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*American Educational History* William H. Jeynes 2007-01-18 American Educational History: School, Society, and the Common Good is an up-to-date, contemporary examination of historical trends that have helped shape schools and education in the United States. Author William H. Jeynes places a strong emphasis on recent history, most notably post-World War II issues such as the role of technology, the standards movement, affirmative action, bilingual education, undocumented immigrants, school choice, and much more!

**On the Art of Teaching** Horace Mann 1989 A classic essay on the knowledge and characteristics a teacher should have, the skills needed for teaching, and the importance of developing the character as well as the mind.

*Horace Mann Lecture* 1954

Democratic Hope Robert B. Westbrook 2015-05-27 "The pragmatists' response to the claim that theirs is a deeply American philosophy has been less to challenge the claim than to attempt to embrace it on their own terms. . . . One could speak of a national philosophy as one could not speak of a national chemistry or physics. But national cultures were

complicated and often conflicted. Hence the relationship between a philosophy and a national culture could be at once close and fraught with tension."—from *Democratic Hope* Pragmatism, as Richard Rorty has said, "names the chief glory of our country's intellectual tradition." In *Democratic Hope*, Robert B. Westbrook examines the varieties of classical pragmatist thought in the work of John Dewey, William James, and Charles Peirce, testing in good pragmatic fashion the truth of propositions by their consequences in experience. Westbrook also attends to the recent revival of pragmatism by Rorty, Cheryl Misak, Richard Posner, Hilary Putnam, Cornel West, and others and to pragmatist strains in contemporary American political thinking. Westbrook's aims are both historical and political: to ensure that the genealogy of pragmatism is an honest one and to argue for a hopeful vision of deliberative democracy underwritten by a pragmatist epistemology and ethics.

**Parental Involvement and Academic Success** William Jeynes 2010-09-13 Providing an objective assessment of the influence of parental involvement and what aspects of parental participation can best maximize the educational outcomes of students, this volume is structured

to guide readers to a thorough understanding of the history, practice, theories, and impact of parental involvement. Cutting-edge research and meta-analyses offer vital insight into how different types of students benefit from parental engagement and what types of parental involvement help the most. Unique among works on the topic, *Parental Involvement and Academic Success*: uses meta-analysis to enable readers to understand what the overall body of research on a given topic indicates examines research results in terms of their practical implications focuses significantly on the influence of parental involvement on minority students' academic success Important reading for anyone involved in home-school relations/parental involvement in education, this book is highly relevant for courses devoted to or which include treatment of the topic.

Man and the State, Studies in Applied Sociology Brooklyn Ethical Association 1892

*Horace Mann Lecture* 1963

School Architecture; Or, Contributions to the Improvement of School-houses in the United States Henry Barnard 1848

*The Intellectual Origins of Mass Parties and Mass Schools in the Jacksonian Period* Julie M. Walsh 1998 Argues that in the 1830s and 1840s, all three main US political parties, despite their rhetorical differences, maintained consensus about citizenship training through educating children, which produced the first generation of politically passive Americans content to vote loyally for their party and demand little or no input into the formation of its platform. This in turn, is seen as essential for building the type of political party that has endured since. Annotation copyrighted by Book News, Inc., Portland, OR

**Philosophy of Education** J.J. Chambliss 2013-07-04 First Published in 1996. This first of its kind Encyclopaedia charts the influence of philosophic ideas that have had the greatest influence on education from Ancient Greece to the present. It covers classical thinkers as Plato, Augustine, Hypatia, Locke and Rousseau, as well as recent figures such as Montessori, Heldegger, Du Bois and Dewey. It illuminates time-hounded ideas and concepts such as idealism, practical wisdom,

scholasticism, tragedy and truth, as well as modern constructs as critical theory, existentialism, phenomenology, Marxism and post-Colonialism. The coverage consists of 228 articles by 184 contributors who survey the full spectrum of the philosophy of education.

**Dictionary of Early American Philosophers** John R. Shook 2012-04-05 The Dictionary of Early American Philosophers, which contains over 400 entries by nearly 300 authors, provides an account of philosophical thought in the United States and Canada between 1600 and 1860. The label of "philosopher" has been broadly applied in this Dictionary to intellectuals who have made philosophical contributions regardless of academic career or professional title. Most figures were not academic philosophers, as few such positions existed then, but they did work on philosophical issues and explored philosophical questions involved in such fields as pedagogy, rhetoric, the arts, history, politics, economics, sociology, psychology, medicine, anthropology, religion, metaphysics, and the natural sciences. Each entry begins with biographical and career information, and continues with a discussion of the subject's writings, teaching, and thought. A cross-referencing system refers the reader to other entries. The concluding bibliography lists significant publications by the subject, posthumous editions and collected works, and further reading about the subject.

