

WOMEN EDUCATORS IN THE PROGRESSIVE ERA

The Women behind Dewey's
Laboratory School



ANNE DURST



Women Educators In The Progressive Era The Women Behind Deweys Laboratory School

Neil Hooley



Women Educators In The Progressive Era The Women Behind Deweys Laboratory School:

Women Educators in the Progressive Era A. Durst, 2010-07-19 In 1896 John Dewey established the Laboratory School at the University of Chicago an experimental school designed to test his ideas in the reality of classroom practice Through a collective portrait of four of the school s teachers *Women Educators in the Progressive Era* examines the struggles and satisfactions of teaching at this innovative school and situates the school community in the context of Progressive Era experimental impulses in Chicago and the nation This book reassesses the implications of Dewey s ideas for current efforts to improve schools as it explores how the Laboratory School teachers participated in inquiry designed to advance educational thought and practice

Women Educators in the Progressive Era A. Durst, 2010-08-18 This book explores the experiences and writings of four teachers at the University of Chicago Laboratory School both to investigate their lives as female professionals during the Progressive era and to add to our understanding of this innovative institution and how these philosophies and innovations have carried out to this day

Sensibilities and Emotion on Trans-Globalisation Era Adrian Scribano, Silvia Cataldi, Fabrizio Martire, 2025-01-14 The Pandemic the wars the crisis of political institutions and the expansion of the intensive use of social networks have impacted the elaboration of phantoms and fantasies that emerge from the modifications of the politics of the bodies and politics of emotions today what more than never the sensibilities are changing on a global scale Emotions and politics of sensibilities registered in the current process of colonization of the inner planet imply the urgency of relieving the forms that its impacts acquire in the daily life of a global scale that becomes trans globalization Trans globalization is characterized by the modification of three basic features of the structuring processes on a planetary scale a the unnoticed acceptance of the global extension of the banalization of the good the politics of perversion and the logic of waste b the return of the question tension paradox of sovereignty as a physical device for international mediation of virtual transnational commodification and c the acceleration of the so called energy transition

Radical Schooling for Democracy Neil Hooley, 2017-08-07 Radical Schooling for Democracy proposes that formal education around the world has a serious philosophical weakness as the ideology of neoliberalism increasingly dominates economic and as a consequence educational and social life formal education has adopted a narrow rational and economic purpose for all students Hooley argues that under these circumstances schooling is inherently frustrating and alienating for vast numbers of children as they are systematically removed from the big ideas and practices of history and knowledge of which they and their communities are a part and are instead inducted into a technical and superficial rationality of human existence Radical Schooling for Democracy begins with a progressive and contemporary overview of philosophical and sociological thought during the European Enlightenment and identifies a framework of understanding that is extremely weak in education This action framework of integrated philosophy sociology and epistemology generates an action theory that not only accounts for human progress but has the potential to radically change the nature of schooling A number of theorists who generally

support a theory of action is considered ranging from Aristotle Marx Dewey and Freire to Habermas From this analysis the curriculum pedagogical assessment and research constructs of schooling are detailed such that a coherent and integrated model of education as an attribute of being human can be articulated rather than being seen as a disparate derivative from other disciplines With its coverage of internationally relevant issues this book will be essential reading for academics graduate students policymakers and researchers in education philosophy sociology and epistemology as well as teachers and pre service teachers

Virtue Capitalists Hannah Forsyth,2023-09-21 Virtue Capitalists explores the rise of the professional middle class across the Anglophone world from c 1870 to 2008 With a focus on British settler colonies Canada Australia New Zealand and the United States Hannah Forsyth argues that the British middle class structured old forms of virtue into rapidly expanding white collar professional work needed to drive both economic and civilizational expansion across their settler colonies They invested that virtue to produce social and economic profit This virtue became embedded in the networked Anglophone economy so that by the mid twentieth century the professional class ruled the world in alliance with managers whose resources enabled the implementation of virtuous strategies Since morality and capital had become materially entangled the 1970s economic crisis also presented a moral crisis for all professions beginning a process whereby the interests of expert and managerial workers separated and began to actively compete

