

John Dewey Experience And Education 1938

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the great educational theorist s most concise statement of his ideas about the needs the problems and the possibilities of education written after his experience with the progressive schools and in the light of the criticisms his theories received from cover

examines the progress and development of education throughout u s history from the changing theories of education and the differences between urban and rural education to the movements of progressivism and traditionalism to standardized testing

this book provides a clear overview of current thinking on the teaching and learning of geography it is an ideal companion to all students beginning a career in teaching the subject in secondary schools the chapters are written by experienced teacher educators and bridge both theory and practice the writers focus on the continuities whilst setting them in the context of the changing curriculum the book is divided into four parts part one examines the historical context of geography teaching part two looks at issues of course planning design syllabuses and programmes of study underlying this section is the assumption that geography should not be considered in isolation from other subjects but rather as part of a whole curriculum part three concentrates on teaching and learning and includes chapters on the use of maps field work it and first hand experience within a community the final section covers the issues associated with assessment across the whole school age range

philosophy in education questioning and dialog in k 12 classrooms is a textbook in the fields of pre college philosophy and philosophy of education intended for philosophers and philosophy students k 12 classroom teachers administrators and educators policymakers and pre college practitioners of all kinds the book offers a wealth of practical resources for use in elementary middle school and high school classrooms as well as consideration of many of the broader educational social and political topics in the field including the educational value of pre college philosophy the philosophies of education that inform this philosophical practice and the relevance of pre college philosophy for pressing issues in contemporary education such as education reform child development and prejudice and privilege in classrooms the book includes sections on the expansion of philosophy beyond higher education to pre college populations the importance of wondering questioning and reflection in k 12 education the ways that philosophy is uniquely suited to help students cultivate critical reasoning and independent thinking capacities how to develop classroom communities of philosophical inquiry and their potentially transformative impact on students the cultivation of philosophical sensitivity and positive identity formation in childhood strategies for recognizing and diminishing the impact of social inequalities in classrooms and the relationship between introducing philosophy in schools and education reform

first published in 1962 this book remains one of the most significant works on the history of higher education in america bridging the chasm between educational and social history it was one of the first to examine developments in higher education in the context of the social economic and political forces that were shaping the nation at large surveying higher education from the colonial era through the mid 20th century rudolph explores a multitude of issues from the financing of institutions and the development of curriculum to the education of women and blacks the rise of college athletics and the complexities of student life in his foreword to this edition john r thelin assesses the impact rudolph s work has had on higher education studies the edition also includes a bibliographic essay by thelin covering significant works in the field that have appeared since the publication of the first edition a n excellent book a scholarly book but one easy to read and always interesting francis horn the new york times book review a tour de force the general reader as well as the historian of education will find in it the interesting story of america s academic life told with truth and originality saturday review an important and widely celebrated book it collects an enormous number of disparate sources and weaves them into a history of american colleges and universities that is useful even today to both the scholar and the general reader an exceptionally comprehensive book it traces some three hundred years of the history of american colleges and universities from the 1636 founding of harvard well

into the twentieth century david s webster the review of higher education rudolph has skillfully organized the results of his comprehensive research he has a flair for catching the attention with a colorful incident or a memorable quotation and he writes with a sprightly yet authoritative style the result is an exceptionally readable account that the scholar will find a profitable addition to his library the book should appeal too to the general reader with a non professional interest in american higher education and in how it developed and why david madsen history of education quarterly the american college and university covers an amazing amount of ground in less than 500 pages of text a significant contribution russell e miller american association of university professors bulletin a first rate contribution to the all too meager written history of american education and an example of institutional history at its best theodore r sizer the new england quarterly frederick rudolph has chosen to create a vast design stretched across the canvas of several centuries and a broad continent woven against the military political and economic tapestry of a new people creating a new way of life he has more than succeeded covering both minute detail and sweeping developments mr rudolph makes a significant contribution to historical research by relating the growth of higher education to the totality of the american scene at the same time he has produced a readable literary effort set apart from books for popular consumption not by its style which is well paced and clear but by its depth of documentation rudolph writes with the skill of the novelist in keeping his narrative alive kenneth r williams the florida historical quarterly this is a superb account of american higher education from colonial times to the present the major developments are here all in perspective and treated in such a way as to please readers who value clarity insight proportion quiet humor and literary grace irwin g wyllie the business history review the american college and university is felicitous writing eminently readable and frequently entertaining rudolph s work makes a significant contribution to educational history and will repay conscientious study saul sack the pennsylvania magazine of history and biography rudolph s book bears the marks of sound scholarship and it is written with clarity and urbanity it will be read with interest by academics and laymen and will probably remain the best one volume history of its subject for many years frederick h jackson the mississippi valley historical review t his is a very capable history of the american college and university and is delightfully written both layman and historian can read this book with great profit and great enjoyment philip davidson the journal of southern history v ery readable and at times absorbing an illuminating history of the american college leonard f bacigalupo the catholic historical review a carefully documented well indexed and to cap it entertaining work leaving little doubt that the history of american higher education must be the most delightful story since the beginning of universities in medieval europe american behavioral scientist

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