



Education As History

Harold Silver



Education As History:

Education as History Harold Silver,2013-10-28 Originally published 1983 This book explores the nature of the social history of education It examines what aspects of the history of education have been neglected and why The themes explored include the relationship between education and the emergence of social science the reputations of educationists expectations of higher education in the twentieth century the use of education against poverty and education as policy and case study

Rethinking the History of Education T. Popkewitz,2013-06-05 Drawing on a wide variety of traditions and methods in historical studies from the humanities and social sciences both this volume considers the questions methods goals and frameworks historians of education from a wide variety of countries use to create the study of the history of education A History of Education James Mulhern,1959 *A Brief History of Education* Ellwood Patterson Cubberley,1922 **A Brief**

Course in the History of Education Paul Monroe,1907 CONTENTS Primitive Peoples Education in Its Simplest Form Oriental Education Education as Recapitulation China as a Type The Greek People The Liberal Education The Romans Education as Training for Practical Life The Middle Ages Education as Discipline The Renaissance and the Humanistic Education The Reformation Counter Reformation and the Religious Conception of Education Realistic Education The Disciplinary Conception of Education John Locke The Naturalistic Tendency in Education Rousseau The Psychological Tendency in Education The Scientific Tendency in Education The Sociological Tendency Conclusion The Present Eclectic Tendency **A Text-book in the History of Education** Paul Monroe,1905 **A History of Education** Thomas

Davidson,1907 *History of American Education* David Boers,2007 History of American Education Primer depicts the evolution of American educational history from 1630 to the present The book highlights how ideological managers have shaped society and because schools mirror society have thus had a profound impact on education and schooling Five common areas of study philosophy politics economics social sciences and religion are used to trace the development of both society and schooling in the United States Readers will identify not only trends and movements in society and schooling but also how they logically unfold over time Furthermore they will gain a keen insight as to why trends and movements in education have occurred in the past and how they connect to the present This book is a valuable resource for undergraduate and graduate courses in educational foundations social foundations educational history critical issues schools and politics schools and society philosophical foundations and religious foundations of American schooling **Main Currents in the History of**

Education Edward J. Power,1962 **A Brief History of Education** Ellwood P. Cubberley,2015-07-06 Excerpt from A Brief History of Education A History of the Practice and Progress and Organization of Education The present volume is an abridgment and condensation of my History of Education issued in 1920 and has been prepared to meet the needs of normal schools and colleges which desire to teach the general history of education but which do not have the time or the inclination to go into the subject in such detail as is given in the larger volume above referred to The general plan of the two books is the

same Like the larger History of Education the present volume is a history of the practice and progress and organization of education itself rather than a history of educational theory and presents the history of education as a phase of the history of the rise and development and spread of our Western civilization As in the larger volume I have tried here to present such a picture of the rise struggle for existence growth and recent great expansion of the idea of the improvability of the race and the elevation and emancipation of the individual through education as would be most illuminating and useful to students of the subject To this end I have traced the great forward steps in the emancipation of the intellect of man and the efforts to perpetuate the progress made through the organization of educational institutions to pass on to others what had been attained To this end I have tried to hold to the main lines of the story and have in consequence omitted reference to many theorists and reformers and events and schools which doubtless were important in their land and time but the influence of which on the main current of educational progress was after all but small For such omission I have no apology to make In their place I have introduced a record of world events and forces not included in the usual history of education which to me seem important as having contributed materially to the shaping and directing of intellectual and educational progress While in the treatment major emphasis has been given to modern times I have nevertheless tried to show how all modern education has been after all a development a culmination a flowering out of forces and impulses which go far back in history for their origin About the Publisher Forgotten Books publishes hundreds of thousands of rare and classic books Find more at www.forgottenbooks.com This book is a reproduction of an important historical work Forgotten Books uses state of the art technology to digitally reconstruct the work preserving the original format whilst repairing imperfections present in the aged copy In rare cases an imperfection in the original such as a blemish or missing page may be replicated in our edition We do however repair the vast majority of imperfections successfully any imperfections that remain are intentionally left to preserve the state of such historical works

The Struggle for the History of Education Gary McCulloch, 2011-02-25 The history of education is a contested field of study and has represented a site of struggle for the past century of its development It is highly relevant to an understanding of broader issues in history education and society and yet has often been regarded as being merely peripheral rather than central to them Over the years the history of education has passed through a number of approaches more recently engaging with a different areas such as curriculum teaching and gender although often losing sight of a common cause In this book McCulloch contextualizes the struggle for educational history explaining and making suggestions for the future on a number of topics including finding a set of common causes for the field as a whole engaging more effectively with social sciences and humanities while maintaining historical integrity forming a rationale of missions and goals for the field defining the overall content of the subject its priorities and agendas and reassessing the relevance of educational history to current educational and social issues Throughout this book the origins of unresolved debates and tensions about the nature of the field of history of education are discussed and key examples are analysed to present a new

