an American institution.

200. Self-Assessment for Teaching - Instruction and other experiences designed to enable students to determine whether they want to become teachers, including field experiences, career information and experiences in self-assessment and decision-making.

333. Basic Issues in Education - Basic social and philosophical issues facing educators through use of problem-solving and philosophical analysis.

411. General Semantics in Education - Demonstrations, research, intensive reading in original documents, and application in general semantics.

422. Group Dynamics and the Educational Process - Leadership potential by understanding and using group processes in education and human relations. Formation of groups, development of group leadership, communications within groups and relations between group and individual members. The use of problems and expectations of group work as an educational instrument.

445. Education for Survival - Content, materials, and methods for teachers in creating awareness of the survival of life on earth; overpopulation, technology, energy usage, resource depletion and general environmental degradation.

Graduate Courses

Social and Philosophical Foundations

SF 411. History of American Education - The social life, ideas and institutions that have given direction to education in the United States. A background for understanding and evaluating present educational problems.

422. Educational Sociology - Education in relation to social institutions. Considers methods of gathering data in social research, the family, problems of educational reconstruction, social relationships and social measurements.

433. Philosophy of Education - Philosophical foundations of contemporary educational ideas. Introductory considerations for the development of a philosophy of education.

435. Education and National Goals - Case studies in comparative and international education. Interrelationship of education with political ideologies, economic conditions, social organization and values existing in certain selected cultures.

511. School and Society - Interrelationship of school and society and the place of education in social change.

522. Education and Democratic Values - Education as a moral enterprise in which the school seeks to cultivate school values by the subject matter and methods it employs in its program.

534. Education and Change - Role of education in producing change in economic and socio-political conditions in the developing nations of Africa, Asia, and Latin America.

544. Philosophical Foundations of Education - Major points of view in contemporary educational thought, emphasizing the basic issues in general philosophy which are foundational to education.

555. Education Classics - Selected documents from the past for the purpose of finding useful suggestions for dealing with present educational problems.

566. History of Education - Development of educational institutions and ideas in the Western World, from ancient times to the 20th century.

635. Education, Politics and Power - Educational systems as agencies of political socialization. Forces which shape educational policy; allocation of resources to

education; locus of power and influence groups, decision-making in the schools.

711. Social and Historical Foundations of Education - Critical examination of the characteristics and problems of modern American education and the social and historical context from which they have emerged.

722. Recent Developments in Philosophy of Education - Trends in contemporary educational thought.

Northern Arizona University, Flagstaff

Foundations

Graduate Courses Only

Ed Fd 570. History of American Education - The development and history of education in America.

Ed Fd 670. Philosophy of Education - Educational aims, values, and criteria of education in a democracy; systems of educational philosophy, the nature of thinking, methods, and subject matter.

Ed Fd 671. The Teacher and His Philosophy

Ed Fd 677. Educational Sociology - Major problem areas in American culture; social objectives of the school's curriculum.

Soc. 703. Sociological Foundations of Education

Ed Fd 711. Philosophical Foundations of Education - In depth exploration of selected philosophical problems and their bearing on current educational issues.

Grand Canyon College, Phoenix

Graduate Course Only

Education 303. Foundations of Education - A study of the historical, philosophical, and sociological influences which have shaped American education, the issues faced by educators today, and the challenges of the future which await persons now entering the teaching profession. The course is designed for students who have already committed themselves to a career in education.

ARKANSAS

The University of Arkansas, Fayetteville

Undergraduate Course

1102. Introduction to Education - An introduction to the opportunities in teaching; a study of the organization and divisions of our educational system; of professional organizations for teachers; of children and youth who are enrolled.

Graduate Courses

5303. History of American Education - Introduction to the history of organized efforts in the United States. Presents the school as a social institution which reflects the needs, the aspirations, the conflicts, and the concerns of the nation from the precarious days of settlement to the confused contemporary scene. Major emphasis given to the significant social and intellectual content of the crucial periods and movements.

5313. History of Western Education - Investigates the training of the young and its larger meaning - the transmission of culture, in representative recorded civilization.

5353. Philosophy of Education - Introduction to the method and the attitude essential to effective analysis and interpretation of educational problems and values.

State College of Arkansas, Conway

Graduate Courses Only

4309. American School Systems

6320. Philosophies of Education - Major attention is paid to the various systems of educational theory and practice with emphasis on the application of these theories.

6321. Social Foundations of Education

Harding College, Searcy

Graduate Course Only

336. History and Philosophy of Education - A study of the history and some of the major philosophies of education in the United States. Requires a minimum of 6 hours of laboratory work.

CALIFORNIA

University of California at Los Angeles

Graduate Courses Only

Philosophy and History of Education

200A. Historical Research and Writing - Technique of historical research, independent investigation, and writing on selected topics. For all students planning to pursue nonstatistical research.

M201A. History of Western Education (Same as History M215A.) - The rise of the Western educational tradition; major ideas, institutions, personalities. From the world of the Greeks to that of the Twentieth Century.

M201B. History of American Education to 1860 (Same as History M215B.) - Development of American education from the 17th Century to the Civil War. The emergence of the public school system in the context of social, intellectual and political change.

M201C. History of American Education, 1860 to 1945 (Same as History M215C.) - Emphasis on problems of urbanization, industrialization, immigration and public school reform. Contemporary school reform movements in context of social change.

M201D. History of American Education, 1945 to the Present (Same as History M215D.) - To be given in alternate years. Study of contemporary issues in American education in historical perspective, e.g., role of federal government, the corporate state, religion, technology and the media, rise of alternate school systems, the new educators, and minority groups.

206A. Philosophy of Education: Introduction - Systematic introduction to the entire field, indicating ways in which philosophy serves to elucidate educational aims, content, methods, and values.

206B. Philosophy of Education: Existentialism - Examination of the meaning of the existentialist and phenomenological movements for educational thought and practice.

206C. Philosophy of Education: Logic and Language - Conceptual analysis of recurrent and contemporary themes in the field. Emphasis is on the development of logical and linguistic skills used in the analysis of educational problems and issues.

206D. Philosophy of Education: Ethics and Values - A study of ethics and value theory in teaching and learning, educational organization and policy, and curriculum design and validation.

206E. Philosophy of Education: Introduction to Humanism in Education - Examines the philosophical foundations of humanism and their relationships to educational theory and practice.

M250A. Seminar: History of Education (Same as History M287A.) - Selected topics in History of Education: discussion, research, and writing.

M250B. Seminar: History of Education (Same as History M287B.) - To be given alternate years. Advanced seminar in bibliography and historiography in history of education.

251A. Seminar: Philosophy of Education, Humanistic Perspectives on Knowing

251B. Seminar: Philosophy of Education, Behavioral Science Problems in Education--Humanistic Perspectives

251C. Seminar: Philosophy of Education, Behavioral Science Problems--Methodological Perspectives

251D. Seminar: Philosophy of Education, Problems in Ethics and Values

251E. Seminar: Philosophy of Education, Selected Issues

423. The Humanistic Curriculum - Considers the philosophical and cultural foundation of humanistic curricular strategies. Reviews techniques and procedures of affective education with a view to their place in an overall theory of teaching and learning.

Sociology of Education

M108. Sociology of Education (Same as Sociology M143.) - Study of social processes and interaction patterns in educational organizations; the relationship of such organizations to aspects of society, social class and power; social relations within the school, college and university; formal and informal groups, subcultures in educational systems; roles of teachers, students and administrators.

208A. The Organization of Education - Analysis of social and political features of educational institutions. Emphasis on change in education, the distribution of power in school systems and the nation, and educational organization.

208B. Sociological Paradigms in Education - The adaptation of sociological paradigms to the analysis of educational systems. Models, typologies and conceptual systems on the subject of formal and informal organization, social disorganization, system functions, social change, role conflict, and the interaction of institutions are considered.

252A. Seminar: Educational Organizations

252B. Seminar: Education and Social Change

University of California at Berkeley

Graduate Courses Only

192. Social Foundations of Education - A study of the historical and contemporary relations of education and society, and of schools and colleges as social systems, from the perspectives of the social sciences.

194. Philosophical and Humanistic Foundations of Education - A history of educational thought with emphasis on the epistemological, logical, and ethical foundations of the major philosophies of education.

220A. Philosophy of Education: An Introduction - One 2-hour lecture and one 1-hour conference per week. Axiology, ethics, political philosophy, religion, psychiatry, and aesthetics as they relate to education.

220B. Philosophy of Education: An Introduction - One 2-hour lecture and one 1-hour conference per week. Epistemology, logic and theory of signs as they relate to education.

221A. History of Educational Thought - One 2-hour lecture and one 1-hour conference per week. The development of educational thought.

221B. History of Educational Thought - The development of educational thought with special reference to philosophical analysis and the techniques of inquiry.

221C. History of American Education - Social and intellectual history of American education from the colonial period to the Civil War, with special emphasis upon adaptations of European school practices and their causes, apprenticeship education, and the family as educator.

221D. History of American Education - Social and intellectual history of American education since 1865, with

emphasis upon reform movements and the evolution of the American University.

223. Sociology of Education - The organizational structure of educational institutions, the processes of control and socialization within schools, and the function of schools in society.

225. Seminar in Philosophy of Education - Topics on selected educational theorists and trends in educational thought.

225A. Concepts of the Self

225B. Eighteenth Century

225C. Nineteenth Century

225D. Twentieth Century

225E. Piaget as Philosopher

226. Seminar in History of Education - Topic: The American Teacher, in Fact and Fiction.

228A, 228B, 228C. Seminar in Sociology of Education - Perspectives of contemporary sociology applied to selected topics in education.

San Diego State University

Graduate Courses Only

Social Foundation

100J. The Secondary School - American education in its social and historical setting. The secondary school curriculum, and philosophies, issues, and social forces that influence the school.

101. History and Philosophy of Education - Historical backgrounds and underlying philosophies upon which the public school system has been established. Meaning of education, educational aims and values, and democracy and education.

105. Education for Minority Youth - Specific behavior patterns of minority youth and their effect upon the school learning process.

202. Social Foundations - Sociological, historical, and philosophical foundations of American education and their influences on present-day educational practices.

206. Philosophy of Education - Advanced study of philosophical backgrounds of educational thought; a study of comparative philosophies, and an analysis of selected current trends and problems.

207. Educational Sociology - A study of the social, economic, political and moral setting in which present-day American education functions.

208. Workshop in Community Influences on Learning and Curriculum Planning - Advanced study of community influences on learning and child growth and development, and of group techniques; implications for curriculum planning. Provides opportunity for work on individual problems of the participants.

Chico State College, Chico

Graduate Courses Only

Foundations of Education

300. Seminar in Educational Sociology

301. Urbanization: Implications for Education

303. Seminar in Philosophy of Education

304. History of Education

306. Current Issues in Public Education

335C. Current Trends in Educational Research

Stanislaus State College, Turlock

Graduate Courses Only

EDUC 501. Education in Society - Study of social forces influencing the educative process, the curriculum, and institutional and professional roles in American public education.

EDUC 502. History of Education - History of education, Western and United States, emphasizing the use of historical data and methods in interpreting problems and issues in public education.

EDUC 504. Philosophy of Education - Modern philosophies of education and their significance for contemporary educational practices. Recommended for experienced elementary and secondary teachers; a required course in advanced credential programs.

Dominguez Hills State College, Dominguez Hills

Graduate Courses Only

482. Philosophies of Education - Identifies and surveys the major traditional and modern philosophical positions as they relate to education; examines the educational theories which derive from them; and considers certain educational practices in the light of the educational theories by which these are justified.

484. Seminar: Advanced Sociology of Education - Analysis of social interaction within the school and between the school and society. Special attention to the problems of urban education.

485. Seminar: Advanced Philosophy of Education - Investigation in depth of the various branches of philosophy as they pertain to educational theory. Examination of the implications for education of metaphysical, epistemological and axiological theories.

498. Independent Study: Social or Philosophical Foundations

University of San Francisco

Graduate Courses Only

101. History of Education - The development of educational thought and practice viewed as a factor of social and cultural progress from ancient times to the present.

102. History of American Education - Tradition, ideas and dominant ideals of American education and the institutions in which they have found expression.

105. Values in a Changing Society - The clarification of human and personal values in a changing society; a study of the confrontation between value systems. An inductive, experiential approach to the determination of value criteria. Open to undergraduates and graduate students in the humanities, education and theology.

106. Philosophical, Historical and Sociological Foundations of Education - A critical study of education theories with emphasis on application to present day education in terms of its history, philosophy and sociological significance.

179. Sociology of Education - The social and cultural roles of formal education in modern societies.

180. Philosophy of Education Seminar - Modern schools of educational thought.

265. Moral Education and Ethical Pluralism - An experiential, problem-centered approach investigating the scope of moral education and the reality of ethical pluralism.

266. Mass Media and Modern Man - An investigation of the implications of McLuhan's theories.

Stanford University, Palo Alto

Socio-Humanistic Studies:
History of Education, Philosophy of Education,
Sociological and Anthropological Studies

Graduate Courses Only

200. History of Education - Foundational course in educational history. Survey; emphasis upon European backgrounds, educators, schools, covering period from "Golden Age" of Greece to twentieth century.

201. History of Education in the United States (Same as History 201.) - Analysis of selected turning points in education in relation to such topics as religion, political socialization, race relations, immigration, and urbanization.

202. Contemporary Problems in Social Institutions (Same as Sociology 134 and Political Science 280A.) - An examination of the social structure, process, problems, and ideology of a specific social institution. The institution to be considered varies each year.

204. Introduction to Philosophy of Education - Educational policies and practices analyzed to locate philosophical assumptions and key concepts. Construction of coherent educational theories.

205. Philosophies of Education - The epistemology, axiology, and metaphysics of contemporary philosophies compared for their significance in guiding educational policy and research.

210. Research Problems in Sociology of Education

211C. Foundations of Education: Social - Application of sociological and social-psychological theories and research to teaching, learning, classroom interaction and the organization of the school.

212. The Politics of Educational Innovation: Comparative Analysis - This course will focus on innovations designed to enhance "equality of educational opportunity" and will analyze the political processes involved in the initiation, implementation, or rejection of those innovations. The lecture will present a conceptual framework for the analysis of innovation politics, and a comparative analysis of policies of educational innovation in three countries: (a) Great Britain (comprehensive education); (b) West Germany (Gesamtschulen); and (c) the U. S. (desegregation and public school financing.) Students are encouraged to pursue individual studies on comparable case material to broaden the empirical basis for the course discussion periods.

213. Foundations of Aesthetic Education - Analysis of historical and philosophical aspects of art education. Designed to introduce students to the changing functions of art in American education and to the examination of various conceptions of art as they relate to education.

216. Cultural Pluralism and Educational Policy - Review of theories affecting educational policy with regard to cultural differences in language, heritage, values, motivation and cognition.

226. Educational Institutions and Cultural Pluralism - A seminar for those preparing for professional roles in communities of color; a primary focus is to address those concerns of particular relevance to the promotion of change within educational institutions to accommodate the diversity presented by persons of color.

227. Schools and Community - An examination of emerging issues in local school reform surrounding the effect of neighborhood on the style and quality of public education. Particular attention will be given to issues of community control and citizen participation in educational decision-making. Alternative proposals for community schools, community school districts, and participation approaches will be presented for discussion and analysis.

301. Colloquium on the Historiography of American Education - Analysis of the literature of American educational history, designed for students who wish to do further work in the field. In addition to weekly colloquium discussions, students will have an opportunity to pursue specialized topics in small group tutorial sessions.

302. Colloquium on the History of American Urban Education - Historical analysis of bureaucratization, patterns of political control of schools, teachers' and students' perceptions of the system, some functions of mass schooling, and strategies for change today. Discussion of

primary sources and contrasting interpretations. Enrollment limited to fifteen.

303A. Philosophical Analysis of Educational Problems - A topical seminar offering critical analysis of an educational problem. Focus in 1974: ethnic studies programs in higher education. This seminar will critically examine the following characteristics of ethnic studies programs and courses: (1) how they have evolved in the university; (2) the politico-philosophical assumptions on which they are based; (3) alternative models of such programs; (4) the relationship of ethnic studies curricula to the total university curriculum; and (5) aspects of bi-lingual and bi-cultural curricula. Special attention will be given to Chicano Studies curricula.

304. Philosophy and Empirical Research - An exploration of conceptual problems in empirical research in education.

306A. Education and Economic Development - An introduction into the analysis of the role of education in economic growth and development. Case material will consider development problems both in the U. S. and abroad. Discussion sections will deal with special economic aspects of educational development.

306B. Education and Political Development (Same as Political Science 222.) - An introduction to the comparative analysis of the relations between educational and political systems. The lectures and discussion sections will deal with (a) problems of political socialization and recruitment, and (b) the politics of educational development and innovation.

306C. Education and Sociocultural Change (Same as Anthropology 228.) - This course examines the role of education in modernization from a cultural and social-structural perspective, relying on theories of social and cultural change and on case material from modernizing areas both outside and inside the U. S. The concept of "development" is analyzed in both pan-cultural and culture-specific terms. Role-playing, team research, and other experiential techniques will complement a discussion-group format.

307. Non-Formal Education: An Examination of Alternatives to Schooling in Western and Non-Western Societies - This course will investigate the distinction between education and "schooling," and examine the capability of formal schooling to effectively meet the needs of non-Western societies while preserving the cultural integrity of both indigenous cultures and sub-cultural minorities. An attempt will be made to explore viable, innovative non-formal alternatives to schooling.

310/210. Research Problems in Sociology of Education (Same as Sociology 220.) - A course for both doctoral and master's level students.

311. Socialization of Pre-Adults in Contemporary U. S. Society (Same as Psychology 215.) - Study of socialization of children into systems of society with special attention to the school as a socializing institution. Particular attention will be given to social class and ethnic differences in socialization processes and outcomes.

312A. The Low Status Student: Race and Social Class (Same as Sociology 248A.) - This course provides an attack on a problem of great contemporary interest in education from the point of view of sociological theory, research, and analysis. The relationship of research to policy formulation will be stressed. Relevant sociological theory and research will be covered from the areas of stratification, socialization, and race relations. Applications to "education for the disadvantaged" will be made. Students must be prepared to contribute analyses and research formulations in class presentations.

313A, B. Economics of Education - Major attention devoted to the "production," distribution, and financing of education; contribution of education to economic growth and development; and the organization of the education industry.

314. Seminar in Citizenship Education - A seminar for experienced teachers, administrators, curriculum workers, and other school personnel. Includes a topical consideration of projects and research related to the problems of educating responsible citizens for a free society.

315. Cultural Transmission (Same as Anthropology 256.) - Education in cross-cultural perspective: transmission of values; transmission of covert culture, implicit cultural assumptions; adolescent education; case studies of teachers in American schools. For advanced graduate students in education, anthropology, other behavioral sciences.

328. Change and Innovation Processes in Complex Organizations (Same as Sociology 219.) - A study of organizational change which focuses both on deliberate and non-deliberate types of change. Particular attention will be paid to administrative strategies for promoting desired changes in professional organizations, such as schools, universities, welfare agencies. Topics about change will include structural design, human relations strategies, evaluation processes, long-range strategic planning, political dynamics, etc.

345. Sociodrama and Related Techniques - Designed to help classroom teachers explore the rationale and skills for role-playing, dramatic play, and related techniques as teaching tools for inter-personal relations, cross-cultural understanding, and decision-making in the social studies.

404. Seminar in the Philosophy of Education - Intensive study of student-selected topics. Emphasis may shift between epistemology and value theory each quarter, to be announced one quarter in advance. Seminar designed for majors in philosophy of education.

405. Philosophy, Education, and Society (Same as Philosophy 215.) - A detailed philosophical examination of some aspects of the relationship between school and society. Seminar designed for majors in philosophy of education.

Seminars and Special Courses
For Advanced Graduate Students

400. Seminar in History of Education - A seminar examining selected issues, topics, and sources in the history of education outside of the United States.

401B. Seminar in the History of American Education: Urban Education - Research seminar, focusing in 1974 upon urban school systems. Students will write and discuss seminar papers.

University of Southern California, Los Angeles

Graduate Courses Only

Social and Philosophical Foundations (ED SP)

404. American Education: Objectives & Strategies - (For foreign students only)

501. Philosophies of Education

502. History of Education

504. Sociology of Education

602. Advanced Philosophy of Education: Values and Moral Philosophy

604. Advanced Sociology of Education: Pluralism and American Education

608. Readings in the Social and Philosophical Foundations of Education

610. Critique of Research in Social and Philosophic Foundations

COLORADO

Colorado State University, Fort Collins

Undergraduate Courses Only

ED 572. Social Foundations of Education - Examination of the social objectives and philosophy of education in relation to educational practices, and implications from a study of sociological data.

ED 573. Current Issues in Education - Vital issues and problems facing education in the United States. Those problems arising from the demands of our contemporary society will receive major consideration.

ED 574. The American College Student - Analysis of the college student in America. Review of research related to environmental stress, individual stress, protest and innovation institutional response.

ED 770. Philosophy of Education - A critical analysis and examination of contemporary philosophies as related to principles and practices of education.

Western State College of Colorado, Gunnison

Undergraduate Courses Only

ED 48. School and Society - An introduction to the function and responsibilities of teachers, based on a broad understanding of the place of the school in society. Education is a social force, the American school system as an expression of the American way of life, and the social nature of teaching will be the main topics for reading and discussion.

ED 273. Development of Educational Thought - A study of persistent problems of education and educational systems in their cultural and historical contexts.

ED 310. Philosophy of Education - Interprets the nature of education in relation to the individual and the social order, especially the factors operative in a democratic society. Emphasizes the changing concept of education

growing out of a changing culture and the corresponding demands upon the school.

Colorado College for Women, Denver

Undergraduate Course Only

241. American Public School Systems - Introduction to the teaching profession, covering historical, philosophical, organizational aspects of the profession. A field experience of two hours per week as tutors and/or teacher's aides in the public schools is a part of the requirement.

CONNECTICUT

University of Connecticut, Storres

Graduate Courses Only

300. Investigation of Special Topics in Education - Students requesting this course should have a significant background in education and should present to the instructor problems, well-defined and well laid out for investigation, which hold special interest for them and which will be pursued on the plane of advanced study.

301. Lectures in Education - A course in which staff members and authorities in education and related fields discuss selected problems.

306. Philosophy of Education - An introduction to the philosophical foundations of contemporary instructional theories and educational practices.

311. Workshop in Education - Professional personnel to work cooperatively on problems arising out of actual school situations.

374. History of Western Education - The development of educational ideas and practices with special attention to the emergence of national systems.

375. History of American Education - The development of educational ideas and practices in the United States from the colonial period to the present.

401. Urban Education - Recent socio-economic and cultural developments affecting education in the inner city.

402. Sociological Foundations of Education - Application of sociological principles and information to problems in

education with attention to cultural forces affecting education, influences of institutions and social agencies upon the school, and social structure of schools.

403. Open Education - An introduction to the open education movement as it has evolved in England and the United States.

406. Theories of Modern Education - A study of recent and contemporary philosophers and theorists views have promising implications for education.

408. Foundations of Education - Aspects of the historical, philosophical, and sociological foundations of education and comparative education.

Southern Connecticut State College, New Haven

Graduate Courses Only

ED 200-201. Student Community

ED 520. Child in American Culture

ED 521. Contemporary Philosophy of Education

ED 523. Social Foundations of Education

Trinity College, Hartford

Undergraduate Courses

371. Introduction to the History and Philosophy of Education - A review of the major topics in education today.

376. Sociology of Education - A study of the dynamics of education in the American social order through consideration of the social, political, and economic forces that influence our schools. Particular attention will be paid to an analysis of the social structure affecting the schools in various settings—core city, interurban, suburban, and rural areas—and the problems which each generates. Visits to various types of educational institutions for the purposes of observation, report, and discussion will be arranged insofar as is possible.

Graduate Courses

501. History of Education

502. Philosophies of Education

507. The School and Society

600. Problems in Education

DELAWARE

University of Delaware, Newark

Undergraduate Courses

EDF 240. Philosophical Foundations of Education - Study of the philosophical assumptions underlying the policies and practices of contemporary American education; guided practice in using philosophical theory in solving professional problems; emphasis on building a personal philosophy of education.

EDF 247. Historical Foundations of Education - Interpretation and analysis of the character of American education as it has developed, including the perennial problems of educational opportunity, utility, institutional rigidity and the student-teacher relationship.

EDF 258. Sociological Foundations of Education - A study of the socio-cultural influences on the structure of American educational institutions.

EDF 310. Human Growth and Development II - The implications of the processes of human growth and development including the physical, personal, intellectual, social, cultural, moral and emotional, for the actualization of the self as a learner.

EDF 366. Special Problem in Education - Individual research and directed reading on special problems at the undergraduate level.

EDF 466. Seminar in Education - The seminar draws on the entire University program of the teacher education candidate. Emphasis on major contemporary problems in public school education.

EDF 467. Special Topic in Education - An undergraduate seminar course on special topics.

Graduate Courses

EDF 640. Philosophy of Education - Study of the philosophical assumptions basic to, and expressed in, American education; application of philosophy to the clarification of professional problems; construction of a personal philosophy of education.

EDF 641. Social Philosophy and Education - Study of the ideological assumptions of Conservatism, Liberalism, Marxism, and the New Left and their expression in American education; application of social philosophy to the clarification of professional problems.

EDF 666. Special Problem

Delaware State College, Dover

Undergraduate Course Only

408. History and Philosophy of American Education - This course is a survey of the growth and development of organized education in America. Attention is given to important points of view which have influenced the character and direction of American education since 1619.

Wesley College, Dover

Undergraduate Course Only

4201. Foundations of Education - The role of education in American society; the historical, social, and philosophical forces that have influenced the school; and the contemporary problems, and changing concepts of education. The opportunity is afforded each student to observe the actual classroom teaching situation.

DISTRICT OF COLUMBIA

Federal City College

Undergraduate Courses Only

GT 500. The School in the Urban Community - The functions and responsibilities of the public school in the urban community; the roles teachers, parents, students, and administrators play to promote community involvement; community involvement and its importance for the smooth functioning of the school.

GT 501. Contemporary Problems and Issues in Urban Education - In-depth study integrating concepts and information from the major social sciences and philosophy to examine the problems of teaching in modern schools. Historical approaches are used to focus on cultural, socioeconomic, political, and racial issues affecting education.

