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М20

Міністерство освіти і науки України
Криворізький державний педагогічний університет
Кафедра іноземних мов

ЗАВДАННЯ ДЛЯ САМОСТІЙНОЇ ПРАКТИЧНОЇ РОБОТИ

Навчальний посібник з англійської мови
для студентів II курсу історичного факультету

Кривий Ріг
2009

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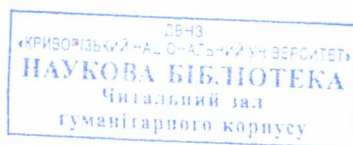
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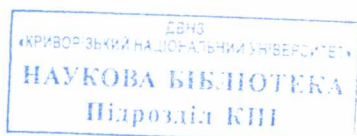
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для курсу « Іноземна мова професійного спрямування»
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Рецензенти:

Кандидат педагогічних наук, професор, завідувач кафедри філології Криворізького інституту Кременчуцького університету економіки, інформаційних технологій і управління **Закутська Л.І.**

Кандидат філологічних наук, доцент кафедри англійської філології Криворізького державного педагогічного університету **Клименко І.М.**

Малихін О. В., Токарь Л.В.

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Даний посібник зорієнтований на вдосконалення навичок і умінь читання та розуміння англійської педагогічної літератури та автентичних текстів за фахом. Він включає в себе тексти педагогічної спрямованості, тексти за фахом, а також тексти для домашнього читання. Система вправ після текстів сприяє активізації фахової лексики та засвоєнню текстового матеріалу.

Посібник складено у відповідності з типовою програмою з іноземної мови для немовних спеціальностей вищих навчальних закладів. Він відповідає вимогам кредитно-модульної системи та розрахований на 94 години самостійної роботи.

Навчальний посібник обговорено і схвалено на засіданні кафедри іноземних мов КДПУ.

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ПЕРЕДМОВА

Успішна професійна діяльність педагога неможлива без оволодіння ним навичками самостійного поповнення і оновлення вже отриманих знань. Тому навчити студентів учитися, розвинути у них потребу у самоосвіті – одне з найважливіших завдань вищого педагогічного закладу сьогодні. Наполеглива цілеспрямована самостійна робота студентів у вищій школі є неодмінною умовою і запорукою виховання творчої активності майбутніх педагогів і успішного оволодіння ними обраною професією.

Впровадження кредитно-модульної системи навчання у практику вищого закладу освіти висуває нові вимоги до організації навчального процесу, адже значна частина програмного матеріалу виноситься на самостійне опрацювання студентами. У зв'язку з цим основним завданням навчально-методичної діяльності викладача стає не репродуктивне викладання набору готових знань, а належна організація активної самостійної діяльності студентів.

Вагомою складовою фундаментальної підготовки майбутніх педагогів з іноземної мови є впровадження у навчальний процес самостійної теоретичної і практичної роботи студентів, яка включає в себе оволодіння граматичним матеріалом, читання додаткових текстів до лексичних тем, домашнього читання текстів за фахом, а також виконання ними індивідуальних науково-дослідних завдань.

Самостійна робота з іноземної мови, за умови правильної її організації, значною мірою сприяє підвищенню рівня професійної підготовки майбутнього педагога. Всі види самостійної роботи базуються на розвитку такої важливої складової особистості як самостійність. При виконанні самостійних завдань вона проявляється у здатності ставити перед собою мету діяльності, визначати

її завдання, знаходити засоби і методи їх вирішення. У ході виконання самостійної роботи у студента розвиваються такі якості особистості як терпіння, посидючість, наполегливість у досягненні поставленої мети, працелюбність, акуратність, уважність, старанність, уміння систематизувати та узагальнювати, він навчається способом самоаналізу та самооцінки, що є, безперечно, важливим для майбутнього педагога-професіонала.

EUROPEAN EXPLORATION AND FIRST SETTLEMENTS

Native Americans

Before 100 BC, in the period of Ice Age the first people reached North America through Alaska and established life in the Western Hemisphere. These people, later called Paleo-Indians, lived as nomads. Over many centuries, Paleo-Indians spread through North and South America, probably moving in extended families, or bands. The allied bands composed tribes, which settled in the different corners of two continents and later established permanent settlements.

Indian tribes of North and South America adapted their ways of life to specific and very different geographic setting — the Indian's way of life much depended on the geography of the area they lived in. The territory of present-day Mexico and South America was occupied by different tribes, which much influenced the development of two Americas.

In 1200—600 BC, the Olmecs created the earliest great civilization in America — "mother culture" of America. The Olmec culture spread over Central America and Pacific coastline — they developed religious sites and dynamic settlements. In tropical forests they built great temples, which gathered thousands of people for religious rituals. They had no written language; pictography appeared after the Olmec period. Today the huge Olmec sculptures are found at La Venta. This head is approximately 6 feet tall and 5 feet across. The stone it was cut from was quarried more than 50 miles from where it was discovered, prompting speculation about how it was transported.

In 300—600 AD, *the Mayas* created the most advanced early civilization. They developed a written language, pictography, mathematics and astronomy. The Mayas created sophisticated calendars for many thousand years. They were possessed by the conception of time, giving it a special religious sense. The Mayan civilization

collapsed suddenly and mysteriously, but the Mayan people have survived. 5,000 of them live on the Yucatan Peninsula.

In the 1300s, *the Aztec Empire* developed. The Aztecs collected tribute in the form of gold and were successful in agriculture. The Aztecs conquered many tribes in Central America, as they were unsurpassed warriors. They created a beautiful city — Tenochtitlan, which became the capital of the empire. The city was built on several islands in a shining lake; there were numerous temples and pyramids. The Aztecs professed a cult of sacrifice, when at once thousands of people were sacrificed. Their need for new people made them conquer new tribes, who hated the Aztecs. Though very big in size, the Aztec Empire lacked strength and was unstable.

In the 1400s, *the Incas* dominated America. Like Aztecs, they domesticated corn, potatoes, peanuts, peppers, tomatoes, pumpkins and tobacco. They made discoveries of 59 drugs, used in medical science.

The Incas created thousands of miles of roads; the Emperor controlled every town. People paid taxes, had labor conscription and compulsory military service. The Incas had no written language; all the orders of the Emperor were fixed in special system of knots — quipu.

North America's early Indians can be divided into several groups according to where they lived and what they lived by:

The Northwest Indians lived near the forests of the Pacific coast. They sailed in canoes (up to 18 metres) and fished.

The California Indians settled between the Rocky Mountains and the California coast. They fished, hunted and gathered acorns in the forests.

The Indians of Southwest (Navajo, Hopi, Zuni, Anasazi) lived on the territory of present-day Nevada, Arizona and New Mexico. Some of them, like Anasazis, grew corn, squash and beans, built large communities of stone, wood and sun-dried mud. The Village of the Anasazis was called *Cliff Palace*. The Spanish called them *Pueblo* (Town). Today Anasazis are known as *Pueblo Indians*. The Anasazis built irrigation

network of about 150 miles. Their Pueblo of Orabi is said to be the oldest continually inhabited community in the USA.

The Plains Indians (Sioux, Dakota, and Crow) tracked buffalos, with buffalo skin they made their houses — teepees, crafted clothing and shoes. They were divided into many tribes with widely different languages. For communication they developed a single language.

The Eastern Woodland Indians lived in wigwams. One of the leading groups was the Iroquois. The Iroquois had special political organization — they formed a league of five tribes: the Cayuga, Mohawk, Oneida, Onondaga and Seneca. The League had oral constitution and was the most powerful in the northeast.

The Southeastern Indians included the Cherokees, Chickasaws, Choctaws and Seminoles. They were farmers, grew corn, beans and pumpkins, fished and hunted deer.

The northernmost part was the home of ***the Eskimos*** and ***Inuit***. In Alaska the Eskimos got their food from sea animals. They lived in pits or snow blockhouses, and had semi-nomadic lifestyles.

When the first Europeans arrived, North and South Americas were far from empty wilderness. Today the historians think that as many people lived in the Western Hemisphere as in Western Europe at that time* — about 40 million, approximately 18 million lived on the territory of what is now the United States — nomadic Indians inhabited the Great Plains and northern forests, densely concentrated tribes lived along the Pacific coast, in the southwest and southeast, in the Mississippi Valley, and along the Atlantic coast.

Europeans encountered with the unknown civilization that peacefully co-existed with nature in almost every ecological zone. Over the millennia Indians learned the secrets of their land — plants, animals, soils, rocks, and other minerals, as well as the cycles of months, seasons and years. Historians estimate that at least 250 different tribal groups lived in America at that time. The Indians spoke over 300 languages, sometimes the languages were as different from each other as Chinese is from

Ukrainian, none of these languages was a written language. Besides, Native Americans had many different ways of living.

Over the centuries the groups of North American Indians created complex, rich and diverse cultures, which much depended upon the geographic environment.

The most important Indian social groups were the family, the village, and in many societies — the clan. The clans often united into tribes. All Indian societies lived in kinship groups, where strict rules regulated marriages and social order. Villages were the most important political structures in southwestern and eastern Pueblo cultures. The village council was the highest political authority; there was no government at the tribal level.

Some tribes, like the Iroquois, developed elaborate political structures, where villages were linked into tribes and tribes united into a widespread confederation. In the Iroquois Confederacy each tribe retained some autonomy, but a council of tribal representatives made the key decisions of war and peace.

In Indian tribal culture men usually assumed a more important political role though in some southwestern tribes women could rule the tribe. Women often assumed leadership roles among the agricultural people (especially where females were the chief cultivators) than among nomadic hunters.

Indian religious beliefs varied even more than political organization of tribes. All Indian cultures were polytheistic — they involved a multitude of gods. Important gods and rituals were determined by the tribe's chief means of subsistence — the major gods of agricultural Indians were associated with cultivation, and their chief festivals centered on planting and harvest. The most important gods of hunting tribes were associated with animals, and their major festivals were related to hunting.

Europeans Explore the New World

The fact that Christopher Columbus discovered America is a popular misconception — the first explorers, who sailed to North America from Europe, were the Vikings or Northmen.

In the late 900s, Eric the Red founded a settlement west from Greenland. In 1001, his son Leif Ericsson came to the shore of Newfoundland.

The Viking's sagas of Ericsson's trip describe a land in which Ericsson found grapes, wheat and trees. He called this place Vinland. However, because of problems with the American Indians the Vikings sailed away from Vinland.

In 1963, the ruins of some Norse houses dating from that era were found at L'Anse-aux-Meadows in northern Newfoundland. In 1966, Leif Ericsson was officially declared by the US Congress to be the discoverer of the New World.

Next attempt to reach the New World was made by Europeans in the 15th century.

At that time Europe began to recover from the centuries of decline — the cultural revival known as the Renaissance awoke European's intellectual curiosity and raised economic activity. The 15th century also witnessed rapid political change in many European countries — due to conquest and marriage previously diffused countries got centralized political power. In England Henry VII established the Tudor dynasty, France was united by the successors of Charles VII, the marriage of Ferdinand of Aragon and Isabella of Castile promoted the creation of a strongly Catholic Spain.

The 15th century also brought significant technological changes — the printing press was invented to make information more accessible than ever before, the new navigational instruments were constructed to enable oceanic sailors to reach exotic places. For example, astrolabe allowed the sailors to estimate their position in the ocean by measuring the relations of the sun, moon, or stars to the horizon.

In 1477, the printed version of Marco Polo's "Travels" appeared and gained enormous popularity in Europe. In this book Polo described the 13th century China and reported that this nation was bordered on the east by the ocean. This book made many Europeans believe that China could be reached via ocean and direct trade with India and China could increase the nation's wealth.

Thus the European explorations of the 15th and 16th centuries were made possible by technological advances and the financial might of the new powerful European nations.

The first country to sponsor exploratory voyages was Portugal — the Portuguese were the first to establish trading posts in Geneva and in 1498, Vasco da Gamma finally reached India. The Portuguese earned immense profits by transporting African goods swiftly to Europe.

Spain was the next country to finance sea voyages. Queen Isabella, envious by Portuguese success, agreed to sponsor a voyage of Christopher Columbus, a Genoese sea Captain.

Columbus, like other experienced sailors of his time, believed the world to be round. He thought that Japan was only 3,000 miles from the southern European coast, so it would be easier to reach the East by sailing west.

On August 3, 1492, Columbus sailed west from the port of Palos in Spain with three ships under his command — the Pinta, the Nina and the Santa Maria. On October 12, after a voyage of ten weeks he landed on an island in the Bahamas, which he named San Salvador and claimed for the King and Queen of Spain. As Columbus was sure that he had reached India, he called the inhabitants of the region Indians and the islands of Caribbean — the West Indies. Later Columbus made three more voyages across the Atlantic Ocean, but by the end of his life in 1506, he believed that he had approached China and India from the west and died ignorant of the greatness of his own discovery.

Columbus, of course, never saw the mainland United States, but the first explorations of the continental United States were launched from the Spanish possessions that he helped to establish.

In 1499, the Spanish began to explore the land from the south.

Amerigo Vespucci, employed by Spain and later by Portugal, made a journey to a "New World" and wrote a widely popular account of his voyages, which was printed in 1504. Up to that time Europe, Asia and Africa were known as three parts of the world and it seemed clear that Amerigo Vespucci proved the existence of the fourth part. Some years later a German professor suggested calling the fourth part "America", after Amerigo Vespucci. According to his suggestion the name "America" was at first applied to Brazil, later to the South America and later still to the whole of the New World.

Spaniards in the New World

After the existence of the New World had been scientifically proved, Spain was the first European country to take advantage of the discoveries.

In 1513, a group of Spaniards under Juan Ponce de Lion landed on the Florida coast and claimed it for Spain. In 1519, the conquest of Mexico began and the Spanish solidified their position in Western Hemisphere; after Hernando Corte's with his army reached the Aztecs' capital Tenochtitlan.

The Aztecs thought Corte's might be their god Quetzalcoatl, who, according to an old Aztec legend was supposed to come from the east. The Aztec King, Montezuma, treated the Spaniards as honored guests, gave them gold and jewels.

In 1521, Corte's and his men returned to Tenochtitlan with many Indians from lands along the coast. After 75 days of bitter fighting the Spanish and their Indian friends defeated the Aztecs and took over all the lands the Aztecs had ruled. The great wealth of the Aztecs now belonged to Spain.

In 1531, Francisco Pizarro conquered Cuzco, the capital city of the Incas. His army destroyed it, by 1533 conquered all of Perce, having won a fortune in gold, silver, and jewels. It became part of the territories known as New Spain with Mexico City as its center.

With the conquest of Mexico the Spanish solidified their position in Western Hemisphere and just half a century after Columbus's first voyage, the Spanish monarchs controlled the richest, most extensive empire Europe had known since ancient Rome.

Spanish possessions in the New World got the name New Spain; on these territories Spaniards established the model of colonization with three main elements:

1. The Crown established tight control over the colonies based on hierarchical government. This control allowed only few people to immigrate to America and the colonies had to import manufactured goods from Spain.

2. The wealth in colonies was based on the exploitation of the native population and the slaves imported from Africa.

3. The colonists sent from Spain were male. They married Indian and black women

creating the racially mixed population that characterizes Latin America of today.

The Spanish model of colonization allowed only selected people to come to America and forbade building manufactures. Though Spanish law forbade Indian slavery, they worked in mines and field of New Spain. Later this model was imitated in the colonies established by the other countries.

Spanish colonization greatly influenced the culture of natives - Catholicism was the first European religion to spread in the Americas. In the new colonies Spanish conquistadors (conquerors) destroyed Indian temples and built Christian cathedrals and monasteries. They burnt almost entirely the written records of the Aztecs, Incas and Mayas, erasing the remnants of great cultures.

The income from the New World played a bad joke with Spanish economy — the influx of great wealth led to rapid inflation and collapse of the Spanish textile manufacturing industry. Gold and silver from the colonies was spent on wars against the Dutch and the English, bringing havoc with the nation's finances. By the 17th century, Spain's economy crumbled and the nation lost its political pre-eminence.

French and Dutch Settlements in North America

Other European nations, unlike the Spanish, did not start immediate colonization of the continent. The French and Dutch established permanent trading posts in North America — they exchanged cloth and metal goods for the furs of animals hunted by the Indians. The most successful of these posts were French Quebec (started in 1608) and Montreal on the St Lawrence River (1642), and the Dutch fort of New Amsterdam (1624).

France also tried to explore and claim territories in the New World. In 1524, the King of France hired a seaman Giovanni de Verrezano to find a route through North America to Asia. Verrazano sailed to North America and took news of what he had seen back to France giving way to further French exploration of the New World. In 1534, Jacques Carrier began to explore the territory up the St Lawrence River naming it New

France. Seventy years later in 1608, the first French settlement in the New World was started there. It was called Quebec, as Indians called it Kebek.

In 1604, French merchant Pierre de Mont's with mapmaker Samuel de Champlain began to explore the coasts of North America from Nova Scotia to Cape Cod. By 1700, the territory of New France included much of present-day Canada and about 2/3 of what is now the USA. The territories of New France had climate different from that in Europe, so New France did not attract many settlers. The attempts to start farms were not successful; the main business of New France was fur trade.

The Netherlands (Holland) sent Henry Hudson from the Dutch East India Company to explore the area around what is now New York in 1609. Like the French, the Dutch established close relations with Indian tribes (the five nations of the Iroquois) and started fur trade.

In 1624, the Dutch purchased the island of Manhattan for \$24 from local Indians and renamed it New Amsterdam (later it became New York City). The settlement was called New Amsterdam. There colony was situated in an excellent harbor at the mouth of the Hudson River, so soon New Amsterdam became a big port and center of trade with other colonies and European countries. To attract new settlers the Dutch established "the patron system", when any stockholder, who could bring 50 adults to his estate, was given a 25-kilometer river from plot, civil and criminal jurisdiction over his land.

In 1664, during the war between the Netherlands and England, the Dutch surrendered to the English forces in the harbor of New Amsterdam. The King of England gave New Netherlands and Amsterdam as a present to his brother, the Duke of York. The Duke renamed the colony and the town New York.

The English in the New World

The English started planting new colonies in the New World in order to prevent Spain from dominating the Western Hemisphere. The immigration started in the early

1600s with a few hundred English colonies and grew to millions of newcomers in more than three centuries.

The first newcomers arrived in small, overcrowded ships. During the long voyage of six to twelve weeks many people died of disease, ships were often battered by storms and some were lost at sea. However, Spanish rivalry was not the main reason for establishing colonies in the New World, the colonists were often driven by other ideas — many of them were seeking the freedom to practice their religion or escaping economic difficulties of mother country. The Industrial Revolution of the 17th century in England changed the mode of production — now new textile industry demanded supply of wool; so many peasants were driven from their lands in favor of sheep cultivation. The displaced peasant population saw the New World as a source of cheap land and great natural resources.

The first colonists had to adjust to the entirely new for them climate and geography of North America. The English expected America to have the same climate as northwestern Europe, as both places face the Atlantic. They did not know that both American and European weather come from the west — it means that America's western air comes from the continental interior; while Europe's western air comes from the ocean. Continental air brings the weather very different from the weather in England and northwestern Europe — the weather on the Atlantic coast is extremely cold in winter and very hot in summer.

Climatic difference was coupled for the first settlers with geographical novelties — the land was covered with virgin forest, extending nearly 2,100 kilometers along the eastern seaboard. The big rivers — the Kennebec, Hudson, Delaware and other offered a water link between the coast and the sea. The Appalachian Mountains and some Indian tribes formed the barrier between the coastal plain and the interior lowland.

The colonists had to adjust to growing native plants — pumpkin, squash, beans and corn. In many cases they would not have survived without the help of the Native Americans.

TEST YOURSELF

Task 1. Answer the following questions in written form.

1. Who were the Paleo-Indians?
2. What groups of Indians lived in North America?
3. Who created the «mother culture» of America?
4. What were the other advanced early civilizations in America?
5. Why was Leif Ericsson officially declared the discoverer of the New World?
6. What were the factors that caused the great geographical discoveries in the 15th century?
7. Why did Amerigo Vespucci name the continent?
8. What model of colonization did Spaniards in the New World establish?
9. Why did the French not establish permanent settlements in the New World?
10. How did the Dutch attract new settlers to the colonies?
11. What was the climatic difference between England and North American east coast?
12. How did contacts with Europeans change life in the New World?
13. How did the Old World benefit from the contacts with the New World?

Task 2. State the meaning of the following derivatives and fill in the gaps.

1) *nomads, nomadic*

- a)are people who move from one place to another rather than living in one place all of the time.
- b)tribes travel these regions with their camel herds.

2) *polytheism, polytheistic, monotheism, monotheistic*

- a) The threereligions with the most followers are Christianity, Judaism and Islam.
- b)is a belief that there is only one god.

c)is a specialized belief in many different gods. Most Native American religions were .

3) *sacrifice (v, n), sacrificial*

a) The ancient Aztecspeople to their gods.

b) Native Americans had no tradition to give afor their sins.

c) The priest held up the head of the.....goat.

4) *tribe, tribal, tribalism, tribe people*

a)is a state of existing as a tribe, or a very strong feeling of loyalty to our.

b) In Pueblo cultures there was no government at thelevel.

c) The Iroquois unitedinto tribes and tribes — into Confederation.

5) *conquer, conquest, conqueror*

a) The Spanishthe New World in the 16th century.

b) Spanishof the New World were called conquistadors.

c) Geographic discoveries of the 15th—16th centuries led to the Spanish of
Mexico and Peru.

6) *explore, exploration, exploratory, explorer*

a) In 1492, Columbus set out on the voyage ofwhich led to the
discovery of the New World.

b) After Columbus many Europeans went onexpeditions to the New World.

c) Magellan was a famous 16th century

d) After EuropeansNorth America a little, they established permanent
trading post there.

Task 3. Match two statements into a compound sentence with a conjunction "so".

1. Cultural revival increased technological development and political changes in Europe in the 15th century...

2. Native Americans had no immunity to European diseases...

3. Amerigo Vespucci was the first explorer of the New World, whose notes on voyage were widely disseminated...
4. The Spanish established colonies in Central America...
5. Europeans established permanent trading posts in North America...
 - a) ...thousands of them died in the epidemics of smallpox, influenza and measles.
 - b) ...the new land was given his name.
 - c) ...Catholicism became the first European religion to be imposed on Native Americans.
 - d) ...local Indian tribes abandoned traditional modes of life.
 - e) ...Europeans began to explore the world.

WAR BEGINS

The war between the colonists and British troops began with battles of Lexington and Concord in 1775. In Lexington British soldiers fired at a band of 70 Minutemen (colonial militia), who gathered to express their protest. In Concord, where the contingents of militia were larger, British troops (colonists called them "redcoats") suffered greater losses — colonial militiamen were attacking them from behind the trees, bushes, and houses along the road.

These battles marked the beginning of American War for Independence, which was supported by the delegates of the Second Continental Congress in Philadelphia in May, 1775. Congressmen voted for war, authorized the printing of money to purchase necessary goods, established a committee to supervise relations with foreign countries, and took steps to strengthen the militia. Also the most important task was accomplished — the Continental Army was created and Colonel George Washington of Virginia was appointed its commander-in-chief.

The leaders of the Revolution had three important tasks to accomplish:

НАУКОВА БІБЛІОТЕКА
УЛ. ПОЛІВКА КИІ

— to persuade colonists to take side of the patriot fighters for American independence;

— to get international recognition and the assistance of France, which was crucial to the winning of independence;

— to try not to lose battles with the British army decisively.

George Washington — commander-in-chief of the American army, quickly realized that American success will be much a result of their endurance than of superiority.

The British, in their turn, were sure that American army would not be able to fight with the trained British soldiers, so the campaign of 1776 would be the first and the last of the war. The British also tended to compare this war with what they had fought successfully in Europe, so they adopted the same strategy of capturing major American cities.

But British strategy proved false — American population was dispersed, and only 5% of colonists lived in the major cities. Capturing of these cities did not mean immediate victory, and military victory did not mean political victory. The British could not realize that it was not a conventional European war; it was a new kind of conflict — the first modern war of national liberation.

Declaration of Independence

Long months after fighting with Britain had begun; American leaders did not try to break with the empire. Thomas Paine, who published a pamphlet «Common Sense» in January 1776, made the decisive step to independence. In his work Paine criticized common American assumptions about government and the colonies' relationship to England. He proved that the establishing of a republic was necessary, democracy was the only way to preserve freedom, and rejected the balance of monarchy, aristocracy and democracy. Paine insisted that Britain was exploiting the colonies unmercifully and rejected the assertion that an independent America would

be weak and divided — he proved that America's strength would grow when freed from European control.

The pamphlet got enormous popularity, converting many colonists to independence — by late spring 1776 it was inevitable. On May 10, 1776, the Second Continental Congress adopted a resolution calling for separation, and in June a committee of five, headed by Thomas Jefferson of Virginia, was appointed to prepare a formal declaration.

The Declaration became mainly Jefferson's work, who was a Virginian lawyer educated at the college of William and Mary. Declaration of Independence was based on English Enlightenment political philosophy, particularly on John Locke's "Second Treatise in Government", where traditional rights of Englishmen were universalized into the natural rights of all humankind.

The draft of Declaration was laid before Congress on June 28; congressmen debated the wording for some more days, and adopted the Declaration of Independence on July 4. The delegates knew that they were committing treason. Now they had to win the war otherwise they would have been executed. As Benjamin Franklin put it, "We must all hang together, or assuredly we shall all hang separately". The real struggle still lay before them.

Although the Declaration of Independence was adopted and printed on July 4, only the President of the Continental Congress, John Hancock, and its secretary, Charles Thomson, immediately signed it. Hancock boldly put his big signature noting: "There! I guess King George will be able to read that!"

Most of the other delegates signed the Declaration on August 2 ceremony, and one of the delegates; Thomas McKean of Delaware signed it only in 1781. Signers were so afraid of their fate that the names of those who signed the Declaration were not made public until 1777.

The name of John Hancock, however, survived not only in history, but also can be often heard in the popular expression "Put you Hancock here", used to ask people to sign the documents.

TEST YOURSELF

Task 4. Answer the following questions in written form.

1. What were the abuses that the colonists had suffered from Great Britain and British King?
2. What are the main human rights listed in the Declaration?
3. Who gave these rights to people?
4. What institution guarantees these rights?

Fighting for Independence

After the Declaration of Independence was adopted, American army had to defend it. It was clear that fighting would not be an easy one — British redcoats were well-equipped, Britain had the strongest navy in the world and enough money to hire soldiers to fight against the rebellious patriots. Also there were many British sympathizers on American soil — the loyalists, among whom were people of different backgrounds:

—recent British immigrants (English, Scots and Irish), who remained closely identified with their mother country. They were mostly concentrated in New York, Georgia, and the backcountry of North and South Carolina. In 1776, the number of loyalists in these places was up to 40 % of colonial population;

—German, Dutch, and French religious congregations in colonies, who doubted that their religious beliefs would be safe in an independent nation dominated by Anglo-Americans;

—Canada's French Catholics, who had been guaranteed religious freedom by the British and worried that their privileges would disappear. They made the biggest group of Britain's supporters in North America;

—Indians along the frontier, who were afraid of further Anglo-American expansion;

—African-American slaves, who believed that the British would free them because parliament had never explicitly established slavery.

All these categories constituted an important support for British redcoats in the coming war.

On the side of Americans were militiamen and hired Continental soldiers. Most Americans served a short term, they were worse equipped and only a support of French allies helped colonial army to win the war.

The first decisive battle after the Declaration of Independence began in late June 1776 for New York. Washington's army was finally defeated by the British troops led by General William Howe. By November, Howe had captured Fort Washington on Manhattan Island, so New York City remained under British control until the end of the war.

