

## NEH Application Cover Sheet

### Seminars for School Teachers

#### PROJECT DIRECTOR

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**Field of expertise:** U.S. History

#### INSTITUTION

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Trustees of Boston University  
Boston, MA 02215-1300

#### APPLICATION INFORMATION

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**Title:** *Philosophers of Education: Major Thinkers from the Enlightenment to the Post-modern Era*

**Grant period:** From 2015-10-01 to 2016-09-30

**Project field(s):** U.S. History

**Description of project:** This Seminar will study works of major educational thinkers. Starting with the Enlightenment, it will explore John Locke's "Some Thoughts Concerning Education", Thomas Jefferson's letters, and Jean Jacques Rousseau's "Emile"; move on to Horace Mann's "Reports on Education", William James' "Talks to Teachers on Psychology", and John Dewey's "The School and Society"; study the debate between Booker T. Washington and W.E.B. Du Bois over African-American education; and analyze Maria Montessori's "The Montessori Method". We will also consider critics of Progressive education. The Seminar will conclude with works by contemporary philosophers: Howard Gardner's "The Disciplined Mind" and E. D. Hirsch's "The Schools We Need".

The overarching goals will be to introduce participants to debates among significant philosophers of education, to understand the connections among their ideas, and to articulate ways their theories are relevant to K-12 educators today.

#### BUDGET

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<b>Outright Request</b>	110,006.00	<b>Cost Sharing</b>	0.00
<b>Matching Request</b>	0.00	<b>Total Budget</b>	110,006.00
<b>Total NEH</b>	110,006.00		

#### GRANT ADMINISTRATOR

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USA

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**National Endowment for the Humanities Seminar**  
**Project Period: October 1, 2015 –September 30, 2016**  
*Philosophers of Education*  
*Major Thinkers from the Enlightenment to the Post-modern Era*

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Housing Description: Buick Street Residence:  
<http://www.bu.edu/housing/residences/stuv/10buick/>

**National Endowment for the Humanities Seminar**  
**Project Period: October 1, 2015 –September 30, 2016**  
*Philosophers of Education*  
*Major Thinkers from the Enlightenment to the Post-modern Era*

**Narrative Description**

**Intellectual Rationale**

*“Teaching is the most difficult of all arts and the profoundest of all sciences.”*  
–Horace Mann

The national debate on education is currently dominated by discussion of tenure, unions, choice, standards, teacher evaluation, school size, and safety. In most schools of education, the philosophy of education is no longer a required course; in its place is the study of pedagogy. There is little discussion of what we teach and why. As a consequence, teachers know the names *Locke, Rousseau, Dewey, Mann, Du Bois, and Montessori*, but have not studied their works. My proposed NEH Seminar, *Philosophers of Education: Major Thinkers from the Enlightenment to the Post-Modern Era*, would help compensate for these omissions.

This three-week Seminar at Boston University (July 11 to July 29, 2016) will explore the works of major educational thinkers. It will be a refinement of the 2014 Seminar of the same title about which participants were uniformly complimentary:

*“This was an excellent, provocative seminar.”*

*“I absolutely loved every moment of it.”*

*“All invited speakers were excellent and Peter Gibbon was a fabulous seminar leader.”*

Many indicated that the Seminar was one of the highpoints of their career.

(See Evaluations, page 50)

The Seminar will draw on my course at Boston University's School of Education, "The Intellectual Foundations of Education," on my two NEH Institutes on Thomas Jefferson, which included in-depth study of "Jefferson's Vision of Education"; and on my four Teaching American History Seminars, where the history of education was an important component. The overarching goals of this exploration will be to introduce the Seminar Scholars to debates among significant philosophers of education, to understand connections among their ideas, and to articulate ways their theories can be made accessible and relevant to K-12 educators today.

Starting with the Enlightenment, we will look at John Locke's *Some Thoughts Concerning Education*, Thomas Jefferson's letters, and Jean Jacques Rousseau's *Emile*. Moving on to the 19<sup>th</sup> century, we will read Horace Mann's *Reports on Education*, William James' *Talks to Teachers on Psychology*, and John Dewey's *The School and Society*. We will study the debate between Booker T. Washington and W. E. B. Du Bois over African-American education and connect the debate to the contemporary controversy over the achievement gap as seen through the eyes of scholars, such as Geoffrey Canada and Pedro Noguera.

To understand the changing attitudes towards female education, we will read Mary Woolstonecraft's challenge to Rousseau's *Emile*. To understand a teaching force largely staffed by women, we will consider the neglected works of Catharine Beecher. We will analyze Maria Montessori's *The Montessori Method* to amplify our study of Progressivism. We will consider 20<sup>th</sup> century critics of Progressive Education, such as Richard Hofstadter and Arthur Bestor. The Seminar will conclude with the works of

contemporary educational philosophers: Howard Gardner's *The Disciplined Mind*, and E. D. Hirsch's *The Schools We Need*.

The Seminar will stress relevance and connection. How does Locke anticipate evolutionary psychology, Jefferson meritocracy, Mann differentiated instruction? How do Rousseau and Dewey pave the way for child-centered education? Booker T. Washington is a progenitor of "No Excuse Schools" and Du Bois is the champion of the liberal arts. Woolstonecraft is a forerunner of feminism and Montessori the defender of play. E. D. Hirsch is the prophet of the standards movement, Howard Gardner of the critical inquiry approach. Running through our discussions will be a consideration of the philosophical foundations of the Common Core and the controversy surrounding it. Further, we will analyze the standards-testing reform movement and the opposition to it by leading historian and educational philosopher Diane Ravitch.

To supplement discussions of each philosopher's primary educational statement, we will reference other works that further illuminate their educational philosophies: John Locke's "On the Conduct of the Understanding"; Rousseau's "Confessions"; Jefferson's "Notes on the State of Virginia"; and William James's "Psychology." We will ponder ways various philosophies of education connect to the Enlightenment, Romanticism, Republicanism, Industrialization, Progressivism, and the Counter Culture of the late 1960's. We will contextualize our understanding by weaving in relevant information from philosophers' biographers, such as Roger Wollhouse on John Locke, Claire Tomalin on Mary Wollstonecraft, and Robert Norrell on Booker T. Washington.

Studying the philosophy of education encourages teachers and administrators to reflect on a series of fundamental questions about their craft, questions that come up variously over the course of a career. Some are broad and philosophic:

*What are the goals of education? Happiness? Wisdom? Wealth? Virtue?*

*Is a child a blank slate or imprinted with inclinations, temperament and aptitudes?*

Others deal with the appropriate role of the teacher:

*Should teachers build character? If so, how?*

*Should teachers in schools try to change society?*

*Should the teacher be a “guide on the side” or a “sage on the stage”?*

Answers to many of these questions of course evolve gradually over the course of a career, the products of experience, observation, and individual teacher temperament. They can also emerge from—and be enhanced significantly by—the study of past and present philosophers of education.

Studying the philosophy of education, in addition to being inherently interesting to teachers, increases intellectual confidence among them, makes them more reflective, and improves their instruction. It builds confidence by validating what some teachers are already doing but also encourages experimentation by suggesting new approaches. It lifts them out of the classroom and encourages them to think about what they do; thus it will fulfill NEH’s suggested guideline: “to sustain their intellectual commitment to teaching.”

Each participant prepares a paper, either on one of the philosophers we study or on one of the books listed in the bibliography. The goal is to link the chosen philosopher to contemporary educational issues and to the teacher’s personal educational experience.

Papers are posted on the Seminar's website and participants are encouraged to create presentations suitable for a conference, for publication, and for inclusion on EDSITEment. The papers from the 2014 Seminar were ambitious and substantial with titles ranging from *John Locke's Some Thoughts Concerning Education: A Teacher's Perspective* to *Striking Out: The App Generation and the Writing Process*. Many will have lasting impact, for example, *The Most Democratic School of Them All: Why the Sudbury Model of Education Should be Taken Seriously* has been submitted for publication to an educational journal; and *Finding Understanding: Theoretical Modeling, Threshold Concepts, and Educational Reform* has become part of the participant's Ph.D. dissertation.

### **Project Content and Implementation**

My goal will be to lead a Socratic discussion, encouraging each participant to link his or her teaching experiences to the ideas we discuss. In the 2014 evaluations, one teacher commented: "...it felt very much like a Socratic seminar, which made us feel like philosophers ourselves." Participants receive a supplementary book of readings that I put together specifically for the Seminar. One participant mentioned that receiving this ahead of time would be helpful. The 2016 Seminar will include a new package sent in advance containing a better organized book of readings with clear citations and three complimentary (new this year) paperbacks: John Dewey's *The Child and The Curriculum Including the School and Society* (Cosmo Classics 2008); John Locke's *Some Thoughts Concerning Education* (Hackett Publishing Company, Inc.; First Paperback Edition, 1996); and William James' *Talks to Teachers* (Dover Publications; Reprint edition, 2001). Having all 16 participants using the same edition significantly enhances the

discussions. Participants will be asked to read Locke's *Some Thoughts Concerning Education* before coming to Boston. I would also of course update a 2016 Seminar with insights from new books published since the 2014 Seminar, such as Dana Goldstein's *The Teacher Wars* and Elizabeth Greene's *Building a Better Teacher*.

To enhance understanding as well as to provide pace and variety, I will show sections of a PowerPoint I created on educational philosophers. I often supplement my presentations at conferences with sections from this PowerPoint. Additionally, we will watch *A Touch of Greatness*, which portrays a master teacher, Albert Cullum, and was a big hit with the 2014 Seminar Scholars. We will watch and discuss the highly debated film *Waiting for Superman*, which raises questions of choice and competition, unions and tenure, and of the role of charter schools in American education. A field trip to Cambridge will include a guided tour of the Mount Auburn Cemetery, which was designed in the 1830's with educational purposes in the planning, and to Harvard University to see what insights we might acquire from the country's oldest university.

**Week One.** After outlining the goals of the Seminar and introducing ourselves, we will begin by tackling our first philosopher, John Locke. Our goals will be to understand Locke's radical critique of contemporary British education and to link Locke's suggestions to current debates about student health, motivation, temperament, character education, play, and self-discipline. We will look at the connection between Locke's book and contemporary best-sellers, such as Susan Cain's *Quiet* and Paul Tough's *How Children Succeed*. We will try to categorize which of John Locke's suggestions are time bound and which are relevant, discussing the qualities of the ideal teacher then and now.



Thomas Jefferson's letters are graceful, easy to read, and the best way to understand his ideas on education. We will look at the following questions: What role should education play in improving personal life and civic culture? How were women to be educated? What relevance do Jefferson's views on education have for us today? We will concentrate on Jefferson's views on meritocracy, republicanism, and virtue—all key concepts that connect to current controversies on educational equality, civics and character education. We will analyze Jefferson's views on religion, an important topic since religious freedom is integral to American history and the notion of separation of church and state is embedded in our schools. Jefferson is our most vigorous defender of equal education, civic education, and the importance of virtue. In addition to his letters, we will read and analyze two fundamental documents: "A Bill for the More General Diffusion of Knowledge" and "A Bill for Establishing Religious Freedom."

Jean Jacques Rousseau was the most influential writer of the 18<sup>th</sup> century. *Emile*, his novel describing the ideal education of a young boy, influenced the 19<sup>th</sup> century reformers Johann Pestalozzi and Frederick Froebel in Europe and John Dewey in America. We will read selections from *Emile*, comparing Rousseau's recommendations with those of Locke and Jefferson and reflecting on his contemporary influence via constructivism and cooperative learning. Rousseau lauds object teaching, experience, interest, play, spontaneity, tender parents, and the teacher as companion. He deplors motivation, competition, routine, rules and reading. Assisting us in understanding Rousseau will be our guest speaker, Harvard Professor Leo Damrosch, who will explore Rousseau's fascinating life, describe his influence, and explain the genesis and key ideas of *Emile*.