GT 505. History of Education - An historical study of various educational operations and processes as well as men and factors that have influenced educational theory and practice.

GT 515. Philosophies of Education - An analysis of the metaphysical and epistemological principles underlying various philosophies as well as a study of divergent philosophies that have influenced educational practice.

The American University

Undergraduate Courses

21.300. Foundations of Education - Consideration of the historical and social context of American education. Lecture, small group discussion, and one-half day of field experience in schools per week.

21.427. Inner-City Education - Introduction to teaching in the inner-city. Weekly seminar and three hours of participation in the field.

Graduate Courses

21.510. Philosophy of Education - Examination of the thought of leading philosophers on education: Plato, Dewey, etc., and of contemporary schools in philosophy of education such as existentialism and analytic philosophy.

21.511. History of Education in Western Culture

21.512. History of Education in the United States

21.513. History of Higher Education in the United States

Trinity College

Undergraduate Courses Only

532. The Nature of Culture Shock

565. Philosophy of Education of the Young Child

572. History of American Education

586. Open Education: Principles, Organization and Teaching Strategies

FLORIDA

University of Florida

Undergraduate Courses

EDF 300. History of Education in the United States - The development of American schools and major problems in American education with emphasis upon the relationship among the schools, intellectual movements and social institutions.

EDF 320. Social Foundations of Education

EDF 410. Philosophy of Education - A critical examination is made of various theories and philosophies of education, their relationships to the democratic principle, and their significance to the evolving system of education in the United States.

EDF 430. Individual Work - May be repeated with change of content up to a maximum of 10 credits. For undergraduate students, of Upper Division areas, who wish to explore areas of inquiry of psychological, social or philosophical foundations of education, or research or measurement under faculty guidance.

EDF 433. Education and the World Community - The relationship between the school and the student's development of a world-minded disposition, with an examination of curricula implications.

Graduate Courses

600. History of Education

601. Ancient and Medieval Education

610. Philosophical Foundations of Education

620. Socio-Economic Foundations of Education

625. Educational Sociology

630. Individual Work

666. Seminar on Research on Effective Teaching

690. Special Topics

701. Educational Classics

710. Education and Moral and Spiritual Ideas

- 711. Theories of Mind
- 712. Contemporary Educational Theories
- 720. School and Society
- 780. Seminar in Educational Foundations

Florida Atlantic University, Boca Raton

Undergraduate Courses Only

630. Social Forces and Education - Influences of contemporary social forces on the organization and function of the educative process. The role of education in social change.

EDF 660. Contemporary Philosophies of Education - Contemporary philosophical positions and their impact on current educational practices.

EDF 671. History of American Education - American educational institutions, values, and practices are traced from their European origins to the present day.

Biscayne College, Miami

No courses offered in the foundations of education.

GEORGIA

Georgia State University, Atlanta

Undergraduate and Graduate Courses

210. Problems of Urban Education - Introductory perspectives on the curricular methodological, cultural, organizational, structural and directional problems confronting Urban schools.

426. Problems of Culturally Different Children - A study of educational problems facing culturally different children. Explores concepts and problems which affect the interaction between culturally different teachers and learners.

436. Education of Inner-City Children - Analysis of the special problems that arise in the relationship between teachers and students in the inner-city community; review of innovative programs with field observations; investigation of psychological, cultural, and ecological factors

which most strongly influence education in this setting.

496. Social Foundations of Contemporary Education - Problems and issues in contemporary education examined from social scientific, historical and philosophical perspectives. Exploration of such issues as school and social values; formal and non-formal education; discipline, interest and student unrest; and the impact of educational environments.

Georgia Southwestern College, Americus

Undergraduate Course Only

201. Introduction to Education - A study of the development of American education and the teaching profession. The course explores the foundations of education in America and investigates the forces within our society which provide direction for our schools.

Morris Brown College, Atlanta

Undergraduate Course Only

202. Introduction to Education - This course includes the historical development of schools in America with a comparative study of schools in European countries. Modern educational theories will be studied in connection with the factors that have influenced the growth of current beliefs and educational practice. Recognition of Georgia school problems and ways of solving them will be emphasized. It is intended that prospective teachers will get a basis for selecting the fields of work for which to prepare.

HAWAII

University of Hawaii at Manoa

Undergraduate Courses

- 310. Foundations in American Education
- 408. Community Education
- 409. Ethnicity, Poverty, and Education
- 445. Educational Sociology
- 453. History of Education of American Women

- 497. Analysis of Educational Concepts
- 498. Teacher in Film
- 597. America and the Future of Man
- 598. Communities in Educational Transition
- 650. Historical Foundations of Western Education
- 651. History of American Education
- 652. History of Education in Hawaii
- 660. Philosophy of Education

Graduate Courses

- 664. Seminar in Problems in Education
- 683. Social Foundations of Education
- 684. Education and World Order
- 686. Environmental Education
- 725. Education and Social Change
- 751. Recent History of American Education
- 757. Educational Utopias
- 761. History of American Higher Education
- 763. Seminar in Educational Theory
- 767. Seminar in Special Problems in Educational Foundations

Chaminade College of Honolulu

Undergraduate Course Only

- 442. Foundations of American Education - Development of historical, philosophical and sociological principles of education; consideration of current trends in educational thought; problems and choices facing education in the future.

IDAHO

University of Idaho, Moscow

Undergraduate Courses

201. Introduction to Teaching - Includes teaching aid experience, writing objectives, courses and unit planning, teaching strategies, and classroom evaluation techniques. Two lectures plus fifty hours of clinical experience in the public schools during semester.

C302. The Child and Society - Child in the social milieu; family, social group, community, school; social pressures and conditioning upon the child and the educative process.

Graduate Courses

468. Contemporary Education - Role of education and problems of the profession in modern society as related to historical and philosophical backgrounds.

510. Philosophy of Education - Analysis of educational objectives, concepts, and theories.

513. History of Educational Thought - Writings which have influenced educational theory and practice.

Boise State University, Boise

Undergraduate Course Only

201. Foundations of Education - A general introductory course in education to give the student, as early as possible in his preparation for teaching, some familiarity with the teaching profession. It deals with the work of the teacher, the fundamental social, historical and philosophical background for teaching; current educational problems and practices. It helps students decide whether they should or should not become a teacher. Admission to the Teacher Education Program will be contingent upon meeting certain requirements specified in this course.

Ricks College, Rexburg

Undergraduate Courses Only

100. Educational Exploration - An exploration of the many facets, roles, and challenges of the teaching profession. The exploration is made in an atmosphere of informal interaction and self appraisal focusing on an evaluation of oneself as a potential teacher.

210. Introduction to Education - A study of the development and growth of education in America and of the teaching profession with consideration of required academic training,

professional organizations, teacher welfare, and certification. School organization, administration, financing, and legal controls are also considered.

ILLINOIS

University of Illinois at Chicago Circle

Undergraduate Courses

Note: Classroom observation and/or related field experiences in the public schools are required of all students enrolled in each education course.

170. Educational Foundations - The philosophical, historical, and social forces influencing current issues and practices in American education; their relevance in understanding the role of the teacher. Prerequisites: Psch. 100 and 60 hours of credit in any field.

286. Education and the Culture of Revolution - Historical and social philosophical analysis of the ways schools reflect, support, and perpetuate the values, drives, and organizational imperatives of American society. Emphasis on their contributions (intended and unintended) to the radicalization of youth and minorities. Prerequisite: Sophomore standing.

301. Educational Policy in Urban America (Same as Political Science 301) - Examination of selected urban phenomena in relation to educational bureaucracies and school socialization processes. Emphasis on: historical investigation of strategies for protest and change employed by ghetto populations; conditions which fostered these strategies; responses of schools and other target institutions; social philosophical analysis of ideologies supporting both protest and response. Prerequisites: One course in the social foundations of education or the equivalent, and consent of the instructor.

302. Philosophy of Education and Urban School Policy - Systematic exploration of selected educational theories and philosophies; particular emphasis on their impact on the problems of formulating urban educational policy. Areas of special concern: serving pluralistic interests, curriculum design, school organization, and school control. Prerequisite: One course in the foundations of education or the equivalent.

303. Policy Issues in the History of American Education - A topical analysis of political, economic, and cultural influences shaping the development of American education

policy; primary attention to issues of education theory and practice in their historical settings. Prerequisite: Ed. 170 or the equivalent.

305. Education Policy for Citizens (Same as Social Work 305.) - The concepts and information that all citizens need to participate effectively as education consumers and policy affectors. History, economics, basic statistics, sociology, research, and current and future trends affecting American education at all levels.

Graduate Courses

300. Issues in Urban Education Policy and Planning (Same as Urban Planning and Policy 300.) - Major areas of conflict, such as race and ethnic relations, school governance, equality of opportunity, teacher bargaining, neighborhood control, that affect education in metropolitan areas. Emphasis on an understanding of the historical background and the current status of the selected issues and their implications for education policy and planning.

306. The Politics of Urban Education (Same as Political Science 340 and Urban Planning and Policy 306.) - Relations between school governance and urban politics. Particular attention to the role of educational interest groups, the school board, professional educators, citizens, and civic leaders in the formulation of educational policy. Prerequisite: Consent of the instructor.

307. Alternative Educational Systems (Same as Urban Planning and Policy 307.) - Selected systems within and outside the public school system. Emphasis on origins, nature, and potential eventualities, including impact on the public schools.

320. Social Development of Urban Children - The general principles of social learning and socialization during childhood and the factors common to urban children that illustrate and modify these principles. Classroom observation of children and interviewing are required.

331. Improving Learning Environments - Development of the basic skills and the understanding necessary to bring about productive changes in a school system; the skills are developed in conjunction with a plan for improving a specific learning environment. The consequences of change in the school as a social system.

400. Seminar on Educational Sociology - Sociological survey of the urban educational institution in the contexts of its neighborhood and of the larger social order. The school is considered a community with its own social struc-

ture and culture interacting with a neighborhood with a differing social structure and culture. The interface between school and neighborhood is studied in detail.

Western Illinois University, Macomb

Undergraduate Courses

302. Social Foundations of Education - A study of the social forces and institutions which have influenced education in the United States. The principal focus will be on the role of the public school and public school teachers as agencies for social action. The interaction of all social agencies, including the school, will be considered.

380. Field Work in Educational Foundations - Supervised practicum in off-campus educational situations, such as: public or private schools. Title programs and other office of Education projects, Social agencies, etc.

401. Historical and Philosophical Foundations - Study of American education in the light of the Western intellectual tradition. Consideration of the role of the school in relation to the democratic process; the problems of academic freedom and professional ethics.

402. Seminar in Educational Foundations - The seminar shall cover such areas as: pupil differences, pupil achievement, learning theory as it relates to teaching methodology, pupil evaluation, the creative process, etc. The course will be directed to educational psychology as it relates to the practices of the classroom.

Graduate Courses

501. Philosophy of Education - Historical and analytical study of cultural, social, political, and economic trends of civilization in relation to education.

533. Special Problems in Educational Foundations - Designed to provide a group of students an opportunity for further professional growth and to apply problem-solving approaches in dealing with a specific educational problem in an actual school setting.

580. Current Problems in Education - The course is designed to acquaint the student with current issues in today's educational program; to analyze trends in the development of teaching methods, evaluative techniques, curriculum planning, and educational administration; to examine critically the significant issues and problems of contemporary education.

585. History of American Education - Early American school; education in the emerging democratic state; social and technological change; and the expansion of the educational enterprise.

586. Education and the Culturally Different - An in-depth study shall be made of the cultural entities of selected ethnic groups relative to their involvement with education.

Illinois Central College, East Peoria

Undergraduate Course Only

EDUC 111-3. Introduction to Education - This course is designed to acquaint the student with the American system of public education and with the duties and responsibilities of teachers.

Eureka College, Eureka

Undergraduate Course Only

325. Foundations of American Education - Prerequisite: Educational Psychology, experience and observation in the public school; or consent of instructor. 4 hours. Study of the historical, social, and philosophical foundations of American public education. Efforts are directed toward helping the student to develop his own philosophy of education as well as to understand the philosophy of others.

Blackburn College, Carlinville

Undergraduate Courses Only

301. American Public Education - A course designed to acquaint the student with the character of the American system of public education. Includes an examination of the European roots out of which the system developed, the social forces shaping the development of education in America, federal participation in education, the organization, control and financing of education, the various units in the educational system, and professional ethics.

302. Philosophy of Education - An examination of the several points of view including Idealism, Realism, and Pragmatism and the background out of which each grew. The influence of these points of view at the elementary, secondary, and higher levels and in the several areas of education such as administration, testing, etc., is studied.

Concordia Teachers College, River Forest

Undergraduate Courses

201. Principles of Education - Introduction to education as a field of study with special emphasis on historical and philosophical development of public and church-related schools, an introduction to the nature and conditions of learning, and a review of the personal and professional requirements of teaching. Direct classroom observation supplements course work.

401. Philosophies of Education - The development of educational thought and practice on the basis of writings reflecting the theories of a selected number of past and present educational leaders. An evaluation of these philosophies in the light of modern trends in American education. Prerequisite: ED-201. Cross-listed with Hum-401.

Graduate Courses

503. History and Philosophy of Religious Education

511. Moral, Ethical, and Spiritual Development of the Child

INDIANA

Indiana University, Bloomington

Undergraduate Courses

Urban Education

T300. Urban and Rural Problems - An introductory course with emphasis upon social problems encountered by minority groups and poor whites in depressed areas. The course will be directed by a community person and a University professor.

T331. Aesthetic Experiences for the Disadvantaged Learner I Exploration and experimentation of multi-media and the content of art as related to life and living with emphasis on designing learning experiences that focus on developing a sense of personal worth, a sense of personal identity, skills, and competencies. Art activities center on problems identified as specific to the disadvantaged child.

T332. Aesthetic Experiences for the Disadvantaged Learner II A practicum to develop facility and competence in the use of the knowledge, skills, and concepts learned in the previous course on aesthetic experiences for the disadvantaged learner.

T410. Interdisciplinary Approach to Curriculum - Utilization of instructional media in curriculum development. Attention will be given to development and selection of curriculum materials for educationally disadvantaged learners.

T421. Educational Experiment in Multi-Cultural Living I (Seminar) - Students will be guided in the development of educational strategies by a team of professors utilizing multi-media approaches and materials. Continuing credit combined with field practicum.

T422. Educational Experiment in Multi-Cultural Living II (Field Practicum) - The student may serve as a paraprofessional in any community agency serving poor people. He will be away from the University for a semester working in an urban or rural community with blacks, whites, American Indians, Puerto Ricans, or Mexican-Americans. Direction and supervision will be given by University and community personnel.

T431. Human Development and Poverty I - Biological, sociological, and psychological factors of poverty that influence the developmental processes of young children are explored. Implications for education and remediation will be drawn. Field experience with children in home, school, and community settings with special emphasis on rural poverty and inner-city racial groups.

T432. Human Development and Poverty II Continuation of T431 - Observation and inference-making skills will be developed. Focus will be on the developmental factors of minority groups living in poverty. Field experience with children will be required.

T450. Community Experience and the Schools - Provides an opportunity to analyze community forces and/or cultures through direct, residential participation in community activities helping the student modify instructional strategies in educational settings.

Foundations of Education

F100. Introduction to Teaching - The function of public education in society and of teaching as a profession. Study of the desired competencies in teaching; evaluation of one's own capacities, interests, and abilities; and planning of one's professional career.

F200. Examining Self as a Teacher

F350. Departmental Honors - Offered by a given department for its honor students. Course may be designated by a department to substitute for another of its courses.

F400. Honors Seminar - Content varies but always involves the investigation in depth of significant topics in education. An interdisciplinary approach is taken.

F470. Reading for Honors - Independent study guided by a faculty member of the department involved. May be substituted for required courses within the department if approved by department concerned.

F499. Honors Problem - An independent project of research study, or creative achievement culminating in a paper, field research problem, or creative effort of some size and scope.

History of Education and Philosophy of Education

H423. Historical Development of Modern Education - Educational theories and practices from primitive man to the present and their influence in present-day movements and problems. Philosophical and sociological implications are emphasized.

H424. Development of American Education - Such environmental influences as the frontier, changing social and economic conditions, and points of view represented in philosophy, religion, and modern realism as these affect the development of education.

H430. Philosophy of Education - Discussion and use of tools of philosophical analysis on selected problems in teaching and the study of education.

H440. Education and American Culture - The school as a social institution and its relationships to American culture. Analysis of our culture to determine its influence on the schools.

Graduate Courses

History of Education and Philosophy of Education

H503. History of Education in Western Civilization - Selected developments and problem areas in the history of education in the Western world studied in the light of their relation to other social institutions, forces, and basic movement in Western civilization.

H504. History of American Education - A study of education, both informal and institutional, in American history leading to an understanding of present educational theory and practice. Designed for graduate students who seek to develop an historical perspective of education in America.

H505. History of Black Education in America - This course is primarily for graduate students interested in researching the nature and purposes of formal schooling for black Americans since 1865. Also, considerable attention will be given to the shaping of mind and character outside of the formal educational system, i.e., family, community, language, and folk culture.

H510. Methodology of Educational Inquiry - Discussion and exemplification of inquiry methods for the production of knowledge about education.

H520. Education and Social Issues - Identification and analysis of major problems set for education by the pluralistic culture of American society.

H530. Philosophy of Education - A study of representative topics in the philosophy of education. Designed primarily for students working toward M.S. in Education or M.A.T. degrees. Not open to students with credit in H430.

H536. Problems in Philosophy of Education - P: 6 hours of general philosophy and/or philosophy of education. Consideration of enduring problems in the philosophy of education.

H540. Educational Sociology - A study of representative topics in the sociology of education.

H590. Inquiry in the History of Philosophy of Education - Individual study arranged in advance of registration.

H599. Master's Thesis in the History of Philosophy of Education

H600. Concepts and Arguments in Education - The use of philosophic resources in the analysis of the grounds and reasons advanced for educational claims. Designed for students pursuing any specialist or doctoral degree in education.

H603. Classics in Philosophy of Education - Selected readings from authors such as Plato, Aristotle, Aquinas, Descartes, Kant, and Nietzsche. II Sem.

H610. Methodology of Educational Theory Construction - P: H510 or permission of the instructor. Discussion and exemplification of methods of constructing educational theory. Offered once every two years.

H620. Seminar in Educational Policy Studies - P: H520. Critical study of selected policy issues in American education and inquiry into questions of logic and language of educational policy viewed as a mode of normative insti-

tutional control; includes inquiry into criteria for rational justification of educational policy advocacy. Offered once every two years.

H630. Seminar in Values and Evaluative Judgments in Education - P: H600. The relevance of general value theory to education. Special attention to philosophical problems involved in various educational evaluations. Offered spring semester only.

H635. Contemporary Educational Philosophies - Study of selected philosophies of education other than pragmatism. Offered fall semester only.

H637. Topical Seminar in History or Philosophy of Education - P: Consent of instructor. Critical examination of a problem area that has been intensively studied by the instructor. Consult department for times and topics.

H638. Seminar in Aesthetics and Education - Selected topics in philosophical aesthetics as they relate to aesthetic appreciation, art criticism, and art production as education objectives. Offered fall semester only.

H639. American Pragmatism and Education - P: H530 or H600. The tradition of James, Peirce, Mead, and Dewey and its bearings on educational theory. Study of original sources and analysis of selected interpretation, ambiguities, and problems. Offered once every two years.

H650. Theory of Knowledge and Educational Process - Consideration of theories of knowledge as they relate to educational objectives, methods of instruction, and curriculum organization. II Sem.

H695. Seminar in Instructional Materials in the Teaching of Philosophy of Education

H705. Seminar in History of American Educational Thought - P: Consent of instructor. Critical study of selected educational theories and movements. Special attention to methodology of inquiry pertaining to the history of educational ideas. Offered once every two years.

H710. Seminar in Logical Problems of Educational Discourse Selected topics in logic of significance to education. Offered once every two years.

H736. Mind and Method - Analysis of concepts of mind in historical perspective and bearings upon methods of teaching and educational goals.

H738. Seminar in Epistemology and Education - An analysis of selected epistemological problems related to current

theories of education. Offered once every two years.

H750. Inquiry Seminars in History or Philosophy of Education - Consideration of theoretical or research problems in the conduct of inquiry (especially dissertation studies) in the history or philosophy of education. Contact department for times and special emphases.

H799. Doctor's Thesis in the History of Philosophy of Education - Credit may be earned over a period of several semesters.

Indiana Central College, Indianapolis

Undergraduate Course

210. Social Foundations of Education - Designed to increase understanding and appreciation for the significance and function of the schools in contemporary culture. Attention is focused upon the development, aims and philosophy of the school as a social institution, the problems and issues faced by the schools in the past and present and the relationship of the schools to other aspects of society. The student is exposed to conflicting historical and current social issues which have important educational implications. Required of all teacher education candidates. A student cannot enroll in this course unless he has completed at least 60 semester hours of course work.

Graduate Courses

540. Curricular Trends and Issues in American Education - Explores recent trends and issues in American Education at all levels, treating such topics as: religion and the public schools; education for the handicapped and for the gifted child; integration in the public schools; the development of vocational education and adult education; sources of educational support and the control of education; academic freedom, and some of the newer teaching practices in American education and recent administrative and organizational experiments in education.

541. Philosophies and Practice in American Education - The aim of the course is twofold: to acquaint the student with some of the best in classical and modern theories of education; to examine the ways in which these theories can be made applicable in the context of modern education.

Depauw University, Greencastle

Undergraduate Courses

201. American Education System - A study of public school education in the United States from colonial times to the present. An understanding of public school education with emphasis on the forces affecting education.

240. Today's Education: Issues and Trends - Identification and assessment of developments, issues, practices and theoretical considerations affecting contemporary educational practice.

Graduate Courses

504. History of Modern Education - The evolution of modern educational institutions, objectives, curricula, teaching methods, and the relation between educational developments and social, political and economic movements.

515. Modern Trends in Education - Recent trends in education on all levels studied with emphasis on their significance.

535. Advanced Philosophy of Education

560. Foundations of Education

IOWA

University of Iowa, Iowa City

Undergraduate and Graduate Courses

102. History of American Education - Our educational thinking and actions of past 350 years as they have contributed to today's schools in United States.

107. History of Education - Ideas and actions of great educational contributors from earliest days to present; persons and movements traced, especially as they have influenced contemporary educational practice in United States.

117. Philosophies of Education - Introductory survey of the principal educational philosophers and philosophies that have influenced Western education; stress placed on how philosophical ideas and conflicts have served to shape educational scene.

130. Educational Sociology - Overview of major societal trends, influences and controversies in American culture; analysis of their interactions with school viewed as social institution.

135. John Dewey and Education - Dewey's philosophy of

"instrumentalism" with particular emphasis on his theories of knowledge, valuation and aesthetics, especially as applied to educational theory and practices.

140. Sex Role Stereotyping and Socialization in Education - Consideration of part education plays in socialization of sexes; schools' reinforcement of sexual stereotyping analyzed and alternative educational approaches and strategies for change discussed.

293. Individual Instruction in Social Foundations

302. Seminar: Social Philosophies and American Higher Education - Comparison and analysis of competing social philosophies, theoretical bases and practical influence on contemporary higher education.

304. American Contribution to Educational Philosophy - American philosophy and its influence on American public education.

306. Chinese and Other Communist Educational Systems - Present status, trends and problems among schools in 12 communist nations contrasted; Soviet Union and People's Republic of China serve as base for consideration of variations on communist educational themes from Chile to Outer Mongolia and from Cuba to Albania.

380. Seminar: Value Problems in the Administration of American Education - Philosophical and sociological ideas which underlie American system for administration of public education; investigation of various ideas as to place of both conformity and dissent in democratic society and democratic educational system; contemporary issues used to provide focus for examination of these ideas.

301. Current Issues in Education - Seminar to explore implications for educational practice of recent important books in field; participants formulate reactions to readings to share in group discussion; seminar designed to provide opportunity for exchange of ideas among students and faculty from all divisions in College of Education.

University of Northern Iowa, Cedar Falls

Graduate Courses Only

Social Foundations of Education and Tests and Measurements

25:118. Social Foundations of Education - The school as a social institution; organized and informal community controls; current philosophies of education; the history

of education; teacher responsibilities for the curriculum and professional ethics. Prerequisite: 20:014. To accompany student teaching.

25:134. History of Education - Education as a formal institution; emphasis on the historical antecedents which have affected education in Western culture and America.

25:234. Philosophy of Education - Analytical study of major philosophical viewpoints of modern education, emphasis on professional problems of education and the development of educational principles.

Morningside College, Sioux City

Undergraduate Courses Only

201. American Education (Sophomore standing) - A study of the American public school system. Prerequisite for all other Education courses.

215. Sociological/Psychological Foundations of Education - A study of the sociological, historical, philosophical, administrative and psychological foundations of American education. Includes field experience in Sioux City schools.

382. Philosophy of Education - A study of the philosophy of present-day American Education with emphasis on the development of a personal philosophy of education.

KANSAS

University of Kansas, Lawrence

Undergraduate Courses

308. The Teacher and School Organization - The theory and practice of the administration of schools, outside of the classroom, with special reference to the legal, financial, and social background involved. The Kansas school laws are covered in this course.

312. Survey of American Education - A study of the ideas, ideals, and crucial assumptions which held sway at the various stages of American educational development from colonial times to the present; how they have been translated into procedures, building, and equipment; and what light they shed upon the validity of current criticisms of the schools and proposals for improvement.

492. Introduction to General Teaching Theory - Theoretical-philosophical bases for teaching, including assumptions

regarding the nature of government, of truth, and of man, and their implications with respect to educational purpose and to criteria for choice of subject matter and of method.

Graduate Courses

702. Planned Change in Education - A general system model will serve as a basis for the analysis of planned change in education. Processes for change will be explored through research findings. The implementation process, control and management of change, and the evaluation of change programs will be treated.

706. Concepts of Educational Leadership - An exploration of the basic assumptions supporting American public education. The necessity for universal education to enhance the discriminatory power of the citizenship is assumed. Emphasis is placed on the components of educational leadership needed to vitalize training for competence in decision-making for all people.

