

Educational Foundations

Philosophical and Historical Perspectives

This educational foundations book offers a comprehensive overview of American education history and a variety of classical, Enlightenment, and contemporary educational philosophers. While *Educational Foundations* includes a history of American education, it also looks at numerous policies, constitutional law cases, events, and political, religious, and social conflicts for students to consider while learning their subject matter. The text is divided into two parts: the first is a look at a broad array of philosophical influences from the Western canon, while the second is an exploration of the history of American education, focusing on a few specific eras. With strong and helpful pedagogical features and resources, such as class activities, suggested films, chapter objectives, and sidebar questions, this textbook is an excellent resource for students. It is useful for undergraduate and graduate courses in foundations.

Brian Dotts is an associate professor of educational foundations at the University of Georgia. He is author of *The Political Education of Democratus*, and co-editor and contributor to his second book, *The Elusive Thomas Jefferson*.

Cambridge University Press
978-1-316-64889-6 — Educational Foundations
Brian W. Dotts
Frontmatter
[More Information](#)

Educational Foundations

Philosophical and Historical Perspectives

Brian W. Dotts
University of Georgia



Cambridge University Press
978-1-316-64889-6 — Educational Foundations
Brian W. Dotts
Frontmatter
[More Information](#)

CAMBRIDGE UNIVERSITY PRESS

University Printing House, Cambridge CB2 8BS, United Kingdom
One Liberty Plaza, 20th Floor, New York, NY 10006, USA
477 Williamstown Road, Port Melbourne, VIC 3207, Australia
314–321, 3rd Floor, Plot 3, Splendor Forum, Jasola District Centre, New Delhi – 110025, India
79 Anson Road, #06–04/06, Singapore 079906

Cambridge University Press is part of the University of Cambridge.

It furthers the University's mission by disseminating knowledge in the pursuit of education, learning, and research at the highest international levels of excellence.

www.cambridge.org

Information on this title: www.cambridge.org/9781316648896

DOI: 10.1017/9781108185691

© Brian W. Dotts 2019

This publication is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of Cambridge University Press.

First published 2019

Printed and bound in Great Britain by Clays Ltd, Elcograf S.p.A.

A catalogue record for this publication is available from the British Library.

ISBN 978-1-316-64889-6 Paperback

Cambridge University Press has no responsibility for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication and does not guarantee that any content on such websites is, or will remain, accurate or appropriate.

Cambridge University Press
978-1-316-64889-6 — Educational Foundations
Brian W. Dotts
Frontmatter
[More Information](#)

*I dedicate this book to my wife Julie, and my two
children Nathaniel and Abigail.*

Cambridge University Press
978-1-316-64889-6 — Educational Foundations
Brian W. Dotts
Frontmatter
[More Information](#)

Short Contents

Preface	<i>page</i> xix
Acknowledgments	xxiv
Introduction: Understanding Social Foundations of Education	1
Part I Philosophy of Education	19
1 Classical Philosophy: Socrates, Plato, and Aristotle	21
2 Enlightenment Philosophy: John Locke	51
3 Enlightenment Philosophy: Jean-Jacques Rousseau	71
4 Karl Marx	95
5 John Dewey	127
6 Paulo Freire	155
7 Mary Wollstonecraft, Jane Addams, and W. E. B. Du Bois	174
Part II History of American Education	213
8 Colonial America: Church and Colonialism	215
9 American Revolutionary Era: An Education in Republicanism and Civic Virtue	255
10 Early National Era	299
11 Post-Civil War and Reconstruction	335
12 Progressive Era	373
13 Post-World War II	410
14 The 1980s and Beyond	452
15 The Politics of Privatization	500
Index	538

Cambridge University Press
978-1-316-64889-6 — Educational Foundations
Brian W. Dotts
Frontmatter
[More Information](#)

