

Eminent Educators
Studies in Intellectual Influence

MAURICE R. HERTZ

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Eminent Educators Studies In Intellectual Influence:

Eminent Educators Maurice R. Berube, 2000-01-30 *Eminent Educators* is the first book of its kind Focusing on the four intellectual giants of the 20th century John Dewey Howard Gardner Carol Gilligan and John Ogbu the book provides biographical information and analysis of their intellectual contributions Each of these individuals caused a major paradigm shift in American education with their intellectual influence and each in their unique contribution indelibly shaped education for the better Each educator represents one aspect of that most American of educational philosophies Progressive Education Progressive educators sought to educate the whole child intellectually morally socially and aesthetically In *Eminent Educators* Dewey represents two aspects of Progressive Education intellectually and aesthetically Gardner redefined intelligence Gilligan probed the moral development of girls women and Ogbu remapped the education of African Americans thus representing the social change aspect of Progressive Education

Eminent Educators Maurice R. Berube, 2000-01-30 *Eminent Educators* is the first book of its kind Focusing on the four intellectual giants of the 20th century John Dewey Howard Gardner Carol Gilligan and John Ogbu the book provides biographical information and analysis of their intellectual contributions Each of these individuals caused a major paradigm shift in American education with their intellectual influence and each in their unique contribution indelibly shaped education for the better Each educator represents one aspect of that most American of educational philosophies Progressive Education Progressive educators sought to educate the whole child intellectually morally socially and aesthetically In *Eminent Educators* Dewey represents two aspects of Progressive Education intellectually and aesthetically Gardner redefined intelligence Gilligan probed the moral development of girls women and Ogbu remapped the education of African Americans thus representing the social change aspect of Progressive Education

The Bright Boys Eileen Lebow, 2000-09-30 Named for the man who brought free higher education to city youths unable to afford the two local private colleges Townsend Harris High School reminded generations of New Yorkers of the city's debt to him Its mission was to prepare young men for success at City College where education was free to graduates of the city's public high schools The school's three year course was tough and rigorous Students learned to survive and perform or they left By the 1930s Townsend Harris was synonymous for bright boys students who scored high on the yearly Regents examinations but whose athletic ability hard as they tried was something of a joke The author traces the development of the preparatory school from the first years of its beginning in 1849 to its 1942 closing by Mayor Fiorello LaGuardia amid much controversy

Women in American Education, 1820-1955 June Edwards, 2001-11-30 The lives and contributions of eight female educators who influenced modern American schools are described as well as the historical context in which the women lived and worked These women challenged the male establishment broke barriers and utilized techniques heralded today as radical reforms such as teacher facilitation student initiative active learning meaning construction and practical applications of knowledge They stressed open ended research creativity and the integration of subject matter and they

promoted critical thinking peer cooperation and shared teacher student decision making The women s methods were radical in their own day and in many ways still are The female reformers described in this book opened the doors of education to the larger public often working with people excluded from traditional institutions including females the very young the mentally disabled immigrants of all ages homemakers and African American youth Without government subsidy most of these educators had to work with meager resources and constantly raise money for their schools and other projects by giving speeches writing books and articles soliciting wealthy donors and even organizing bazaars and bake sales With enormous confidence in the worth of their endeavors they persevered despite many hardships and gave their entire lives to creating new educational and career opportunities

The X Factor Clair T. Berube, 2010-06-01 American science education is in trouble As the United States continues to lag behind other nations in science achievement the question is asked how can we better get our students excited and inspired by science This is the science teacher s duty The irony of the education profession is that some of the most important aspects of it are the hardest to measure and replicate The things that matter most can be the hardest to quantify Some teachers can know the different learning styles intelligences and brain preferences of their students They can know best practices of how to deliver instruction They can do all these things and more but still not convey imagination and passion for science to their students But some science teachers do inspire These special teachers seem to possess something the others don t but what is it Exceptional science teachers make us feel better about ourselves through their teaching of science and bring us to a higher quality of life as a result while some science teachers can be the leading researchers in their fields yet leave us flat What is the recipe for this unique special teacher And why is it so hard to explain and describe The objective of this book is to uncover these aspects of teaching that are so hard to measure and quantify This is achieved through interviewing people who are either current or retired teachers or who were positively affected by a teacher and also through case studies of exceptional teachers in order to quantify and explain the exact traits and personality quirks of these exceptional people The contribution to the field of education this book hopes to achieve is the examination of the question why do some teachers have that X factor what exactly is it and how can we all have it