760. History and Philosophy of Education - A comprehensive study of influential men and movements in the development of educational thought, Eastern and Western, from ancient times to the present. Emphasis on those ideas and historical roots which are relevant to contemporary issues in teaching and school administration. Prerequisite: Nine hours of Education including educational psychology.

761. Philosophy of Education I - An analytic inquiry into basic philosophical positions and issues relevant to education. The difference between Administration, Foundations, and Higher Education 760 and 761 is that the latter is topically arranged and does not necessarily follow a historical sequence; it normally proceeds by problems and schools of thought. Prerequisite: Administration, Foundations, and Higher Education.

762. Philosophical Problems in Comparative Education - A study of significant philosophical problems encountered when comparing educational systems. Special emphasis on the implications of axiological analysis for educational theory and practice in different areas of the world. Relationships among the social sciences, philosophy, and the international or cross-cultural venture in education. The importance of systematic value-theory in comparative research and international education. Prerequisite: Previous exposure to Administration, Foundations, and Higher Education 760 and/or 761 is recommended.

765. History of Education and Culture in America - A study of the relation between education and culture in America

from colonial times to the present. American schools are considered in the wider context of cultural and social change. Prerequisite: Administration, Foundations, and Higher Education 760 or 761 is recommended.

766. American Educational Reform Movements: Past and Present - An examination of the origin, nature, and consequences of educational reform in the United States. The primary goal is to attain a balanced evaluation of current educational reform. Prerequisite: Administration, Foundations, and Higher Education 760 or 761 is recommended.

767. Problems in Contemporary Educational Theory - Select explorations into such provocative and problematic trends in current educational theory as Marxism, behaviorism, phenomenology, existentialism, analytic philosophy, hedonism, nonverbal education, etc. Prerequisite: Administration, Foundations, and Higher Education 760 or 761 is recommended.

Kansas State College, Pittsburg

Senior - Graduate Courses

759. Philosophy of Education - The nature of education with reference to aims, purposes, curricula, motivation, and discipline. Theories of knowledge and value. Purposes of education in a democracy.

765. History of Education in the United States - Chronological study of education in the United States from early colonial times to the present.

Graduate Course

875. Historical and Theoretical Foundations of Education - The historical, cultural and philosophical influences that have contributed to educational theory and practice from ancient to modern times.

Hesston College, Hesston

No courses offered in the foundations of education.

KENTUCKY

University of Kentucky, Lexington

Undergraduate Courses

Education -
Social and Philosophical Studies

98. Planning a Career in Education - A general orientation program for freshman students who expect to enter the teaching profession. It is in this course that information is supplied to students about the different programs in teaching, and information is secured from the student as to his ability, interest in and aptitude for teaching.
301. Education in American Culture - An introduction to education based on the analysis of certain questions regarding society, man, knowledge and values.
395. Independent Work for Students in Education - An independent study course open only to undergraduate students in the Honors Program. May be repeated once for a total of six hours.
532. Race and Ethnic Relations - Analysis of relationships between racial and ethnic groups and the behavioral products thereof. Sources and consequences of prejudice and discrimination. Situation and prospects of minorities. Strategies of change and tension reduction. Prerequisite: SOC 101. (Same as SOC 532.)
533. Introduction to the Philosophic Study of Education - An introduction to the philosophic analysis of major concepts in education. The course is designed primarily as an elective for students in teacher-education and students in other colleges. Does not apply toward teacher certification. Prerequisite: junior or senior status, not on academic probation.
640. Philosophy of Education - An advanced course dealing with the philosophy of democratic education and applications to some of the larger educational problems of today. Prerequisite: twelve semester hours in education. May be repeated once to a maximum of six credits.
645. Foundations in Education - An intensive study in various foundational fields which contribute to the development of educational theory and practice. Prerequisite: twelve semester hours in education at the undergraduate level. May be repeated once to a maximum of six credits.
646. Analysis of Thinking - An interdisciplinary analysis of thinking, the central process of education. Topics studied include psychological, logical and semantic aspects of thought. Prerequisite: EDP 548 and EDF 640, or permission of instructor.

650. History of Western Education - A study of the development of the "institution" of education in relation to social and political reality, ideas, and ideals of successive periods in Western culture.

651. History of Education in the United States - A history of the growth and development of education in the United States from earliest Colonial times to the present, including recent movements and trends.

652. History of Educational Thought - A study of the lives and writings of the world's great educators to acquaint the student with their major contributions to society and education.

661. Educational Sociology - A course in sociological foundations of education. Prerequisite: SOC 101. (Same as SOC 661.)

662. Analysis of Education Change - The history, nature, processes, and problems related to educational change, drawing upon the literature in several disciplines.

663. Field Research in Educational Change - A field study of a particular problem relating to educational change will be made, using appropriate conceptual strategies and procedures. Prerequisite: EDF 662.

665. Education and Culture - An analysis of the cultural role and function of educational institutions and processes. Topics considered include: schooling as cultural transmission, the community context of education, cross-national studies of schools, and implications of anthropological approaches for teacher training.

Graduate Courses

724. Epistemological Problems in Education - A study of knowledge and inquiry as they relate to problems of formulating educational policy and curriculum design. Prerequisite: EDF 640.

725. Analysis of Value Questions in Education - A study of the nature of value as it related to formulating and justifying aims and policies, curriculum design and the teaching-learning process. Materials in ethics, value theory, and aesthetics are used in the appraisal of educational theory. Prerequisite: EDF 640 or equivalent.

750. Problems in Educational Sociology - An advanced course in the application of sociological findings to education including consideration of Southern regional problems and potentialities. Prerequisite: twelve semester hours of graduate work including EDF 661 or equivalent; SOC 101.

773. Seminar in Foundations of Education - A critical study of selected problems in the foundations of education areas.

778. Seminar in History of Education in Kentucky - A seminar for graduate students in education who are interested in developing a background and perspective upon educational problems by study of the history and development of education in Kentucky.

785. Independent Study in Social and Philosophical Problems in Education - This course will allow advanced students to study, in depth, individualized problems and issues related to social and philosophical foundations. May be repeated to a maximum of nine hours. Prerequisite: EDF 661 or its equivalent.

Kentucky State University, Frankfort

Senior - Graduate Courses

Education 403. Philosophy of Education - A study which will include the meaning and scope of philosophy as it directs educational practices, consideration of contrasting educational philosophies and conceptions of education, consideration of the nature of man, society, and the thinking process, and a consideration of aims and values as these relate to the operation of society and the individual.

Education 424. Foundations of Education - An intensive study of those influences—in the humanities, the natural and social sciences—which have contributed to the development of education in the U.S. and which will contribute to the solution of the issues which confront it today. Prerequisite: senior standing and EDU 221, 222, or 220 and EDU 412.

Education 432. Problems in Modern Education - Special projects in modern education. This course may be substituted for either of the courses in Supervised Teaching by mature students who have three or more years of teaching experience in approved elementary or secondary schools. Offered upon demand.

Education 433. Alcoholism and Other Problems of Alcohol - This course is designed to present the essential concepts, theories and descriptive and inferential research findings concerning the uses and abuses of alcohol as determined by socio-cultural pattern and expectancies and physiological and psychological needs of the individual. Special emphasis is given to the psychological aspects of alcoholism; the dynamics of addiction and the social, economic, legal

and physiological concerns of the alcoholic and his family. A survey of theories and techniques of treatment are presented by film, case studies and classroom interviews of former alcoholics.

Transylvania University, Lexington

Undergraduate Courses

2034. Introduction to Education - A study of teaching as a profession; the purposes of education; an analysis of the function of schools today; a study of classroom and school organization; the teacher's role in the educational program; and analysis of the various phases of the school program.

3174. Philosophy of Education - Introduction to the history and development of educational theory and objectives. Reading of those philosophers who have influenced the role of education for elementary and secondary schools. Same as Philosophy 3174.

LOUISIANA

Louisiana State University, Baton Rouge

Undergraduate Course

2000. Introduction to the Study of Education

Graduate Courses

5000. History of American Education - Prerequisite: Consent of instructor.

5001. History of Education

7000. Philosophy of American Education

Nicholls State College, Thibodaux

Undergraduate Course Only

200. Introduction to Education - The organization and administration of the school; principles of learning; materials of instruction; opportunities, requirements, and ethics in the teaching profession.

Grambling College, Grambling

Undergraduate Courses Only

ED 200. An Introduction to Education - A multi-purpose foundation course, designed to give an overview of the history and development of education, and to furnish the basis for comprehension of the total educative process in a social order. The sociological and historical foundations of education embracing the elementary and high schools.

ED 201. Foundations of Education - A multi-purpose foundation course, designed to give an overview of the historical, sociological and philosophical foundations of education.

MAINE

University of Maine at Orono

Undergraduate Courses

2. The American School - Examines the nature, role, purposes, and curriculum of elementary and secondary schools with special attention to the place and function of the teacher within this social institution.

3. Growth-Learning Process - The pupil and his learning processes, including learning theories, pupil growth patterns, and selected techniques for the study of pupil development.

4. History of Education - A study of educational thought in its historical bearings with particular emphasis on current modes of thought relative to the values, objectives, purposes, and outcomes of American education.

130. Trends in Education - Discussion of issues in American education as they relate to current and emerging practices in organization curriculum and teaching in the schools.

Graduate Course

362. Philosophy of Education

Bowdoin College, Brunswick

Undergraduate Courses Only

1. Education in the Twentieth Century - The purposes, organization, and government of modern educational systems. Comparative studies of American and English education are

the principal focus of the course.

2. History of American Education - The study of educational institutions and thought in their social and cultural settings. The organization of the course includes individual and group work on topics such as the growth of the common school, the progressive education movement, the development of the high school, and the nineteenth-century college and university.

St. Francis College, Biddeford

Undergraduate Courses Only

Ed 32. Philosophy and History of Education - A study of the philosophical and historical development of education, with particular emphasis on the evolution and unique significance of the American High School.

Ed 39. Critical Problems in Teaching - Designed to help the participant increase skills in identifying classroom problems, locating information and applying it to decision making, extending response behavior, and gaining feedback that will cause him to shift or modify his teaching behavior.

MARYLAND

University of Maryland at College Park

Advanced Undergraduate and Graduate Courses

100. History of Education in Western Civilization - Educational institutions through the ancient, medieval, and early modern periods in the western civilization, as seen against a background of socio-economic development.

102. History of Education in the United States - A study of the origins and development of the chief features of the present system of education in the United States.

107. Philosophy of Education - A study of the great educational philosophers and systems of thought affecting the development of modern education.

108. Logic of Teaching - An analysis of the structure of basic subject matters in the curriculum and of the standard logical moves in teaching.

110. Human Development and Learning - Open only to students approved for teacher education. Studies scientific facts that describe growth, development, and learning, and

the implications of these for the teacher and the school. A study of an individual child and a classroom participation experience are integral parts of the course and require a one-half day per week assignment in a public school as a teacher aide. Students are scheduled for field assignments in an elementary or high school according to the curriculum they are in. Each group is under the supervision of a faculty member with whom it meets every second week in a seminar session.

111. Foundations of Education - Prerequisites, EDUC 110, completion of at least 90 hours, and approval for admission to teacher education. Historical, social, cultural and philosophical foundations of American education. Considers education as a profession, and the organizational structure, operation and function of modern school systems. Comparative education and contemporary issues are included.

204. Seminar in Educational Sociology

207. Seminar in History and Philosophy of Education

208. Analysis of Educational Concepts - Application of techniques of conceptual analysis to selected concepts in education. Mental health, adjustment, creativity, and understanding are among the concepts considered.

Frostburg State College, Frostburg

Undergraduate Courses Only

26.101. Introduction to Education - Elementary concepts of particular value in helping the student assess his potentiality as a teacher and plan his professional program.

26.301. Foundations of Education - The influence of social, economic, political, cultural, and intellectual development upon educational policy and practice, with emphasis on the effect of contemporary developments on current practice.

26.322. The School and Community - The community, its social problems, and their relation to school practices. The relation of the school to its contemporary social setting.

26.404. History of Education - Selected historical periods of particular significance in educational philosophy, in the context of social, political, and economic history, with emphasis upon contemporary developments.

26.405. Philosophy of Education - A historical survey of philosophy, with emphasis upon its particular implications for education.

Washington College, Chestertown

Undergraduate Courses Only

202. History of American Education - The course considers the development of American education from the colonial period to the present. The focus is upon the formal institution of the school, but informal aspects of education are also considered. At all times the school is related to political, social and economic developments in the United States.

403. Principles of Education - A general summary of the field of education for prospective teachers. The historical, philosophical, and sociological foundations of education will be surveyed; topics relevant to contemporary education in the United States will be examined.

MASSACHUSETTS

Massachusetts Institute of Technology, Boston

No courses offered in educational foundations.

Boston State College, Boston

No courses offered in educational foundations.

Framington State College, Framington

No courses offered in educational foundations.

Wheaton College, Norton

Undergraduate Courses Only

251a. History and Philosophy of Education - A study of historical and philosophical thoughts as they affect the educational system. Special attention will be given to the manner in which these affect educational practice. This course will examine the roles of administrators, teachers, and students in modern educational systems. Open to sophomores, juniors, and seniors.

252b. Principles and Issues in American Education - A research-oriented analysis of major issues of current importance in the field of education. Emphasis will be placed on developing the student's ability to analyze and evaluate contemporary problems in American education. Open to sophomores, juniors, and seniors.

Smith College, Northhampton

Undergraduate Courses Only

Historical and Philosophical Perspectives

120b. Education and the Liberal Arts - History of the development of the concept of a liberal arts education. Comparative study of different methods of scholarly inquiry.

121a. Foundations of Education - Historical and philosophical background of modern education. Study of the educational thought of Plato, Aristotle, Marcus Aurelius: The Greco-Roman Tradition.

122b. Foundations of Education - Historical and philosophical background of modern education. Study of the educational thought of Rousseau, Tolstoy, Dewey, Whitehead: The Modern Tradition.

200b. Education in the Urban Ghetto - Education problems of the inner-city considered in the context of schools, teachers, students, and community.

203a. Education of Black Americans - Black Americans and public education in the United States, past and present. Special emphasis on the social context of education within the black community in both the South and the North and on definitions of education within the black community.

234a. Modern Philosophies of Education - Contemporary views on the aims of education. A consideration of social institutions and moral and intellectual values in shaping the future.

236a. American Education - Evolution of American educational thought and institutions; the development of American education related to the growth of the nation and the changing social order.

MICHIGAN

University of Michigan at Dearborn

Undergraduate Courses Only

A200 (Interdisc. 200). Crisis and Controversy in Education - An introductory investigation of conflict and change in contemporary American education. Designed for general students as well as those intending to teach.

A325. Philosophy of American Education - A general introduction to the philosophical study of American educational thought. Emphasis is placed upon critical examination of conflicting viewpoints and their respective implications for the educative process.

A330. Sociology of Urban Education - Introductory study of how social forces affect the educational process and how the educational system affects society. An examination of the means by which educational forces can be used to bring about constructive social changes in an urban area.

A340. American Educational Theory - A discussion course, in a seminar setting, which examines the growth of several major theories influencing modern American education. Offers the student an opportunity to read some of the original texts and documents that shaped many current educational policies and practices.

Central Michigan University, Mt. Pleasant

No courses taught in the foundations of education.

Kalamazoo College, Kalamazoo

Undergraduate Courses Only

51. Basic Concepts in American Education - Contemporary American educational thought and practice from the perspective of history, philosophy, and the behavioral sciences; issues and trends related to school organization, curriculum, educational aims, financial support, and the role of professional personnel. Not open to freshmen.

65. Inner City Education - An overview of the realities of teaching children of the poor; discussion of the mores, fears, sensitivities, domestic family structures which are part of the poor community. Prerequisite: 51 or permission of the instructor.

114. Philosophy of Education

Wayne State University, Detroit

Undergraduate Courses

3601. Introduction to Philosophy of Education - Must be taken with last quarter of student teaching. Systematic examination of leading philosophies of education.

3606. Directed Study

6600. Field Studies - Prerequisites: consent of adviser. Supervised professional study conducted in field setting.

7601. Philosophy of Education - Philosophical ideas shaping educational theory and practice.

7602. History of Education in the United States - Study of the development of American education from Colonial times to the present.

7603. Existentialism and Education - Prerequisites: Hist. & Phil. Ed. 3601 or 7601 or consent of instructor. The impact of existentialism on educational thought.

7604. History of Western Education - History of educational thought and institutions in Europe and America with emphasis on cultural backgrounds.

Graduate Courses

7605. Pragmatism and Educational Theory - Prerequisites: Hist. & Phil. Ed. 3601 or 7601 or consent of instructor. Study of Peirce, James, Dewey and other leading pragmatists; their impact on educational thought.

7606. Research and Directed Study - Prerequisite: consent of adviser and graduate officer.

7607. History and Philosophy of Higher Education in America - Prerequisite: consent of adviser. See Higher Education 8854.

7608. Current Controversies in Education - Philosophic analysis of current issues in education.

8601. Aesthetic Foundations of Education - Prerequisites: Hist. & Phil. Ed. 3601 or 7601 or consent of instructor. Conflicting philosophies of art as they bear upon education.

8607. Seminar: Special Topics - Prerequisites: Hist. & Phil. Ed. 3601, or 7601 or consent of instructor. For graduate students in education and related areas. Theoretical grounds for resolving educational issues. Sections in methodology, ethics, and selected problems.

9601. Doctoral Seminar in Philosophy of Education - For doctoral majors in other departments. Systematic study of the field of philosophy of education.

Mercy College of Detroit

Undergraduate Courses Only

310. Educational Foundations: History, Philosophy, Sociology - Historical, philosophical, and sociological backgrounds of education; social political, and economic influences on education, changes and trends; development and characteristics of education in Michigan.

312. Philosophies of Education

MINNESOTA

University of Minnesota, Minneapolis

Undergraduate Courses

90. The School and Society - Readings in social science and philosophy give the student an opportunity to integrate points of view in thinking about the role of the school in present-day society.

101. Historical Foundations of Modern Education - Background course for all other courses in the history and philosophy of education. Analysis and interpretation of important elements in modern education derived from the Greeks, Romans, the Middle Ages, and the Renaissance.

110. Intercultural Education - Racial, religious, and nationality problems; their importance for the schools.

Graduate Courses

141. Critical Issues in Contemporary Education - Introduces graduate students to ideas involved in current theory and practice.

149-150-151. Social History of American Education - Impact of education on social and institutional developments in America from the colonial period to the present. Although schools, both private and public, will receive continuous attention, education will be defined broadly to include the work of the family, the religious congregation, the popular press, clubs, and other private associations.

155. History of Western Educational Thought - Examination

of the major educational classics of Western civilization: Plato, Cicero, Locke, Rousseau, Dewey, and others.

156. History of Ideas in American Education - Readings in American political, economic, and social development; reference to the emerging system of public education.

170. American Pragmatism and Education - Analysis and interpretation of the educational philosophy of pragmatism (experimentalism). Readings from Dewey, Kilpatrick, Bode, Counts, Childs, and others.

190. Sociology of Education - Advanced studies in the social aspects of education including the school as a socialization process, the social structure of education, the role of school in social change.

241. Problems: History and Philosophy of Education

242. Seminar: Educational Philosophy

296-297-298. Seminar: American Social and Educational History

Mankato State, Mankato

Undergraduate Courses

2443. Introduction to Education - Social and Cultural perspective; the role of the teacher in the modern school and in society: opportunities in teaching: Human Relations.

4883. Cultural Foundations of Education - Education in relationship to the culture of its times; relationships between school and community analyzed in a broad context.

4901-4. Workshop in Educational Foundations

4911-3. Problems in Educational Foundations

Graduate Courses

5483. Cultural Foundations of Education - Relationships between school and community analyzed in a broad context.

6163. Philosophy of Education - Traditional and contemporary philosophies and their application.

6043. History of Education in American Culture - From the colonial period to the present with emphasis on persistent problems and issues.

6083. Current Issues of Public Education

Gustavus Adolphus College, St. Peter

Undergraduate Course Only

201. Social Foundations of Education - A study of the historical, social, and organizational basis of education in America and of teaching as a profession and career. The course is required of all students in both the elementary and secondary education programs.

MISSISSIPPI

University of Mississippi, University

Undergraduate Courses

200. Introduction to Education - Responsibilities of the teacher to the child and to the community; role of the school in society.

507. Contemporary Issues in American Education - Significant current questions under discussion in American education.

521. Recent Developments in Educational Practice - Investigation and evaluation of selected contemporary innovations in teaching and conducting of educational programs.

Graduate Courses

507. Contemporary Issues in American Education - Significant current questions under discussion in American education.

521. Recent Developments in Educational Practice - Investigation and evaluation of selected contemporary innovations in teaching and the conducting of educational programs.

523. Group Study of Problems in School Systems - Areas/problems approved by instructor. (For groups of teachers interested in improving subject areas or working on problems within system.)

607. The Professional Philosophy - Relation of various philosophies to modern educational practice.

609. History of Education - Growth and development of education and educational institutions; emphasis on American education of the 19th and 20th centuries.

613. Education and Social Interaction - Ways in which selected cultural factors and trends affect the process and organization of education.

Mississippi State College for Women, Columbus

Undergraduate Courses

250. Introduction to Teaching - Three semester hours credit. Teaching will be explored from the standpoint of qualities needed by the teacher, opportunities for employment, financial compensation and other rewards, requirements for certification, responsibilities of the teacher, what the teaching act involves, and the MSCW teacher education programs. The formal application for "Admission to Teacher Education" will be made during the course. Demonstrations, observations, guest lectures, media presentations, and small group discussions will be featured. Education 250 or its equivalent is required for all education majors.

352. Social Foundations of Education - Three semester hours credit. Each semester. Required of all students preparing to teach who have not had Education 250 or its equivalent. Provides an understanding of the role of public education in American society. Historical backgrounds of today's school, philosophical concepts of the past and present as they apply to teaching and learning, and the cultural and social foundations of education are emphasized.

Graduate Courses

521. Educational Philosophy

522. History of Education

524. Sociology of Education

Millsaps College, Jackson

No courses taught in the foundations of education.

MISSOURI

University of Missouri, St. Louis

Undergraduate Course Only

ED 101. The School in Contemporary Society

Central Missouri State University, Warrensburg

Undergraduate Courses

EdTE 2000. Foundations of Education - An overview of the American public school, its place in the culture, its nature, purpose, history, philosophy, organization, and administration. Contemporary issues and trends and the problems of the teaching profession. Observation, participation, and other laboratory experiences are included.

EdTE 3000. Education in American Society - The place of education in American society; the importance of education, who should be educated, who should be responsible for education, who should pay for education, and how education should be organized.

EdTE 4005. History of Education - Development of the educational system with reference to social movements and the educational philosophies of important educators.

Graduate Courses

EdTE 5015. Philosophy of Education - A critical analysis of the basic characteristics of alternative philosophical families of thought, with their implications and applications in the schools.

EdTE 5025. Education in the Social Order - The social forces at work in society and their effect on education.

EdTE 5040. Improvement of Teaching - A comprehensive course in the development of plans for the improvement of teaching.

EdTE 6030. Issues in Education - In-depth study of the crucial and continuing issues in education.

Webster College, St. Louis

Undergraduate Course Only

106. Ideas in the History of Education

MONTANA

Montana State University, Bozeman

Undergraduate Course

100. Orientation - An introduction to public education and its purposes. A preview of the teaching profession,

preparation, rewards, development, structure, support and control of schools.

Graduate Courses

541. History of Education - Major philosophical issues and educational practices which have influenced educational theory and practice. Emphasis will be on current issues in American education.

544. Philosophies of Education - Major philosophies of education through an examination of philosophical issues surrounding educational theory.

Northern Montana College, Havre

Graduate Course Only

605. Seminar in Current Issues in Education - Current thinking and problems facing educational decision makers; schools of educational thought as related to the cultural setting in the United States.

College of Great Falls, Great Falls

Undergraduate Course Only

200. Orientation to Professional Education - A general survey of the American educational system and its place in American society. Designed to help the student decide whether or not he wishes to take up teaching as a career. Field experience provided in local schools. Offered each semester.

NEBRASKA

University of Nebraska at Omaha

Undergraduate Course

208. Introduction to Teaching - An examination of the nature and task of the American School System, with particular emphasis on the role of the teacher. Laboratory experiences are devoted to observation of schools in the metropolitan area and service as a teacher's aide.

Chadron State College, Chadron

Undergraduate Course

121. Introduction to Teaching - A guidance course for those who are considering teaching as a profession. It is to be taken by all students who plan on entering the teacher education program, prior to applying for entrance—usually in the freshman year. It surveys the work of a teacher, the public school system, and the qualities necessary for success in the profession. The course is basic to all work in the Division of Education. Those who decide to prepare for teaching will make application for entrance to the college teacher education program at the close of the course. Required—prerequisite to all other work in education, including Psychology 251.

Graduate Course

633. Educational Philosophy - This course will review the development of the philosophic beliefs underlying the democratic school system, its objectives, and the means of obtaining them. It should lay a basis for a philosophy of life and of education in a democratic society.

Nebraska Wesleyan, Lincoln

Undergraduate Course Only

1. Introduction to American Education - A course providing a broad, general survey of education in the United States, designed to help students to decide whether to continue work in professional education.

NEVADA

University of Nevada, Reno

Undergraduate Courses

103. Basic Foundations of Education - Prerequisite for upper-division courses in the College of Education. Introduction to the basic philosophical, sociological, and psychological foundations of professional education.

210. Legal Foundations of Education - Historical development of paramount issues in contemporary education. Emphasizes legal aspects of emerging educational patterns. Meets state certification requirements in Nevada school law.

Graduate Courses

760. Teaching for Critical Thinking - Emphasizes knowledge and understanding of the field of critical thinking; and methods and procedures required to teach critical

thinking at various age levels.

799. Special Problems in Education - Specialized instruction in general professional education designed to develop depth in understanding of a current educational problem of the in-service teacher and administrator.

901. History and Philosophy of Education - Development of educational thought and practice viewed as a phase of social progress. Emphasis upon Western civilization.

902. History of Education in the United States - Study of factors and conditions which have been influential in the shaping of educational thought, ideals, theories, and practices of current American education.