**Week Two.** Horace Mann's *Twelve Reports to the Massachusetts Board of Education* are concise and eloquent and sprinkled with perceptive observations. Mann was an original thinker and an incisive writer, not as sometimes thought, just a popularizer of Prussian educational ideas. We will read selections from Reports #3, 4, 6, and the complete #12 Report and work on the following questions: What does Mann say about the moral character of the teacher? What does Mann argue is the connection between a republic and universal popular education? Between prosperity and education? Between health and education? My graduate students and the participants in my Teaching American History Seminars have been amazed at how similar Mann's concerns are to those of contemporary educators. Many incorporated Mann's Report #12 into their lesson plans. Guiding us in our discussion will be Charles L. Glenn, Professor of Educational Leadership and Development and former Dean of the School of Education at Boston University. Glenn will explore Mann's contributions and place him in historical context.

John Dewey believed in a democratic, child-centered classroom with the teacher as a guide, not a sage—his watchwords: *present interest, learning by doing, utility*. Dewey defends projects, freedom, and experiential education. He criticizes tests and competition. We will analyze two of Dewey's accessible and well-written short essays: "The School and Society" and "The Child and the Curriculum," both written in the 1890's. We will then turn to an in-depth study of Dewey's "My Pedagogic Creed." We will seek to understand Progressivism and debate its future in an America currently committed to testing and standards.

Psychologist William James wrote in 1899 a classic largely neglected today, *Talks to Teachers*, a book that draws upon his psychology textbook written a decade earlier.

We will read Chapter 7 of *Talks* and grapple with the following questions: What does James mean by “Soft pedagogics”? Why are imitation and emulation important? Why does James extol habit? We will explore the ways James balances Progressivism with traditionalism. James’ approach to education is pragmatic and eclectic: memorize and associate; handle objects and think abstractly; compete and cooperate; work in groups and struggle alone. “Truth is what works,” says this pragmatist. Looking at my *Education Week* article, “A Timeless View of Education From 1899,” we will discuss the degree to which James’ psychological insights are still valid. We will also look at his career as a public intellectual.

Criticism of Progressivism started in the 1930’s. We consider several challenges to it. In 1927 the famous philosopher and mathematician Bertrand Russell started Beacon Hill, a Progressive school near London. In 1930 he dispassionately analyzed his Beacon Hill experiment and cited some disadvantages of excessive freedom. After World War II, the life adjustment movement—an offshoot of Progressivism—brought forth outrage, particularly from Arthur Bestor, who wrote the best seller *Educational Wastelands*. We will read and discuss the chapter “The Distinctive Function of Schools.”

Once a preeminent historian of American education, Diane Ravitch has now become a leading philosopher, criticizing excessive testing, choice, and charter schools; praising public schools, unions, Headstart, and a rigorous liberal arts education for all. On Friday, we will watch the dvd *Waiting for Superman*, Davis Guggenheim’s paean to the education reform movement of which Ravitch is the leading opponent. We will read Ravitch’s critique of this movie outlined in her article in the *New York Review of Books*.

**Week Three.** Women make up nearly 80% of K-12 teachers in American, yet little attention has been paid to educators like Mary Wollstonecraft, Catharine Beecher, and Maria Montessori. During week three we will analyze their theories and contributions. From Wollstonecraft's now-famous *Vindication or the Rights of Women* (1792), we will read Chapter 12, "On National Education." In it, Wollstonecraft condemns rank, privilege, and patriarchy. She advocates coeducational day schools that offer girls equal education and training. Our discussion will connect to Rousseau, since Wollstonecraft criticizes the section in *Emile* where Sophie is raised to be emotional and dependent, and Emile is conditioned to be rational and autonomous. Our discussion will also connect to the present debate about single sex schools and gender specific education.

Not a feminist, Catharine Beecher is neglected today. In the 19<sup>th</sup> century, she was famous and influential, an advocate for schools, kindergarten, physical education, the education of women, and the importance of female teachers. We will read a section from her book *Suggestions Respecting Improvements in Education*, in which she asserts that teachers were more important for society than doctors or lawyers and that by temperament women were uniquely suited to educate the young and to produce moral citizens.

Over a long life drawing on thinkers such as Rousseau, Pestalozzi, and Froebel, Maria Montessori created what she called "a scientific experimental pedagogy and child psychology." Today there are Montessori schools scattered around the world. Montessori's advocacy of movement, manipulatives, interest, inquiry, and individualized instruction, as well as her distrust of competition, authority, and direct instruction has influenced elementary education everywhere. We will read a chapter from her classic *The*

*Montessori Method*. The President of the Montessori Foundation and former head of a Montessori school, Tim Seldin, will be our guest speaker to discuss the relevance and validity of Montessori's ideas.

Although slavery, black codes, and reconstruction did not encourage African-Americans to become philosophers or educational leaders, certain courageous individuals defied racism, championed education, and debated the appropriate education for freedmen. We will discuss two of these these courageous individuals: Booker T. Washington and W. E. B. Du Bois.

Booker T. Washington wrestled with the role of the freed slave. Reading "The Atlantic Exposition Address," we see Washington's vision of African-American education: self-help, physical labor, vocational training, and virtue. W. E. B. Du Bois was one of the most influential African-American thinkers of the 20<sup>th</sup> century. He respected Booker T. Washington but challenged Washington's fundamental assumptions about society and education. In the essay "The Talented Tenth," which we will read, Du Bois insists upon intellectual education and leadership training and focuses on social justice rather than on accommodation.

We will bring our discussion into the decade of "No Child Left Behind" by reading Geoffrey Canada's essay "Redefining Education" and Pedro Noguera's article "The Trouble With Black Boys." In Canada's essay, he praises choice, competition, and charter schools, but insists that alleviating poverty must accompany school reform. Are "no excuse schools," such as the Kipp Charter Schools, an answer? Can better-funded schools overcome poverty, and compensate for fractured families and a changing

economy? Is there relevance today to Booker T. Washington's plea for vocational education, or W. E. B. Du Bois' call for a black elite?

On our final two days we will look at the opposing philosophies of two of America's eminent contemporary philosophers of education: E. D. Hirsch and Howard Gardner—one the champion of cultural literacy and direct instruction; the other the creator of the theory of multiple intelligences and the exponent of disciplinary understanding. For Hirsch, we will read the concluding chapter from *The Schools We Need* and watch segments from his interview on C-Span, summarizing his latest book, *The Making of Americans*. Hirsch believes in hard work, discipline, civic knowledge and teacher-directed classrooms.

For Gardner, we will read the introductory chapter from *The Disciplined Mind* and watch excerpts from his lecture at the Asquith Forum, "Multiple Intelligences: The First Twenty-five Years." Gardner believes "questions are more important than answers" and favors "student-centered over teacher-centered education."

To better understand this debate, we will focus, for example, on the following questions: Why is Hirsch opposed to romanticism, formalism and naturalism? What are the advantages of broad general knowledge and how does Hirsch claim his approach would overcome the achievement gap? Why is Howard Gardner opposed to tracking, testing, and coverage? Why does he extol deep understanding and dismiss cultural literacy? We will attempt to link the Gardner-Hirsch debate to insights of our previous philosophers.

At the conclusion of the Seminar we will discuss student papers in breakout sessions. (See Syllabus in Appendix for detailed day-to-day program, page 19)

## **Project Faculty and Staff**

Over the span of his career as an educator, Director **Peter Gibbon** has taught English and history at the high school level, has served for ten years as head of a K-12 school; has taught “The Intellectual Foundations of Education” to graduate students at Boston University’s School of Education, has been the director of two NEH Institutes on George Washington, three NEH Institutes on Thomas Jefferson, and four Teaching American History Seminars. He is a Senior Research Fellow at the Boston University School of Education and the author of numerous articles in newspapers and scholarly journals. Of the philosophers studied in this proposed Seminar, he has published articles on Thomas Jefferson (*The Philadelphia Inquirer*), on Horace Mann (*Education Week*) and on William James (*Education Week*). He has a B.A. from Harvard College and a Ph.D. from Teachers College, Columbia, where he studied the history and philosophy of education under Larry Cremin and Diane Ravitch. (See Resume in Appendix, page 34)

**Peter Wright** will again serve as Project Coordinator and Participant Liaison. Wright is an educational consultant, behavioral and school placement specialist. Prior to this, he was Director of Guidance and College Placement at Nazareth Academy in Wakefield, Massachusetts. A long time classroom teacher, Wright taught AP US History, AP American Government, and Psychology at Malden Catholic High School in Malden, Massachusetts for nine years. He has had extensive experience working as Project Coordinator/Participant Liaison in the 2014 NEH Summer Seminar and five NEH Summer Institutes over the last several years. (See Resume in Appendix, page 39)

Guest speaker **Leo Damrosch** is Professor Emeritus at Harvard University and author of *Jean Jacques Rousseau: Restless Genius*, a National Book Award finalist in

2005. **Charles Glenn** is professor of Educational Leadership and Policy Studies at Boston University and former Dean of the School of Education. He is the author of *The Myth of the Common School*, as well as numerous other books on the history and philosophy of education. **Tim Seldin** is President of the Montessori Foundation, formerly head of a Montessori School, and author with Vanessa Davies of *How to Raise An Amazing Child the Montessori Way*. (See Resumes in Appendix. Page 40)

### **Participant Selection**

A committee comprising the Director, the Participant Coordinator, and an NEH Scholar from the 2014 Seminar will select the participants. In 2014 we had 164 applications for 16 spots. This large pool reflected a vigorous outreach by Peter Gibbon and Peter Wright to many professional organizations and illustrates the Seminar's appeal to educators in multiple disciplines. The committee will look for the ability to do the demanding work required and at a variety of factors: years of teaching experience, teaching levels, and geographical locations. The committee will follow NEH procedures in making its selections.

### **Project Website**

**Roy Guyton**, who created the websites for the NEH Institutes on George Washington and Thomas Jefferson, as well as the website for the 2014 Seminar, will design, maintain and enhance the website for this Seminar. It will include a program description, biographical information about the project director and guest speakers, a bibliography, the syllabus, and eventual posting of participant papers. It will allow participants to continue their conversation about philosophers of education after the conclusion of the Seminar.



### **Professional Development**

Boston University does not give course credits for the Seminar; however, each participant is given a detailed letter, signed by the director, describing the scholarly content of the Seminar, the time spent in class and on field trips, and the curriculum projects. The purpose of the letter is to encourage Continuing Education Units and In-Service Credits.

### **Institutional Context**

Participants will be housed in modern, air-conditioned apartments for which they will be charged a reasonable rate (for Boston) of approximately \$68 per night. The apartment complex is situated on the Boston University campus:

<http://www.bu.edu/housing/residences/stuvi/10buick/>. Participants in the 2014 Seminar were frustrated at having to change classrooms. We will remedy this by working well in advance with the staff at conference planning to provide one room with ample space for breakout sessions for the duration of the Seminar.

