

20th century ed institution

1. It seems to me there aren't very many major segments to the story of 20th century ed institution. I need to double check the fine details, but it seems to me the major movements were the following.

A) Dewey and Deweyism

- Dewey ran his laboratory school from 1896-1904. He published a bit after that, but by circa 1920 he was himself not an active reformer. His last major education work came in 1916. → rationalist theoreticians
- Dewey's work did influence academics' views on ed. reform throughout the 20th century. But, as ^{goes} an old story in the history of philosophies, the amateur philosophers and applicers who came after Dewey held different and contrary interpretations of Dewey's work.

B) Concurrent with academics' reform movements.

was the vocational/industrial education movement. This had its 19th century predecessors in the manual training movement (1876-c.1900), the corporation schools (1872-1905), the trade school movement (1868-1912), and the California Voc. Ed. Program (1854-1915). (see Blake pg 71, 77-79)

- I need to check some details here, but I think the uneasy compromise that developed between the academics and the Voc. ed. people wrt manual training and Voc. ed. in the public schools was a seed for the unjust and antisocial attitudes concerning education being "wasted" on most children & i. "just train 'em for a job skill."

C) ~~Academic~~ ^{Collegiate} Theories of Rationalist Theoreticians

- From 1891-1913 and again from 1929-1944, there were numerous national studies on secondary education carried out. These studies were led many by college academics with participation by delegates from [Blake pp 67-68]

- The Carnegie Foundation for the Advancement of Teaching (N.Y., 1906);

- The National Society for the Study of Education (1915, '17, '18, '19);

see also
Potter (1967)
pp 378-381

- The Commission on the Reorganization of Secondary Education (1918). This group came out with 7 "Cardinal Principles of Secondary Education"

1. Health

2. Command of Fundamental Processes

3. Worthy Home Membership

4. Vocation

5. Citizenship

6. Worthy Use of Leisure (Blake, ps 68)

7. Ethical Character

- U.S. Office of Education (1929-31)

- NEA Dept. of Secondary School Principals (1929-31)

- A committee on "Cooperative Study of Secondary School Standards" (an accreditation plan) (1933-38)

- The ~~National~~ Educational Policies Commission, est. 1935

by NEA, AASA, USOE &

- Commission on the Relation of School and College of The Progressive Education Association (1936-'44)

D) The Higher Ed Reform (1880-1910). Because of the influence of Academics after 1910, this disastrous reform certainly would have poisoned all the others.

E) Nat. Defense Education Act of 1958

This was a piece of cold war legislation in the post-Sputnik era that kicked off school reforms in the 1960s. These were interrupted by the civil war, which destroyed all the remaining vestiges of liberal education at US universities.

Public school reform ever since has been driven by judgments of taste, unexamined suppositions, and politics.

F) The neo-conservative backlash (¹⁹⁸⁰~~1985~~ - present)

This has been essentially a political movement aimed at breaking the power of the academics over education planning and policymaking. It is in a sense the direct descendent of a marriage between the old monopolist Plutocrats of the 1880s & business movement and the disappointed voc. ed. proponents who lost out to the academics in the 1940s.

- 2 By "the academics" I refer to those collegiate so-called leaders who were styled the "experts" in education and served as policy makers and advisors. ~~This is one of the isolated~~ These people constitute a sort of self-annointed aristocracy w/in the community of teachers. They are, however, researchers and theoreticians rather than teachers, and the main ranks of actual teachers often disagree with these pretenders. The Academics are a pseudo-Platonic mini-Society who claim to be education leaders but who are in fact only rationalist theoreticians. "Rationalist Theoreticians" is a better name than "academics".

3. Contextual Framework

I hypothesize that 20th century ed. reforms are the unnatural products of ~~a~~ competition and conflict among four major factions. These are

1. The rationalist Theoreticians who claim to be adherents of Deweyism

2. The pseudo-pragmatists who champion voc. ed. and job skill training

3. The ~~Faylor~~ educational Taylorites

4. ^a ~~The~~ proletariat public who pay for the institution of public education but are dissatisfied with the ineffectiveness of its implemented performance.

None of these factions ~~follow~~ ^{follow} natural science principles and all champion strategies and tactics that are contrary to human nature and, as a consequence, exhibit pronounced antisocial attitudes.

4. The contextual framework hypothesis just stated can be tested. The test is to examine the history of 20th century activities, who promoted these activities, who opposed them, and their aftermaths.

✓ 5. 20th century reforms were carried out "on a darkling plain swept with confused alarms of struggle and flight, where ignorant armies clash by night."

[Matthew Arnold [1867] Dover Beach, st. 4]

✓ 6. When the appearances of any of the 24 general functions of public instructional education are only accidental events and not deliberate functions of an education program, the institution cannot be said to exhibit them. The ratings at the end of the 20th century are 0 for all 24.

