

NEH Application Cover Sheet (FV-267042)

Seminars for School Teachers

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INSTITUTION

Trustees of Boston University
Boston, MA 02215-1300

APPLICATION INFORMATION

Title: *What We Teach and Why: Philosophers of Education from the Enlightenment to the Present*

Grant period: From 2019-10-01 to 2020-12-31

Project field(s): U.S. History

Description of project: This Seminar at Boston University will explore works of major educational thinkers. We will look at John Locke's theories on education, Thomas Jefferson's letters, Jean-Jacque Rousseau's portrait of a young boy's education, Horace Mann's Reports, William James' talks, and John Dewey's essays. We will analyze the debate between Booker T. Washington and W. E. B. Du Bois on African-American education. We will examine Maria Montessori's message about early childhood education and Mary Wollstonecraft's early feminism. We will consider critics of Progressive education, such as Arthur Bestor and William C. Bagley. The Seminar will conclude with the works of two contemporary educational philosophers, Howard Gardner and E.D. Hirsch. The overarching goals of this exploration will be to introduce teachers to debates among significant philosophers of education, to understand connections among their ideas, and to articulate ways their theories can be made relevant to K-

BUDGET

Outright Request	105,000.00	Cost Sharing	0.00
Matching Request	0.00	Total Budget	105,000.00
Total NEH	105,000.00		

GRANT ADMINISTRATOR

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National Endowment for the Humanities Seminar
Project Period: October 1, 2019 –December 31, 2020
What We Teach and Why
Philosophers of Education from the Enlightenment to the Present

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National Endowment for the Humanities Seminar
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Narrative Description

Nature of the Request

This three-week Seminar for sixteen school teachers, grades K-12, will be held at the Boston University Wheelock College of Education and Human Development (BU Wheelock) from July 12 to July 31, 2020. The Seminar will examine the works of key educational thinkers from the Enlightenment to the present. It will build on three previous Seminars (2015-2017) on the philosophy of education. Applications for each Seminar ranged from 76 to over 100 for 16 spots. Participants were highly complementary:

“All of the visiting faculty were good, and Charlotte Gordon was a particular highlight. Peter Gibbon is widely read and knowledgeable and was an excellent guide through the material, and that material was well chosen. The teachers in the seminar were well selected...and had a lot to offer one another. I now have colleagues around the country with whom I have already made plans to share teaching ideas...”

Many said the Seminar was one of the high points of their career. (See Evaluations in Appendix.)

The Seminar will draw on the Director’s course at Boston University’s School of Education, “The Intellectual Foundations of Education.” The overarching goals will be to introduce Seminar Scholars to debates among significant philosophers of education, to understand connections among their ideas, to explore ways their theories can be made accessible and relevant to K-12 educators today, and to formulate in collaboration with the Scholars plans for outreach so that insights gained from the Seminar extend beyond their three weeks.

Project Development

The 2020 proposal differs in several ways from the previous Seminars. Some participants felt that two days on Jefferson was excessive. In this proposal, time spent on Jefferson is shortened by a day and several of Jefferson's letters on religion have been cut. Some participants wanted more time on contemporary issues. Considering the continued controversies over minority education, the achievement gap and charter schools, additional time is devoted to these topics. Responding to reviewers' suggestions, we will spend a full day on the dispute between Booker T. Washington and W. E. B. Du Bois, and consider the radical critique of American education by Paulo Freire and Jonathan Kozol. Professor Hardin Coleman, a noted expert on urban education and the achievement gap, will be a new guest speaker to the program and spend a full day with participants. We will also look at the philosophical underpinnings of the teacher strikes in 2018 and 2019 in states such as West Virginia, Oklahoma, and California. Charter schools are growing and the literature on them in this Seminar has been expanded (along with selections in the Bibliography). Readings by reformers Abigail Thernstrom, Milton Friedman, and Eva Moskowitz will counterbalance Diane Ravitch's critique of *Waiting for Superman*.

Some participants in the 2017 Seminar indicated they would like even more breakout sessions, which will be added in the 2020 Seminar, with the group composition shifting over the three weeks. Additionally, to allow more time for spontaneous group discussions among the participants, the top of the syllabus indicates: "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." Responding to specific logistical suggestions for improvement, the Director will: secure a room with movable chairs so that we can vary the configuration of the room; make sure all readings have clear citations; add more breakout sessions and additional

time for spontaneous group discussions; create opportunities for informal gatherings (especially early in the program) and excursions in the Boston area; ensure that three seminar spaces are reserved for teachers who are new to the profession. To increase impact, Scholars will be asked to write an essay describing ways they intend to share their Seminar experience with their schools and communities and suggesting specific scenarios for outreach beyond the three weeks. Time will be set aside to discuss the Scholars' suggestions with the Director and the Participant Liaison, and to make plans for follow-up. Workable ideas will be posted on the Seminar's website and Participant Liaison Peter Wright will coordinate follow-up with participants. The preponderance of participant evaluations for the Seminar for all three years (the exceptions are addressed in this Project Development) have been very positive. A few examples:

"Transformational experience"

"Visiting faculty were fantastic"

"Readings and discussion progressed in a precise, well organized manner"

"Excellent program."

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, technology, choice, Common Core, teacher evaluation, testing, and the achievement gap. 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 many have not studied their writings on education.

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 19th 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 Ronald Ferguson, Geoffrey Canada, and Pedro Noguera.

To understand the changing attitudes towards female education, we will read Mary Wollstonecraft's challenge to Rousseau's *Emile*. To understand a teaching force largely staffed by women, we will consider the neglected works of Catharine Beecher. To amplify our study of Progressivism, we will analyze Maria Montessori's *The Montessori Method*. We will consider 20th century critics of Progressive Education, such as Richard Hofstadter and Arthur Bestor, and conclude with the works of two 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, and Mann differentiated instruction? How do Rousseau and Dewey pave the way for child-centered education? We will look at Booker T. Washington as a progenitor of "No Excuse Schools", and Du Bois as the champion of the liberal arts. We will look at Wollstonecraft as a forerunner of feminism and Montessori as the defender of play. We will explore Hirsch as the prophet of the standards movement, and 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. We will consider the choice voucher proposal by the Secretary of Education Betsy DeVos and its origins in the writings of Milton Friedman.

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?*

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 by, the study of past and present philosophers of education.