Education Reform and Internationalisation David Bridges,2014-08-28 This collection presents new investigations into the role of heritage languages and the correlation between culture and language from a pedagogic and cosmopolitical point of view [The Wiley Handbook of Social Studies Research](#) Meghan McGlinn Manfra,Cheryl Mason Bolick,2017-04-10 The Wiley Handbook of Social Studies Research is a wide ranging resource on the current state of social studies education This timely work not only reflects on the many recent developments in the field but also explores emerging trends This is the first major reference work on social studies education and research in a decade An in depth look at the current state of social studies education and emerging trends Three sections cover foundations of social studies research theoretical and methodological frameworks guiding social studies research and current trends and research related to teaching and learning social studies A state of the art guide for both graduate students and established researchers Guided by an advisory board of well respected scholars in social studies education research

The Design of Childhood Alexandra Lange,2018-06-12 From building blocks to city blocks an eye opening exploration of how children s playthings and physical surroundings affect their development Parents obsess over their children s playdates kindergarten curriculum and every bump and bruise but the toys classrooms playgrounds and neighborhoods little ones engage with are just as important These objects and spaces encode decades even centuries of changing ideas about what makes for good child rearing and what does not Do you choose wooden toys or plastic or increasingly digital What do youngsters lose when seesaws are deemed too dangerous and slides are designed primarily for safety How can the built environment help children cultivate self reliance In these debates parents educators and kids

themselves are often caught in the middle Now prominent design critic Alexandra Lange reveals the surprising histories behind the human made elements of our children s pint size landscape Her fascinating investigation shows how the seemingly innocuous universe of stuff affects kids behavior values and health often in subtle ways And she reveals how years of decisions by toymakers architects and urban planners have helped and hindered American youngsters journeys toward independence Seen through Lange s eyes everything from the sandbox to the street becomes vibrant with buried meaning The Design of Childhood will change the way you view your children s world and your own

Learning at the Practice Interface Neil Hooley,2015-04-24 This book investigates professional practice at the interface of sociology and epistemology for progressive educational change It suggests that orthodox sociology and sociology of education have not sufficiently analysed contemporary educational situations due primarily to the strength of the economic and educational influence of neoliberalism In drawing upon key aspects of the work of Dewey Freire Bernstein and Bourdieu a new reflexive sociology of knowledge is proposed that could potentially revolutionise public schooling and emancipate learning This critical reconceptualisation of curriculum and teaching as well as the democratic inclusion of all children into structures of privileged and community knowledge opens up a new epistemological stage in the sociology of education worldwide In confronting the contradiction between social marginalisation and educational expectations Learning at the Practice Interface explores new approaches to education systems and knowledge production Part A raises questions regarding knowledge pedagogy and social justice that are central to schooling and which support values weakened by neoliberalism These values include democracy equity community collaboration and deference towards knowledge and culture not dependent on wealth and status Part B explores practical issues related to how knowledge is engaged in the school curriculum This discussion goes to the heart of learning at the practice interface and suggests that the lack of epistemological strategies based on sociological description has created serious estrangement from school knowledge for large numbers of students Part C discusses a critical view of knowledge in relation to research teaching and learning and the education profession generally The need for a new reflexive sociology of knowledge is proposed to guide educational dialogue and action such that connections can be made between progressive sociology and epistemology in the interests of all children This book will be of interest to academics and researchers in the Sociology of Education Teacher Education and Education Reform

Eleanor Smith's Hull House Songs Graham Cassano,Rima Lunin Schultz,Jessica Payette,2018-11-26 In Eleanor Smith s Hull House Songs The Music of Protest and Hope in Jane Addams s Chicago the authors republish Hull House Songs 1916 together with critical commentary Hull House Songs contains five politically engaged compositions written by the Hull House music educator Eleanor Smith The commentary that accompanies the folio includes an examination of Smith s poetic sources and musical influences a study of Jane Addams s aesthetic theories and a complete history of the arts at Hull House Through this focus upon aesthetic and cultural programs at Hull House the authors identify the external and internalized forces of

domination class position racial identity patriarchal disenfranchisement that limited the work of the Hull House women while also recovering the sometimes hidden emancipatory possibilities of their legacy With an afterword by Jocelyn Zelasko