After loosing New York General Washington led his men in retreat across New Jersey. It allowed British troops to follow them and soon redcoats controlled most of New Jersey. The colonists on the occupied territories began loosing faith in Washington's army — cold winter and British confidence changed many minds. "These are the times that try men's souls wrote Thomas Paine in his next pamphlet "The Crisis". The Summer soldiers and the sunshine patriot will, in this crisis, shrink from the service of his country; ...yet we have this consolidation with us, that the harder the conflict, the more glorious the triumph".

Paine's prophesy proved right — the next two battles at Trenton and Princeton finished in American's favor, they also regained most of the territory occupied by the British.

1777 proved to be the turning point in that war. At the beginning of the year General Howe with his troops defeated Americans in Pennsylvania, occupied Philadelphia and forced the Continental Congress to flee, American army again had to spend winter lacking food, clothing and supplies. But still it was a very important period for Americans because they managed to ally with the French.

Benjamin Franklin, who negotiated and won French assistance, accomplished this important task. The French supported Americans for many reasons— they wanted to restore the balance of power seriously weakened by the French, the British had threatened Indian War (The Seven Years War), their geopolitical interests in North America, and they wanted to support the war against their oldest enemy.

In February 1778, France signed two treaties with Americans, by which she recognized American independence and provided assistance for rebellious nation until the war was won. This alliance was of great benefit for the patriots — France began to help the Americans openly, sending troops, supplies and naval vessels. The British could no longer focus their attention on the colonies alone as now they had to fight the French in the West Indies and other places. In 1779, Spain entered the war as an ally of France (not the United States) to magnify Britain's problems. Throughout the war French assistance was of great importance to Americans.

After the French had been involved into the war, the British moved south, as there were many loyalists, who could support the redcoats. In late 1778, they captured Savannah, Georgia and moved to Charleston, the principal southern port. On May 1779, General Benjamin Lincoln surrendered the city — it was the greatest American defeat of the war.

But that loss seemed to have no effect on American troops — they continued attack British supply lines and confront British forces. The most significant battle took place at Cowpens, South Carolina, in early 1781, where Americans defeated the British and made them retreat to Virginia.

The French, who took part in the war, prevented the British from getting supplies, harassed British ships and, finally, defeated the British troops at Yorktown near the mouth of Chesapeake Bay in October 1781.

This was not a victory to immediately end war, but a new British Government soon decided to start peace negotiations. They took place in Paris in early 1782; Benjamin Franklin, John Adams and John Jay represented American side. The British

and American representatives signed the formal treaty known as the Treaty of Paris on September 3, 1783.

The treaty recognized the boundaries of a new nation, returned Florida to Spain and acknowledged the independence, freedom and sovereignty of the 13 former colonies. The long war was over, now the new task of uniting the nation was set.

TEST YOURSELF

Task 5. Answer the following questions in written form.

1. Why did the gap between the mother country and colonies grow between 1760 and 1775?
2. What was the effect of the French and Indian War on American colonies?
3. What were the main taxes that caused colonists' indignation?
4. What were the causes and results of the Boston Tea Party?
5. What were the most important tasks for the leaders of the Revolution?
6. Why did British war strategy prove false during the Revolution?
7. What impact did Paine's "Common Sense" have on the colonists?
8. What were the basics of the Declaration of Independence?
9. What layers of population supported the British on American soil?
10. Why was French support important to the colonists?
11. What did the Treaty of Paris recognize?

Task 6. State the meaning of the following words and fill in the gaps.

cede, levy, unanimously, allegiance, grievance, prophesy, sympathizer, smuggling, treason

1. In many American schools, the students pledgeto the flag at the beginning of the school day.
2. After heavy duties werepoliticians could mass protests.

3. After the Seven Years War, French territories in North America were.....to Britain.
4. People, who signed the Declaration of Independence could be accused of
5. There were manyof the British Crown in American colonies before the Revolution.
6. Heavy taxes on important products caused a wave of
7. The delegates of First Continental Congress discussed theof colonists.
8. The decision was approved.....

THE CIVIL WAR

By the middle of the 19th century, Americans had greatly expanded westward, spreading their "Manifested Destiny" over the whole continent, and up to 1860, the proportion of Americans living west of the Appalachians grew from one quarter to one half. The process that had been set in motion by the Louisiana Purchase and annexation of Florida in 1819—1821 continued during the whole century.

The new territories were settled in the west, and when new frontier settlements were organized in the territory that had 60,000 free inhabitants and a governing body, it could be admitted to the Union "on an equal footing with the original states in all respects". Before the Louisiana Purchase four new states were admitted — Vermont (1791), Kentucky (1792), Tennessee (1796) and Ohio (1803). These states were the results of the first attempts to settle western frontiers. They (except Vermont, which was carved from original colonies) were settled by people from the original colonies (Ohio was carved from Pennsylvania's western frontier, Kentucky — from Virginia's, and Tennessee — from North Carolina's), so the patterns of living and settlement in the new states had much in common with original colonies.

Soon the earlier division into New England, Middle States and the South changed into the North (New England and Middle States), the South (old and new southern states) and the West (new states in the northwest). While the South was predominantly

rural, with cotton plantations and farms, the West implemented manufactures and the North was characterized by growing industry, commerce and finance.

The main difference new states preserved was slavery — new northern states joined the Union as free states, while new southern states preserved and developed the slave-owning system of the Old South.

The Conflict Begins

The conflict between the North and the South grew with acquiring new territories, and reached its peak after the war with Mexico in 1846—1848. The war started as a continuation of the dispute over the southwestern territories after Texas was annexed as 28th state.

The Republic of Texas stretched over the territories of present-day New Mexico, Texas, parts of Oklahoma, Kansas, Colorado and Wyoming. Originally it was part of Mexico, and the Mexican government encouraged settling of these remote northern provinces. By 1835, more than 35,000 Americans lived there, and when the Mexican government tried to tighten control over these territories, the rebellion started. By the end of the year, Texans won independence and in 1836, established an independent republic with Sam Houston as a president (the republic was nicknamed "The Lonely Star", as its government was seeking annexation to the other "stars" — the United States).

Though many Americans favored the annexation of Texas territory, the Senate first rejected it — senators recognized the danger of the vast proslavery territory in the south. Finally Texas was annexed and became the 28th state in 1845.

Now the Mexican government was outraged not only over the question of Texas statehood, but also over the borders of the new state. The attempts of the US government to buy New Mexico and California failed, so the war was declared in 1846. After revolts and fighting that lasted through 1848 this treaty Mexico ceded the southwest region and California for \$15 million negotiated the Treaty of Guadalupe Hidalgo—. Annexation of southwest was coupled with settling northwest territories

— in 1843, the first great migrations of Americans on Oregon Trail started, and American government was organized there.

By 1850, the frontier reached the Pacific Ocean, and with the acquisition of the northwest and southwest territories the question of slavery reached its peak. Northerners were apt to prohibit slavery in New Mexico and California where there were no slaves, while southerners saw these states as proslavery.

The dispute was settled with a new compromise (Compromise of 1850) that admitted California as a free state, settled the boundaries of Texas and established the territories of Utah and Mexico (slavery was not mentioned). Also more strict rules were provided for catching runaway slaves. Though tension continued to grow, the Compromise of 1850 postponed the war between the North and South for another ten years.

In 1854, the quarrel continued over the territories of Kansas and Nebraska, which were being rapidly settled and, under the terms of the Missouri Compromise, closed to slavery. The same year according to the Kansas-Nebraska Act proposed by Senator Douglas, Kansas and Nebraska became territories open to slavery.

This measure not only outraged the antislavery forces, it gave birth to the new Republican Party that demanded slavery be excluded from all territories. The influence of the party quickly grew, as it appealed to the groups interested in economic development that saw free labor as a key to America's progress. Republican antislavery propaganda called for non-extension of slavery, one of its leaders Abraham Lincoln argued that the South threatened democracy and slavery threatened all whites.

Lincoln was nominated the candidate from the Republican Party in the presidential election of 1860 and won. His election despaired southern leaders and resulted in secession from the Union.

South Carolina seceded in December 1860, and by February 1861, it was followed by six states that are more southern: Mississippi, Florida, Alabama, Georgia, Louisiana, and Texas.

The seven states formed the Confederate states of America, choosing Jefferson Davis as their president.

Fighting for the Union

In March 1861, Abraham Lincoln was sworn in as President of the United States. In his inaugural address he refused to recognize the secession and called for restoration of the Union but his call was heard. On April 12, 1861, the first fighting started — the Confederate forces opened fire on the federal troops at Forts Sumter in the Charleston harbor (South Carolina). The fire marked the beginning of the bloodiest war in the nation's history.

In response to the events at Fort Sumter, Virginia, Arkansas, Tennessee and North Carolina joined the Confederacy between April and June 1861. Now it consisted of eleven states inhabited by 9 million people.

Northern resources were much more impressive — there were twenty-three states with a population of 22 million, industrial abundance and wide network of railways. The superiority of the North was opposed by some advantages of the South — southerners were defending their own territory, and because of strong military tradition there were more experienced military leaders. General Robert E. Lee from Virginia commanded southern troops.

For many confederates the Civil War became a second American Revolution — people believed that they had a right to secede from the Union, just as the colonists had a right to break away from Great Britain. It was also truly "a brothers' war", when families and friends were divided by their allegiances. Mary Lincoln, the President's wife, had three brothers who were killed fighting for the South. Robert Lee, a leading general of the South, had a nephew, who was an officer in the Union army, and there were thousands of the similar cases.

Though both sides entered the war with high hopes for an early victory, the first large battle at Bull Run, Virginia, broke any illusions of a quick and easy ending of the war. Confederate forces, making Union troops flee back to Washington, won the

battle. This first battle established a pattern of the Civil War — southerners got victories in bloody battles, but these victories did not bring them military advantages.

The North, though losing some battles, used other measures to undermine southern economy — in 1861, Lincoln proclaimed a blockade of the southern coasts — by 1863, this blockade almost completely stopped cotton trade (the basis of southern economy) and presented the importation of clothing and medical supplies for Confederate forces.

While the Union forces commanded by General Ulysses S. Grant were winning victories in the west — in Tennessee, other Union troops were defeated in Virginia. The victories of the Confederates were based on strong defense positions and military genius of two Confederate generals — Robert E. Lee and Thomas J. ("Stonewall") Jackson.

In September 1862, the two armies met at Antietam Creek, Maryland in the bloodiest day of the war — more than 4,000 men died on both sides and 18,000 were wounded. Though the battle was inconclusive, it gave President Lincoln the opening for the Emancipation Proclamation, which he declared on January 1, 1863. It gave freedom to all slaves in the states whose people "shall be then in rebellion against the United States" and authorized the recruitment of blacks into the Union Army.

Actually, the Emancipation Proclamation did not free slaves immediately, but it was the first step in the abolition of slavery — the process was continued in June 1864, when Lincoln and the Republican Party called for the thirteenth constitutional amendment prohibiting slavery. The proposed amendment went to the states for ratification or rejection, and was finally ratified after Lincoln's death in 1865.

In June 1863, the battle of Gettysburg changed the course of the war — a series of the Confederate victories was stopped in a titanic three-day battle, which was won by the Union troops. The price of the victory was high — there were more than 20,000 of the wounded and missing on each side.

Five months later, in November 1863, Lincoln dedicated a new national cemetery at Gettysburg with his famous Gettysburg Address concluded with such words: "...we

here highly resolve that these dead shall not have died in vain — that this nation, under God, shall have a new birth of freedom — and that government of the people, by the people, for the people, shall not perish from the earth".

While the Union forces commanded by General Grant fought against General Lee's troops, another Union General William T. Sherman with his army invaded Georgia, and marched from the state capital Atlanta to the Atlantic Coast. His army marched northward destroying plantations, railroads, towns and farms — everything that could help the South. This way the Union army destroyed the will and morale of the South, which, perhaps, was even more important than defeating its armies.

Meanwhile, in Virginia, in April 5, 1865, General Grant captured Richmond — the Confederate capital. On April 9, 1865, surrounded by Union forces, General Lee surrendered to General Grant at Appomattox Courthouse. The Civil War was over.

TEST YOURSELF

Task 7. Answer the following questions in written form.

1. How were the new states admitted to the Union in the 19th century?
2. Why did the patterns of living and settlement in the first western frontier states have much in common with original colonies?
3. Why was it important to maintain an equal number of free and slave states in the Union?
4. What scheme of admission did the Missouri compromise provide?
5. What were the main differences between the North and South?
6. What were the major steps leading to the war in the USA?
7. How did the Civil War start?
8. What were the major battles of the Civil War?
9. How was slavery in the USA abolished?
10. What were the main points of Lincoln's plan of the Reconstruction?

11. What were the main steps of the Congressional Reconstruction?
12. Did the Congressional Reconstruction settle the problems of the South?
13. Why did the Reconstruction fail?

Task 8. State the meaning of the following derivatives and fill in the gaps.

1) *cede, secede, secession, secessionist*

- a) In 1860—1861, after Abraham Lincoln was elected President, seven southern statesfrom the Union.
- b) Almost everyone in the North supported the war against the in the South.
- c) Florida wasto the United States after the war.
- d) Lincoln's election resulted infrom the Union.

2) *recruit, recruitment*

- a) During the war all young men wereto the army.
- b) He worked as aofficer.

3) *abolish, abolition, abolitionist*

- a)in the North supported of slavery,
- b) Southern planters claimed that slavery could not be

4) *assassin, assassinate, assassination*

- a) Today the risk of.....has been reduced by modern security systems.
- b) Abraham Lincoln'swas a Virginian actor John Wilkes Booth.
- c) Unfortunately Lincoln did not become the last American president to be.....

5) *vindictive, vindictiveness, unvindictive*

- a) Lincoln devised anplan of Reconstruction.
- b) people are usually unwilling to forgive.
- c) Southerners did not expect northern authority to act with such

6) *curb (n, v)*

- a) ____means a control or limit of something which is not desirable.

b) He tried __his bad temper.

7) *tenant, tenancy*

a) After the Civil War all former slaves becamefarmers.

b)is the right to use land or live in a building on payment of rent.

THE BOOMING TWENTIES

Despite the hardships and losses of World War I, the years that followed it — the 1920s became one of the calmest and most prosperous decades in American life and an era of good changes in many spheres. The period started in 1920, when women all over the country took part in the presidential elections for the first time and the Republican candidate Warren G. Harding got the overwhelming victory promising the nation "to return to normalcy". During the presidency of Harding and his successors Calvin Coolidge and Herbert Hoover the most favorable conditions for the US industry were created, many important reforms occurred at state and local levels of government, and significant advances were made in science and technology. "The man who builds a factory builds a temple," Coolidge pronounced. "The man who works there worships there."

These three presidents increased tariffs to protect US manufacturing from foreign competition and cut taxes for the wealthy. Therefore, during the 1920s, American consumerism reached full bloom. Encouraged by advertising and new forms of credit Americans readily bought automobiles, radios, houses, and stocks. The era of electric appliances began — now Americans could buy different electric equipment — phonographs, washing machines, vacuum cleaners, sewing machines and many other things that made life easier and better.

Radio became very popular, as the radio stations were set up all over the country broadcasting music, comedies, and mystery shows. Cinema was another

way of spending leisure time. By the end of the 1920s, sound films or «talkies» replaced silent movies as they were called.

The era was also noted for Prohibition — a law that came into effect on June 16, 1920, prohibiting any use of alcohol in the USA. Prohibition had a devastating effect — it encouraged law-abiding citizens to use illegal "speakeasies", where alcohol was sold illegally and gave spread to bootlegging business and big gangsters' groups controlling the business. The violence also grew — Chicago's Capone mob took in \$60 million a year and killed 300 people while doing it. Prohibition proved to be a real failure and was finally ended in the days of the Great Depression when President Roosevelt tried to raise money for federal government from alcoholic taxes and tariffs.

The new time often referred to as the Jazz Age, the Era of Excess or the Roaring 20's changed the character of life in the USA; many people were shocked by the changes in the morals, manners and fashion of American youth. A small but influential movement of writers and intellectuals "the Lost Generation" (among them were the writers F.Scott Fitzgerald and Ernest Hemingway) expressed their discontent with the materialism and spiritual emptiness of life in the United States,

The Great Depression

In October 1929, the era of optimism and gaiety ended — the stock market crash wiped out 40 % of the paper values of common stock. The stocks that were at a record high level did not find buyers, stock prices dropped more and more, so millions of dollars were lost on October 29, later called Black Tuesday. The Depression deepened, and gradually millions of Americans were deprived of their life savings. Businesses were closed, factories shut down and banks failed. By 1932, one out of every four Americans was unemployed.

The Depression was caused by the disparity between the growing country's production and the ability of people to buy goods. During and after the war the great number of innovations increased productivity of industry and farming, so people

could not buy everything that was produced, factories were closed down and millions of workers lost their jobs. Jobless people had to line for free bread or soup or tramp about the country looking for a new job.

President Hoover, who had been elected only eight months before the stock market crashed, tried to fight the Depression, but the efforts of his administration proved ineffective. At the beginning of his term the number of the jobless was 4 million, in 6 months it jumped to 6 million, and by the end of his presidency nearly 13 million workers were unemployed and millions were underemployed, working only part-time.

By the time of the next presidential campaign in 1932, Hoover's methods of fighting the Depression showed no positive results, and a Democratic candidate Franklin D. Roosevelt, who surrounded himself with a «brain trust» of lawyers and university professors to prepare a national political platform, won the elections.

This program known as the New Deal came into action after Roosevelt's inauguration. Its essential points were the restoration of purchasing power to farmers, blue-collar workers and the middle classes, immediate cut of production, immediate and direct relief to the unemployed.

The main aim of the New Deal program was to restore people's confidence in the banking system, and trust to government. To fight unemployment a Civilian Conservation Corps was created — it employed young people in various conservation projects — planting trees, creating sanctuaries and conserving natural deposits. This program was aimed at work relief rather than welfare.

In agriculture an economic relief was provided to farmers — short- and medium-term loans gave an opportunity to preserve and refinance their farms. A new system of government subsidies made economic stability for farmers possible.

In industry the national planning was introduced as opposed to an individualistic, intensely competitive, laissez-faire economy. New labor unions appeared, so labor's power increased not only in industry, but also in politics.

The New Deal's cornerstone became the Social Security Act of 1935, which created the system of insurance for the aged, unemployed and disabled based on employer and employee contribution. Today Social Security Program is one of the largest domestic programs administered by the US government.

TEST YOURSELF

Task 9. Answer the following questions in written form.

1. How was the Alaska territory acquired by the USA? How did Americans take this purchase?
2. What territories were ceded to the USA after Spanish-American War?
3. What were the causes of World War I?
4. Why did American neutrality collide?
5. How did Americans contribute to the victory in the war?
6. How did World War I change the life of Americans?
7. Why are the 1920s called one of the calmest and most prosperous periods in the history of the USA?
8. What caused the Great Depression?
9. How did the New Deal program fight the Great Depression?
10. Why did the Social Security Act become the New Deal's corner stone?

Task 10. State the meaning of the following words and fill in the gaps.

isthmus, annexation, collide, ultimatum, crucial, negotiate, armistice, consumerism, disparity, subsidy

1. Territorial disputes are sometimes resolved byof parts of other countries.
2. Wilson's evidence provedto that legal case.
3.is a state when too much attention is given to buying and owning many things.
4. Today many farms would have been closed without government.....

- 5.....is a narrow piece of land that joins two larger areas and has water on both sides.
- 6.They issuedas the last action to prevent the war.
- 7.Two cars.....at the crossroads.
- 8.After severe fighting a two weekwas declared.
- 9.During the strike manager refusedwith the unions.
10. There is a greatin the standards of living between the rich and the poor.

Task 11. Give literary translation of the following sentences.

1. Today the historians think that as many people lived in the Western Hemisphere as in Western Europe at that time nomadic Indians inhabited the Great Plains and northern forests, densely concentrated tribes lived along the Pacific coast, in the southwest and southeast, in the Mississippi Valley, and along the Atlantic coast.

2. With the conquest of Mexico the Spanish solidified their position in Western Hemisphere and just half a century after Columbus's first voyage, the Spanish monarchs controlled the richest, most extensive empire Europe had known since ancient Rome.

3. To attract new settlers the Dutch established "the patron system", when any stockholder, who could bring 50 adults to his estate, was given a 25-kilometer river from plot, civil and criminal jurisdiction over his land.

4. Congressmen voted for war, authorized the printing of money to purchase necessary goods, established a committee to supervise relations with foreign countries, and took steps to strengthen the militia.

5. Paine insisted that Britain was exploiting the colonies unmercifully and rejected the assertion that an independent America would be weak and divided — he proved that America's strength would grow when freed from European control.

6. The treaty recognized the boundaries of a new nation, returned Florida to Spain and acknowledged the independence, freedom and sovereignty of the 13 former colonies.

7. The main difference new states preserved was slavery — new northern states joined the Union as free states, while new southern states preserved and developed the slave-owning system of the Old South.

8. "We here highly resolve that these dead shall not have died in vain — that this nation, under God, shall have a new birth of freedom — and that government of the people, by the people, for the people, shall not perish from the earth".

9. Prohibition had a devastating effect — it encouraged law-abiding citizens to use illegal "speakeasies", where alcohol was sold illegally and gave spread to bootlegging business and big gangsters' groups controlling the business.

10. It is essential points were the restoration of purchasing power to farmers, blue-collar workers and the middle classes, immediate cut of production, immediate and direct relief to the unemployed.

FINAL TEST

Fill the blanks:

1. The Olmec ... spread over Central America and Pacific coastline — they developed religious ... and dynamic settlements.
a) culture/sites b) tribes/faith c) people/cults
2. The Aztecs collected ... in the form of ... and were successful in agriculture.
a) harvest/wheat b) tribute/gold c) traditions/rituals
3. Historians estimate that at least ... different tribal ... lived in America at that time.
a) 250/groups b) 150/societies c) 200/communities
4. All Indian cultures were ... — they involved a multitude of gods.
a) atheistic b) monotheistic c) polytheistic
5. The first explorers, who sailed to North America from ..., were ... or North men.
a) Europe/ the English b) Europe/the Vikings c) Europe/the Spaniards
6. Amerigo Vespucci employed by Spain and later by Portugal, made a journey to a "New World" and wrote a widely popular
a) account of his voyages b) book of his life c) book of his travelling expenses
7. The Aztec King, Montezuma, treated the Spaniards as honored guests, gave them ... and
a) bread/meat b) gold/jewels c) fruit/vegetables
8. The wealth in colonies was based on the exploitation of the native population and the ... imported from
a) Indians/Latin America b) prisoners/England c) slaves/Africa
9. Spanish conquistadors (conquerors) destroyed Indian ... and built Christian cathedrals and
a) villages/towns b) temples/museums c) temples/ monasteries
10. Like the French, the ... established close relations with Indian tribes (the five nations of the Iroquois) and started ... trade.

- a) English/gold b) Spaniards/alcohol c) Dutch/fur

11. The immigration started in the early ... with a few hundred English colonists and grew to millions of newcomers in more than ... centuries.

- a) 1600s/ three b) 1500s/three c) 1700s/two

12. The displaced ... population saw the New World as a source of ... and great natural resources.

- a) rural/freedom b) peasant/cheap land c) urban /culture

13. George Washington quickly realized that American success would be much a result of their ... than of

- a) endurance/superiority b) will/ endurance c) superiority/fight

14. The Declaration became mainly ... work, who was a Virginian ... educated at the college of William and Mary.

- a) Washington's/colonel b) Jefferson's/ lawyer c) Lincoln's/ lawyer

15. Most Americans served a ... term, they were worse equipped and only a support of ... allies helped colonial army to win the war.

- a) long/ French b) short/English c) short/ French

16. After the French had been involved into the war, the British moved ... , as there were many ... , who could support the redcoats.

- a) south/royalists b) south/ loyalists c) north/ loyalists

17. While the South was predominantly ... , the West implemented ... and the North was characterized by growing industry, commerce and finance.

- a) industrial/agriculture b) rural/trade c) rural/ manufactures

18. The war started as a ... of the dispute over the ... territories after Texas was annexed as 28th state.

- a) continuation/ southwestern b) beginning/ southwestern c) end/southeastern

19. The ... states formed the Confederate states of America, choosing ... as their president.

- a) eleven/ Jefferson b) seven/ Jefferson c) nine/ Washington

20. The Emancipation Proclamation did not free slaves immediately, but it was the first step ...— the process was continued in June 1864.

a) in the abolition of slavery b) to independence c) to industrial growth

21. The Union army destroyed the ... and ... of the South, which, perhaps, was even more important than defeating its armies.

a) towns/villages b) trade/industry c) will/morale

22. The Depression was caused by the disparity between the growing country's production and the ability of people to buy goods.

a) disparity/ ability b) agreement/capacity c) conflict/necessity

ROUSSEAU: THE NATURAL PERSON

Jean Jacques Rousseau (1712-1778), a Swiss-born French theorist, profoundly influenced social, political, and educational ideas. Rousseau studied for a variety of careers but achieved fame as a social and educational philosopher. His works *On the Origin of the Inequality of Mankind* and *The Social Contract* state that the distinctions based on wealth, property, and prestige that give rise to social inequalities are artificial. In the original state of nature, people were noble savages, free and uncorrupted; it was the artificialities of society that corrupted people. Property produced inequalities, and government and other institutions legitimized these artificial distinctions.

Rousseau's most famous educational treatise is *Emile*, a novel written in 1762, which tells the story of the education of a boy from infancy to adulthood. Rousseau's novel attacks the doctrine of child depravity and an exclusively **verbal** and literary education. Such doctrines and practices, he felt, ignored the child's natural interests and inclinations. He also believed that the child needs to be free from society's imprisoning institutions of which the school was one of the most coercive.

Although many of the concepts developed in *Emile* could be applied to the education of both boys and girls, Rousseau was writing about the education of the upper-class French male. Many of his comments are clearly sexist in that Sophy, who eventually becomes Emile's wife, is educated to become a pleasing companion for her husband. Despite the book's orientation to the education of the male, later educators, including men who were progressive or child centered, found much in Rousseau's writing that contributed to the liberation of children, both boys and girls.

Principles of Learning and Instruction Like Comenius, Rousseau recognized stages of human growth and development. For Rousseau, there are five stages of growth: infancy, childhood, boyhood, adolescence, and youth. Each stage requires an

appropriate kind of education to stimulate further development and growth. Most important, the early and formative stages of growth are to be free from the corruption of society. Emile, the subject of Rousseau's novel, was to be educated by a tutor on a country estate away from the blandishments and temptations of a ruinous society. Rousseau's first stage, infancy (from birth to five), sees the human being as essentially helpless and dependent on others. The infant needs freedom to move and to exercise his body. He needs to make his first contacts with the objects of the environment. The infant's diet should be simple but nourishing.

During childhood (from five to twelve), the child is growing physically stronger. He is beginning to develop his own personality as he becomes aware that his actions have either painful or pleasurable consequences. During this stage, the child is egotistical but also curious. He explores the environment and learns about the world through his senses. Rousseau calls the child's eyes, ears, hands, and feet the first teachers. These natural teachers are far better and more efficient than the schoolmaster who teaches words that the learner does not comprehend; they are better than the schoolroom's silence and the master's rod. Emile's tutor did not attempt to introduce books at this stage. Reading was not substituted for the child's own direct experience with nature.

During boyhood (from twelve to fifteen), the boy's bodily strength is still increasing. Nature, still the best teacher, gives instruction in science and geography. By watching the cycles of growth and development of plants and animals, Emile learned natural science. By exploring his surroundings, he learned geography far more realistically than he could have from the study of maps. Emile now read *Robinson Crusoe*, the story of a man marooned on an island who had to meet nature on its own terms. Emile also learned a manual trade so that he could understand the relationship between mental and physical work.

