


George counts philosophy of education

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In Chicago Counts graduated in education and graduated in sociology under such distinct scholars as Charles H. Judd and Albion W. Small. The accounts took his doctorate with honors in 1916 and was appointed head of the education department and summer school director at Delaware College in Newark. During the next ten years he held successive teaching assignments at the Harris Teachers College, St. Louis (1918-1919); the University of Washington (1919-1920); Yale University (1920-1926) and the University of Chicago (1926-1927). In the autumn of 1927 he became a faculty member at Teachers College, Columbia University, where he served as an associate director of the International Institute from 1927 to 1932 and as a professor of education until his retirement in 1956. During his career he also held lectures in a series of major universities, including Harvard, Illinois, Michigan, Stanford and Virginia. The author of 29 books and more than 100 articles, Counts was also an active participant in various professional and civic organizations, in particular the American Academy of Political and Social Science, the American Association of University Professors, the American Civil Liberties Union, the American Federation of Teachers, the American Progress Association, the American Sociology Society, the Liberal Party of New York State, the National Association for Education and Education. Before his appointment to the faculty of teachers of the College, the accounts served as a member of the Philippine Educational Survey Commission. This experience, together with his work in relation to the International Institute of Columbia, offered him the opportunity to contribute to the relatively new field of comparative education. The accounts focused its international studies on social institutions and the educational system of the Soviet Union and in due course became perhaps the most important authority in America on Russian education. A Ford Crosses Russia (1930), The Soviet challenge for America (1931), The country of the blind, Soviet System of Mind Control (1949), and The Challenge of Soviet Education (1957) were some of his well-known writings on Soviet culture. In addition to its concentration on Russian education, much of the teaching and research of the accounts was devoted to understanding the school as a social institution, its relations with other social institutions, and its potential to promote social improvement. Some of his early efforts along these lines reflected the prevailing interest among educators, particularly Count Charles Judd's mentor, in the application of empirical and statistical methods to the study of education and reported the arrival of accounts as authorities in sectors such as secondary education and educational sociology. As for the latter, his School and Society in Chicago (1928)It was generally regarded as a baseline study of a school system within its social context. The American selective secondary education (1922) and the social composition of Lá Education (1927) were two other important books published by Conti in years á 20. The first they argued that schools were in part responsible for the persistence of social inequalities, while the latter indicated there on the influence of American education of the existing power structure in society. In these and other works completed in 20 years á, Earl introduced themes that foreshadowed the social reconstructionism with which he identifcá? á 30 years, anticipating many of the arguments put forward by social and educational theorists decades later. Progressive Educator, sociologist and political activist, George S. Counts challenged teachers and teacher educators to use the school as a means to criticize and transform the social order. Perhaps best known for his controversial pamphlet Dare the School Build a New Social Order? (1932), Conti author of dozens of scholarly works that have advanced the social study dellá education and stressed lá teaching as uná moral enterprise and politics. The work him on the school and the company continues to have relevance to current dilemmas dellá education. Counts was born and raised in Baldwin, Kansas. The family he was Methodist and, on behalf of him, given strong ideals of equity and brotherhood. Conti conseguA~ the B.A. at Baker University, the local Methodist school in 1911 with a degree in classical studies. After graduation, he was employed as a teacher of mathematics and high school science teacher, athletic coach and headmaster before starting postgraduate studies at the University of Chicago in 1913, at the age of 24 years. After earning his doctorate with honors, the Conti taught at Delaware College, now University of Delaware (1916-1917) as head of the department of education. He taught sociology to education in the Harris Teachers College in St. Louis, Missouri (1918-1919), secondary education at the University of Washington (1919-1920), education at Yale University (1920-1926) and at the University of Chicago (1926 -1927). For almost thirty years, he has taught at the Teachers College of Columbia University in New York (1927-1956). After being forced to retire at the age of 65 years from Teachers College, he taught at the University of Pittsburgh (1959), at Michigan State University (1960) and Southern Illinois