Handbook of Innovation & Appropriate Technologies for International Development Régnier, Philippe, Frey, Daniel, Pierre, Samuel, Varghese, Koshy, Wild, Pascal, 2022-10-20 This timely Handbook provides a conceptual discussion and an empirical review of new disruptive forms of innovation producing appropriate technologies which address both the needs of low income populations worldwide and provides alternative solutions for sustainable development

Learning in a Writing Laboratory Tatiana Chemi, Kristian Firing, 2024-09-30 This book is an exploration of a collective writing laboratory designed to stimulate creativity and critical reflection for education professionals The authors uncover how a writing lab can help educators develop their teaching practices and identities by means of critical creative collaborative relational and arts based methodologies A theoretical insight into pedagogies of love and freedom illustrating how laboratory practices in education can become acts of daily care the book will appeal to students and scholars of education arts based methods and creativity

Experience Music Experiment William Brooks, 2021-08-19 Truth happens to an idea So wrote William James in 1907 and twenty four years later John Dewey argued that artistic experience entailed a process of doing and undergoing But what do these ideas have to do with music or with research conducted in and through music that is with artistic research In this collection of essays fourteen very different authors respond with distinct and challenging perspectives Some report on their own experiments and experiences some offer probing analyses of noteworthy practices some view historical continuities through the lens of pragmatism and artistic experiment The resulting collection yields new insights into what musicians do how they experiment and what they experience insights that arise not from doctrine but from diverse voices seeking common ground in and through experimental discourse artistic research in and of itself

Supporting Early Literacies through Play Kate Smith, Karen Vincent, 2021-11-24 Bringing together two key areas within early childhood play and literacy this book offers an innovative approach to examining literacies within the context of children s play This book Introduces students to contemporary theory and research in the field Explores the debates surrounding young children s play and how language and literacies are created through a range of play activity Helps students to reflect on how this knowledge can be applied in their future professional lives working to support young children Advocating for young children s play and diverse literacies this book supports students to develop a depth of knowledge about how play can extend children s literacies and encourages early childhood educators to reflect on and enhance their literacy practices with young children

Dialectics of Knowing in Education Neil Hooley, 2018-08-14 Dialectics of Knowing in Education strengthens the philosophical basis of formal education that has been weakened by neoliberalism over the past 30 years It theorises and encourages human existence based on social action culture inquiry and creativity so that citizens in democratic association can formulate their own understandings of the world and be their own philosophers of practice Under neoliberal capitalism formal education has

become a key economic driver and factor for all countries but has exacerbated social division and inequality This has led to an increased pressure on education systems to emphasise individual gain and prosperity at the expense of community care and concern Drawing on the work of Dewey Mead Freire and Biesta the author argues that formal education at all levels must be transformed so that it does not seek to impose knowledge and truth but situates knowledge as being constructed by democratic learning circles of staff students and citizens Focusing particularly on the notion of praxis and specific issues involving Indigenous feminist and practitioner knowing this book will help scholars practitioners and policy makers to transform their education theories and practices in ways that encourage democracy emancipation social action culture inquiry and creativity

History of Universities Mordechai Feingold, 2012-10-25 This volume contains the customary mix of learned articles book reviews conference reports and bibliographical information which makes this publication useful for the historian of higher education Subjects covered in this volume include The Viterban Stadium of the 16th century Scholarly reputations and international prestige and The Netherlands William Carstares and the reform of Edinburgh University 1690 1715