In addition to being inherently interesting to teachers, studying the philosophy of education increases intellectual confidence among teachers, makes them more reflective, and improves their instruction. It not only builds confidence by validating what some teachers are already doing but also encourages experimentation by suggesting new approaches. It lifts teachers 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 scholar 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 2017 Seminar were ambitious and substantial with a wide range of titles. A few examples:

“Revisiting the Narrative of Neil Postman”

“Massachusetts Public Education Should Start in Early Childhood: Restore the ‘Great Equalizer’”

“The Achievement Gap: A Permanent Staple in American Culture”

“Fire and Water: Meeting the Needs of Digital Natives”

Program of Study

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 one of the 2015 evaluations, a teacher commented: “...it felt very much like a Socratic seminar, which made us feel like philosophers ourselves.”

The proposed Seminar will include a package sent to participants in advance with an updated, newly designed book of readings with a table of contents and clear citations; and five complimentary paperbacks: John Locke’s *Some Thoughts Concerning Education*, William James’ *Talks to Teachers*, John Dewey’s *On Education*, W. E. B. Du Bois’ *Selections from his Writings*, and Charlotte Gordon’s *Romantic Outlaws*. Participants will be asked to read *Some Thoughts Concerning Education* and *Romantic Outlaws* before coming to Boston.

To enhance understanding as well as to provide pace and variety, we will look at sections of a PowerPoint on educational philosophers. We will watch and discuss the highly debated film *Waiting for Superman*, which raises questions of choice and competition, unions and tenure, and the role of charter schools in American education.

Week One: After outlining the goals of the Seminar and introducing ourselves, we will tackle our first philosopher, John Locke. Our goals will be to understand Locke’s radical critique of 17th century 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 connections between Locke's *Some Thoughts Concerning Education* and contemporary best-sellers, such as Susan Cain's *Quiet* (exploring temperament and introversion) and Paul Tough's *How Children Succeed* (stressing perseverance and character).

Thomas Jefferson's letters are graceful, easy to read, and the best way to understand his ideas on education. We will consider 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.

Jean-Jacques Rousseau was the most influential writer of the 18th century. *Emile*, his novel describing the ideal education of a young boy, influenced 19th 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 Rousseau's influence via constructivism and cooperative learning. Assisting us in understanding Rousseau will be guest speaker Harvard Professor Leo Damrosch, who will explore Rousseau's life, describe his influence, and explain the genesis and key ideas of *Emile*.

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 and work on the following

questions: What does Mann say about the moral character of the teacher? What is the connection between a republic and universal popular education? Between prosperity and education? Between health and education? Guiding us in our discussion will be Charles L. Glenn, Boston University Professor of Educational Leadership and Development. Glenn will explore Mann's contributions and place him in historical context.

Week Two: Women make up nearly 80% of K-12 teachers in America, yet little attention has been paid to educators like Mary Wollstonecraft, Catharine Beecher, and Maria Montessori. We will analyze their theories and contributions. From Wollstonecraft's now famous 1792 *A Vindication of the Rights of Woman*, we will read Chapter 12, "On National Education." 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.

A new addition to the 2017 Seminar was guest speaker Charlotte Gordon, author of *Romantic Outlaws: The Extraordinary Lives of Mary Wollstonecraft and Her Daughter Mary Shelley*. Gordon met with the group over dinner to discuss Wollstonecraft and women's education in the 18th century. Participants uniformly praised this evening session.

While Catharine Beecher is neglected today, she was famous and influential in the 19th century—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 are more important for society than doctors or lawyers and that by temperament women are uniquely suited to educate the young and to produce moral citizens.

John Dewey believed in a democratic, child-centered classroom with the teacher as a guide, not as 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.

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.” 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 study Montessori in tandem with Dewey. We will read a chapter from Montessori’s classic, *The Montessori Method*, and watch a BBC video about her and discuss the relevance and validity of her ideas.

In the 1890’s psychologist William James took to the road, talking to teachers from Chicago to Colorado Springs, a journey that culminated in *Talks to Teachers*, published in 1899, drawing 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.

In the afternoon we will take a field trip to Cambridge that will include William James Hall at Harvard University, a guided tour of the Mount Auburn Cemetery, which was designed in the 1830’s with educational purposes in the planning, and Longfellow’s House. Longfellow’s poetry influenced the culture and education of the 19th century.

Criticism of Progressivism started in the 1930's. We will 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.” Scholars in the 2017 Seminar enjoyed watching educational documentaries in the evening. I will try to work in several movie nights, when we view films such as *Road to Nowhere* (which critiques high pressure, homework-packed suburban schools) and *American Promise* (which examines integration and the achievement gap).

Slavery, black codes, and reconstruction did not encourage African-Americans to become philosophers or educational leaders, but courageous individuals defied racism, championed education, and debated the appropriate education for freedmen. We will discuss two of 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 Atlanta Exposition Address” of 1895, we will 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 20th century. Du Bois respected Booker T. Washington but challenged Washington’s fundamental assumptions about society and education. We will read several selections from Du Bois, including “Credo,” “A Negro Schoolmaster in the South,” and his 1903 essay “The Talented Tenth,” in which he insists upon intellectual education and leadership training and focuses on social justice rather than on accommodation.

Week Three: Our guest speaker to guide the discussion for the first day of week three will be education Professor Hardin Coleman, Dean Emeritus of the Boston School of Education.

Professor Coleman has on-the-ground experience with the challenges of urban education and published scholarship on the achievement gap. We will bring our discussion into the decade of “No Child Left Behind” by reading Ronald Ferguson’s essay “Shifting Challenges,” Geoffrey Canada’s “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? We will consider these questions and discuss the radical critique of education by Paulo Freire and Jonathan Kozol.

On our final two days we will look at the opposing views of 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 recent book, *The Making of Americans*. Hirsch believes in hard work, discipline, civic knowledge, and teacher-directed classrooms. We will discuss the key ideas in his book, *Why Knowledge Matters: Rescuing Our Children from Failed Educational Theories*.

For Gardner, we will read the introductory chapter from *The Disciplined Mind* and watch excerpts from his lecture at the Askwith 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.

A preeminent historian of American education, Diane Ravitch is also a leading philosopher of education, criticizing excessive testing, choice, and charter schools; and praising public schools, unions, early childhood education, and a rigorous liberal arts education for all. The DVD *Waiting for Superman* is Davis Guggenheim’s paean to the education reform movement—of which Ravitch is the leading opponent. After watching a portion of the DVD, we will read and discuss Ravitch’s critique of it as outlined in her article in the *New York Review of Books*. We will also consider the defense of “no-excuse” charter schools by Abigail Thernstrom and Eva Moskowitz.