The School of Education at Boston University is an ideal setting for the Seminar because the school believes in the importance of studying the philosophy and history of education. Participants will have access to the Library System and to the other resources of the University. During the summer, the City hosts concerts, plays, and special events. Its permanent cultural and historical attractions are plentiful. Additional afternoons will be built into the 2016 Seminar so that participants can take advantage of these. In advance of the Seminar, participants will receive in the mail a comprehensive brochure of logistical information prepared by Project Coordinator Peter Wright, covering everything from housing to computers to parking to fitness, in preparation for their three-week stay in Boston.

***Philosophers of Education: Major Thinkers from the Enlightenment to the Post-Modern Era***  
**Project Period: October 1, 2015 to September 30, 2016**

<b>A. PARTICIPANT STIPENDS</b> (3-week Institute: \$2,700 x 16 participants)	<b>\$43,200</b>
<b>B. OPERATING COSTS</b>	
<b>1. Salaries</b>	
a. Peter Gibbon, PI/Project Director	(b) (6)
b. Peter Wright, Project Coordinator/Participant Liaison (150 hours x (b) (6))	(b) (6)
Project Assistant (200 hours x \$15)	\$3,000
c. Charles Glenn, Guest Speaker @ .07%	(b) (6)
<b>Subtotal Salaries</b>	<b>\$27,344</b>
<b>2. Fringe Benefits</b>	
@ 27.6% (project director, guest speaker/BU faculty)	(b) (6)
@ 24.9% (project coordinator, project assistant)	(b) (6)
<b>Subtotal Fringe Benefits</b>	<b>\$7,304</b>
<b>3. Consultant Fees and Honoraria</b>	
Application Readers: honoraria @ \$250 x 2	\$500
Seminar Speakers: honoraria @ \$750/day x 2 days	\$1,500
<b>Subtotal Consultant Fees</b>	<b>\$2,000</b>
<b>4. Travel</b>	
Project Director's Meeting in Washington, D.C. (2 days)	\$1,398
airfare (\$550)	
hotel (\$260 x 2 nights)	
per diem @ \$71/day (first and last day @ 75%) (2.5 days)	
ground transportation/parking (\$150)	
Guest Speaker (1):	\$1,398
airfare (\$550)	
hotel (\$260 x 2 nights)	
per diem @ \$71/day (first and last day @ 75%) (2.5 days)	
ground transportation/parking (\$150)	
<b>Subtotal Travel</b>	<b>\$2,796</b>
<b>5. Supplies and Materials</b> @ approximately \$45/participant	<b>\$720</b>
<b>6. Services</b>	
website design and maintenance	(b) (6)
duplication and printing	\$1,500
postage/shipping	\$500
equipment rental	\$1,000
light refreshments	\$900
museum admissions	\$200
bus rentals/public transportation for field trips	\$750
publicity	\$1,000
<b>Subtotal Services</b>	<b>\$8,850</b>
<b>7. Total Operating Costs</b>	<b>\$49,014</b>
<b>C. INDIRECT COSTS</b> @ 36.3% of Operating Costs	<b>\$17,792</b>
<b>D. TOTAL PROJECT COSTS</b>	<b>\$110,006</b>

**National Endowment for the Humanities Summer Seminar  
Project Period: October 1, 2015 to September 30, 2016**

***Philosophers of Education  
Major Thinkers from the Enlightenment to the Post-Modern Era***

**BUDGET NARRATIVE**

**PARTICIPANT STIPENDS** are based on the NEH grant of \$2,700 each to 16 participants attending the three week seminar. The stipend is intended to help cover travel to and from the project location, housing, meals, and other living and research expenses.

**OPERATING COSTS**

***Salaries***

*Project Director/PI*, Peter Gibbon, will select speakers and participants (with a committee of application readers). He will plan sessions, select readings, attend all sessions for three weeks, and lead many discussions. Dr. Gibbon will devote approximately 17.5% effort over the 12 month project period and will be compensated at the allowable rate of (b) (6).

*Project Coordinator/Participant Liaison*, Peter Wright, will attend all Seminar sessions. He will be on hand for IT and any other needs that arise, accompany the group on field trips, and assist participants with issues like check cashing, parking, housing and other issues that arise before, during and after the institute. Mr. Wright will additionally serve as an application reader. He will be compensated at the rate of (b) (6)/hour for 150 hours over the project period.

The *Project Assistant* will handle all mailings, including correspondence with speakers and participants, as well as arrangements for housing, classrooms, travel, venues, forms, and reports during the entire project period. S/he will be paid \$15/hour for 200 hours.

*Guest Speaker*, Charles Glenn, is a Professor in Boston University's School of Education. He will be compensated at .07% which is equivalent to approximately 1.2 days for preparation and speaking at the Seminar.

***Fringe Benefits*** are calculated at the rate of 27.6% for the PI and faculty guest speaker, and 24.9% for the Project Coordinator and Project Assistant.

***Consultant Fees and Honoraria***

Funds for two additional *application readers* are requested at the NEH honoraria rate of \$250/day.

Funds for two additional *guest speakers* are requested at the NEH honoraria rate of \$750/day.

### ***Travel***

Funds are requested to support the cost of the Project Director's attendance at a 2-day project director's meeting in Washington, D.C. Estimated costs include airfare, accommodations, per diem and ground transportation.

Funds are also requested to support transportation, hotel and per diem expenses for one guest speaker (2 nights).

### ***Supplies and Materials***

Funds are requested for the purchase of items required for the effective implementation of seminar sessions. These may include notebooks, pamphlets, and other materials that will be distributed to teachers to assist in implementing activities in their own classrooms. Additional funds will support the purchase of books distributed to participants for use during the seminar.

### ***Services***

*web site design and maintenance*—Roy Guyton will create and update a project website with material related to the goals of the seminar. He will work approximately 50 hours during the project period and his business, RavenSun, will invoice for his services at the rate of (b) (6) /hour.

*duplication and printing*—Funds are requested for printing booklets of readings, as well as for seminar-related reports, correspondence, and other materials related to project goals.

*postage/fedex*—Funds are sought to cover the expense of sending seminar information to schools and professional educational organizations to recruit participants, as well as to cover the expense of sending other project-related correspondence.

*equipment rental*—Funds for equipment rental are requested for overhead projectors, video machines, computer equipment for power point presentations, and for the rental of film and videos.

*light refreshments*—As allowed in the project guidelines, minimal funds are requested to support the cost of beverages and light refreshments on field trips and during other working periods.

*museum admission fees*—Funds are requested to support the cost of participant and staff entrance fees to field trip sites.

*bus rental/public transportation costs*—participants and staff will use either buses or public transportation for trips to local field trip sites.

*publicity*—Funds are requested to design and produce a flier for recruiting seminar participants.

***Indirect Costs*** are calculated at the rate of 36.3% of modified total direct costs (MTDC) which excludes participant stipends from the total direct costs (operating costs) per Boston University's negotiated rate with DHHS dated 2/28/14.

**National Endowment for the Humanities Seminar**  
**Project Period: October 1, 2015 –December 31, 2016**  
***Philosophers of Education***  
***Major Thinkers from the Enlightenment to the Post-modern Era***

**Syllabus**

*Please note that the syllabus, while essentially outlined below, may be subject to some shifts to accommodate educational opportunities that may arise during the Seminar.*

In advance of the Seminar three books will be mailed to all participants:

John Locke's *Some Thoughts Concerning Education*

John Dewey's *The Child and the Curriculum, Including The School and Society*

William James' *Talks to Teachers*

*Preparation for Monday and Tuesday, July 10 and 11: In advance of the Seminar, please read John Locke's Some Thoughts Concerning Education.*

**Week One**

**Sunday, July 10**

4:00

**Meet in lobby at 10 Buick Street Residence**

6:00-9:00

**Reception and Welcoming Dinner**

**Monday, July 11**

**John Locke, Empiricist**

9:00-9:30

Introduction of Program

9:30-10:30

Discussion on Locke

*Topics:*

*What are Locke's views on sleep, drink, diet?*

*What in #46 does Locke claim is "the true secret of education"?*

*How do children learn when they are "in tune" and "out of time"?*

*How does Locke argue for imitation, fortitude, tenderness, curiosity, games?*

*Why is Locke skeptical of music?*

10:30-11:00

Break

11:00-11:30

Locke's Life and the Genesis of Thoughts on Education

11:30-12:30

PowerPoint, Part One: "John Locke: A Man of Versatile Mind."

12:30-1:30

Lunch

1:30-2:30 John Locke: Behaviorist? Evolutionary Psychologist?

*Topics:*

*Why does Locke say, “Esteem and disgrace are...the most powerful incentives to the mind”?*

*What does Locke mean when he says, “God has stamped certain characters upon men’s minds...”?*

*How does Steven Pinker describe Locke?*

*What does Pinker mean by universals?*

2:30-3:30 Orientation to the IT Center, Peter Wright

**Tuesday, July 12**

9:00-9:30

**John Locke, Moralist**

Summary, questions, comments.

9:30-10:30

Continued discussion on Locke

*Topics:*

*What qualities, according to Locke, should a tutor possess?*

*What are Locke’s views on curiosity, recreation, and toys?*

10:30-11:00

Break

11:00-12:30

**John Locke, Realist**

*Topics:*

*How does Locke think we should we treat the “love of power and dominion” in children?*

*Why does Locke describe us as “vain and proud creatures”?*

*How does Locke criticize materialism and narcissism?*

12:30-1:30

Lunch

1:30-3:00

PowerPoint, Part Two “John Locke’s Life, Legacy, and Connection to Contemporary Education.”

*Preparation for Wednesday, July 13: Book of Readings: Jefferson’s quotations on Education from the Book of Readings. “A Bill for the More General Diffusion of Knowledge”; Letters on education: “An Honest Heart, A Knowing Head”; “A Gentleman’s Library”; “On European Education”; “Education of a Future Son-in-Law”; “The Grand Recipe for Felicity”; “The Homage of Reason”; “Reading the Law”; “Whippoorwill and Strawberries”; “Freedom of Mind”; “Education of a Grandson”; “Female Education”; “Habits of a Hard Student”; “Counsel to a Namesake.”*

**Wednesday, July 13**

9:00-9:30

**Thomas Jefferson, Educational Visionary**

Summary, questions, comments.

9:30-10:30                      Breakout Session:  
Each participant picks out in advance three-four favorite  
Jefferson quotations on education from the list provided  
and defends them.

10:30-1:00                      Break

11:00-12:30                      Jefferson's Letters

*Topics:*

*What role should education play in improving personal life and civic culture?*

*How, according to Jefferson, was Europe dangerous to young students?*

*How were women to be educated?*

*What relevance do Jefferson's views on education have for us today?*

12:30-1:30                      Lunch with Seminar.  
Afternoon Free

*Preparation for Thursday, July 14: Thomas Jefferson, selected letters and essays on religion. Readings from the ED 704 Book of Readings: "Notes on the State of Virginia"; "A Bill for Establishing Religious Freedom"; "I Have Sworn Upon the Altar of God"; "Jesus, Socrates, and Others"; "The Morals of Jesus"; "Never an Infidel, If Never a Priest"; "Jesus and the Jews"; "A Unitarian Creed"; "Religion and the University"; "The Homage of Reason"; "Freedom of Mind."*

**Thursday, July 14**

**Thomas Jefferson, Deist**

9:00-9:30                      Summary, questions, comments.

9:30-10:30                      Jefferson: Religion and Schools

*Topics:*

*Why was Jefferson so hostile to religious establishments?*

*How are the issues Jefferson raises relevant to religion today? To the contemporary discussion about the relationship between church and state?*

*What are Jefferson's views of Jesus? The Jews? What does he think of John Calvin?*

10:30-11:00                      Break

11:30-12:30                      Jefferson's views on female education and African-  
American education.