The End of School Reform Maurice R. Berube, Clair T. Berube, 2007 Education as a major social movement is coming to an end The theoretical framework for this proposition derives from Thomas Kuhn s theory of paradigm shifts of major movements and Hegel s end of history thesis The end of school reform thesis blends Arthur Danto s end of

Sociology of Education James Ainsworth, 2013-04-11 The sociology of education is a rich interdisciplinary field that studies schools as their own social world as well as their place within the larger society The field draws contributions from education sociology human development family studies economics politics and public policy *Sociology of Education An A to Z Guide* introduces students to the social constructions of our educational systems and their many players including students and their peers teachers parents the broader community politicians and policy makers The roles of schools the social processes governing schooling

and impacts on society are all critically explored Despite an abundance of textbooks and specialized monographs there are few up to date reference works in this area Features Benefits 335 signed entries fill 2 volumes in print and electronic formats providing the most comprehensive reference resource available on this topic Cross References and Suggestions for Further Reading guide readers to additional resources A thematic Reader s Guide groups related articles by broad topic areas as one handy search feature on the e Reference platform which also includes a comprehensive index of search terms facilitating ease of use by both on campus students and distance learners A Chronology provides students with historical perspective on the sociology of education

Works about John Dewey, 1886-2012 Barbara Levine,2013-11-05 Works of John Dewey 1886 2012 is an invaluable and meticulously compiled resource for the growing number of scholars and researchers seeking a deeper understanding of the work of the prominent American philosopher psychologist and educational reformer Dewey 1859 1952 an influential philosopher credited with the founding of pragmatism and also recognized as a pioneer in functional psychology and the progressive moment in education was hailed by Life magazine in 1990 as one of the one hundred most important Americans of the twentieth century This rich and continually expanding compendium of historical and more recent essays research and references is a testament to the growing interest in Dewey s intellectual work and his measurable impact in the United States and throughout the world In Works of John Dewey 1886 2012 some four thousand new entries are presented in ebook format in addition to those from earlier print and electronic editions dating back to 1995 Copies of most of the works have been obtained and are stored at the Center for Dewey Studies For the first time users can access all items from all editions in one user friendly format Jump links to alphabetical sections facilitate movement through the vast collection of entries Users can search by keyword and author

Makiguchi and Gandhi Namrata Sharma,2008-08-28 Makiguchi and Gandhi explores ideas about Japanese educator Tsunesaburo Makiguchi 1871 1944 and Indian political leader Mahatma Gandhi 1869 1948 as examples of inspiration for large mass movements in the 20th century Based on research done in Japan India Hawai i and the United Kingdom this book breaks new ground by examining and theorizing the fate of dissident thinkers and raises the question often asked by both Gandhian and Soka scholars alike were they truly radical thinkers

Conflicts in Curriculum Theory João M. Paraskeva,2021-10-25 Since its original publication *Conflicts in Curriculum Theory* has firmly established itself as the key volume that not only advanced alternative ways to think about education and curriculum but also introduced innovative scholarship and a radical conceptual grammar for the field In this revised second edition Paraskeva addresses current epistemological shifts and avenues within and beyond counter dominant Eurocentric curriculum perspectives In this second edition which includes a new introduction he provides a critical examination of the modern Eurocentric curriculum and introduces readers to new theoretically rich concepts of curriculum momentism curriculum involution and curriculum Occidentosis pushing the curriculum debate far beyond the classical Eurocentric matrix

STEM and the City Clair Berube,SueAnne McKinney,2025-09-24 STEM and the City second edition

is a book that takes the topics of the first edition and brings them into a post Covid educational world Drs Berube and McKinney use their experience in the classroom to reassure teachers especially STEM teachers that despite the current culture wars the children of America still need you *An Intellectual Biography of Africa* Francis Kwarteng, 2022-07-13