Contents

Preface	<i>page</i> xix
Coverage and Organization	xxii
Features	xxii
Acknowledgments	xxiv
Introduction: Understanding Social Foundations of Education	1
Summary	1
Objectives	1
What Is Social Foundations of Education?	1
Philosophical Perspectives in This Book	6
“The unexamined life is not worth living”	6
Historical Perspectives in This Book	10
Questions to Consider	15
Online Resources	16
Further Reading	17
References	17
Part I Philosophy of Education	19
1 Classical Philosophy: Socrates, Plato, and Aristotle	21
Summary	21
Objectives	23
Socrates	23
“The unexamined life is not worth living”	25
Meno’s Paradox of Inquiry	26
Plato	29
Sophists’ Relativism and Plato’s Absolutism	30
Plato’s Allegory of the Cave: From the Darkness of	
Belief to the Illumination of Truth	32
Plato’s Ideal Republic, an Enlightened Despotism	33
Plato’s Idealized State Curriculum and the Need for Censorship	35
Aristotle	38
Aristotle’s Practical Turn and His Notion of <i>Telos</i>	39
Aristotle’s Polis	41
Paideia: “The art of making natural deficiencies good”	43

x	Contents	
	Questions to Consider	45
	Classroom Activities	47
	Online Resources	48
	Further Reading	49
	References	49
2	Enlightenment Philosophy: John Locke	51
	Summary	51
	Objectives	54
	Enlightenment Paradigm Shift: From Divine Right to Social Contract	54
	Locke’s Political Theory	55
	Locke’s Epistemology	58
	Locke’s Ideas on Knowledge and Education	59
	Locke’s Utilitarian Curriculum and the Family’s Responsibility to Mold Children’s Reason	61
	Locke’s <i>Letter Concerning Toleration</i>	65
	Questions to Consider	68
	Classroom Activities	68
	Online Resources	68
	Further Reading	69
	References	69
3	Enlightenment Philosophy: Jean-Jacques Rousseau	71
	Summary	71
	Objectives	73
	Rousseau’s Reaction to the Enlightenment: A Return to the State of Nature	73
	Rousseau’s Response to the Plague of “Civilization”	79
	The Education of Émile	82
	Rousseau’s Misogynistic Education of Sophie	85
	Rousseau’s Influence	85
	Questions to Consider	89
	Classroom Activities	90
	Online Resources	92
	Further Reading	93
	References	93
4	Karl Marx	95
	Summary	95
	Objectives	96
	From Hegel’s Idealism to Marx’s Materialism and Social Facts	96

Contents	
Dialectic Applied to Stages of History	101
Dialectic Applied to Education and Schooling	102
Capitalism and the Destruction of Species-Being	103
The Base and the Superstructure	105
De-Reification and Emancipation	106
Education	107
Socialism and Communism	111
The Frankfurt School of Critical Theory and the Dialectic of Enlightenment	111
Conclusion	117
Questions to Consider	119
Classroom Activities	120
Online Resources	121
Suggested Works (Mostly Fiction) Written with Marxist and Proletarian Themes	121
Suggested Films	123
Further Reading	125
References	126
5 John Dewey	127
Summary	127
Objectives	129
Evolutionary and Democratic Pragmatism: Dewey's Revolt against Individualism	129
Aesthetics and Art as Educationally Transformative	136
Education as Conservative, Progressive, and Democratic	141
The Student and the Teacher in Dewey's Classroom	144
Social Reconstruction: Why Viewed as Radical?	146
Change, Democracy, and Communication	149
Questions to Consider	151
Classroom Activities	151
Online Resources	152
Further Reading	152
References	153
6 Paulo Freire	155
Summary	155
Objectives	155
Learning in the Shade of a Mango Tree: A Brief Summary of Freire's Early Years	157
Understanding How Dominant Ideologies Structure and Perpetuate Oppression	162