Next, in Rousseau's developmental schema, come the years of adolescence (from fifteen to eighteen). During these years, Emile returned to society. Becoming aware of and interested in sex, he asked his tutor questions about human sexuality.

Emile's questions were to be answered honestly, directly, and sincerely by the tutor. Now that Emile had experienced a natural education, he was ready to cope with the outside world. He needed to be aware of society, government, economics, and business. His aesthetic tastes had to be cultivated by visits to museums, art galleries, libraries, and the theater. During the last stage of education (from eighteen to twenty), Emile traveled to Paris and to foreign countries to see different peoples and societies.

Education and School For Rousseau, knowledge was based on sensations and feelings. Preferring the natural to the social, Rousseau stressed human instincts as the means to knowledge. He was definitely opposed to a reliance on books as the pathway to truth. It was far better, he believed, to rely on direct and immediate experience with nature than to seek wisdom through the indirect source of the printed page. Rousseau was a true pioneer; he challenged existing conventions and sought to destroy those that he felt impeded human freedom and progress. Rousseau was decidedly romantic and preferred the spontaneous, primitive, and emotional person to the rational and scientific individual. Rousseau's personal bent was to demolish restrictive and coercive social institutions and customs.

Unlike the classical humanists, who equated education and schooling, Rousseau carefully separated the two. Like the contemporary advocates of deschooling, Rousseau believed that the school as an institution often interferes with and impedes learning. As a social institution, the school puts the child into a straightjacket that confines him to socially accepted customs, manners, and ideas. Rousseau wanted to liberate the child and adult from artificial social restrictions. His Emile was a child of nature who followed his impulses and acted on them. If pleasure was the result, then Emile earned his own reward. If his actions brought pain, then Emile brought these consequences upon himself.

Influence on Educational Practices Today Rousseau influenced such innovative educators as Pestalozzi and contributed to broad movements in education, such as the child-study movement and child-centered progressive education. One of Rousseau's major contributions was the idea that educators should base the

curriculum on the child's interests and needs rather than forcing the child to conform to a prescribed program of learning. In some respects, Rousseau anticipated the "romantic" view of child development, according to which children create their own reality rather than learning to deal with information given to them in a final form by adults.

Rousseau's *Emile* exerted a strong influence on the development of Western education. Johann Pestalozzi put Rousseau's ideas into a more methodological and group-centered context. In the United States, such child-centered progressive educators as Francis Parker and Marietta Johnson elaborated a pedagogy based on the child's interests, needs, and inclinations.

Comprehension Check Exercises

Ex. 1 Find the right statements

1. Jean Jacques Rousseau (1712-1778), a Swiss-born French writer, profoundly influenced social, political, and educational ideas.
2. Rousseau's novel attacks the doctrine of child depravity and an exclusively literary education.
3. During childhood (from five to twelve), the child is growing physically stronger.
4. *Emile's* tutor attempted to introduce books at this stage.
5. Rousseau was decidedly romantic and preferred the spontaneous, primitive, and emotional person to the rational and scientific individual.
6. As a social institution, the school puts the child into a straightjacket that confines him to socially accepted customs, manners and ideas.
7. One of Rousseau's major contributions was the idea that educators should base the curriculum on the child's opportunity and needs rather than forcing the child to conform to a prescribed program of learning.

Ex. II Find the wrong statements

1. In the original state of nature, people were noble savages, free and corrupted.
2. Rousseau also believed that the child needs to be free from society's imprisoning institutions of which the school was one of the most coercive.
3. Like Comenius, Rousseau recognized stages of animal growth and development.
4. Emile read Robinson Crusoe, the story of a man marooned on an island who had to meet nature on its own terms.
5. Next, in Rousseau's developmental schema, come the years of adolescence (from ten to fifteen).
6. Rousseau's personal bent was to demolish restrictive and coercive social institutions and customs.
7. His Emile was a child of society who followed his impulses and acted on them.

Ex. III Complete the sentences according to the text

1. Rousseau studied for a variety of careers...
 2. Property produced inequalities, and government and other institutions...
 3. Although many of the concepts developed in *Emile* could be applied to the education of both boys and girls, ...
 4. For Rousseau, there are five stages of growth: ...
 5. He is beginning to develop his own personality...
 6. During the last stage of education (from eighteen to twenty), ...
 7. It was far better, he believed, to rely on direct and immediate experience with...
 8. Like the contemporary advocates of deschooling, Rousseau believed that...
-
- a) ...but achieved fame as a social and educational philosopher.
 - b) ...Emile traveled to Paris and to foreign countries to see different peoples and societies.
 - c) ...infancy, childhood, boyhood, adolescence, and youth.
 - d) ...the school as an institution often interferes with and impedes learning.

- e) ...legitimized these artificial distinctions.
- f) ...nature than to seek wisdom through the indirect source of the printed page.
- g) ...Rousseau was writing about the education of the upper-class French male.
- h) ...as he becomes aware that his actions have either painful or pleasurable consequences.

Ex. IV Choose the correct word

1. It was the artificialities of society that corrupted
a) child b) parents c) teacher
2. Such doctrines and ..., he felt, ignored the child's natural interests and inclinations.
a) practices b) theories c) work
3. Rousseau was writing about the education of the upper class ... male.
a) English b) Swiss c) French
4. Most important, the early and formative stages of growth are to be free from the corruption of society.
a) formative b) effective c) principle
5. The infant's ... should be simple but nourishing.
a) feed b) diet c) games
6. Rousseau calls the child's eyes, ears, hands, and feet the first
a) friends b) tutors c) teachers
7. Emile's ... tastes had to be cultivated by visits to museums, art galleries, libraries, and the theater.
a) aesthetic b) moral c) spiritual
8. For Rousseau, ... was based on sensations and feelings.
a) skills b) abilities c) knowledge
9. Rousseau wanted to liberate the child and adult from ... social restrictions.
a) unreal b) artificial c) real
10. Rousseau's Emile exerted a strong influence on the development of ... education.

a) Eastern

b) Western

c) American

Ex. V Answer the following questions

1. What is Jean Jacques Rousseau?
2. What is Rousseau's most famous educational treatise?
3. How many stages of growth and development did Rousseau recognize? What are they?
4. How is the child growing from five to twelve?
5. How did Emile develop during his boyhood?
6. When did Emile return to society?
7. What was based on sensations and feelings?
8. Did Rousseau believe that the school as an institution often interferes with and impedes learning?
9. Rousseau's *Emile* exerted a strong influence on the development of Western education, didn't it?
10. Who puts Rousseau's ideas into a more methodological and group-centered context?

Ex. VI Express the principle ideas on learning and instruction according to Jean Jacques Rousseau.

PESTALOZZI: THEORETICIAN AND EXPERIMENTER

The Swiss educator Johann Heinrich Pestalozzi (1746-1827) was an attentive reader of Rousseau's *Emile*. He agreed with Rousseau's basic contentions human beings are naturally good but are spoiled by the contagion of a corrupt society; that traditional schooling was a dull mess of deadening memorization and recitation; and

that a pedagogical reform could lead to social reform. A natural society could arise based on the foundation created by a natural education.

Pestalozzi established an educational institute at Burgdorf to educate children and prepare teachers. Here he worked to devise a more efficient method of group instruction. He taught spelling by having the children begin with the shortest words and then proceed to longer ones by gradual and cumulative steps. Concrete objects, such as pebbles and beans, were used to teach counting. After becoming familiar with the basic mathematical processes, the children were introduced to the numbers that represented the quantities of the objects they had counted earlier. The first writing exercises consisted of drawing lessons in which the children made a series of rising and falling strokes and open and closed curves. These exercises were intended to exercise the hand muscles and thus prepare the child for writing. The school's atmosphere was generally permissive, and there were physical exercises, play activities, and nature study walks.

Principles of Learning and Instruction Pestalozzi's methods of instruction can be divided into the "general" and the "special." The general method is of great importance because it was used prior to the special method. In working with orphans, with the victims of poverty and ignorance, and with those who might be called the "disadvantaged" of the nineteenth century, Pestalozzi felt that - to be effective - schools needed to be like secure and loving homes. The general method called for educators who were loving persons, who were emotionally secure, and who could contribute to the emotional health of students by winning their trust and affection.

Once the general method had brought about the right emotional predispositions, then Pestalozzi used the special method. Since he believed that all learning comes through the senses, all teaching should likewise be sensory. To this end, Pestalozzi devised the *object lesson*. Children would study the common objects found in their environment. They would study the plants, rocks, artifacts, and objects that they saw and lived with in their daily experience. The object lesson of the special method consisted of three basic sorts of learnings: form, number, and sound. The

children would determine the form of the object and would draw and trace the form or shape. They would count the objects and then name them.

From the lessons in form, number, and sound came the more formal exercises in drawing, writing, counting, adding, subtracting, multiplying, dividing, and reading. Pestalozzi's basic methodological innovation was an insistence that learning begin with the senses rather than with words. Actually, he was following Rousseau's rule that mere verbal learning or abstract lessons are futile. Like Rousseau, Pestalozzi urged that lessons be based on sense experience originating in the learner's home and family life. This basic innovation became an important part of progressive school reform in the twentieth century.

Pestalozzi was concerned that instruction should follow the ways of nature. He developed a set of instructional strategies that are usually identified with Pestalozzian pedagogy. Instruction, he urged, should (1) begin with the concrete object before introducing abstract concepts; (2) begin with the learner's immediate environment before dealing with what is distant and remote; (3) begin with easy exercises before introducing complex ones; and (4) always proceed gradually, cumulatively, and slowly.

Education and School As an educational pioneer, Rousseau had attacked schools as social institutions that chained humankind to conventional thinking. Like Rousseau, Pestalozzi wanted to base learning on natural principles and stressed the importance of human emotions. Unlike Rousseau, however, Pestalozzi did not abandon the school; he tried to reform it.

Rousseau and Pestalozzi were both naturalistic educators who believed that nature was the source of knowledge. To know, for Pestalozzi, meant to be involved with and to understand nature, its patterns, and its laws. Pestalozzi also had much in common with John Locke. Both stressed the empirical method of learning, through which human beings come to know their environment by actively using their senses in carefully observing natural phenomena.

Pestalozzi is significant to teachers because he stressed methodology. Learning could be efficient and enjoyable if it were based on nature's own method. Like Comenius, Pestalozzi felt that the child should learn in a slow and precise manner, understanding thoroughly whatever he or she was studying. Since nature appears to human perception in the form of objects, Pestalozzi reasoned that the object lesson is the correct way to teach children about reality.

Pestalozzi was especially dedicated to children who were poor, hungry, and socially or psychologically maladjusted. If children were hungry Pestalozzi fed them before he attempted to teach them. If they were frightened, Pestalozzi comforted and loved them. For him, a teacher was not only a person who was skilled in instructional methodology but also someone who was capable of loving all children. In fact, Pestalozzi believed that love of humankind was necessary for successful teaching.

Pestalozzi's principles of education were applicable to both boys and girls. However, because the customs of the day limited the use of boarding school facilities to one sex or the other, most of the children in Pestalozzi's schools were boys.

Influence on Educational Practices Today Pestalozzi's ideas and methods had a great impact on the course of western European and American education. William Maclure and Joseph Neef, in the early nineteenth century, and Henry Barnard, U.S. commissioner of education in the late nineteenth century, worked to introduce Pestalozzian ideas into the United States. Barnard's *Pestalozzi and Pestalozzianism* introduced American educators to the basic principles of the new method of instruction. Edward Sheldon was also important in introducing Pestalozzi's object lessons. Horace Mann and William Woodward, leaders of the American common school movement, were familiar with Pestalozzianism and sought to incorporate its tenets into school practice. Many of the educational reforms associated with the progressive movement in American education exhibit the Pestalozzian imprint. For example, the stress on the environment, the use of concrete objects, and the cultivation of sensory experience were all progressive emphases that had been anticipated by the Swiss pedagogue. When American educators came to focus on the

education of disadvantaged children, Pestalozzi's ideas took on a special relevance. His emphasis on emotional security as a precondition of skill learning bore a strong resemblance to the stress that many urban educators place on close school-home relationships.

Comprehension Check Exercises

Ex. I Find the right statements

1. The Sweden educator Johann Heinrich Pestalozzi (1746-1827) was an attentive reader of Rousseau's *Emile*.
2. A natural society could arise based on the foundation created by a natural education.
3. Pestalozzi established an educational university at Burgdorf to educate children and prepare teachers.
4. The school's atmosphere was generally permissive, but there were not physical exercises, play activities, and nature study walks.
5. He believed that all learning comes through nature.
6. Pestalozzi was concerned that instruction should follow the ways of nature.
7. Unlike Rousseau Pestalozzi did not abandon the school; he tried to reform it.

Ex. II Find the wrong statements

1. Rousseau and Pestalozzi were both liberal educators who believed that nature was the source of knowledge.
2. Pestalozzi also had much in common with Friedrich Froebel.
3. The general method is of great importance because it was used prior to the special method.
4. Pestalozzi is significant to pupils because he stressed methodology.
5. He was especially dedicated to children who were poor, hungry, and socially or psychologically maladjusted.

6. In fact, Pestalozzi believed that love of humankind was necessary for successful teaching.
7. Pestalozzi's principles of education were applicable to girls only.

Ex. III Complete the sentences according to the text

- 1) Here he worked to devise a more...
- 2) After becoming familiar with the basic mathematical processes, the children were...
- 3) The general method called for educators who were loving persons, who were emotionally secure, and...
- 4) Children would study the common objects...
- 5) From the lessons in form, number, and sound came the more formal exercises in...
- 6) Both stressed the empirical method of learning, through which human beings come to know their environment by actively using...
- 7) Barnard's Pestalozzi and Pestalozzianism introduced American educators...
- 8) Many of the educational reforms associated with the progressive movement in...
- 9) Edward Sheldon was also important in...
- 10) When American educators came to focus on the education of disadvantaged children, ...
 - a)... found in their environment.
 - b)... introduced to the numbers that represented the quantities of the objects they had counted earlier.
 - c)...drawing, writing, counting, adding, subtracting, multiplying, dividing, and reading.
 - d) ...American education exhibit the Pestalozzian imprint.
 - e) ...their senses in carefully observing natural phenomena.

- f) ...efficient method of group instruction.
- g) ...to the basic principles of the new method of instruction.
- h) ...introducing Pestalozzi's object lessons.
- i) ...Pestalozzi's ideas took on a special relevance.
- j) ...who could contribute to the emotional health of students by winning their trust and affection.

Ex. IV Choose the correct word

- 1) A natural society could arise based on the foundation created by a ... education.
 - a) humanist b) natural c) liberal
- 2) Pestalozzi established an educational ... at Burgdorf to educate children and prepare teachers.
 - a) school b) university c) institute
- 3) These ... were intended to exercise the hand muscles and thus prepare the child for writing.
 - a) training b) problems c) exercises
- 4) They would study the plants, rocks, artifacts, and objects that they saw and lived with in their ... experience.
 - a) daily b) monthly c) annual
- 5) Since he believed that all learning comes through the ..., all teaching should likewise be sensory.
 - a) explanation b) perception c) senses
- 6) The object lesson of the special method consisted of three basic sorts of learnings: form, number, and
 - a) size b) sound c) quality
- 7) ... could be efficient and enjoyable if it were based on nature's own method.
 - a) Learning b) Instruction c) Thinking
- 8) Pestalozzi was especially dedicated to children who were ... , hungry, and socially or psychologically maladjusted.

- a) poor b) rich c) unhappy

9) Pestalozzi reasoned that the object lesson is the correct way to teach children about

....

- a) society b) humanity c) reality

10) When American educators came to focus on the education of disadvantaged children, Pestalozzi's ideas took on a special ...

- a) role b) relevance c) emphasis

Ex. V Answer the following questions

1. What was Johann Heinrich Pestalozzi?
2. Why did Pestalozzi establish an educational institute at Burgdorf?
3. What can Pestalozzi's methods of instruction be divided into?
4. Why the general method is of great importance?
5. What is the object lesson?
6. Why is Pestalozzi significant to teachers?
7. Who was Pestalozzi especially dedicated? Why?
8. What is Pestalozzi's influence on educational practices today?

Ex. VI Express the principle ideas on learning and instruction according to Johann Heinrich Pestalozzi.

FROEBEL: THE KINDERGARTEN MOVEMENT

Friedrich Froebel (1782 - 1852), a German educator, is known for his introduction of a school for early childhood education — the kindergarten, or child's garden. Froebel, the son of a Lutheran minister, was born in the German state of Thuringia. His mother died when he was only nine months old. As a mature person, Froebel

frequently reflected on his childhood and youth. He believed that those who were to be teachers should continually think back to the days of their own childhood to find insights that could be applied to their teaching. Like Pestalozzi, with whom he studied, Froebel was very shy as a child and highly introspective as an adult.

He worked as a forester, a chemist's assistant, and a museum curator before turning to education. His attraction to teaching led him to Pestalozzi's institute at Yverdon, where he interned from 1808 to 1810. He accepted certain aspects of Pestalozzi's method: the reliance on nature as the chief educator, the permissive school atmosphere, and the object lesson. Froebel believed, however, that Pestalozzi had not established an adequate philosophical underpinning for his theory. Froebel gave the object lesson a more symbolic meaning in that the concrete object was to stimulate recall of a corresponding idea in the child's mind.

Principles of Learning and Instruction Like Pestalozzi, Froebel was determined to improve the educational methods of teaching. Both protested vigorously against teaching children ideas that they did not understand. They believed that the teacher must become an active instructor instead of a taskmaster and hearer of individual recitations.

In 1837, Froebel founded the kindergarten in the city of Blankenburg. It emphasized games, play, songs, and crafts and subsequently attracted a number of visitors. Froebel intended his kindergarten to be a prepared environment in which the child's first formal learning would be based on self-activity. The kindergarten teacher was to be a moral and cultural model or exemplar who was worthy of the child's love and trust. Froebel readily accepted the Pestalozzian general method of emotional security for the child but raised it to a spiritual and highly symbolic level. As a philosophical idealist, Froebel believed that every child's inner self contained a spiritual essence, which was the force that caused self-active learning. Therefore, he conceived the prepared environment of the kindergarten as a means to draw out or externalize this interior spirituality.

The kindergarten curriculum had as its objective the cultivation of the child's self-development, self-activity, and socialization. It included songs, stories, games, "gifts," and "occupations." The songs, stories, and games, generally a part of early childhood education, stimulated the child's imagination and introduced the child to the customs, heroes, and ideas of the cultural heritage. Games provided the cooperative activities that socialized children and developed their physical and motor skills. As the boys and girls played with other children, they became part of the group and were prepared for further group learning activities. As they played the various games, they also developed coordination and physical dexterity. Froebel's "gifts" consisted of objects whose form was fixed, such as spheres, cubes, and cylinders. The gifts stimulated children to bring to full consciousness the underlying concept that was implied in the object. The kindergarten "occupations" consisted of materials that could be shaped by the children and used in designs and construction activity. For example, clay, sand, cardboard, and mud could be manipulated and shaped into castles, cities, and mountains. Together these activities served as the learning environment; they were the garden in which children could grow naturally and correctly.

Education and School For most of us, kindergarten was our first introduction to school. First impressions of schools and of teachers were acquired there. We noted earlier that Froebel encouraged teachers to reflect on their early childhood experiences. Through this kind of introspection they would come to understand their own childhood and thus could gain insights and perspectives that would help them to understand young children. According to Froebel, the personality of the kindergarten teacher is paramount. The teacher should be a person who respects the dignity of human personality and who embodies the highest cultural values, so that children can imitate the values that they see represented in the teacher's own personality. Above all, the kindergarten teacher should be an approachable and open person.

Influence on Educational Practices Today The kindergarten is now an established part of American education. Immigrants who fled from Germany after the

Revolution of 1848 brought the concept of the kindergarten with them. Margarethe Meyer Schurz, wife of the German-American patriot Carl Schurz, established a kindergarten in Watertown, Wisconsin, in 1855. Elizabeth Pea-body founded the first English-language kindergarten and a training school for kindergarten teachers in Boston in 1860. The kindergarten was given great encouragement by William Harris, superintendent of schools in St. Louis, Missouri, and later U.S. commissioner of education. Harris believed that the kindergarten was an important first stage of the school system because it prepared the child for the order and routine of the elementary school.

Comprehension Check Exercises

Ex. 1 Find the right statements

1. He believed that those who were to be teachers should continually think back to the days of their own childhood to find insights that could be applied to their teaching.
2. His attraction to teaching led him to Pestalozzi's institute of Yverdon, where he interned from 1806 to 1810.
3. Like Pestalozzi, Froebel was determined to establish the educational methods of teaching.
4. They believed that the teacher must become an active instructor instead of a taskmaster or hearer of individual recitations.
5. He conceived the prepared environment of the kindergarten as a means to draw out or externalize this interior spirituality.
6. Through this kind of introspection they wouldn't come to understand their own childhood and thus couldn't gain insights and perspectives that would help them to understand young children.
7. Harris believed that the kindergarten was an important first stage of the school system.

Ex. II Find the wrong statements

1. Friedrich Froebel (1782 — 1852), a German educator, is known for his introduction of a school for early childhood education — the kindergarten, or child's garden.
2. He didn't accept certain aspects of Pestalozzi's method: the reliance on nature as the chief educator, the permissive school atmosphere, and the object lesson.
3. Like Pestalozzi, Froebel protested vigorously against teaching children ideas that they did not understand.
4. The songs, stories, and games, generally a part of early childhood education, stimulated the child's attention and introduced the child to the customs, heroes, and ideas at the cultural heritage.
5. For most of us, kindergarten was our first introduction to school.
6. According to Froebel, the personality of the kindergarten teacher is not paramount.
7. The kindergarten was given great encouragement by William Harris, superintendent of schools in St. Louis, Missouri, and later U.S. commissioner of education.

Ex. III Complete the sentences according to the text

1. Friedrich Froebel (1782 — 1852)...
2. He believed that those who were to be teachers should continually think back to the days of their own childhood...
3. His attraction to teaching led him to Pestalozzi's institute at Yverdon...
4. He accepted certain aspects of Pestalozzi's method: ...
5. Froebel intended his kindergarten to be a prepared environment in which the child's first formal learning...
6. The kindergarten curriculum had as its objective the cultivation...
7. The teacher should be a person who respects the dignity of human personality and who embodies the highest cultural values, so...

8. Immigrants who fled from Germany after the Revolution of 1848...

9. Elizabeth Pea-body founded...

10. Harris believed that the kindergarten was an important first stage of the school system...

a) ...would be based on self-activity.

b) ... brought the concept of the kindergarten with them.

c) ...to find insights that could be applied to their teaching.

d) ...a German educator, is known for his introduction of a school for early childhood education — the kindergarten, or child's garden.

e) ...the reliance on nature as the chief educator, the permissive school atmosphere, and the object lesson.

f) ... that children can imitate the values that they see represented in the teacher's own personality.

g) ... the first English-language kindergarten and a training school for kindergarten teachers in Boston in 1860.

h) ...of the child's self-development, self-activity, and socialization.

i) ... because it prepared the child for the order and routine of the elementary school.

j) ...where he interned from 1808 to 1810.

Ex. IV Choose the correct word or word-combination

1. His ... died when he was only nine months old.

a) father

b) mother

c) uncle

2. As a mature person, Froebel frequently reflected on his ...

a) family

b) money

c) childhood and youth

3. Like Pestalozzi, with whom he studied, Froebel was very ... as a child and highly introspective as an adult.

a) shy

b) kind

c) cheerful

4. His attraction to teaching led him to Pestalozzi's ... at Yverdon, where he interned from 1808 to 1810.

- a) university b) institute c) school

5. He worked as ..., a chemist's assistant, and a museum curator before turning to education.

- a) an agricultural engineer b) a forester c) a designer

6. In 1837, Froebel ... in the city of Blankenburg.

- a) founded the university b) closed the kindergarten
c) founded the kindergarten

7. As a ... , Froebel believed that every child's inner self contained a spiritual essence, which was the force that caused self-active learning.

- a) philosophical idealist b) philosophical humanist
c) philosophical realist

8. Immigrants who fled from ... after the Revolution of 1848 brought the concept of the kindergarten with them.

- a) Germany b) France c) England

9. Elizabeth Peabody founded the first ... kindergarten and a training school for kindergarten teachers in Boston in 1860.

- a) French-language b) Spanish-language
c) English-language

10. Harris believed that the kindergarten was an important first stage of the ... because it prepared the child for the order and routine of the elementary school.

- a) state system b) school system c) political system

Ex. V Answer the following questions

1. Is Friedrich Froebel a German or Swiss educator?
2. What did Friedrich Froebel as a mature person frequently reflect on?
3. Where did Friedrich Froebel intern from 1808 to 1810?

4. When did Froebel found the kindergarten in the city of Blankenburg?
5. What aspects of Pestalozzi's method did he accept?
6. Did Froebel think that the teacher must become an active instructor instead of a task-master and hearer of individual recitations?
7. What was the curriculum in Froebel's kindergarten?
8. What is the personality of the kindergarten teacher according to Froebel ?
9. What is Froebel's influence on educational practices today?

Ex. VI Express the principle ideas on learning and instruction according to Friedrich Froebel.

SPENCER: UTILITARIAN EDUCATION

Herbert Spencer (1820 — 1903) was an English social theorist who sought to fit Charles Darwin's theory of biological evolution into a comprehensive sociological and educational theory. According to Darwin's theory, species evolved naturally and gradually over long periods of time. Members of certain species survived and reproduced themselves by means of selective adaptation to changes in the environment. As their offspring inherited these characteristics, they survived and reproduced themselves and thus continued the life of the species. Those who were unable to adapt perished.

The concept of "survival of the fittest," which was expressed as a biological theory, was translated by Spencer and other Social Darwinists into the area of social relationships. Spencer believed that human development had gone through an evolutionary series of stages from the simple to the complex and from the uniform to the more specialized kind of activity. Social development has also taken place according to an evolutionary process by which simple, homogeneous societies had

evolved to more complex societal systems characterized by an increasing variety of specialized tasks. Spencer's theory of Social Darwinism was developed in the last half of the nineteenth century when industrialization was indeed transforming American and western European societies into more complicated social systems characterized by specialized professions and occupations. Industrialized society required vocational and professional education based on *utilitarian* (scientific and practical) objectives rather than on the very general educational goals associated with humanistic and classical education.

In arguing for social ethics based on competitive principles, Spencer asserted that the fittest individuals of each generation would survive because of their skill, intelligence, and propensity to adapt to environmental requirements. Because of this competition, the fittest would inherit the earth and populate it with their intelligent and productive offspring. Those individuals who were lazy, stupid, or weak would slowly disappear. Thus, the doctrine of the survival of the fittest postulated that individual competition would bring about socioeconomic progress.

Principles of Learning and Instruction According to Spencer, human life exhibited a series of basic activities that fostered the survival of the human race; the curriculum should emphasize the practical, utilitarian, and scientific subjects that allowed humankind to perpetuate itself and to master the environment. Of all the human areas of knowledge, Spencer gave the highest priority to science.

In many respects, Spencer resembled Pestalozzi. Spencer argued that learning should be based on sensory experience* that involved the learner with the environment. Instruction, too, was to be gradual, cumulative, and unhurried. Disinclined to memorization and rote learning, Spencer related schooling to life and to the activities needed to earn a living. Spencer believed that scientific knowledge should be applied to industry, commerce, government, and society.

Education and School Spencer's Social Darwinism and his advocacy of industrial society influenced his educational theory. Like such naturalistic educational theorists as Rousseau, Pestalozzi, and Herbart, Spencer opposed the excessively

verbal, literary, and classical education associated with traditional schooling. He believed that the traditional schools of England were impractical and ornamental; they failed to meet the needs of a modern industrial society.