903. Social Foundations of Education - Required of all students in the graduate degree programs of the College of Education. Analysis of American society and its relationship to the educational system.

NEW HAMPSHIRE

University of New Hampshire, Durham

Undergraduate Courses

575. Philosophy of Education - An introductory philosophical study of the nature, significance, and place of education within the human condition. The fundamental purpose of this course is to help each student begin to work out and articulate his or her own attitude toward the basic issues which lie at the heart of education at all levels. Although this course is open to any undergraduate without prerequisite, it is especially aimed at those students who want to explore or intend to enter the field of education and who seek to broaden their understanding of the purpose and significance of education.

659. Principles of Education - An introductory study of the major historical and sociological factors that have influenced public education in the United States, the conflicts of educational philosophy, and selected contemporary educational problem of national significance.

797. Seminar in Contemporary Educational Problems - A seminar offered by one or more members of the staff dealing with issues or problems of special contemporary significance. Normally the seminar will focus on a problem which has been the subject of recent special study by the staff member(s).

Graduate Courses

838. Sociology of Education: Social Organization of Schools and Community - Schools are viewed in their socio-cultural context. Work is centered on a number of field studies of urban and suburban communities. Among the topics discussed are the following: (a) Comparative institutional analysis—what is church-like, hospital-like, factory-like, and prison-like about the school; (b) relations and perspectives of functionaries and clients in "culturally deprived" and "culturally endowed" settings; and (c) teaching as an emergent profession.

886. Philosophy of Education - A comparative analysis of contemporary educational objectives and practices and the philosophical foundations upon which they are based.

888. Sociology of Education: The Cultures of Poverty and Affluence - The two cultures are treated as a unit; culture change is discussed. Issues of current interest are explored, e.g., poverty, school desegregation, the schooling of geographically mobile children, problems of social mobility and abundance, the rise of the counseling and healing trades, and teachers' quest for professionalism. The education of "culturally deprived" and "culturally endowed" children receives special attention. A comparative approach is adopted; issues are examined cross-culturally and in relation to the schooling process.

889. Sociology of Education: Race and Ethnic Relations in Schools and Society - This course deals with ethnic stratification and inter-group processes both inside and outside the school.

Franklin Pierce College, Rindge

Undergraduate Course Only

ED211. Principles of Education - Examination of the wide variety of principles and practices that permeate our system of education. The philosophical, historical, and critical issues that form American education today are considered.

Dartmouth, Hanover

Undergraduate Courses Only

55. Topics in the History of Education - A study of American educational change, this course will study selected topics in the history of education. Open to sophomore, juniors, and seniors.

70. Educational Issues in Contemporary Society - An interdisciplinary approach to the study of major problems facing contemporary society. Topics to be considered include school control and decentralization, education in the inner city, desegregation, education and technology, student unrest, and others which are student-initiated.

NEW JERSEY

Rutgers University, New Brunswick

Undergraduate Course Only

History of Education - A general history of education with emphasis on the educational institutions of the western world from primitive times to the present.

Montclair State College, Upper Montclair

Undergraduate Courses Only

0829-0400. Teacher, School and Society - An introduction to the field of education. The schools as a social and legal system, the nature and function of the teacher. The student: his expectations and his impact on the system. Opportunities for field experiences and/or independent study.

0821-0420. Philosophic Foundations in Education - Teaching and learning in the context of philosophic assumptions and beliefs from Western civilization; the ideas of Western philosophers; implications for life, the American way of living and American education.

0821-0440. Sociological Foundations of Education - Teaching and learning in the context of other social factors; social and cultural influences on teachers and learners and their transactions; the relationship of culture, role and personality; influences of the group upon the individual; the school as a social system; social change in the public schools.

0821-0441. Urban Politics and Education - The politics of confrontation; the school system as a political institution. Force fields and their influence upon the teacher, school and community; political orientations and experiences of various ethnic groups; the influence of political pressures on urban schools from city or higher levels.

0821-0463. Women and Education in Modern Western Society (1770 to the present) - The types of education available to women. Women in the American colonies and France on the eve of revolution; the impact of revolutions on women,

especially in education. Feminist and liberation movements; women in Nazi Germany and the Soviet Union. Georges Sand, Elizabeth Cady Stanton, Charlotte Perkins Gilman, Beatrice Webb and Simone de Beauvoir; American black women; women in Latin America.

0842-0432. Personal Values - Exploration of one's own values, their origins and alternatives.

Princeton University, Princeton

No courses offered in the foundations of education.

NEW MEXICO

University of New Mexico, Albuquerque

Undergraduate Courses

247. Topics

251. Problems

284. Afro-American History - (Also offered as Hist. 284.) Survey of Afro-American history beginning with Africa and continuing to contemporary Black America.

290. Foundations of Education - An introduction to the philosophical, social, historical, and comparative foundations of education.

383. Education of the Mexican-American: Trends, Issues, Problems

411. History of American Education - The development of American education from the Colonial period to the present. An analysis of the contributions of teachers, statesmen, philanthropists, psychologists, sociologists, and philosophies to educational thought and practice in the U.S.A. Prerequisite: a course in American history.

412. History of Education - The development of education in world civilizations (with the exception of the U.S.A.). An analysis of educational thought and practice in historical perspective. Prerequisite: courses in world history.

415. Philosophies of Education - A survey of philosophical systems and their application to education.

416. Workshop in Intercultural Relations (Also offered as Soc 416.)

421. Sociology of Education (Also offered as Soc 421.) - The comparative study of the structure and functioning of educational institutions in the developing and developed societies.

429. Workshop in Foundations of Education

456. Science, Technology, and Human Values: Implications for Education - Examination of the continuing impact of science and technology, with emphasis on changing values and traditions. Structure, function, and curriculum of educational institutions will be analyzed with a view toward assisting their clientele to cope with, and to influence, scientific and technological change.

Graduate Courses

515. Comparative Philosophies of Education

516. Educational Classics

517. Educational Ideas in Literature

Eastern New Mexico University, Portales

Undergraduate Courses

201. Foundations of Education - Prerequisite: Sophomore standing. Acquaints the student with public education in the United States, relationships of schools to the culture, and the role of the teacher in the educative process. Emphasis given to exploring the profession of teaching and the qualifications necessary to teach in various grade and subject-matter areas.

425. Philosophy of Education - Historical and contemporary trends of thought in philosophy; their bearing on educational procedures.

435. Educational Sociology

Graduate Courses

517. Comparative Philosophies - A critical examination of philosophic points of view now influencing American education and their implications in determining curricula, administrative procedures, and classroom practices.

537. History of Education - Origin and development of the educational system from ancient to modern times as conditioned by social, political, religious, and economic changes.

University of Albuquerque, Albuquerque

Undergraduate Courses Only

320. History of Education - A survey of educational theory, institutions, and practices from ancient times to the present, stressing great periods, movements, men, and ideas in education.

321. Philosophy of Education - A study of the fundamental principles of education in accordance with Catholic philosophy; a critical evaluation of the principles which are the foundations of the various modern philosophies of education; a study of man's nature, origin, and destiny as the only basis for religious, moral, liberal, cultural, and universal education.

NEW YORK

State University of New York, Albany

Undergraduate Courses Only

Fdn300. Social Foundations of Education - Inquiry into educational policies, purposes and ideas based upon the resources and insights of the humanities and the social sciences.

Fdn301. Issues in American Education - Study of the structure and function of American education in the light of contemporary problems.

Fdn497. Independent Study in Foundations - Independent reading, study, and research in Foundations of Education.

His419. A Social History of Childhood and Childcaring Institutions in America - A socio-historical examination of the changing status of children and young people in American society with a critical evaluation of the social institutions and legitimating ideologies which serve to socialize the young for entry into adult society. Prerequisite: Intended for juniors and seniors in the teacher education program and for other students interested in the social sciences or in careers in the helping professions.

His420. The Meaning of Vocation in American Society - A study of the ways in which the meaning of vocation and/or profession is comprehended in different historical eras. Emphasis is on the social definition of vocation and its effect on educational methods and goals. Several vocations will be studied with special attention to the role of the teacher as a profession.

Phl330. Classics in Philosophy of Education - A study of the classical works that have been written in philosophy of education. Close analysis will be used to examine these major books to see how they express significant and persistent viewpoints about philosophy of education.

Prerequisite: Intended as an elective for juniors and seniors in the teacher education program and for students in the University interested in philosophy and education.

Soc410. Problems of Urban Education - A critical study of selected classical and modern sociological writings on urbanism and an exploration of the impact of the city setting on educational institutions. Prerequisite:

Intended as an elective for juniors and seniors in the teacher education program and for other students in the University interested in the study of sociology and education.

Soc411. Education and Social Stratification - An historical and sociological examination of social inequality with particular emphasis on the effect of educational institutions in the creation, maintenance, or attenuation of social stratification. Prerequisite: A three hundred level Foundations of Education course or consent of the instructor.

State University of New York College at Fredonia

Undergraduate Courses

ED 215. Education in American Society - A foundations course in the study of professional education. Introducing the student to the social, historical, and philosophical foundations of education and to the relationship that exists between the school and the society it serves. Prerequisite to elementary and secondary professional semesters.

ED 417. Humanistic Education - A study of that aspect of the Human Potential Movement reflected in the growing emphasis in professional education dealing with value orientation, human relations, identity, and power.

Graduate Courses

ED 531. Philosophy of Education - An orientation to the major philosophical outlooks and problems of significance in contemporary education.

ED 535. School and Society: Selected Problems - An analysis of the school in relation to the other socializing influences. Cultural change and its effect upon education. The school in relation to specific problems of

changing American communities. A review of studies of teaching as an occupation.

ED 539. Current Issues and Problems in Education - Identification, definition and analysis of problems and issues facing education today. Current criticisms of public schools. The proper responsibilities of the schools. Questions of curriculum development and the matter of how well the schools are teaching.

ED 545. History of American Education - An historical interpretation of American education. Characteristics of American colonial education and significant developments in American elementary, secondary, and higher education during the nineteenth and twentieth centuries.

Queens College, Queens

Graduate Courses Only

Ed. 701.3. A History of Ideas in Education

Ed. 701.4. The History of Education in the United States

Ed. 702. Philosophies of Education

Ed. 703. Philosophy of Teaching

Ed. 704. Major Issues in Education

Ed. 705. School and Community

Ed. 708. Seminar in the Theoretical Study of Education

New School for Social Research, New York

Undergraduate and Graduate Courses

2510-3. Montessori: The Method, the Materials, the Philosophy - An investigation into the resurgence of a powerful education-social movement and its relevancy to the education of all young children everywhere. The course includes an analysis of the Montessori "didactic" materials, the role of the "non-teacher" and the meaning of the "prepared environment." Maria Montessori herself comes under discussion not only as a towering educator but as physician, humanist and passionate reformer. For students, parents and teachers who wish to know more about this exciting educational phenomenon and its social and philosophical roots. Especially for teachers who wish to introduce young children to the Open Classroom with emphasis on how to develop self-discipline ("structured

freedom") so important to the success of the autonomous self-directed open environment, an environment which Maria Montessori anticipated and developed more than sixty years ago.

2530-3. World Issues in Education - An exploration of 20th century educational issues in comparative perspective, with special emphasis on Europe and the United States. Topics for discussion and analysis include: meritocracy vs. democratization; bilingualism vs. the mother tongue; student rebellion; humanism vs. vocationalism; church and state; the education of women; the teacher as authority figure vs. the open classroom; collectivism vs. individualism.

2540-3. Education and Life in the Ghetto - New York is a multi-ethnic city with varying neighborhoods. This course deals with the peoples and life styles found in the city's ghettos. Minority groups and their problems are discussed at length. Special emphasis is given to the children of these ghettos and their education on the streets and in the schools. The course also delves into drugs as they relate to ghetto life; and gang life as a means of survival in the ghetto subculture.

2550-3. Alternative Education: The Method and Philosophy of Mini-Schools, Free Schools, and Open Classrooms - Public schools don't work. They are not humane institutions. Their philosophy and structure are those of the factory, not of the mind and the spirit. They need change as any student teacher or parent knows. This course discusses educational change leading to philosophical-consciousness raising as a first stage, and this is followed by a strategy for change based upon concrete examples from the instructor's work as a consultant in N.Y.C. mini-schools and his own free school.

Hamilton College, Clinton

Undergraduate Courses Only

21 and 22. Foundations of Education - First semester: Historical, Philosophical. Second semester: Sociological, Comparative. An historical comparative study of the major tendencies and characteristics of society as they affect education and are affected by educational ideals and the structure of educational systems, with special emphasis upon problems of education in a free society. Examination of contemporary controversial issues.

Barnard College, Morningside Heights

Undergraduate Courses Only

History 65. History of Education in the United States - The development of American education in the context of social and intellectual history.

Philosophy 84. Philosophy of Education - Classical readings include Plato's Republic and Rousseau's Emile. The idea of individualism, in both its European and American forms, is traced from Rousseau to Dewey, leading to discussion of problems in present day American educational ideology. Selected readings are assigned concerning ideas of "middle class" and black education. Discussion of theories of higher education is supported by readings from Newman's The Idea of a University as well as some related to recent events in American universities.

NORTH CAROLINA

University of North Carolina at Chapel Hill

Undergraduate Course

41. Education in American Society (The School) - This course or its equivalent is required of all prospective teachers. Considers (1) the historical, philosophical, sociological, and political forces affecting the nature of American education; (2) the structure of the school system; and (3) the current issues in American Education.

Graduate Courses

EDFO 120. Social Foundations of American Education - A study of the historical developments, philosophical theories and social forces influencing American Education.

EDFO 220. Philosophy of Modern Education - A comparative study of the current philosophies of education with particular attention to the impact on solutions offered to problems currently recognized in American education.

EDFO 221. Philosophical Issues in the Present Crisis in Education - An examination of the nature, methods and limits of education and what makes it possible by a philosophic exploration of mind and language.

EDFO 223. Educational Sociology - An application of sociological theory and research to problems of concern to educators.

EDFO 228. The School in an Urban Setting - This course is designed as a seminar to explore the implications of urbanization for educational agencies.

EDFO 321. Seminar in Educational Philosophy - Topics in educational philosophy to be determined by the students with the instructor.

EDFO 323. Problems in the Philosophical Foundations of Education - Prerequisites, EDFO 220 and 221, or equivalents.

EDFO 324. Problems in the Sociological Foundations of Education - Prerequisites, EDFO 220 and 223, or equivalents.

EDFO 241. European Foundations of Modern Education - A survey of the development of western education in Europe from ancient times until the beginning of the twentieth century.

EDFO 242. Social and Educational History of the United States - A survey of the social forces influencing the development of American education from the period of colonization to the early years of twentieth century.

EDFO 341. Problems in History of Education - Prerequisites, EDFO 241 and 242, or equivalents.

North Carolina State, Raleigh

No courses offered in foundations of education.

Duke University, Durham

Undergraduate Courses

100. Social and Philosophical Foundations of Education - A study of the basic features, assumptions, viewpoints, and issues of education in contemporary America. This course or Education 113 is required of all who intend to practice teach and of all majors in education, and should be taken in the junior year.

113. History of American Education - A study of American education from colonial times to the present. The development of schools, their organizations, administration, curriculum, and methods as seen in relation to the social forces that have produced our particular type of civilization.

Graduate Courses

206. Studies in the History of Educational Philosophy - The educational views of leading thinkers in the history of Western philosophy, including Plato, Augustine, Locke,

Rousseau, Kant, Whitehead, and Dewey.

207. Social History of Twentieth Century American Education - Twentieth century American education in context of social and intellectual history.

209S. John Dewey - Dewey's major writings with emphasis on his philosophy of education.

NORTH DAKOTA

University of North Dakota, Grand Forks

Undergraduate and Graduate Courses

Foundations

- 500. Introduction to Graduate Study in Education
- 502. Historical Foundations of Western Education
- 503. Historical Foundations of American Education
- 504. Philosophical Foundations of Education
- 505. Social Foundations of Education
- 507. Issues and Trends in Education

Dickinson State College, Dickinson

Undergraduate Course Only

200. Introductory Experiences in Teaching - Observation, aide work, individual work and an analysis of the teaching-learning process for the elementary teacher.

OHIO

Ohio State University, Columbus

Undergraduate Courses

- 108. Introduction to the Study of Education - An introductory of cultural factors that affect education, with students helped to understanding through an examination of their own lives.
- 294.40. History of Education and Comparative Education
- 294.41. Philosophy of Education

Graduate Courses

Foundations of Education I

- 640.71. Social Criticism in American Education - An analysis of the major critical stances taken in the history of American education.
- 640.72. History of Modern Education - Education and schools as factors in the development of the modern world: theories, practice, relations with other social institutions and forces, especially in Europe and America.
- 640.73. Introduction to Philosophy of Education - Application of the methods and techniques of philosophical analysis to educational problems.
- 640.74. Introduction to Sociology of Education - An application of sociological theories, methods, and data to the analysis of educational practices and problems.

Foundations of Education II

- 641.71. People, Politics, and Schools - An analysis of the political forces and ideological positions in American life since the Civil War and their effects on American educations.
- 641.72. Education in Earlier Times - Schools and educational ideals in ancient and medieval societies; education before the rise of modern nation states; influence on contemporary practice and thinking.
- 641.74. Advanced Sociology of Education - Continuation of 640.74.
- 641.75. Logic in Teaching - Study of the logical aspects of teaching; includes attention to definitions, arguments, explanations, questions, and value judgments.
- 641.77. Educational Theory - To assist pre-service teachers in securing perspective with reference to the various movements and practices that are embodied in contemporary theories of education.
- 641.78. History of Black Education in America - Traces the historical development of the black American's experience and response to schools and other social institutions which exert educational influence.

Foundations of Education III

- 642.72. Special Topics in History of Education - Develops

and examines a selected topic in history of education.

642.73. Special Topics in Philosophy of Education - Develops and examines a selected topic in philosophy of education; among possible topics are ethnics and education; aesthetics and education; and existentialism and education.

693.40. History of Education and Comparative Education

693.41. Philosophy of Education

722. The School in American Culture - Prerequisite: One or more courses from 640 series, or equivalent. An orientation to the contemporary American school by direct observation correlated with study of major historical forces affecting education.

724. Historical and Cultural Factors in the Evolution of Educational Systems - Prerequisite: One or more courses from 640 series or equivalent. Social and historical factors affecting stability and effectiveness of educational institutions and organizations in countries where programs of universal education are of recent origin.

822. Simulation and Gaming in Education - Intended to familiarize participants with the potential of simulation, gaming, and other synthetic experiences as methodologies for pre- and in-service education.

862. The Role of the School in the Social Order - An orientation course for teachers and administrators which deals with the basic purposes of secondary education in relation to major issues and current trends.

911. Conceptions of Mind in Educational Theory - Prerequisite: 640.73, or equivalent. A philosophical study of psychological concepts used to describe mental phenomena. Special attention is given to their use in the formation of educational theory.

912. Epistemology and Education - Prerequisite: 640.73, or equivalent. A study of selected epistemological problems related to educational theory and practice.

913. Modern Trends in Educational Philosophy - Prerequisite: 640.73, or equivalent. A discussion of alternative philosophies and their implications for current educational theory.

914. Religion and Public Education - Prerequisite: 640.73, or equivalent. Alternative conceptions of teaching sectarian religion in the public schools; present educational practices, court decisions and controversial proposals.

915. Social Philosophies and Their Educational Bearings

916. The Educational Philosophy of John Dewey - Prerequisite: 912, or equivalent. A systematic study of the writings of John Dewey in their bearings upon educational theory and practice.

917. Comparative Philosophy of Education - Prerequisite: 912, 913, or equivalent. A study of alternative philosophies of education and the speculative development of their implications for educational practice.

925.40. History of Education and Comparative Education

925.41. Philosophy of Education

927. History of the Universities - The university as an institution through 10 centuries; patterns of development in different countries; German, English, American contributions to the idea of the American university.

928. The History of Educational Thought

929. The History of Educational Thought: Modern - Prerequisite: 640.72, or 640.71. Study of the major educational theories since 1500 including Montaigne, Milton, Locke, and Rousseau and their influence on contemporary educational theory and practice.

Kent State, Kent

No courses offered in the foundations of education.

Miami University, Oxford

Undergraduate and Graduate Courses

401/501. Philosophy of Education - Function of education in American society; educational objectives and how they are determined. Prerequisite: senior or graduate standing in education or permission of the instructor.

402/502. History of Education - Origin and development of educational thought and institutions in western civilization. Prerequisite: senior or graduate standing in education or permission of the instructor.

428/528. The School and Community - Community problems and the agencies developed to cope with them. Emphasis is on the development of the community school and its relationships to other community agencies.

Oberlin College, Oberlin

Undergraduate Courses Only

21. Philosophy and Education - An examination of the relationship between philosophical conceptions of the ideal society and recommendations for education. Comparison of classical and contemporary utopian thought.

X24. The Politics of Educational Change Freshman Seminar An examination of the role of federal, state, and local bodies in the formation and implementation of educational policy in the United States. Special attention to questions of local control, de jure and de facto segregation, church and state separation. This course is intended for freshmen. Enrollment limit 15.

25. Urban Education - The special problems of city schooling. Clientele, state and local role in finance, desegregation, centralization vs. decentralization, relations with larger metropolitan areas.

X27. Social Issues in American Education - A study of the public school in the United States and an analysis of the factors which impinge upon its development.

OKLAHOMA

The University of Oklahoma, Norman

Undergraduate Course

2424. The School in American Culture - Prerequisite: sophomore standing. Development of public education in the United States, relationships of schools to the culture, and influence of schools in the processes of cultural change; influence of cultural change on schools and their curricula; attitudes of various groups in American society toward public schools and their purposes in terms of democratic ideals.

Graduate Courses

6753. The Educational Philosophy of John Dewey - Prerequisite: graduate standing. A systematic study of the educational thought of John Dewey. Emphasis is placed on the origins of his social and educational views, a detailed exposition of his position, and a critical effort at evaluation.

6763. Issues in Contemporary American Education - Prerequisite: graduate standing. Backgrounds of the contemporary American social scene with such issues as exten-

sion of educational opportunity; interrelationships between church, state, and school; changing economic concepts in the age of technology; purposes of education in a transitional society; federal aid to education; academic freedom.

6773. History of Educational Thought: Ancient and Medieval - Prerequisite: graduate standing or permission of instructor. Study of the seminal thinkers in Western educational thought. Emphasis on the educational thought of Plato, Aristotle, St. Augustine, St. Thomas, Renaissance theorists.

6783. History of Educational Thought: Modern - Prerequisite: graduate standing or permission of instructor. Study of the educational ideas of Comenius, Locke, Rousseau, Pestalozzi, Herbart, Froebel, Huxley, Dewey, Whitehead, and Russell. Attention is given to the social and philosophical forces shaping their educational views, to the psychological and sociological adequacy of their views, and to their influence upon subsequent theory and practice in education.

6793. History of American Education - Prerequisite: graduate standing. Development of schools in American society from colonial times to the present as set against the background of intellectual movements and changes from the colonial period to the present. Attention is given to the development of the organization, administration, finance, and curriculum in the American public school system. Major concepts relating to the maintenance of a school in American society are considered; historical treatment of nativism, populism, empiricism, associationism, man's relation to spiritual and national self, as these topics relate to the development of educational ideals and practices in American society.

6803. History of European Education - Prerequisite: graduate standing and twelve hours of education. To gain an understanding of, and an appreciation for the broad social movements within the Western European culture that have helped in the formulation of educational practices and policies of the United States. Such topics as education in Greece, Rome, and in Western Europe during the Middle Ages will be discussed. Using these discussions as background, the national systems of European education will be considered in light of their contributions to educational systems in the U.S.

6813. Philosophy of Education: Comparative Systems - Prerequisite: graduate standing. Study of the three dominant schools of educational philosophy in the United States today—essentialism, perennialism, and experimentalism. Particular emphasis on the theory of reality, theory of

value, and theory of knowledge implicit in each of these positions as well as systematic exploration of their socio-economic implications.

6823. Current Movements in Educational Thought - Prerequisite: graduate standing or permission of instructor. Study of the principal philosophical problems implied by the educative enterprise—theory of knowledge, nature of truth, theory of value, theory of reality; educational implications of logical positivism, existentialism, Marxism, Neoscholasticism, and instrumentalism.

Oklahoma State University, Stillwater

Undergraduate Course

2113. The School in American Society - Prerequisite: sophomore standing. A study of the American school system designed to develop an understanding of the scope, function and organization of education in our state and society.

Graduate Courses

4123. History of Education - Prerequisite: admission to teacher education. A study of the developments of major educational ideas and programs in western civilization with emphasis on the growth of public education in the United States from the colonial period to the present.

5882. Institutional History of Education - History of elementary, secondary and higher education as such, with emphasis upon the development of the American school system.

5883. Educational Sociology - Prerequisite: graduate standing. An analysis of the manner in which social forces and institutions influence education and the educational system in the United States.

Central State University, Edmond

Undergraduate Course

2202. Introduction to Teaching and Field Experience - An orientation course in education, introducing the student to the place of education in a democratic society, the scope and organization of the public school system in the U.S., and the place of the teacher in the school and community. (Includes 36 hours of field experience in the Public Schools.) Pre., to all other education courses.

Graduate Course

3393. History and Philosophy of Education in the U.S. - A survey of the development of education from the earliest time until the present, with emphasis on the meaning of education including an evaluation of its aims, ideals, and objectives and their bearing on the offerings of our public schools.

Oral Roberts University, Tulsa

Undergraduate Course Only

EDU 2023. Social Foundations of Education - An introduction to education, acquainting the student with the history, philosophy, purposes, and practices of American education in relation to its social, political, religious, and economic life. Clinical experiences are provided. Significant current issues are examined. Emphasis is on individual and group career planning. Intended primarily for prospective teachers but may be pursued by others for its general education value. Prerequisite: Sophomore standing or permission of instructor.

OREGON

University of Oregon, Eugene

Undergraduate Courses

324. The School in American Life - Orientation to the purposes, organization, financing, and operation of the American school, and the relationship of these factors to modern educational reform. Evaluation of education as a career.

327. Social Foundations of Teaching - Study of the school as a social institution, acquainting prospective teachers with social science theory and research relating to education; politics and control of education, the process of socialization, racial and ethnic factors in education, and alternatives and strategies for educational change.