xii Contents

	The “Banking Concept” in Education: How Dominant Ideologies Are Sustained	165
	Dialogic, “Problem-Posing Education,” Critical Thinking, and Love	166
	Education for Humanization and Liberation	168
	Questions to Consider	170
	Classroom Activities	170
	Online Resources	171
	Suggested Works (Mostly Fiction) Written with Freirean Themes	171
	Further Reading	172
	References	172
7	Mary Wollstonecraft, Jane Addams, and W. E. B. Du Bois	174
	Summary	174
	Objectives	176
	Mary Wollstonecraft	177
	Requiem Against the “Citizen of Geneva”	177
	Wollstonecraft’s Critique of Traditional Notions of Gender	181
	Counter to Rousseau’s “Emilius”: Women as “Moral Agents”	182
	Wollstonecraft’s Public Reception	185
	Jane Addams	186
	“Gentle Jane” and her “Salon in the Slum”	186
	How Shall a Democracy Educate Its Members?	192
	W. E. B. Du Bois	193
	Educational Impasse	202
	<i>The Quest of the Silver Fleece</i>	204
	Questions to Consider	207
	Classroom Activities	207
	Online Resources	208
	Suggested Films	209
	Further Reading	210
	References	211
	Part II History of American Education	213
8	Colonial America: Church and Colonialism	215
	Summary	215
	Objectives	215
	Covenant, Polity, Imperialism, and Schooling	216
	Puritan Massachusetts	219
	Forms of Education: The Home and Church	224
	Forms of Education: Apprenticeship	226

Contents	xiii
Village Schools	228
Dame Schools	232
Grammar Schools	232
The Middle and Southern Colonies	235
“Public” Schooling	238
Parsons’ Schools	239
Charity Schools and Field Schools	240
Middle Atlantic and Southern Colleges	241
Conclusion: The Three-Pronged Conceptual Framework	243
Critical Analysis of Schooling	244
Schooling as a Site of Political Conflict	245
Learning Beyond the Schools	247
Questions to Consider	248
Classroom Activities	249
Online Resources	251
Further Reading	251
References	252
9 American Revolutionary Era: An Education in Republicanism and Civic Virtue	255
Summary	255
Objectives	255
The Moral Principles of Revolutions Rage Amid Chains of Slavery	257
How Slavery Supported Prosperity and Liberty in Early America	258
Beginning Anew for the Few	263
The Renaissance	264
The Protestant Reformation	264
The Enlightenment	265
Federalists	267
Anti-Federalists	268
Individual Federalists	269
Noah Webster: Developing a Distinctive Linguistic and Nationalistic Morality	269
Benjamin Rush: Developing Republican Christians	271
Individual Anti-Federalists	275
Thomas Jefferson	275
The Democratic-Republican Societies	283
Robert Coram: The Making of a Citizen-Democrat	284
Other Educational Proposals of Note	288
Conclusion: The Three-Pronged Conceptual Framework	288

xiv Contents

	Critical Analysis of Schooling	289
	Schooling as a Site of Political Conflict	291
	Learning Beyond the Schools	292
	Questions to Consider	293
	Classroom Activities	293
	Online Resources	294
	Suggested Films	295
	Further Reading	295
	References	296
10	Early National Era	299
	Summary	299
	Objectives	300
	A Search for Unity Amidst Plurality: Schooling as a New Site of Political Conflict	301
	Transcendentalism and Human Agency	301
	Whig Party Redemption and the Systematization of Schooling	304
	Jacksonian Democrats and Local Control	308
	Mid-Century Schism between Protestants and Catholics	312
	The (A)typical South: Bondage and Ignorance in the Age of Enlightenment	316
	<i>Sarah Roberts v. City of Boston</i>	323
	The Development of Normal Schools	323
	Higher Education in Antebellum America	325
	<i>Dartmouth College v. Woodward</i>	326
	Conclusion: The Three-Pronged Conceptual Framework	327
	Critical Analysis of Schooling	327
	Schooling as a Site of Political Conflict	328
	Learning Beyond the Schools	329
	Questions to Consider	329
	Classroom Activities	330
	Relevant Court Cases	331
	Online Resources	331
	Suggested Films	332
	Further Reading	332
	References	333
11	Post-Civil War and Reconstruction	335
	Summary	335
	Objectives	335
	“Crisis compels centralization”	336

