"THE HISTORICAL FOUNDATIONS OF EDUCATION"
WHAT IS HISTORICAL???

WHAT IS FOUNDATION???
5000 BC - 7000 BC (Before Writing)

- **Pre-literate Societies**

- Educational Goals:
  - To teach survival skills, Teach group harmony

- **Students:** Their Children

- Instructional Methods:
  - Informal, Children imitates adult

- Curriculum:
  - Practice Hunting, Fishing, Songs, Poems and Dances

- **Agents:**
  - Parents, Tribal elders, Religious leaders

- **Influence in Education:**
  - Informal, Transmission of skills
CHINA
3000 BC – 1900 AD

• EDUCATIONAL GOALS:
  - Prepare the Elites to govern the empire according to Confucian principles

• STUDENTS: Males of upper class

• INSTRUCTIONAL METHODS: Memorization and Recitation

• CURRICULUM: Confucian Classics

• AGENTS: Government Officials

• INFLUENCE ON EDUCATION: Written Examination for Civil Service
INDIA
3000 BC UP TO PRESENT

<table>
<thead>
<tr>
<th>EDUCATIONAL GOALS:</th>
<th>- To learn Behavior and Rituals based on “Vedas”</th>
</tr>
</thead>
<tbody>
<tr>
<td>STUDENTS:</td>
<td>Males of upper class</td>
</tr>
<tr>
<td>INSTRUCTIONAL METHODS:</td>
<td>Memorizing and Interpreting sacred texts</td>
</tr>
<tr>
<td>CURRICULUM:</td>
<td>Vedas and Religious texts</td>
</tr>
<tr>
<td>AGENTS:</td>
<td>Brahmin Priests Scholars</td>
</tr>
<tr>
<td>INFLUENCE ON EDUCATION:</td>
<td>Cultural transmission and assimilation as well as spiritual detachment</td>
</tr>
</tbody>
</table>
EGYPT
3000 BC - 300 BC

- EDUCATIONAL GOALS:
  - To prepare priests according to scribe for the empire

- STUDENTS:
  - Males of upper class

- INSTRUCTIONAL METHODS:
  - Memorizing and Copying texts

- CURRICULUM:
  - Religious or Technical texts

- AGENTS:
  - Priests and Scribes

- INFLUENCE ON EDUCATION:
  - Restriction on Educational controls to priest elites
**GREEK**  
**1600 BC - 300 BC**

<table>
<thead>
<tr>
<th><strong>EDUCATIONAL GOALS:</strong></th>
<th>To cultivate civic responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STUDENTS:</strong></td>
<td>Male children ages 7 - 20</td>
</tr>
<tr>
<td><strong>INSTRUCTIONAL METHODS:</strong></td>
<td>Memorization and recitation in primary schools, lecture, discussions, dialog in higher schools.</td>
</tr>
</tbody>
</table>
| **CURRICULUM:**         | **ATHENS:** Reading writing arithmetic, drama, poetry, music  
**SPARTA:** Drill, Military Songs and Tactics |
| **AGENTS:**             | **ATHENS:** Private Teachers and Philosophers  
**SPARTA:** Military Teachers |
| **INFLUENCE ON EDUCATION:** | **ATHENS:** Well rounded, liberally educated  
**SPARTA:** Concept of Military State |
ROMAN
750 BC - 450 AD

**EDUCATIONAL GOALS:**
- Cultivate religious commitment to Islamic beliefs; expertise in mathematics, medicine and science.

**STUDENTS:**
Male children of upper class ages 7-20

**INSTRUCTIONAL METHODS:**
Memorizing and recitation in primary schools, imitation and discussion in higher schools

**CURRICULUM:**
Reading, Writing, Arithmetic, Literature, Scientific Studies

**AGENTS:**
Mosques, Court schools

**INFLUENCE ON EDUCATION:**
Arabic numerals and computation, medicine and science materials
<table>
<thead>
<tr>
<th><strong>EDUCATIONAL GOALS:</strong></th>
<th>• To prepare priests according to scribe for the empire</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STUDENTS:</strong></td>
<td>Males of upper class</td>
</tr>
<tr>
<td><strong>INSTRUCTIONAL METHODS:</strong></td>
<td>Memorizing and Copying texts</td>
</tr>
<tr>
<td><strong>CURRICULUM:</strong></td>
<td>Religious or Technical texts</td>
</tr>
<tr>
<td><strong>AGENTS:</strong></td>
<td>Priests and Scribes</td>
</tr>
<tr>
<td><strong>INFLUENCE ON EDUCATION:</strong></td>
<td>Restriction on Educational controls to priest elites</td>
</tr>
</tbody>
</table>
MEDIEVAL PERIOD
500 AD - 1400 AD

- **EDUCATIONAL GOALS:**
  - Develop religious commitment, knowledge and ritual, establish social order, prepare for appropriate roles

- **STUDENTS:**
  - Male children of upper class, girls and women entering religious community ages 7-20

- **INSTRUCTIONAL METHODS:**
  - Memorizing and Recitation in lower schools, text analysis and discussion in higher schools and universities.