328. Social Foundations of Teaching - Study of the role of the school in the community and of the local community's influence upon school culture, practices, and curriculum; the Community School concept; community resources for teaching; and pupils' out-of-school activities and learnings.

Graduate Courses

440. History of Education - A historical study of the role of education in Western society. The course is designed both to acquaint the student with significant educational literature and to provide an opportunity to examine basic ideas which have tended to give form and purpose to educational thought and practice in Western culture.

441. History of American Education - An introduction to the major social, intellectual, and institutional trends in the history of American education; the evolution of formal systems of education.

445. Modern Philosophy of Education - Examination of the ideas of Sartre, Buber, and G. H. Mead as they relate to current educational issues; the nature of freedom, identity and alienation as analyzed from a phenomenological perspective; education as a process of examining cultural assumptions; the relationship between local control of education and freedom of inquiry; education and Berger's theory of the social construction of reality.

491. Social Education - Examines the effects of the interrelationships of education and other social institutions in society in an effort to understand and deal with cultural change, the variety of special demands upon the schools, and contemporary issues and problems.

507. Seminar: Existentialism and Education - Examination of existential writers—Nietsche, Heidegger, Buber, Heschel, and Camus—as they relate to educational thought and practice. An examination of the existential nature of teaching and learning.

507. Seminar: History of Childhood and the Family - An historical survey examining the changing nature and social meaning of childhood and the family in America. Emphasis on understanding the role of schooling in the total pattern of education from the point of view of the child and family.

507. Seminar: Historiography of American Education - To acquaint students with sources and interpretations of American educational history so that they can read the literature critically and organize it systematically. For students who wish to do advanced work in the field.

507. Reform Movements in Education - Examination of contemporary reform efforts in education; free schools, open classroom, community school. Relation of current reform to progressive education. Examination of the ideas of Dewey, Neill, Freire, and Illich.

507. Styles of Teaching - An analysis of different styles of teaching as they reflect different assumptions about

reality and the purpose of teaching.

507. Ethnographic Method in Education Research - The ethnographic method as an approach to descriptive research in educational settings; problems and applications of the approach analyzed through the examination of accounts written about fieldwork by a number of anthropologists and by the analysis of completed ethnographic accounts.

515. Educational Institutions - Structures, processes, and procedures which characterize the formal organization of educational institutions; approaches to organizational analysis, organizational legitimation, regulation, integration, adaptation.

516. Educational Institutions - The social organization of educational institutions, emphasis on the impact of organizational needs and personnel characteristics on the social organization, the "assemblage of interacting human beings."

517. Educational Institutions - The public school and the university as instruments of social policy, and the social forces that affect the curriculum; political nature of education; educational needs of different social groups.

542. Urbanization, the Pupil, and the School - A historical colloquium analyzing bureaucratization, patterns of political control of schools, teachers' and students' perceptions of the system, some functions of mass schooling, and strategies for change today. Discussions of primary sources and contrasting interpretations will attempt to relate schools to changes in urban politics and socio-economic structure.

545. School and Society in the Recent Past - Examination of the issues that have arisen in education as a result of recent social, political, and intellectual developments. Analysis of the issues presented in the writings of Ortega, Marcuse, Ellul, Freud, and Skinner, among others, will be a major part of the course work. Prerequisite: EdF 445, or consent of instructor.

590. Economics of Education - Study and application of basic underlying principles and techniques. Education as investment; wastage, systems analysis, costing, general planning.

Southern Oregon College, Ashland

Undergraduate Courses

317. Social Foundations of Education - The teacher's role

in the school. The school as an historical social institution, its organization, control, legal and economic structure. The work and professional opportunities of a teacher in a changing society. Influences of federal, state, and local agencies on the school. Impact of the modern school, and the social influences on children. Orientation to teacher education. Prerequisite: Sophomore standing.

440. History of Education - Historical development of the general theory of education; adaption of the aims of education to the state of society in the significant eras of world history; national educational systems; fundamental principles of education that differentiate the American public school systems from other systems; current educational problems in the light of experiences of the past. Prerequisite: Ed 317.

Graduate Course

514. Foundations of Education - Comprehensive survey of some of the major sociological, historical, philosophical, and psychological factors, underlying present American education, with study of related problems of educational adjustments in modern society.

Reed College, Portland

Undergraduate Course Only

311/312. History of American Education - The course will analyze American educational history in the context of larger political, social, and intellectual developments. Particular attention will be given to changing and conflicting interpretations of educational history. The course is designed to provide historical background for understanding persistent issues in American education.

PENNSYLVANIA

The Pennsylvania State University, University Park

Undergraduate Course

115. Education in American Society - Introduction to the development of educational institutions, with emphasis on historical, philosophical, and sociological forces.

Graduate Courses

416. Sociology of Education - The theoretical, conceptual, and descriptive contributions of sociology to education.

417. Philosophic Basis of Education - Three major systems of philosophy (Idealism, Realism, Pragmatism) dealing with questions germane to the educational process. Prerequisite: 3 credits in philosophy.

418. History of Education in the United States - American education from the beginning to the present, preceded by a rapid review of the European scene prior to discoveries of explorers. Prerequisite: 3 credits in American history.

419. History of Education in Ancient and Medieval Times - Education in ancient civilizations, including Egypt and China, Greece and Rome, and in Medieval Europe. Prerequisite: 3 credits in ancient or medieval history.

420. History of Modern European Education - European education beginning with the Renaissance. Prerequisite: 3 credits in European history.

466. Race, Poverty and the Schools - Sociological analysis of environmental factors that affect the ability of educationally disadvantaged children to learn in school, emphasizing inner-city schools.

University of Pennsylvania, Philadelphia

Graduate Courses

History of Education

543. History of Education I - Educational theory and practice from the earliest times to the present, with attention to those forces which have influenced them.

544. History of Education II - Second half of 543-544 sequence.

643. History of Education in the United States I - Study of universal education from Colonial days to the present and the forces which conditioned it.

644. History of Education in the United States II - Second half of the 643-644 sequence.

740. History of Higher Education in the United States - The development of our higher schools in the light of the economic, social, religious, and intellectual forces operating in our changing civilization.

Philosophy of Education

648. Philosophy of Education - Philosophies of education,

with special reference to school and society, educational aims, curriculum, methods, and values.

Social Foundations: General

640. Proseminar in Social Foundations of Education - Development of educational theory and practice; social forces and education; problems of education in Europe and the United States; special problems of urban education.

Sociology of Education

670. Socialization of the Child in the School, Family and Peer Group - Process of childhood socialization within the three contexts of the school, the family, and the peer group; attention to the structure and nature of each context, their impact on the child and their interrelations.

770. Proseminar in the Sociology of Education - Prerequisite: Instructor's consent. The types of sociological theory and conceptual schemes utilized in the sociological study of education.

775. Research Topics in the Sociology of Education - Emergent and needed areas of investigation as well as current research projects in the area.

850. Seminar in Professional Socialization - Socialization process whereby new members of the various professions are prepared, including the structure of professional schools, and the young professional and his occupational world.

970. Research Seminar in the Sociology of Education - Prerequisite: Instructor's consent. An opportunity to participate in on-going research projects (or ones specifically designed for instructional purposes). Students will be involved in the various phases of the research process.

Slippery Rock State College, Slippery Rock

Undergraduate Courses Only

Educ 200. Orientation to Education - Prerequisite for formal admission to the School of Education; introduction to programs and opportunities in education; visitation of schools; specified teaching-oriented projects to be completed by each individual student. Prerequisite: have or are completing 45 semester hours. Grade: Pass or No Credit.

Educ 480. History and Philosophy of Education - A critical exploration of the philosophical and historical background

from which issues confronting American education have developed; a search for valid goals toward which American education should strive. (The course may be elected prior to, concurrent with, or following student teaching. Sections will be offered on and off campus.) Prerequisite: Educ 200.

Shippensburg State College, Shippensburg

Undergraduate Courses Only

101. Professional Orientation - Deals with the historical development of education in America; the organization, control, and financing of public education; and the purposes of education in American society. A study is made of the structure and philosophies of education in selected foreign countries. Attention is given to the personal and professional competencies required of teachers. Directed observation of actual teaching situations is integrated with class discussions.

120. The American School - Provides beginning students in education with help in deciding whether to make a commitment to teach. Purposes of education in American society are examined; personal and professional competencies required of teachers are studied. Students visit schools to make directed observations of actual teaching situations.

Swarthmore College, Swarthmore

Undergraduate Courses Only

14. Introduction to Teaching - An exploratory course designed to help students to determine their own interest in preparing to teach as well as to furnish them with opportunities for learning about elementary and secondary schools. Current educational theory will be discussed and compared with contemporary practice. Field work in schools is required.

17. Problems in Urban Education - This course considers the problems of schools in big cities, related to topics such as financial support, community relations, professional staff, curricular innovation, pupil personnel. A weekly seminar, individual study, and field investigation are required.

37. Education in America (Also listed as History 37) - A history of primary, secondary, and higher education in America from the European and colonial origins to the present. The course will consider both theory and practice

within the context of American society and culture, and in relation to other agencies of socialization.

75. Education and Society (Also listed as Sociology-Anthropology 47.) - Comparative study of the functions of schools from the perspective of sociology and anthropology. Among the topics to be discussed are the relations of educational institutions to other sectors of society, and the question of alternatives to schooling in both modernizing and "post-industrial" societies.

Rosemont College, Rosemont

Undergraduate Course Only

200. Development of Education in U.S. - Historical and sociological development of the American system of education; exploration of current issues in educational theory and practice.

RHODE ISLAND

University of Rhode Island, Wakefield

Undergraduate Courses

102. Introduction to American Education - The school as an agency of modern society with emphasis on role of teacher in school and community. Prerequisite: sophomore standing.

103. Introduction to Education - Parallels EDC 102. Integrated series of professional laboratory experiences. Required for students in the general teacher education curriculum. (Lec. 3, Lab. 1). Prerequisite: sophomore standing. Open only to students admitted into the general teacher education curriculum.

403. History of Education - Historical growth of educational theories, institutions and practices for purpose of introducing student to problems of democratic education of present. Prerequisite: junior standing.

407. Philosophy of Education - Philosophies underlying modern education; relates education to contemporary society. Prerequisite: junior standing.

Graduate Courses

503. Education in Contemporary Society

590. Social Issues in Urban Education

Rhode Island College, Providence

Undergraduate Courses

Education 300. Social Foundations of Education - This course is devoted to Rhode Island education in the context of the interrelationships between American education and key social forces, organizations and movements. It covers the basic constitutional and legal aspects of education, the political dynamics of education, the educational impact of race relations, the influence of religious organizations and schools, the dynamics of school finance and educational investment, and the role of business, labor and other groups.

Education 301. History of Education - The course is concerned with the historical development of selected educational theories, practices, institutions and policies.

Education 302. Philosophical Foundations of Education - This course includes a philosophical analysis of key educational concepts such as the purposes of education, academic freedom, authority, indoctrination, equality of educational opportunity and professional autonomy. Individual and institutional approaches to selected educational concepts, issues and theories are included.

Education 315. Critical Thinking and Logic of Teaching - Topics will include the application of logic to teaching practices and critical thinking.

Education 316. Epistemology and Curriculum - Current work in the structure of knowledge, i.e., epistemologies, will be considered as a basic part of curriculum change. The structure of experience in such areas as art, music, and literature will be considered in relation to the structure of knowledge and the curriculum.

Education 317. Moral Education and Institutions - Current techniques of moral education and dimensions of moral experience are studied. Both the individual and institutional influences on moral character are specified.

Education 363. Seminar in Urban Education - In this course the student will be involved in the study of and in day-to-day experiences in urban schools. The seminar will build upon students' knowledge and understanding developed in the two prerequisite courses and will focus attention on urban youth and urban education through study, research, discussion and visits to urban schools and social agencies. Limited to students in an educational studies curriculum in the semester preceding student teaching.

Education 380. Workshop in Education - Selected topics are

investigated in various formats. Credits and prerequisite vary.

Education 402. Current Problems in Education - This course provides intensive treatment of selected educational problems or problem areas such as collective negotiations in education, race relations in education, separation of church and state as it affects educational policy and practice, and the education of the culturally deprived.

Education 422. Comparative Philosophies of Education - Major educational philosophies and theories are analyzed.

Graduate Course

Education 501. Education and Social Institutions - This course includes a study of historical and sociological principles and information necessary to understand the cultural forces affecting education. It considers the influences of social institutions and social agencies upon the social structure of the schools.

Brown University, Providence

Undergraduate and Graduate Courses

100, 101. Inner-City Education - An interdisciplinary undergraduate seminar that focuses, in the first semester in Education 100, on the inner city as a social, economic, political, and educational system. Education 101, in the second semester, consists of field work in a cooperating inner-city secondary school. Students, using techniques developed in the first semester, are expected to investigate some aspect of the relationship of the school to its environment.

102. History of Education - A study of the historical backgrounds of modern education, elementary, secondary, and higher; the relation of education to other historical developments; emphasis on the modern period and the evolution of present-day American educational institutions.

103. The Literature of Educational Reform - A study of the principal literature seeking change in American educational agencies from 1850. The emphasis is on the twentieth century, particularly stressing contemporary reform movements as a reflection of broader social change.

121. The Sociology of Teaching - Systematic analysis of teaching, utilizing sociological concepts and principles. Special attention to teaching as a social process and as an occupation.

- 146. Social Action in Public Settings
- 156. Philosophy of Education
- 157. Philosophical Analysis of Educational Concepts
- 161. Education and Society
- 162. Education and Social Change
- 173. History of Higher Education in the United States - An examination of the development of American Higher education as an expression of social change in the United States; topics include the European background and the Colonial experience, the Revolution and the early national period, the classical college, the land-grant college movement, the rise of the university, and contemporary problems.

SOUTH CAROLINA

University of South Carolina, Columbia

Undergraduate and Graduate Courses

- 592. The Historical Foundation of American Educational Thought - A study of the evolution of educational theories and philosophies since the seventeenth century, with particular reference to their impact upon educational developments in the United States.
- 742. The School and the Social Order: Western Europe - Education as a social institution; the development of education in Western Europe in relation to basic ideologies and the changing patterns of social institutions—political, economic, religious; current educational policy of the major countries of Western Europe.
- 743. The School and the Social Order: the United States I - Problems of American education in relation to the essential features of the changing social framework.
- 744. Philosophy and Education - The functional considerations governing educational theories and practices.
- 749. The School in Modern Society - Basic concepts of the relation of the school to the social order; an analysis of the essential features of the changing social context within which American educational policy and practice now operate. The educational implications of recent social change in American life and of the emergence of a new world order.

843. The School and the Social Order: the United States II The study of the problems in American education in relation to the changing social framework is continued.

845. Seminar for Advanced Students in History and Philosophy of Education - Individual topics selected by student application and instructor acceptance.

847. Modern Philosophies of Education - Critical comparison of present-day schools of thought in the nature, objectives, and functions of American education.

South Carolina State College, Orangeburg

Undergraduate Courses Only

201. Introduction to Education - The growth and present status of the American public school; growth and development of the child; the school as the specialized educational agency of society; organization and administration of the school; the function of the teacher in the life of the school and society. This course is given on kindergarten-primary, intermediate, and high school levels.

304. Educational Sociology and Rural Education - Study of application of principles of sociology to the problems of education, with special reference to the rural community.

306. History and Philosophy of Education - A study of the major phases of educational development from various important periods in world history such as Periclean Greece to the American Revolution and a history of education in the United States from 1865 to the end of World War I up to the present.

Newberry College, Newberry

Undergraduate Course Only

Education 24. Foundations of Education - A systematic overview of the factors in American society which influence the aims, organization, and procedure of education.

SOUTH DAKOTA

University of South Dakota, Vermillion

Undergraduate Courses

51. American Education - A survey of the history, organization and philosophy of American education with emphasis

on preparing for a teaching career.

101. Philosophical and Sociological Foundations of Education - Consideration of the American educational system in light of philosophical and sociological implications. Open only to students completing the twelve hour minor in Education in the College of Arts and Sciences.

Graduate Courses

216. Current Issues and Problems in Education

237. Philosophies of Education

239. History of Education

Northern State College, Aberdeen

Graduate Courses Only

609. Contemporary Issues in Minority Education - Seminar dealing with contemporary issues and approaches in American Indian education and other minorities.

420/620. Philosophies of Education - A critical comparison of present day schools of thought on the nature, objectives and functions of American education.

439. The Teaching Profession - Historical and philosophical foundations of American education; organization and support of schools, place of schools in society. Problems of prospective teachers, including professional responsibilities, organization, ethics, contracts, securing positions, etc.

710. Education in American Society - The historical backgrounds of American education, and its effects on present day issues confronting the American educational system. A reappraisal of the social forces from the past which are at work in the educational problems of the present.

Dakota Wesleyan, Mitchell

Undergraduate Course Only

131. Introduction to Education - Prerequisite for all other education courses. A survey course designed to introduce the student to the field of education.

University of Tennessee at Knoxville

Undergraduate Courses

3010. History and Philosophy of Education - Role of philosophy in education; realism, Neo-Thomism, pragmatism, and other contemporary movements; major ideas, historical roots, and modern applications. Prerequisite: admission to Teacher Education. Undergraduate credit only.

3020. Principles and Organization of Education - Relation to current educational problems and practices; organizational patterns; financing of public education; professionalization of teaching. Undergraduate credit only.

3030. Social Foundations and Curriculum - Culture and society and their influences on curriculum; principles, problems, and procedures of subject matter selection, sequence, grade placement, and time allotment; curriculum issues; State curriculum policies and practices. Prerequisite: admission to Teacher Education. Undergraduate credit only.

3310. History of Education

3320. History of Education in the United States

4110. Philosophies of Education in Cultural Perspective - Education in relation to liberal, conservative, reactionary, and radical currents of thought in American culture.

4260. Philosophy of Education: Introductory Studies - Truth, knowledge, and valuation in relation to work of the schools.

4261. Educational Classics - Discussion of selected writings on education from Plato to Dewey.

4410. Educational Sociology (Same as Sociology 4410.)

4630. Current Educational Problems

Graduate Courses

5100. History of European Education

5110. History of Education

5120. Principles of Education

5140. Comparative Philosophies of Education

- 5141. Pragmatism in Education
- 5142. Existentialism in Education
- 5143. Supervised Readings in Philosophy of Education
- 6080. Advanced Seminar in Philosophy of Education
- 6081. Phenomenology and Education
- 6082. Philosophical Analysis and Education
- 6150. Education as Social Policy
- 6250. Seminar in History of Education
- 6400. The Dynamics of Educational Change

Middle Tennessee State University, Murfreesboro

Undergraduate Courses Only

- 111. Education As A Profession - An analysis of current school systems and the development of their common features including curricular patterns, organization and administration. Designed to assist the prospective teacher in evaluating personal qualifications in relation to professional demands.
- 322. Educational Sociology - A study of the inter-relationship of the school and other social institutions and agencies.
- 412. History and Philosophy of Education - Historic and philosophic foundations of the principles and practices of the developing American School system.

Marysville College, Marysville

Undergraduate Course Only

- 208. Foundations of Education - Historic and philosophic foundations of modern Western education from its beginnings in Classical Greece to the present. Identical with History 208.

TEXAS

The University of Texas at Dallas

No courses offered in educational foundations.

The University of Texas at Arlington

Undergraduate Course Only

3301. History and Philosophy of Education - This is a study of the historical development of education combined with educational philosophy and study of current trends in secondary education. The aim of this course will be to interpret present education problems in light of their origins. Attention will be given to the rise of education systems and the development of educational thought with special reference to contemporary social and political movements. Prerequisite: junior standing.

North Texas State University, Denton

Undergraduate and Graduate Courses

465. The Philosophy of Teaching - The implications of one's philosophical assumptions for classroom practices on both the elementary and secondary levels. An attempt is made to help students clarify their own general and educational philosophy.

480-481. Studies in Education - Organized classes designed to meet specific needs within the present programs and to serve special groups of students with particular interests which might not be available. Topics such as human relations, developing effective questioning skills, teaching in the inner city, functions of professional teaching associations and ecology and education could effectively be treated in this course structure. These courses are organized on a limited offering basis to meet unique and unusual student needs or program demands. May be repeated for credit. Prerequisite: departmental approval.

602. Social and Aesthetic Foundations of Education - Designed to acquaint doctoral students with a broad view of education at all levels and to examine contemporary educational problems in terms of their social and aesthetic background. Required of all doctoral candidates.

614. Philosophy and Professional Areas - Designed to provide the doctoral student, especially, an opportunity for reading and discussing in depth the implications of philosophy and/or a particular philosophy for his field of specialization. Seminar approach, with focus upon the individual student's reading, questions and interests.

615. Philosophy of Education - The use of philosophical techniques and concepts in the solution of contemporary educational problems.

Tyler State College, Tyler

Undergraduate Course Only

EDU 311. Professional Decision Making - Required of all students with a concentration in education. Introduction to the total program of teacher education and program expectations as to logistics, responsibilities, and goals.

Texas Wesleyan College, Fort Worth

Undergraduate Course Only

140. The Teacher as a Person - A study of the teacher as a functioning professional against the background of the important historic and philosophical issues of education. (This course must be taken concurrently with student-teaching.)

Texas Lutheran College, Sequin

Undergraduate Course Only

433. History and Philosophy of Education - A study of past and present philosophies of education with their historical backgrounds and development, their influences on educational systems and procedures, and their current expressions in American educational thought and practice. Prerequisite: acceptance in teacher education program.

UTAH

University of Utah, Salt Lake City

Undergraduate and Graduate Courses

501. Education and the Contemporary Scene - Social, cultural, economic, and technological phenomena in contemporary American society that shape the direction and policies of American education.

503. Minority Groups and the Public Schools - Various factors relating to the difficulties of American minority groups with the public schools. Particular minority group concerned varies each quarter taught.

543. History of Educational Problems - Various problems confronting educators examined in historical perspectives. Topics will include nationalism, professionalism, innovation, moral education, economics.

544. History of American Education - Education in the American social order to the twentieth century. Emphasis on important individuals, social forces, and ideas which have contributed to American education.

546. Education and the Future - Topics will include: methods and aims of educational forecasting; alternative futures of schools and universities, and of school-related institutions in U.S. society.

551. Aims of American Education - Aims and purposes of American Education in contemporary society.

571. Workshop in Cultural Foundations

Graduate Courses

602. Education and Contemporary Issues - Various issues confronting the public schools in connection with mass media; increased availability of leisure; changing life cycle of the American citizen; changing values.

645. Development of Education in the Twentieth Century - History of educational thought and movements in twentieth century America.

651. Ethical Issues in Education - Ethical issues that arise in education: punishment and control, indoctrination, and meaning of equality, and the justification of curriculum activities.

652. Conceptual Problems in Education - Epistemological and metaphysical issues that arise in education; such as conceptions of mind and of meanings in the curriculum, the structures of knowledge and its organization for teaching.

653. The Arts and Education - Issues that arise in the teaching of the various arts, such as the role of adult and popular standards in determining the curriculum, the varying values possible in teaching for performance, appreciation, critical ability, and the relation of the arts to the rest of the curriculum.

654. Philosophy of Education of John Dewey - The writings of John Dewey as they relate to the various areas of education.

655. Classics of Educational Literature - Outstanding writings on education.

657. Values in Higher Education - Present practices and viewpoints in the role of higher education in the formation of values.

- 771. Seminar: Philosophy of Education
- 773. Seminar: History of Education
- 774. Seminar: Foundations of Education

Weber State College, Ogden

No courses offered in educational foundations.

Brigham Young University, Provo

Undergraduate Courses

- 200. Educational Exploration - An examination of the teaching profession and an evaluation of one's self as a potential teacher.
- 310. The State, the School, and the Teacher - The school and its relationship to the community, the state, and the nation. Emphasis on Utah school organization and school laws.
- 415. Educational Values - An analysis of educational values and how teachers can help students clarify what they value and why.

Graduate Courses

- 601. Comparative Current Educational Philosophy
- 603. Educational Classics and Contemporary Issues
- 606. History of Education in Europe and America
- 608. Social Foundations of Education

VERMONT

University of Vermont, Burlington

Undergraduate Courses

- 2. Foundations of Education - Social foundations of education; development of American education; education as a profession.
- 190. History of Educational Thought - Educational ideas from the seventeenth century to the present with emphasis upon the historical development of the American school. Prerequisite: senior standing.

202. Philosophy of Education - Educational theory and philosophy past and present; contributions of leading educational philosophers; the interrelationships of education, society, and philosophy. Prerequisite: twelve semester hours in education and psychology.

Graduate Courses

202. Philosophy of Education - Educational theory and philosophy past and present; contributions of leading educational philosophers; the interrelationships of education, society, and philosophy. Prerequisite: 12 hours in education and related areas.

204. Seminar in Educational History: The Struggle for Equality of Opportunity - Study of selected topics in the history of education from the "Golden Age" of Greece to the present. Special attention to the nature of education in democratic and authoritarian social orders. Discussions and research will revolve around such topics as the education of women, the plight of American Indians, and the quest of the black people throughout the world for equality and freedom. Prerequisites: 12 hours in education and related areas; permission of instructor.

205. History of American Education - History of principles and practices in American education as they relate to social, economic, political, and cultural developments. Discussions will focus on key ideas of historic and contemporary significance. Prerequisite: 12 hours in education and related areas, or permission of instructor.

252. Seminar in Aesthetic Education - A critical examination of aesthetic values transmitted in contemporary schools. Consideration of ways to expand aesthetic awareness among children, youth and adults. The aesthetic quality of natural and man-made environments with implications for present and future educational practice will be given special attention. Prerequisite: 12 hours in education and related areas.

255. The Schools as a Social Institution - Professional role of the modern educator and the values underlying educational policy will focus on such contemporary issues as political pressures on public schools, problems of integration, place of religion in education, and impact of the culturally different child on school and community. Prerequisite: 12 hours in education and related areas.

292. Issues in Contemporary Education - Designed so that its content and structure may accommodate special issues in education not especially appropriate within the boundaries of an existing course. Prerequisite: 12 hours in education and related areas.

397. Problems in Education - Individual work on a research problem selected by the student in consultation with a staff member. Prerequisites: 12 hours in education and related areas; endorsement by a sponsoring faculty member. Credit as arranged.