Over the course of the three weeks, a length that has proven to be suitable for this Seminar, the Director and the Project Coordinator meet with each teacher twice to discuss the papers due at the conclusion of the Seminar. On the final day, participants present their papers in breakout sessions (See Syllabus in Appendix for detailed day-to-day program.)

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, and has taught

“The Intellectual Foundations of Education” to graduate students at Boston University’s School of Education. He has been the Director of two NEH Institutes on George Washington and three on Thomas Jefferson, as well as of four Teaching American History Seminars. He is a Senior Research Scholar at BU Wheelock 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*), Horace Mann (*Education Week*), William James (*Humanities* magazine), John Locke (*Education Week*), E.D. Hirsch and Howard Gardner (*Humanities Magazine*) and a forthcoming article on John Dewey (*Humanities* magazine). 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.

Peter Wright will 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 six NEH Summer Institutes over the last several years. He prepares and sends in advance a brochure for participants that contains a wide range of logistical information about their three-week stay and is responsive to any problem that arises during the Seminar. The comment “*Peter Wright treated us like royalty*” in the 2016 Evaluations summarizes the appreciation teachers expressed throughout the Seminar.

Guest speaker **Leo Damrosch** is Professor Emeritus of English 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. **Hardin Coleman** is Professor of Counseling Psychology and Applied Human Development at BU Wheelock. He has focused on how a school of education in a research university can use research to refine the practice of education, primarily through training educators and partnerships with schools. **Charlotte Gordon** is the Distinguished University Professor at Endicott College and the author of two books, *Romantic Outlaws* and *Mistress Bradstreet*. (See All Resumes in Appendix).

Participant Selection

A committee comprising Director Peter Gibbon, Coordinator Peter Wright, and former NEH Summer Scholar Julian DiGloria will select the participants. In the 2017 Seminar there were 90 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 a variety of factors: years of teaching experience, teaching levels, diversity, and geographical locations from urban to rural. The committee will follow NEH procedures in making its selections.

Project Website

Roy Guyton, who created the website for the Philosophers of Education Seminar, will maintain and enhance the website for this Seminar. The site will include updates of the program, the syllabus, the bibliography, and biographical information about the Project Director, Participant Coordinator, and guest speakers. At the conclusion of the Seminar, participants'

papers and projects will be posted on the site, allowing teachers to continue their conversations and to share their insights with their school colleagues in their home states.

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 \$73 per night. The complex is situated on the Boston University campus: <http://www.bu.edu/housing/residences/stuvi/10buick/>.

BU Wheelock 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, Boston hosts concerts, plays, and special events. Its permanent cultural and historical attractions are plentiful. In preparation for their three-week stay in Boston, participants will receive by email in advance of the Seminar a comprehensive brochure of logistical information prepared by Peter Wright, covering everything from housing to parking to fitness to Boston area activities: http://nehphilosophersofeducationseminar.org/Logistical_information_for_participants.pdf



NATIONAL ENDOWMENT FOR THE
Humanities

Budget Form

OMB No 3136-0134
Expires 6/30/2021

Applicant Institution: *Trustees of Boston University*
Project Director: *Peter Gibbon*

SEMINAR or INSTITUTE	Computational Details/Notes	Project Total
A. PARTICIPANT SUPPORT COSTS (INCLUDING STIPENDS)		\$46,560
Three week seminar	16 participants @ \$2,700	\$43,200
books and materials	\$175 x 16 participants	\$2,800
photocopying of readings	\$35 x 16 participants	\$560
B. DIRECT COSTS		
1. Salaries and Wages (Personnel from Applicant Institution)		\$26,510
a. Project Director		(b) (6)
b. Faculty and Project Staff		
Project Coordinator/Participant Liaison	144 hours x (b) (6)/hour	(b) (6)
Application Reader	6.25 hours x (b) (6)/hour	(b) (6)
Replacement Director	37.5 hours x (b) (6)/hour	(b) (6)
Two Guest Speakers (BU faculty)	2 x 1 day x \$750	\$1,500
2. Fringe Benefits		\$6,360
	24.7% of \$19,000 (faculty rate)	\$4,693
	22.2% of \$7,510 (support staff rate)	\$1,667
3. Consultant Fees and Honoraria (Personnel not from Applicant Institution)		\$2,000
Two Application Readers	\$250 each	\$500
Two Guest Speakers	2 x 1 day x \$750	\$1,500

4. Professional Travel and Subsistence		\$1,093
a. Two-day project directors' meeting		
Airfare		\$200
Hotel	\$260 x 2 nights	\$520
Per diem (meals plus incidentals)	\$69 x 2.5 days	\$173
Ground Transportation/Airport parking		\$50
Guest Speakers transportation/parking	2 x \$75	\$150
5. Supplies and Materials		\$2,280
duplication and printing		\$80
postage/shipping costs		\$250
light refreshments		\$1,200
dinner with guest speaker		\$750
6. Subawards and Contracts		\$3,300
website design and maintenance		(b) (6)
bus rentals for field trips		\$800
7. Other Costs		\$500
museum admissions		\$200
publicity		\$280
B. Total Direct Costs exclusive of participant support costs (B 1 through 7)		\$42,043
C. INDIRECT COSTS		\$16,397
	39% of B. Direct Costs. Per agreement with DHHS dated June 5, 2017.	
D. AMOUNT REQUESTED FROM NEH (sum of A, B, & C)		\$105,000

BUDGET NOTES

A. PARTICIPANT SUPPORT COSTS

1. **Participant Stipends** are \$2,700 for each of the 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.
2. **Books, materials and readings**
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, as well as the cost to photocopy booklets of readings, distributed to participants for use during the seminar.

B. DIRECT COSTS

1. **Salaries and Wages**

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 be compensated at the allowable rate of (b) (6) over the 15 month project period.

Project Coordinator/Participant Liaison, Application Reader, Replacement Director, 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 (b) (6) and has agreed to serve as the Replacement Director in the event the Project Director is unable to fulfill his commitment (b) (6). For these roles, Mr. Wright will be compensated at the rate of (b) (6) per hour for approximately 187 hours over the project period.

Guest Speaker, Charles Glenn, is Emeritus Professor in Boston University's Wheelock College of Education and Human Development. (\$750)

Guest Speaker, Hardin Coleman, is Emeritus Dean and Professor of Counseling and Applied Human Development at Boston University's Wheelock College of Education and Human Development. (\$750)

2. **Fringe Benefits** are calculated at the rate of 24.7% for faculty salaries and 22.2% for support staff salaries. These are Boston University's negotiated rates per the agreement with DHHS dated June 5, 2017.