Spencer's theories dealt with the social and political bases of modern education and featured a curriculum based on science and utility. The most valuable education, in Spencer's view, is based on the physical, biological, and social sciences. Spencer influenced curriculum construction by classifying and arranging human activities according to their priorities for advancing human survival and progress. According to Spencer's curriculum rationale, (1) educational priorities should be based on those human activities that sustain life; (2) education that is valuable should prepare men and women to perform these activities efficiently; and (3) science should have curricular priority because it aids in the effective performance of life activities.

In Spencer's view, the activities that contribute to self-preservation are basic to all other activities and therefore should be given the highest priority in education. Because physical health is the most obvious necessity for self-preservation, Spencer believed education should include the study of human physiology and health. Indirectly, activities connected to a person's economic occupation or profession also support self-preservation. For this reason, the basic skills of reading, writing, and arithmetic are necessary. Moreover, in an industrial society the populace requires an education that contributes to technological efficiency; hence the physical and biological sciences, the social sciences, and the applied and technological sciences are also important.

To prepare students for social and political participation, Spencer recommended the study of sociology. He was a pioneer in developing the sociological foundations of educational theory and practice. According to Spencer, the educated members of modern societies need knowledge of the science of society, of how social progress occurs, and of sociopolitical structures. They need to be able to formulate scientific generalizations from masses of sociological data. Spencer relegated aesthetic and literary cultivation to the least important area of the curriculum. Such

activities, he felt, are for leisure and do not directly relate to sustaining life or to earning a living. The defenders of the classical and literary curriculum attacked Spencer for neglecting the knowledge that develops one's artistic and literary nature.

Consideration of Herbert Spencer's educational theory provides a number of insights into questions about knowledge, education, and schooling. In replying to his own question, "What knowledge is of most worth?" Spencer argued that scientific knowledge is most useful in dealing with practical economic, social, and political problems. His educational ideas, which were readily accepted in the United States, influenced the National Education Association committee that published the *Cardinal Principles of Secondary Education* in 1918.

Influence on Educational Practices Today Spencer's theories of society and education continue to exert an influence on contemporary thought and practice. The Social Darwinist conception of survival of the fittest often takes the form of competition in which individuals compete for grades, honors, distinctions, rank, and eventually social, economic, and political power. For the Spencerian educator, individual competition leads to social progress.

In education, Spencer's greatest impact was on curriculum formulation and implementation. Spencer argued that curriculum should be based on the most important human activities — those that sustained human life and prosperity — rather than on traditional or inherited bodies of knowledge. Modern curriculum designers continue to use the analysis of human activities as a basis for instruction.

Comprehension Check Exercises

Ex. 1 Find the right statements

1. According to Darwin's theory, species evolved naturally and gradually over short periods of time.

2. Social development has also taken place according to an evolutionary process by which simple, homogeneous societies had evolved to more complex societal systems characterized by an increasing variety of specialized tasks.
3. According to Spencer, human life didn't exhibit a series of basic activities that fostered the survival of the human race.
4. Spencer believed that scientific research should be applied to industry, commerce, government, and society.
5. According to Spencer's curriculum educational priorities should be based on human activities that sustain life.
6. To prepare students for social and political participation, Spencer recommended the study of sociology.
7. Modern curriculum designers continue to use the analysis of human activities as a basis for instruction.

Ex. II Find the wrong statements

1. Those individuals who were lazy, stupid, or weak would quickly disappear.
2. Of all the human areas of knowledge, Spencer gave the highest priority to technique.
3. Spencer's Social Darwinism and his advocacy of industrial society influenced his educational theory.
4. According to Spencer's curriculum rationale, science should have curricular priority because it aids in the effective performance of life activities.
5. The opponents of the classical and literary curriculum attacked Spencer for neglecting the knowledge that develops one's artistic and literary nature.
6. His educational ideas, which were readily accepted in the United States, influenced the National Education Association committee that published the *Cardinal Principles of Secondary Education* in 1918.
7. For the Spencerian educators, social competition leads to social progress.

Ex. III Complete the sentences according to the text

1. Herbert Spencer (1820 — 1903) was an English social theorist...
 2. As their offspring inherited these characteristics, they survived and ...
 3. The concept of "survival of the fittest," which was expressed as a biological theory, was translated by Spencer and...
 4. Disinclined to memorization and rote learning, ...
 5. Moreover, in an industrial society the populace requires ...
 6. Such activities, he felt, are for leisure and... .
 7. Consideration of Herbert Spencer's educational theory provides a number of...
 8. The Social Darwinist conception of survival of the fittest often takes the form of competition in which individuals compete...
-
- a) ...who sought to fit Charles Darwin's theory of biological evolution into a comprehensive sociological and educational theory.
 - b) ...Spencer related schooling to life and to the activities needed to earn a living.
 - c) ...for grades, honors, distinctions, rank, and eventually social, economic, and political power.
 - d) ...do not directly relate to sustaining life or to earning a living.
 - e) ...reproduced themselves and thus continued the life of the species.
 - f) ...insights into questions about knowledge, education, and schooling.
 - g) ...other Social Darwinists into the area of social relationships.
 - h) ...an education that contributes to technological efficiency.

Ex. IV Choose the correct word or word-combination

1. Thus, the doctrine of the ... of the fittest postulated that individual competition would bring about socioeconomic progress.
a) survival b) existence c) competition
2. Of all the human areas of knowledge, Spencer gave the ... priority to science.
a) highest b) lowest c) central

3. Instruction, too, was to be gradual, cumulative, and ...

- a) slow b) fast c) unhurried

4. The most valuable education, in Spencer's view, is based on the physical, biological, and ... sciences.

- a) technical b) social c) economic

5. He believed that the traditional schools of ... were impractical and ornamental.

- a) England b) France c) the USA

6. According to Spencer's curriculum rationale, ... that is valuable should prepare men and women to perform these activities efficiently.

- a) education b) science c) religion

7. For this reason, the basic skills of reading, writing, and arithmetic are ...

- a) useless b) essential c) necessary

8. To prepare students for social and ... participation, Spencer recommended the study of sociology.

- a) industrial b) political c) economical

9. Spencer relegated aesthetic and literary cultivation to the least important area of the curriculum.

- a) aesthetic b) ethic c) civic

10. In education, Spencer's greatest impact was on ... formulation and implementation.

- a) knowledge b) curriculum c) literacy

Ex. V Answer the following questions

1. What is Herbert Spencer?

2. What was the concept of "survival of the fittest" translated by Spencer?

3. What did Spencer resemble Pestalozzi?

4. What did Spencer's theories on education and school deal with?

5. Was he a pioneer in developing the sociological foundations of educational theory and practice?

6. What is Spencer's influence on educational practices today?

Ex. VI Express the principle ideas on learning and instruction according to Herbert Spencer.

DEWEY: LEARNING THROUGH EXPERIENCE

An examination of leading educational pioneers would be incomplete without some comments on John Dewey (1859 - 1952), the American philosopher and educator. Dewey's synthesis of Darwinian evolutionary theory, the philosophy of pragmatism, and the scientific method formed the basis for his work as an educational reformer. Viewing education as a process of social activity, Dewey recognized that the school was intimately related to the society that it served.

Dewey was born in Vermont. After receiving his doctoral degree in philosophy from Johns Hopkins University in 1884, he taught philosophy at several universities. Dewey's years at the University of Chicago, where he headed the combined departments of philosophy, psychology, and pedagogy, were important for the development of his educational theory. As the director of the University of Chicago's Laboratory School from 1896 until 1904, he tested his pragmatic educational philosophy by using it as the basis of learning activities.

Principles of Learning and Instruction Dewey's well-known work, *The Child and the Curriculum*, provides a guide to the ideas that he used at the laboratory school. Viewing children as socially active human beings, Dewey believed that learners want to explore their environment and gain control over it. In exploring their world, learners encounter both personal and social problems. It is the problematic encounter that leads children to use their intelligence to solve the difficulty — to use the collected knowledge of the human race in an active and instrumental manner.

Dewey outlined three levels of activity that would be used at the school. The first level, for preschool children, involved exercise of the sensory organs and

development of physical coordination. The second state involved use of the materials and instruments found in the environment. The school was to be rich in the raw materials that excited children's interests and caused them to build, to experiment, and to create. Children in the third stage discovered new ideas, examined them, and used them. Now learning moved from simple impulse to careful observation, planning, and thinking about the consequences of action.

Education and School Dewey conceived of education as the social process by which the immature members of the group, especially the children, are brought to participate in the society. The school is a special environment, established by the members of society, for the purpose of simplifying, purifying, and integrating the social experience of the group so that it can be understood, examined, and used by its children.

For Dewey, education's sole purpose is to contribute to the personal and social growth of individuals. According to Dewey, education "is that reconstruction or reorganization of experience which adds to the meaning of experience, and which increases ability to direct the course of subsequent experience.

Solving problems according to the scientific method is the process by which the learner comes to direct and control his or her experience. It is the process by which human beings think reflectively and publicly. It is also the method of intelligent teaching and learning. The following steps of the scientific or reflective method are extremely important in Dewey's educational theory.

1. The learner has a "genuine situation of experience" — involvement in an activity in which he or she is interested.
2. Within this experience, the learner has a "genuine problem" that stimulates thinking.
3. The learner possesses the information or does research to acquire the information needed to solve the problem.
4. The learner develops possible and tentative solutions that may solve the problem.

5. The learner tests the solutions by applying them to the problem. In this way, the learner discovers their validity for him or herself.

For Dewey, knowledge was not an inert body of information. It was, rather, an instrument to solve problems. The fund of knowledge of the human race — past ideas, discoveries, and inventions — was to be used as the material for dealing with problems. This accumulated wisdom of the cultural heritage was to be tested. If it served human purposes, it became part of a reconstructed experience.

Education was the process by which immature human beings were introduced to the cultural heritage and used this heritage to deal with their problems. Since human beings and the environment were constantly changing, knowledge was also continually being reconstructed or repatterned in the light of present needs. Each time a person solved a problem as an individual and as a member of the human group, he or she added to the store of experience that could be used in the future.

Dewey's concept of the school was social and scientific. The school introduced children to society and their heritage based on each child's own interests, needs, and problems. The school as a miniature society was the means of bringing children into social participation. The school was scientific in the sense that it was a social laboratory in which children and youth could test their ideas and values. It was also scientific in a methodological sense; the learner was to acquire the disposition and procedures associated with scientific, or reflective, thinking and acting.

Dewey was an advocate of democratic education and schooling. A democratic criterion of education meant that the learner must be free to test all ideas, beliefs, and values. Cultural heritage, customs, and institutions are all subject to critical inquiry, investigation, and reconstruction. As a democratic institution, the school should be open to and used by all. He opposed barriers of custom or prejudice that segregate people from each other. People ought to live, share, and work together to solve common problems. He opposed the authoritarian or coercive style of administration and teaching that blocked genuine inquiry, his ideal school was a place where

children and teachers together planned the curriculum and activities that they would pursue and where there was enjoyment in teaching and learning.

Influence on Educational Practices Today John Dewey exercised an enormous influence on American education. He developed and applied the open-ended philosophy of pragmatism to education and as a result helped to open the process of schooling to change and innovation. For him, education was a social activity and the school was a social agency that helped shape human character and behavior. Today, educators who relate schooling to social purposes are following Dewey's pioneering educational concepts.

Dewey's educational ideas contributed to certain phases and aspects of progressive education. Whereas many educators associated with progressivism were "Deweyan" in their thinking, others followed their own version of progressivism. Although he rejected a romantic version of freedom that gave license to children to follow their whims and impulses, Dewey did encourage learners to experiment and to learn from the reflective reconstruction of their experience. For Dewey, the genuinely progressive school was a learning laboratory in which educational theories were tested in practice. Truly experimental schools that recognize the importance of shared human experience are continuing to practice Dewey's version of progressive education.

Dewey, whose writing is frequently complex and difficult to interpret, has often been misunderstood. Although he advocated freedom to learn through inquiry, Dewey did not encourage aimless educational anarchy. Although Dewey emphasized the testing of ideas by their consequences in the present, he did recognize that present experience is based on past experience. Dewey favored relative values, but his educational philosophy was not value free. For him, sharing, cooperation, community, and democracy were significant human values that should be encouraged by schools.

There is no doubt that Dewey's ideas influenced the course of educational development in the United States and throughout the world. His concepts of learning

by solving problems were particularly influential in American teacher education. Viewing education as a process of social activity, Dewey recognized that the school was intimately related to the society that it served.

Comprehension Check Exercises

Ex. I Find the right statements

1. John Dewey was the American philosopher and educator and was born in 1895.
2. Dewey was born in New York.
3. Dewey was the director of the University of Chicago's Laboratory School from 1896 until 1904.
4. Dewey outlined four levels of activity that would be used at the school.
5. Dewey conceived of education as the social process by which the immature members of the group, especially the children, are brought to participate in the society.
6. Dewey's concept of the school was social and scientific.
7. A democratic criterion of education meant that the learner must be free to test all ideas, beliefs, and values.

Ex. II Find the wrong statements

1. John Dewey (1859 - 1952) was the English philosopher and educator.
2. Viewing education as a process of social activity, Dewey recognized that the school was intimately related to the society that it served.
3. After receiving his doctoral degree in philosophy from Johns Hopkins University in 1884, Dewey taught philosophy at several universities.
4. Viewing children as socially active human beings, Dewey believed that learners want to explore their environment and gain control over it.
5. Children in the second stage discovered new ideas, examined them, and used them.

6. Dewey, whose writing is frequently complex and difficult to interpret, has often been understood.
7. Viewing education as a process of social activity, Dewey recognized that the school was intimately related to the society that it served.

Ex. III Complete the sentences according to the text

1. Dewey's synthesis of Darwinian evolutionary theory, the philosophy of pragmatism, and the scientific method ...
 2. Viewing children as socially active human beings, Dewey believed ...
 3. The school is a special environment, established by the members of society, for the purpose of ...
 4. The fund of knowledge of the human race — past ideas, discoveries, and inventions — was to be used as ...
 5. It was also scientific in a methodological sense; the learner was to ...
 6. As a democratic institution, the school...
 7. Today, educators who relate schooling to social purposes are ...
-
- a ... simplifying, purifying, and integrating the social experience of the group so that it can be understood, examined, and used by its children.
 - b ... following Dewey's pioneering educational concepts.
 - c ... the basis for his work as an educational reformer.
 - d ... should be open to and used by all.
 - e ... the material for dealing with problems.
 - f ... acquire the disposition and procedures associated with scientific, or reflective, thinking and acting.
 - g ... that learners want to explore their environment and gain control over it.

Ex. IV Choose the correct word or word-combination

1. An examination of leading educational pioneers would be incomplete without some comments on John Dewey (1859 - 1952), the American ... and educator.
a) poet b) philosopher c) writer
2. Dewey was born in
a) Philadelphia b) Washington c) Vermont
3. After receiving his doctoral degree in ... from Johns Hopkins University in 1884, he taught ... at several universities.
a) philosophy b) mathematics c) psychology
4. Dewey outlined ... levels of activity that would be used at the school.
a) five b) four c) three
5. The school was to be rich in the raw materials that excited children's interests and caused them to build, to experiment, and to
a) create b) spoil c) damage
6. Although he advocated ... to learn through inquiry, Dewey did not encourage aimless educational anarchy.
a) fraternity b) freedom c) equality
7. Although he rejected a romantic version of freedom that gave license to children to follow their ... and impulses, Dewey did encourage learners to experiment and to learn from the reflective reconstruction of their experience.
a) desires b) wishes c) whims
8. Today, educators who relate schooling to ... purposes are following Dewey's pioneering educational concepts.
a) real b) social c) historical
9. His ideal school was a place where children and teachers together planned the ... and activities that they would pursue and where there was enjoyment in teaching and learning.
a) curriculum b) innovation c) cooperation
10. The school was scientific in the sense that it was a social laboratory in which children and youth could test their

- a) wishes and whims b) ideas and values
- c) knowledge and skills

Ex. V Answer the following questions

1. What was John Dewey?
2. When did John Dewey teach philosophy at several universities?
3. How did John Dewey conceive of education?
4. What are extremely important in Dewey's educational theory?
4. What was Dewey's concept of the school?
5. Did Dewey's educational ideas contribute to certain phases and aspects of progressive education? Prove it.

Ex. VI Express the principle ideas on learning and instruction according to John Dewey.

MONTESSORI: PREPLANNED EXPERIENCES

Maria Montessori (1870 - 1952), an Italian educator, devised a method of early childhood education that enjoys international popularity. Montessori schools can be found in Europe, the United States, and India. In terms of her own education, Montessori left the conventional schooling that was considered appropriate for girls of the Italian upper-middle class to attend a technical school. She then became the first woman in Italy to earn the degree of doctor of medicine.

As a physician, Montessori's work brought her into contact with children who were regarded as mentally handicapped and brain damaged. Her work was so effective with these children that Montessori concluded that it had merits for the education of the normal child.

Principles of Learning and Instruction In 1908, Maria Montessori established a children's school, the Casa dei Bambini, whose students came from the slums of Rome and were generally described as disadvantaged. The school as a "specially prepared environment" emphasized teaching methods and materials as well as learning exercises derived from Montessori's observations of children. Children, she found, are capable of sustained concentration and work. They enjoy order and prefer work to play. They also enjoy repeating actions until they have mastered a given activity. Montessori also found that children have an inner need to work at what interests them without the prodding of teachers and without the use of external rewards and punishments. In fact, children's capacity for spontaneous learning leads them to begin pursuing reading and writing.

Education and School Montessori's curriculum included three major types of activity and experience: practical, sensory, and formal skills and studies. It was designed to introduce the child to such practical activities as setting the table, serving a meal, washing dishes, tying and buttoning clothing, and practicing basic manners and social etiquette. Repetitive exercises developed sensory and muscular coordination. Formal skills and subjects included reading, writing, and arithmetic. Children were introduced to the alphabet through the use of unmounted, movable sandpaper letters. Reading was taught after writing. Colored rods of various sizes were used to teach measuring and counting.

The preplanned materials designed to develop the practical, sensory, and formal skills included lacing and buttoning frames, weights, and packets to be identified by their sound or smell. The use of these materials was to follow a prescribed method so that the child would obtain the desired skill mastery, sensory experience, or intellectual outcome. The Montessori teacher served as a director of activities, rather than as a teacher in the conventional sense. He or she was to be a trained observer of children. Since the child in the Montessori school is primarily involved in individualized activity, the activities of the director are geared to each child rather than to group-centered teaching and learning.

Influence on Educational Practices Today Montessori education has experienced two periods of interest in the United States. The first round of enthusiasm occurred just before World War I. Montessori visited the United States in 1913 and lectured on her method. However, the criticisms of William Kilpatrick and other progressive educators weakened the movement, and it declined after an initial burst of popularity. The progressive critics charged that the Montessori method was overly structured and provided insufficiently for children's socialization. Kilpatrick, a progressive disciple of Dewey's experimentalist philosophy, believed that children learned and developed social skills as they worked together on group projects. According to Kilpatrick, the Montessori method concentrated too much on doing things correctly and in isolation and thereby restricted the opportunities for creative and experimental problem solving.

Since the 1950s, there has been a marked revival of Montessorian pedagogy and Montessori schools in the United States, coinciding with the rise of pre-primary and early childhood education. In addition, interest in Head Start stimulated a renewed interest in the methods of the Italian educator. The Montessori revival that began in the 1950s has gained momentum. By the mid-1980s, private Montessori schools enrolled preschool children throughout the country. Many parents send their children to Montessori schools in order to enhance their children's intellectual development and to give them a head start in academic studies. It is difficult to assess the long-range significance of Montessori rianism in American education. Although it has stimulated the rise of numerous private schools and current public and governmental early childhood programs, the Montessori method has not yet made a pervasive impact on teacher education in the United States.

Maria Montessori was an early childhood educator who concentrated her efforts on improving learning opportunities for children. Like Pestalozzi, she was concerned initially with educating the disadvantaged child. Her methods proved so successful that they were applied to all children. Like Froebel, she created a special setting for the child's first learning experiences. She believed that she had discovered

the laws of learning through her careful observation of children's work and play activities. Her method of instruction was a carefully organized one that followed her discovery of the patterns of human growth and development.

MONTESSORI PRESCHOOLS

Since the 1950s, Montessori schools have enjoyed an extensive popularity in the United States as institutions for early childhood education. Many individual adaptations of Montessori methods exist. Some critics, however, believe the deficits of the Montessori approach outweigh its benefits.

ARGUMENTS PRO

1. The Montessori curriculum helps the child develop in three important areas: motor skills, aesthetic appreciation, and intellectual strength. Special exercises enhance muscular coordination and sensory awareness. Early exposure to the alphabet and arithmetic concepts gives the child a head start in academics.

2. In a Montessori school, children are allowed to work at their own pace. They move on to a new exercise or concept when they are ready for it, without being forced by the teacher. This method encourages self-reliance and a sense of inner direction.

3. The structured program and carefully chosen teaching materials of a traditional Montessori school help all children progress. No matter what the child's initial proficiency, he or she can master important skills.

4. Montessori principles are field-tested, based on actual experience rather than theory alone. Montessori developed her methods by working with disadvantaged children in Rome, and the approach has been refined in countless schools throughout the world.

5. A Montessori preschool is excellent preparation for later schooling, in either a public or a private school. In addition to gaining a strong foundation in academic skills, Montessori students develop an interest in learning.

ARGUMENTS CON

1. Rather than emphasizing particular exercises and skills, preschool programs should cultivate a general readiness for later learning. In this area, traditional Montessori programs are open to criticism. Some educators, for example, favor more emphasis on creative problem solving.

2. Although self-pacing and independence may be valuable, Montessori education focuses too much on individual children performing individual tasks. Because there is little sense of group effort, children may be slow to develop social skills.

3. In a traditional Montessori program, the emphasis on structure may restrict the child's development. Toys are prescribed in advance, and even play time is structured. The child's experiences are therefore limited.

4. Montessori's principles are outdated. Originating in the early 1900s, they do not reflect the later work by such seminal figures as Piaget, nor have they benefited from experiments in progressive education from the 1920s to the present.

5. The uniqueness of the traditional Montessori method puts some children at a disadvantage when they enter the primary grades. If they are used to working on their own in a carefully prepared setting, they may not adapt well to the group instruction and less child-centered environment of a typical primary school.

Comprehension Check Exercises

Ex. 1 Find the right statements

1. Maria Montessori was an Italian educator.
2. Montessori's curriculum included two major types of activity and experience: practical and formal skills and studies.
3. Formal skills and subjects included reading, writing, and arithmetic.
4. The Montessori teacher served as a director of activities, rather than as a teacher in the conventional sense.

5. The activities of the director are geared to group-centered teaching and learning.
6. Since the 1980s, there has been a marked revival of Montessorian pedagogy and Montessori schools in the United States.
7. The progressive critics charged that the Montessori method was overly structured and provided insufficiently for children's socialization.

Ex. II Find the wrong statements

1. By the mid-1980s, private Montessori schools enrolled preschool children throughout the United States.
2. Many parents send their children to Montessori schools in order to enhance their children's physical development and to give them a head start in academic studies.
3. Maria Montessori was concerned initially with educating the advantaged child.
4. The Montessori curriculum helps the child develop in three important areas: motor skills, aesthetic appreciation, and intellectual strength.
5. In a Montessori school, children aren't allowed to work at their own pace.
6. No matter what the child's initial proficiency, he or she can master important skills.
7. Montessori principles aren't field-tested, based on actual experience and theory alone.

Ex. III Complete the sentences according to the text

1. Maria Montessori ...
2. As a physician, Montessori's work brought her into contact with children who...
3. Montessori also found...
4. Colored rods of various sizes...
5. Influence on Educational Practices Today Montessori education has experienced two periods of interest...
6. Interest in Head Start stimulated a renewed interest...
7. Maria Montessori was an early childhood educator who...

8. The uniqueness of the traditional Montessori method...

- a) ...in the methods of the Italian educator.
- b) ...in the United States.
- c) ...were regarded as mentally handicapped and brain damaged.
- d) ...became the first woman in Italy to earn the degree of doctor of medicine.
- e) ...concentrated her efforts on improving learning opportunities for children.
- f) ...puts some children at a disadvantage when they enter the primary grades.
- g) ...were used to teach measuring and counting.
- h) ...those children have an inner need to work at what interests them without the prodding of teachers and without the use of external rewards and punishments.

Ex. IV Choose the correct word or word-combination

1) The school as a "specially prepared ..." emphasized teaching methods and materials as well as learning exercises derived from Montessori's observations of children.

- a) environment b) achievement c) establishment

2) Repetitive exercises developed sensory and muscular

- a) education b) possibility c) coordination

3) Kilpatrick, a progressive disciple of Dewey's experimentalist philosophy, believed that children learned and ... social skills as they worked together on group projects.

- a) developed b) intended c) reflected

4) The Montessori ... that began in the 1950s has gained momentum.

- a) experience b) revival c) progress

5) It is ... to assess the long-range significance of Montessorianism in American education.

- a) difficult b) important c) reasonable
- 6) Some critics, however, believe the ... of the Montessori approach outweigh its benefits.
- a) disadvantage b) advantage c) deficits
- 7) No matter what the child's initial proficiency, he or she can master important ...
- a) needs b) skills c) aptitudes
- 8) In addition to gaining a strong foundation in ... skills, Montessori students develop an interest in learning.
- a) academic b) scientific c) technical
- 9) In a ... Montessori program, the emphasis on structure may restrict the child's development.
- a) traditional b) particular c) experimental
- 10) Montessori's principles are ...
- a) actual b) outdated c) modern

Ex. V Answer the following questions

1. What is Maria Montessori?
2. Where can Montessori schools be found?
3. How many types did Montessori's curriculum include?
4. What did repetitive exercises develop?
5. Where has Montessori education experienced two periods of interest?
6. Did Maria Montessori concentrate her efforts on improving learning opportunities for children?
7. Is a Montessori preschool excellent preparation for later schooling?
8. Should traditional Montessori methods be used as the basis of preschool education?

Ex. VI Express the principle ideas on learning and instruction according to Maria Montessori.

COUNTS: BUILDING A NEW SOCIAL ORDER

George Counts (1889 - 1974) believed that education was not based on eternal truths but was relative to a particular society living at a given time and place. Counts asked the profound but still unanswered question. Dare the school build a new social order? A professor of education at Columbia University Teachers College, Counts asked this question in 1932, when the United States was gripped by a severe economic depression. He believed that the American schools needed to identify with such progressive forces as the labor unions, the farmers' organizations, and disadvantaged minority groups. By allying themselves with groups that wanted to change or reconstruct society, the schools would become an instrument for social improvement rather than an agency for preserving the status quo.

Principles of Learning and Instruction Counts, who was associated with experimentalist philosophy and the socially oriented wing of progressive education, believed that learning and instruction should incorporate content of a socially useful nature and a problem-solving methodology. The subject matter most appropriate for social reform was based on history and the various social sciences. Historical knowledge, in Counts's view, should derive from the "new history," based on the interpretations of Charles A. Beard, the noted American historian. The new history did not pretend to be completely objective or neutral in terms of the great social conflicts of the day. It was written from a point of view that saw America on the road to becoming a more cooperative and technological society. Although Counts did not neglect the sciences and mathematics, he favored sociology and economics. The new history and the emergent social sciences were expressly emphasized, as was a

commitment to democratic ethics and values. Students would be encouraged to work on problems that had social importance.