view of future development The Struggle for the History of Education demonstrates the key changes and continuities in the field and its relationship with education history and the social sciences over the past century It also reveals how the history of education can build on an enhanced sense of its own past and the common and integrating mission that makes it distinctive interesting and important for a wide range of scholars from different backgrounds A History of Education in the United States Edwin Grant Dexter, 2015-06-16 Excerpt from A History of Education in the United States In presenting this volume under the dignified title of A History of Education in the United States I fully recognize that I may to many seem presumptuous Is our educational story they will say so small a matter as to be placed between two covers or is the author one of those dangerous complacents who knows not and knows not that he knows not Neither of these queries can be answered wholly in the negative for the complete narrative is a long one and no man can know it in all its details Yet the difficulty is not one which can mend itself with time If it were there might be less excuse for the present work which is offered more as a report of progress than as a final word upon the subject In its preparation I have been governed by the belief that the most crying need of the student of our educational history is a considerable mass of definite fact upon which to base his own generalizations or with which to interpret those of others rather than extended philosophical discussions of historical trend Current educational literature is rich in the latter though comparatively barren of the former and when it does appear is of necessity disconnected That the work is then essentially institutional perhaps more appropriately termed a Chronicle than a History is a part of the plan and if a defect is one fully reckoned with for of two evils the lesser has seemed to me to be the omission of the philosophy rather than the fact About the Publisher Forgotten Books publishes hundreds of thousands of rare and classic books Find more at www.forgottenbooks.com This book is a reproduction of an important historical work Forgotten Books uses state of the art technology to digitally reconstruct the work preserving the original format whilst repairing imperfections present in the aged copy In rare cases an imperfection in the original such as a blemish or missing page may be replicated in our edition We do however repair the vast majority of imperfections successfully any imperfections that remain are intentionally left to preserve the state of such historical works **Education as History** Harold Silver, 1983

Understanding History of Education Robert R. Sherman, 1984 Education in the Perspective of History Edward DeLos Myers, 1960 **The History of Modern Education** Samuel Gardner Williams, 1896 **The History of Education** Ellwood Patterson Cubberley, 2022-09-04 In The History of Education Ellwood Patterson Cubberley presents a comprehensive survey of educational practices from ancient civilizations to modern times With meticulous scholarship Cubberley examines pivotal developments in educational theory the evolution of curricula and the impact of socio political factors on schooling systems His work is characterized by a clear accessible style that deftly weaves historical narrative with analytical commentary contextualizing education within broader societal changes which makes it a seminal contribution to the field of educational history Cubberley was an influential educator and a prominent figure in American education during the early 20th century

serving as a professor at Stanford University His extensive experience and deep understanding of educational systems likely inspired him to create this work as a means to reflect upon and address the challenges of contemporary education His arguments emphasize the necessity of reform and adaptation in schooling to meet the evolving needs of society influenced by his commitment to progressive education I recommend *The History of Education* to educators historians and policy makers alike This seminal work not only provides an in depth understanding of past educational practices but also offers valuable insights for current educational reform making it essential reading for anyone interested in the dynamics of education in society

The Oxford Handbook of the History of Education John L. Rury, Eileen Tamura, 2019 This handbook offers a global perspective on the historical development of educational institutions systems of schooling educational ideas and educational experiences Its 36 chapters consider the field's changing scholarship while examining particular national and regional themes and offering a comparative perspective Each also provides suggestions for further research and analysis

Turning Points in American Educational History David B. Tyack, 1967 **The History of Modern Education** Samuel G. Williams, 2015-06-25 Excerpt from *The History of Modern Education An Account of the Course of Educational Opinion and Practice From the Revival of Learning to the Present Decade* This book has grown out of the lectures given by the author in Cornell University during the past six years and it comprises the last half of his course on the history of education There should be a place not only amongst teachers but also in a very considerable class of enlightened friends of education for a work depicting in a moderate compass the rise and development of modern methods of instruction the growth of educational systems and organizations and the course of modern ideas of education as revealed in the works of representative men Though much that may be given in such a work naturally has its important forerunners in far earlier ages still the course of educational events since the revival of learning in the 15th century has in itself such a degree of self dependence as adapts it for separate treatment Besides it is probable that many persons who would be eager to know the more recent precursors of the present condition of education would be less interested in ancient and medieval methods and means of instruction or in the ideas of education expressed by ancient sages at least until a knowledge of later educational history should have excited in them the desire for an acquaintance with the fathers of educational efforts and thought With this view this book is offered to the public About the Publisher Forgotten Books publishes hundreds of thousands of rare and classic books Find more at www.forgottenbooks.com This book is a reproduction of an important historical work Forgotten Books uses state of the art technology to digitally reconstruct the work preserving the original format whilst repairing imperfections present in the aged copy In rare cases an imperfection in the original such as a blemish or missing page may be replicated in our edition We do however repair the vast majority of imperfections successfully any imperfections that remain are intentionally left to preserve the state of such historical works

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