3. *Consultant Fees and Honoraria*

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

Funds for two additional *guest speakers* are requested at the NEH honoraria rate of \$750/day. In addition to one guest speaker each week, we are requesting an additional speaker for a dinner event. The PI has discussed this in the past with an NEH program officer who approved the request.

4. *Professional Travel and Subsistence (domestic)*

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

Funds are also requested to support ground transportation and parking for the guest speakers.

5. *Supplies and Materials*

duplication and printing—Funds are requested for printing seminar-related reports, correspondence, application materials 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.

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.

dinner with guest speaker—Funds are sought to cover the cost of a pizza dinner (food and custodial fees).

6. *Subawards and Contracts*

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 42 hours during the project period and his business, RavenSun, will invoice for his services at the rate of (b) (6) /hour.

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

7. *Other Costs*

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

publicity –While most recruitment and dissemination will be done electronically, minimal funding is requested to support publicity costs.

- C. **INDIRECT COSTS** are calculated at the rate of 39% of direct costs. This is Boston University's negotiated rate per the agreement with DHHS dated June 5, 2017.

National Endowment for the Humanities Seminar
October 1, 2019 – December 31, 2020
What We Teach and Why
Philosophers of Education: From the Enlightenment to the Present

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 five books will be mailed to all participants:

John Locke's *Some Thoughts Concerning Education*

William James' *Talks to Teachers*

John Dewey's *On Education: Selected Writings*

W.E.B. Du Bois' *Selections From His Writings*

Charlotte Gordon's *Romantic Outlaws*

In advance of the Seminar, please read John Locke's *Some Thoughts Concerning Education* and Charlotte Gordon's *Romantic Outlaws*.

Week One

Sunday, July 12

4:00 **Meet in lobby at 10 Buick Street Residence**

6:00-9:00	Reception and Welcoming Dinner
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Monday, July 13 **John Locke, Empiricist**

9:00-9:30	Introduction of Program
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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
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11:00-11:30	Locke's Life and the Genesis of Thoughts on Education
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11:30-12:30	PowerPoint, Part One: "John Locke: A Man of Versatile Mind."
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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?

2:30-3:00

Orientation to the IT Center, Peter Wright

Tuesday, July 14

John Locke, Moralism and Realist

9:00-9:30

Summary, questions, comments.

9:30-10:30

Locke, continued

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, continued

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 15: From the *Book of Readings*: "Jefferson's Quotations on Education," and "A Bill for the More General Diffusion of Knowledge," "Notes on the State of Virginia," and "A Bill for Establishing Religious Freedom and Letters: "An Honest Heart, A Knowing Head," "A Gentleman's Library," "On European Education," "The Grand Recipe for Felicity," "Education of a Grandson, "Female Education," "Habits of a Hard Student," and "Counsel to a Namesake." "The Morals of Jesus."

Wednesday, July 15

Thomas Jefferson, Educational Visionary

9:00-9:30

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.

10:30-11:00

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.

2:00-3:00

Jefferson's Views on Religion

Topics:

Why was Jefferson so hostile to religious establishments?

How are the issues Jefferson raises relevant to religion today and 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?

Preparation for Thursday, July 16: From the *Book of Readings*: selections from *Emile* and the two critical essays on Rousseau.

Thursday, July 16

Jean-Jacques Rousseau's *Emile*

9:00-9:30

Summary, questions, comments.

9:30-10:30

Guest Speaker: Leo Damrosch, on *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
11:30-12:30	Leo Damrosch: Presentation on Rousseau's life.
12:30-1:30	Lunch with Seminar participants
	Afternoon Free

Preparation for Friday, July 17 From the *Book of Readings*: Selected Reports to the Massachusetts Board of Education and article on Horace Mann.

Friday, July 17 Horace Mann's Vision of Education

9:00-9:30	Summary, questions, comments.
9:30-10:30	Guest Speaker: Charles Glenn on Horace Mann

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	Charles Glenn: Contemporary Issues in Education
12:30-1:30	Lunch
1:30-2:30	Afternoon free

Preparation for Monday, July 20: From the *Book of Readings*: Selections from Wollstonecraft and Beecher and Angeline Lillard's selections on Montessori.

Week Two

Monday, July 20 Women and Education

9:00-9:30	Summary, questions, comments.
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9:30-10:30 Discussions: Wollstonecraft and Beecher

Topics:

How does Wollstonecraft say women should become rational and independent?

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

How does Wollstonecraft say women should become rational and independent?

How does Beecher say women can transform American schools?

How can Montessori's insights improve high school education?

10:30--11:00 Break

11:00-12:30 Watch and discuss BBC video "Maria Montessori," from *The Extraordinary Women Series*.

12:30-1:30 Lunch with guest speaker.

1:30-3:00 Afternoon free

6:30-8:00 Dinner and discussion with Charlotte Gordon

Preparation for Tuesday, July 21:

From John Dewey's *On Education*, review "My Pedagogic Creed," "The School and Society," and "The Child and the Curriculum."

Tuesday, July 21

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 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"?

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"?

10:30-11:00 Break

11:00-12:30 Breakout Sessions, "My Pedagogic Creed"

12:30-1:30 Lunch

Afternoon free

Preparation for Wednesday, July 22:

Review *Talks to Teachers*. Read two articles on James in *Book of Readings* and Longfellow's poems "The Village Blacksmith" and "A Psalm of Life."

Wednesday, July 22

William James and 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

11:00-12:30

The Public Intellectual, the Life and Influence of James

12:30-1:30

Lunch on the bus

1:30-5:00

Field trip to Longfellow House, Mount Auburn Cemetery, and William James Hall at Harvard.

Preparation for Thursday, July 23: From *Book of Readings*: selections from Russell and Bestor.

Thursday, July 23

Critics of Progressive Education

9:00-9:30

Summary, questions, comments.

9:30-10:30

Breakout Sessions

Arthur Bestor: "The Distinctive Function of Schools"

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 does Bestor think "anti-intellectualism" is a particular danger now?

10:30-11:00	Break
11:00-12:30	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.
7:00	Optional movie night. <i>American Promise</i>

Preparation for Friday, July 24: Review Du Bois' "The Talented Tenth," "Credo," A Negro Schoolmaster in the New South." From the *Book of Readings*: selections from Washington, Du Bois.