Education and School Counts was a cultural relativist who believed that education is always conditioned by the particular culture of a given society. American education, as a whole, reflected the American historical experience. But American culture has been transformed radically by the Industrial Revolution, which, by uniting science and industry, had created a technological society. Counts concluded that the democratic and equalitarian ethic of the American heritage needed to be reconstructed so that it had meaning in this modern technological society. The schools, Counts said, should emphasize the dynamic forces of democracy and technology in their curriculum and methods of instruction.

Counts was concerned that a cultural lag had developed between our material progress and our social institutions and ethical values. Material inventions and discoveries were dynamic and had pronounced effects on many other areas of life. Unfortunately, organized education had not developed a method for planning the course of social change. Counts wanted the schools to stress an attitude of planning and an engineering mentality so that students could begin to understand and cope with the problems of social change that arose from technology.

Counts urged teachers to lead society rather than follow it. As leaders, they were to be policy makers who would have to choose between conflicting aims and values. In the broadest sense of the term, educational statesmanship would not only be concerned with school matters but would also make important choices in the controversial areas of economics, politics, and morality. According to Counts, each generation of educators would be called on to make these choices. If they failed to do so, then others would make these decisions for them.

For Counts, the school was an agency involved in society's politics, economics, art, religion, and ethics. Involvement meant that the school could either reflect the knowledge, beliefs, and values of the society, or it could seek to change them. When schools reflected society, they were simply acting as mirrors. If schools were to be

socially reconstructive, their involvement would have to express itself as an active attempt to solve problems and not merely to reflect the status quo. If schoolteachers were to act as statespersons, then the solving of major social issues would result in a new social order.

Counts saw the democratic ethic as an enduring value of the American heritage. For him, it was based on the social quality of the American people. Therefore, everyone had the right to attend school. Further, schools ought to provide an education that afforded equal learning opportunities to all students.

Influence on Educational Practices Today Counts has influenced American education in several ways. For him, the educator was an educational states-person who was responsible for shaping humankind's future as well as transmitting its past. He urged educators to exercise their role in determining the future.

Count's advocacy of a broadened and more socially relevant curriculum has influenced the development of the social sciences in today's elementary and secondary schools. To the degree that teachers and students are engaged in identifying and seeking to solve society's problems, they are engaged, as Counts urged, in making a "new social order."

Comprehension Check Exercises

Ex. 1 Find the right statements

1. Counts believed that the English schools needed to identify with such progressive forces as the labor unions, the farmers' organizations, and disadvantaged minority groups.
2. The subject matter most appropriate for social reform was based on pedagogy and the various social sciences.
3. Counts was a cultural relativist who believed that education is always conditioned by the particular culture of a given society.

4. Counts was concerned that a cultural lag had developed between our material progress and our social values and ethical values.
5. Counts urged philosophers to lead society rather than follow it.
6. For Counts, the school was an agency involved in society's politics, economics, art, religion, and ethics.
7. Counts hasn't influenced American education.

Ex. II Find the wrong statements

1. Pedagogical knowledge, in Counts's view, should derive from the "new history", based on the interpretations of Charles A. Beard, the noted American historian.
2. Students would be encouraged to work on problems that had social importance.
3. The schools, Charles A. Beard said, should emphasize the dynamic forces of democracy and technology in their curriculum and method of instruction.
4. Ethical inventions and discoveries were dynamic and had pronounced effects on many other areas of life.
5. According to Counts, each generation of educators would be called on to make these choices.
6. If schoolteachers weren't to act as statesperson, then the solving of major social issues would result in a new social order.
7. Counts urged educators to exercise their role in determining the future.

Ex. III Complete the sentences according to the text

1. Dare the school...
2. The new history did not pretend to be...
3. The schools, Counts said, should emphasize the dynamic forces...
4. Counts urged teachers to ...
5. Counts saw the democratic ethic as...
6. When schools reflected society, they were...
7. Counts has influenced ...

8. Students would be encouraged...
9. Count's advocacy of a broadened and more socially relevant curriculum ...
10. He urged educators to exercise ...

- a) ...their role in determining the future.
- b)... build a new social order?
- c) ...has influenced the development of the social sciences in today's elementary and secondary schools.
- d)... to work on problems that had social importance.
- f)... American education in several ways.
- e)...simply acting as mirrors.
- g)... lead society rather than follow it.
- h) ...completely objective or neutral in terms of the great social conflicts of the day.
- j) ...of democracy and technology in their curriculum and methods of instruction.
- k)... an enduring value of the American heritage.

Ex. IV Choose the correct word or word-combination

1. ... Counts (1889 - 1974) believed that education was not based on eternal truths but was relative to a particular society living at a given time and place.

- a) Charles b) George c) Gordon

2. The subject matter most appropriate for social reform was based on history and the various...

- a) social sciences b) the humanities c) ethical values

3. Although Counts did not ... the science and mathematics, he favored sociology and economics.

- a) develop b) neglect c) encourage

4. American education, as a whole, reflected the ...historical experience.

- a) world b) American c) European

5. ... inventions and discoveries were dynamic and had pronounced effects on many other areas of life.

a) Historical

b) Social

c) Material

6. For..., the school was an agency involved in society's politics, economics, art, religion, and ethics.

a) Beard

b) Counts

c) Dewey

7. When ... reflected society, they were simply acting as mirrors.

a) colleges

b) universities

c) schools

8. If schoolteachers were to act as ... , then the solving of major social issues would result in a new social order.

a) statespersons

b) educator

c) civil servant

9. Further, schools ought to provide an education that afforded ... learning opportunities to all students.

a) equal

b) unequal

c) identical

10. Counts urged educators to exercise their role in determining the

a) present

b) future

c) past

Ex. V Answer the following questions

1. Who believed that educational was not based on eternal truths but was relative to a particular society living at a given time and place?

2. Was Counts a cultural relativist?

3. What problems would students be encouraged to work?

4. Has American culture been transformed radically by the Industrial Revolution?

5. What did Counts want the school to stress?

6. How did Counts urge teachers to lead society rather than follow it?

7. Was the school an agency involved in society's politics, economics, art, religion, and ethics?

8. How has Counts influenced on American education?

Ex. VI Express the principle ideas on learning and instruction according to George Counts.

PIAGET: DEVELOPMENTAL PSYCHOLOGIST

Jean Piaget (1896 - 1980), a Swiss psychologist and early childhood educator made a significant contribution to research in educational psychology and early childhood education. From 1921 on, Piaget was a member of the Rousseau Institute in Geneva, Switzerland, becoming codirector in 1932. He also founded the International Center of Genetic Epistemology in Geneva.

Piaget's contributions to early childhood education and developmental psychology, especially in the areas of the development of children's thought, cognition and language, are notable. His research and writing examine children's conceptions of moral judgment, number, space, logic, geometry, and physical reality.

Principles of Learning and Instruction Piaget saw children as the primary agents in their own education and development in that they fashion their conception of reality. In identifying the major developments in cognitive growth, Piaget discerned that mental development takes place through complex and continuous interaction between the child and the environment. Human behavior results from the adaptation of the child to the environment. Adaptation is a process in which the child (1) assimilates environmental factors and (2) adjusts to environmental requirements. Cognitive development is a process by which children arrive at a balance between assimilation and accommodation. As a result of this interactive process, children acquire the ability to generalize, differentiate, and coordinate their concepts of reality. Children form mental constructs or images that correspond to their experience of the external world and continually modify these constructs in light of new experiences.

Piaget articulated the theory that human intelligence develops in sequential stages. Because of their mental structures and organization of experience, children are

ready to learn appropriate items at specific times. Children proceed from one stage of development to the next through their own activity. Learning is a continuous process in which the learner assimilates the external facts of experience and integrates them into his or her own internal mental constructs. Each stage, based on a particular organization of cognitive structures, depends on the preceding stage and leads to the next stage. Piaget identified four major stages in the development of human intelligence:

1. sensorimotor, from eighteen months to two years;
2. preoperational, from two to seven years;
3. concrete operations, from seven to eleven years;
4. formal operations, from eleven to fifteen years.

Programs of instruction that follow Piaget's developmental psychology rely heavily on these four stages of human development.

Education and School Although complete curricula and schools based on Piaget's psychology of learning are rare, it is possible to extrapolate certain guidelines for education and schooling by examining Piaget's stages. In the *sensorimotor stage*, Piaget found that infants first carry out isolated explorations of their environment by using their mouths, eyes, and hands. Later, they coordinate their senses for more environmental exploration. Through this exploratory activity, children construct an organized view of the world.

The *preoperational stage* occurs between ages two and seven as children continue to organize their perception of the environment. Objects are classified into related groups and named. The child's organization and classification approximate those of adults. During the preoperational stage, children continue to build on the concepts developed in the preceding sensorimotor stage. Although their thinking differs from that of adults in many respects, children are now beginning to develop logical relationships.

The third stage, *concrete operations*, occurs between ages seven and eleven as children isolate the general characteristics of objects — size, duration, length, and so

on — and use them in more complex mental operations. Although the child's cognitive operations are still based on concrete objects, they are becoming more and more abstract. Children can comprehend number signs, processes, and relationships. Although outwardly appearing to accept adult authority, they question it in their own minds.

The stage of *formal operations*, which begins sometime between ages eleven and fifteen, is characterized by the individual's ability to formulate abstract conclusions. The person at this stage functions at a high level of abstraction. Since individuals at this stage understand causal relationships, they can use the scientific method to explain reality. They are capable of learning complex mathematical, linguistic, mechanical, and scientific processes.

Piaget's cognitive theory has important educational implications — namely, that human growth and development occur in sequential stages, and that there are activities appropriate to each stage. Since learning is sequential and cumulative, instruction should begin at an early age.

For Piaget, the teacher's function is to assist children in their learning processes. Learning cannot be forced before the individual child is ready to learn. The question is, should it be delayed when the child is ready to learn? Teaching should create situations where children can actually discover structures. In the Piagetian school environment, the following things should occur:

1. teachers should encourage children to explore and experiment;
2. instruction should be individualized so that children can learn in accordance with their own readiness;
3. children should be provided with concrete materials to touch, manipulate, and use.

Influence on Educational Practices Today Piaget's influence on contemporary education is based on his developmental psychology, which has had its greatest impact on early childhood education and preschool education; however, it also has implications for elementary and secondary schooling. The most important of these implications are the concepts of readiness and appropriate learning experiences for

each developmental stage. Piaget's general influence has contributed to a reorganization of our thinking about the development of thinking in children.

Comprehension Check Exercises

Ex. I Find the right statements

1. Jean Piaget (1896 - 1980), a Swiss physician and early childhood educator, made a significant contribution to research in educational psychology and early childhood education.
2. His research and writing examine children's conceptions of moral judgment, number, space, logic, geometry, and physical reality.
3. Piaget saw children as the primary agents in their own education and development in that they fashion their conception of reality.
4. Through this exploratory activity, educators construct an organized view of the world.
5. Although their thinking differs from that of children in many respects, adults are now beginning to develop logical relationships.
6. The person at this stage functions at a high level of abstraction.
7. Learning can be forced before the individual child is ready to learn.

Ex. II Find the wrong statements

1. During the preoperational stage, children continue to build on the concepts developed in the preceding sensorimotor stage.
2. Piaget found that infants first carry out isolated explorations of their environment by using their mental ability.
3. They are capable of learning complex mathematical, linguistic, mechanical, and scientific processes.

4. Since learning is sequential and cumulative, instruction shouldn't begin at an early age.
5. The most important of these implications are the concepts of readiness and appropriate learning experiences for each developmental stage.
6. Learning should create situations where children can actually discover structures.
7. The third stage occurs between ages eight and eleven as children isolate the general characteristics of objects and use them in more complex mental operations.

Ex. III Complete the sentences according to the text

1. The preoperational stage occurs between ages two and seven ...
 2. For Piaget, the teacher's function is ...
 3. Cognitive development is a process ...
 4. The person at this stage ...
 5. Each stage, based on a particular organization of cognitive structures, depends on ...
 6. Piaget discerned that mental development takes place through complex and ...
 7. The stage which begins sometime between ages eleven and fifteen, is characterized ...
 8. Piaget's general influence has contributed to a reorganization of our thinking ...
 9. Although outwardly appearing to accept adult authority, ...
 10. Programs of instruction that follow Piaget's developmental psychology ...
- a) ... they question it in their own minds.
 - b) ... by the individual's ability to formulate abstract conclusions.
 - c) ...by which children arrive at a balance between assimilation and accommodation.
 - d) ... as children continue to organize their perception of the environment.
 - e) ... rely heavily on these four stages of human development.
 - f) ... continuous interaction between the child and the environment.
 - g) ... functions at a high level of abstraction.

- h) ... about the development of thinking in children.
- i) ... to assist children in their learning processes.
- j) ... the preceding stage and leads to the next stage.

Ex. IV Choose the correct word or word-combination

1. Since learning is sequential and ... , instruction should begin at an early age.
 - a) general b) cumulative c) abstract
2. Human behavior results from the adaptation of the child to the
 - a) environment b) knowledge c) adults
3. Jean Piaget made a significant contribution to research in educational ... and early childhood education.
 - a) philosophy b) psychology c) pedagogy
4. Children proceed from one stage of development to the next through their own
 - a) efforts b) aspiration c) activity
5. Piaget's influence on ... education is based on his developmental psychology, which has had its greatest impact on early childhood education and preschool education.
 - a) primary b) contemporary c) primitive
6. Piaget saw children as the primary ... in their own education and development in that they fashion their conception of reality.
 - a) performers b) agents c) force
7. Although their ... differs from that of adults in many respects, children are now beginning to develop logical relationships.
 - a) opinion b) sense c) thinking
8. ... development is a process by which children arrive at a balance between assimilation and accommodation.
 - a) spiritual b) physical c) cognitive
9. Instruction should be individualized so that children can learn in accordance with their own

a) readiness

b) wish

c) capability

10. His research and writing examine children's conceptions of moral ..., number, space, logic, geometry, and physical reality.

a) assignment

b) judgment

c) sentiment

Ex. V Answer the following questions

1. What was Jean Piaget?
2. How many stages did Piaget identify in the development of human intelligence?
3. When do children continue to build on the concepts developed in the preceding sensorimotor stage?
4. How do you understand Piaget's cognitive theory?
5. What is the teacher's function, for Piaget?
6. Should teaching create situations where children can actually discover structures?
7. What is Piaget's influence on educational practices today?

Ex. VI Express the principle ideas on learning and instruction according to Jean Piaget.

HUTCHINS: LIBERAL EDUCATOR

Robert Maynard Hutchins (1899 - 1977) was a leading voice for educational reform in the United States. Although many of his curricular criticisms were directed at higher education, his educational ideas were relevant to elementary and secondary schools as well. A graduate of Yale University and its law school, Hutchins became dean of the Yale Law School in 1928. He became a leader in legal education by advocating that law schools prepare generally educated persons as lawyers who knew

the philosophic roots of jurisprudence and the social responsibilities of law. He did not believe that lawyers should know merely the rules and how to manipulate them.

Hutchins's success as a reformer of legal education brought him national recognition. In 1929, at age thirty, he became president of the University of Chicago. As a university president, Hutchins was committed to major curricular changes and not solely to administration. Hutchins earned a national reputation as a storm center of educational criticism, change, and reform. Often called a radical reformer, Hutchins's pioneering role in education was, nevertheless, very different from that of the other educators treated in this chapter. Whereas Pestalozzi and Herbart sought to devise new educational methods, Hutchins — like Aristotle and Aquinas — was more concerned with cultivating the person's rational powers.

Principles of learning and Instruction Hutchins believed that principles of learning flowed from the rational nature of human beings. Genuine learning had to do with identifying, examining, and reflecting on intellectual issues. In Hutchins's search for intellectual excellence, learning was related to general education — the general cultivation of mind — rather than to vocational training. Learning was an intellectual effort to know the truth about reality.

Instruction, from Hutchins's perspective, occurred when teachers challenged students to think and to question — when teachers introduced the great ideas that were developed in the history of civilization, not as ends in themselves but as means to future ideas. Instructors were well advised to follow the Socratic method of searching for truth by asking significant and challenging questions.

Education and School Hutchins argued that the perennial role of education was to cultivate human intellect. For him, educational institutions should develop human intellect by examining, reflecting on, and analyzing the great ideas of humankind. As a pioneer in American education, Hutchins's efforts were focused on restoring educational premises, which had surfaced in ancient Athens that he regarded as timeless.

Based on a perennialist philosophical commitment to rational and intellectual education, Hutchins worked directly to reform higher education. Among his educational beliefs were the following:

1. Education is based on humankind's perennial and constant search for truth; since what is true is always true and is everywhere true, the truth is universal and timeless. Therefore, education should also be universal and timeless.
2. Since the life of the mind is intellectual and consists of ideas, education should also be about ideas; education's primary function is to cultivate human rationality.
3. The true purpose of education is to stimulate and encourage students to think carefully about important ideas. Correct and critical thinking is the only defensible method that should be used in education.

Hutchins knew what he stood for in education; he also knew what he opposed. He rejected the tendency of American education to devote its resources to materialistic ends, to premature specialization and vocationalism, and to gimmicks and panaceas. Hutchins believed that the search for financial profit often distorted true educational purposes. The lure of money making caused students to search for careers that promised wealth rather than those that cultivated the mind. Instead of providing a general and liberal education based on the sciences, arts, and humanities, many colleges and secondary schools had introduced specialized vocational and career programs. These specialized programs often came too early in the individual's life and quickly became obsolete. Hutchins also opposed the tendency of some educators to reduce learning to the mastery of procedures and techniques rather than of thinking and ideas.

Influence on Educational Practices Today Through his leadership role in the *Encyclopaedia Britannica*, the Great Books of the Western World Foundation, and the Center for the Study of Democratic Institutions, Hutchins kept his educational philosophy and proposals before the American people. His influence continues to have an impact on contemporary American education. It is expressed in secondary schools and colleges that are committed to intellectual disciplines and to the liberal

arts and sciences as the basic curriculum pattern. Such institutions emphasize general education based on the arts and sciences for all students rather than vocational training or specific career preparation.

Hutchins's recommendation for an intellectually based curriculum was the basis for Mortimer Adler's *Paideia Proposal*. Essentially, Hutchins, as well as Adler, advocated an intellectually based curriculum for all students.

Comprehension Check Exercises

Ex. I Find the right statements

1. Robert Maynard Hutchins believed that lawyers should know merely the rules and how to manipulate them.
2. In 1928, at age thirty, he became president of the University of Chicago.
3. Learning was an intellectual effort to know the truth about reality.
4. As a pioneer in American education, Hutchins's efforts were focused on restoring educational premises, which had surfaced in ancient Rome, that he regarded as timeless.
5. Based on a perennialist philosophical commitment to rational and intellectual education, Hutchins worked directly to reform primary education.
6. Hutchins rejected the tendency of American education to devote its resources to materialistic ends, to premature specialization and vocationalism, and to gimmicks and panaceas.
7. His influence continues to have an impact on contemporary American education.

Ex. II Find the wrong statements

1. Robert Maynard Hutchins was a leading voice for educational reform in the United States.
2. Hutchins earned a national reputation as a storm center of educational criticism, change, and reform.

3. For Hutchins, education should not be universal and timeless.
4. Hutchins believed that the search for financial profit rarely distorted true educational purposes.
5. Instead of providing a general and vocational education based on the sciences, arts, and humanities, many colleges and secondary schools had introduced specialized liberal career programs.
6. Through his leadership role in the *Encyclopedia Britannica* Hutchins kept his educational philosophy and proposals before the American people.
7. Such institutions emphasize general education based on the technical sciences for all students rather than vocational training or specific career preparation.

Ex. III Complete the sentences according to the text

1. A graduate of Yale University and its law school,...
 2. As a university president, Hutchins was committed to major curricular changes...
 3. In Hutchins's search for intellectual excellence, learning was related to general education ...
 4. Instruction occurred when teachers challenged students to think and to question — when teachers introduced the great ideas that...
 5. For him, educational institutions should develop human intellect...
 6. Education is based on humankind's perennial and constant search for truth;...
 7. Correct and critical thinking is ...
 8. The lure of money making caused students to search for careers that promised ...
 9. Hutchins also opposed the tendency of some educators to reduce...
 10. It is expressed in secondary schools and colleges that are committed to...
-
- a)... the only defensible method that should be used in education.
 - b) ... by examining, reflecting on, and analyzing the great ideas of humankind.
 - c) ... and not solely to administration.

- d) ... were developed in the history of civilization, not as ends in themselves but as means to future ideas.
- e) ...intellectual disciplines and to the liberal arts and sciences as the basic curriculum pattern.
- f)... rather than to vocational training. Learning was an intellectual effort to know the truth about reality.
- g) ... Hutchins became dean of the Yale Law School in 1928.
- h) ... wealth rather than those that cultivated the mind.
- i) ... since what is true is always true and is everywhere true, the truth is universal and timeless.
- j) ... learning to the mastery of procedures and techniques rather than of thinking and ideas.

Ex. IV Choose the correct word or word-combination

1. Although many of his curricular critics were directed at ...education, his educational ideas were relevant to elementary and secondary schools as well.

- a) higher b) secondary c) primary

2. Whereas Pestalozzi and Herbart sought to devise new educational methods, Hutchins was more concerned with ... the person's rational powers.

- a) cultivating b) studying c) examining

3. Genuine learning had to do with identifying, examining, and reflecting on ... issues.

- a) moral b) material c) intellectual

4. Since the life of the mind is intellectual and consists of ... , education should also be about ideas.

- a) principles b) ideas c) imaginations

5. Hutchins argued that the ... role of education was to cultivate human intellect.

- a) outdated b) contemporary c) perennial

6. The true ... of education is to stimulate and encourage students to think carefully about important ideas.

- a) function b) purpose c) concept

7. Hutchins believed that the search for financial profit often ... true educational purposes.

- a) distorted b) expressed c) cultivated

8. Hutchins also ... the tendency of some educators to reduce learning to the mastery of procedures and techniques rather than of thinking and ideas.

- a) opposed b) praised c) developed

9. His influence continues to have an impact on contemporary American ...

- a) education b) science c) ways of thinking

10. Instructors were well advised ... the Socratic method of searching for truth by asking significant and challenging questions.

- a) to consider b) to cultivate c) to follow

Ex. V Answer the following questions

1. What was Robert Hutchins?
2. How did Hutchins become a leader in legal education?
3. Was Hutchins more concentrated with cultivating new educational methods?
4. What should educational institutions develop by examining, reflecting on, and analyzing the great ideas of humankind?
5. What is the only defensible method that should be used in education?
6. Why did Hutchins reject the tendency of American education?
7. Did he want to reform higher education?

Ex. VI Express the principle ideas on learning and instruction according to Robert Hutchins.

IDEALISM

Idealism is among the oldest of the traditional philosophies. Plato developed the classic formulation of idealist philosophical principles. The German philosopher George W.E.Hegel created a comprehensive philosophical and historical world view based on idealism. In the United States, the transcendentalist philosophers Ralph Waldo Emerson and Henry David Thoreau elaborated on the idealist conception of reality. The founder of the kindergarten, Friedrich Froebel, was an exponent of idealist pedagogy. William Harris, a historically significant American educational leader, used idealism as a rationale for his administration as a U.S. commissioner of education at the end of the nineteenth century.

KEY CONCEPTS

Metaphysics To the idealists, only the mental or the spiritual is ultimately real. For them, the universe is an expression of a highly generalized intelligence and will — a universal mind. The individual's spiritual essence or soul is durable and permanent. One's mind, or life force, gives one vitality and dynamism. This world of mind and ideas is eternal, permanent, regular, and order. Truth and values are absolute and universal.

Idealists, such as the transcendentalists, have used the concepts of the macrocosm and the microcosm to explain their version of reality. **Macrocosm** refers to the universal mind, the first cause, creator, or God. Regardless of the particular name used, the macrocosmic mind is the whole of existence. It is the one, all-inclusive, and complete self of which the lesser selves are parts. The universal, macrocosmic mind is continually thinking and valuing. The **microcosm** is a limited part of the whole — an individual and lesser self. But the microcosm is of the same spiritual substance as the macrocosm. In educational terms, the student can be conceived of as a spiritual entity that is also a part of the larger spiritual universe.

Although there are metaphysical differences among idealists, all agree that the universe is made up of spiritual realities that are personal and that individual or microcosmic selves are part of the one comprehensive and universal whole.

Epistemology Idealist knowledge is based on the recognition or reminiscence of latent ideas that are already present in the mind. Such ideas are *a priori*; that is, they concern knowledge or concepts that exist prior to and independent of human experience about them. Through introspection the individual examines his or her own mind and finds a copy of the macrocosmic mind. What is to be known is already present in the mind. The teacher's task is to bring this latent knowledge to consciousness. Since reality is mental, education is properly concerned with conceptual matters. The learner seeks a broad and general perspective of his or her universe.

The idealist educator prefers the order and pattern of a subject-matter curriculum that relates ideas and concepts to each other. For example, the liberal arts embrace many conceptual systems, or learned disciplines, such as language, history, mathematics, science, and philosophy. The highest level of knowledge recognizes the relationships among and integrates these subject matters.

The idealist curriculum, constituting the cultural heritage of humankind, is hierarchical. At the top are the most general disciplines, philosophy and theology. These more general subjects are abstract; they transcend the limitations of time, place, and circumstance, and they transfer to a wide range of situations. Mathematics is especially valuable because it cultivates the power to deal with abstractions. History and literature also rank high because they are sources of moral and cultural models, exemplars, and heroes. Somewhat lower in curricular priority are the natural and physical sciences, which deal with particular cause-and effect relationships. Since it is necessary for communication, language is an essential tool at all levels of learning.

Axiology To the idealist, values reflect the good inherent in the universe. They are absolute, eternal, and universal. Ethical conduct grows out of the permanent

aspects of our cultural heritage. Since the ethical core is contained within and transmitted by this heritage, philosophy, theology, history, literature, and art are rich value sources. Value education requires that the student be exposed to worthy models, especially the classics — the great works of the human race that have endured over time.

THE BASIC QUESTIONS

If you were to ask an idealist teacher, "What is knowledge?" he or she would reply that knowledge concerns the spiritual principles that are the base of reality. This knowledge of reality takes the form of ideas. If knowledge is about transcendent and universal ideas, then education is the intellectual process of bringing ideas to the learner's consciousness.

In answering the question, "What is schooling?" the idealist educator would say that the school is a social agency where students seek to discover and pursue truth. It is an intellectual institution where teachers and students deal with the basic ideas that provide answers to the questions. Socrates and Plato first asked: What is truth? What is beauty? What is the good life? These answers, although hidden, are present in our minds, and we need to reflect deeply to bring them forth. Nothing should be allowed to distract us from the intellectual pursuit of truth.

Who should attend school? To this question the idealist would say everyone. Not all students will demonstrate the same intellectual aptitude, but all need to cultivate their minds to the limits of their capacities. The brightest students will need the greatest intellectual challenges that the teacher can provide. The aim of learning is to develop the creative person.

How should teaching be carried on? The idealist would say that thinking and learning are names for the process of bringing ideas to consciousness. An appropriate means of doing this is the Socratic method, a process by which the teacher stimulates the learner's awareness of ideas by asking leading questions. Another important aspect of idealist methodology is the role of imitation. The teacher should have wide

knowledge of the cultural heritage, lead a well-ordered life, and serve as a model worthy of imitation by the students.

In examining the issues of quality and equity, idealists would assert that the quality of education is safeguarded by the maintenance of high intellectual standards for all students. Teachers should insist on high academic standards. In Plato's *Republic*, for example, the intellectual and academic standards were so high that only a gifted minority entered the ruling elite of philosopher-kings.