Africa is the birthplace of humanity and civilization And yet people generally don't want to accept the scientific impression of Africa as the birthplace of human civilization The skeptics include Africans themselves a direct result of the colonial educational systems still in place across Africa and even those Africans who acquire Western education particularly in the humanities have been trapped in the symptomatology of epistemic peonage These colonial educational systems have overstayed their welcome and should be dismantled This is where African agency comes in Agential autonomy deserves an authoritative voice in shaping the curricular direction of Africa Agential autonomy implicitly sanctions an Afrocentric approach to curriculum development pedagogy historiography literary theory indigenous language development and knowledge construction Science technology engineering mathematics information and communications technology STEM ICT and research and development R D both exercise foundational leverage in the scientific and cultural discourse of the kind of African Renaissance Cheikh Anta Diop envisaged Mr Francis Kwarteng has written a book that looks at some of the major distortions of African history and Africa's major contributions to human civilization In this context Mr Kwarteng joins a long list of thinkers who roundly reject the foundational Eurocentric epistemology of Africa in favor of an Afrocentric paradigm of Africa's material spiritual scientific and epistemic assertion Mr Kwarteng places S T E M and a revision of the humanities at the center of the African Renaissance and critiques Eurocentric fantasies about Africa and its Diaspora following the critical examples of Cheikh Anta Diop Ama Mazama Molefi Kete Asante Abdul Karim Bangura Theophile Obenga Maulana Karenga Mubabingo Bilolo Kwame Nkrumah Ivan Van Sertima W E B Du Bois and several others Readers of this book will be challenged to look at Africa through a critical lens Ama Mazama editor author of *Africa in the 21st Century Toward a New Future* There are countless books about the evolution of European intellectual thought but scarcely any that captures the pioneering contributions of Africans since the beginning of recorded knowledge in Kemet a.k.a Ancient Egypt Well that long drought has ended with the publication of Kwarteng's *An Intellectual Biography of Africa A Philosophical Anatomy of Advancing Africa the Diopian Way* Prepare to be educated Milton Allimadi author of *Manufacturing Hate How Africa Was Demonized in the Media* *African American Entrepreneurs* Michelle Ingram Spain, J. Mark Munoz, 2018-03-22 African American entrepreneurs are key contributors to the American economy Faced with numerous challenges many African American entrepreneurs have learned to transcend tough obstacles leverage resources and strategically pursue opportunities to achieve business success This book captures the stories and mindsets of contemporary African Americans in their quest for the American dream **Thinking About Black Education** Hilton Kelly, Heather Moore Roberson, 2023-03-24 2024 SPE Outstanding Book Award Winner In this pioneering interdisciplinary reader Hilton Kelly and Heather Moore Roberson have

curated essential readings for thinking about black education from slavery to the present day The reading selections are timeless with both historical and contemporary readings from educational anthropology history legal studies literary studies and sociology to document the foundations and development of Black education in the United States In addition the authors highlight scholarship offering historical conceptual and pedagogical gems that shine a light on Black people s enduring pursuit of liberatory education This book is an invitation to a broad audience from people with no previous knowledge to scholars in the field to think critically about Black education and to inspire others to uncover the agency dreams struggles aspirations and liberation of Black people across generations Thinking About Black Education An Interdisciplinary Reader will address essential readings in African Americans education The text is inspired by the editors diverse backgrounds in interdisciplinary scholarship and professional communities Necessary after 400 years of struggle for people of African American descent to become fully educated citizens with all the rights and privilege that true freedom brings it can serve as a cornerstone during this quadricentennial moment by showcasing canonical cutting edge and essential scholarship that people of African descent have produced in the United States The collection includes many of the great foundational thinkers and writers of the last 100 years Selections include work from Heather Andrea Williams James D Anderson Elizabeth McHenry D M Douglas Vanessa Siddle Walker Thomas Sowell Trudier Harris Signithia Fordham and John U Ogbu A A Akom Mano Singham Gloria Ladson Billings bell hooks William F Tate IV James Earl Davis Emery Petchauer Michael J Dumas and kihana miraya ross Thinking About Black Education is an essential text for a variety of Black Studies courses but it should also appeal to a broader audience of students and scholars interested in racial equity and social justice across the disciplines Perfect for courses such as Black Education from Slavery to Freedom Foundations of American Education Introduction to Africana Studies Introduction to Foundations of Education Schools Society Race and Education African American Education African American Philosophy Education in African American Culture