A. Potter (1967) ; ~~Potter & Potter (2007)~~

1. Potter's coverage of the history of education in the 20th century is found in chaps. 13-17 and his introduction to part 5 in his book. His window covers 1900 to 1963.
2. Some of Potter's statements on pp 364-73 are good citations summarizing the 20th century provided these are accompanied by my ^{notes} ~~notes~~ of ^{their} critique.
3. Ps 374: Cremin's "ten major new developments" is an instructive list for illustrating the symptoms of reform efforts in the 20th century. Potter is right to say the practices now differ from those of 1900. But malpractice in a different form is still malpractice.
4. pp 372-373 are consistent w/ the hypothesis of pg 66.
- * 5. General Remark: The diverse perspectives of different ed. historians all reflect the orienting influences of individual judgments of taste. All the different historians' perspectives will be both true and false as a consequence of this. I need to sort these opinions into those which are objectively common and those in ^{mutual} opposition. Also, the judgments of taste should be similarly catalogued.
- * 5a The study of history, being at present a practice of natural history but not social-natural science, can do no otherwise than to take judgments of taste as its basis. True ^{social-natural} ~~critique~~ of history ^{science} must call upon mental physics because the topic of history is the study of outcomes of human agencies. True historical critique is grounded in this.

6. The topics of Potter's 20th century chapters are

(ch. 13) summary of major developments

(ch. 14) psychological and pseudo-psychological influences on pedagogy

(ch. 15) empiricist movements

(ch. 16) major conflicts

(ch. 17) educational demagoguery

B. Pulliam & Patten (2007)

1. P&P (ch. 2) provides a superior summary of the philosophical, pseudo-~~metaphysical~~ philosophical, psychological, and pseudo-psychological influences on 20th century ed.

2. The ~~the~~ organize their coverage by time sequence

1865-1918 (ch. 6)

"After 1918" (ch. 7)

1960-2000 (ch. 8)

C. Ravitch

1. Ravitch chronicles specific measures and criticizes them.

Her book is not chronological but rather topical wrt major trends and prejudices.

D. Reese (2011)

1. Reese gives his focus to the conflicts of diverse mini-Societies who sought throughout the 20th century to dump responsibilities for social problems into the lap of PIE. ~~The~~ He follows what I will call the "demand side" of the institution question.

2. He also treats issues that made PIE institution not practically capable of satisfying these diverse demands, and of the factions developing out of frustrations.

1. Special interest groups are a particular species of mini-Community.
2. The 20th century PIE institution can be characterized as a political conflict ~~be~~ among diverse mini-Communities of educational special interests.
3. Much of the reforms that took place were local or state initiated. However, the spread of reforms across the nation took place largely by mimesis and w/o adequate scientific rigor to ensure adequacy for the national-level social contract.
4. This last point is p/o a general organizational problem in PIE institution. The institution is not properly oriented for practical distributed (Tocqueville) implementation. Different special interest groups and levels of government fight over central control of PIE like hyenas fighting over a carcass.
5. Potter pg 389 provides a particular issue-case that brings into focus one very fundamental issue in the institution of PIE. It is this: The social contract of a civil national Community has different levels of civic responsibilities. These are distinguished by the sphere of interests that must be served. Because of the diverse overlapping existence of mini-Communities, the general structure of a social contract is by necessitation one of distributed levels of specifics. In consequence, there cannot be a single one-size-fits-all contract covering every person. Rather, the quintessence of a practical social contract is its distributive nature. A rough and fuzzy division of levels according to mini-Community interests

would be :

family mini-Community

neighborhood mini-Community

municipal mini-Community

county mini-Community

~~State~~ regional mini-Community

State mini-Community

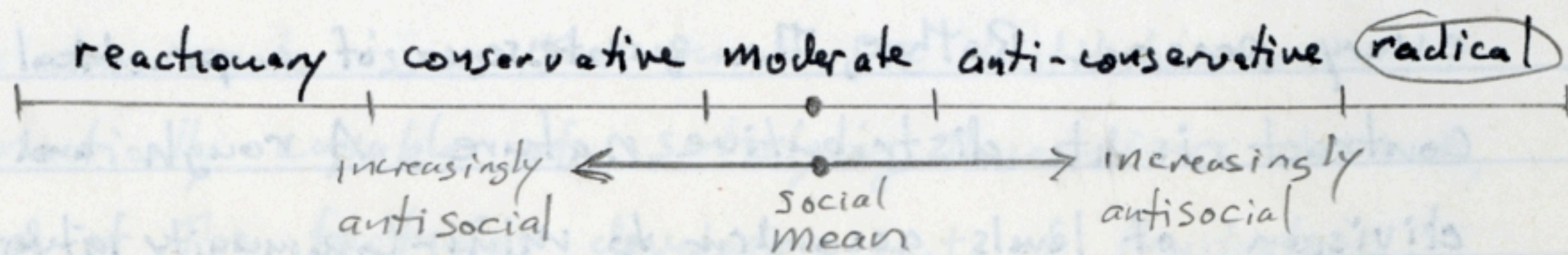
federal mini-Community

Here I distinguish between federal and national ~~is~~ by

* The convention of Madison in Federalist - Is it coincidence that the # of levels here is the same as Kant's classification of levels of Knowledge? Interesting Theoretical question.