Protestants and Pictures David Morgan 1999-08-26 In this lavishly illustrated book, David Morgan surveys the visual culture that shaped American Protestantism in the nineteenth and twentieth centuries--a vast record of images in illustrated bibles, Christian almanacs, children's literature, popular religious books, charts, broadsides, Sunday school cards, illuminated devotional items, tracts, chromos, and engravings. His purpose is to explain the rise of these images, their appearance and subject matter, how they were understood by believers, the uses to which they were put, and what their relation was to technological innovations, commerce, and the cultural politics of Protestantism. His overarching argument is that the role of images in American Protestantism greatly expanded and developed during this period.

**The Fractured Schoolhouse** Neal P. McCluskey 2022 American public

schooling was intended to shape and unify democratic citizens, but by its nature it forces divisive conflict. And democracy is not the goal of American government; liberty is. The Fractured Schoolhouse posits that freedom in education is not only consistent with liberty but is better suited to produce unity than public schooling.

Uprooted Children Robert Coles 1970-02-15 Uprooted Children is a study of migrant farm children in Florida and the eastern seaboard. It describes how black, white, and Mexican-American children of migrant families grow up in rural America under conditions of extreme hardship and how they come to terms with the world and themselves. In preparation for this book, Dr. Coles spent years among migrants, drawing his research through interviews and every day life.

**New York State Education** 1926

The Cyclopedia of Practical Quotations 1896

Horace Mann Lectures 1958

Keynote Addresses from the Horace Mann Lecture Series and from the

Paul Masoner International Lecture Series 1972-1978 1979

The SAGE Handbook of Educational Leadership Fenwick W. English 2011-01-11 This fully updated Second Edition offers an unflinching and comprehensive overview of the full range of both practical and theoretical issues facing educational leadership today. Editor Fenwick W. English and 30 renowned authors boldly address the most fundamental and contested issues in the field, including culturally relevant and distributed leadership; critical policy and practice issues predicting the new century's conflict; the paradox of changes; and the promises, paradoxes, and pitfalls of standards for educational leaders.

**Essays, Lectures, Addresses, Sermons, and Miscellaneous and Descriptive Pieces, Including a Discussion on Education** John J. Tighe 1893

**Encyclopedia of Education and Human Development** Stephen J. Farenaga 2005 Covers a broad range of topics within the fields of education and human development. Includes the ways in which learners construct knowledge at the different stages of human development, the educational tools used by teachers to teach, and educational politics.

**Landscapes of Learning** Maxine Greene 1978 Special 2018 Edition From the new Introduction by Janet L. Miller, Teachers College, Columbia University: "Maxine Greene never claimed to be a visionary thinker. But forty years later, her trepidations detailed throughout 1978's Landscapes of Learning now appear unnervingly prescient. Witness and treasure Landscapes as evidence of her matchless abilities to inspire myriad educators and students worldwide." "I would suggest that there must always be a place in teacher education for 'foundations' people, whose fundamental concern is with opening new perspectives on the many faces of the human world." —Maxine Greene The essays in this volume demonstrate clearly that Maxine Greene is herself an example of the kind of "foundations" specialist she hopes to see: someone who can stimulate, inform, and bring new insights to teachers, students, curriculum planners, administrators, policy-makers—indeed all those concerned with education in its broadest sense. These essays, a number of them based on lectures presented to various professional organizations, reveals her dedication to learning and teaching, as it reveals her belief in the potential of each individual person. A philosopher whose orientation is largely existential and phenomenological, she seeks to demystify aspects of today's technological society, to question taken-for-granted notions of social justice and equality, and to elucidate conflicts between youth and age, the poor and the middle class, people of color and Whites, male and female. As a humanist, she calls for self-reflectiveness, wide-awakeness, and personal transformation within the context of each person's own lived world—each one's particular landscape of work, experience, and aspiration. Recognizing the multiple realities that compose experience, the many landscapes against which sense-making proceeds, the essays are grouped in four sections: intellectual and moral components of emancipatory education; social issues and their implications for approaches to pedagogy; artistic-aesthetic considerations in the making of curriculum; and the cultural significance of women's predicaments today. All are richly illuminated by examples; all are written with grace and passion; all will help readers achieve greater self-understanding and

critical consciousness.