When I Was a Child Susan B. Ridgely, 2006-05-18

First Communion is generally understood as a rite of passage in which seven and eight year old Catholic children transform from baptized participants in the Church to members of the body of Christ the universal Catholic Church This official Church account however ignores what the rite actually may mean to its participants In When I Was a Child Susan Ridgely Bales demonstrates that the accepted understanding of a religious ritual can shift dramatically when one considers the often neglected perspective of child participants Bales followed Faith Formation classes and interviewed communicants parents and priests in an African American parish and in a parish containing both white and Latino congregations By letting the children speak for themselves through their words drawings and actions When I Was a Child stresses the importance of rehearsal the centrality of sensory experiences and the impact of expectations in the communicants interpretations of the Eucharist In the first sustained ethnographic study of how children interpret and help shape their own faith Bales finds that children s perspectives give new contours to the traditional understanding of a common religious ritual Ultimately she argues

that scholars of religion should consider age as distinct a factor as race class and gender in their analyses **Early Childhood Education** Suzanne Krogh, Kristine Slentz, 2010-10-04 Extending your Learning activities provide opportunities for further discussion and debate *Esperanza School* Eloisa Rodriguez, 2012-05-01 In *Esperanza School* A Grassroots Community School in Honduras Eloisa Rodriguez takes us into the daily lived experiences of members of a community school Esperanza School situated in a rural area in Honduras Her work engages readers in a critical analysis of what Esperanza School represents for the community Rodriguez explores the characteristics that have made Esperanza School a community school in vivid life like detail she describes how Esperanza School functions as the heart of the community by providing opportunities for impoverished youth to attend the school facilitating relationships with a nearby orphanage and developing professional development workshops for rural teachers Rodriguez narrates the story of Esperanza School s establishment interactions within the community and the characteristics of the school personnel that illuminate the social justice mission of the school and create new possibilities for the community Throughout Rodriguez discusses how Esperanza School represents hope for quality education in this community and ultimately in her country Honduras Unlike many studies on community schools this book deals with the reality of the community and the school s impact on the community The book compliments and extends the existing literature on community schools by focusing on the students teachers and founders experience of studying and working in Esperanza School Rodriguez has been involved with Esperanza School for ten years her personal passionate commitments to this school and to her country are illuminated in stories of her participation in the school Through a multicultural and cross cultural narrative inquiry methodological framework a deeper understanding of the ideological cultural and educational experiences of creating a community school working in one and the impact of having a community school are presented A philosophical framework developed from the work of Paulo Freire and John Dewey provides an analytical lens to examine schooling in Honduras The picture that emerges from this book provides a guide for ways to make a difference in the Honduran educational system and other developing countries Pre service and in service teachers educational researchers administrators educational policy makers and those who advocate for educational settings and schools for impoverished communities can learn from this book It is a representation of a necessity for developing countries to improve the education in schools from ineffective public schools to community schools for all Poverty and Schooling Sue Books, Valerie Polakow, 2001-10-01 This is a special issue of Educational Studies Volume 32 No 3 from 2001 It s main focus is poverty and schooling with two guest editors that have been deeply involved in research and teaching on the problem of children in poverty for many years and bring their considerable expertise to this excellent collection of scholarship and reviews Loving God, Loving Neighbor Peggy Kendall; Claire Smith; Tim Ke, 2008-04-01 In almost every congregation there is a searching youth who is somehow different from the rest one who thinks more deeply asks more questions and wants to make a difference in the world This young person may be seen as a loner an upstart or someone who

does not fit Youth workers may not know what to do with these inquisitive youth and a youth program that meets the congregation's expectations probably won't connect with the needs and interests of searching youth Eventually searching youth turn into searching adults who continue to stir things up and enrich the life of our congregations with their questions insights witness and service These young people have the capacity and ability to provide significant leadership in our congregations now and in the future Because of their unique gifts we are offering this book as a resource for pastors teachers and youth leaders who work with them In this book faculty members students and recent graduates of Saint Paul School of Theology look through the eyes of their academic disciplines and ministry experience to explore the foundations for ministry with searching youth and to offer designs for your ministry Reforming College Composition Ray Wallace, Alan Jackson, Susan Lewis Wallace, 2000-07-30 As colleges and universities have responded to the demand of businesses and industries for graduates who can write effectively Composition Studies has gained significance However while new theories and approaches to the teaching of writing have been proposed and implemented many composition courses do not satisfactorily educate their students This volume includes essays by writing specialists who are concerned with their own failure to improve their students writing skills These contributors examine why entering college students still write poorly and why our various attempts to improve such poor writing skills have largely failed They compare the promise of previously touted new methods paradigm shifts and curricular innovations with the reality of little change or improvement they describe what their students can and cannot do in the writing classroom even after 12 years of primary and secondary education and they address what they see as needed reforms in the whole idea of college composition especially for the first year college student

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










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