Friday, July 24 Booker T. Washington vs. W.E.B. Du Bois

9:00-9:30	Summary, questions, comments.
9:30-10:30	Discussion

Topics:

Explication of the Dudley Randall poem "Booker T. and W. E. B"

What does Booker T. Washington mean in his Atlanta Exposition Address "It is at the bottom of life we must begin, not at the top"?

Why does Washington say "In all things that are purely social we can be as separate as the fingers, yet one as the hand in all things essential to mutual progress."?

What is Booker T. Washington's vision for African-American Education?

How in "The Souls of Black Folk" does Du Bois criticize Washington?

What is your reaction to Du Bois' "Credo"?

Why does Du Bois value the Talented Tenth?

10:30-11:00	Break
11:00-12:30	Watch and discuss C-Span interview with David Levering Lewis on the life of W.E. B. Du Bois.
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 Monday, July 27:

Selections from the *Book of Readings*: Ronald Ferguson, "Shifting Challenges"; Pedro Noguera, "The Trouble with Black Boys"; Bruce Hanson, "Teachers at Low Income Schools"; Abigail Thernstrom, "A Culture of Choice"; Paulo Freire, Chapter 3 from *Pedagogy of Oppressed*.

Week Three

Monday, July 27 Diversity in American Education Today and The Achievement Gap

9:00-9:30 Summary, Questions, Comments

9:30-10:30 Guest Speaker: Hardin Coleman on Urban Education and The Achievement Gap

Topics:

What role, according to Ferguson, does each of the following play in the Achievement Gap: racism, schools, economy, culture?

How, according to Noguera, can schools "take actions that can reverse the pattern of low achievement among African-American males"?

How do "structuralists" and "culturalists" differ in approach?

How does Abigail Thernstrom argue that choice and no-excuse schools are the answer?

10:30-11:00 Break

11:00-12:30 PowerPoint on Achievement Gap

Topics for PowerPoint:

What is the solution according to: James Comer, Abigail Thernstrom, Eva Moskowitz, Geoffrey Canada, James Ryan, KIPP, and Jonathan Kozol?

12:30-1:30 Lunch

2:00-3:00 Critical Pedagogy

Topics:

What does Paulo Freire mean by the statement "...education has the duty of not being neutral" and by his critique of the "banking concept of education"?

How do his ideas connect to those of the American educators Howard Zinn and Jonathan Kozol and Bell Hooks?

Preparation for Tuesday, July 28:
Selections from *Book of Readings*: E.D. Hirsch.

Tuesday, July 28 E.D. Hirsch, Cultural Literacy

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

9:30-10:30 Discusson

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 Wednesday, July 29: Selections from the *Book of Readings*: Howard Gardner in Book of Readings.

Wednesday, July 29 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

Preparation for Thursday, July 30: From *Book of Readings*: Diane Ravitch. "The Myth of Charter Schools."

Thursday, July 30

"Waiting for Superman" Diane Ravitch and Charter Schools

9:00-9:30

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

Friday, July 31

Presentation of Papers

8:00-10:30

Early Start

Presentation of Projects or Papers

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, 2019 – December 31, 2020

What We Teach and Why
Philosophers of Education: From the Enlightenment to the Present

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- Sklar, Kathryn Kish. *Catharine Beecher: A Study in American Domesticity*. (Yale University Press, 1973).
- Stevenson, Harold. *The Learning Gap*. (Simon & Schuster, 1994).
- Sykes, Charles J. *Dumbing Down Our Kids*. (St. Martin's Press, 1995).
- Tomalin, Claire. *The Life and Death of Mary Wollstonecraft*. (Penguin, 2004).
- Tough, Paul. *How Children Succeed: Grit, Curiosity, and the Hidden Power of Character*. (Mariner Books, 2013).
- Tough, Paul. *Whatever It Takes: Geoffrey Canada's Quest to Change Harlem in America*. (Mariner Books, 2009).
- Waller, Willard. *The Sociology of Teaching*. Russell and Russell, 1932).
- Wagoner, Jennings L. *Jefferson in Education*. (The Thomas Jefferson Foundation, 2004).
- Washington, Booker T. *Up From Slavery*. (W. W. Norton and Co., 1996).
- Westbrook, Robert B. *John Dewey and American Democracy*. (Oxford University Press, 1991).
- Wills, Gary. *Mr. Jefferson's University*. (National Geographic, 2006).
- Wolff, Daniel. *How Lincoln Learned to Read: Twelve Great Americans and the Education That Made Them*. (Bloomsbury USA, 2010).
- Woolhouse, Roger. *Locke: A Biography*. (Cambridge University Press, 2007).
- Wollstonecraft, Mary. *A Vindication of the Rights of Women*. (Penguin Books, 2004).
- Yarbrough, Jean M. *American Virtues: Thomas Jefferson on the Character of a Free People*. (University Press of Kansas, 1998.)
- Zimmerman, Jonathan. *Small Wonder: Little Red Schoolhouse in History and Memory*. (Yale University Press, 2009).

Documentaries and Videos

American Teacher (DVD, 2011) 80 minutes. Realistically chronicles the stories of four teachers in different areas of the country, emphasizing the frustrations of a low-paid, low-status profession.

American Promise (DVD, 2013) 135 minutes. Recorded over 12 years it examines the experience of two middle class American boys who enter the prestigious Dalton School on Manhattan's Upper East Side.

Shaker Heights: The Struggle for Integration (PBS, 1997) A documentary describing the difficulties of African-American males during integration.

Schools Inc.: A Personal Journey (PBS, 2017) A personal journey by the filmmaker about questions of schooling worldwide.

2 Million Minutes: A Documentary Calculating the Educational Divide. (DVD, 2008) Examines the everyday lives, pressures and anxieties of six exceptional high school students in three counties—China, India, and the United States

The Lottery (DVD, 2010) 80 minutes. A film about the controversy surrounding public and charter schools in the U.S. Madeleine Sackler recounts the experiences of four children competing in the Harlem Success Academy annual intake lottery.

Waiting For Superman (DVD, 2010) 111 minutes. A controversial look at public education in America and the alternative of charter schools.

A Touch of Greatness (DVD, 2004) 54 minutes. An inspiring profile of a powerful, unorthodox fifth-grade teacher, Albert Cullum as seen through the eyes of former students.

Race to Nowhere. (DVD, 2010). Documentary on the anxieties produced by too much competition and pressure on teenagers.