*The Wiley Handbook of Christianity and Education* William Jaynes  
2018-07-26 A comprehensive source that demonstrates how 21st century Christianity can interrelate with current educational trends and aspirations The Wiley Handbook of Christianity and Education provides a resource for students and scholars interested in the most important issues, trends, and developments in the relationship between Christianity and education. It offers a historical understanding of these two intertwined subjects with a view to creating a context for the myriad issues that characterize—and challenge—the relationship between Christianity and education today. Presented in three parts, the book starts with thought-provoking essays covering major issues in Christian education such as the movement away from God in American education; the Christian paradigm based on love and character vs. academic industrial models of American education; why religion is good for society, offenders, and prisons; the resurgence of vocational exploration and its integrative potential for higher education; and more. It then looks at Christianity and education around the globe—faith-based schooling in a pluralistic democracy; religious expectations in the Latino home; church-based and community-centered higher education; etc. The third part examines how humanity is determining the relationship between Christianity and education with chapters covering the use of Christian paradigm of living and learning; enrollment, student demographic, and capacity trends in Christian schools after the introduction of private schools; empirical studies on the perceptions of intellectual diversity at elite universities in the US; and more. Provides the breadth and depth of knowledge necessary to gain a sophisticated and nuanced understanding of the complex relationship between Christianity and education and its place in contemporary society A long overdue assessment of the subject, one that takes into account the enormous changes in Christian education Presents a global consideration of the subject Examines Christian education across elementary, secondary, and post-secondary levels The Wiley Handbook of Christianity and Education will be of great interest to Christian educators in the academic world, the teaching profession, the

ministry, and the college and graduate level student body.

**Lectures, and annual reports, on education (ed. by Mrs. M. Mann).**

Horace Mann 1867

*School-house Architecture* Henry Barnard 1860

*Sins and Safeguards of Society (Classic Reprint)* Theodore Parker  
2015-07-14 Excerpt from *Sins and Safeguards of Society* The sermons collected in this volume are concerned with certain phases of public morals and public education. The first two are virtually anti-slavery discourses, and their titles, being in general descriptive of the aim and scope, give title to the volume. An address on "The Public Education of the People" is included; also a review of the reports of the committees of the Public Schools of Boston, and of the State Board of Education. As regards the sermons, there is little modern sociological phrasing, and they are more or less discursive in matter and manner, the one great iniquity that weighed most on Parker's soul haunting almost every theme, diverting his attention and compelling from him some side-thrust of rebuke. Sermons they are, - not treatises of the sociological specialist, - and must be judged as such. He had ranged, however, over the wide fields of social science with patient study and knew whereof he preached. His ideas of the means and instrumentalities of social reform and progress had not crystallized into creedal form; it is doubtful if they would have ever done so. What most concerns him is the basic principles of a sound and healthy social structure. Its architectural features must conform to the endlessly developing needs and conditions of society. He speaks, therefore, for his own time. But in the rough, with his practical sense and philosophy of life, he comes to conclusions in advance of public opinion - conclusions that are being accepted, and worked upon with more and more satisfactory results. About the Publisher Forgotten Books publishes hundreds of thousands of rare and classic books. Find more at [www.forgottenbooks.com](http://www.forgottenbooks.com) This book is a reproduction of an important historical work. Forgotten Books uses state-of-the-art technology to digitally reconstruct the work, preserving the original format whilst repairing imperfections present in the aged copy. In rare cases, an imperfection in the original, such as a blemish or missing page,

may be replicated in our edition. We do, however, repair the vast majority of imperfections successfully; any imperfections that remain are intentionally left to preserve the state of such historical works.

*Social Control in a Free Society* Robert E. Spiller 2016-11-11 The 1958 Benjamin Franklin Lectures, with contributions from Loren C. Eiseley, Carl G. Hempel, Gilbert Seldes, George J. Stigler, and Willard Hurst.

**International Handbook of Protestant Education** William Jaynes 2012-01-11 Since their earliest days, institutions providing a Protestant education have always been respected and sought-after for their rigor and relative freedom from dogma—and despite today’s secularism and plurality, they remain so. This international handbook is the ultimate companion to protestant schooling worldwide. Its 39 chapters form the most comprehensive and wide-ranging treatment of the subject yet available, addressing Protestant education on all six inhabited continents and featuring the perspectives of leading authorities and public figures. The contributions cover in detail not only the facts and features of Protestant schooling in sundry nations, but also integrate a range of themes common to them all, themes so vital that they are of central concern to Christians around the world and of whatever denomination. Some of these topics are school choice, globalization, Bible pedagogy and character education, the fine arts, parental involvement, and the rise of Christianity in previously inaccessible locations such as China. The handbook’s stellar list of authors is a Who’s Who of authorities on the subject and includes a renowned American evangelical, a former historian of the US House of Representatives, and White House consultants responsible for framing legislation. The many contributors from outside the USA are leading academics conducting seminal research on numerous topics in the field. Both exhaustive and authoritative, *The International Handbook of Protestant Education* will be an invaluable asset to educators, ministers, parents, policy makers political leaders of any denomination—or none.