IMPLICATIONS FOR TODAY'S CLASSROOM TEACHER

Idealism, although an abstract philosophy of education, holds a number of significant implications for today's classroom teacher. Most importantly idealism seeks to set a tone or point of view for conducting instruction. Education is about ideas and is an intellectual undertaking. This perspective rejects the consumerism and vocationalism that often shape attitudes in contemporary society. According to this view, teachers are important agents in helping students to realize their fullest potentials as persons. Teachers are to acquaint themselves and their students with the finest elements of the cultural heritage. Such an immersion in the great ideas of the heritage is designed to make students become participants in and contributors to that heritage. Teachers who subscribe to idealism will see that certain subjects are especially powerful in stimulating thinking and identification with the cultural heritage. For example, a teacher who is committed to idealism would use mathematics as an instrument to develop student's powers of abstraction. History would be viewed as a means of studying the contributions made by the great women and men of the past. Teachers would expose students to the classics — great and enduring works of art, literature, and music — so that they can experience and share in the values conveyed by these cultural works from generation to generation.

Comprehension Check Exercises

Ex. I Find the right statements

1. The German philosopher George W.E.Hegel created a comprehensive philosophical and historical world view based on idealism.
2. The individual's spiritual essence isn't durable and permanent.
3. Idealists have used the concepts of the macrocosm and the microcosm to explain their version of reality.
4. Ethical conduct grows out of the permanent aspects of our cultural heritage.
5. If education is about transcendent and universal ideas, then knowledge is the intellectual process of bringing ideas to the learner's consciousness.
6. The teacher should have wide knowledge of the historical heritage, lead a well-ordered life, and serve as a model worthy of imitation by the students.
7. Such an immersion in the great ideas of the heritage is designed to make students become participants in and contributors to that heritage.

Ex. II Find the wrong statements

1. The founder of the kindergarten, Friedrich Froebel, was an exponent of idealist pedagogy.
2. It is a managerial institution where teachers and students deal with the basic ideas that provide answers to the questions.
3. The highest level of knowledge recognizes the relationships among and integrates these subject matters.
4. Most importantly idealism seeks to set a tone or point of view for conducting instruction.
5. In examining the issues of quality and equity, idealists would assert that the quality of education is safeguarded by the maintenance of high intellectual standards of all teachers.

6. A teacher who is committed to idealism would use philosophy as an instrument to develop student's powers of abstraction.
7. Teachers should insist on high academic standards.

Ex. III Complete the sentences according to the text

1. Idealism is among the oldest ...
 2. The universe is an expression of a highly ...
 3. The universal, macrocosmic mind is continually ...
 4. The idealist curriculum, constituting the cultural ...
 5. The idealist educator prefers the order and ...
 6. In Plato's *Republic*, for example, the intellectual and academic standards were so high ...
 7. Teachers are to acquaint themselves and their students ...
 8. Teachers would expose students to the classics so that they can experience and share ...
-
- a) ... pattern of a subject-matter curriculum that relates ideas and concepts to each other.
 - b) ... generalized intelligence and will — a universal mind.
 - c) ... with the finest elements of the cultural heritage.
 - d) ... heritage of humankind, is hierarchical.
 - e) ... in the values conveyed by these cultural works from generation to generation.
 - f) ... of the traditional philosophies.
 - g) ... thinking and valuing.
 - h) ... that only a gifted minority entered the ruling elite of philosopher-kings.

Ex. IV Give literary translation of the following sentences

1. William Harris, a historically significant American educational leader, used idealism as a rationale for his administration as a U.S. commissioner of education at the end of the nineteenth century.

2. Although there are metaphysical differences among idealists, all agree that the universe is made up of spiritual realities that are personal and that individual or microcosmic selves are part of the one comprehensive and universal whole.
3. If knowledge is about transcendent and universal ideas, then education is the intellectual process of bringing ideas to the learner's consciousness.
4. In Plato's *Republic*, for example, the intellectual and academic standards were so high that only a gifted minority entered the ruling elite of philosopher-kings.
5. Teachers would expose students to the classics — great and enduring works of art, literature, and music — so that they can experience and share in the values conveyed by these cultural works from generation to generation.

Ex. V Summarize the principal ideas of idealist conception of education. What is your attitude to these ideas?

REALISM

Realism, like idealism, stresses objective knowledge and values, but the realist view of metaphysics and epistemology is different. The essential doctrines of realism hold that (1) there is a world of real existence that human beings have not made or constructed; (2) this real existence can be known by the human mind; and (3) such knowledge is the only reliable guide to human conduct, both individual and social. These doctrines provide a convenient starting point for considering the educational implications of realist metaphysics, epistemology, and axiology.

KEY CONCEPTS

Metaphysics and Epistemology For the realist, a material world exists that is independent of and external to the mind of the knower. The basis for understanding reality is found in a world of objects and in the perceptions of these objects. All

objects are composed of matter. Matter must be encased in a form and has to assume the structure of a particular object.

Human beings can *know* these objects through their senses and their reason. Knowing is a process that involves two stages: sensation and abstraction. First, the knower sees an object and records the sensory data about it, such as color, size, weight, smell, or sound. These sensory data are sorted out in the mind into those qualities that are always present in the object and those qualities that are sometimes present in the object. As a result of the abstraction of the necessary qualities of an object (those that are always present), the learner comes to a concept of the object. Conceptualization occurs when the mind has abstracted the form of an object and has recognized the object as belonging to a class. Objects are classified when they are recognized as having qualities that they share with other members of the same class but not with objects that belong to a different class.

The realist theory of knowledge has also been referred to as a "spectator theory" This simply means that people are spectators or onlookers in the world. In their experience people see many objects. Some of them are two-legged creatures like themselves, others are four-legged and other forms of the animal kingdom, and still other objects are plants and minerals. As spectators of reality, men and women engage in a process of sorting out these objects according to their form or structure. They sort objects that are alike into related classifications. Their conception of an object is accurate when it corresponds to the structure of the object in reality.

Like the idealist, the realist believes that a curriculum consisting of organized, separate subject matters is the most effective and efficient way of learning about reality. Organizing subject matter, as scientists and scholars do, is simply a sophisticated method of classifying objects. For example, the past experiences of humankind can be organized into history. Plants can be studied in a systematic way according to their classifications in the subject matter of botany. Units of political organization such as nations, governments, legislatures, and judicial systems can be organized into the study of political science. For the realist, the way to gain

knowledge of reality is to pursue ordered and disciplined inquiry through these compartmentalized bodies of knowledge or subject matters.

Axiology Based on the realist's conception of knowledge, certain identified prescriptions govern intelligent behavior. For example, human beings ought to behave in a rational way; behavior is rational when it conforms to the way in which objects behave in reality. From their study of the subjects that explain reality, men and women can arrive at theories that are based on natural, physical, and social laws. Since natural laws are universal and eternal, so are the values that are based upon them. The rational person governs his or her behavior in the light of such tested theory.

THE BASIC QUESTIONS

To begin our philosophical cross-examination, we again ask, What is knowledge? Realists would reply that knowledge concerns the physical world in which we live. According to the realists' metaphysics, an objective order of reality exists. When we know something, our knowledge is always about an object. The concepts that we have in our minds are true when they correspond to those objects as they really exist in the world.

Education, the realists would say, is the study of the subject-matter disciplines into which knowledge has been sorted and classified. History language, science, mathematics — these are organized bodies of knowledge. If we know them, we will know something about the world in which we live. This knowledge is our best guide in conducting our daily affairs.

The school is the institution that has been established to teach students about the objective world. The instruction that takes place in school should impart a body of knowledge. Students should learn subjects that will help them understand their world so that they can live full and satisfying lives. The realist teacher needs to be able to recognize the basic concepts in the subject and the generalizations that explain their

interactions, and to render these into a teachable and learnable order that meets the needs of the learner.

Realist educators welcome standards that require students and teachers to demonstrate mastery of academic subject matter. They would argue that genuine quality of education requires teachers who are competent in the subjects that they teach. Teachers, administrators, and school boards should maintain academic standards and encourage a high level of performance and achievement from students.

IMPLICATIONS FOR TODAY'S CLASSROOM TEACHER

In a realist classroom situation, the teacher's primary responsibility is to teach some skill, such as reading, writing, or computation, or some body of disciplined knowledge, such as history, mathematics, or science, to students. Although realist teachers understand that their students are emotional as well as rational persons, they do not permit the classroom to become a therapeutic center for emotional or behavioral adjustment. In fact, realist teachers would oppose those activities that interfere with the school's primary function as a center of learning.

In order to perform their primary educational responsibility, realist teachers need to be knowledgeable in the content of their subject. For example, the teacher of history should be a historian who possesses a thorough background in that discipline. In addition to being competent in a specific subject matter, the realist teacher should also have a general education in the liberal arts and sciences. This kind of background will enable the teacher to make relationships between her or his area of expertise and other subject matter areas. In addition, it will provide teachers and students with an integrated core of knowledge.

In the realist classroom, subject-matter knowledge and competency are primary objectives. To attain this knowledge outcome, realist teachers may employ a wide repertoire of methods, such as the lecture, discussion, demonstration, or experiment. Mastery of content is most important, and methodology is a necessary but subordinate means to the attainment of that goal.

How would a high school physics teacher with a realist philosophical orientation plan a unit on Isaac Newton's laws of motion? First, the teacher would present a short discussion of Newton's scientific research and contributions; second, he would illustrate the laws of motion in a laboratory demonstration; third, the students would discuss the demonstration and frame the basic scientific generalization that the demonstration illustrated; finally, students would take a test to demonstrate their understanding of Newton's laws of motion.

Comprehension Check Exercises

Ex. 1 Find the right statements

1. Realism stresses objective knowledge and values, but the realist view of metaphysics and epistemology is not different.
2. The basis for understanding reality is found in a world of objects and in the perceptions of these objects.
3. Realist educators welcome standards that require students and teachers to demonstrate mastery of academic subject matter.
4. In addition to being competent in a specific subject matter, the realist teacher should also have a general education only in sciences.
5. From their study of the subjects that explain reality, men and women can arrive at theories that are based on social laws.
6. Realist teachers would oppose those activities that interfere with the school's primary function as a center of learning.
7. Conceptualization occurs when the mind has abstracted the form of an object and has recognized the object as belonging to a class.

Ex. II Find the wrong statements

1. Mastery of content is most important, and methodology is a necessary but subordinate means to the attainment of that goal.

2. Realist teachers do permit the classroom to become a therapeutic center for emotional and behavioral adjustment.
3. Students should maintain academic standards and encourage a high level of performance and achievement from teachers.
4. The instruction that takes place in school should impart a body of knowledge.
5. History, language, science, mathematics — these are organized bodies of knowledge.
6. Human beings can know these objects through their knowledge and their reason.
7. Based on the realist's conception of knowledge, certain identified prescriptions govern intelligent behavior.

Ex. III Complete the sentences according to the text

1. The essential doctrines of realism provide a convenient starting point for ...
 2. The teacher's primary responsibility is to teach some skill, such as reading, writing, or computation, or ...
 3. Realist educators would argue that genuine quality of education ...
 4. Education is the study of the subject-matter disciplines ...
 5. The realist theory of knowledge has also been ...
 6. Knowing is a process that ...
 7. The school is the institution that has been established ...
 8. The way to gain knowledge of reality is to pursue ordered and disciplined inquiry ...
-
- a) ... involves two stages: sensation and abstraction.
 - b) ... some body of disciplined knowledge, such as history, mathematics, or science, to students.
 - c) ...to teach students about the objective world.
 - d) ... considering the educational implications of realist metaphysics, epistemology, and axiology.

- e) ... referred to as a "spectator theory".
- f) ... requires teachers who are competent in the subjects that they teach.
- g) ... through these compartmentalized bodies of knowledge or subject matters.
- h) ... into which knowledge has been sorted and classified.

Ex. IV Give literary translation of the following sentences

1. The essential doctrines of realism hold that (1) there is a world of real existence that human beings have not made or constructed; (2) this real existence can be known by the human mind; and (3) such knowledge is the only reliable guide to human conduct, both individual and social.
2. As spectators of reality, men and women engage in a process of sorting out these objects according to their form or structure.
3. The realist teacher needs to be able to recognize the basic concepts in the subject and the generalizations that explain their interactions, and to render these into a teachable and learnable order that meets the needs of the learner.
4. The realist teacher needs to be able to recognize the basic concepts in the subject and the generalizations that explain their interactions, and to render these into a teachable and learnable order that meets the needs of the learner.

Ex. V Summarize the principal ideas of realist conception of education. What is your attitude to these ideas?

PERENNIALISM

Perennialism is an educational theory that draws heavily on the principles of realism. It presents a conservative or traditional view of human nature and education. Perennialists, who agree with Aristotle's statements that human beings are rational, see the school as an institution designed to cultivate human intelligence.

The perennialists see education as the search for and the dissemination of truth. Since truth is universal and unchanging, a genuine education is also universal and constant. The school's curriculum should emphasize the recurrent themes of human life. It should contain cognitive subjects that cultivate rationality and the study of moral, aesthetic, and religious principles to cultivate the attitudinal dimension. Like idealists and realists, perennialists prefer a subject-matter curriculum. The perennialist curriculum includes history, language, mathematics, logic, literature, the humanities, and science. The content of these subjects should come from the classical works of literature and art. Mastering the subject matter of these learned disciplines is regarded as essential for training the intellect.

One of the most articulate perennialist spokespersons was Robert Hutchins, president of the University of Chicago. Hutchins argued that education ought to cultivate the intellect as well as the harmonious development of all human faculties. The central aim of education should be to develop the power of thought. Whereas most educators justify the emphasis on thought because it organizes and enriches life experiences, Hutchins derived it from a definition of the fixed and essential nature of human beings. Hutchins described the ideal education as "one that develops intellectual power.... The ideal education is not an *ad hoc* education, not an education directed to immediate needs; it is not a specialized education, or a preprofessional education; it is not a utilitarian education. It is an education calculated to develop the mind."

Hutchins based his educational philosophy on two major premises: human nature is rational, and knowledge resides in unchanging, absolute, and universal truths. Since the rationality of human nature is universal, Hutchins stressed that education must also be universal. Since reason is our highest power, the development of the intellect should be education's highest priority. Hutchins advocated a curriculum that consists of permanent, or perennial, studies. He particularly recommended the study of the classics, or the great works of Western civilization. Reading and discussing great books cultivates the intellect and prepares students to

think carefully and, critically. In addition to these classics, he urged the study of grammar, rhetoric, logic, mathematics, and philosophy.

In general, perennialism represents a conservative theoretical position centered on the authority of tradition and the classics. Among its major educational principles are the following: (1) truth is universal and does not depend on the circumstances of place, time, or person; (2) a good education involves a search for and an understanding of the truth; (3) truth can be found in the great works of civilization; and (4) education is a liberal exercise that develops the intellect.

EDUCATION THROUGH GREAT BOOKS

Throughout the recent history of education, there have been persistent advocates of the concept that schooling should concentrate on the "great books of Western civilization." For these advocates, among them Hutchins and Adler, the principal aim of education is to develop the student's mind. A "great books" curriculum normally includes traditional subject-matter disciplines with a particular focus on the classics of literature, art, history, and philosophy.

Question: Should education concentrate on the great books of Western civilization?

ARGUMENTS PRO

1. The great books contain the best insights into persistent human issues. They discuss problems basic to the human condition. To ignore the insights of Plato, Aristotle, and other great thinkers of the past is to descend into the ignorance of presentism that causes us to constantly reinvent the wheel.

2. Reading and discussion of the great books could provide us with a common background of shared ideas and values. This background would form the best basis for the "cultural literacy" that many educators believe is sorely lacking in the United States.

3. Because of specialization and relativism, the fundamental values of Western civilization have eroded. Many people have little sense of right or wrong, good or bad. Emphasis on the great books will restore these essential and perennial values.

4. The great books once constituted the curriculum of the learned men of society; today, it is possible to share this rich intellectual legacy with all people. Everyone can benefit from the intellectual training that studying the classics provides and no one should be denied it.

ARGUMENTS CON

1. Because education always occurs in a certain context, at a particular time and place, it must be relevant to specific social and economic needs. The great books were once the popular thinking of their particular historical periods. Despite their insights into the human condition, they are not timely enough to be the focus of modern education.

2. Schools should help students develop a process of problem solving that can transfer to a wide range of situations. This process is more important than learning specific ideas from certain books, and it provides a better foundation for a true cultural literacy.

3. Every period of human history is characterized by cultural and social change. Some values are discarded and replaced by new ones. Schools need to emphasize the clarification and reconstruction of values rather than simply transmitting values from the past.

4. The great books approach is based on an elitist and restricted view of knowledge. It assumes that all Americans should be educated in the same manner — a "Western" and classical manner. Democratic education needs a more pluralistic view of truth. Students should be exposed to the ideas of other civilizations as well as important works from outside the cultural mainstream.

THE PAIDEIA PROPOSAL

In the 1980s, a revival of perennialism appeared with the publication of Mortimer J. Adler's *The Paideia Proposal: An Educational Manifesto*. The term *paideia* is a Greek word that means the upbringing, or total educational formation, of a child. Adler argued that there exists a general learning that all human beings should possess. Since American society is a democracy based on political and ethical equality, the same quality of schooling should be provided for all students.

Adler and his Paideia associates advocated a general curriculum for all students. They identified the following organized subject matters as indispensable: language, literature, fine arts, mathematics, natural sciences, history, geography, and social studies. While emphasizing fundamental subjects, the Paideia group did not see subject matter as an end in itself but rather as the context for developing a repertoire of intellectual skills. Among the sought-after intellectual skills were reading, writing, speaking, listening, calculating, observing, measuring, estimating, and problem solving. Together, the fundamental subjects and intellectual skills lead to a still higher level of learning, reflection, and awareness. Through the Socratic dialogue, students can be challenged to enlarge their understanding of ideas and values. For Adler, like Hutchins, the purpose of education is to cultivate an awareness and understanding of significant ideas.

THE BASIC QUESTIONS

Progressive educational critics of perennialism have charged that it fosters educational elitism. In denying this charge, Hutchins and Adler have asserted that their educational proposals are truly democratic. They argue that all persons should have the right to the same education and that this education should be of the highest quality. Students, they contend, should not be grouped or streamed into tracks that would prevent some from acquiring the general education to which they are entitled by their common humanity.

For Hutchins, Adler, and other perennialists, genuine quality of educational opportunity is maintained by providing a learning experience of high intellectual quality for all. To track some students into an academic curriculum and others into a vocational curriculum is to deny the latter genuine equality of educational opportunity. In other words, true equity can be satisfied only by access to a quality education.

THE ATTACK ON RELATIVISM

Perennialism's stress on universal truth and values strongly opposes the view that education should be relative to particular times and places and that ethical questions are relative to situations. Perennialists contend that cultural relativism — which is associated with pragmatism, progressivism, and social reconstructionism — has eroded the quality of American education by denying the importance of universal truth. The effect of this relativism has been to deny the need for standards of right and wrong.

Allan Bloom in *The Closing of the American Mind* has voiced a recent statement of this argument. Like Hutchins, Bloom is concerned about the failure of American education to cultivate in students a desire to search for the good life based on the search for truth. This failure, Bloom contends, is a product of the educational system's relativism, which in the name of a false doctrine of equality rejects universal standards of truth according to which some matters are either right or wrong. Relativism also induces a moral malaise, a refusal to recognize that judgments and actions are either good or bad. Bloom returns to the perennial questions of good and evil that led Socrates and his student Plato on their quest for truth. Just as Socrates and Plato did combat with the Sophists in ancient Athens, Bloom battles against the relativists in the modern university.

To remedy the defects caused by relativism, Bloom contends, as did Hutchins, that it is necessary to reestablish the idea of the educated human being and to recreate

the liberal education that would cultivate such a person. Such a liberal education would rest on the critical reading and analysis of the great classics of Western culture.

IMPLICATIONS FOR TODAY'S CLASSROOM TEACHER

Perennialism, like idealism and realism, sees the classroom as a center for the intellectual growth and development of students. In order to serve as competent stimulators of their students' intellectual development, teachers must be liberally educated persons who have a love of and a desire to lead a life based on truth. Indeed, a liberal education would be more important for perennialist teachers than would courses in educational methods.

In the primary grades, the perennialist teacher would stress the learning of the fundamental tools, such as reading, writing, and computation that contribute to a person's literacy and readiness to begin the lifelong quest for truth. At the secondary level of schooling, perennialist teachers would structure lessons around the enduring human concerns that are explored in the great works of history, literature, and philosophy. Like the idealists, perennialists emphasize the importance of the classics that have captured the interest of people throughout history and across generations.

The perennialist classroom would be part of a school in which administrators, teachers, and students hold high academic standards. Teachers would expect their students to be participants in the quest for truth and to conduct themselves according to standards of civility that make such a quest possible.

Comprehension Check Exercises

Ex. 1 Find the right statements

1. Perennialism presents a conservative or traditional view of human nature and education.

2. The school's curriculum should contain exact sciences that cultivate rationality and the study of moral, aesthetic, and religious principles to cultivate the attitudinal dimension.
3. Mastering the subject matter of these learned disciplines is regarded as essential for training the intellect.
4. Since the rationality of nature is universal, Hutchins stressed that education must also be universal.
5. Everyone can benefit from the intellectual training that studying the classics provides and no one should be denied it.
6. Despite their insights into the human condition, they are timely enough to be the focus of modern education.
7. While emphasizing fundamental subjects, the Paideia group saw subject matter as an end in itself but rather as the context for developing a repertoire of intellectual skills.

Ex. II Find the wrong statements

1. Through the Socratic dialogue, students cannot be challenged to enlarge their understanding of ideas and values.
2. For perennialists, genuine quality of educational opportunity is maintained by providing a learning experience of high intellectual quality for all.
3. The effect of this relativism has been to deny the need for standards of right and wrong.
4. Like Bloom, Hutchins is concerned about the failure of American education to cultivate in students a desire to search for the good life based on the search for truth.
5. Such a general education would rest on the critical reading and analysis of the great classics of Western culture.
6. Perennialism sees the classroom as a center for the intellectual growth and development of students.

7. Perennialists emphasize the importance of the classics that have captured the interest of people throughout history and across generations.

Ex. III Complete the sentences according to the text

1. The school's curriculum should emphasize ...
 2. Progressive educational critics of perennialism have charged ...
 3. Perennialists contend that cultural relativism has eroded the ...
 4. Progressive educational critics of perennialism have charged ...
 5. Perennialism is an educational theory that draws heavily ...
 6. Among the sought-after intellectual skills were reading, writing, speaking, listening, ...
 7. Schools need to emphasize the clarification and reconstruction of values ...
 8. Reading and discussion of the great books could provide us ...
 9. For these advocates, among them Hutchins and Adler, the principal aim of education is ...
 10. The central aim of education should be ...
-
- a) ... the quality of American education by denying the importance of universal truth.
 - b) ... with a common background of shared ideas and values.
 - c) ... to develop the power of thought.
 - d) ... the recurrent themes of human life.
 - e) ... rather than simply transmitting values from the past.
 - f) ... that it fosters educational elitism.
 - g) ... to develop the student's mind.
 - h) ... that it fosters educational elitism.
 - i) ... calculating, observing, measuring, estimating, and problem solving.
 - j) ... on the principles of realism.

Ex. IV Give literary translation of the following sentences

1. Whereas most educators justify the emphasis on thought because it organizes and enriches life experiences, Hutchins derived it from a definition of the fixed and essential nature of human beings.
2. Throughout the recent history of education, there have been persistent advocates of the concept that schooling should concentrate on the "great books of Western civilization."
3. To track some students into an academic curriculum and others into a vocational curriculum is to deny the latter genuine equality of educational opportunity. In other words, true equity can be satisfied only by access to a quality education.
4. To remedy the defects caused by relativism, Bloom contends, as did Hutchins, that it is necessary to reestablish the idea of the educated human being and to recreate the liberal education that would cultivate such a person.
5. In order to serve as competent stimulators of their students' intellectual development, teachers must be liberally educated persons who have a love of and a desire to lead a life based on truth.

Ex. V Summarize the principal ideas of perennialist conception of education. What is your attitude to these ideas?

ESSENTIALISM

Essentialism is a conservative educational theory that arose in opposition to progressive education. It is rooted in both idealism and realism. Essentialism basically emphasizes the authority of the teacher and the value of the subject-matter curriculum. For the essentialists, education involves the learning of the basic skills, arts, and sciences that have been developed in the past. Mastering these skills and subjects prepares the student to function as a member of a civilized society. In addition, the student also should acquire the behavior needed for successful living.

The learning of the essential curriculum requires discipline and hard work. Those who aspire to be teachers should be skilled professionals both in subject matter and in teaching.

Arthur Bestor, an advocate of essentialism, sees the liberal arts and sciences as the core of a general education that will enable all men and women to function intelligently. Bestor and the members of the Council on Basic Education have argued that the intellectual quality of American education has been weakened by those professional educators who have stressed life adjustment and other nonessentials. Bestor's book *The Restoration of Learning* argues that a good education should provide "sound training in the fundamental ways of thinking represented by history, science, mathematics, literature, language, art and other disciplines evolved in the course of mankind's long quest for usable knowledge, cultural understanding, and intellectual power."

Essentialists hold that these intellectual disciplines are the necessary foundations of modern life. In the elementary school curriculum, reading, writing, arithmetic, and research skills are the indispensable studies. The high-school curriculum should consist of science, mathematics, history, English, and foreign languages. These are the tools of a liberal education and the most reliable aids in meeting the requirements of both personal and social life. It is the task of the school to channel the accumulated experience of humankind into organized, coherent, and differentiated disciplines. Only after mastering these basic disciplines the student can be expected to use them to solve personal, social, and civic problems.

BASIC EDUCATION

Since the 1970s, the United States has experienced a revival of essentialism with the "back-to-basics" movement. Back-to-basics proponents contend that social experimentation and untested innovations have lowered academic standards. They charge that many children have not mastered basic literary and computational skills and those academic weaknesses at the secondary level have derived in part from a

rejection of prescribed courses in favor of electives and mini-courses. The back-to-basics position is that schools should concentrate on the essential skills and subjects that contribute to literacy and to social and intellectual efficiency.

In this view, teachers should be restored to instructional authority. They must be well-prepared and held accountable for children's failure to learn. Instruction should be geared to organized learning, often in the form of textbooks. The method of instruction should center on regular assignments, homework, recitations, and frequent testing and evaluation.

NEOESSENTIALISM

During the 1980s, a series of national reports on the condition of American education ushered in a period of educational reform that was neoessentialist in character. The term *neoessentialist* is used to indicate that this movement used themes drawn from the essentialists of the 1930s, the critics of the 1950s, and the basic education advocates of the 1970s. In the 1980s, these essentialist themes were presented as educational remedies for certain economic and social problems facing the United States.

The neoessentialist philosophical orientation is clearly evident in *A Nation at Risk*. The "five new basics," which the authors of *A Nation at Risk* recommended as the core requirements for high-school students, resembled Bestor's early call for a curriculum based on intellectual disciplines. Only one "new basic," computer science, was really new; the others — English, mathematics, science, and social studies — had all been emphasized by earlier essentialists.

Another national report that echoed neoessentialist arguments was *American Memory: A Report on the Humanities in the Nation's Public Schools*. *American Memory* severely criticized educators who reject or ignore the school's mission in transmitting the nation's cultural heritage, especially as it is found in history and literature. *American Memory* attacked educators who emphasize "process" over content. The report argued that history should be taught as a separate subject and not

submerged in the ill-defined social studies. Also, English should be revitalized as the study of literature and not watered down in the language arts. In making the case for history and literature, Lynn V.Cheney, the author of *American Memory*, stated: "We would wish for our children that their decisions be informed not by the wisdom of the moment, but by the wisdom of the ages."

