

# George S. Counts and Charles A. Beard

• Collaborators for Change •



Lawrence J. Dennis

# George S Counts And Charles A Beard Collaborators For Change

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## **George S Counts And Charles A Beard Collaborators For Change:**

**George S. Counts and Charles A. Beard** Lawrence J. Dennis,1989-01-01 Briefly traces the lives of the two influential educators discusses the factors that shaped their educational philosophy and looks at their major writings Social Reconstruction Karen L. Riley,2006-05-01 Social Reconstruction as a philosophy stream of thought or official program is often synonymous with Depression era Progressivism But Social Reconstruction unlike progressivism enjoyed political stardom The spirit of progressivism at least in terms of education found a home in those enthusiasts who supported a child centered perspective of education Others such as the essentialists viewed their progressive role as one that advanced the view of essential or basic education as the most sound approach to curriculum and teaching Still others more radical in their outlook believed that progress should be framed with questions about social justice and equity Proponents of social reconstruction included Harold Rugg and George Counts although the movement was rich with supporters To date social reconstruction is only a by word in most texts that deal with the Progressive Era or progressive education perhaps because Rugg and Counts the two most visible proponents sought and received the political limelight no matter how glaring In any event the depths of social reconstruction have yet to be plumbed Hence the first book in this series will offer a comprehensive treatment of Social Reconstruction which include chapters that examine its proponents political nature and social justice programs born of and within the tumultuous context of progressive politics Advocacy in the Classroom Patricia Meyer Spacks,1996-10-15 Noted literary critic Patricia Meyer Spacks has gathered together a group of both liberal and conservative professors to answer the question of whether or not a teacher can still bring passionate commitment to an idea into the classroom as a way of engaging students in a meaningful way **Modernization from the Other Shore** David C. Engerman,2004-01-15 From the late nineteenth century to the eve of World War II America's experts on Russia watched as Russia and the Soviet Union embarked on a course of rapid industrialization Captivated by the idea of modernization diplomats journalists and scholars across the political spectrum rationalized the enormous human cost of this path to progress In a fascinating examination of this crucial era David Engerman underscores the key role economic development played in America's understanding of Russia and explores its profound effects on U S policy American intellectuals from George Kennan to Samuel Harper to Calvin Hoover understood Russian events in terms of national character Many of them used stereotypes of Russian passivity backwardness and fatalism to explain the need for and the costs of Soviet economic development These costs included devastating famines that left millions starving while the government still exported grain This book is a stellar example of the new international history that seamlessly blends cultural and intellectual currents with policymaking and foreign relations It offers valuable insights into the role of cultural differences and the shaping of economic policy for developing nations even today Educating About Social Issues in the 20th and 21st Centuries Vol 1 Samuel Totten,Jon Pedersen,2012-04-01 Educating About Social Issues in the 20th and 21st

Centuries A Critical Annotated Bibliography is comprised of critical essays accompanied by annotated bibliographies on a host of programs models strategies and concerns vis vis teaching and learning about social issues facing society The primary goal of the book is to provide undergraduate and graduate students in the field of education professors of education and teachers with a valuable resource as they engage in research and practice in relation to teaching about social issues In the introductory essays authors present an overview of their respective topics e g The Hunt Metcalf Model Science Technology Science Genocide Education In doing so they address among other concerns the following key theories goals objectives and the research base Many also provide a set of recommendations for adapting and or strengthening a particular model program or the study of a specific social issue In the annotated bibliographies accompanying the essays authors include those works that are considered classics and foundational They also include research and practice oriented articles Due to space constraints the annotated bibliographies generally offer a mere sampling of what is available on each approach program model or concern The book is composed of twenty two chapters and addresses an eclectic array of topics including but not limited to the following the history of teaching and learning about social issues George S Counts and social issues propaganda analysis Harold Rugg s textbook program Hunt and Metcalf s Reflective Thinking and Social Understanding Model Donald Oliver James Shaver and Fred Newmann s Public Issues Model Massialas and Cox Inquiry Model the Engle Ochoa Decisionmaking Model human rights education Holocaust education education for sustainability economic education global education multicultural education James Beane s middle level education integrated curriculum model Science Technology Society STS addressing social issues in the English classroom genocide education interdisciplinary approaches to incorporating social issues into the curriculum critical pedagogy academic freedom and teacher education