University (1962-1971). Sociology and education Much of the scholarship Counts stems from his pioneering work in the sociology of education. The counselor of him as a doctoral student at the University of Chicago was chairman of the department of education, the psychologist Charles H. Judd. Significantly, Counts insisted in fashioning for himself a minor in sociology and social sciences in a time when the professors of education embraced fully the psychology as a discipline mediating through which to study the educational practice and problems. Although his contemporaries fascinated by the Á « Science dellá educazioneÁ " and its psychological foundations , the Counts were interested in the of social conditions and problems and their relationship with education. Strongly influenced by Albion Small and other Chicago sociologists, Counts saw in sociology the opportunity to examine and remodel schools considering the impact of social forces and various political and social interests on educational practice. For example, in the Selective Character of American Secondary Education (1922), Counts demonstrated a close relationship between the perseverance of students at school and the occupations of their parents. In the Social Composition of Boards of Education: A Study in the Social Control of Public Education (1927) and School and Society in Chicago (1928), he stated that the dominant social classes control American education and school practices respectively. As schools were run by the capitalist class that exercised social and economic power, the accounts argued that school practices tended to the status quo, including the maintenance of an unjust distribution of wealth and power. The Count's educational philosophy was also a consequence of the philosophy of John Dewey. Both believed in the enormous potential of education to improve society and that schools should reflect life rather than be isolated. But unlike Dewey's Public and its Problems, most of Conti's writings suggest an action plan in the use of schools to shape a new social order. Social reform From 1927 to the beginning of the 1930s, the Counts became fascinated by the Soviet Union because of its willingness to employ schools to establish a new social order. Although he later became disillusioned with the increasing evidence of Soviet totalitarianism and a sketchy critic of the Communist Party (he was elected president of the American Federation of Teachers in 1939 after having an anti-communist candidate), the accounts "as critics of the 21st century" believed that schools would always indoctrinate students. What was important was the orientation of schools: which type of society favoured schools and to what extent. As he said, the word "do not frighten me" indoctrination (1978, p. 263). This position, in particular, led to critical Assyrian Counts such as Franklin Bobbit, a leader of the movement for social efficiency, who argued that schools should not be used as agents of social reform. Counts criticized the children's progressives for their inability to articulate any concept of good society. He rebuked their concern for individual growth at the expense of democratic solidarity and social justice. In his speech at the Progressive Education Association (PEA). «Dare Progressive Education Be Progressive?» which later became the booklet Dare the School Build a New Social Order?, he claimed that progressive education had notNone of socialeÁ welfare theory " (1978 , p. 258) and that it had to Á « emanciarsi the influence of ClassA "(p. 259) . Political Activism Counts was also a political activist . He was president of the á Labour Party (1942-1944), founder of the Liberal Party, and candidate for the New York City Council, vice governor, and the United States Senate. He was president of the American Federation of Teachers (AFT) and member of the Commission for Social Studies of the American Historical Association. He was the first director of the progressive Social Frontier magazine, which, at its peak, had a circulation of 6,000 copies and recommended the recruitment of teachers in the reconstruction of society. Contribution Counts importance and impact on American education remain a question of debate. His contributions to the evolution of the speech on democracy and education are manifested in most of his writings, in particular in the belief that school can be the leverage of radical social change. Highly critical of the economic and social norms of selfishness, individualism and disregard for human suffering, the Counts wanted educators to "impregnate in the positive task of creating a new tradition in American life" (1978, p.262). He wanted teachers to go beyond the abstract and philosophical conceptions of democracy and explicitly teach power and injustice. He wanted teachers and students to include among their primary objectives the construction of a better social order. COUNTS, GEORGE, p. 1922. The selective character of American secondary education. Chicago: University of Chicago Press. COUNTS, GEORGE, p. 1927. The social composition of the Education Councils: a study on social control of public education. Chicago: University of Chicago Press. COUNTS, GEORGE, p. 1928. School and company in Chicago. Harcourt Brace. COUNTS, GEORGE, p. 1931. The Soviet challenge to America. New York Day. COUNTS, GEORGE, p. 1934. 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