Castleton State College, Castleton

Undergraduate Courses Only

243. Foundations of Education (1620) - A study of historical, legal, and cultural backgrounds of American and Western Educational Systems. Examination and consideration of the results of a Western Educational System transplanted into underdeveloped nations. Special attention given to current educational theories and issues and their relation to future trends.

246. Philosophy of Education - Examination of various philosophic problems with reference to the educational implications sequent to them; coordination of different units of the student's knowledge and experience into a dynamic whole.

249. Current Issues in Education - A study of educational trends and issues through a review of literature and research. The historical, philosophical, and experiential basis of innovative programs, professional technology, and future trends are examined.

Bennington College, Bennington

No courses offered in educational foundations.

VIRGINIA

University of Virginia, Charlottesville

Undergraduate Courses

100. Social Foundations of American Education - An introduction to the scope and nature of education in American society as reflected in the historical, sociological and philosophical forces affecting the school and other social institutions. Primary emphasis upon contemporary educational problems.

101. The History of Western Education - A social-intellectual approach to the historical development of educational ideas and practices in the Western world since ancient times; education in relation to other social

institutions, societal aims, social structure; historical forces shaping the nature of education in the Western world.

103. Philosophy of Education - This course examines contributions which philosophers have made to the study and the aims of education. Selections from Plato, Aristotle, Locke, Rousseau, Dewey and others are based both on their philosophical significance and their immediate pertinence to problems of education.

105. The Sociology of Education - A study of sociological concepts and models which apply to a systematic analysis of education as it functions in modern society. Selected social and educational problems are discussed to interpret the sociological nature of the educational process and the role of the school as a complex social organization.

107. Problems in Education - Offered as required. A study of selected problems in modern education.

133. Education and Politics - Prerequisite: 100. An examination of the contemporary democratic political theory and forces which are reshaping American public education. Political issues of special significance for educators will be studied.

Graduate Courses

203. Modern Movements in the Philosophy of Education - Prerequisite: 103 or equivalent or permission of instructor. Emphasis is placed on contemporary philosophical currents and their relevance to the classroom. Areas of particular focus include: pragmatism, neo-behaviorism, existentialism and conceptual analysis.

208. History of American Education - Development of education in the United States since colonial times; primary stress upon social-historical forces and ideological conceptions which determined the direction and nature of education in the United States to the present.

211. Educational Implications of American Social Thought - Prerequisite: 100 or equivalent or permission of the instructor. An analysis of recent and contemporary social philosophies in terms of their significance for educational procedures and programs; primary concern with current social controversy.

324. Cognitive Process - Prerequisites: 137 and 218 or equivalent; or permission of instructor. An advanced problems course devoted to the analysis and application of theories concerning the structure and function of intellect.

Virginia State College, Petersburg

Undergraduate Courses Only

Ed. 25. Orientation to the Profession - Overview of the systems of education in the United States, their aims, organization and procedures. Opportunities and requirements in teaching as a profession discussed.

Ed. 225. Foundations of Instruction - Designed to provide for all students who are preparing to teach on any level or in any field, a common core of experiences to help them become master teachers. Emphasis is placed on psychological, sociological and educational principles as they apply generally to directing the teaching-learning process, selection of instructional materials and the evolution of a philosophy of education consistent with the present-day trends. Prerequisites: Psychology 12 and 13. Admission to Teacher Education Program.

Hollins College, Roanoke

Graduate Courses Only

332. Social Foundation of American Education

334. Foundations of Education: Historical and Philosophical

WASHINGTON

University of Washington, Seattle

Educational Policy Studies

Undergraduate Courses

444. Constitutional Freedom and American Education - Emphasis on the principles, processes, and content of constitutional law in an effort to provide new insights and new tools with which school administrators and teachers may examine questions involving political and civil rights in the United States, especially as these affect the conduct of education. Specific topics on constitutional freedom include the obligation to go to school; legal controls over curriculum, teachers, and students; and racial integration and equal financing of public schools. Open to law students and to nonlaw students enrolled as graduate students or as upper-division undergraduates.

458. History of American Education to 1865 - Development of American education in cultural context: colonial

period, influence of Enlightenment, and common school movement. Offered jointly with the Department of History as HSTAA 458.

459. History of American Education Since 1865 - Development of American education in cultural context: progressive education, recent criticism, continuing issues and trends. Offered jointly with the Department of History as HSTAA 459.

479. Crucial Issues in Education - Designed to consider in some detail certain of the most significant and critical problems of educational policy.

488. Philosophy of Education - Consideration of philosophic questions of import to education. Emphasis on gaining acquaintance with the literature of philosophy of education. Attention to the forms of analysis and justification as conceptual tools for clarifying decisions of educational policy and practice.

492. History of European Education Through the Reformation - Development of European education in cultural context; Greece, Rome, Middle Ages, Renaissance, and Reformation.

493. History of European Education Since the Reformation - Development of European education in cultural context: pedagogical reformers, national systems, and recent trends.

498. Educational History and Utopian Thought - Selected studies of education as a key to the good society.

Graduate Courses

501. The Study of Educational Policies - Systematic consideration of the structure and function of educational policies and problems of research and evaluation of those policies. Includes survey of resources for description of particular types of policies.

502. Sociology of Education - Examination of roles played by small and large groups as they affect the school as a social system. Current sociological theory is modified or extended to explain school events and interrelationships. Special assignments.

503. History of Educational Thought - Study of educational theory and practice in Western culture.

504. Philosophy of Education - Philosophy of education considered as a study of the conceptual basis for educational policy and practice. Emphasis on relationships between enduring educational problems and fundamental

philosophic issues; concepts that feature centrally in educational discourse; and conceptual analysis as a means for clarifying decisions regarding educational policy and practice.

510. Seminar in Educational Sociology - Application of sociological principles to school problems; individual problems and investigations. For teachers, administrators, and those using educational sociology as a field for advanced degrees.

571, 572, 573. Public and Educational Policy Issues in the Development of Human Talent - Trends, projections, policy issues, problems, and goals in the relation between education and utilization of professional and specialized personnel. Offered jointly with the School of Public Affairs as Public Policy.

580. Seminar: Research in History of Education - Study of the literature, bibliography, sources, and critiques of history of education. Research methods analyzed and demonstrated in seminar papers. Prerequisites, graduate standing and permission.

582. Seminar in Philosophy of Education: Modes of Inquiry - Study of the various ways in which philosophers of education have conducted their inquiries and presented their findings.

583. Seminar: Research in Educational Sociology - Theory, concept, and method of sociological inquiry as applied to problems in education.

586. Seminar in Educational Classics - Analysis in depth and in the context of the relevant history of several major works in educational thought from Plato to Dewey.

587. Contemporary Philosophies of Education - Intensive study of the writings of selected contemporary philosophers of education.

588. Analysis of Educational Concepts - Study of the application of linguistic analysis to the discourse of education.

589. Special Topics in History, Philosophy, and Sociology of Education - For advanced degree candidates majoring in history, philosophy, and sociology of education.

West Washington State College, Bellingham

Undergraduate Courses

109. Introduction to Education - Introduction to the history, sociology, philosophy, and psychology of education.

310. The Teacher and the Social Order - Prerequisite: sophomore status. The conservative and liberal functions of American education and the consequent responsibilities of the teacher; the function of knowledge in society.

411. Foundations of Education - Prerequisite: admission to teacher education. Forces, influences, and aims in American society and education: what they are, how they develop; their effect upon what, how, and why people learn.

413. History of American Education - Historical development of formal education emphasizing the impact of cultural forces on evolution of the American system of public education.

416. Persistent Problems in Education - Seminars in socio-philosophical problems as they relate to education; different seminars deal with different problems and related sociological and philosophical theory.

Graduate Courses

511. Seminars in Social Theories Affecting Education - Studies in various aspects of social theory as it relates to education. Different seminars will deal with different topics and related theory.

512. Seminar in Educational Philosophy - Differing concepts of the nature of man and his education; historical and philosophical development of these concepts, their basic premises, implicit assumptions, and issues.

515. Philosophy of Education - Prerequisites: Ed 411 or equivalent, and permission of instructor. Critical analysis of theoretical positions in educational philosophy; emphasis on modern and contemporary discussion of educational theory. Also offered as Phil 515.

516. Seminars in Philosophy of Education - Studies of the works of one man, a problem, or a movement; implications for schooling.

517. History of Educational Thought - Development of ideals, theories, institutional structures and practices.

518. Current Issues in Higher Education - Prerequisite: graduate status or permission of department. Examination and discussion of several current and controversial issues in higher education—e.g., student demands, minority groups, grading.

Whitman College, Walla Walla

Undergraduate Course Only

30, 31. Foundations of Education - This course is designed to acquaint students with the complexities of present day goals and objectives of American education as a product of philosophical beliefs, assumptions and historical events. The course relies heavily on open discussion of selected readings from literature and drama which suggest topics germane to goals and current procedures of the educative process. Topics for discussion also arise from sources other than the readings, but common to the students' personal experiences. Students are expected to write two evaluation papers in an effort to clarify their own opinions regarding the purposes of education today and in the future.

WEST VIRGINIA

West Virginia University, Charleston

Graduate Courses Only

300. Sociology of Education - An examination of education as a social institution; cultural and class influences on education; social roles and career patterns in the school system; the school and problems of the community.

320. Philosophic Systems and Education - Educational aims, values, and criteria of education. Stresses different systems of educational philosophies, the nature of thinking applied to methods and subject matter.

340. History of American Education - The development of American education. Emphasis on movements and leaders.

West Virginia State College, Institute

Undergraduate Course Only

101. Introduction to Education - An orientation course for those considering education as a profession, teaching and other career opportunities, areas of preparation, analysis of essential personal and professional qualifications. Required of all students in teacher education curricula.

Marshall University, Huntington

No courses offered in foundations of education.

WISCONSIN

University of Wisconsin, Madison

Undergraduate and Graduate Courses

Educational Policy Studies

300. School and Society - Contemporary issues and trends in public schooling, viewed in historical, sociological, and philosophical perspectives; changes in schools in relation to changes in social structure and changes in democratic ideals; open only to candidates for the University Teacher's Certificate—elementary or secondary school.

301. School and Society: Authority and the Individual - Examination of psychological and social factors in learning associated with the exercise of authority in all its forms. A comparative approach to recent human experience with authoritarianism, totalitarianism, political democracy, revolutionary socialism, religious exclusivism, laissez-faire and progressive doctrines, and experimental learning environments. Prerequisite: junior standing.

302. School and Society: Race, Social Class and Education in America - The relationships between race and social class variables and the structure of education in contemporary America. The term "equality of educational opportunity" examined in the context of research produced over the past couple of decades. Prerequisite: junior standing.

303. School and Society: Origins of the American Common School - Development of a unitary, compulsory school system in the nineteenth century, its relationship to ethnic diversity and class conflict, and its meaning today; analysis of both primary and secondary sources. Prerequisite: junior standing.

304. School and Society: The Education of Black Americans. The Formative Years - Development of separate and unequal public education for black Americans, from the Civil War to World War I, and the meaning of the Washington-Dubois debate. Prerequisite: junior standing.

305. School and Society: School and Social Change in Progressive Thought - Introduction to Progressive educational thought, with emphasis on the school as an agent of social change and the dilemma of indoctrination in the schools; discussion of the reconstructionist educators of the 1930's and implications for the present. Prerequisite: junior standing.

307. School and Society: Selected Writings of Thomas Jefferson and Horace Mann - Doctrinal foundations of some aspects of institutionalized schooling in the United States as expressed in Jefferson's and Mann's writings on education. Prerequisite: junior standing.

308. School and Society: Selected Writings of John Dewey, Charles W. Eliot, and G. Stanley Hall - Major discussions and controversies about education in the 1890's and early 1900's. Prerequisite: junior standing.

310. School and Society: Coming of Age in Europe and America - Examination of how the adolescent emerged in Europe and America in the 19th and 20th centuries. Adolescence as a cultural and social phenomenon rather than as a biological one. Development of secondary schools and adolescent peer-group cultures. Prerequisite: junior standing.

311. School and Society: Experimental Schools in the Twentieth Century - Efforts to reform or revolutionize education by the founding of experimental schools or educational communities in 20th century Europe and America. Prerequisite: junior standing.

312. School and Society: Religion and Education - Examination of educational policy issues relating to church and state. Analysis of areas of controversy such as public financial support of religious schools and public school policy respecting religious ceremony. Implications of certain educational practices for religious minorities. Prerequisite: junior standing.

313. School and Society: Development of Secondary Education in the U.S. Before 1890 - Overview of the development of nineteenth-century academies and high schools up to the eve of the expansion of enrollments in 1890, with specific attention to documentary sources. Prerequisite: junior standing.

314. School and Society: Development of Secondary Education in the U.S. Since 1890 - Development of controversial issues in secondary education since 1890, with specific attention to documentary sources. Prerequisite: junior standing.

316. School and Society: Student Politics - Origins and nature of student activism, basic aspects of generational conflict and the impact of the student movement on the university in America. Student activism at the secondary school level. Prerequisite: junior standing.

317. School and Society: Colonialism and Schools - Examination of learning environments in the U.S. and abroad

characterized by social inequalities and where pupils are consciously deprived of opportunities for growth to adult maturity. Comparisons of ghetto schools, rural schools, suburban schools, mission schools, government training schools and schools on Indian reservations. Political, economic, sociological, psychological, and historical processes involved. Prerequisite: junior standing.

318. School and Society: Principles of Adult Education, Overview - Definitions and purpose of adult and continuing education, patterns of adult participation, historical perspectives, methods, techniques and devices. Prerequisite: junior standing.

319. School and Society: Principles of Adult Education, The Agencies and Programs of Adult Education - Purpose, program, organization and developments in adult education in public schools, vocational and technical schools, university extension, religious institutions, community programs, etc.

320. School and Society: Principles of Adult Education, Objectives, Program Development and Evaluation - Determination of goals, behavioral objectives, participant involvement, factors influencing planning and concepts of cooperative planning.

321. School and Society: Principles of Adult Education, Understanding the Individual Adult - Adult characteristics related to learning including development, age and intelligence, learning processes, motivation, margin and disengagement.

322. School and Society: Principles of Adult Education, Sociological Backgrounds to Adult Learning - The change process, adult educator as change agent, diffusion and innovation, change and social class and adult socialization.

330. Radical School Reform - Examination of modern alternatives in education by focusing on radical schools in the United States, alternative educational enterprises in other countries such as Great Britain, China, and the Soviet Union, and a theoretical discussion of alternative educational concepts. Field work in area alternative schools. Prerequisite: junior standing.

420. Educational Problems of Linguistic Minorities: Spanish-speaking Americans - Examination of conflicts in culture relating to the schooling of Puerto Ricans, Mexican-Americans, and Cuban-Americans.

438. The Academic Revolution: Comparative Perspectives on Universities and Students - The crisis of the modern

university. Topics: historical development of universities, student activism, problems of the multiversity, and perspectives for reform. Both American and foreign examples.

440. Education in The New Europe - Post-war developments in selected European systems of education with particular reference to the relationship between educational policies and the socio-political structure.

479. A Social and Cultural History of European Education Since 1750 - (See Hist. 479). How European society transmitted its thought and culture through education; background in European history recommended.

500. Social Issues and Education - Contemporary social issues or problems and their significance for educational purposes and practices.

505. Issues in Urban Education - Urban education and its relationship to developing political, social and economic factors.

520. Issues in Vocational-Technical Education - Analysis of principles and issues in the development of vocational and technical education; policies and influences of federal, state, and local agencies; practices and objectives of local programs; relationship with other public and private educational programs.

522. Social Psychology of Education - The individual in networks of reciprocal relations within educational contexts. Areas: Social influence on individual processes considered critical to learning; the class as a small group of interacting individuals; the school as a social institution of interrelated persons.

540. Modern Philosophies of Education - (See Philos. 540). Critical comparison of present-day schools of thought on the nature, objectives, and functions of American education.

545. Philosophical Conceptions of Teaching and Learning - Examination and analysis of conceptions of teaching and learning in classical philosophical works and in contemporary literature in the philosophy of education.

547. The Child in the Moral Order - (See Philos. 547). Examination of various ethical issues concerning the status of children and adolescents in the community.

550. Human Resource Development and Economic Growth - (See Econ. 550). Theoretical and empirical analysis of public and private investment in people, emphasizing the contri-

bution to productivity of education, training, health and mobility.

560. Education, Sex Socialization and the Status of Women - Examination of the sex socialization processes influencing educational performance. Historical development and current patterns of public and higher education that lead to differential educational and career opportunities for males and females.

600. Problems in Educational Policy - Policy area and staff faculty vary each semester.

605. Urban Education: Environmental Influences on Individuals and Family - Effects of social class, ethnicity, and race on classroom and school functioning, on intellectual development and learning styles, self-concept and motivational patterns and family structure and socialization patterns.

610. Organizing Human Resources for Education - Contemporary issues in schooling. Emphasis on interdisciplinary collaboration in planning and managing an educational program in light of societal changes.

628. History of Education in the American Culture - (See Hist. 628). Development of educational theory and practice against a background of American social and intellectual history. Prerequisite: 3 credits in American history or consent of instructor.

640. Education in Developing Societies - Selected systems of education with particular reference to the consequences of educational transfer or borrowing, and to education, nation building, and modernization.

648. Sociology of Education - (See Soc. 648). Educational institutions as social systems; role relationships, community contexts, relevant values and ideals, stratification, mobility, and recruitment to varied educational organizations, comparative educational systems. Prerequisite: introductory course in Soc. or consent of instructor.

650. Urban Education in Cross Cultural Perspective - The comparative effects of sub-cultural and cultural influences on individual functioning in relation to education with particular reference to cultural contact and social change.

660. Community Backgrounds of Education - Influences of rural community life on the educational program; principles involved in determining educational needs and in making needed adaptations in organizations and institutions;

where applicable special reference to rural communities.

740. A Study of Educational Classics - Reading and discussion.

800. Educational Philosophy of Experimentalism - (Same as Philos. 800). Educational writings of John Dewey and other experimental educators. Prerequisite: Previous graduate study in general or educational philosophy recommended.

840. Issues in Rural Education - Survey and analysis of major issues and problems confronting rural education, implications for rural life, evaluation of proposed solutions. Special attention to adult education and community development.

845. Issues in Secondary Education - Analysis of the major issues of problems in secondary education today; implications for secondary school organization, administration, and curriculum planning.

850. Issues in Elementary Education - Critical survey of issues and trends; their social, educational basis; implications for elementary schools; examination and analysis of major problems.

870. Theories of Social and Educational Change - Analysis of several social theories emphasizing the explanation of social change, the role of education in the change process, and the implications for educational policy in contemporary society.

907. Seminar in History of Education - (Same as Hist. 907). Studies in European and American educational history. Prerequisite: consent of instructor.

908. Seminar: Sociology of Education - Selected topics.

911. Seminar in Urban Education - Historical and contemporary urban education. Emphasis: the preparation of graduate students to conduct research in problems of minority groups, and family influences on children. Open to graduate students in other disciplines and specialties which relate to the schools' program in urban centers.

925. Seminar Issues in Higher Education

950. Seminar in the Philosophy of Education - Topics vary according to time and instructor. Prerequisite: consent of instructor.

968-969. Workshop on Economics of Human Resources - Prerequisite: Ed. Pol. 550 or consent of instructor.

University of Wisconsin, Milwaukee

Undergraduate Courses

200. The School and Society - Analysis and appraisal of the forces and forms in American society as they give freedom to and/or impose restraints upon the school.

Prerequisite: Admission to the School of Education.

260. Philosophy of Education - Analysis and criticism of educational concepts. Comparison of philosophical positions with respect to education. Prerequisite: Admission to the School of Education.

479. History of Western Education - Survey of school development from early times to the present. Previous courses in the history of western civilization will be helpful. Prerequisite: junior standing.

500. Social Issues and Education - Selected contemporary social and intellectual issues analyzed for their bearing on the content and aims of instruction. Prerequisite: junior standing.

530. Urban Education: Foundations - An application of basic social science concepts to the study of educational problems of the economically and socially disadvantaged and culturally distinct. Prerequisite: junior standing.

540. Modern Philosophies of Education - Critical analysis of the developing role of philosophy in the investigation of educational concepts and processes. Prerequisite: junior standing.

648. Sociology of Education - Educational institutions as social systems; role relationships; community contexts; relevant values and ideas. Stratification, mobility and recruitment to varied educational organizations. Comparative educational systems. Prerequisite: junior standing.

Graduate Courses

740. A Study of Educational Classics - Reading and discussion of educational classics. Soc. and Phil. Foundations 479 is recommended. Prerequisite: graduate standing.

748. Seminar in Social and Philosophical Foundations - An intensive examination of concepts associated with the philosophy, history and sociology of education. Emphasis of the seminar will vary from semester to semester. Prerequisite: graduate standing and consent of the department.

750. History of American Education - A study of the purpose

movements, individual and group contributions, key legislation and its impact on education and society, sectional differences, racial-ethnic influences and major ideas which have shaped American education. Prerequisite: graduate standing.

779. Current Topics in Social and Philosophical Foundations of Education - The specific topic will be announced in the Schedule of Classes each time the course is offered. Prerequisite: graduate standing.

800. Educational Philosophy of Experimentalism - Study of the major thinkers in the American pragmatic tradition and the relation of their work to educational theory. Previous study in philosophy recommended. Prerequisite: graduate standing.

Ripon College, Ripon

No courses

Marquette, Milwaukee

Upper Division Course (may be taken for graduate credit)

156. Philosophy of Education

Graduate Courses

200. Contemporary Educational Philosophies - A comparative study of the Christian philosophy of education, logical positivism, Existentialism, Marxism, and the philosophy of organism.

201. Education and the Philosophy of Instrumentalism - An examination and critique of the philosophy of John Dewey, Kilpatrick, Childs, and other Instrumentalists.

202. Classics in the Philosophy of Education - The Judaeo-Graeco-Roman-Christian heritage and implications for education. Selected texts from a number of ancient, medieval, modern, and contemporary thinkers significant in the philosophical and educational tradition. Analysis of ramifications for current educational theory and practice.

203. History of Education to the Twentieth Century - The aims, curriculum, methods, organization, and influence of educational institutions (other than those of the United States).

204. History of Education in the United States - The roots,

aims, curriculum, methods, organization, problems, and influence of the schools of the United States.

205. History of Higher Education in the United States - Basic history of the American college and university, beginning with 1636 and ending with the middle of the twentieth century. Colonial foundations, private and state-controlled institutions, professional, technical, and graduate studies. Recent trends and issues in higher education.

207. Communist Education - The aims and methods of communist education in terms of historical and philosophical perspectives as well as academic and administrative requirements. Covers the entire Soviet sphere of influence—not only Russia.

208. Religious Education in the West - Philosophical and theological analysis of religious education in the history of western civilization. Focus upon significant religious educators and certain problems indigenous to religious formation. Contemporary issues and future directions of religious education, especially in the United States.

209. Sociological Foundations of Education - Those aspects of the science of Sociology and Social Anthropology which help the student to understand the individual as a member of society. Education and the school in the social structure.

290. Seminar in Philosophical and Social Foundations - Second Semester. Prerequisite: 18 hours of graduate education.

WYOMING

University of Wyoming, Laramie

Undergraduate and Graduate Courses

350D. Introductory Practicum to Teaching - The major purposes of this course are to provide practical classroom experiences for prospective teachers and an opportunity to obtain a basic understanding of the profession of education. Students are required to spend time in elementary or secondary classrooms and are also required to attend class sessions on campus.

404D. Foundations of Education - A critical examination of educational thought and practice in the United States viewed as a phase of social progress, and designed for undergraduates who have decided to enter the teaching profession.

405D. Foundations of Learning - This course is designed to assist prospective teachers in learning how to apply principles, techniques, and other resources of educational psychology to the solution of problems which confront teachers as they attempt to direct the growth of children and youth toward worthy goals.

674M. Field Studies in _____ - This course is offered only through extension services. It is broad and flexible and can be utilized in numerous situations to meet local needs. (Credit in this course is not applicable toward advanced degrees). Prerequisite: six hours of Education.

694D. Introduction to History of Education in the U.S. - A course designed to introduce some of the salient events and issues in the growth and development of American education. Prerequisite: Consent of instructor or six hours of Education or Psychology.

695D. Introduction to Philosophy of Education - A course designed to introduce some of the basic philosophies and theoretical ideas underlying educational practice. Prerequisite: six hours of Education or consent of instructor.

696D. Issues in Contemporary Education - This course is developed to acquaint the student with factors involved in issues in current American education. Prerequisite: six hours of Education or consent of instructor.

704D. Educational Sociology - A study of the interaction of the American culture and the schools. Prerequisite: six hours of Education or consent of instructor.

707M. Educational Trends in _____ - The purpose of this course is to provide reading, discussion, research, and appraisal of new methods, materials, equipment, and experimental programs concerned with the improvement of education as it pertains to Educational Foundations. Each department in the College may make offerings under this number, but the maximum allowable credit for each department is six semester hours. Prerequisite: 12 hours of Education.

790D. (760D). Child Growth and Development - Emphasis on understanding growth and development from physical, psychological, social, and emotional aspects, with consideration of current research on developmental teaching. Prerequisites: 405D, Psych. 302D, and/or consent of instructor.

791M. Short Course in _____ - This course number is used to provide offerings in special topics in Educational Foundations on the basis of need. Each department

in the College may make offerings under this number, but the maximum allowable credit for each department is six semester hours. Prerequisite: six hours of Education.

797M. Individual Problems - A course providing flexible credit for seniors who may need the credit for graduation, or for students who wish to undertake intensive study of a special problem identified in a regular class. Prerequisite: 12 hours of Education.

806M. Systems of Educational Program Evaluation and Management - The purpose of this course is to provide an understanding of the evaluation and management of educational projects using accountability models. Emphasis is placed upon current theories of management and operation. Opportunities will be provided to allow students to apply course content directly to individual projects. Prerequisite: EdFnd 706M or equivalent.

808M. Supervised Internship in _____ - An internship experience may be required as part of the planned program in Educational Foundations. A maximum of eight hours may be counted in meeting the minimum requirements of a graduate degree, but additional credit may be taken beyond this limit for the recording of appropriate supervised experience. Prerequisites: 15 hours of Education and consent of department head.