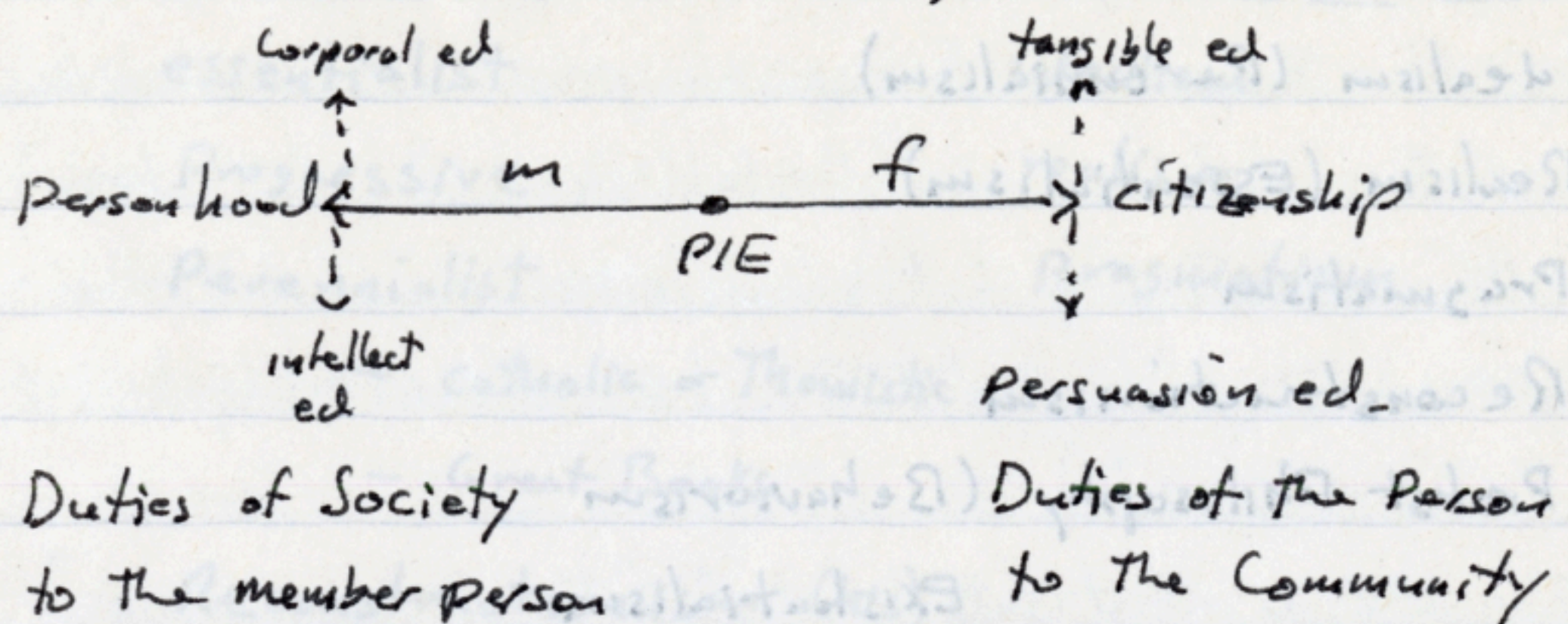
6. My pg 66 trial classification of the factions is not adequate. The real units of faction were the special interest mini-Communities. A few of these have been distinguished by name, but this nominalism is not objectively sufficient. The challenge requires that true functional classes be referenced to diverse mini-Community civics and civil rights. Civics pertains to Duties of mini-Communities; civil rights pertain to ~~Duties~~ reciprocal Duties of the general Community to legitimate mini-Communities. (The KKK is an example of an illegitimate mini-Community).

7. The spectrum of judgments of taste is an important point to bring out :



Note the similarity to Aristotle's moral Theory structure

8. It's probably also worthwhile to review the ILAR of PIE in chap. 13, i.e.,



9. Chap. 13 should review the reformers themselves and the failed fruit of their end result at the close of the year 2000. Stress the distinction between philosophers and philosophizers. Give brief bios of the main players.
10. Chap. 14 goes into the details of 20th century reform movements and the critique of their disastrous failure.
11. Use the fact PIE \subset justice system to explain why the so-called progressives violated the social contract and attempted to usurp a rulership they can never be granted.
12. Use Pulliam & van Patten chap. 2 as a skeleton for organizing chap. 13. Augment w/ Potter, Ravitch and w/ some of Reese's "demand side" observations.
13. To the extent Pulliam & van Patten fairly represent education philosophizers, their understanding of "idealism" and, esp., "realism" is flawed. See my notes on pp 39⁺ of P&P.
14. How much agreement is there by the source authors on the "educational philosophies" and how many of these are recognized by philosophy as philosophies? Ps 72 shows the listings.