Booker T. Washington: The Life and Legacy (C-Span, 2014). An account of Booker T. Washington's career at Tuskegee as well as Washington's relevance today.

Dr. Peter Gibbon, Director

Dr. Peter Gibbon is currently a Senior Research Scholar at Boston University Wheelock College of Education and Human Development, where he taught “The Intellectual Foundations of Education” to graduate students. He has been director of TAH grants and NEH programs in American history education and educational philosophy. During eight years as Research Associate at Harvard University’s School of Education, he traveled to 150 schools around the country talking to students and teachers about the loss of heroes and the ascendancy of celebrities in contemporary society, a journey that culminated in his book *A Call to Heroism*, published in 2002 by *Atlantic Monthly*. From Elizabeth Grady, teacher at Cambridge Rindge and Latin School: The kids were galvanized by his visit, debating and discussing his ideas and observations, pro and con, in a spirited and ongoing debate. At a time when public education is under widespread criticism, it was affirming to our mission in urban education that Peter’s lively dialogue was as wonderful for him as it was for us.” More information about this work can be found on the website heroesinamerica.org Articles on educational philosophers appear in his resume.

The former Head of Hackley School in Tarrytown, New York, Dr. Gibbon 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.

Dr. Peter Gibbon
Boston University School of Education
pgibbon@bu.edu

(b) (6)

Education

Ph.D., Educational Administration, Teachers College, Columbia University (1980).
Candidate in Philosophy, American History, University of Michigan (1969).
M.A., American History, Case-Western Reserve University (1966).
B.A., English, Harvard College (1964).

Employment

2003-	Senior Research Fellow, Boston University Wheelock College of Education and Human Development.
2007-2012	Director, Teaching American History Summer Institute: <i>A More Perfect Union: The Origins and Development of the U.S. Constitution.</i>
2005-2007	Director, National Endowment for the Humanities American History Bee.
2006, 2008, 2013	Director, National Endowment for the Humanities Summer Institutes on Thomas Jefferson.
2005, 2009	Director, National Endowment for the Humanities Summer Institute on George Washington.
2014	Director, National Endowment for the Humanities Summer Seminar on Philosophers of Education: http://nehphilosophersofeducationseminar.org
1995-2003	Research Associate, Harvard Graduate School of Education.
1985-1995	Headmaster, Hackley School, Tarrytown, New York.
1980-1985	Head of the Upper School, Hackley School.
1978-1979	Joseph Klingenstein Fellow, Teachers College, Columbia University.
1977-1979	Consultant, Horace Mann-Lincoln Institute, Columbia University.
1975-1977	Teacher, American history and European history, Bronxville Schools, N.Y.
1970-1975	Teacher, American history, European history. Hackley School.
1969-1970	Lecturer, American history, evening program of Northern Virginia Community College, Baileys Crossroads, Virginia.
1968-1969	Teaching Fellow in American history, University of Michigan.

Publications

“The Thinker Who Believed in Doing.” Humanities magazine, 2018.
“Historians Disagree About Everything, Or So It Seems. Humanities magazine, 2017.
“One and the Many.” E.D. Hirsh and Howard Gardner. Humanities magazine, 2016.
“John Locke: An Education Progressive Ahead of His Time. *Education Week*, 2015.
“A Timeless View of Education From 1899,” *Education Week*, 2013.
“Teaching at Stuyvesant High,” Boston University Journal of Education, 2009.
“My Day at Stuyvesant High,” Boston University Journal of Education, 2009.

“The More Human, Realistic Jefferson, the *Philadelphia Inquirer*,” April, 2007.
 “No Teacher Left Behind.” For Trustees Only. April 2005.
 “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 in Education Digest*. April 2003, Vol. 68, Is. 8.
 “Our Great Ones: Do We Know Our Heroes When We See Them?” *National Review Online*, March 22, 2003.
 “Despite his flaws, King made the difference.” *Philadelphia Inquirer*, January 20, 2003.
 “Gentle in Victory--The Changing Face of the American Soldier.” *National Review Online* April 21, 2003.
 “Military Heroism Denied.” from *A Call to Heroism*. VFW Magazine, January 2003.
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.
 “Abandoned Heroes.” *The American Enterprise*, September 2000.
 “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*, November, 1990.
 “Schooling in Japan Offers Some Insights.” *New York Times*, April 23, 1989.
 “Two Significant Teachers.” *College Board Review*, Winter, 1985.
 “Education Commission Overlooks Need for Clerks, Truckers.” *New York Times*, 1983.
 “Literature Review of Independent Schools.” *Teachers College Record*. Fall, 1983.
 “Why Be a Teacher?” *New York Times*, May 1, 1983.
 “Reflections on a Fast Day.” *The Social Studies*. Vol. LXVII, No. 2, March/April 1977.
 “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.

Book Reviews of: *Adolescence: The Farewell to Childhood*. *Newsday*, 1984; *Strange Gods* March 14, 1982; *The World of the Public School in Independent School*, May 1979; *The Shaping*

of a Behaviorist. Newsday, July 8, 1979; *Person/Planet. Newsday*, Sunday, December 24, 1978; *Werner Erhard. Newsday*, Sunday, November 26, 1978; *Acting Out: Coping with Big City Schools. Newsday*, June 25, 1978; *"Hitler's Spies. Newsday*, August 13, 1978; *A Place for Noah. Newsday*, Sunday, June 25, 1978; *Four Arguments for the Elimination of Television. Newsday*, March 26, 1978; *School Teacher in New York Teacher*, January 1978; *Europeans Observe the American Revolution in The Social Science Record*, April 1977; *Schooling in Capitalist America. In New York Teacher*, May, 1977. *Growing Up in America in New York Teacher*. October 17, 1976. "The Colonial Years." A review of social studies materials. *The History Teacher*, 1976. "Flunking the Test Flunks." A review of ABC television special on education. *New York*. 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.

Grants, Fellowships

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 Seminars for Teachers: *A More Perfect Union: The Origins and Development of the U.S. Constitution*. (2007-2012)

Grants for NEH Summer Seminar for teachers, Philosophers of Education (2015 -2017).

NEH Summer Institutes for teachers on George Washington (2005, 2009) and on Thomas Jefferson (2006, 2008, 2013).

National Endowment for the Humanities pilot program for an American History Bee.

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, The Olin Foundation, for research on heroism. (1995-2012).

Summer Seminar in Oxford, England (1993)

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.

Grant from The Japan Foundation to tour and study Japanese school system. (1989).