*Topics:*

*What are Jefferson's views on novels?*

*How does Jefferson view African-Americans and their potential for education?*

12:30-1:30                      Lunch

1:30-3:00                      PowerPoint, “Jefferson’s Legacy and the Founding of the University of Virginia.

*Preparation for Friday, July 15: Reading: the selections from Emile and the two critical essays on Rousseau in Book of Readings.*

**Friday, July 15**                      **Jean Jacques Rousseau’s Emile**  
9:00-9:30                      Summary, questions, comments.

9:30-10:30                      Emile

*Topics:*

*Why does Rousseau say the most useful rule of education is “Not to gain time, but to lose it”?*

*How would Rousseau teach reading compared to the way John Locke would teach it?*

*Why does Rousseau say of his pupil “...let him have no rival, no competitor...”?*

*Why does Rousseau say, “I hate books”?*

*What does Rousseau mean by the statement “...it is necessary that he work like a peasant, and think like a philosopher...”?*

10:30-11:00                      Break

11:00-12:30                      Guest Speaker Leo Damrosch: Presentation on Rousseau’s life.

12:30-1:30                      Lunch

1:30-3:30                      Guest Speaker Leo Damrosch: Presentation on Rousseau’s Educational Views and Connection to Rousseau’s other works.

*Preparation for Monday, July 18: Horace Mann, selections from Annual Reports to the Massachusetts Board of Education. Reading from Book of Readings and Gibbon article on Horace Mann.*

## **Week Two**

**Monday, July 18**                      **Horace Mann and the Common School**  
9:00-9:30                      Summary, questions, comments.

*Topics:*

What does Mann say about the moral character of the teacher?

What does Mann argue is the connection between a republic and universal popular education? Between prosperity and education? Between health and education?

What does he mean by saying that “the individual is a social individual and school is a social institution”?



10:30-11:00	Break
11:00-12:30	Guest Speaker: Charles Glenn on <i>The Myth of the Common School</i> .
12:30-1:30	Lunch
12:30-2:30	Charles Glenn: Mann's Legacy

Preparation for Tuesday, July 19: Review John Dewey's, "My Pedagogic Creed"; "The School and Society"; "The Child and the Curriculum." Selection from Book of Readings: "Education and Experience."

**Tuesday, July 19                      John Dewey, Democratic Education**  
9:00-9:30                      Summary, questions, comments.

9:30-10:30                      "School and Society" and "The Child and the Curriculum"  
Topics:  
How are "discipline" and "interest" opposed, according to Dewey?  
Why does Dewey say, "Guidance is not external imposition"?

10:30-11:00                      Break

11:00-12:30                      Discussion, "My Pedagogic Creed"

Topics:  
Why does Dewey argue, "The child's own instincts and powers furnish the materials and give the starting point for all education"?  
What does he mean by saying, "the individual is a social individual and school is a social institution"?  
How is "the teacher always the prophet of the true God and the usherer in of the true Kingdom of God"?  
What, according to Dewey, is the role of the teacher in the school community?  
What is the meaning of the statements "The school must represent present life" and "Education is a process of living"?

12:30-1:30                      Lunch

1:30-2:30                      Albert Cullum: *A Touch of Greatness*

Preparation for Wednesday, July 20: Review *Talks to Teachers*.

**Wednesday, July 20                      Talks to Teachers**  
9:00-9:30                      Summary, questions, comments.

9:30-10:30                      Discussion, Chapter 7, *Talks to Teachers*  
Topics:

*What does James mean by “Soft pedagogies”?*  
*Why are imitation and emulation important?*  
*Why does James extol habit?*  
*What does James mean on page 77 by the statement “always trying to impress the class through as many sensible channels as he can”?*

10:30-11:00	Break
10:00-12:30	The Public Intellectual, the Life and Influence of James
12:00-1:30	Lunch
1:30-3:00	Field trip to William James Hall and Tour of Harvard

*Preparation for Thursday, July 21: Selections from Russell and Bestor in Book of Readings.*

<b>Thursday, July 21</b>	<b>Critics of Progressive Education</b>
9:00-9:30	Summary, questions, comments.

9:30-10:30	Breakout Sessions Arthur Bestor: “The Distinctive Function of Schools”
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*Topics:*  
*Why does Bestor believe that it is important to indoctrinate students “in the mores of society”?*  
*Why does Bestor insist, “The primary function of the educational system is to furnish intellectual training”?*  
*How does this claim contradict Dewey and Rousseau?*  
*Why is Bestor opposed to “the wholesale extension of the public schools’ responsibility into the realm of ‘social conditioning’”?*  
*Why does Bestor think “anti-intellectualism” is a particular danger now?*

10:30-11:00	Break
11:30-12:30	Bertrand Russell, “The Negative Theory of Education.”
11:00-12:30	Continue discussion.

*Topics: What does Russell say are the advantages of freedom in schools?*  
*What does Russell say should be the limitations on freedom in schools?*

12:00-1:30	Lunch
1:30-3:00	Individual conferences with Gibbon and Wright, finalizing paper topics.

Preparation for Friday, July 22: Read Diane Ravitch article in Book of Readings

**Friday, July 22**

9:00-9:30

**“Waiting for Superman”**

Summary, questions, comments.

9:30-10:30

Watch “Waiting for Superman”

10:30-11:00

Break

11:00-12:30

Discussion of documentary.

*Topics:*

*What is Davis Guggenheim’s critique of American education?*

*Why does Diane Ravitch disagree with Guggenheim and find the film misleading?*

12:30-1:30

Lunch

Afternoon Free

Preparation for Monday, July 25: Selections from Wollstonecraft, Beecher, and Lillard in the Book of Readings.

**Week Three**

**Monday, July 25**

9:00-9:30

**Women and Education**

Summary, questions, comments.

9:30-10:30

Discussion

*Topics:*

*How does Wollstonecraft say women should become rational and independent?*

*What are the advantages of coeducational day school, according to Wollstonecraft?*

*How does Beecher say women can transform American schools?*

10:30--11:00

Break

11:00-12:30

Guest Speaker: Tim Seldin on Maria Montessori’s vision.

12:30-1:30

Lunch

1:30-3:30

Tim Seldin: Montessori Schools Today

Preparation for Tuesday, July 26: Selections from Washington and DuBois in Book of Readings.

**Tuesday, 26**

9:00-9:30

**Booker T. Washington vs. W.E.B. DuBois**

Summary, questions, comments.

9:30-10:30

Discussion

*Topics:**What is Booker T. Washington's vision for African-American?**Education?**Why does DuBois criticize Washington?*

10:30-11:00

Break

11:00-12:30

Watch and discuss Frontline's "The Two Nations of Black America."

*Topics:**Why, according to the commentators, is class, not race, at the crux of the nation's educational problems?**What is Geoffrey Canada's solution?**What is Pedro Noguera's solution?*

12:30-1:30

Lunch

1:30-3:30

Individual conferences with Peter Gibbon and Peter Wright and free to work on papers.

*Preparation for Wednesday, July 27: Selections from E.D. Hirsch in Book of Readings.***Wednesday, 27**

9:00-9:30

**E.D. Hirsch, Cultural Literacy**

Summary, questions, comments.

9:30-10:30

Discussion.

*Topics:**Why is Hirsch opposed to romanticism, formalism, naturalism?**What is the "Matthew effect"?**What are the implications of Hirsch's research for policy, for education schools?*

10:30-11:00

Break

11:00-12:30

Watch and discuss C-Span interview "The Making of Americans"

*Topic:**What is the connection between cultural literacy and civic improvement?*

12:30-1:30

Lunch, Afternoon: Free

Preparation for Thursday, July 28: Selections from Howard Gardner in Book of Readings.

**Thursday July 28**

**Howard Gardner, Theory of Multiple Intelligences**

9:00-9:30

Summary, questions, comments.

9:30-10:30

Discussion

Topics:

What does Gardner mean by “disciplinary (or genuine) understanding”?

*How do Gardner and Hirsch disagree on the subject of individual differences, cultural literacy, and testing?*

*How does Gardner believe a changing teaching profession has contributed to a decline in education?*

*What does Gardner say his attitude is towards cultural literacy? Towards Allan Bloom?*

10:30-11:00

Break

11:30-12:30

Watch and discuss dvd “MI: The First Twenty-five Years”

*Topics:*

*What is the evidence for multiple intelligences?*

*How is Gardner criticized?*

12:30-1:30

Lunch

Afternoon, free

**Friday, July 29**

**Presentation of Papers**

9:00-10:30

10:30-11:00

Break

11:00-12:30

Continue presentation of papers.

12:30-1:30

Wrap-up

**National Endowment for the Humanities Seminar**  
**Project Period: October 1, 2015 – September 30, 2016**

***Philosophers of Education***  
***Major Thinkers from the Enlightenment to the Post-modern Era***

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### **Dr. Peter Gibbon, Director**

**Dr. Peter Gibbon** is the author of the book *A Call to Heroism: Renewing America's Vision of Greatness*, published by Atlantic Monthly Press (2002). His articles have appeared in *Newsweek*, *The New York Times*, *The Los Angeles Times*, *The Chicago Tribune*, *The Baltimore Sun*, *The Philadelphia Inquirer*, and *The Washington Post*, and in a variety of professional journals, such as *Teachers College Record*, *The History Teacher* and *Education Week*. Dr. Gibbon has traveled around the country talking to teachers and students in public and private schools about heroism. He has appeared on numerous television and radio programs and was a speaker at the White House Forum on History, Civics and Service in 2003. He is currently a Senior Research Fellow at Boston University's School of Education, where has taught for five years "The Intellectual Foundations of Education" to graduate students. He has been director of TAH grants and NEH programs in American history education and has conducted a pilot test for a National American History Bee. He was for eight years a Research Associate at Harvard University's School of Education. The former Head of Hackley School in Tarrytown, New York, he has taught ancient and medieval history, European history, anthropology, American history and a variety of electives in American, English and European literature. Dr. Gibbon is a graduate of Harvard College and has a Ph.D. from Columbia University Teachers College. More information about his work can be found on his web sites at [http://nehphilosophersofeducationseminar.org/prototype/index\\_prototype5c.html](http://nehphilosophersofeducationseminar.org/prototype/index_prototype5c.html)  
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1975-1977 Teacher, American history and European history, Bronxville Schools, Bronxville, New York.  
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### **Publications**

- "A Timeless View of Education From 1899," *Education Week*, 2013.
- "Teaching at Stuyvesant High," *Boston University Journal of Education*, 2009.
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- "The More Human, Realistic Jefferson, the *Philadelphia Inquirer*," April, 2007.
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- "Why Teachers Matter" *Boston University Journal of Education*.
- "A Teacher's Tough Model." *The Washington Post*. October 12, 2004.
- "Ten History Lessons." *National Council for History Education, Inc., Ideas, Notes, and News About History Education*. May, 2004.
- "Giving students the heroes they need." Excerpt from *A Call to Heroism: Renewing America's Vision of Greatness* in the *Education Digest*. April 2003, Vol. 68, Is. 8.
- "Gentle in Victory--The Changing Face of the American Soldier." *National Review Online* April 21, 2003.
- "Our Great Ones: Do We Know Our Heroes When We See Them?" *National Review Online*, March 22, 2003.
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- A Call to Heroism: Renewing America's Vision of Greatness*. Grove/Atlantic, July 2002.
- "They called her Mother Jones: A life spent dignifying work." *The Philadelphia Inquirer*, September 2, 2002.
- "Happy Birthday, Mr. Franklin!" *The Philadelphia Inquirer*, January 17, 2002.
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- "The End of Admiration: The Media and the Loss of Heroes." *Imprimus*, May 1999.
- "Apologize for Columbus?" *The Washington Post*, October 12, 1998.
- "Worthy of Praise." *The Washington Post*, July 4, 1998.
- "How Should We Remember?" *The Washington Post*, May 25, 1998.
- "Reflections on a man of undeniable character." *The Baltimore Sun* and *The Philadelphia Inquirer*, February 16, 1998.
- "Not Finding Heroes, We Are The Poorer." *Los Angeles Times*. November 30, 1997 and *Chicago Tribune*, December 17, 1997.
- "In Search of Heroes." *Newsweek*, January 18, 1993.
- "Japan's Educational System Is Not Magic, But..." *Education Week*, Volume X, No. 10, November 1990.
- "Schooling in Japan Offers Some Insights." *New York Times*, April 23, 1989.
- "Two Significant Teachers." *College Board Review*, Winter, 1985.
- "Sacrifices and Satisfaction." A review of *Adolescence: The Farewell to Childhood*. *Newsday*, September 2, 1984.
- "Education Commission Overlooks Need for Clerks, Truckers." *New York Times*, January 22, 1984.