In a similar vein, E.D.Hirsch has decried the decline of cultural literacy in the United States. For Hirsch, the American people need to possess a core of essential background knowledge. It is this core that contributes to cultural literacy, which in turn is necessary for functional literacy and national discourse and communication. Without the transmission of such a cultural core by education, American society will become increasingly fragmented as a culture. There is, Hirsch insists, a large and necessary body of essential information that needs to be transmitted and mastered if the nation is to be culturally literate.

Certain common themes can be found in all variations of the essentialist position. Among them are (1) the elementary school curriculum should aim to cultivate basic tool skills that contribute to literacy and mastery of arithmetical computation; (2) the secondary curriculum should cultivate competencies in history, mathematics, science, English, and foreign languages; (3) schooling requires discipline and a respect for legitimate authority; and (4) learning requires hard work and disciplined attention.

THE BASIC QUESTIONS

Since the perennialists and essentialists share many ideas about knowledge, education, schooling, and instruction, their views can be examined as a defense of educational conservatism in a cultural sense. They see historical experience as the surest guide to questions about educational issues. For them, the school is concerned with ideas, knowledge, the cultivation of human intellectuality, and the cultural heritage. The school's task, then, is to civilize human beings. Perennialists and essentialists are suspicious of the argument that the school should be an agency of

socialization, of life adjustment, or of vocationalism. They claim that such nonintellectual activities detract from and will ultimately destroy the school's intellectual and civilizing roles. Perennialists and essentialists are also suspicious of educational change for the sake of change. They see the teaching-learning relationship as centered on the transmission and mastering of academic subject matter.

Both the essentialists of the past and the more recent neoessentialists believe that the school is an institution designed to teach basic skills and subjects. To ensure a skilled, civil, and literate society, schools need to maintain standards that require the mastery of such skills and subjects. Social promotion policies or compensatory programs that weaken academic mastery of skills and subjects have no place in the school. Genuine equity, essentialists argue, is based on rigorously maintained standards and on examinations or requirements that demonstrate competency on the part of students. The recently adopted requirements in many states that tie promotion to the demonstration of academic competency through testing are an example of modern-day essentialism.

IMPLICATIONS FOR TODAY'S CLASSROOM TEACHER

The teacher who follows essentialist principles seeks to transmit the cultural heritage to students by means of basic skills and subjects that are organized carefully into well-designed units. Essential tool skills such as reading, writing, and arithmetic and subject-matter disciplines such as English, foreign languages, mathematics, history, science, and geography are emphasized over undifferentiated activities. These skills and subjects are considered the means of presenting students with an orderly and sequential introduction to their cultural heritage.

Essentialist teachers have a well-defined conception of curriculum. In their view, each subject should be organized separately from other subjects. The teacher is to be a specialist in subject-matter content and skilled in organizing it into instructional units. In the essentialist classroom, students devote their energy to

learning academic skills and subjects rather than to following short-lived, current fads.

Comprehension Check Exercises

Ex. I Find the right statements

1. Essentialism basically emphasizes the authority of the teacher and the value of the subject-matter curriculum.
2. The learning of the essential curriculum requires discipline and hard work.
3. Essentialists hold that the social disciplines are the necessary foundations of modern life.
4. Only after mastering the basic disciplines the student can be expected to use them to solve personal problems.
5. Back-to-basics proponents contend that social experimentation and untested innovations have lowered academic standards.
6. With the transmission of such a cultural core by education, American society will become increasingly fragmented as a culture.
7. Social promotion policies or compensatory programs that weaken academic mastery of skills and subjects have no place in the school.

Ex. II Find the wrong statements

1. Both the neoessentialists of the past and the more recent essentialists believe that the school is an institution designed to teach basic skills and subjects.
2. For Hirsch, the American education need to possess a core of essential background knowledge.
3. In the 1980s, the essentialist themes were presented as philosophical remedies for certain economic and social problems facing the United States.
4. Teachers must be well-prepared and held accountable for children's failure to learn.

5. In the elementary school curriculum, reading, writing, arithmetic, and research skills are the dispensable studies.
6. To ensure a skilled, civil, and literate society, schools need to maintain standards that require the mastery of such skills and subjects.
7. Those who aspire to be teachers should be skilled professionals both in subject matter and in teaching.

Ex. III Complete the sentences according to the text

1. Essentialism is rooted in ...
 2. The high-school curriculum should consist of ...
 3. It is the task of the school to channel ...
 4. Instruction should be geared ...
 5. It is this core that contributes to cultural literacy, which in turn is necessary ...
 6. Perennialists and essentialists are suspicious of the argument that the school should be ...
 7. The recently adopted requirements in many states that tie promotion to the demonstration of academic competency ...
 8. The teacher is to be a specialist in subject-matter content and ...
-
- a) ... the accumulated experience of humankind into organized, coherent, and differentiated disciplines.
 - b) ... through testing are an example of modern-day essentialism.
 - c) ... both idealism and realism.
 - d) ... for functional literacy and national discourse and communication.
 - e) ... skilled in organizing it into instructional units.
 - f) ... science, mathematics, history, English, and foreign languages.
 - g) ... an agency of socialization, of life adjustment, or of vocationalism.
 - h) ... to organized learning, often in the form of textbooks.

Ex. IV Give literary translation of the following sentences

1. Bestor's book *The Restoration of Learning* argues that a good education should provide "sound training in the fundamental ways of thinking represented by history, science, mathematics, literature, language, art and other disciplines evolved in the course of mankind's long quest for usable knowledge, cultural understanding, and intellectual power."
2. They charge that many children have not mastered basic literary and computational skills and that academic weaknesses at the secondary level have derived in part from a rejection of prescribed courses in favor of electives and mini-courses.
3. Genuine equity, essentialists argue, is based on rigorously maintained standards and on examinations or requirements that demonstrate competency on the part of students.
4. The teacher who follows essentialist principles seeks to transmit the cultural heritage to students by means of basic skills and subjects that are organized carefully into well-designed units.

Ex. V Summarize the principal ideas of essentialist conception of education. What is your attitude to these ideas?

PRAGMATISM

Pragmatism, a philosophy that developed in the United States, stresses the need to test ideas by acting on them. Among its founders were Charles S. Peirce (1839 - 1914), William James (1842 - 1910), George Herbert Mead (1863 - 1931), and John Dewey (1859 - 1952). Peirce stressed the use of the scientific method in validating an idea; James applied pragmatic interpretations to psychology, religion, and education; and Mead emphasized the development of the child as a learning and experiencing human organism. Dewey in particular, wrote extensively on education. Here we will

focus on his pragmatic or experimentalist philosophy, which was based on change, process, relativity, and the reconstruction of experience.

Dewey was a commanding figure in the field of education. He drew from Charles Darwin's theory of evolution in applying the terms *organism* and *environment* to education. According to Dewey, the human being is a biological and sociological organism possessing drives or impulses that function to sustain life and to further growth and development. Every organism lives in a habitat or environment. In the process of living, the human organism experiences problematic situations that threaten his or her continued existence or that interfere with ongoing activities. The successful human being can solve these problems and add the details of the particular problem-solving episode to his or her general stock of experiences. In Dewey's philosophy of education, *experience* is the key word. Experience can be defined as the interaction of the human organism with its environment. Since living depends on the ability to solve problems, education becomes the means to cultivate problem-solving skills and methods.

Dewey's concept of experience was a key component of his experimentalist philosophy. Rejecting the a priori foundation of the older idealist, realist, and perennialist philosophical perspectives, Dewey's test of experience meant that human purposes and plans could be validated only by acting on them and judging them by their consequences. The need to judge by consequences also applied to educational programs. Did a particular educational program, curricular design, or methodological strategy achieve its anticipated goals and objectives? For Dewey, the only valid test was to try out the proposal and judge the results.

Whereas idealism, realism, perennialism, and essentialism all emphasized bodies of substantive knowledge or subject-matter disciplines, Dewey stressed the process of problem solving. According to Dewey, learning occurs as the person engages in problem solving. In Dewey's experimental epistemology, the learner, as an individual or as a member of a group, utilizes the scientific method to solve both

personal and social problems. For Dewey, the problem-solving method can be developed into a habit that is transferable to a wide variety of situations.

KEY CONCEPTS

Metaphysics and Epistemology Where the more traditional philosophies of idealism and realism had a carefully separated metaphysics and epistemology pragmatism or experimentalism construed epistemology as a process in which reality is constantly changing.

The epistemological, or knowing, situation involves a person, an organism, and an environment. The person interacts with the environment in order to live, grow, and develop. This interaction may alter or change the environment, and it may also alter or change the person. Knowing is thus a *transaction* between the learner and the environment. Basic to this interaction is the concept of change. Each interaction may have some generalizable aspects or features that can be carried to the next interaction, but each episode is somewhat different. Thus, the person is constantly changing, the environment is constantly changing, and the experiences or transactions are also changing.

If reality is continually changing, then a curriculum based on permanent realities such as that of the perennialists or the essentialists cannot be acceptable for the pragmatists. What is needed is a method for dealing with change in an intelligent manner. Since reality is a process of transformation or reconstruction of both the person and the environment, how can the course of change be directed toward desired outcomes? The Deweyites stress problem solving as the most effective and efficient method for dealing with the direction of change. Concepts of unchanging or universal truth, such as the realists and idealists suggest, become untenable. The only guides that human beings have in their interaction with the environment are established generalizations or tentative assertions that are subject to further research and verification. Each time a human experience is reconstructed to solve a problem; a new contribution is added to humanity's fund of experience.

Axiology and Logic Pragmatic conceptions of axiology are highly situational. Values are relative to time, place, and circumstance. What contributes to human and social growth and development is regarded as valuable; what restricts or contracts experience is unworthy. It is necessary to test and reexamine value assumptions in the same way that scientific claims are subjected to verification.

The logic used in experimentalist education is inductive and based on the scientific method. Tentative assertions are based on empirical experience and must be tested. Experimentalist logic is suspicious of a priori truths and deductions based on them.

THE BASIC QUESTIONS

The pragmatist answers to questions about knowledge, education, schooling, and instruction are very different from those of the more traditional schools of educational philosophy. For the pragmatists, knowledge is tentative and subject to revision. They are more concerned with the process of using knowledge than with truth as a body of knowledge. In contrast, the traditional philosophers emphasize truth as a permanent body of knowledge.

For the pragmatist, education is an experimental process; it is a method of dealing with and solving problems that arise as people interact with their world. Dewey argued that human beings experience the greatest personal and social growth when they interact with the environment in an intelligent and reflective manner. The most intelligent way of solving problems is to use the scientific method. When you face a problem, the information needed to solve the problem comes from many sources. It is interdisciplinary, rather than located within a single discipline or academic subject. For example, the information needed to define the problem of pollution of the physical environment and to suggest ways of solving it comes from many different sources. The factors that must be considered are historical, political, sociological, scientific, technological, and international. An educated person, in the pragmatic sense, knows how to take information from various sources and disciplines

and use that knowledge in an instrumental manner. The more traditional philosophical perspectives represented by idealism, realism, perennialism, and essentialism are suspicious of the interdisciplinary approach in education because they believe that a student must first master organized subject matter before attempting to solve problems.

Pragmatists such as Dewey see the school as a specialized environment that is an extension of the more general social environment. For them, no separation exists between school and society. The school has a threefold function: to simplify, purify, and balance the cultural heritage. To simplify, the school selects elements of the heritage and reduces their complexity to appropriate units for learning. To purify, the school selects worthy elements of the cultural heritage and eliminates unworthy ones that limit human interaction and growth. To balance, the school integrates the selected and purified experience into a harmony. Since many different groups participate in society, the school assists the children of one group in understanding members of other social groups. As a genuinely integrated and democratic learning community, the school should be open to all.

Dewey, in particular, was an advocate of an open and sharing society. For him, quality and equity were not mutually exclusive. A society and its educational system reach their zenith when they provide for the widest possible sharing of resources among all people in the society. Sharing does not diminish quality but enriches it. In Dewey's terms, quality and equity are reciprocal and related social and educational "goods" to be shared by all.

IMPLICATIONS FOR TODAY'S CLASSROOM TEACHER

Unlike the more traditional idealist, realist, perennialist, and essentialist teachers who see the teaching of subject-matter disciplines as their primary responsibility, the pragmatist teacher is more concerned with the process of solving problems intelligently. The pragmatist teacher does not ignore the importance of subject matter but rather uses it instrumentally to fashion solutions to problems.

Furthermore, the teacher does not attempt to dominate learning but seeks to guide it by acting as a director or facilitator of the student's research.

For students in a pragmatist classroom, the main objective is to apply the scientific method to a full range of personal, social, and intellectual problems. Through their use of the problem-solving method, it is expected that the students will learn to apply the process to situations both in and out of school. Further, the problem-solving method is believed to reduce the separation of the school from society.

Pragmatist teachers work to make the classroom into a community. They consciously encourage students to share their interests, concerns, and problems with each other. Students build a sense of community as they work together to solve common problems. For those who follow Dewey's philosophy, the use of the experimental method in a sharing community of persons, in school and out, is the surest means of making democracy work.

Comprehension Check Exercises

Ex. 1 Find the right statements

1. Pragmatism, a philosophy that developed in the United States, stresses the need to test ideas by acting on them.
2. Dewey emphasized the development of the child as a learning and experiencing human organism.
3. In the process of learning, the human organism experiences problematic situations that threaten his or her continued existence or that interfere with ongoing activities.
4. According to Dewey, learning occurs as the person engages in problem solving.
5. The person is constantly changing, the environment is constantly changing, and the experiences or transactions are also changing.

6. It is unnecessary to test and reexamine value assumptions in the same way that scientific claims are subjected to verification.
7. The pragmatists are more concerned with the process of using knowledge than with truth as a body of knowledge.

Ex. II Find the wrong statements

1. The logic used in experimentalist education is deductive and based on the scientific method.
2. For the pragmatists, knowledge isn't tentative and subject to revision.
3. The most intelligent way of solving problems is to use the scientific method.
4. An educated person knows how to take information from various sources and disciplines and use that knowledge in an instrumental manner.
5. Pragmatists such as Dewey see the school as a specialized environment that is an extension of the more general social environment.
6. Pragmatist teachers work to make the classroom into a community.
7. Mead drew from Charles Darwin's theory of evolution in applying the terms organism and environment to education.

Ex. III Complete the sentences according to the text

1. Charles Peirce stressed the use of the scientific ...
2. In Dewey's philosophy of education, experience can be defined as ...
3. For Dewey, the problem-solving method can be developed into a habit ...
4. The person interacts with the environment ...
5. Each time a human experience is reconstructed ...
6. Experimentalist logic is suspicious of ...
7. For pragmatists, the school has a threefold function: ...
8. The pragmatist teacher does not ignore ...
9. In Dewey's terms, quality and equity are ...

10. The Deweyites stress problem solving as the most effective and efficient method

...

- a) ... that is transferable to a wide variety of situations.
- b) ... to simplify, purify, and balance the cultural heritage.
- c) ... for dealing with the direction of change.
- d) ... the interaction of the human organism with its environment.
- e) ... reciprocal and related social and educational "goods" to be shared by all.
- f) ... in order to live, grow, and develop.
- g) ... method in validating an idea.
- h) ... the importance of subject matter but rather uses it instrumentally to fashion solutions to problems.
- i) ... to solve a problem, a new contribution is added to humanity's fund of experience.
- j) ... a priori truths and deductions based on them.

Ex. IV Give literary translation of the following sentences

1. Rejecting the a priori foundation of the older idealist, realist, and perennialist philosophical perspectives, Dewey's test of experience meant that human purposes and plans could be validated only by acting on them and judging them by their consequences.
2. If reality is continually changing, then a curriculum based on permanent realities such as that of the perennialists or the essentialists cannot be acceptable for the pragmatists.
3. The only guides that human beings have in their interaction with the environment are established generalizations or tentative assertions that are subject to further research and verification.
4. Through their use of the problem-solving method, it is expected that the students will learn to apply the process to situations both in and out of school.

5. The more traditional philosophical perspectives represented by idealism, realism, perennialism, and essentialism are suspicious of the interdisciplinary approach in education because they believe that a student must first master organized subject matter before attempting to solve problems.

Ex. V Summarize the principal ideas of pragmatist conception of education. What is your attitude to these ideas?

PROGRESSIVISM

Although progressive education, or the educational theory of progressivism, is often associated with John Dewey's pragmatism or experimentalism, the progressive education movement wove together a number of diverse strands. In its origins the progressive education movement was part of the larger sociopolitical movement of general reform that characterized American life in the late nineteenth and early twentieth centuries. Political progressives such as Robert La Follette and Woodrow Wilson wanted to curb powerful trusts and monopolies and to make the system of political democracy truly operative. Social welfare progressives such as Jane Addams worked in the settlement house movement to improve living conditions in Chicago and in other urban areas. Thus, progressive education was part of a more general movement to reform American life and institutions.

Although the general reform currents had ebbed by the 1920s, progressive education continued to flourish. There was no central dogma, but progressive educators did stress the view that all learning should center on the child's interests and needs. One described the principles of education as follows:

We believe the educational program should aim to meet the needs of the growing child. We believe that childhood is for itself and not a preparation for adult life. Therefore, the school program must answer the following questions: What does

the child of any particular age need to minister to the health of his body, to preserve the integrity of the intellect, and to keep him sincere and unself-conscious of spirit?

The answers to these questions will constitute the curriculum of the school, and as we grow in understanding of the nature and needs of childhood, the curriculum will change.

Others stressed as well the need to make school a pleasant place for learning. Every child has the right to live naturally, happily, and fully as a child.... Childhood in itself is a beautiful section of life, and children should be given a chance for free full living.

We try to make the schools happy, attractive places for children to be in.... We believe in colorfulness, coziness, hominess in our classrooms; in an opportunity for spontaneity we want children to *want* to come to school.

PROGRESSIVE PRINCIPLES

The loosely structured Progressive Education Association, organized in 1919, was not united by a single comprehensive philosophy of education. The progressives differed in many of their theories and practices, but they were united in their opposition to certain traditional school practices. They generally condemned the following: (1) the authoritarian teacher, (2) exclusive reliance on bookish methods of instruction or on the textbook, (3) passive learning by memorization of factual data, (4) the four-wall philosophy of education that attempted to isolate education from social reality, and (5) the use of fear or physical punishment as a form of discipline.

The Progressive Education Association refused to proclaim a philosophy of education but did announce certain unifying principles. Among them were the following: (1) the child should be free to develop naturally; (2) interest, stimulated by direct experience, is the best stimulus for learning; (3) the teacher should be a resource person and a guide to learning activities; (4) there should be close cooperation between the school and the home; and (5) the progressive school should be a laboratory for pedagogical reform and experimentation.

Progressive education was both a movement within the broad framework of American education and a theory that urged the liberation of the child from the traditional emphasis on rote learning, lesson recitations, and textbook authority. In opposition to the conventional subject matter of the traditional curriculum, progressives experimented with alternative modes of curricular organization — utilizing activities, experiences, problem solving, and the project method. Progressive education focused on the child as the learner rather than on the subject; emphasized activities and experiences rather than verbal and literary skills; and encouraged cooperative group learning activities rather than competitive individualized lesson learning. The use of democratic school procedures was seen as a prelude to community and social reform. Progressivism also cultivated a cultural relativism that critically appraised and often rejected traditional value commitments.

Although the major thrust of progressive education waned in the 1940s and came to an end in the 1950s, it did leave its imprint on education and the schools. Contemporary child-centered progressivism is expressed in humanistic education and in the open educational arrangements based on the British primary school.

THE BASIC QUESTIONS

Since the progressives were not of a single mind, they gave a variety of responses to questions about the nature of education, the school, teaching, and learning. However, they were able to agree on their opposition to traditionalism and authoritarianism. Whereas some progressives believed that education was a process intended to liberate children, others were more concerned with social reform.

Child-centered progressives saw the school as a place where children would be free to experiment, to play, and to express themselves. Those inclined to a more societal perspective saw the school as a community center or as an agency of social reform.

Progressives generally were not interested in using the curriculum to transmit subjects to students. Rather, the curriculum was to come from the child. Learning

could take a variety of forms, such as problem solving, field trips, creative artistic expression, and projects. Above all, progressives saw the teaching-learning process as active, exciting, and ever changing.

Progressive educators rejected barriers of class, race, or creed that tended to keep people apart from each other. They believed that as students work together on projects based on their common shared experience, they break down the isolation that diminishes the quality of the human experience.

IMPLICATIONS FOR TODAY'S CLASSROOM TEACHER

Progressive teachers who follow an experimentalist philosophical orientation generally seek to incorporate problem solving, projects, group work, and activities into their instructional methodology and classroom style. For example, a junior high or middle school teacher might engage students in a social studies unit on the black contribution to American life. Students might work in groups, with each group expected to contribute to the total project. Among the group projects, there might be the following:

Group A would trace the origins of American blacks to Africa and the slave trade. Such an investigation would involve research and reading of a geographical, economic, anthropological, and historic nature. Each student in Group A would investigate a particular phase of the problem, and the results would then be integrated into the whole project.

Group B might identify the leading black contributors to American culture and prepare biographical sketches for class presentations. The group could also arrange an exhibit that included photographs and evidence of each black leader's contribution.

Group C might research current achievements, problems, and issues facing black Americans. The students could consult current newspapers and magazines and prepare a scrapbook of clippings to illustrate the contemporary condition of black Americans.

As the various groups work on their projects, the teacher serves as a resource facilitator. Working with each group individually, he or she suggests sources and helps students discover other ways of pursuing the project.

Comprehension Check Exercises

Ex. 1 Find the right statements

1. The progressive education movement was part of the larger sociopolitical movement of general reform that characterized American life in the late eighteenth and early nineteenth centuries.
2. Political progressives wanted to curb powerful trusts and monopolies and to make the system of political democracy truly operative.
3. Progressive education was part of a more general movement to reform American life and institutions.
4. The loosely structured Progressive Education Association, organized in 1919, was united by a single comprehensive philosophy of education.
5. Progressive education didn't stressed activities and experiences as well as verbal and literary skills.
6. The use of democratic school procedures was seen as a prelude to community and political reform.
7. Whereas some progressives believed that education was a process intended to liberate children, others were more concerned with social reform.

Ex. II Find the wrong statements

1. There was central dogma, but progressive educators did not stress the view that all learning should center on the child's interests and needs.
2. Progressive educators rejected barriers of class, race, or creed that tended to keep people apart from each other.

3. In general they didn't condemn the authoritarian teacher and the use of fear or physical punishment as a form of discipline.
4. Progressive teachers seek to incorporate problem solving, projects, group work, and activities into their instructional methodology and classroom style.
5. Contemporary child-centered progressivism is expressed in natural education and in the open educational arrangements based on the British primary school.
6. The Progressive Education Association refused to proclaim a philosophy of education but did announce certain unifying principles.
7. The curriculum was to come from the teacher.

Ex. III Complete the sentences according to the text

1. The educational theory of progressivism is often associated ...
 2. Although the general reform currents had ebbed by the 1920s, progressive education ...
 3. The loosely structured Progressive Education Association was not united by ...
 4. As the various groups work on their projects, the teacher ...
 5. Progressive education encouraged cooperative group learning activities ...
 6. Child-centered progressives saw the school as a place where children ...
 7. Learning could take a variety of forms, such as ...
 8. A junior high or middle school teacher might engage students ...
- a) ... serves as a resource facilitator.
 - b) ... with John Dewey's pragmatism or experimentalism.
 - c) ... in a social studies unit on the black contribution to American life.
 - d) ... a single comprehensive philosophy of education.
 - e) ... would be free to experiment, to play, and to express themselves.
 - f) ... continued to flourish.
 - g) ... rather than competitive individualized lesson learning.
 - h) ... problem solving, field trips, creative artistic expression, and projects.

Ex. IV Give literary translation of the following sentences

1. There was no central dogma, but progressive educators did stress the view that all learning should center on the child's interests and needs.
2. Progressive education was both a movement within the broad framework of American education and a theory that urged the liberation of the child from the traditional emphasis on rote learning, lesson recitations, and textbook authority. In opposition to the conventional subject matter of the traditional curriculum, progressives experimented with alternative modes of curricular organization — utilizing activities, experiences, problem solving, and the project method.
3. They believed that as students work together on projects based on their common shared experience, they break down the isolation that diminishes the quality of the human experience.
4. Progressive teachers who follow an experimentalist philosophical orientation generally seek to incorporate problem solving, projects, group work, and activities into their instructional methodology and classroom style.

Ex. V Summarize the principal ideas of progressive conception of education. What is your attitude to these ideas?

SOCIAL RECONSTRUCTIONISM

Whereas the Deweyite practitioner and the project-method, child-centered, and creative-oriented progressive educators emphasized the individuality of the child, other progressives were vitally concerned with social change. These progressives, called social reconstructionists, argued that progressive education should do more than reform the social and educational status quo; it should seek to create a new society. Social reconstructionism will be examined here as a separate educational theory; its origins, however, were part of the progressive movement in education.

Social reconstructionism postulates that humankind is in a state of profound cultural crisis. If schools reflect the dominant social values, as the traditional educational theorists suggest, then, according to the reconstructionists, organized education will merely transmit the social ills that are symptoms of the pervasive problems and afflictions that beset humankind. The reconstructionists generally assert that the only legitimate goal of a truly humane education is to create a world order in which people are in control of their own destiny. In an era of nuclear weapons, they see an urgent need for society to reconstruct itself before it destroys itself.

In analyzing the cultural crisis, the reconstructionists contend that although humankind has moved from an agricultural and rural society to an urban and technological society at the level of invention and scientific discovery, there is a serious lag in cultural adaptation to the realities of a technological society. Humankind has yet to reconstruct its values in order to catch up with the changes in the technological order, and organized education has a major role to play in reducing the gap between the values of the culture and technology.

RECONSTRUCTIONIST THINKING

The reconstructionists recommend that teachers and schools embark on a critical examination of the culture in which they live. They should seek to identify the major areas of controversy, conflict, and inconsistency and seek to explore and to resolve them. For example, certain nations enjoy plenty while other peoples face the constant threat of starvation. While a few people enjoy luxury, many are victims of disease and poverty. Although the social and economic gap is not as wide in the United States as in some other countries, it is still evident and causes many of our present problems. Education should expose these social inconsistencies and seek to resolve them in such a way that the common people can determine the distribution and control of the resources of the planet.

The reconstructionists further believe that the technological era is one of tremendous interdependence. Events in one area of the globe will have an impact on

other areas. Pollution, for example, is not restricted to a single place or to a single people. In such an interdependent world, the old forms of education that stressed either isolationism or nationalism are obsolete. The new education for the reconstructed society must recognize the reality of an interdependent world that is international in scope. In an era when nuclear weapons are proliferating, a war or conflict in any area of the globe poses a potential threat to all of humankind. Therefore, the reconstructionist generally would seek to internationalize the curriculum so that men and women would learn that they live in a global village.

The social reconstructionists share a common concern that human survival and education are reciprocally related. To ensure the continuation of our species on this planet, we must become social engineers, plotting our course of change and then using our scientific and technological expertise to arrive at the defined goal. A reconstructionist program of education will be one that (1) critically examines the cultural heritage; (2) does not fear to examine the most controversial of social issues; (3) is deliberately committed to bringing about constructive social change; (4) cultivates a planning attitude; and (5) enlists students and teachers in definite programs of social, educational, political, and economic change as a means of total cultural renewal.

THE BASIC QUESTIONS

The social reconstructionists are convinced that a new social order will come about only as educators challenge obsolete conceptions of knowledge, education, schooling, and instruction and initiate carefully planned and directed educational change that will lead to social change. Like the progressives, social reconstructionists see knowledge in instrumental terms. The knowledge areas that are particularly useful are the social sciences — anthropology, economics, sociology, political science, and psychology. These social sciences provide insights, information, and methods that can be used in devising strategies for planned social change in contemporary society.