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

Peter Wright would again be Project Coordinator/Participant Liaison for the 2020 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 as well as therapeutic placement and counseling. Prior to this, he was a high school guidance counselor and classroom teacher, teaching a variety of subjects including AP U.S. History, AP American Government, and Psychology. In addition to undergraduate and graduate degree work in political science, history, and education, Wright hold advanced degrees in school counseling and mental health counseling

Wright served as an adjunct professor at Simmons College, Boston, Massachusetts 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.

Dr. Hardin L. K. Coleman, Guest Speaker

Dr. Hardin Coleman is a Professor of Counseling Psychology and Applied Human Development at Boston University's Wheelock College of Education and Human Development. He is also a Dean Emeritus of the College. As Dean, Dr. Coleman focused on how a school and university can use research to refine the practice of education, primarily through training educators and partnerships with schools. As a scholar, Dr. Coleman's interests include the socio-cultural factors in minority student achievement and the use of developmental guidance to promote social and emotional intelligence in children.

Dr. Coleman has published in journals such as *The Counseling Psychologist* and *The Professional School Counselor*. He has co-edited several handbooks, including *The Handbook of School Counseling* and *The Intersection of Race, Class, and Gender in Multicultural Counseling*. As a teacher, he is focused on the preparation of professional school counselors. His civic engagement includes serving as Vice Chair of the Boston Public School Committee, Faculty Director for the Center of Character and Social Responsibility, the Center for School Improvement, Editor of the *Journal of Education*, and the MA Systems Change Initiative through the Nellie Mae Foundation.

Dr. Coleman has served on the Board of Governors for English High School in Boston, MA, the Westtown School Committee in Westtown, PA., Beijing City International School, Ten Strands in San Francisco, Edvestors, the Home for Little Wanderers, and Inversant in Boston, MA. He is as well serving as a consultant and trainer for numerous schools and mental health agencies.

He was educated at Germantown Friends School '71, Williams College '75, University of Vermont '80, and Stanford University, '92. He has worked at the George School, Abington Friends School, Westtown School, Shanghai Teachers University, Cambridge Hospital, and as a Professor Emeritus of Counseling Psychology at the University of Wisconsin-Madison School of Education. His *North Star* is creating equitable access to high quality learning experiences for all children.

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)

Teaching

Survey courses in Restoration and Eighteenth Century, and in Romanticism. Required survey course for English majors at Virginia and at Harvard. Courses in the lyric, in tragedy, in wit and humor, and in the novel. Seminars (both graduate and undergraduate) in the Puritan imagination, Milton, Johnson, Johnson/Hume, the Enlightenment, Blake, Blake/Wordsworth/ Coleridge, Pope/Wordsworth, Rousseau/Blake.

Courses at the Bread Loaf School of English (Middlebury College, VT), summers of 1981-1982; seminar at the Folger Shakespeare Library Institute (1985); National Endowment for the Humanities summer seminars for college teachers at Harvard (on Rousseau and Blake and on the Enlightenment), 1991, 1993, 1995, 1997

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 OIDEL (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.

Charlotte Gordon, Guest Speaker

CHARLOTTE GORDON
Department of English, Endicott College
cgordon@endicott.edu

CURRENT ACADEMIC APPOINTMENT

Endicott College, English Department, Beverly, MA
Distinguished University Professor (2016 --)
Associate Professor of English (2012-2016)
Assistant Professor of English (2006-2012)

TEACHING EXPERIENCE

Boston University, Lecturer. Elie Wiesel's Seminars on the Literature of Witness (2002-2005)
Boston University, Post-Doctoral fellow. American literature and Religion (2001-2002)
Salem State College, Summer Poetry Seminars (2000-2015)
Waring School, Director of the Writing Program (1991-2000)
Boston University, Creative Writing Instructor (1990-91)

EDUCATION

Boston University, University Professors Program, Boston, MA
Ph.D. History and Literature (2001) Field: Seventeenth-century English poetics and theology. Secondary Fields: Nineteenth and twentieth-century English and American poetry. Joint committee: Roseanna Warren, Boston University; Jill Lepore, Harvard University; David Hall, Harvard University.
Dissertation: *Incarnate Geography: Toward an American Poetics: Anne Bradstreet's Discovery of a New World of Words in Seventeenth-Century New England* (Alumnae Award for best dissertation)
Boston University, Department of English, M.A., Creative Writing, Poetry (1991)
Thesis Title: "Dance Queen at De Milo's"
Harvard University, Cambridge, MA. B. A. magna cum laude in English and American Literature (1984). Thesis: Doris Lessing's "Space Fiction"

PUBLICATIONS

Romantic Outlaws: The Extraordinary Lives of Mary Wollstonecraft and Her Daughter, Mary Shelley (2015) Random House, Winner of the National Book Critics Circle Award
The Woman Who Named God: Abraham's Dilemma and the Birth of Three Faiths (2009) Little, Brown
Mistress Bradstreet: The Untold Life of America's First Poet (2005) Little, Brown.
When The Grateful Dead Came to St. Louis (Poems 1997) Folly Cove Books
Two Girls on a Raft (Poems 1995) Folly Cove Books

INTRODUCTIONS, ARTICLES, AND REVIEWS (selected)

"Introduction," *Frankenstein*, Penguin Classics (pub.date spring, 2018)
"What Artificial Intelligence Researchers Can Learn from *Frankenstein*" *Slate*, 1/23/17

“Humble Assertions: The True Story of Anne Bradstreet’s Publication of *The Tenth Muse*,” Common-Place, 6/13/16
“The Influence of Mary Wollstonecraft,” *The New York Times*, 3/19/16
Review of Julia Markus’ *Lady Byron and her Daughters*, *The Wall Street Journal*, 11/06/15
Review of Michael Knox’s *Murder by Candlelight*, *The New York Times*, 8/26/15
“Why I teach Mary Wollstonecraft,” *Huffington Post*, 4/30/15
“Mary Wollstonecraft was the original bad feminist,” *The New York Times*, 4/28/15
“Anne Bradstreet and Edward Taylor,” *The Cambridge Companion to American Poetry*, 2015.
“Muslims: Brothers or Terrorists?” *ReligionDispatches.com*, *The Medium*. 12/13/15
“If Ever Two Were One: Anne Bradstreet’s ‘To My Dear and Loving Husband,’” *History Now: The Journal of the Gilder Lehrman Institute of American History*, Spring, 2014
“The Double Blessing: Obama, the Bible, and Outreach to Muslims,” 7/01/09, *ReligionDispatches.com*