893D. (894M). History of American Education - An advanced course dealing with educational ideas and practices in the history of the United States. Prerequisite: 15 hours of Education and/or consent of instructor.

894D. (894M). History of Western Education - This is an advanced course in the History of Western Education designed for exploration and critical study of educational ideas and practices. Prerequisite: 15 hours of Education and/or consent of instructor.

895F. Advanced Educational Thought - This course is structured around major theories of education and the implications for learning and teaching. Selected philosophies of education are discussed and comparative analyses are drawn. The ultimate aim of this course is to effect increasing ability of the student to solve problems in working situations whereby the standards of education may be raised and more complete societal health may be achieved. Prerequisite: 695D or consent of instructor.

895G. Educational Leaders - This course places emphasis on the basic concepts, techniques, methods, ideas, and other salient contributions of selected leaders classified as educators of primary importance. Prerequisite: Instructor's consent.

896M. Seminar - Advanced students in education work together intensively on current issues and problems relevant to Educational Foundations and participate in systematic, critical interpersonal evaluations. Seminars are organized in several fields such as philosophy of education, history of education, educational sociology, educational psychology, statistics, research and related areas. Eight hours are permitted on a doctoral basis.

897M. Special Problems - This course provides a broad perspective through selected reading material and wherever possible the student collects and uses original information from a practical school situation. All work is done independently under the direction of a faculty member. As many conferences are held as necessary to assure successful completion of the project. Prerequisite: Consent of instructor and department head.

Casper College, Casper

Undergraduate Course Only

61-201. Introduction to Education - This course is a foundations course designed to provide a good general survey of educational thought and practice in the United States. Emphasis is given to orderly thinking about numerous educational points of view. A variety of approaches and analyses that have characterized the American educational scene is studied.

State Requirements for Social Foundations of Education Courses to Qualify for State Teaching Certificates

The following is a list of state requirements for social foundations of education courses necessary to qualify for state teachers certificates. This list is included to determine the number of states requiring courses in the curriculums of the social, historical and philosophical foundations of education.

ALABAMA

Elementary School (Grades 1-6), Secondary School (Grades 7-12), Elementary-Secondary (Grades 1-12) Certificates -

State certification requires principles, philosophy, and foundations of education. Three semester hours of undergraduate study.

ALASKA

Elementary and Secondary Schools Regular Certificate - Completion of approved program of teacher education through bachelor's degree, plus institutional requirements. Alaska has no specific requirements for social foundations courses.

ARIZONA

Temporary Elementary Certificate, Standard Elementary, Temporary Secondary, Standard Secondary Certificates - State certification requires 24 undergraduate semester hours of professional preparation to include each of the following: psychological and philosophical foundations, curriculum and the teaching of subject field, student teaching or two years of teaching experience.

ARKANSAS

Standard Elementary and Secondary Teaching Certificates - Professional requirements - 18 undergraduate semester hours of education including: (1) study of the school, of the learning process, and of teaching, and (2) six semester hours of directed teaching.

CALIFORNIA

Standard Elementary and Secondary Teaching Credential - To qualify for a state credential a student must take a professional education sequence of coursework, relating to elementary and secondary education including practice teaching. There is no specific requirement for taking social foundations courses for a California credential.

COLORADO

General Certificate - The Teacher Certification Act of 1961 bases certification on the completion of an "approved program of teacher education" in an accredited college or university and the institutional recommendation, without specifying credit hours.

CONNECTICUT

Elementary Certificate - 30 semester hours of undergraduate professional education to include foundations of education are required for certification.

Secondary Certificate - 18 semester hours of undergraduate professional education to include foundations of education.

DELAWARE

Elementary and Junior and Senior High School Certificates - There are no requirements for taking social foundations of education courses to qualify for a state teaching certificate.

DISTRICT OF COLUMBIA

Elementary, Junior High, Senior and Vocational School Certificates - Undergraduate courses in introduction to teaching in urban elementary or secondary education and sociology of urban youth are required.

FLORIDA

Elementary and Secondary Certificates - The state requires social and psychological foundations of education for a total of 6 undergraduate semester hours.

GEORGIA

Elementary and Secondary Certificates - 10 quarter hours in foundations of education required.

HAWAII

Basic Teacher's Certificate - Education courses, 18 semester hours. Courses to be taken are not specified.

IDAHO

Standard Elementary Certificate - Idaho requires 24 semester hours of professional education to include the philosophical foundations of education.

Standard Secondary Certificate - 20 semester hours of pro-

professional education to include the philosophical foundations of education.

ILLINOIS

Standard Elementary and Secondary School Certificates - History and/or philosophy of education, 2 semester hours required.

INDIANA

No specific requirements for foundations of education courses to qualify for a state teaching certificate.

IOWA

No requirements for foundations of education courses.

KANSAS

Elementary and Secondary Certificates - Understanding the school as a social institution, 6 semester hours required.

KENTUCKY

Elementary, Junior High and High School Certificates - Pre-professional preparation, 12-18 semester hours. This should include foundations of philosophy, psychology, sociology, and anthropology. Professional requirements; introduction to education and/or school organization, 2-6 semester hours required.

LOUISIANA

Elementary and High School Certificates - History of education, introduction to education, foundations of education and/or philosophy of education. 3 semester hours required for certification.

MAINE

Elementary, Junior High and High School Certificates - Knowledge of educational context or system to be gained within 30 semester hours of professional education.

MARYLAND

Elementary and Secondary Certificates - Foundations of education, including psychological foundations, 6 semester hours.

MASSACHUSETTS

Elementary and Secondary Certificates - 18 semester hours of professional requirements to include two or more of the following areas:

- a. educational psychology
- b. philosophy of education
- c. methods and materials
- d. curriculum development.

MICHIGAN

Elementary, Junior High and High School Certificates - 20 semester hours in education to include history of education, philosophy of education, or equivalent.

MINNESOTA

No specific requirements in the foundations of education for state certification.

MISSISSIPPI

No requirements for courses in the foundations of education.

MISSOURI

Elementary and Secondary Certificates - The school: history or philosophy of education, foundations of education, organization and management. 2-3 semester hours.

MONTANA

No specific requirements for foundations of education courses for state certification.

NEBRASKA

State certification does not require foundations of education courses for a teaching certificate.

NEVADA

No requirements for foundations of education courses.

NEW HAMPSHIRE

Elementary and Secondary Education Certificates - Principles of education course required.

NEW JERSEY

Elementary and Subject Field (ungraded) Certificates - Completion of an approved teacher education program which meets New Jersey standards.

NEW MEXICO

Elementary and Secondary Certificates - A course in orientation in education required.

NEW YORK

No courses in the foundations of education required.

NORTH CAROLINA

Guidelines for Elementary and Intermediate School Teachers - Coursework to include contemporary issues and trends in education from a historical, philosophical and sociological standpoint.

Guidelines for Secondary School Teachers - Should provide humanistic study of contemporary issues and trends in education within a historical, philosophical, sociological, economic, and governmental framework.

NORTH DAKOTA

No requirements for teaching foundations of education courses in the preparation of teachers.

OHIO

Elementary (Grades 1-8) and High School (Grades 7-12) Teaching Certificates - School in relation to society. 3 semester hours required.

OKLAHOMA

Early Childhood, Elementary and Secondary Certificates - 21 professional education semester hours to include social foundations of education.

OREGON

Elementary (Grades K-9) and Secondary (Grades 5-12) Certificates - Social and cultural foundations within 36 quarter hours of teacher education.

PENNSYLVANIA

No requirements for the foundations of education.

RHODE ISLAND

Rhode Island has no requirements for foundations of education courses.

SOUTH CAROLINA

General Certificate - Preparation to include principles and philosophy of education.

SOUTH DAKOTA

Elementary (Grades K-9) and Secondary (Grades 7-12) Certificates - No specific requirements for foundations of education courses, but, the elementary program allows 6 elective hours and the secondary allows 9 elective hours in education.

TENNESSEE

General Certificate - Included in the core professional requirements; historical, philosophical, and sociological foundations of American education, with attention to the teacher's role in the school and community.

TEXAS

General Certificate - No requirements for foundations of education courses.

UTAH

Utah has no requirements for the foundations of education for state certification.

VERMONT

No requirements for teaching foundations of education courses in the professional preparation of teachers.

VIRGINIA

No requirements for foundations of education courses.

WASHINGTON

Provisional and Standard Certificates - The content pattern for the pre-service program of four years provides for approximately 20% of the undergraduate study in professional education and 10% in electives.

WEST VIRGINIA

No specific requirements for offering foundations of education courses in the preparation of teachers.

WISCONSIN

No requirements of certification for offering courses in the educational foundations for prospective teachers.

WYOMING

Initial and Standard Certificates - To include 15 semester hours in the foundations of education, human development and psychology, methods and directed teaching.

Summary of the Data

An analysis of the preceding data reveals:

The number of colleges and universities sampled

57	State universities
52	State colleges
61	Private colleges and universities
<u>170</u>	total

The number of schools offering courses in the foundations of education

64 schools offer undergraduate courses only
 65 schools offer courses for undergraduate and graduate credit
 25 schools offer courses for graduate credit only
 16 schools offer no courses in the foundations of education (2 state universities, 7 state colleges, and 7 private institutions)
 154 out of 170 schools sampled offer foundations of education courses

90% of the schools sampled offer foundations courses
 10% of the schools sampled do not offer foundations of education classes

The total number of courses taught in the foundations of education

346 courses are taught at the undergraduate level
 150 courses are taught for either undergraduate or graduate credit
 510 courses are taught for graduate credit only
 1,006 courses are taught at the schools offering foundations classes

6.5% is the average number of courses taught at each school

The number of courses offered in the foundations of education by state universities, state colleges and private colleges and universities

State universities

193 undergraduate courses
 120 courses for either undergraduate or graduate credit
 340 graduate courses
 653 total

State colleges

75 undergraduate courses
 10 courses for either undergraduate or graduate credit
 69 graduate courses
 154 total

Private schools

89 undergraduate courses
 19 courses for undergraduate or graduate credit
 91 graduate courses
 199 total

The number of courses taught according to areas in the foundations of education

Sociology of education

63 undergraduate courses
 116 graduate courses
 179 total

History of education

70 undergraduate courses
 131 graduate courses
 201 total

Philosophy of education

107 undergraduate courses
 243 graduate courses
 350 total

History and philosophy of education

13 undergraduate courses
 23 graduate courses
 36 total

Foundations of education

61 undergraduate courses
 29 graduate courses
 90 total

Educational policy

33 undergraduate courses
 41 graduate courses
 74 total

Exceptional course offerings

The following courses are listed separately because they are exceptional enough to be difficult to categorize in the specific areas of the foundations.

Aesthetics and education

7 courses (pages 55, 74, 78, 95, 136, 140)

Educational change

7 courses (pages 83, 86, 94, 131, 135, 148)

Culturally different children

4 courses (pages 66, 73, 75)

Alternative education

3 courses (pages 56, 71, 111)

History of Black education

3 courses (pages 77, 115, 148)

Ethnic studies

3 courses (pages 67, 85, 123)

History of the education of American women

3 courses (pages 67, 105, 152)

Reform movements in education

3 courses (pages 122, 130)

Self-assessment for teaching

3 courses (pages 44, 51, 75)

Minority education

3 courses (pages 51, 133, 137)

Open education

2 courses (pages 61, 64)

Education and world community

2 courses (pages 65, 68)

Educational futurism

2 courses (pages 68, 138)

Environmental education

2 courses (pages 68, 71)

Educational utopias

2 courses (pages 68, 144)

Education and poverty

2 courses (page 75)

Literature and education

2 courses (pages 107, 138)

General Semantics in Education

1 course (page 44)

Group Dynamics in Foundations

1 course (page 44)

Survival and Education

1 course (page 44)

Education and National Goals

1 course (page 44)

Mass Media and Modern Man

1 course (page 54)

Educational Institutions and Cultural Pluralism

1 course (page 55)

American Education: Objectives and Strategies

1 course (page 58)

Sociodrama and Related Techniques

1 course (page 58)

The American College Student

1 course (page 59)

The Nature of Culture Shock

1 course (page 64)

Effective Teaching

1 course (page 65)

Teacher in Film

1 course (page 68)

Afro-American History

1 course (page 106)

Education of Black Americans

1 course (page 93)

Race, Poverty and the Schools

1 course (page 125)

Race, Social Class and Education in America

1 course (page 148)

Instructional Materials in the Teaching of Philosophy
of Education

1 course (page 78)

Sex Role Stereotyping and Socialization in Education

1 course (page 81)

Concepts of Educational Leadership

1 course (page 83)

Alcoholism and Other Problems of Alcohol

1 course (page 87)

Intercultural Education

1 course (page 96)

Recent Developments in Educational Practice

1 course (page 98)

Education and Social Interaction

1 course (page 99)

Improvement of Teaching
1 course (page 100)

Legal Foundations of Education
1 course (page 102)

The Cultures of Poverty and Affluence
1 course (page 104)

Personal Values
1 course (page 106)

Science, Technology, and Human Values: Implications
for Education
1 course (page 107)

The Meaning of Vocation in American Society
1 course (page 108)

Humanistic Education
1 course (page 109)

The Arts and Education
1 course (page 138)

Constitutional Freedom and American Education
1 course (page 143)

Public and Educational Policy Issues in the Develop-
ment of Human Talent
1 course (page 145)

Radical School Reform
1 course (page 150)

The Academic Revolution
1 course (page 150)

Experience and observation in the public schools
52 courses out of 1,006 (5.23%) require observation or
experience in the public school as part of their course
requirements.

State certification

The data on state certification requirements reveals that:
25 states require that social foundations courses be
taught in the preparation of teachers (plus the
District of Columbia)
25 states have no requirements for colleges or uni-
versities to offer social foundations courses for
state certification.

The Current Status of the Curriculums
in the Social Foundations of Education

Although many critics of the curriculums in the social foundations of education have been predicting or recommending that social foundations courses be removed from programs preparing students to teach, the current status of the social foundations curriculums indicate, from the results of this study, that social foundations courses are currently being taught at the majority of schools sampled. Out of the 170 schools sampled in this study, 154 schools offer courses in the social foundations of education, or 90 percent of the schools sampled offer courses in the social foundations and 10 percent of the schools do not offer social foundations courses. Of the 10 percent of the schools which do not offer social foundations courses, one of the state universities has no college of education, one of the state colleges has no department of education, and four of the private institutions have no division of education and offers no courses in education. Therefore, 94 percent of the schools sampled, which have departments of education, offer social foundations courses.

It has also been said that the social foundations classes are largely offered at only the graduate level. The results of this sample reveal that out of the 154 schools offering social foundations courses: sixty-four schools offer undergraduate courses only, sixty-five schools offer courses for undergraduate and graduate credit, and twenty-five schools offer courses for graduate credit only. The statistics con-

cerning the total number of courses taught at all schools (1,006) reveals that 51.3 percent of all courses taught are graduate courses, while 34.5 percent of the total number of courses taught are taught at the undergraduate level only, and 14.2 percent of the courses are taught for either undergraduate or graduate credit.

The average number of courses taught at all of the schools sampled is 6.5 courses. But a closer look at the data reveals that out of the 1,006 courses taught: 653 courses are taught at state universities (64.6 percent), 154 courses are taught at state colleges (15.4 percent), and 199 classes are taught at private institutions (20 percent). A further breakdown of these statistics uncover these facts: state universities offer; 193 courses for undergraduate credit only, 120 courses for either undergraduate or graduate credit, and 343 courses for graduate credit only—state universities offer the largest number of courses at all levels. State colleges offer; 75 undergraduate courses, 10 courses for either undergraduate or graduate credit, and 69 courses for graduate credit only. Private institutions sampled offer; 89 undergraduate courses, 19 courses for either undergraduate or graduate credit, and 91 courses for graduate credit only—private schools offer more courses than state colleges, at all levels.

The number of courses taught according to areas in the social foundations of education discloses the following information pertinent to the current status of the social

foundations curriculum. The area offering the largest number of classes is the philosophy of education. This area offers 107 undergraduate courses and 243 graduate classes (35.2 percent of all classes offered). The area offering the second largest number of courses is the history of education offering 70 undergraduate courses and 131 classes for graduate credit (20.2 percent of the 1,006 classes sampled). Sociology is the area offering the third largest number of courses; 63 undergraduate classes and 116 graduate courses (18 percent of all classes offered). Foundations of education and educational policy are the next areas offering the largest number of courses in this sampling. Foundations of education offers 61 undergraduate classes and 29 graduate courses (9 percent of the sampled courses). The area of educational policy offers 33 undergraduate classes and 41 courses for graduate credit (7.4 percent of the total). The courses listed in this study as exceptional courses are generally classes which have been added to the curriculums recently and have developed in the curriculums from the social and cultural impact of such things as racial inequality, women's rights, ecology, futurism, etc. These courses total 88 classes out of 1,006 (8.85 percent).

CHAPTER IV

THE SOCIAL FOUNDATIONS CURRICULUMS: FUTURE PROSPECTS

There are many ways social foundation studies can go into the future. The possibilities range from the virtual extinction of social foundations to their proliferation or to their developing into many new and cross-bred areas. Although the schools sampled in this study indicate that the social foundations are alive and well, if we speculate into the future and the possible elimination of social foundations, the demise of social foundations studies might be brought about from two divergent directions: from changes instituted on the one hand by the practical reformers, and on the other hand by the academic reformers. In the first case, the argument is made that studies in the social foundations should be discontinued because the curriculums cannot possibly accommodate all that the modern teacher needs to know. It is said to be a simple question of practical priorities. The student teacher today must have command of a body of knowledge and learn techniques of classroom management; understand learning theory, psychology, group dynamics; and study the special needs of ethnic groups, inner city schools or other specific problems the teacher is likely to encounter.

With this kind of rationale it is expected by some that new teacher preparation curriculums will be developed with no social foundations allocation, or perhaps a mere token. Another possibility is that, if the teacher preparation curriculums are made very flexible in response to demands for freedom of choice, social foundations classes might wither away for lack of students. They might thus stay on the books for a while, but only as dead letters because students may not choose to sign up. This could happen even in new patterns of teacher preparation which hope to humanize the programs. It will be interesting to see the fate of social foundations studies in schemes such as the University of Florida's new elementary program which abolished courses and regularly scheduled classes, replacing them with individual study and small discussion groups where social foundations studies are still available in the substantive panel in which students have wide latitude of choice.¹

Other new patterns of teacher education may involve so much restructuring that the social foundations as such may disappear. One proposal, described as an Integrated Teacher Education Program, seeks to change the entire operation. It is based on a task analysis of teaching and involves provision for assessment of performance following training, and demands that teacher education no longer be the responsibility of the

¹A. W. Combs, ed., "Florida Studies in the Helping Professions," Social Science Monograph no. 37 (Gainesville: University of Florida Press, 1969), p. 36.

universities but of the whole educational system. Social foundations studies are apparently left out of this kind of proposal—at least there is no specific provision for them. They may not necessarily be excluded when details are worked out, but from the behavioristic thrust and language of this kind of proposal—performance, training, and the like—it is possible that social foundations would not be central to this kind of program.

This approach to teacher training appears to be moving quickly from the proposal stage toward implementation. Thus, within the concepts of competency based or performance based training, New York State has gone ahead with a program to take teacher preparation away from the universities and place it in centers where it will be the performance that counts. Competency based programs, which seem to be rousing some support at universities in the United States, could constitute a real and present danger to social foundations studies.

The academic threat to social foundations is not so much a threat to the studies themselves as to the professors. Academic reorganization would continue to give a place to the history of education, philosophy of education, sociology of education and so on, but that place would be in the academic departments in the college of arts and sciences rather than in the professional college of education. Conant and other reformers have recommended this change to legitimize social foundation courses by bringing them into the main-

stream of the humanities or social sciences where they could be taught by specialist scholars rather than educationists. Educationists generally deny the dichotomy between scholars and educationists and see the need for keeping the educational emphasis in the social foundations by presenting the courses in a scholarly way in the colleges of education. They note that other special forms of history have been under similar pressure. History of Science, for example, is sometimes located in History departments, sometimes in Science—both of which are academic.¹

While this issue remains unresolved, some supporters of the status quo consider that the threat of the abolition of social foundation departments in favor of the parallel departments in arts and science is politically unreal, simply because education is generally such a numerically strong college. Nevertheless, the closure of the Department of Education at Johns Hopkins in 1971 (and several other departments since 1971) shows that the improbable can happen—demonstrating that if a whole program goes, so do social foundation courses.

In spite of these gloomy forebodings, it is not yet time to write the obituary for social foundations studies. In fact, the results of this study show that the social foundations courses are still being offered at a large number

¹Thomas S. Kuhn, "The Relations Between History and History of Science," Daedalus (Spring 1971), pp. 271-304.

of schools. In spite of pressures and complaints both from within and without the field, there are people in social foundations with clear and positive suggestions for revitalization. Some courses offered at the schools sampled in this study demonstrate that changes demanded can occur within the existing structure of social foundations departments, and there are interesting developmental possibilities for the future of the social foundations as changes occur in methodologies, personnel and subject matter.

New Methodologies in Social Foundations Studies

Significant changes in social foundations courses are currently under discussion among theoreticians, and some changes have found their way into the college classroom. Many of these are based on changes derived from the methodological developments within the various contributing disciplines as well as pedagogic changes derived from the revolution in instructional methodology in general.

In the last few years, history of education, for example, has been the subject of some criticism. Attacks on the so-called superficial historiography of historians of education were mounted by Bernard Bailyn and others. Bailyn complained about the development of history of education by people who were not historians but educational missionaries who ". . . drew up what become the patristic literature of a powerful academic eclesia"¹ and who flourished in

¹Bernard Bailyn, Education in the Forming of American

"almost total isolation from the major influences and shaping minds of twentieth-century historiography."¹ Bailyn indicated that improvement would only be possible when the self-engrossed concerns were replaced by a broader definition of education and a different notion of historical relevance, a view that saw the history of education not simply as the progress of pedagogy, but as the full process by which culture is transmitted. In an issue of Daedalus devoted to History, John Talbott pointed out some of the ways which a "new" history of education may go. He agreed that a new concept of this interrelationship of education and society has to be explored and much that has been taken for granted must be examined critically. The example he gave—the relationship of literacy to development—was a crucial one. He called for more precise research into the history of education:

. . . research into who actually got educated will lend a good deal more precision to statements about the historical role of education in the promotion of social mobility. . . . what have been the social and political consequences of the paradoxical principle of the career open to talent, which holds that everyone should have equal chance to become unequal.²

He recognized that establishing cause/effect relationships between education and changes in other sections of society—for example, the unexpected political consequences of educational change—are difficult to isolate, but most rewarding.

Society: Needs and Opportunity for Research (Chapel Hill: University of No. Carolina Press, 1966), p. 8.

¹Ibid., p. 9.

²John E. Talbott, "The History of Education," Daedalus (Winter 1971), pp. 133-50.

R. Freeman Butts has joined the quest for new methodologies. In a paper titled, Reconstruction in Foundations Studies, he notes:

. . . that in the past two decades, when half the world has come to political independence, the enormous gap between the old nations and the new has not only underscored human interdependence, it has also shown that economic and social disparity is basically educational disparity. Historians in the U.S. and elsewhere have seen that the post-war revolutions required a basic reinterpretation of the writing of history. The new situation demanded that historians confront the crisis point which such social changes produce and it is this kind of revision in historical scholarship that must provide the setting for reconstruction in the history of education. Also, the new history of education must have a conceptual framework that will be suitable not only for answering historical questions but will draw upon the insights and germinating ideas to be gleaned from the fundamental study of social change in related social sciences.¹

Butts also sees the need to relate historical generalization to broad social problems, which are the concern of other social sciences, in so far as they try to deal with the major questions of the world. From a search of social science literature, he identifies three recurring themes of great relevance for the historical study of education; comparative analysis, international impact, and social change. He arrives at a theory of modernization which can provide the intellectual underpinnings—or as one historian phrased it, the central grouping concerns—for research, writing, and teaching in the history of education.

Both the contemporary call for strengthening the disciplinary bases of social foundation studies and the demand

¹Butts, Foundation Studies in Education, p. 302.

for interdisciplinary approaches are evident in Professor Butts' paper. The case for interdisciplinary approaches is encountered again and again in current writings on Foundation Studies, sometimes espoused with a view to glean insights from diverse disciplines, sometimes with a more specific, action-type goal. The Teachers College, Columbia University Institute of Philosophy and Politics of Education (established in 1965 under the direction of Lawrence Cremin) offers a wide-ranging program of research in history, philosophy and social sciences as they affect educational theory and policy making. The Institute's five major investigations in 1971 were all interdisciplinary: 1. studies of the socio-economic correlates of metropolitan education; 2. studies of cosmopolitanism and nationalism in nineteenth-century pedagogy; 3. studies of problems of ideology in theories and practice of formal and informal education; 4. studies of the development of American education; 5. studies of educational policy-making at the local level.

The name of the Institute itself and the nature of these projects may well point to new directions for many other institutions and individual researchers in foundations, Harold Noah and Max Eckstein, directors of the studies of the socio-economic correlates in metropolitan education, have brought new insights into interdisciplinary, cross-national research. Their book, Toward a Science of Comparative Education, may be a signpost for comparative educators of the future. In their view, clearer aims when doing research and

more precise criteria after the research has been completed will point the way toward "an influential, intellectually cogent, and elegant science of comparative education."¹

Yet another interdisciplinary approach to social foundations has been put forward by James W. Wagener.² Wagener recommends that social foundations courses should deal with the phenomenon of knowledge, indeed, that knowledge should be the basis of Social Foundations Studies. Thus, the philosopher, sociologist, historian, psychologist would all make the rule of knowledge the focus of their attentions. Wagener argues that the knowledge revolution and the symbiosis between knowledge and society require a re-ordering of teacher preparation. He notes that the need is not so much for the arithmetic teacher to prepare the future engineer to fit into a set vocation as it is to explore how arithmetic and other modes of quantification make a new conceptual world which the engineer will share in creating. In this view, the social foundations area should take as the target of analysis the configuration of knowledge as it defines and reshapes both the learner and his environment.