Contents

The Beginning of Education in the South	345
The Iron Triangle of the Southern Power Structure: Redeemers, Northern Industrialists, and Philanthropists	348
Oppression through Institutionalized Schooling	353
The Ideological Production of Knowledge	353
The Supreme Court Deals a Blow to Federal Policies	354
The Schism between Booker T. Washington and W. E. B. Du Bois	357
The Morrill Acts of 1862 and 1890	360
Native American Boarding Schools: Cultural Imperialism and Cultural Genocide	360
Reflection on Moral Certitude	362
Conclusion: The Three-Pronged Conceptual Framework	363
Critical Analysis of Schooling	363
Schooling as a Site of Political Conflict	364
Learning Beyond the Schools	365
Questions to Consider	366
Classroom Activities	366
Relevant Court Cases	368
Online Resources	368
Suggested Films	368
Further Reading	369
References	370
 12 Progressive Era	 373
Summary	373
Objectives	373
Administrative Progressives: “Efficiency is Our Vocabulary”	374
Curricular/Pedagogical Progressives	388
The Social Reconstructionists: Critical Thinking and Change are Natural	391
Extending Schooling Beyond the Primary Level:	
The Creation of Junior and High Schools	393
The Development of Teacher Unions	395
Traditional Education Philosophies	396
Conclusion: The Three-Pronged Conceptual Framework	398
Critical Analysis of Schooling	398
Schooling as a Site of Political Conflict	400
Learning Beyond the Schools	401
Questions to Consider	402
Classroom Activities	403
Relevant Court Cases	404

xvi Contents

Online Resources	404
Suggested Films	405
Further Reading	406
References	408
13 Post-World War II	410
Summary	410
Objectives	410
Education Policy: A Marble Cake Quagmire	411
Johnson’s Great Society and the 1965 Elementary and Secondary Education Act	417
The Post-World War II Reaction to the New Deal and the Next Red Scare	419
Ninety-Eight Minutes that Startled America	421
From Manufactured to Actual Crisis: Overturning Plessy and <i>De Jure</i> Segregation	424
Resistance against Forced Busing	431
What Was Learned: How the Civil Rights Movement Educated a Nation	435
Multicultural Education: 400 Years in the Making	438
The 1974 Equal Educational Opportunities Act	439
Conclusion: The Three-Pronged Conceptual Framework	440
Critical Analysis of Schooling	441
Schooling as a Site of Political Conflict	441
Learning Beyond the Schools	442
Questions to Consider	444
Classroom Activities	445
Relevant Court Cases	445
Online Resources	446
Suggested Films	447
Further Reading	449
References	449
14 The 1980s and Beyond	452
Summary	452
Objectives	452
Executive Power and Contested Influence over Education	454
Utilizing Federal Departments as a Means to Pursue Ideological Ends	455
Reagan’s Largest Coalitions: Neoliberals and Neoconservatives	456
Powers Not Delegated Yet “Necessary and Proper”?	462
The Problems Associated with Relying on Standardized Tests	464
How Contemporary Federal Involvement in Public Education Differs from the Past	467

Contents	xvii
The Congressional Consensus that Gave Us NCLB	470
As Public Institutions, Schools Remain Sites of Political Conflict	472
Demanding Standardization and Uniformity in a Diverse and Pluralistic Society: How Testing Became an End in Itself	476
Providing No Space for Multiple Intelligences Hinders Educational Opportunities	481
Let Us Not Forget the Purpose of Educators	483
A Needed Paradigm Shift – From Schooling to Education	484
Conclusion: The Three-Pronged Conceptual Framework	485
Critical Analysis of Schooling	485
Schooling as a Site of Political Conflict	488
Learning Beyond the Schools	490
Questions to Consider	491
Classroom Activities	492
Relevant Court Cases	492
Online Resources	493
Suggested Films	494
Further Reading	495
References	496
15 The Politics of Privatization	500
Summary	500
Objectives	501
Privatizing Traditional Public Responsibilities	501
Prisons and Detention Centers	503
Military Services	509
Schools	512
Educational Management Organizations	513
Venture Philanthropy	518
Conclusion: The Three-Pronged Conceptual Framework	525
Critical Analysis of Schooling	526
Schooling as a Site of Political Conflict	526
Learning Beyond the Schools	527
Questions to Consider	528
Classroom Activities	528
Online Resources	529
Suggested Films	530
Further Reading	532
References	533
Index	538