"Literature Review of Independent Schools." *Teachers College Record*. Vol. 85, Number 1, Fall, 1983.

"Why Be a Teacher?" *New York Times*, May 1, 1983.

Book review of *Strange Gods*. *Newsday*, March 14, 1982.

Book review of *The World of the Public School*. *Independent School*, May 1979.

"From Rats to Humans." Book review of B. F. Skinner's *The Shaping of a Behaviorist*. *Newsday*, July 8, 1979.

"The Saving of a Culture." Book review of *Person/Planet*. *Newsday*, Sunday, December 24, 1978.

"The Making of a Guru." A book review of *Werner Erhard*. *Newsday*, Sunday, November 26, 1978.

"The Chaos of the City Schools." Book review of *Acting Out: Coping with Big City Schools*. *Newsday*, June 25, 1978.

"The Unromantic Job of Spying." Book review of *Hitler's Spies*. *Newsday*, August 13, 1978.

"A Lesson in Loyalty." Book review of *A Place for Noah*. *Newsday*, Sunday, June 25, 1978.

"The TV Set as Arch-Villain." Book review of *Four Arguments for the Elimination of Television*. *Newsday*, March 26, 1978.

Book review of *School Teacher*. *New York Teacher*, January 1978.

Book review of *Europeans Observe the American Revolution*. *The Social Science Record*, April 1977.

"Dimi" *Hackley Review*, Winter, 1977-78.

"Reflections on a Fast Day." *The Social Studies*. Vol. LXVII, No. 2, March/April 1977.

Book review of *Schooling in Capitalist America*. *New York Teacher*, May, 1977.

"The Colonial Years." A review of social studies materials. *The History Teacher*, 1976.

Book review of *Growing Up in America*. *New York Teacher*. October 17, 1976.

"Flunking the Test Flunks." A review of ABC television special on education. *New York Teacher*, 1976 and *Independent School*, October 1976.

Four movie reviews in *The History Teacher* 1976: "Grist Miller"; "Cider Maker"; "The Birch Canoe Builder"; "Maple Sugar Farmer."

"The Romans." A movie review. *The History Teacher*, May 1975.

"The Freedom-Joy Syndrome." *Teachers College Bulletin*. Vol. 77, December 1975 and *American Educator*, Summer 1977.

"My Own Experience." *American Baby*, June 1975.

"Man and State: Hamilton and Jefferson on Democracy." *The History Teacher*, 1975.

"Commentary on the Lilly Report." *The History Teacher*, Vol. VII. May 1974.

"On Adolescence." *The Independent School Bulletin*, December 1973.

"The Primary Source: A New Tool in History Teaching." *The Independent School Bulletin*, October 1972.

### **Grants, Fellowships**

2007-2012	TAH Grants for the Cape Cod Collaborative, the South Shore Collaborative, the Northshore Education Consortium, and the CHARMS Collaborative from the U.S. Department of Education for Summer
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- Seminars for Teachers: *A More Perfect Union: The Origins and Development of the U.S. Constitution*.
- 2005-2014 Grants for NEH Summer Seminar for teachers on Philosophers of Education (2014),  
NEH Summer Institutes for teachers on George Washington (2005, 2009) and on Thomas Jefferson (2006, 2008, 2013).
- 2005-2007 Grant from the National Endowment for the Humanities for a pilot program for an American History Bee.
- 1995-2012 Grants for research on and the study of heroes and heroism and for research on and the study of American history:  
The Lynde and Harry Bradley Foundation  
The F. M. Kirby Foundation
- 1995 The Olin Foundation, Grant for research on heroism.
- 1993 Summer Seminar in Oxford, England.
- 1991 Grant from the German Marshall Fund to study German educational system in Germany.
- 1990 Grant from the Council on International Education to study Chinese school system in China.  
Grant from National Endowment for the Humanities Summer Fellowship to study Chinese history.
- 1989 Grant from The Japan Foundation to tour and study Japanese school system.

### **Speeches**

- 1997-2014: Speeches on heroes and heroism and the study of American history to students and teachers in over 275 middle and high schools, private, public and parochial.  
Presentations to numerous national and state education associations, such as the National Association of Secondary School Principals and the Virginia Association of Independent Schools, as well as to The White House Forum on American History, Civics, and Service in 2003.

### **Television and Radio**

- 1998-2005 Multiple television and radio appearances, local and national, such as The Diane Rehm Show, On Point, the Brian Lehrer Show, and White House Chronicle.



**Peter R. Wright, Project Coordinator/Participant Liaison**

**Peter Wright** would again be Project Coordinator/Participant Liaison for the 2016 NEH Seminar, *Philosophers of Education: Major Thinkers from the Enlightenment to the Post Modern Era*, a position he held in the 2014 Seminar. Originally a participant in the 2005 Institute *George Washington and His Legacy: Myths, Symbols, and Reality*, he went on to serve as *Project Coordinator and Master Teacher* for the 2009 Institute and held the same position for the three NEH Summer Institutes on Thomas Jefferson.

Wright is an educational consultant who specializes in school, college, and learning disability (LD) placements. Prior to this, he was Director of Guidance and College Placement at Nazareth Academy in Wakefield, Massachusetts. A long time classroom teacher, Wright taught AP U.S. History, AP American Government, and Psychology at Malden Catholic High School in Malden, Massachusetts for nine years. Wright received his B.S. in Political Science/History from Springfield College, an M.A.T. in Secondary Education from Simmons College, and completed an M.A.L.S. degree in History from Simmons College as a James Madison Fellow. Additionally, he has an Ed.S. in Secondary School Counseling from Argosy University and an Ed.S. in Mental Health Counseling from the University of Missouri.

While teaching at Malden Catholic High School, Wright served as an adjunct professor at Simmons College where he taught Cultural Foundations of Education (GED 457) to graduate level M.A.T. students. The course focused on the purposes and effects of education in U.S. public schools by analyzing historical and contemporary sources such as Plato, Locke, Wollstonecraft, Mann, Dewey, Du Bois, and Hutchins.

Email: (b) (6)

## Leo Damrosch, Guest Speaker

### Education

B.A. Yale 1963, summa cum laude  
Carnegie Teaching Fellow at Yale, 1963-64  
Marshall Scholar at Cambridge University, 1964-66  
B.A. with First Class Honors, Cambridge 1966 (converted to M.A.)  
Ph.D. Princeton 1968

### Employment and Fellowships

University of Virginia: assistant professor of English 1968-1973, associate professor 1973-1978, professor 1978-1983  
University of Ottawa: visiting professor, 1980-1981  
University of Maryland: professor of English, 1983-1989, and Acting Associate Dean for Academic Affairs, Graduate School, 1987-1989  
Harvard University: professor of English, 1989-2009 (Ernest Bernbaum Professor of Literature since 1995)  
Research Professor of Literature, 2009—  
  
NEH Younger Humanist Fellowship 1972  
Guggenheim Fellowship 1975  
NEH Summer Fellowship 1978  
Center for Advanced Studies, University of Virginia, 1981-1983  
University of Maryland Research Fellowship, 1985  
Elected to the American Academy of Arts and Sciences, 2007

### Publications

*Samuel Johnson and the Tragic Sense* (Princeton Univ. Press, 1972)  
*The Uses of Johnson's Criticism* (Univ. Press of Virginia, 1976)  
*Symbol and Truth in Blake's Myth* (Princeton Univ. Press, 1980)  
*God's Plot and Man's Stories: Studies in the Fictional Imagination from Milton to Fielding* (Univ. of Chicago Press, 1985)  
*The Imaginative World of Alexander Pope* (Univ. of California Press, 1987)  
*Fictions of Reality in the Age of Hume and Johnson* (Univ. of Wisconsin Press, 1989)  
*The Sorrows of the Quaker Jesus: James Nayler and the Puritan Crackdown on the Free Spirit* (Harvard Univ. Press, 1996)  
*Jean-Jacques Rousseau: Restless Genius* (Houghton Mifflin, 2005) – National Book Award finalist in nonfiction, winner of PEN New England Award for nonfiction  
*Tocqueville's Discovery of America* (Farrar Straus & Giroux, 2010)  
*The Story of Jonathan Swift* (Yale University Press, 2013)  
(editor) *Modern Essays on Eighteenth-Century Literature* (Oxford Univ. Press, 1988)  
(editor) *The Profession of Eighteenth-Century Literature: Reflections on an Institution* (Univ. of Wisconsin Press, 1992)  
(editor) Jonathan Swift, *Gulliver's Travels* (Signet Classics, 1999)  
(editor) Henry Fielding, *Tom Jones* (Bantam Books, 2000)  
(editor) *Alexander Pope* (Penguin Books, 2011)

- (editor) *The Essential Writings of Jean-Jacques Rousseau* (Random House, 2013)
- "Johnson's Manner of Proceeding in the *Rambler*," *ELH*, 40 (1973), 70-89
- "The *Life of Johnson*: An Anti-Theory," *Eighteenth-Century Studies*, 6 (1973), 486-505
- "Defoe as Ambiguous Impersonator," *Modern Philology*, 71 (1973), 153-159
- "On Misreading Eighteenth-Century Literature: A Defense," *Eighteenth-Century Studies*, 8 (1975), 202-206
- "Gilbert White of Selborne: Enlightenment Science and Conservative Ideal," *Studies in Burke and His Time*, 19 (1978), 29-46
- "Samuel Johnson and the Fate of Neoclassicism," in *Englische und amerikanische Literaturtheorie: Studien zu ihrer historischen Entwicklung*, ed. R. Ahrens and E. Wolff (Heidelberg: Carl Winter Verlag, 1978), I, 328-342.
- "Hobbes as Reformation Theologian: Implications of the Free-Will Controversy," *Journal of the History of Ideas*, 40 (1979), 339-352
- "The Significance of Addison's Criticism," *SEL*, 19 (1979), 421-430
- "Samuel Johnson and Reader Response Criticism," *The Eighteenth Century*, 21 (1980), 91-108
- "Burns, Blake, and the Recovery of the Lyric," *Studies in Romanticism*, 21 (1982), 637-660
- "John Bunyan," in *Eighteenth-Century British Novelists*, ed. Martin C. Battestin, a volume in the *Dictionary of Literary Biography* (Detroit: Gale Research, 1985), 79-89
- "Samuel Johnson," in *Eighteenth-Century British Novelists*, 280-292
- "Johnson's *Rasselas*: Limits of Wisdom, Limits of Art," in *Augustan Studies: Essays Presented to Irvin Ehrenpreis*, ed. Timothy Keegan and Douglas Patey (Univ. of Delaware Press, 1985), 205-214
- "Pope's Epics: What Happened to Narrative?," in *The Eighteenth Century*, 29 (1988), 189-207
- "Pope's *Dunciad*," in *Teaching Eighteenth-Century Poetry*, ed. Christopher Fox (New York: AMS Studies in the Eighteenth Century, 1990), 263-272
- "Generality and Particularity," in *The Cambridge History of Literary Criticism*, vol. 4, *The Eighteenth Century*, ed. H.B. Nisbet and Claude Rawson (1997), 381-393
- "Rousseau and Blake: Narrating the Atemporal Self," in *Von der Dargestellten Person zum Erinnerten Ich: Europäische Selbstzeugnisse als Historische Quellen, 1500-1850*, ed. Kaspar von Greyerz, Hans Medick, and Patrice Veit (Köln: Bohlau Verlag, 2001), 77-94
- "Repetition and Narration: Tracking the Enlightenment Self," in *Ritual, Routine, and Regime: Repetition in Early Modern British and European Cultures*, ed. Lorna Clymer (Toronto: University of Toronto Press, 2006), 49-62
- "Doctor Johnson and Jean-Jacques: Two Styles of Thinking and Being," *The Age of Johnson* 19 (2009), 8-17
- "Paranoia and Freedom in Rousseau's Final Decade," in *Rousseau and Freedom*, ed. Christie McDonald and Stanley Hoffmann (Cambridge University Press, 2010)