**Historians in Public** Ian Tyrrell, 2005-11-15 From lagging book sales and shrinking job prospects to concerns over the discipline s narrowness myriad factors have been cited by historians as evidence that their profession is in decline in America Ian Tyrrell s *Historians in Public* shows that this perceived threat to history is recurrent exaggerated and often misunderstood In fact history has adapted to and influenced the American public more than people and often historians realize Tyrrell s elegant history of the practice of American history traces debates beginning shortly after the profession s emergence in American academia about history s role in school curricula He also examines the use of historians in and by the government and whether historians should utilize mass media such as film and radio to influence the general public As *Historians in Public* shows the utility of history is a distinctive theme throughout the history of the discipline as is the attempt to be responsive to public issues among pressure groups A superb examination of the practice of American history since the turn of the century *Historians in Public* uncovers the often tangled ways history makers make history both as artisans and as actors [More than a Historian](#)

Clyde Barrow, 2018-04-17 Charles A Beard 1874 1948 was one of America s most influential historians and political scientists He played a major role in founding the disciplines of history and political science helped shape the

teaching of social studies in the nation's public schools and was one of the nation's most popular public intellectuals. Yet in the second half of the twentieth century Beard's reputation has been eroded by relentless criticism. Clyde W. Barrow argues that Beard's work has renewed relevance in light of recent theoretical debates about the new institutionalism, the crisis of the welfare state, and American foreign policy messianism. Barrow takes Beard seriously as a political theorist while challenging many misconceptions. For example, Beard's method of economic interpretation has been dismissed as Marxist, but Barrow carefully reconstructs the sources of Beard's thinking to demonstrate that his method owes more to historical and institutional economics and that his concept of state-society relations was in fact derived from Madison's Tenth Federalist. Barrow reconstructs Beard's theory of American political development using his concept of realistic dialectics, which viewed the clash between democracy/Jeffersonianism and capitalism/Hamiltonianism as the engine of American political development. During the 1930s, Beard suggested that the United States was making the transition to a higher form of social and industrial democracy that would supersede the contradiction of American political development. Notably, Beard was a critic of the New Deal and the liberal welfare state because they failed to reconstruct the economic relations that reproduce inequalities of income, status, and power. Beard went on to voice his concern that at crucial junctures in American history, class struggle is diverted into international conflicts as popular leaders back down from a direct confrontation with the dominant capitalist elite. He analyzes American foreign policy as an extension of domestic economic policy and, in particular, a result of the failures of domestic economic policy. Beard's conception of American history plays itself out in a tragic cycle of imperialism and diversion that left him a disenchanted realist. This incisive study will be of interest to those interested in the evolution of historical thinking.

Addressing Social Issues in the Classroom and Beyond Samuel Totten, Jon

Pedersen, 2007-01-01. Addressing Social Issues in the Classroom and Beyond. The Pedagogical Efforts of Pioneers in the Field is comprised of essays that delineate the genesis and evolution of the thought and work of pioneers in the field of social issues and education. The authors, many of whom themselves are noted professors of education and who have done significant work in the field of social issues and education, delineate and analyze the efforts, e.g., theoretical work, research, curriculum development, and teaching of such pioneers within the larger framework of their life story. As a result, the reader is not only introduced to the significant work of each pioneer but also gains valuable and often fascinating insights into how his/her life experiences informed his/her thinking, beliefs, goals, and work. This book constitutes a rich and unusual record of the thinking and accomplishments of those luminaries who worked tirelessly in the belief that a well-educated and well-informed populace was absolutely imperative in a democracy if the latter were to remain healthy and vibrant. Beyond current scholars and students, we believe that this book will be of great interest to a wide spectrum of individuals: teacher educators who perceive the need to avail their students of the rich history, rationales, and methods for incorporating the study of social issues across the curriculum; professors who teach history of curriculum courses; and/or history of education courses are likely to be drawn

to the book both for the rich stories as well as the bounty of information found in each chapter those who specialize in autobiographical studies in the field of education are likely to find the book to be remarkably rich and valuable both for their own research as well as in their teaching secondary level teachers in science social studies and English who are interested in incorporating the study of social issues into the courses they teach will glean incredibly rich insights into why and how to go about such an endeavor and future scholars and students who care deeply about how society impacts education education impacts society and how individuals and groups can have a positive impact on society through their collective efforts are bound to find the book both fascinating and instructive

**Social Education in the Twentieth Century** Christine A. Woyshner, Joseph Watras, Margaret Crocco, 2004 Since the birth of the republic the aim of social education has been to prepare citizens for participation in democracy In the twentieth century theories about what constitutes good citizenship and who gets full citizenship in the civic polity changed dramatically In this book contributors with backgrounds in history of education educational foundations educational leadership and social studies education consider how social education inside and outside school has responded to the needs of a society in which the nature and prerogatives of citizenship continue to be contentious issues