Cambridge University Press
978-1-316-64889-6 — Educational Foundations
Brian W. Dotts
Frontmatter
[More Information](#)

Preface

In order to understand educational foundations as an academic field of study students need to comprehend the historical, philosophical, sociological, and political connections between education, schools, and society. Too often students enter higher education without a well-developed sense of how history influences and informs, and to a large extent circumscribes, their worldviews and cultural conceptions. As Karl Marx noted in the nineteenth century, “Men make their own history, but they do not make it just as they please; they do not make it under circumstances chosen by themselves, but under circumstances directly found, given and transmitted from the past” (*The Eighteenth Brumaire of Louis Bonaparte*). Said differently, contemporaries are like sculptors who take up an unfinished statue from the past with the hopes of constructing a finished product. They build upon an already existing structure, which delineates to a degree the parameters for future work. However, the current generation can also reconstruct or deconstruct the unfinished product in their own unique ways, and future generations may re-sculpt the statue in newer ways yet. While history doesn’t determine everything that happens in the present, it does affect the present in dramatic, albeit in often subtle, ways. Statues (or other artifices) are susceptible to change as individual and group agents intervene to re-sculpt existing structure inherited from the past. They do so in ways that distinguish it (and them) from the past.

The current generation may even begin something new, as Hannah Arendt desired, but even the construction of something novel is often tethered in some way to, and distinguished from, what came before. And William Faulkner concluded that the past weighs so heavily on the present that they are virtually indistinguishable. “The past is not dead, it is not even past,” he declared, suggesting that the past bears on the present to such an extent that history is always with us; that it is always being constructed by those in the present. Finally, Voltaire concluded that “history is the lie commonly agreed upon” by contemporaries. What I think Voltaire meant to convey was that history can never be known exactly as it occurred. First, it is a history which we in the present are limited in knowing as a result of limited evidence. Second, history is always viewed through the refracted, that is blurry and ideological, perspectives that inform contemporaries whose values and worldviews are not shared by previous generations and other cultures. This latter problem is referred to as presentism in historiographical circles – judging the past and those who lived it based on contemporary values and customs.

This text’s breadth of American history beginning with the Colonial Period helps students understand how the present has been sculpted, constructed, reconstructed, and

xx Preface

deconstructed over time and how it informs and impacts the present. The text also illustrates for students the constant interplay between both structure and agency, historically, philosophically, and politically, to provide them with a better understanding of schooling as a social institution saturated in political conflict.

The section focusing on the history of American education is conceptually framed by a three-pronged approach. First, critical analyses of schooling as both a form of institutionalized control and as a form of liberation are considered. As a social institution created by the state, for example, formal public schooling serves a variety of functions, not the least of which include teaching basic literacy and allegiance to the state responsible for its existence. In this way, schooling serves (or is intended to serve) as a regulatory and functional instrument for the nation state. In short, public schooling in any country may provide many benefits, but it will nearly always seek to transmit the dominant culture in any society and create political allegiance to the state. On the other hand education, especially counter-education, has served emancipatory predilections when it critiques dominant ideologies. Critical thinking and ideology critique serve as important methods of liberating the mind and resisting oppression.

Second, because schooling is public, it inevitably serves as a site of political conflict wherein individuals and groups constantly attempt to impose their moral and ideological values onto schools, their purposes, their curricula, and in their organization and practices. Therefore, schools are constructed in ways that serve some interests over others and as institutions sculpted by political conflicts, the outcomes of which tend to reflect the interests of more powerful groups in society. While resistance may occur within or across schools, they serve as the functional means of distributing and legitimating a society's social and legal constructions of groups and subgroups, historical interpretations, philosophical worldviews, and ideological interests. This is not to say that schooling and education fail to emancipate individuals from oppressive ideologies. Education can also be utilized as a form of individual and group power to change existing circumstances by disrupting the status quo. However, as institutions of the state, public schools tend to be very limited or incremental in realizing these goals. Liberation resulting from ideology critique tends to emerge through extra-educational institutions; that is, beyond the schoolhouse door, which leads to the third prong in my conceptual framework.