## Charles L. Glenn, Guest Speaker



### School of Education

**Charles L. Glenn**

**Professor of Educational Leadership and Policy Studies**

#### **RESEARCH PROGRAM**

*Comparative and historical study of public policies affecting the schooling of immigrant, racial, linguistic, and religious minority groups in North America and Europe; educational freedom and the rights of families and voluntary associations.*



Following two decades of government responsibility for the educational rights of minority groups in Massachusetts, Glenn's research has focused on the historical development of the role of government in relation to both justice and freedom in schooling. The title of his latest edited work, *Balancing Freedom, Autonomy, and Accountability in Education* (2012, four volumes and 100 authors covering 65 countries worldwide), captures well the primary focus of his policy work: finding the right balance among the freedom of parents to choose schools for their children, the professional autonomy of educators to create distinctive schools that respond to both the priorities of parents and the standards set by government, and the role of government in ensuring that every child receives an effective education.

Publications on the education of immigrant and racial minorities include several books: *Educating Immigrant Children: Schools and Language Minorities in 12 Nations*, with Ester J. de Jong, 1996; *Native American/First Nations Schooling: From the Colonial Period to the Present*, 2011; and *African American/Afro-Canadian Schooling: From the Colonial Period to the Present*, 2011. Books on historical and comparative dimensions of educational freedom include *The Myth of the Common School*, 1988, 2002 (Italian 2004, Spanish 2006, Portuguese 2013); *Choice of Schools in Six Nations*, 1989; *Educational Freedom in Eastern Europe*, 1995; *The Ambiguous Embrace: Government and Faith-based Schools and Social Agencies*, 2000; *Contrasting Models of State and School: A Comparative Historical Study of Parental Choice and State Control*, 2011; and *The American Model of State and School: An Historical Inquiry*, 2012. Glenn has dealt with these and related themes also in 130 chapters in edited volumes (including a number of encyclopedias) and more than 160 articles and reviews.

#### **Biographical Sketch**

Charles L. Glenn (EdD, PhD) was active in the 1960s in the Freedom Movement in Boston and the American South, and in the National War on Poverty. From 1970 to 1991

he was responsible for equity (race, ethnicity, religion, sex) and urban education in the Massachusetts Department of Education. He was appointed Professor at Boston University in 1991 and teaches courses in educational policy and history at the undergraduate and graduate levels, serving as department chairman for 15+ years, Fellow of the University Professors, and interim Dean from 2006 to 2008. He has continued very active in policy questions in North America and Europe, and is a founding board member of the European Association for Education Law and Policy and of OIDEF (International Organization for Educational Freedom). He has served as a consultant to the Russian and Chinese education authorities and to states and major cities across the United States, and as expert witness in federal court cases on school finance, desegregation, bilingual education, and church-state relations in education.

## **Timothy David Seldin, Guest Speaker**

Home Address: (b) (6)  
Telephone: (b) (6) (cell) 941-729-9565 (work)  
Birth Date: (b) (6)  
Birthplace: (b) (6)

### **Education:**

Georgetown University, Washington, D.C., B.A. History and Philosophy, 1967  
The American University, Washington, D.C., M.Ed. in Educational Administration and Curriculum Development, 1975  
The American University, Washington, D.C., 1967-1975 Counseling Psychology, Post-Graduate Studies, ABD  
American Montessori Society, Philadelphia Graduate Center, 1978, American Montessori Society Diploma

### **Employment**

President, The Montessori Foundation, Sarasota, FL, 1992-Present  
Chair, The International Montessori Council, Terra Ceia, FL, 1998-Present  
President, The Center for Guided Montessori Studies Raleigh, NC, 2006-Present  
Executive Director, The New Gate School, The Lab School of the Montessori Foundation, Sarasota, FL 1994-2000 and 2010-2013  
Headmaster Emeritus, The Barrie School, Silver Spring, Md., 1993-present  
Headmaster/President, The Barrie School, Silver Spring, Md, 1971-1993  
Educational Consultant Seldin-Howe & Assoc, Silver Spring, Md., 1980-1992  
Director and Instructor The Institute for Advanced Montessori Studies Silver Spring, Md., 1980-1993  
Faculty, The Barrie School, Washington, D.C., 1968-1971  
Camp Director, Barrie Day Camp, Silver Spring, Md., 1967-1986

### **Professional Service**

American Montessori Society (AMS) Member - Board of Directors,	1993-1984
Vice President for Public Affairs	1979-1983
Director of AMS School Accreditation Program	1980-1985
Coordinator of Secondary Montessori Education	1980-1984
Coordinator of the Fund for the Advancement of Montessori Education (F.A.M.E.)	1982-1984
The International Montessori Council, Chair	1998-present
Montessori Foundation, President	1992-present
The Barrie School, President -Board of Trustees	1978-1993
American Camping Association	Life Member
Member - Board of Directors	1972-1984

Vice President	1976-1984
Chairman - Camp Accreditation Program	1978-1981
Council on American Private Education (CAPE) - Maryland	
Member of the Board	1985-1994
North American Montessori Teacher's Association, Member	1972-Present
New Playwright's Theater, Member - Board of Directors	1985-1987
Center for Family and Child Psychiatry, Board of Trustees	1983-1990

## **Publications**

*History and Geography for the Young Child*, with Donna Raymond, Brigham Young Univ. Press, 1978

*The World in the Palm of Her Hand*, with Donna Seldin; The Barrie Press, 1986

*Celebrations of Life* - International Children's Festivals In The Montessori Curriculum, with Musya Meyer; The Barrie Press, 1986

*Finding The Perfect Match* - How to Recruit and Retain the Right Families for Your School, Montessori Foundation, 2001

*Organizing a New Montessori School Step by Step* - Course book, resources, and consultation, The Montessori Foundation, 2001

*Building A World-Class Montessori School*, with Jonathan Wolff; Montessori Foundation, 2001

*Master Teachers – Model Programs*; Montessori Foundation, 2003)

*The Montessori Way*, with Paul Epstein; The Montessori Foundation, 2004

*How To Raise An Amazing Child*; DK Press, 2006

Date: January 22, 2015 at 11:39:26 AM EST  
Subject: 2016 NEH Summer Seminar Proposal  
From: Peter wright (b) (6) >  
To: Peter Gibbon (b) (6) >

Hi Peter,

Thank you for offering me the position of Project Coordinator/Participant Liaison in the 2016 NEH Seminar entitled "Philosophers of Education: Major Thinkers From the Enlightenment to the Post-Modern Era". I accept your offer and look forward to again working with you.

Sincerely,

Peter R. Wright

---

From: "Damrosch, Leo" <damrosch@fas.harvard.edu>  
To: peter gibbon (b) (6) >  
Subject: Re: Philosophers of Education  
Date: January 14, 2015 at 2:17:40 PM EST

Thanks, Peter, I'll be happy to do it!  
Best,  
Leo

On Jan 13, 2015, at 1:20 PM, peter gibbon (b) (6) > wrote:

Leo,

NEH has encouraged me to apply for a repeat of the Philosophers of Education Seminar for the summer of 2016. I know this is far in advance and specific dates could change, but I am hoping you will be available on Friday, July 15th to speak to the group on Rousseau. NEH pays a \$750 stipend for this.

Best,

Peter



From: "Glenn, Charles" <glennsed@bu.edu>  
To: peter gibbon (b) (6)  
Subject: Re: Philosophers of Education 2016  
Date: January 13, 2015 at 7:09:46 PM EST

Peter

That would be fun. I'll put it on my calendar.

C

On January 13, 2015, at 13:20, peter gibbon (b) (6) > wrote:

Charles,

NEH has encouraged me to apply for a repeat of the Philosophers of Education Seminar for the summer of 2016. I know this is far in advance and specific dates could change, but I am hoping you will be available on Monday, July 18th to speak to the group on Horace Mann. NEH pays a \$750 stipend for this.

Best,

Peter

From: Timothy Seldin <timseldin@montessori.org>  
Date: January 13, 2015 at 1:29:55 PM EST  
Subject: Re: Philosophers of Education  
To: peter gibbon (b) (6) >

Sounds fine.

Tim Seldin

President, The Montessori Foundation

Chair, The International Montessori Council

Head of School, The NewGate School

"We're Here To Help!"

**The Montessori Foundation**

19600 State Road 64 East, Bradenton, FL 34212-8921

[1-941-729-9565](tel:1-941-729-9565) • [1-941-745-3111](tel:1-941-745-3111) (fax)

**The NewGate School (Montessori Foundation Lab School)**

5237 Ashton Road, Sarasota, FL 34233

[1-941-922-4949](tel:1-941-922-4949) • [1-941-922-7660](tel:1-941-922-7660) (fax)

On Tue, Jan 13, 2015 at 1:22 PM, peter gibbon (b) (6) wrote:  
Tim:

NEH has encouraged me to apply for a repeat of the Philosophers of Education Seminar for the summer of 2016. I know this is far in advance and specific dates could change, but I am hoping you will be available on Monday, July 25 to speak to the group on Maria Montessori. NEH pays a \$750 stipend for this.

Best,

Peter

From: peter gibbon <(b) (6)>  
Subject: Fwd: Summer Housing at Boston University  
Date: January 21, 2015 at 3:23:14 PM EST  
To: peter gibbon (b) (6)>

Begin forwarded message:

**From:** "Camacho, Daniel D" <[dcamacho@bu.edu](mailto:dcamacho@bu.edu)>  
**To:** peter gibbon (b) (6)  
**Subject:** RE: Summer Housing at Boston University  
**Date:** January 21, 2015 at 1:06:19 PM EST

Hi Peter,

I have reserved rooms for you at our 10 Buick Street residence hall from July 10<sup>th</sup>, 2016 until July 29<sup>th</sup>, 2016.

The 2016 Rate for this accommodation is \$68 per person per night.