**Bending the Future to Their Will** Margaret Smith Crocco, O. L. Davis Jr., 1999-10-20 This lively and thought provoking collective biography uncovers the contributions of past women educators who promoted a distinctive vision of citizenship education A distinguished group of scholars including editors Margaret Smith Crocco and O L Davis Jr consider the lives and perspectives of eleven women educators and social activists\_Jane Addams Mary Sheldon Barnes Mary Ritter Beard Rachel Davis DuBois Hazel Hertzberg Alice Miel Lucy Sprague Mitchell Bessie Pierce Lucy Maynard Salmon Hilda Taba and Marion Thompson Wright\_concerned over the last century with issues of difference in schools and society This volume s reconstruction of hidden history reveals the importance of these women to contemporary debate about gender pluralism and education in a democracy Characterized by views of education that were constructivist customized and transformative their lives and ideas present an alternative model to dominant conceptualizations of education\_one sensitive to the demands of pluralism within civil education long before the present day debates about multiculturalism

**A History of the Western Educational Experience** Gerald L. Gutek, 1994-12-14 This comprehensive volume examines the impact on education of such momentous world events as the ascendancy of neo Conservatism the collapse of the Soviet system the end of the Cold War the reunification of Germany and the resurgence of ethnonationalism It creates an historical perspective by identifying and analyzing the significant formative ideas and institutions that have shaped the Western educational heritage

**Dictionary of Modern American Philosophers** John R. Shook, 2005-01-01 The Dictionary of Modern American Philosophers includes both academic and non academic philosophers anda large number of female and minority thinkers whose work has been neglected It includes those intellectualsinvolved in the development of psychology pedagogy sociology anthropology education theology politicalscience and several other fields before these disciplines came to be considered distinct from

philosophy in the late nineteenth century Each entry contains a short biography of the writer an exposition and analysis of his or her doctrines and ideas a bibliography of writings and suggestions for further reading While all the major post Civil War philosophers are present the most valuable feature of this dictionary is its coverage of a huge range of less well known writers including hundreds of presently obscure thinkers In many cases the Dictionary of Modern American Philosophers offers the first scholarly treatment of the life and work of certain writers This book will be an indispensable reference work for scholars working on almost any aspect of modern American thought     American Educational History Revisited Milton Gaither, 2003 Milton Gaither is an assistant professor of education at Messiah College in Grantham Pennsylvania     Higher Education as a Tool for Progress in South Africa D. D. Tewari, 2024-10-08 Education is a tool used to elevate citizens from poverty and unemployment and thus contributes to nation building and the promotion of a knowledge based society in the information age South Africa can take a cue from Asia and its rapid industrialization in the 1970s and its subsequent progressive education The book is an illustrious historical and lucid discussion and commentary on the changing nature of education in the South African Higher education sector in particular It covers a canvass of issues on higher education and the knowledge industry in the South African context and possible challenges that lie ahead The twin challenges of low enrollment and high dropout rates in South African universities especially at first year level are alarming and robbing the country of its economic potential It is the need of the hour to collaborate on an international level to spur knowledge creation and economic growth which South Africa so desperately needs The book is a welcome addition for policy makers and research scholars in higher education     *The Teacher as Expert* Robert Welker, 1992-01-01 At a time of increasing pressure for teachers to become more professional and more technically competent this book examines in a critical fashion whether teachers should be considered experts Written in straightforward and accessible prose Welker examines the concept of expertise through the ideas of notable educational thinkers in the twentieth century beginning with E P Cubberley and George S Counts and concluding with a chapter on critical theory and the ideas of Maxine Greene and Henry Giroux Other chapters examine such thinkers as Willard Waller Daniel Lortie Alan Tom Philip Jackson and Ivan Illich Each chapter establishes an historical and ideological context and evaluates how the social character of the expert matches the responsibilities While the idea of the teacher assuming the role of educational expert is gaining increased credibility in the current reform movement this book shows that the concept fails to describe the senses of moral and social competence required of the teacher Also the notion of the expert teacher might stand in the way of teachers forming the type of public partnerships necessary for them to complete their tasks adequately     **The New Social Studies** Barbara Slater Stern, 2009-11-01 This volume The New Social Studies People Projects and Perspectives is not an attempt to be the comprehensive book on the era Given the sheer number of projects that task would be impossible However the current lack of knowledge about the politics people and projects of the NSS is unfortunate as it often appears that new scholars are reinventing the wheel due to their lack of knowledge about the

history of the social studies field The goal of this book then is to sample the projects and individuals involved with the New Social Studies NSS in an attempt to provide an understanding of what came before and to suggest guidance to those concerned with social studies reform in the future especially in light of the standardization of curriculum and assessment currently underway in many states The authors who contributed to this project were recruited with several goals in mind including a broad range of ages interests and experiences with the NSS from participants during the NSS era through new young scholars who had never heard much about the NSS As many of the authors remind us in their chapters much has been written of the failure of the NSS However in every chapter of this book the authors also point out the remnants of the projects that remain