Third, schooling and education are viewed both formally and informally. In other words, learning obviously occurs in formal schools, but it also takes place every day outside schools informally. A great example includes the Civil Rights Movement, which served as a widespread process in ideology critique, a fundamental ingredient of critical theory that was and continues to be eschewed in most public schools. In other words, this movement taught America more broadly the hypocrisy between its national ideals on the one hand (the Declaration of Independence's notion that "all men are created equal") and national practices on the other, such as slavery and Jim Crow.

Critical theory’s use of ideology critique continues to support both formal and informal methods of learning in order to achieve the aims of social justice. Therefore, while formal schooling serves as a fundamental focus of this book, informal schooling also serves as an important link in developing students’ understanding of schools and education as construction of historical, philosophical, and political conflict. Formal schooling serves as a functional means by the state to develop literate and informed citizens, while informal education often serves as an extra-institutional means of countering or resisting formal learning that focuses on the transmission of dominant ideologies. Such a distinction is highlighted in the purported quote by Mark Twain: “I never let my schooling get in the way of my education.” What he meant by this quote is that his real education occurred outside institutionalized and systematized schooling because formal schooling appeared to lack relevance.

This three-pronged approach is highlighted in Figure A, which is discussed at the end of each chapter in the section covering history. The three-pronged approach is not used in the chapters covering philosophy because each philosopher and theorist develops their own conceptual frameworks for analyzing their epistemologies, ontologies, and theories of the state, political institutions, and education.

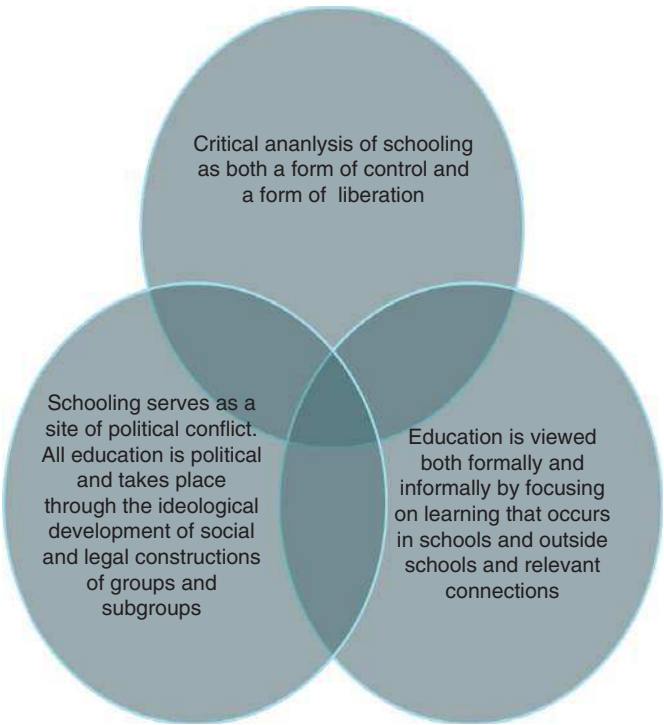


Figure A Considering the conceptual framework

xxii Preface

George Counts, one of the fathers of educational foundations, envisioned teachers as key actors in the development of a broader “social intelligence” that could lay the foundation for a meaningful democracy in search of social justice. This text is intended to inform students by developing their “social intelligence,” an intelligence that prepares them to be agents for change in their communities and to give them the skills to empower their own students’ abilities to critically think and to critically analyze schools and education situated as social, historical, philosophical, and political institutions.