Aid to Armenia Joanne Laycock, Francesca Piana, 2020-10-06 Interventions on behalf of Armenia and Armenians have come to be identified by scholars and practitioners alike as defining moments in the history of humanitarianism This volume reassesses these claims critically examining a range of interventions by governments international and diasporic organizations and individuals that aimed to save Armenians Drawing on perspectives from a range of disciplines the chapters trace the evolution of these interventions from the late nineteenth to the present day paying particular attention to the aftermaths of the genocide and the upheavals of the post Soviet period Geographically the contributions connect diverse spaces and places the Caucasus Russia the Middle East Europe North America South America and Australia revealing shifting transnational networks of aid and intervention These chapters are followed by reflections from leading scholars in the fields of refugee history and Armenian history Peter Gatrell and Ronald Grigor Suny *Aid to Armenia* not only offers an innovative exploration into the history of Armenia and Armenians and the history of humanitarianism but it provides a platform for practitioners to think critically about contemporary humanitarian questions facing Armenia the South Caucasus region and the wider Armenian diaspora

John Dewey's Laboratory School Michael Knoll, 2024-08-08 The Laboratory School is presumably the most famous experimental school of the progressive education movement Founded in 1894 by John Dewey and President William R Harper the Laboratory School existed at the University of Chicago for seven and a half years and even after more than a century remains a beacon of hope and inspiration for many educators The present volume ventures to provide the first institutional history of the Laboratory School and to situate the school in its contemporary context Drawing on new archival and historical materials the book tells the story of a legendary school experiment that experienced a steep rise and a dramatic fall due to unsuitable structures and unfortunate decisions

Rediscovering John Dewey Rex Li, 2020-11-02 This book tries to trace Dewey's intellectual history from his early years to the end focusing on the

themes of psychology and the psychological aspect of education in Dewey's lifelong writing. The author mixed the discussion on Dewey's work with his life stories and shows readers how his ideas evolved over time. In turn, the book offers a critical review of his ideas in the areas of psychology and education. Lastly, it assesses Dewey's involvement in and impact on education. In short, it provides a comprehensive account of his legacy in psychology and education.

Race and the Origins of Progressive Education, 1880-1929 Thomas D. Fallace, 2015. This penetrating historical study traces the rise and fall of the theory of recapitulation and its enduring influence on American education. Inherently ethnocentric and racist, the theory of recapitulation was pervasive in the social sciences at the turn of the 20th century when early progressive educators uncritically adopted its basic tenets. The theory pointed to the West as the developmental endpoint of history and depicted people of color as ontologically less developed than their white counterparts. Building on cutting-edge scholarship, this is the first major study to trace the racial worldviews of key progressive thinkers such as Colonel Francis W. Parker, John Dewey, Charles Judd, William Bagley, and many others.

Chapter Summaries: *Roots* traces the intellectual context from which the new child-centered education emerged. *Recapitulation* explains how racially segregated schools were justified and a differentiated curriculum was rationalized. *Reform* explores some of the most successful early progressive educational reforms as well as the contents of children's literature and popular textbooks. *Racism* documents the constancy of the idea of racial hierarchy among progressive educators such as Edward Thorndike, G. Stanley Hall, and William Bagley. *Relativity* documents how scholars such as W. E. B. Du Bois, Carter Woodson, Horace Kallen, and Randolph Bourne outlined a new inclusive ideology of cultural pluralism but overlooked the cultural relativism of anthropologist Franz Boas. *Refashioning* examines the enduring effects of recapitulation on education such as child-centered teaching and the deficit approach to students of color. For American scholars, progressive education is something of a talisman; we all give it ritual worship but we rarely question its origins or premises. By contrast, race has become perhaps the dominant theme in contemporary educational studies. In this bold and brilliant study, Thomas Fallace uses our present-day racial lens to critique our historic dogmas about progressive education. We might not like what we see, but we should not look away.

Jonathan Zimmerman, New York University. This is an important and provocative book. Fallace provides a thoughtful analysis of how race influenced the foundational ideas of progressive educators in America. He has made an important contribution to the history of curriculum and educational reform.

William B. Stanley, Professor, Curriculum and Instruction, Monmouth University.

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