**Encyclopedia of Educational Reform and Dissent** Thomas C. Hunt, James C. Carper, Thomas J. Lasley, II, C. Daniel Raisch, 2010-01-12 Educational reform and to a lesser extent educational dissent occupy a prominent place in the annals of U S education Whether based on religious cultural social philosophical or pedagogical grounds they are ever present in our educational history Although some reforms have been presented as a remedy for society's ills most programs were aimed toward practical transformation of the existing system to ensure that each child will have a better opportunity to succeed in U S society Educational reform is a topic rich with ideas rife with controversy and vital in its outcome for school patrons educators and the nation as a whole With nearly 450 entries these two volumes comprise the first reference work to bring together the strands of reform and reformers and dissent and dissenters in one place as a resource for parents policymakers scholars teachers and those studying to enter the teaching profession Key Features Opens with a historical overview of educational reform and dissent and a timeline of key reforms legislation publications and more Examines the reform or dissent related to education found in theories concepts ideas writings research and practice Addresses how reformers and dissenters become significant culture shaping people and change the way we conduct our lives Key Themes Accountability Biographies Concepts and Theories Curriculum and Instruction Diversity Finances and Economics Government Organizations Advisory Organizations Business and Foundations Organizations Curriculum Organizations Government Organizations Professional Organizations Think Tanks Public Policy Religion and Religious Education Reports School Types Special Needs Technology This authoritative work fills a void in the literature in the vast areas of educational reform and dissent making it a must have resource for any academic library Availability in print and electronic formats provides students with convenient easy access wherever they may be

**Conflict and Resolution** Jared R. Stallones, 2010-10-01 Conflict and Resolution Progressive Educators and the Question of Religion investigates the impact of religion in shaping the progressive education movement Historians of progressivism have described the progressive movement as a secularized version of fundamentally religious impulses a kind of secularized evangelicalism Many progressive political and social reformers were subject to powerful religious influences but were unable to adhere to the theological tenets held by their parents or grandparents Instead they secularized their religious impulses and devoted



themselves to social and political reform Conflict and Resolution extends this analysis to progressive educators through biographical sketches of five leaders in the progressive education movement and an examination of the role of religion in their work This investigation models three distinct ways in which progressive educators mediated their youthful religious experiences and their adult lives and careers Schoolmasters Jerry Voorhis of California and Felix Adler of New York City were Integrators those who actively incorporated firmly held religious beliefs into their educational thought and practice Educational philosophers William Heard Kilpatrick and John Lawrence Childs were Deniers those who rejected religious experience in their educational pursuits but not necessarily in their personal lives Finally preeminent progressive educator John Dewey was a Reinterpreter one who recast religious concepts and terminology to fit his newly emerging educational approaches The religious experiences of each of these men left their mark on the progressive education movement The richly textured biographical sketches found in Conflict and Resolution Progressive Educators and the Question of Religion portray the interior lives of these figures and explain how their religious experiences impacted their work The book will be of interest to educational historians biographers and others interested in the development of American education whether they come from a religious or secular mindset **American Educational History Journal** J. Wesley Null, 2011-06-01 The American Educational History Journal is a peer reviewed national research journal devoted to the examination of educational topics using perspectives from a variety of disciplines The editors of AEHJ encourage communication between scholars from numerous disciplines nationalities institutions and backgrounds Authors come from a variety of disciplines including political science curriculum history philosophy teacher education and educational leadership Acceptance for publication in AEHJ requires that each author present a well articulated argument that deals substantively with questions of educational history

*Social Science in the Crucible* Mark C. Smith, 1994 The 1920s and 30s were key decades for the history of American social science The success of such quantitative disciplines as economics and psychology during World War I forced social scientists to reexamine their methods and practices and to consider recasting their field as a more objective science separated from its historical foundation in social reform The debate that ensued fiercely conducted in books articles correspondence and even presidential addresses made its way into every aspect of social science thought of the period and is the subject of this book Mark C Smith first provides a historical overview of the controversy over the nature and future of the social sciences in early twentieth century America and then through a series of intellectual biographies offers an intensive study of the work and lives of major figures who participated in this debate Using an extensive range of materials from published sources to manuscript collections Smith examines objectivists economist Wesley Mitchell and political scientist Charles Merriam and the more purposive thinkers historian Charles Beard sociologist Robert Lynd and political scientist and neo Freudian Harold Lasswell He shows how the debate over objectivity and social purpose was central to their professional and personal lives as well as to an understanding of American social science between the two world wars These biographies

bring to vivid life a contentious moment in American intellectual history and reveal its significance in the shaping of social science in this country

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