- **CURRICULUM:**
  - Reading, Writing, Arithmetic, philosophy, theology, military and chivalry.

- **AGENTS:**
  - Parish, cathedral schools, universities, knighthood.

- **INFLUENCE ON EDUCATION:**
  - Structure and organization of the university, institutionalization of knowledge
RENAISSANCE
1350AD – 1500 AD

• EDUCATIONAL GOALS:
  - Cultivate humanist expert in Greek and Latin classics; prepare people to serve dynastic leaders

• STUDENTS:
  Male children of aristocracy and upper class, fr. 7-20

• INSTRUCTIONAL METHODS:
  - Memorization, Translation and Analysis of Greek and Roman classics, classical literature, poetry and art

• CURRICULUM:
  - Latin and Greek classical literature, poetry and art.

• AGENTS:
  Classical humanist educators and Latin schools

• INFLUENCE ON EDUCATION:
  - Emphasis on literary knowledge, excellence and style in classical literature, two track system of schools
REFORMATION
1500AD - 1600 AD

• EDUCATIONAL GOALS:
  - Cultivate commitment to a particular religious denomination and general literacy.

• STUDENTS:
  - Boys and girls ages 7-12 in vernacular schools, young men of upper class in humanist school.

• INSTRUCTIONAL METHODS:
  - Memorization, Drill, Indoctrination, translation and analysis of classical literature.

• CURRICULUM:
  - Reading, writing, catechism, religious concepts and rituals, Latin and Greek Theology.

• AGENTS:
  - School for general public and classical schools for upper class

• INFLUENCE ON EDUCATION:
  - Commitment to universal education to provide literacy for everyone, origins of school systems, dual track school system based on socio-economic class and career goals.
IMPORTANT EDUCATIONAL THEORIST
CONFUCIUS

**PHILOSOPHY:**
- Developed ethical system based on hierarchy; human relations and roles, emphasized order and stability.

**VIEW OF HUMAN NATURE:**
- Human beings need the order of a stable society. People accept duties that come with their station in life.
SOCRATES

- **PHILOSOPHY:**
  - Philosophical idealism, political conservatism

- **VIEW OF HUMAN NATURE:**
  - That Humans define themselves by self examination
PLATO

- PHILOSOPHY:
  - Philosophical idealist, social conservative, added intuition

- VIEW OF HUMAN NATURE:
  - That Humans can be classified on intellectual capabilities
ARISTOTLE

- **PHILOSOPHY:**
  - Realist, views society based on realism and observation

- **VIEW OF HUMAN NATURE:**
  - That Humans have the power of rationality to guide their conduct
• **PHILOSOPHY:**
  - Rhetorician, oratory for personal gain and public service. Plays role in child Development

• **VIEW OF HUMAN NATURE:**
  - Only certain people have capacity for leadership based on their oratory skills.
THOMAS AQUINAS

- **PHILOSOPHY:**
  - Christian Theology and Aristotelian Philosophy.

- **VIEW OF HUMAN NATURE:**
  - That Humans have soul and Body.
ERASMUS

• PHILOSOPHY:
  - Christian orientation, educator as a social and intellectual critic

• VIEW OF HUMAN NATURE:
  - That Humans are capable of great achievements and also profound stupidity
MARTIN LUTHER

**PHILOSOPHY:**
- Reformed theology by stressing faith and individual conscience

**VIEW OF HUMAN NATURE:**
- That Human nature is corrupt, weak self centered and in state of rebellion from god.
EASTERN PHILOSOPHERS
AL-FARABI
(870-950)

- **PHILOSOPHY:**
  - Based for human nature is knowledge. Human mind can distinguish right from wrong through wisdom

- **EDUCATIONAL PHILOSOPHY**
  - Distinguish Teaching from Education

- **VIEW OF HUMAN NATURE:**
  - The ultimate knowledge is innate
IBN SIÑA HAYATI
(980 – 1037)

- **PHILOSOPHY:**
  - Moral virtues are as important as knowledge itself

- **EDUCATIONAL PHILOSOPHY**
  - Children should be taught without pressure
  - Children should be taught from ages 6 – 14
  - A good teacher can recognize children’s abilities

- **VIEW OF HUMAN NATURE:**
  - Children are innocent and clean from the start, should be taught moral values from birth
AL-BIRUNI
(973- 1051)

- PHILOSOPHY:
  - In order to love each other, humans should learn and respect each others language, religion, traditions and thinking.