Coverage and Organization

While this text relies on the past to help students understand the present, the past also informs us philosophically. This text includes a broad array of philosophical influences from the Western canon, and while many more could have been chosen, I highlight a select number of philosophical and theoretical works due to limited space. These include a few notable classics, such as Socrates, Plato, and Aristotle; Enlightenment thinkers including John Locke, Jean-Jacques Rousseau, Karl Marx and Frederick Engels; as well as theories formulated by Mary Wollstonecraft, W. E. B. Du Bois, John Dewey, and Paulo Freire. In keeping with the book’s conceptual framework, each chapter in the philosophy section provides students with an understanding of each of these individuals’ primary political philosophies and social theories in order to provide greater context for their views on schooling and education, their epistemological frameworks, and their conceptions of schooling as social and political institutions. Plato and Aristotle (Chapter 1), for example, refused to consider private education as a viable alternative in a just state, while John Locke (Chapter 2), due to his fear of concentrated political power, criticized the suggestion that the state be responsible for mass public schooling. John Dewey (Chapter 5), on the other hand, preferred public schooling in order to cultivate experiential and cooperative learning for a democratic future.

The second half of the book provides several chapters that explore the history of American education divided into chapters that focus on the following traditional eras: Colonial, Revolutionary, Antebellum, Post-Civil War, Progressive, Post-World War II, the 1980s and beyond, and a final chapter that focuses on the current privatization movement in schooling. Each of these chapters focuses on larger historical events and conflicts in order to provide political context for coverage of formal and informal education during the given historical era. As already mentioned for example, Chapter 13 provides a discussion of the Civil Rights Movement as an educative experience while also discussing formal schooling and federal policies like the National Defense Education Act of 1958 and the Elementary and Secondary Education Act of 1965.

Features

Due to the fact that philosophy, history, and politics are often perceived by students to be dry academic subjects, let alone students’ tendency to see little connection between traditional liberal arts and teacher preparation, each chapter includes a variety of features

Preface

xxiii

instructors and students will find useful. These include chapter objectives, chronological timelines (see the beginning of any chapter), a significant number of side-bar questions and comments for students to consider while reading. The side-bars assist students in making historical, philosophical, and political content relevant to their current lives, their teacher preparation, their scholarship, their teaching practices, and their overall critical understanding of schooling as a social and political institution.

Moreover, each chapter includes relevant images (see the subsection titled “Aesthetics and Art as Educationally Transformative” in Chapter 5), tables, and figures (see Chapter 11). Each chapter ends with a list of “Questions” for students to consider or to use during class discussions (see the end of any chapter), ideas for classroom activities, as well as a list of online resources relevant to each chapter, suggested films and readings, and references (see the end of Chapter 14). A few chapters offer suggestions for the use of novels and other literary works, particularly genres that focus on literary critique and realism (see the end of Chapter 4). Each chapter is divided into multiple subsections in order to assist students’ understanding of the material, and in the history section Chapters 10–14 each have a list of relevant court cases at the end (see, e.g., the end of Chapter 13). Every chapter is written to help students understand and make relevant parallels and connections to contemporary issues and conflicts that will inform their own teaching theories and practices. In addition, students will be able to develop a deeper understanding of the importance of history, philosophy, and politics as they relate to contemporary forms of schooling and education.

Acknowledgments

I wish to thank Ms. Mariann Burright, Head Librarian for Science Collections & Scholarly Communication at the University of Georgia Libraries. She provided invaluable assistance with researching copyrights for many of the images in this manuscript. In addition, I wish to thank the numerous scholars who provided peer reviews of this manuscript. Their informed suggestions and comments were extremely helpful in drafting the final version of this book.

I would also like to thank the editors and staff at Cambridge University Press, including but not limited to Dave Repetto, Anna Oxbury, Brianda Reyes, and Dominic Stock, all of whom provided extensive assistance and advice throughout the development of this book.

I especially wish to thank my parents George and Vicki Dotts for their love and support.

Most of all I wish to thank my wife Julie for her continuous support and love, and my two children Nathaniel and Abigail, both of whom I love with all my heart.