*School and Society* Steven Tozer 1995

**A Call for Character Education and Prayer in the Schools** William H. Jaynes 2009-11-24 This book offers an examination of the related

topics of school prayer and character education in the United States, advocating for their return to public schools. According to William Jaynes, the lack of both school prayer and consistent moral instruction in our schools has had devastating consequences both for our education system and for the nation as a whole. In *A Call for Character Education and Prayer in the Schools*, Jaynes makes a compelling case for restoring moral instruction and nonspecific religious moments to the classroom as a way of restoring a much needed moral grounding in American society in general. *A Call for Character Education and Prayer in the Schools* traces the history of character education in the public schools, including coverage of leading advocates of their inclusion from Thomas Jefferson to DeWitt Clinton to Horace Mann. Jaynes then offers a broad survey of the country since the Supreme Court decisions of 1962 and 1963, asserting that most of America’s greatest problems are moral in nature, and could be addressed by making moral instruction and a focus on the spiritual a part of our young citizens’ school lives.

[An Historical Introduction to American Education](#) Gerald L. Gutek 2012-09-18 Gutek’s classic volume on the history of American education has been thoroughly revised and updated to provide a twenty-first-century perspective on the development of American educational institutions. Like earlier editions, the well-researched Third Edition employs a topical approach to examine the evolution of key institutions like the common school and the high school, as well as significant movements like progressive education, racial desegregation, and multiculturalism. Primary source readings enhance and reinforce chapter content and feature new writings from Benjamin Rush, Horace Mann, Maria Montessori, W. E. B. Du Bois, John Dewey, and Jane Addams. Two new chapters add depth to this comprehensive, richly illustrated work. *Immigration, Multiculturalism, and Education* examines the response of public schools to the education of immigrant children in the context of America’s industrialization and urbanization. This compelling addition also looks at the changing demographics of immigration and discusses the experiences and contributions of Hispanic Americans and Asian Americans. *Progressive Education and John Dewey* explores the origins

of progressive education, the philosophies of John Dewey and other leading progressive educators, and this movements ongoing influence in American classrooms. The Third Editions topical organization lends itself to multiple uses in the classroom. Each chapter provides the historical foundation for the study of a contemporary topic in education, including the organization and structure of schools, the philosophy of education, early childhood education, curriculum and instruction, multicultural and bilingual education, and educational policy.

Two Lectures on Intemperance Horace Mann 2006-09-01

*Horace Mann* Jonathan Messerli 1972 In this full-scale critical biography of Horace Mann, Jonathan Messerli has provided the first comprehensive portrait of the humanitarian reformer who helped lay the basis for the American public school system. Looking behind the father-of-the-system legend, Jonathan Messerli shows us the man himself in the context of his era, with its tensions and fears for the future of society. Mann's legal and political careers involved him in virtually every reform movement of his time -- a period when the poor, the intemperate, the enslaved, the illiterate, the imprisoned, the insane were seen by reformers not merely as objects of pity and benevolence, but as distressing challenges to the growing optimism of "the American way of life." Mr. Messerli shows Horace Mann on a one-man crusade to modify human nature through moral indoctrination of the young and systematic training in literacy and citizenship. Writing voluminously, lecturing across the country, Mann worked tirelessly to establish a public-based system of education that he would, he hoped, usher in a millennium of enlightened ethics, patriotism, brotherhood, and affluence. -- From publisher's description.

**Proceedings, Abstracts of Lectures and a Brief Report of the Discussions of the National Teachers' Association, the National Association of School Superintendents and the American Normal School Association** National Education Association of the United States 1875

**Lectures on Education** Horace Mann 1845

**"The" American journal of education** 1856

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*Pennsylvania School Journal* 1860

**THE EDUCATION OF FREE MEN** Ernest Oscar Melby 1977

**A Few Thoughts for a Young Man** Horace Mann 2018-10-20 This work has been selected by scholars as being culturally important and is part of the knowledge base of civilization as we know it. This work is in the public domain in the United States of America, and possibly other nations. Within the United States, you may freely copy and distribute this work, as no entity (individual or corporate) has a copyright on the body of the work. Scholars believe, and we concur, that this work is important enough to be preserved, reproduced, and made generally available to the public. To ensure a quality reading experience, this work has been proofread and republished using a format that seamlessly blends the original graphical elements with text in an easy-to-read typeface. We appreciate your support of the preservation process, and thank you for being an important part of keeping this knowledge alive and relevant.

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