Education, for the social reconstructionists, is designed to awaken the students' consciousness about social problems and to engage them actively in the solving of problems. To awaken social consciousness, students are encouraged to question the status quo and to investigate controversial issues in religion, economics, politics, and education. It is by examining controversial issues that the student will develop alternatives to the conventional wisdom.

The school as a social agency is an institution where new suggestions for changing society are to be emphasized and encouraged, but not as a purely intellectual exercise. The school is rather an instrument for creating alternative political, social, and economic forms, institutions, and processes. Since it is on the cutting edge of change, the school will be in the center of controversy.

Social reconstructionists are firmly committed to equality or equity in both society and education. For them, barriers of socioeconomic class and racial discrimination need to be identified, examined, and eradicated. In the American context, social reconstructionists have often been political and educational activists who believe that the school should contribute to a greater sharing of the intellectual, social, and material resources of American life.

IMPLICATIONS FOR TODAY'S CLASSROOM TEACHER

For the reconstructionist teacher, the school should be used as an agency to change society in order to improve the quality of human life. Education should not be defined in exclusively academic terms, as is done by perennialists and essentialists, but should be used as an instrument of deliberate social change.

In order to proceed with the agenda of creating a new society, teachers would encourage students to identify and diagnose the major problems confronting human beings on planet Earth. Among the problems that threaten human survival are pollution of the environment, the threat of nuclear war, famine, and the spread of epidemic diseases such as AIDS. Reconstructionist teachers do not want to be neutral commentators about world problems. They want to be committed to solving these

problems for the betterment of humankind. The reconstructionist classroom is thus a place where teachers and students are committed to actively work for deliberate social change.

A reconstructionist orientation is compatible with programs of compensatory education, school integration, and bilingual and bicultural education. Reconstructionists have encouraged international education as a means of reducing world conflict. Since they are interested in policy formulation, reconstructionists are interested in examining the ideas of the great utopian thinkers and in conducting futuristic studies that serve to predict the course of things to come.

Comprehension Check Exercises

Ex. 1 Find the right statements

1. The progressives who were vitally concerned with social change called social reconstructionists.
2. Social reconstructionism postulates that humankind isn't in a state of profound cultural crisis.
3. In an era of nuclear weapons, they see an urgent need for society to reconstruct itself before it destroys itself.
4. Humankind has moved from an urban and technological society to an agricultural and rural society at the level of invention and scientific discovery.
5. The reconstructionists recommend that teachers and schools embark on a critical examination of the culture in which they live.
6. To awaken social consciousness, teachers are encouraged to question the status quo and to investigate controversial issues in religion, economics, politics, and education.
7. The new education for the reconstructed society must recognize the reality of an interdependent world that is international in scope.

Ex. II Find the wrong statements

1. The reconstructionist generally would seek to internationalize the curriculum so that men and women would learn that they live in a global village.
2. The reconstructionist generally would seek to internationalize the curriculum so that men and women would learn that they live in a global village.
3. A program of education will be one that enlists students in definite programs of social, educational, political, and economic change as a means of total cultural renewal.
4. The natural sciences provide insights, information, and methods that can be used in devising strategies for planned social change in contemporary society.
5. The school is rather an instrument for creating alternative political, social, and economic forms, institutions, and processes.
6. Education should be defined in exclusively academic terms, as is done by perennialists and essentialists.
7. Reconstructionist teachers want to be committed to solving these problems for the betterment of humankind.

Ex. III Complete the sentences according to the text

1. The reconstructionist classroom is a place where teachers and ...
2. Reconstructionists have encouraged international education ...
3. For the reconstructionist teacher, the school should be used ...
4. For social reconstructionists, barriers of socioeconomic class and racial discrimination ...
5. The school will be in the center of controversy since ...
6. It is by examining controversial issues that the student ...
7. In such an interdependent world, the old forms of education ...
8. Education should expose these social inconsistencies and seek to resolve them in such a way ...

9. The reconstructionists generally assert that the only legitimate goal of a truly humane education is ...
- a) ... as an agency to change society in order to improve the quality of human life.
 - b) ... that stressed either isolationism or nationalism are obsolete.
 - c) ... students are committed to actively work for deliberate social change.
 - d) ... it is on the cutting edge of change.
 - e) ... that the common people can determine the distribution and control of the resources of the planet.
 - f) ... to create a world order in which people are in control of their own destiny.
 - g) ... as a means of reducing world conflict.
 - h) ... will develop alternatives to the conventional wisdom.
 - i) ... need to be identified, examined, and eradicated.

Ex. IV Give literary translation of the following sentences

1. Whereas the Deweyite practitioner and the project-method, child-centered, and creative-oriented progressive educators emphasized the individuality of the child, other progressives were vitally concerned with social change.
2. If schools reflect the dominant social values, as the traditional educational theorists suggest, then, according to the reconstructionists, organized education will merely transmit the social ills that are symptoms of the pervasive problems and afflictions that beset humankind.
3. In the American context, social reconstructionists have often been political and educational activists who believe that the school should contribute to a greater sharing of the intellectual, social, and material resources of American life.
4. Since they are interested in policy formulation, reconstructionists are interested in examining the ideas of the great utopian thinkers and in conducting futuristic studies that serve to predict the course of things to come.

Ex. V Summarize the principal ideas of reconstructionist conception of education. What is your attitude to these ideas?

EXISTENTIALISM

Rather than constituting systematic philosophy existentialism is a way of examining life in a very personal manner. It became popular in the post-World War II period. In some ways, existentialism represents a feeling of desperation, but it also contains a spirit of hope. An education that follows the existentialist orientation will emphasize deep personal reflection on one's commitments and choices.

KEY CONCEPTS

The existentialist author Jean-Paul Sartre stated, "Existence precedes Essence." This means that human beings are born and enter the world without being consulted. They simply are here in a world that they did not make or shape. However, they possess volition, or will, which gives them the freedom to make choices and to create their own purposes for existence. As people live, they are thrust into a number of choice-making situations. Some choices are minute and trivial. Other choices, however, deal with the purpose of life. These are decisions that lead to personal self-definition. A person creates his or her own definition and makes his or her own essence. You are what you choose to be.

The existentialist conception of a human being as the creator of his or her own essence differs substantially from that of the idealists and realists, who see the person as a universal category. Whereas the idealist or realist sees the individual as an inhabitant of a meaningful and explainable world, the existentialist believes that the universe is indifferent to human wishes, desires, and plans. Human freedom is total, say the existentialists, who also hold that one's responsibility for choice is total.

Existentialism also focuses on the concept of *Angst*, or dread. Each person knows that his or her destiny is death and ultimate disappearance and that his or her presence in the world is only temporary. As a conscious being, the individual must carry the knowledge of ultimate demise every day. It is with this sense of philosophical dread that each person must make choices about freedom and slavery, love and hate, and peace and war. As one makes these choices, a question is always present: What difference does it make that I am here and that I have chosen to be what I am?

According to the existentialists, human beings are desperate creatures who realize that life is temporary. They live in a world where others — persons, institutions, and agencies — are constantly seeking to impinge upon and violate their choice-making freedom. But existentialism does see hope behind the desperation. Each person's response to life has to be based on an answer to the question. Do I choose to be a self-determined person or do I choose to be defined by others? Even though desperate, each person has the possibility of loving, creating, and being. Each can choose to be an inner-directed, authentic person. An authentic person is one who is free and aware of his or her freedom. Such a person knows that every choice is really an act of personal value creation. The authentic person defines him- or herself and is aware that self-definition is a personal responsibility.

Since existentialists have deliberately avoided systematization of their philosophy, it is difficult to categorize its metaphysical, epistemological, axiological, and logical positions. However, some comments on these areas can serve to illustrate the existentialist point of view. Metaphysically, each person creates his or her own position through the being or essence created by individual choice. Epistemologically, the individual chooses the knowledge that he or she wishes to possess. It is axiology that is most important for existentialists, because human beings create their own values through the choices that they make. Finally, the logic to which a person subscribes is a matter of individual preference.

THE BASIC QUESTIONS

The educational implications of existentialism are many. The existentialist realizes that we live in a world of physical realities and that we have developed a useful and scientific knowledge about these realities. However, the most significant aspects of our lives are personal and nonscientific. So to the questions we have asked about knowledge and education, existentialists would say that the most important kind of knowledge is about the human condition and the choices that each person has to make. Existentialists would further say that education is a process of developing consciousness about the freedom to choose and about the meaning of and responsibility for choice. Education is designed to create in us a sense of self-awareness and to contribute to our authenticity as human beings.

An existentialist educator would encourage students to engage in philosophizing about the meaning of the human experiences of life, love, and death. An existentialist teacher would also raise these questions and put them before the students. The questioning process would grow into a dialogue between the members of the learning groups. It should be remembered that the answers to these questions would be personal and subjective for each individual and could not be measured on standardized tests.

An existentialist curriculum would consist of the experiences and subjects that lend themselves to philosophic dialogue. They would be subjects that vividly portray individual men and women in the act of making choices. Since existentialist choice making is so personal and subjective, those subjects that are emotional, aesthetic, and poetic are appropriate to an existentialist curriculum. Literature and biography are important sources for revealing choice-making conditions. Drama and films that vividly portray the human condition and human decision making ought to be seen and discussed by students. In addition to literary, dramatic, and biographical subjects, students also need to find modes of self-expression. They should be free to experiment with artistic media, to dramatize or make concrete their emotions,

feelings, and insights. The existentialist classroom should be rich in the materials that lend themselves to self-expression.

The school, for the existentialist educator, is a place where individuals can meet to pursue dialogue and discussion about their own lives and choices. Since every person is in the same predicament and has the same possibilities, every individual should have opportunities for schooling. In the school, both teachers and students should have the opportunity to ask questions, to suggest answers, and to engage in dialogue.

IMPLICATIONS FOR TODAY'S CLASSROOM TEACHER

Teaching from an existentialist perspective is not easy because goals and objectives cannot be specified in advance by the teacher. They are determined by each student as an individual person. Rather than imposing goals on the student, the existentialist teacher seeks to create awareness in each student that she or he is ultimately responsible for her or his own education and self-definition. In creating this awareness, the existentialist teacher encourages students to identify and examine the institutions, forces, and situations that tend to limit freedom of choice.

Existentialist teachers seek to create open classrooms in which freedom of choice is maximized. Within these open learning environments, the method of instruction is a form of self-learning. The student is encouraged to develop her or his own self-concept and identity as a person.

Comprehension Check Exercises

Ex. 1 Find the right statements

1. An education that follows the existentialist orientation will emphasize deep personal reflection on one's commitments and choices.
2. For Sartre human beings are born and enter the world without being consulted.

3. Human freedom is total, say the existentialists, who also hold that one's responsibility for choice is total.
4. The existentialist conception of a human being as the creator of his or her own essence is the same of the idealists and realists.
5. According to the existentialists, human beings are self-confident creatures who realize that life is temporary.
6. The educational implications of existentialism are few.
7. Education is designed to create in us a sense of unawareness but to contribute to our authenticity as human beings.

Ex. II Find the wrong statements

1. The questioning process would grow into a dialogue between the members of the learning groups.
2. An existentialist curriculum would consist of the subjects that lend themselves to philosophic dialogue.
3. In the school, only students should have the opportunity to ask questions, to suggest answers, and to engage in dialogue.
4. Teaching from an existentialist perspective is not easy because goals and objectives cannot be specified in advance by the teacher.
5. Existentialist teachers seek to create open classrooms in which freedom of choice is minimized.
6. The existentialist classroom should be rich in the materials that lend themselves to self-expression.
7. Epistemologically, the individual creates his or her own position through the being or essence created by individual choice.

Ex. III Complete the sentences according to the text

1. In some ways, existentialism represents a feeling of ...
2. Human beings possess volition, or will, which gives them the freedom ...

3. Existentialism focuses on the concept that the destiny of each person is death and ultimate ...
 4. It is axiology that is most important for existentialists, because human beings create ...
 5. Existentialists would say that education is a process of developing consciousness about ...
 6. An existentialist educator would encourage students to engage in philosophizing ...
 7. The school is a place where individuals can meet to pursue dialogue and ...
 8. Within these open learning environments, the method of instruction is ...
- a) ... disappearance and that his or her presence in the world is only temporary.
 - b) ... discussion about their own lives and choices.
 - c) ... their own values through the choices that they make.
 - d) ... a form of self-learning.
 - e) ... desperation, but it also contains a spirit of hope.
 - f) ... the freedom to choose and about the meaning of and responsibility for choice.
 - g) ... to make choices and to create their own purposes for existence.
 - h) ... about the meaning of the human experiences of life, love, and death.

Ex. IV Give literary translation of the following sentences

1. Whereas the idealist or realist sees the individual as an inhabitant of a meaningful and explainable world, the existentialist believes that the universe is indifferent to human wishes, desires, and plans.
2. It is axiology that is most important for existentialists, because human beings create their own values through the choices that they make.

3. So to the questions we have asked about knowledge and education, existentialists would say that the most important kind of knowledge is about the human condition and the choices that each person has to make.
4. Since existentialist choice making is so personal and subjective, those subjects that are emotional, aesthetic, and poetic are appropriate to an existentialist curriculum.
5. Rather than imposing goals on the student, the existentialist teacher seeks to create awareness in each student that she or he is ultimately responsible for her or his own education and self-definition.

Ex. V Summarize the principal ideas of existentialist conception of education. What is your attitude to these ideas?

FINAL TEST

Fill the blanks:

1. Education was the process by which ... human beings were introduced to the cultural ...
a) immature / heritage; c) unique / consequences;
b) brave / storage; d) corrupted / artificialities.
2. In arguing for the social ethics based on competitive principles, ... asserted that the ... individuals will survive.
a) Rousseau / the most natural; c) Spenser/ fittest;
b) Froebel / cleverest; d) Dewey / the most powerful.
3. For him, sharing, cooperation, community and ... were significant human values that should be ... by schools.
a) freedom / coursed; c) arguing / developed;
b) dictation / brought; d) democracy / encouraged.
4. The ... stimulated children to bring to full ... the underlying concept that was implied in the object.
a) presents / memorization; c) toys / presentation;
b) gifts / consciousness; d) words / imagination.
5. Pestalozzi was especially ... to children who were poor, hungry and socially or psychologically ...
a) dedicated / maladjusted; c) treated / strong;
b) devoted / weak; d) thought / hurt.
6. Therefore, he conceived the prepared environment of the kindergarten as a means to ... or externalize this interior ...
a) pull out / soul; c) go through / thoughts;
b) develop / inner convictions; d) draw out / spirituality.
7. Since human beings and the environment were constantly ..., knowledge was also continually being reconstructed or ... in the light of present needs.
a) flowing / rebuild; c) disappearing / renew;

- b) leaking / remade; d) changing / repatterned.
8. They believed that the teacher must become an active instructor instead of a ... and hearer of individual
- a) doer / expressions; c) translator / works;
b) taskmaker / recitations; d) keeper / songs.
9. Adaptation is a process in which the child ... environmental factors and ... to environmental requirements.
- a) assimilates / adjusts; c) eliminates / comes up;
b) devotes / reaches; d) coordinates / manages.
10. Although the child's cognitive operations are still based on concrete objects, they are becoming more and more abstract.
- a) cognitive / abstract; c) manual / concrete;
b) pragmatic / truthful; d) thinking / valid.
11. The infant needs ... to move and exercise his ...
- a) years / society; c) freedom / body;
b) brave / storage; d) artificial / restrictions.
12. The kindergarten teacher was to be a moral and cultural ... who was worthy of the child's
- a) model / love and trust; c) instructor/ powers;
b) person / knowledge; d) educator / inner self.
13. In fact, Pestalozzi believed that ... of humankind was necessary for successful ...
- a) freedom / living; c) strong / developing;
b) health / education; d) love / teaching.
14. Members of certain ... survived and reproduced themselves by means of selective ... to changes in the environment.
- a) kind / memorization; c) groups / presentation;
b) species / adaptation; d) series / reproduction.

15. To prepare students for social and political ..., Spencer recommended the study of

- a) education / society;
- b) construction / educational theory;
- c) industrialization / culture;
- d) participation / sociology.

16. A democratic criterion of ... meant that the learner must be ... to test all ideas, beliefs, and values.

- a) disposition / social;
- b) education / free;
- c) learning / rich;
- d) reorganization/ experienced.

17. Leaders of the American common school ... were familiar with Pestalozzianism and sought ... its tenets into school practice.

- a) methodology / to introduce;
- b) resemblance / to stress;
- c) movement / to incorporate;
- d) innovation / to begin with.

18. ... produced inequalities, and government and other institutions ... these artificial distinctions.

- a) society / made;
- b) property / legitimized;
- c) environment / developed;
- d) information / based on.

19. Thus, the ... of the survival of the fittest postulated that individual competition would ... socioeconomic progress.

- a) concept / express;
- b) assertion / adapt to;
- c) theory / come up;
- d) doctrine / bring about.

20. Spencer argued that ... should be based on the most important ... rather than on traditional or inherited bodies of knowledge.

- a) education / life activities;
- b) curriculum / human activities;
- c) instruction / basic activities;
- d) schooling / scientific subjects.

APPENDICES

APPENDIX I

The Declaration of Independence

Action of Second Continental Congress, July 4, 1776

The unanimous Declaration of the thirteen United States of America

When in the Course of human Events, it becomes necessary for one People to dissolve the Political Bands which have connected them with another and to assume among the Powers of the Earth, the separate and equal Station to which the Laws of Nature and of Nature's God entitle them, a decent Respect to the Opinions of Mankind requires that they should declare the causes which impel them to the Separation.

WE hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness – That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed, that whenever any Form of Government becomes destructive of these Ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its Foundation on such Principles, and organizing its Powers in such Form, as in them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient Causes; and accordingly all Experience has shown, that Mankind are more disposed to suffer, while Evils are sufferable, than to right themselves by abolishing the Forms to which they are accustomed. But when a long Train of Abuses and Usurpations, pursuing invariably the same Object, evinces a Design to reduce them under absolute Despotism, it is their Right, it is their Duty, to throw off such Government, and to provide new Guards for their future Security. Such has been the patient Sufferance of these Colonies; and such is now the Necessity which constrains them to alter their former

Systems of Government. The History of the present King of Great Britain is a History of repeated Injuries and Usurpations, all having in direct Object the Establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid World.

HE has refused his Assent to Laws, the most wholesome and necessary for the public Good.

HE has forbidden his Governors to pass Laws of immediate and pressing Importance, unless suspended in their Operation till his Assent should be obtained; and when so suspended, he has utterly neglected to attend to them.

HE has refused to pass other Laws for the Accommodation of large Districts of People, unless those People would relinquish the Right of Representation in the Legislature, a Right inestimable to them, and formidable to Tyrants only.

HE has called together Legislative Bodies at Places unusual, uncomfortable, and distant from the Depository of their public Records, for the sole Purpose of fatiguing them into Compliance with his Measures.

HE has dissolved Representative Houses repeatedly, for opposing with manly Firmness his Invasions on the Rights of the People.

HE has refused for a long Time, after such Dissolutions, to cause others to be elected; whereby the Legislative Powers, incapable of the Annihilation, have returned to the People at large for their exercise; the State remaining in the mean time exposed to all the Dangers of Invasion from without, and the Convulsions within.

HE has endeavored to prevent the Population of these States; for that Purpose obstructing the Laws for Naturalization of Foreigners; refusing to pass others to encourage their Migrations hither, and raising the Conditions of new Appropriations of Lands.

HE has obstructed the Administration of Justice, by refusing his Assent to Laws for establishing Judiciary Powers.

HE has made Judges dependent on his Will alone, for the Tenure of their Offices, and the Amount and Payment of their Salaries.

HE has erected a Multitude of new Offices, and sent hither Swarms of Officers to arras our People, and eat out their Substance.

HE has kept among us, in Times of Peace, Standing Armies, without the consent of our Legislatures.

HE has affected to render the Military independent of and superior to the Civil Power.

HE has combined with others to subject us to a Jurisdiction foreign to our Constitution, and unacknowledged by our Laws; giving his Assent to their Acts of pretended Legislation:

FOR quartering large Bodies of Armed Troops among us;

FOR protecting them, by a mock Trial, from Punishment for any Murders which they should commit on the Inhabitants of these States;

FOR cutting off our Trade with all Parts of the World;

FOR imposing Taxes on us without our Consent;

FOR depriving us, in many Cases, of the Benefits of Trial by Jury;

FOR transporting us beyond Seas to be tried for pretended Offences;

FOR abolishing the free System of English Laws in a neighboring Province, establishing therein an arbitrary Government, and enlarging its Boundaries, so as to render it at once an Example and fit Instrument for introducing the same absolute Rules into these Colonies;

FOR taking away our Charters, abolishing our most valuable Laws, and altering fundamentally the Forms of our Governments;

FOR suspending our own Legislatures and declaring themselves invested with Power to legislate for us in all Cases whatsoever.

HE has abdicated Government here, by declaring us out of his Protection and waging War against us.

HE has plundered our Seas, ravaged our Coasts, burnt our Towns, and destroyed the Lives of our People.

HE is, at this Time, transporting large Armies of foreign Mercenaries to complete the Works of Death, Desolation, and Tyranny, already begun with circumstances of Cruelty and Perfidy, scarcely paralleled in the most barbarous Ages, and totally unworthy the Head of a civilized Nation.

HE has constrained our fellow Citizens taken Captive on the high Seas to bear Arms against their Country, to become the Executioners of their Friends and Brethren, or to fall themselves by their Hands.

HE has excited domestic Insurrections amongst us, and has endeavored to bring on the Inhabitants of our Frontiers, the merciless Indian Savages, whose known Rule of Warfare, is an undistinguished Destruction, of all Ages, Sexes and Conditions.

IN every stage of these Oppressions we have Petitioned for Redress in the most humble Terms: Our repeated Petitions have been answered only by repeated Injury. A Prince, whose Character is thus marked by every act which may define a Tyrant, is unfit to be the Ruler of a free People.

NOR have we been wanting in Attentions to our British Brethren. We have warned them from Time to Time of Attempts by their Legislature to extend an unwarrantable Jurisdiction over us. We have reminded them of the Circumstances of our Emigration and Settlement here. We have appealed to their native Justice and Magnanimity, and we have conjured them by the ties of our common Kindred to disavow these Usurpations, which, would inevitably interrupt our Connections and Correspondence. They too have been deaf to the Voice of Justice and of Consanguinity. We must, therefore, acquiesce in the Necessity, which denounces our Separation, and hold them, as we hold the rest of Mankind, Enemies in War, in Peace, Friends.

WE, therefore, the Representatives of the UNITED STATES OF AMERICA, in GENERAL CONGRESS, Assembled, appealing to the Supreme Judge of the World for the Rectitude of our Intentions, do, in the Name, and by Authority of the good People of these Colonies, solemnly Publish and Declare, that these United Colonies are, and of Right ought to be, FREE AND INDEPENDENT STATES; that they are absolved from all Allegiance to the British Crown, and that all political Connection

between them and the State of Great Britain, is and ought to be totally dissolved; and that as FREE AND INDEPENDENT STATES, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which INDEPENDENT STATES may of right do. And for the support of this Declaration, with a firm Reliance on the Protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes, and our sacred Honor.

John Hancock.

GEORGIA, *Button Gwinnett, Lyman Hall, Geo. Walton*

NORTH CAROLINA, *Wm. Hooper, Joseph Hewes, John Penn*

SOUTH CAROLINA, *Edward Rutledge, Thos Heyward, Jr., Thomas Lynch, Jr., Arthur Middleton*

MARYLAND, *Samuel Chase, Wm. Paca, Thos. Stone, Charles Carroll, of Carrollton*

VIRGINIA, *George Wythe, Richard Henry Lee, Ths. Jefferson, Benja. Harrison, Thos. Nelson, Jr., Francis Lightfoot Lee, Carter Braxton*

PENNSYLVANIA, *Robt. Morris, Benjamin Rush, Benja. Franklin, John Morton, Geo. Clymer, Jas. Smith, Geo. Taylor, James Wilson, Geo. Ross*

DELAWARE, *Caesar Rodney, Geo. Read*

NEW YORK, *Wm. Floyd, Phil. Livingston, Frank Lewis, Lewis Morris*

NEW JERSEY, *Richd. Stockton, Jno. Witherspoon, Fras. Hopkinson, John Hart, Abra. Clark*

NEW HAMPSHIRE, *Josiah Bartlett, Wm. Whipple, Matthew Thornton*

MASSACHUSETTS BAY, *Saml. Adams, John Adams, Robt. Treat Paine, Elbridge Gerry*

RHODE ISLAND AND PROVIDENCE, *C. Step. Hopkins, William Ellery*

CONNECTICUT, *Roger Sherman, Saml. Huntington, Wm. Williams, Oliver Wolcott*

In Congress, January 18, 1777.

APPENDIX 2

The US Constitution

The Constitution consists of three parts:

1. **The Preamble** reveals the purposes of the constitution: to protect the nation and to assure justice, peace, and liberty for all.
2. **The Document** contains several articles that state the main principles of the country.
3. **Twenty-six Amendments** are to guarantee individual rights and freedoms and establish other basic principles of government.

Article One created the Legislative Branch of government. It established these principles, among others:

1. Congress makes the laws of the nation.
2. The two houses of Congress are the Senate and the House of Representatives.
3. The people of each state elect two Senators.
4. The population of each state determines the number of Representatives.

Article Two established the Executive Branch of government, the Presidency. Here are a few of its principles:

1. The Electoral College elects the President.
2. The President is the chief executive of the nation and Commander in Chief of the Armed Forces.
3. The President has certain powers, such as to enforce laws.
4. The President may initiate the law-making process.

Article Three created the Judicial Branch under these principles:

1. The Supreme Court is the highest court of the land. It is a court of

last appeal, and its decisions are final.

2. It is the responsibility of the Supreme Court to defend and interpret the principles of the Constitution.
3. Residents of the US have the right to trial by jury.

Article Four defined the relationship among the states and the relationship of the states to the Federal government. It included these principles:

1. US residents have the same rights in all states.
2. All states have a republican form of government.
3. Congress may admit new states and make laws for US territories.

Article Five described ways to amend (change) the Constitution.

1. Congress may propose (suggest) an amendment if two-thirds of both houses vote for it.
2. The states may initiate an amendment. If two-thirds of all states legislatures agree to propose it, Congress will call a national convention.
3. To add the amendment to the Constitution, three-fourths of the states legislatures or special state conventions must ratify (officially approve) it.

Article Six declared the Constitution the Supreme Law of the Land.

1. No state constitution or law or judge may contradict (state the opposite of) the Constitution.
2. All public officials must promise to support the Constitution in an official oath.

Article Seven declared that nine states must ratify the Constitution for it to become law.

APPENDIX 3

Bill of Rights

1. Amendment 1 guarantees the right of freedom of speech, press, religion, peaceable assembly, and requesting change from the government.
2. Amendment 2 guarantees the right to own weapons.
3. Amendment 3 says that the government may not force people to take soldiers into their homes in peacetime.
4. Amendment 4 says that the government may not search or take individual property without a warrant.
5. Amendment 5 says that to bring a person to trial, a grand jury must charge him or her with a crime. Also, the government may not bring a person to trial more than once for the same crime and may not take away property without a legal process. No one must testify against himself or herself in court.
6. Amendment 6 and 7 give individuals the right to an open trial by jury and a lawyer. They have the right to hear the charges, to question witnesses, and to get witnesses to testify for them,
7. Amendment 8 protects people against unreasonable bail or fines and cruel or unusual punishment.
8. Amendment 9 says that individuals have rights in addition to those in the Constitution.

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