Let me know if you need any additional information. Thanks

Danny

# Workshop Evaluations

## Philosophers of Education: Major Thinkers from the Enlightenment to the Postmodern Era

[Download As PDF](#)

Number of evaluations: 14

### Evaluation # 19716

**Summarize your overall assessment of the experience and the effect you anticipate it will have on your teaching and scholarship.**

This experience was incredible. I was blown away by the intelligence and scholarship of the fellow participants. Dr. Peter Gibbon led the seminar with great poise, and tried to relate the learning to our own past and present experiences in our classrooms. I have a much better understanding of the foundations of the educational system of our society, the positives and negatives, and possibly where education might be leading in the future.

**Evaluate specific aspects of the program, such as the director, visiting faculty (if any), colleagues, topics, organization, discussions, and activities.**

The director Peter Gibbon was excellent, and he was assisted very well by Peter Wright. There was a great deal to cover but Dr. Gibbon paced the course quite well. The visiting faculty added to the perspective, and I thought all were great choices to contribute to our discussions. I enjoyed the local connection to the Boston/Cambridge area too.

**Evaluate the host institution particularly with respect to hospitality, housing arrangements, the suitability of library facilities, and computer facilities.**

Boston University was a great choice because of its central location in Boston. I am from Massachusetts so I did not stay at the residences, but we did have a social event at the residences and they were beautiful. I used the library one time and found it adequate. The classrooms were switched around occasionally because BU was also hosting orientation events, but it was not at all negatively impactful on our seminar.

**Do you have any suggestions for improvements?**

It was a lot of reading, so possibly sending out the reading materials a little earlier so participants could get a head start.

**(Optional) Suggest topics for future seminars or institutes, or names of potential directors (with contact information, if possible).**

I would love to attend a seminar with Howard Gardner as a feature (visiting lecturer)

---

#### **Evaluation # 19719**

**Summarize your overall assessment of the experience and the effect you anticipate it will have on your teaching and scholarship.**

I absolutely loved every moment of it! While not directly helpful to my classroom teaching, I know it will make me a better teacher. I am so glad to have read the fundamental philosophies and to work with classmates.

**Evaluate specific aspects of the program, such as the director, visiting faculty (if any), colleagues, topics, organization, discussions, and activities.**

Again, absolutely wonderful. Loved everything. Only complaint? Better organized and cited course readings

**Evaluate the host institution particularly with respect to hospitality, housing arrangements, the suitability of library facilities, and computer facilities.**

BU was great.

**Do you have any suggestions for improvements?**

Nope

**(Optional) Suggest topics for future seminars or institutes, or names of potential directors (with contact information, if possible).**

20th century literature? F Scott Fitzgerald

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#### **Evaluation # 19723**

**Summarize your overall assessment of the experience and the effect you anticipate it will have on your teaching and scholarship.**

Wonderful experience overall. Really enjoyed immersing myself in these great thinkers and the readings. The course was thoughtful, well-designed and engaging throughout. I will go back to the classroom with a much richer knowledge of some of the greatest thinkers on education and how their ideas relate to the current debates swirling around education. I hope, as well, to keep reading more these great scholars and working my way through the many books I wrote down

on a "Want to Read" list that I kept during the Seminar.

**Evaluate specific aspects of the program, such as the director, visiting faculty (if any), colleagues, topics, organization, discussions, and activities.**

All good, quite honestly. We mostly had discussions about the readings. Discussions were a good combination of structured by the readings but loose enough to meander to nearby topics of interest related to our shared classroom experiences. The guest speakers were all thoughtful and well-chosen, though I would have appreciated just a little bit more background on them before they arrived. Our few trips off campus were great as well. Only real complaint, and it's a small one, was that we sometimes deviated a bit from the schedule (had class in the afternoon when it was not on the schedule) which made planning a bit difficult at times.

**Evaluate the host institution particularly with respect to hospitality, housing arrangements, the suitability of library facilities, and computer facilities.**

All fine. BU housing was clean, comfortable, beautiful views. I got the sense that computer and/or library access may have been difficult for a few people, but I didn't need or use those services so I have nothing to offer there.

**Do you have any suggestions for improvements?**

A very positive and enriching experience overall. Only real suggestion / complaint is that the housing situation is a little awkward for out-of-town people. Some key things - bedding, towels, etc. are provided, but there are basics such as cookware, silverware, etc. that are missing. Those things are too cumbersome to pack for a short time but also a little annoying and expensive to buy for a short stay. I don't love the idea of just using disposable materials for weeks. Not sure what the best solution is, maybe contact information of the group ahead of time to work some of that out amongst ourselves?

**(Optional) Suggest topics for future seminars or institutes, or names of potential directors (with contact information, if possible).**

Would love to see a seminar about great fiction for middle grades. Seem to be a lot of great offerings overall and hope to do another in future years.

---

### **Evaluation # 19757**

**Summarize your overall assessment of the experience and the effect you anticipate it will have on your teaching and scholarship.**

This was an excellent, provocative seminar. It has helped me better form my philosophy of teaching and learning.

**Evaluate specific aspects of the program, such as the director, visiting faculty (if any), colleagues, topics, organization, discussions, and activities.**

All invited speakers were excellent and Peter Gibbon was a fabulous seminar leader.

**Evaluate the host institution particularly with respect to hospitality, housing arrangements, the suitability of library facilities, and computer facilities.**

Boston University was very helpful and accommodating.

**Do you have any suggestions for improvements?**

No, I enjoyed the experience and can't think of any suggestions.

**(Optional) Suggest topics for future seminars or institutes, or names of potential directors (with contact information, if possible).**

---

#### **Evaluation # 19761**

**Summarize your overall assessment of the experience and the effect you anticipate it will have on your teaching and scholarship.**

The experience of the workshop was fantastic. The scholars I worked with were motivated, experienced, and clever, and the leaders of the workshop gave us every opportunity to share our differences. Most importantly, I really felt that I was treated as an equal in the class. Dr. Gibbon treated me like a scholar and respected mine and my colleagues ideas as having the same value as his own. I will absolutely apply this knowledge to my classroom, and I look forward to sharing my experience with my colleagues at home. I already feel as though I am a better teacher. I am still humbled to have been part of such a strong group, and I still can't believe I got in.

**Evaluate specific aspects of the program, such as the director, visiting faculty (if any), colleagues, topics, organization, discussions, and activities.**

The guest speakers were fantastic. Every day after we left workshop, we spoke about how unbelievable it was that Dr. Gibbon was so knowledgeable about so many things. I think he has "Google" in his brain. :-) I normally get made fun of for being excited about such things, so it was lovely to have this part of me nourished. I liked the method of the class--it felt very much like a Socratic Seminar, which made us feel like philosophers ourselves.

**Evaluate the host institution particularly with respect to hospitality, housing arrangements, the suitability of library facilities, and computer facilities.**

Perfect.

**Do you have any suggestions for improvements?**

Nope!

**(Optional) Suggest topics for future seminars or institutes, or names of potential directors (with contact information, if possible).**

A partnership with the NWP (National Writing Project) might be cool.

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### **Evaluation # 19782**

**Summarize your overall assessment of the experience and the effect you anticipate it will have on your teaching and scholarship.**

This seminar was a wonderful experience. Peter Gibbon provided us with a superb collection of readings, outside speakers, field trips and especially rich opportunity for deep discussion. The other participants were accomplished, thoughtful, and committed. The opportunity to connect with them and with thinkers about education through the ages will influence my feelings about the profession deeply. In many ways teaching is an embattled and lonely profession, but the seminar gave me a new perspective and consolation - I am not alone, and the pursuit is a noble one. My teaching will be influenced in large and small ways by myriad insights gained from readings and discussions in this program.

**Evaluate specific aspects of the program, such as the director, visiting faculty (if any), colleagues, topics, organization, discussions, and activities.**

I cannot praise the program director, Peter Gibbon, enough. His thoughtful and wise leadership set a tone of rigor and openness. The visiting faculty (Leo Damrosch, Charles Glenn, and Tim Selden) were well-chosen and provided welcome alternative perspectives on the issues we were reading about and discussing. The syllabus was very well organized, the readings well chosen, and discussions stimulating. Time spent alternated between more formal discussion of assigned questions and opportunities to continue discussions more informally during coffee breaks and lunch.

**Evaluate the host institution particularly with respect to hospitality, housing arrangements, the suitability of library facilities, and computer facilities.**

I was very satisfied with BU's housing and hospitality. There was nothing reasonable that they didn't provide for us. The only inconvenience -- a minor one -- was that we had no fixed meeting place, and were not always sure where we were meeting from day to day.



**Do you have any suggestions for improvements?**

No.

**(Optional) Suggest topics for future seminars or institutes, or names of potential directors (with contact information, if possible).**

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### **Evaluation # 19793**

**Summarize your overall assessment of the experience and the effect you anticipate it will have on your teaching and scholarship.**

Overall, I was very impressed with this seminar. The readings were very interesting and had great practical relevance for my own teaching. I now feel that I have a better formed notion of my own philosophy of education. Outside my classroom, I plan to continue to research and write on the topics discussed in my seminar paper.

**Evaluate specific aspects of the program, such as the director, visiting faculty (if any), colleagues, topics, organization, discussions, and activities.**

I'd like to commend Peter Gibbon and Peter Wright on a well run program. The mix of backgrounds and viewpoints among the attendees contributed to a superlative experience. Discussions were among the best I've experienced in a classroom setting. Visiting lecturers were consistently engaging and challenging--especially, in my opinion, Charles Glenn. Excursions were more mixed. The Longfellow House was excellent and the tour of Harvard was very good, but I believe the bus tour of Mount Auburn missed much of what was interesting about the location. A walking tour might have been better -- weather permitting, of course.

**Evaluate the host institution particularly with respect to hospitality, housing arrangements, the suitability of library facilities, and computer facilities.**

Our classroom space was not ideal, in my opinion. A room with a seminar table would be desirable and facilitate discussions. Also, we were regularly bounced from room to room due to other groups preempting our space. This was a small (but real) inconvenience. As a commuter, I found the use of library and computer facilities somewhat less convenient than I would have liked. Overall, I was satisfied with this aspect of the program. I did my research in the excellent Mugar Memorial Library, but I did not check out any books or use the computer facilities.

**Do you have any suggestions for improvements?**

I have one minor suggestion: find a classroom location that is consistent and better-suited for discussions -- i.e. a seminar table.

**(Optional) Suggest topics for future seminars or institutes, or names of potential directors (with contact information, if possible).**

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**Evaluation # 19815**

**Summarize your overall assessment of the experience and the effect you anticipate it will have on your teaching and scholarship.**

I really learned a lot in the program. I appreciated being able to read authors most people on hear names of but do not read in ed schools. Having others around who were interested in and discussing was great. It made me think about my teaching and ways I will change it. I think overall it brings up my level of scholarship and knowledge so when I discuss with parents I can give reasons why. In my classroom I plan to have more routine, but also have more active student participation.

**Evaluate specific aspects of the program, such as the director, visiting faculty (if any), colleagues, topics, organization, discussions, and activities.**

director--great! Respectful of time. Could do a better job on citing references given to us. Topics--just what I wanted organization--great. It would have been nice had women/black been chronologically as the rest of the institute was instead of having it on a separate day. discussion--also great

**Evaluate the host institution particularly with respect to hospitality, housing arrangements, the suitability of library facilities, and computer facilities.**

housing--great place to stay! Close to where class met class meeting--would have been nice to be in the same room instead of moving around all the time

**Do you have any suggestions for improvements?**

really loved it!