- EDUCATIONAL PHILOSOPHY
  - He was expert in astronomy, physics, botany, pharmacology and geography.
  - He believes that the scientific work should be cleaned of magic, superstition and anything that opposes logic.

- VIEW OF HUMAN NATURE:
  - Humanist perspective
• PHILOSOPHY:
  - education must awaken the innate abilities of the human mind.
  - He criticized memorization and advocated active interrogation of the text, saying, "One who believes all of a book would be better off without books". One should check for internal consistency by comparing sections and debate the probability of factual accounts by comparing them with experience.

• VIEW OF HUMAN NATURE:
  - asserted the innate goodness of the individual, believing that it was society's influence – its lack of a positive cultivating influence – that caused bad moral character.
• PHILOSOPHY:
  - Man’s inborn tendencies need to be curbed (restricted/limit) through education and ritual. And that ethical norms had been invented to rectify mankind.

• VIEW OF HUMAN NATURE:
  - counter to Mencius’s view that man is innately good
MOZI (MO-TZU)  
(470-391 BC)

- **PHILOSOPHY:**  
  - Mozi's moral teachings emphasized self-reflection and authenticity rather than obedience to ritual.

- **VIEW OF HUMAN NATURE:**  
  - He observed that we often learn about the world through adversity. By reflecting on one's own successes and failures, one attains true self-knowledge rather than mere conformity to ritual.
HAN FEI
(470-391 BC)

• **PHILOSOPHY:**
  - Believes in “The doctrine of Legalism” (Sanction and Reward) policy.

• **VIEW OF HUMAN NATURE:**
  - Legalism assumed that people were naturally evil and always acted to avoid punishment while simultaneously trying to achieve gains.
YANG ZHU
(370 - 319 BC)

**PHILOSOPHY:**
- A Naturalist Philosopher. Naturalism as the best means of preserving life in a corrupt and unstable world

**VIEW OF HUMAN NATURE:**
- The search for happiness, one should not strive for life beyond one’s allotted span, nor should one unnecessarily shorten one’s life. Death is as natural as life, and therefore should be viewed with neither fear nor awe. Funeral ceremonies are of no worth to the deceased. “Dead people are not concerned whether their bodies are buried in coffins, cremated, dumped in water or in a ditch; nor whether the body is dressed in fine clothes. What matters most is that before death strikes one lives life to the fullest”
THEORIST OF THIS ERA
PESTALOZZI

• JOHANN HEINRICH PESTALOZZI
• (January 12, 1746 – February 17, 1827)
• A Swiss philosopher and educational reformer who exemplified Romanticism in his approach.

• FOCUS:
  - Social Education: Learning through experimentation
  - Learning is for everyone
JOHANN FRIEDRICH HERBART
(May 4, 1776 – August 14, 1841)
A German philosopher, psychologist, and founder of pedagogy as an academic discipline.

FOCUS:
- Educate, manage and discipline
- The purpose of education is to serve the individual
FRIEDRICH WILLIAM AUGUST FROBEL
• April 21, 1782 – June 21, 1852)
• German pedagogue, a student of Pestalozzi who laid the foundation for modern education based on the recognition that children have unique needs and capabilities.

FOCUS:
- Pre-school Education, emphasized that children should be educated from 3-4 years old
- Founded “KINDERGARTEN”
- Founded Educational Toys
TOLSTOY

• **LEO TOLSTOY**
• August 20, 1828 – November, 1910
• Russian writer who primarily wrote novels and short stories.

• **FOCUS:**
  - Education for freedom
  - Suggested master apprentice relation for teacher-student
  - He was extremely against physical punishment and memorizing
DEWEY

- JOHN DEWEY
  - October 20, 1859 - June 1, 1952
  - American philosopher, psychologist, and educational reformer.
  - Dewey was an important early developer of the philosophy of pragmatism and one of the founders of functional psychology.

- FOCUS:
  - Education for employment and life
  - Teacher must be a guide to the student not a dictator
MARIA MONTESSORI
(August 31, 1870 – May 6, 1952)
Italian physician and educator, a noted humanitarian and devout Roman Catholic
Her educational method is in use today in public and private schools throughout the world.
FOCUS:
- Sensory Education
- Learning through Self discovery and interest
LATEST DEVELOPMENTS IN EDUCATION

- Teacher Education – update one’s learning
- Education in post graduate education
- Multiple Intelligences
- Capital Punishment banned in schools
- High school became 4 years
- 12 years Mandatory education
- Education starts at 66 months (5.5 yrs. of age)