The dimensions of interdisciplinary research related to the social foundations of education are extensive, and if social foundations professors follow the advice of Martin

¹Harold J. Noah and Max A. Eckstein, Toward a Science of Comparative Education (New York: The Macmillan Company, 1969), p. 64.

²James W. Wagener, The Journal of Teacher Education, vol. XXI, no. 4 (Winter 1970), pp. 489-93.

Levit, they will consider an inquiry oriented approach, the purpose of which is not to describe or prescribe roles and rules that do or should exist, but rather to evaluate critically ". . . sets of educational roles and rules and the criteria used to accept or reject them."¹ This view conceives social foundations professors as actively contributing to the improvement of educational policies and practices. It also results in a consideration of the multiple, interlocking sets of dependency relationships between systems of objects, properties, and events. Levit suggests that inquiry must take note of the significant connections between domains formerly considered unrelated, areas such as culture, biochemistry and individual choice. He notes that there is no such thing as a closed system; neither is there a bifurcation of individual and society, so that the need is for inquiry to take into account the comprehensiveness and inter-connectibility of systems.

The systems approach has other proponents. A brief statement by Herbert K. Heger, in the Journal of Teacher Education,² attempted to develop an ecological systems approach to teacher education. It is based on the recognition that all people live and work within a total environmental system and within particular sub-systems, so that their actions and deci-

¹Martin Levit, "The Study of Education," mimeographed paper, prepared for the National Standing Conference on Humanistic and Behavioral Studies in Education, April 1971, p. 191.

²Herbert K. Heger, The Journal of Teacher Education, vol. XX, no. 2 (Summer 1969), pp. 158-159.

sions can reverberate from sub-system to sub-system, and even to the total system. This concept applied to the social foundations could lead to the development of a technique that would increase curricular congruence. Such a technique might involve the use of simulation and field experience as well as the development of hypotheses about the dynamic forces at play within the model.

These kinds of ideas are more fully developed in a paper by Moses Stambler.¹ Stambler believed that there is futility and wastage involved in many social foundation studies courses which consume fragmented material without the use of disciplined analysis that would make the information transferable and applicable to the school scene. He also believes that attempts to organize material through the social science disciplines often result in syntheses that are limited. He described in some detail a system which would enable social foundation studies professors to think through problems so that a logical, consistent and coherent organization for their courses can be designed.

The methodology and concerns of futurism also have implications for the future prospects of the social foundations. The accelerating pace of change outmodes information, techniques, ideas, and even language. Social foundations professors are, by the very nature of their profession, preparing

¹Moses Stambler, "A Systems Approach Model for a Disciplined Organization of a Social Foundations of Education Course." Proceedings of the second annual meeting of the American Educational Studies Association (Chicago, 1970), pp. 5-17.

for the future—they are preparing future teachers who will teach future generations who will live and work in the 21st century. Serious interest in understanding and controlling the future is widespread—not just among original intellectuals like Lewis Mumford or Buckminster Fuller or Marshall McLuhan, but also among everyday social scientists. Their work with Delphi techniques and other modes of prediction are already used by educational administrators and their ideas are filtering down with surprising rapidity. Thus, books like Future Shock command long-term stands on the best-seller list. In this work Toffler stated that:

It is no longer sufficient for Johnny to understand the past. It is not even enough for him to understand the present, for the here-and-now environment will soon vanish. Johnny must learn to anticipate the directions and rate of change. He must, to put it technically, learn to make repeated, probabilistic increasingly long-range assumptions about the future. And so must Johnny's teachers.¹

It should be noted that educators have not waited for this kind of directive before taking action. New kinds of future-oriented education programs are already taking shape. At Teachers College, Columbia University, for example, there is recognition that:

In addition to having competence in such customary fields as administration, facilities planning, and personnel management, the new educational leader will have to be well grounded in sociology, economics, and political science. He or she, must be able to utilize sophisticated methods of analysis, for it becomes increasingly clear that no process or system of education is universally applicable. Tomorrow's educators will find assignments not

¹Alvin Toffler, Future Shock (New York: Bantam Books, 1971), p. 403.

only in schools or other traditional institutions. They will work also in government, in the community, in industry, in voluntary enterprises—in short, wherever people seek to learn and wherever educational influences can assist human development.¹

Among the specific ways designed to fulfill these goals is the three-year doctoral Program of Educational Leadership, through which students participate in revolving internships in government, educational industry, school administration, and the like. Their courses, which cut right across departmental boundaries, include work in the humanities, political sciences, sociology and economics, as well as professional specialities. They also involve training in technological areas such as computer simulation and situational analysis, sophisticated tools for helping observers record and evaluate what actually happens in situations of human interaction.

Programs involving complex, experimental techniques and research methodologies at present are largely, but not exclusively, restricted to the graduate level. In the future, they may be incorporated with increasing frequency into undergraduate teacher preparation programs, but already some new instructional methodologies are becoming part of social foundations programs. The whole spectrum of innovations in technological aids, materials, organization of classes, and emphases on learning experiences rather than teaching techniques is open to the social foundations professor. All the contemporary counterparts—film, videotape, computers, cassettes and

¹"New Leaders for Tomorrow's Education," Perspectives in Education, Teachers College, Columbia University (Winter 1971), pp. 5-6.

the rest—are available and it should be noted that one of the useful sources of analysis and criticism of education and society is available in the Canadian Broadcasting Corporation's Learning Systems tapes. With these, seminar groups or individual students can hear people like Illich, McLuhan or Goodman, whose voices may stimulate much more than their printed words.

The current debate over the role and efficacy of social foundations studies along with vocal student protests may stir many into a re-examination of their methods and a realization that professor-dominated lectures are not the only way to teach the social foundations classes. Increased flexibility in social foundations classes may be inevitable. The School of Education at the University of Massachusetts could have set a precedent in 1971 by modularizing its course structure, thus permitting great variation in the treatment of social foundation studies as well as the other components of the teacher education program. Modules, a manifestation of the trend towards adhocacy, lend themselves to intensive if brief treatment of current issues or traditional topics. Workshops, field work, encounter techniques, and simulation games could all become accepted parts of the social foundations. Techniques may be borrowed from the humanities as well as the social sciences—thus, there seems to be a growing interest in the use of literature in social foundations courses. For example, the role of the teacher in novels, plays, films and television continues to gather

attention.¹

These changes in classroom procedures are not necessarily or inherently good. They can be abused, they can be as boring as note taking, or as arid as a list of dates. They can fragment and they can generate activity without reflection. But, when coupled with the new research interests and the new methodologies derived from the contributing disciplines, they could have potential to revitalize social foundation studies. New life may also come to social foundations from an expansion of their scope through the emergence of new fields of study or through the application of different old ones to the problems of education.

Future Prospects for Social Foundations Professors

If we assume that social foundation studies professors have the usual strengths and weaknesses of other human beings, that, like professors in other areas, some of them are good at their work, some poor, some are enthusiastic and committed, other mere functionaries; and if, on top of all this, we recognize the dangers of generalizing about thousands of highly schooled individuals, we might still join with Paul Nash's sweeping statement that "The whole role of the professor of foundations of education will have to change."²

¹John Farrell, "The Teacher Image in Fiction," McGill Journal of Education, vol. V, no. 2 (Fall 1970), pp. 121-32.

²Paul Nash, "The Major Purposes of Humanistic and Behavioral Studies in Teacher Education." Proceedings of AACTE (Washington, D.C., April, 1971), pp. 14-15.

It seems possible that differences in the professor, his activities and his attitudes, are fundamental requirements for venturing far into the future. Nash goes on to say:

The future foundations professor will have to spend at least as much time in the schools as in the library. His classroom will have to be an epitome of the ideas and values he expresses. The time so often misspent in attempting to gain respectability according to academic canons that are themselves gross anachronisms can be put to much better use. He should become a broker between the university and the schools, playing a unique communication role by being in touch with currents of opinion, need, experiment, and discovery in both. Above all, he should be the one who is most concerned with the complex relations between practice and theory with the difficult task of enriching each with the other.¹

This is a call for action that should not unseat the social foundations professor, but may simply get him moving. It does not suggest that he abandon theory, only that he enrich it with relevance. The notion of his being a broker between the university and the schools does not mean that the social foundations professor will have to be assigned to practice teaching supervision, but opens many possibilities. Perhaps the social foundations professor will hold his seminars, not in the college, but in the schools with both student-teachers and practicing teachers participating, discussing issues on the spot, grappling with questions of value in the place where priorities are actually being established.

Nash opens the way for a détente between the competency based performers and the social foundations theorists. He shows that the latter are not against change, he recognizes

¹Ibid.

that in the future more teacher education is likely to take place in the schools and indicates that social foundations professors can and will be there. It thus seems ironic that Nash's own social foundations department at Boston University is one of those being abolished.

The social foundations professor of the future may have to make a number of accommodations to the new realities, to situations where his courses are no longer compulsory and where he has to compete for his share of the declining enrollment. Perhaps one of the hardest things he will have to do is to learn not to be paternalistic. Just because he himself has discovered the value of social foundations studies and is utterly convinced, he may not be able to impose his convictions upon many students. His déjà vu approach—I have been there before and, despite what you think now, I can assure you that you will find social foundation studies to be of vital importance to your teaching career—may be passé and is often unacceptable to students today.

One alternative might be for social foundations professors to do what they have applauded in the schools since the Progressive era—show more concern for the student. The plea for more feeling applies to them as much as to the grade school teacher. Yet the reason some social foundations courses seem to be sterile, despite the academic qualifications and the conscientiousness of the professors, is that they are sometimes taught with the text, or the course, or the discipline foremost. The gulf between reason and emotion

is perpetuated and this again is, at least in part, a product of the illusion that academic respectability lies in rigorous, no-nonsense treatment that has a logical rather than a psychological base. Among the assumptions that Nash makes as he considers the future place of humanistic and behavioral studies in teacher education are that feelings are part of the human personality, that they are important determinants of human thoughts, values, acts, and decisions, that they can be influenced, refined, and modified, and that they are of legitimate concern to educators. His inference is that feelings can appropriately be included in a program of teacher education.

The New Subject Matter in Social Foundations Studies

Social foundation studies were long recognized as four: history of education, philosophy of education, comparative education, and psychology of education. Sociology has been added in recent decades, while psychology has tended to separate itself as an independent discipline. International education has become recognized as distinct from comparative education and, as educators have become more deeply involved with the cultural complexities of their field, anthropology, political science, and economics have been brought into social foundation studies. Religion, too, is sometimes included as one of the social foundations. This broad range of contributing disciplines drawn from the humanities, social sciences and behavioral sciences has not stopped expanding.

The future of social foundation studies is likely to be one of still broadened scope.

While this expansion may appear healthy, we have learned in the last few years not to accept growth as always being good. The new interests may potentially infuse more contemporary relevance but they may fragment the social foundation studies still more and intensify the debate about the viability of social foundations. They may challenge, even threaten, the older studies and they will certainly compete with them for time, dollars, and students. However, they are probably coming.

One of the areas that bids to win a more generally recognized place in the social foundational studies is the aesthetics of education. It is true that aesthetics as a field of study is not new; it can be traced back to Aristotle, but although aesthetics of education is not yet widely taught on this continent, it is already firmly established at the University of Illinois where a new doctoral program, within the Department of History and Philosophy of Education, was set up in 1971. Ralph A. Smith, of the University of Illinois and founding editor of the Journal of Aesthetic Education, explains the nature and role of aesthetic education in teacher preparation. His rationale depends on both the growth of the study of aesthetics, itself, and on the special character of the demands of our emerging leisure society. The new society will be one in which social arrangements, including institutional forms of education, will be justified increasingly in

terms of aesthetic experiences and values. Smith argues that aesthetic education, like the other social foundational studies, provides knowledge for the interpretation of problems rather than application for their solution. The perspective it provides may not be a sufficient condition for solving practical problems, but it is a necessary one since interpretation determines the direction in which thought and action will proceed. Aesthetic education may make a fundamental contribution to the understanding of the theoretical issues underlying educational activities and could provide the kinds of insights which characterize the professional worker in a complex field such as education.

The aesthetic dimension is also part of the growing concern for environmental education. As the schools are charged more and more with the task of engendering respect for the natural environment, so teacher education may have to accommodate this new responsibility. Thus, another new direction for social foundations to explore is environmental studies.

Concerns of this sort are obviously stimulated by current socio-political controversies, but they are probably more than temporary excitements or passing fads. They recognize forms of human needs that have been overlooked in the onrush of technology: the need for space, the need for quiet, the need for beauty. They are based on a world-view in harmony with Schweitzer's reverence for life and, since they are involved with both values and process, they are vital

rather than static. They may draw their data and concepts from established fields such as the now-fashionable ecology or the somewhat neglected discipline of geography. The issue of school busing, for example, can be re-interpreted in the light of spatial dynamics, or the question of curriculum in terms of wastage and pollution. New perspectives on many old political, economic, or human problems might emerge with the development of a new interdisciplinary field such as "Ecography."¹ This has been identified as a study of facts and values which describe and control man's interaction with his habitat and as a disciplinary beachhead in what appears to be a critical no-man's land between the two cultures of science. Whether or not ecography achieves the disciplinary status of an academic department, it may have potential contribution for the social foundations of education.

As an extension of this kind of interest in natural and physical environments, and as an outcome of current emphasis on the wholeness of human nature and the desirability of unified development, it is possible that social foundations of education might be extended to include biological studies. The case for biological studies, their inter-connection with moral questions and their foundational role in teacher preparation might also be made. Biological studies, which would provide a disciplinary base for discussion of issues such as sex education or racial discrimination, may not readily win

¹Everett M. Hafner, "Toward a New Discipline for the Seventies: Ecography," Ecotactics (New York: Simon and Schuster, 1970), pp. 211-19.

wide acceptance in traditional social foundations departments, yet they may be welcomed as segments of social foundations courses, just as urban studies, black studies and women's studies have been accepted.

Some degree of resistance may also be encountered toward *The Future of Education* as a serious, substantive course of study. Yet reputable scholars have produced a significant body of literature that deserves systematic, critical analysis by the teacher of the future. *The Future of Education* might have a number of different intellectual bases—for example, Buckminster Fuller's "comprehensive anticipatory design science" or Robert Specht's view that the responsibility of the scholar is to recognize issues which are likely to become important in the future, rather than to divine the future.¹ And there would be no lack of materials for study²—not only actuarial figures and statistical projections, but all the utopias and anti-utopias in literature, from The Republic to Walden II and Beyond Freedom and Dignity; the proceedings of the many conferences on "Education for the 70's," "Teacher Education for the 70's," "Towards 2000" and

¹Buckminster Fuller, Education Automation (Carbondale: Southern Illinois University Press, 1962); and Werner Z. Hirsch et al., Inventing Education for the Future (San Francisco: Chandler Publishing Co., 1967).

²Harold G. and June Grant Shane, in a paper called "Forecast for the Seventies" in Today's Education (Washington: N.E.A., January 1969), reported having studies about 400 published and unpublished articles and books dealing with educational projections and conjectures for the remainder of the twentieth century. See also "Courses in Futuristics Grow in Number and Variety," The Futurist (August 1972), pp. 158-60

others; the World Future Society's reports, its journal, The Futurist, its bibliographies and lists of films; research prepared for gatherings such as the American Anthropological Association's symposium on Cultural Futurology (1970); and, above all, the speculations of imaginative educators who are not afraid to confront the new temporal dimension. Futurists such as Alvin Toffler point out that at present, the children in our schools are focused backward rather than forward; they are given courses in history but then time comes racing to a halt. Toffler claims that there is no good reason why the future should be banned from the schools, why courses in the possibilities and probabilities of the future should not be explored, just as we now explore and reconstruct the historical and archeological past.

The Future of Education as a social foundation study is not pure fantasy, but it will deal with neither received nor empirically validated truths. It will, of course, be highly speculative and may lead to a new realm of Meta-Education or, to follow a model from science, to Trans-Education. The Director of the Oak Ridge National Laboratory may point the way:

Many of the issues that lie at the interface between science and politics involve questions that can be stated in scientific terms but are in principle beyond the proficiency of science to answer. In a recent paper in Minerva, I proposed the term 'trans-scientific' for such questions. For example, the biological effect on humans of very low level radiation (or of other physical insult, for that matter) will probably never be fully ascertained, simply because of the huge number of animals required to demonstrate an unequivocal effect. Estimates of extremely unlikely events (such as a serious reactor

accident) can never be made with anything like the scientific validity that one can apply to estimates of events for which there are abundant statistics.¹

He also notes that in current attempts to weigh the benefits of technology against its risks, the protagonists are asking for the impossible—namely, scientific answers to questions that are trans-scientific. In matters of science, the scientist can bring his expertise to bear on establish scientific truth; in matters of trans-science, he can, at most, help delineate where science ends and trans-science begins.

Education faces similar problems. The scientific educator may help establish scientific truths through accepted scientific methods; the trans-educator, like the trans-scientist, will seek wisdom (rather than truth) through procedures which are adjudicative and political and that will involve (even welcome) participation from the uninitiated public.

Another controversial new approach is suggested in a paper by Wayne Urban on Social Foundations.² Urban takes his point of departure from two social foundation studies models, namely the programs at Teachers College, Columbia University and at the University of Illinois. According to his analysis, the first of these emphasized ideologies and ideals, while the second was based on W. O. Stanley's methodological principle of authority. Urban, drawing upon the ideas of C. Wright Mills, recommends using the theory of bureaucracy and recog-

¹Alvin M. Weinberg, "Science and Trans-Science," Science, vol. 177, no. 4045 (21 July 1972), p. 211.

²Wayne J. Urban, "Social Foundations, forward with Mills and Marx." A paper presented to the American Educational Studies Association (Washington, D.C., November, 1971).

nizing teachers and their organizations as the agencies of future educational reform. Bureaucracy and teachers' organizations, generally overlooked in the past, demand more prominence in the social foundations courses of the future, according to Urban.

The ideas presented in this chapter suggest the possibilities that exist for the development of the social foundations. The possibilities for revised attitudes, experimental methodologies, inputs from new disciplines, and innovative teaching techniques are here for the social foundations professor to choose from. It has been said that in the practical, rapidly-changing world of Business Administration, experience is no longer more valuable than training. It has been stated that the half-life of the engineer does not need to flicker out in the face of technological advances if he is not taught engineering as it was done yesterday, but is given the proper foundations. If this is to hold true for education, social foundation studies professors must be among those who provide ideas for the future and who protect the entire educational endeavor from becoming obsolete.¹

¹Margaret Gillett and John A. Laska, Foundation Studies in Education: Justifications and New Directions (Metuchen, N.J.: The Scarecrow Press, 1973), pp. 280-281.

CHAPTER V

SUMMARY AND CONCLUSIONS

In the foregoing investigation, attempts were made to ascertain, describe, and evaluate the current curriculums in the social, historical, and philosophical foundations of education in American higher education. Efforts are now directed to a summary of these findings and to a statement of the resulting conclusions.

Summary

The role of the social, historical, and philosophical foundations of education courses in teacher training programs has been the subject of considerable discussion. James Bryant Conant has suggested a reduced role for social foundation departments, and other critics have suggested that the social foundations courses are unnecessary or irrelevant to teacher training. On the other hand many people agree with Charles Silberman who believes that the chief task of teacher education is to provide future teachers with a philosophy of education.

In addition to the varieties of criticism that have been written about the social foundations, some actual changes have been implemented in the curriculums at a few colleges and

universities. Changes that range from eliminating social foundations courses, to adding new and different courses, or to merging social foundations classes with allied subjects.

Even with the knowledge of some changes in the curriculums, data about the social foundations curriculums offerings are unavailable, in a large enough sample, to generalize about the current status of the curriculums in the social foundations of education. Therefore, the purpose of this study was to develop enough data to generalize about the current status of the social foundations of education curriculums.

Chapter I in this study was an introduction which outlined the problem of this study and defined the approach to be taken in order to deal with collecting and analyzing the information pertinent to this study.

Chapter II defined the rationale for teaching the social, historical, and philosophical foundations of education. This chapter outlined the major reasons put forth by professionals in social foundations for offering these courses to prospective teachers and attempted to explain the position that the social foundations of education courses have in programs which prepare teachers.

Briefly summarized, the general intent of the sociology of education is to provide professional groundwork that enables students to examine and understand the aims, ideas, values, influences, and assumptions that underlie the educational system in our society.

The general intent of the history of education is to engage the student in historical inquiry in order to seek out organizing principles and ideas to pattern the particulars that compose experience as it widens to include the past. Asking questions about continuities, lines of development, relationships among ideas and events, facts and values, and political and social changes, the teacher is in a position to pursue meaning. He is in a position to orient himself in time extending far beyond his personal plight. He is in a position to appropriate the past by making it part of his own life situation—the situation in which his choices are to be made.

The general intent of the philosophy of education in the preparation of teachers is to develop enough philosophic sophistication to recognize educational problems for what they are and the alternatives available. Here the teacher may be of direct help in the task of helping human beings become more fully aware of what is involved in evaluating the direction of their experiences, with a view to the fullest life possible. This requires a quality of thinking that is reflective and integrative in nature. The deliberate cultivation of this reflective, integral perspective is a distinct task of the philosophy of education. This becomes apparent when we think of teaching in a larger perspective of comprehensive understanding. For, although every teacher must in a sense be a specialist, he must also be aware of a common frame of reference to which his special work must stand

related. The frame of reference which enables the educator to see education clearly may be acquired through the study of the philosophy of education.

Beside the aforementioned reasons for offering the foundations of education, one final reason should be mentioned, the development of the cognitive processes—the development of the ability to classify, recall, imagine, compare, synthesize, analyze, deduce, evaluate, infer and generalize. In an age of psychology it is easy to lose sight of the development of such intellectual processes. But, we must not lose sight of the function of education to develop the mind. And the foundations of education, if properly taught, could be an excellent place to develop the active use of the mind, which could be one of the important practical tools for the future teacher.

Chapter III in this study was designed to collect enough statistical data about the curriculums in the social foundations of education to generalize about the current status of these subjects. The procedure for collecting this data involved taking samples of the social foundations classes currently being taught at selected state universities, state colleges, and private institutions in each of the fifty states. This sample revealed that the majority of the schools in this study (94 percent of those schools which had departments of education) offer courses in the social foundations of education. This sample also revealed that a total of 1,006 courses are offered at the 170 schools sampled and that 6.5 courses is

the average number of courses taught at each school. This study also disclosed that the philosophy of education was the area offering the largest number of courses (350 classes), followed by the history of education (201 classes), and the sociology of education which offered 179 courses in this sample.

Data on state requirements for offering social foundations courses was also included in this chapter and this data revealed that 25 states require that social foundations courses be taught in teacher preparation programs (plus the District of Columbia) while 25 states have no requirements for colleges or universities to offer social foundations courses for state certification.

To complete this study Chapter IV examined the prospects for the future of the curriculums in the social foundations of education. Innovative classes, which have already been implemented, as well as future programs, which some colleges are preparing to implement, were described to disclose the impact new directions in social foundations have on teacher training programs. And finally, this chapter included predictions of the possible course offerings in the social foundations of education curriculums of the future.

Conclusions

After having examined the curriculums in the social, historical, and philosophical foundations of education, a number of conclusions are drawn. The first conclusion is,

that in spite of what the critics of social foundations have said, the rationale for teaching the social foundations, presented in this study, seem to be intelligent reasons for offering these courses in the preparation of teachers and it would, seemingly, be difficult not to be able to find some meaning for offering social foundations courses in teacher preparation programs.

Another pertinent conclusion that may be inferred from this study is, that in spite of what has been written calling for a reduced role for social foundations courses in programs which prepare teachers, social foundations courses are offered at a large number of schools (94 percent of the schools sampled in this study that have departments of education). And the further results of this study also revealed that a large number of schools sampled offer a varied selection of classes with a wide range of offerings in the social, historical, and philosophic foundations of education.

A further criticism of the social foundations may have also been upset because of this study. Some of the critics of foundations have suggested that the only reason the social foundations continue to be offered is that they are required to be offered by state certification laws in the fifty states. But, this study disclosed that only twenty-five of the states require that social foundations courses be offered to meet state teacher certification requirements.

There has also been discussion, in the literature

written about the social foundations of education, that new courses such as futurism, women in education, environmental education, racial equality in education, etc., would need to be offered in the social foundations curriculums for these curriculums to survive. Such courses are currently being offered, but only 8.85 percent of the courses in this study were such courses. The largest number of courses offered in this sample were still the basic sociology of education, history of education and philosophy of education.

There has also been much discussion about the need for experience in the public schools aligned with taking social foundations courses. In this study 52 out of 1,006 (5.23 percent) courses required observation or experience in the public school as part of the course requirements. This is another statistic that demonstrates that although there have been changes in the curriculums of the foundations, the changes have not been all that dramatic.

As for the conclusions about the future prospects of the foundations curriculums. It would appear from the information available that the curriculums will continue to add new and diverse course offerings and that experience in the public schools may be required of more social foundations courses in the future, while the social foundations divisions develop a closer working relationship with public schools.

Environmental education and futurism are two examples of courses we may see more of in the future and the approach of teacher training centers is a change which may have an

impact on the social foundations. Also, many interdisciplinary courses which are currently being taught may grow with changes in our society and the demands in the United States for better teachers may lead many schools to adopt five-year programs of teacher training.

Finally, the future of the social foundations departments rests on the support these departments can gather from faculty members, administrators, students, and public school personnel. Therefore, if the social foundations areas are to remain as strong as they apparently are, professionals in these areas are going to have to be vigorous in gaining support for the work they consider worthwhile.

Recommendations

Further study in this area would be valuable. The need for a comparison study of courses offered perhaps ten years ago which could be compared with classes being taught today would certainly lend more insight into this area of inquiry. This kind of study might involve several colleges, or could possibly be more readily focused on the development of one division of social foundations.

This study might also generate interest in research into the individual areas within the social foundations, and of course, further research into the history and development of the newer course offerings in the social foundations areas could be revealing.

A study of the preparation of those who teach social foundations courses might lend insight into some of the

criticisms against the social foundations. And it could be beneficial, although perhaps quite difficult, to design a study which would disclose the value of having experienced social foundations courses from teachers in public schools.

Other areas of recommended further study will hopefully be generated by professionals in the areas of social foundations who read this study.

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