**(Optional) Suggest topics for future seminars or institutes, or names of potential directors (with contact information, if possible).**

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**Evaluation # 19825**

**Summarize your overall assessment of the experience and the effect you anticipate it will have on your teaching and scholarship.**

My overall experience was excellent. I plan to submit articles to the on-line magazine for

ACTE this fall based on what I learned at the seminar. I know I will approach each educational opportunity with a philosopher in mind as I teach. I am looking forward to introducing techniques promoted by Hirsch this fall. My first 2 articles have already been accepted and I would like to continue my scholarly work into the philosophers of education. I even read, *The Smartest Kids in the World*, on the plane on the way home because of our discussions at the seminar.

**Evaluate specific aspects of the program, such as the director, visiting faculty (if any), colleagues, topics, organization, discussions, and activities.**

Peter Gibbon is a wealth of information. A proponent of direct instruction, Peter helped us learn about so many approaches to education that I could barely keep up. Peter Wright was a great resource and support person. He helped us with resources and introduced degree offerings in history that many of us were unaware of. They are a great team. I enjoyed meeting them both and hope they continue this course for many years. The visiting faculty were all interesting. My favorite was Leo Damrosch who spoke about Rousseau. He was an excellent presenter and scholar. Topics were just as planned and expected plus Peter Gibbon included any relevant daily breaking news related to education. All discussions were helpful. Small group sessions worked well. The powerpoints were well done but needed to be slowed down so that we could read them. The trip to Longfellow House was excellent very well done by the park personnel there. The Cemetery tour was well planned but due to unforeseen problems with the air conditioner on the bus turned out to be too long. I guess it should be planned around the weather with only walking trips to the graves of the famous buried there. One of the most beautiful "parks" I've ever seen. The program was well organized but the rooms kept getting switched which made it seem disorganized at times. The Philosophers of Education seminar was one of the best programs I have ever attended. Thank you for selecting me. I feel very fortunate to have been part of such a great group of teachers and amazing leaders.

**Evaluate the host institution particularly with respect to hospitality, housing arrangements, the suitability of library facilities, and computer facilities.**

The library was excellent. Being able to check out books was so helpful. The housing was perfect. 10 Buick place is convenient to everything we needed. I loved the dorms. I did not use the computer facilities.

**Do you have any suggestions for improvements?**

Please consider not giving a scholarly paper as a requirement. Boston is a wonderful town and has so much to offer in the humanities via museums and historic sites. Other than the required nightly readings which were doable, I do not think other "work" should be assigned.

Remember, homework does not improved results. I would have liked to seen all Boston but could not because of reading books and articles for paper the last 10 days. Also, the syllabus should be checked carefully by the program organizers. They are already aware of the mistakes in copying and pagination. We needed to know the source of each article also. Some articles had no author, title, or any identification so that we could track it down. Also, with that much reading in addition to two complete books, and 3 chapters from another book, it would be nice

to have it all in advance of the seminar. Some people would have read everything ahead. Then the "paper" wouldn't have been so stressful.

**(Optional) Suggest topics for future seminars or institutes, or names of potential directors (with contact information, if possible).**

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#### **Evaluation # 19827**

**Summarize your overall assessment of the experience and the effect you anticipate it will have on your teaching and scholarship.**

This was an amazing educational experience, that will certainly aid me as a teacher. Also bring together such committed and educated teachers with a mind as filled with wisdom as Peter Gibbon will certainly advance humanities.

**Evaluate specific aspects of the program, such as the director, visiting faculty (if any), colleagues, topics, organization, discussions, and activities.**

The lectures, breakout sessions, and research topics were excellent.

**Evaluate the host institution particularly with respect to hospitality, housing arrangements, the suitability of library facilities, and computer facilities.**

While the library was surprisingly small all other arrangements were exceptionally good.

**Do you have any suggestions for improvements?**

Let Peter Gibbon offer this more often so other teachers have a chance to gain from this wonderful experience.

**(Optional) Suggest topics for future seminars or institutes, or names of potential directors (with contact information, if possible).**

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#### **Evaluation # 19836**

**Summarize your overall assessment of the experience and the effect you anticipate it will have on your teaching and scholarship.**

This was an extremely engaging seminar; as an aspiring educational leader I found the topic provided me with historical background on the philosophy of those who develop the system of public education. It helped me formulate and solidify my own philosophy of education that will

guide my leading of a public school.

**Evaluate specific aspects of the program, such as the director, visiting faculty (if any), colleagues, topics, organization, discussions, and activities.**

The program was very well organized and Peter Gibbon and Peter Wright were excellent facilitators. The guest speakers provide rich insights to the philosophers we studied, and the discussions were a mixture of intellectual analysis and practical application. The field work brought texture to the course content.

**Evaluate the host institution particularly with respect to hospitality, housing arrangements, the suitability of library facilities, and computer facilities.**

Boston University was the perfect venue for this seminar. The housing accommodations were excellent, the staff was professional and helpful.

**Do you have any suggestions for improvements?**

More consistency of the daily meeting space or at least place in the lobby any classroom changes.

**(Optional) Suggest topics for future seminars or institutes, or names of potential directors (with contact information, if possible).**

I really believe educational leaders and teacher trainers would benefit from this seminar. The course work could be discussed from the stand point of providing leaders with case studies to see how school leaders have implemented philosophies and models that were successful or failed.

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## **Evaluation # 19926**

**Summarize your overall assessment of the experience and the effect you anticipate it will have on your teaching and scholarship.**

I have little to say about my experience that does not include superlatives and my highest praise. The seminar ranks as number one in terms of the intellectual stimulation and challenges presented to me following my completion of my full time graduate studies. Because of my participation in the seminar I have re-evaluated and will change, undoubtedly for the better, several of my teaching practices, including but not limited to, the planning and delivery of my lessons. In addition to being a catalyst for change, my participation in the seminar also reinforced some of my beliefs about education and the methods that I use in pursuit of the educational objectives I have set for my students. Finally, my participation in the seminar made me add to and reorder the reading priority of the titles of books on my "Bucket List" of books to

read.

**Evaluate specific aspects of the program, such as the director, visiting faculty (if any), colleagues, topics, organization, discussions, and activities.**

Professor Peter Gibbon, the seminar leader, is nothing short of an inspiration and a person whom I now identify as a role model, despite my status as a mature adult and an experienced educator. The topics covered in the seminar, their organization, and the manner in which the topics were covered were all relevant, appropriate, and diverse. At no time did I find myself at a loss for an answer to the elemental educational question, "What is the use of this?" which is discussed in the work of Rousseau, one of the philosophers from whose work we read during the seminar.

**Evaluate the host institution particularly with respect to hospitality, housing arrangements, the suitability of library facilities, and computer facilities.**

The classrooms, library, and computer facilities made available to us by Boston University met or exceeded my expectations. The BU staff were most hospitable. I cannot comment on the housing arrangements because as a resident of Boston, I did not find it necessary to take advantage of them.

**Do you have any suggestions for improvements?**

I suggest that each of the excerpts of the works contained in the seminar's book of readings be identified by its complete bibliographic information either immediately before or after the particular excerpt. The inclusion of such information in the book of readings, adjacent to the actual text, will facilitate discussion, analysis, and further reading or research.

**(Optional) Suggest topics for future seminars or institutes, or names of potential directors (with contact information, if possible).**

I would be very interested in participating in a seminar that focuses on how to adapt pedagogy in this the era of informational technology. Computers are and will continue to grow in importance during the education of children and even adults. Many of the learning and teaching strategies designed around the use of paper are irrelevant or not transferable to electronic text and assessment methods. Extensive study of the benefits and costs of increased reliance on informational technology in education is warranted to support or refute the common assumption that the more we make use of the technology the better off we are and will be.

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## **Evaluation # 19963**

**Summarize your overall assessment of the experience and the effect you anticipate it will have on your teaching and scholarship.**

POE is a top-notch scholarly experience -- the readings were thorough, recursive, and gave me a sense of historical shifts in the dialogue on education. My thesis paper is perhaps the beginning of a book, and I now feel much better equipped (even erudite!) to join the great conversation about education in America. Bravo!

**Evaluate specific aspects of the program, such as the director, visiting faculty (if any), colleagues, topics, organization, discussions, and activities.**

Professor Gibbon is an extraordinary intellectual. He is knowledgeable, wise, gracious and inspiring. His three guest speakers were very interesting and sparked much conversation. I also enjoyed the field trip we took to Harvard, Longfellow's House and the Mount Auburn Cemetery. Peter Rockwell Wright, the Project Manager, handled all the details with great alacrity. Awesome team! Loved reading Locke, Rousseau, Dewey, James, and of course all of the contemporary edu-critics of our day.

**Evaluate the host institution particularly with respect to hospitality, housing arrangements, the suitability of library facilities, and computer facilities.**

Boston University housing is perfect. I have to say that my million dollar view of The Charles River, downtown Boston and upriver to Harvard, inspired many a lofty thought. It was close to all amenities and afforded me the opportunity to keep my running routine operating. The business suite downstairs was very handy for printing.

**Do you have any suggestions for improvements?**

I would love to see the Sudbury Valley School model studied in this course.

**(Optional) Suggest topics for future seminars or institutes, or names of potential directors (with contact information, if possible).**

Suggested topics: Orwell, Chomsky and American Political Rhetoric (taught by who else -- Chomsky)/ Modern Irish Writers (Place: Dublin or Galway, of course) / History of American Utopian Communities (Up-state NY?) / War Literature (Tim O'Brien, et al) / The Modern Romance Revisited (Cultural Studies -- University of Virginia?)/ I've got all kinds of great ideas but I'm running out of time. E-me for further consultation!

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**Evaluation # 20032**

**Summarize your overall assessment of the experience and the effect you anticipate it will have on your teaching and scholarship.**

An engaging, inspiring, intellectually rich workshop. All of the course readings, materials, discussions, teacher & student presentations were thought-provoking and interesting. I have new ideas for (and renewed interest in) scholarship. I've also improved many of my lesson

plans for the fall & will be a better teacher because of this experience.

**Evaluate specific aspects of the program, such as the director, visiting faculty (if any), colleagues, topics, organization, discussions, and activities.**

Peter Gibbon is brilliant, thoughtful, full of interesting ideas, and he planned and paced the course just beautifully. He did an especially good job selecting the readings (due the first day, and each day of the course) for variety, sequence, depth, breadth. Peter also brought in great guest speakers. I especially appreciated Charles Glenn and could have listened to him talk all day about his experiences and insights. Peter Wright brought his powerful intelligence and impressive experience, scholarship, thoughtfulness to the group. He also did a great job helping us move forward. Discussions: Peter G. organized and ran them very well.

**Evaluate the host institution particularly with respect to hospitality, housing arrangements, the suitability of library facilities, and computer facilities.**

Great: location, classroom space Could be improved: internet access, library printing access (I didn't remember our class internet password but wanted to print at the library -- given the run around to 3 people & ultimately was sent out to Kinko's to print 6 pages -- then late to class)

**Do you have any suggestions for improvements?**

Just one minor suggestion: condense Jefferson into one day to allow more time for William James?

**(Optional) Suggest topics for future seminars or institutes, or names of potential directors (with contact information, if possible).**

This seminar should definitely be offered every year. It's a great opportunity for teachers to reflect, recharge--and find new ways to enter into conversations about teaching & learning. Peter Gibbon reminded us that teachers are conspicuously missing from many of the conversations about education today, and part of his mission in teaching this course is to invite teachers into the conversation. Can't think of a mission that's more worthy or better suited to the mission/values of NEH. Thank you for the opportunity to be part of this seminar.

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