AWARDS AND HONORS (Selected)

Romantic Outlaws: NATIONAL BOOK CRITIC AWARD WINNER 2016, BBC4 Book of the Week,
London Sunday Times Book of the Week, “Best of 2015” *Cosmopolitan*, *The Seattle Times*, *The Tablet*, and the *Sunday Times* (UK), *New York Times* Editor’s Choice
Sister Rose Thering Fellowship, Lubar Institute for the Study of the Abrahamic Religions, University of Wisconsin (2012)
Jewish Book Council Award, *The Woman Who Named God* (2009)
Massachusetts Honor Book for Non-Fiction. *Mistress Bradstreet: The Untold Life of America’s First Poet* (2005)

JUDGE: Oregon Book Festival, General Non-Fiction, 2016

INTERVIEWS

BBC4, RTE, NPR, CBC, *Jezebel*, *The Washington Post*, *Christian Science Monitor*, *Richmond Times-Dispatch*, *The Boston Globe*, *Wall Street Journal*

BLOG www.charlottegordonbooks.com

A blog about writing, women, and writing about women.
Selected as one of 100 top blogs by women in 2009 -10.

RESEARCH AND TEACHING INTERESTS

literary biography, American literature, women and literature, historical and cultural studies, history of religion, biblical studies, creative writing.

Peter Wright, Project Coordinator/Participant Liaison, Replacement Director

Hi Peter,

I would be honored to serve as Project Coordinator/Participant Liaison for your National Endowment for the Humanities seminar *What We Teach and Why* *What We Teach and Why: Philosophers of Education From the Enlightenment to the Present*, July 12 to July 31, 2020. Additionally, I am willing to serve as replacement director if necessary.

Peter R. Wright

Hardin Coleman, guest speaker, scholar

On Jan 30, 2019, at 3:09 PM, Coleman, Hardin L K <hardin@bu.edu> wrote:

I will! Do you need anything else from me at this time?

Hardin

-----Original Message-----

From: Peter Gibbon (b) (6) >

Sent: Wednesday, January 30, 2019 11:57 AM

To: Coleman, Hardin L K <hardin@bu.edu>

Subject: Re: Speaker at NEH

Hardin,

The full day would be great. Can I put you down for Monday, July 27, 2020?

Peter

On Jan 30, 2019, at 10:26 AM, Coleman, Hardin L K <hardin@bu.edu> wrote:

Dear Peter,

Thanks for the reminder on date. I do not have July scheduled for 2020 so can do the full day or dinner. Keep me posted

Hardin

Leo Damrosch, guest speaker, scholar

Sure, I'd be happy to do it.

Best,
Leo

The shutdown is over. NEH is now open. I am going to submit the Philosophers of Education proposal again, running from July 12 to July 31, 2020. Of course this is far in advance but required by the application so I am hoping you can commit (with the understanding that scheduling adjustments might have to be made) for Thursday, July 1, 2020. Please respond by way of return of this email.

I look forward to your Johnson book.

Best,

Peter

Charles Glenn, guest speaker, scholar

Peter

You're certainly welcome to use my name. At my advanced age (b) (6) I'm always cautious about whether I will be around to keep commitments.

I'll send d you later a couple of my recent articles, I case you find them interesting.

C

Charlie,

I hope you are well. I did not take your advice and spent three grueling months reading John Dewey for my humanities article. I grew to like the guy and have a little more respect for his philosophy. I of course depended on your excellent but critical chapter on Dewey.

The shutdown is over. I am going to submit the Philosophers of Education proposal again, running from July 12 to July 31, 2020. Of course this is far in advance but required by the application so I am hoping you can commit (with the understanding that scheduling adjustments might have to be made) for Friday, July 17, 2020. Please respond by way of return of this email.

Best,

Peter

Charlotte Gordon, guest speaker, scholar

Count me in!

Charlotte Gordon, Ph.D.
Distinguished Professor of the Humanities
Endicott College
Beverly, MA 01915

Author of *Romantic Outlaws: The Extraordinary Lives of Mary Wollstonecraft and Mary Shelley, The Woman Who Named God, and Mistress Bradstreet.*

<http://charlottegordonbooks.com>

Charlotte:

You must be happy about all the attention being paid to Mary Wollstonecraft and Mary Shelley. I hope *Romantic Outlaws* is selling. I am going to submit the Philosophers of Education proposal again, running from July 12 to July 31, 2020. Of course this is far in advance but required by the application so I am hoping you can commit (with the understanding that scheduling adjustments might have to be made) for Monday evening, July 20, 2020. Please respond by way of return of this email.

Best,

Peter

Boston University Housing Office

Hi Peter,

I have reserved rooms for you at our 10 Buick Street residence hall from July 12th, 2020 until July 31st, 2020.

The 2020 Rate for this accommodation is \$73 per person per night.

Let me know if you need any additional information. Thanks

Danny

Daniel Camacho | Assistant Director, Conference Housing | [Events & Conferences](#)
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Boston University

Wheelock College of Education & Human Development
Office of Research

2 Silber Way
Boston, Massachusetts 02215
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February 9, 2019

Dear Committee Chair:

I write in support of Dr. Peter Gibbon's proposal for a National Endowment for the Humanities Seminar, "Philosophers of Education: Major Thinkers from the Enlightenment to the Present." Dr. Gibbon's conceptually rich proposal builds on a foundation of past success, and promises to engage participants with a range of thinkers and contested issues important to the practice and purposes of education in the U.S. The seminar will offer a valuable opportunity for educators to learn about and integrate into their practice influential philosophical and historical perspectives that have contributed to shaping fundamental meanings and values regarding the purposes and processes of education.

To support Dr. Gibbon in this endeavor, the BU Wheelock College of Education & Human Development will ensure that program fellows have access to dormitory lodging, and that meeting space and library facilities are available for fellows when they are on campus. Our goal, consistent with past practice, is to provide Dr. Gibbon with the resources needed to ensure that participating fellows have an outstanding professional learning experience exploring essential questions of consequence to teaching and schooling.

Sincerely,

A handwritten signature in black ink that reads "Beth Warren".

Beth Warren
Associate Dean for Research

Evaluations for Philosophers of Education: Major Thinkers from the Enlightenment to the Present, 2017

Evaluation # 24969

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

The seminar, Philosophers of Education, exceeded my expectations. As an educator, the study, discussion and writing that I've done over the past three weeks will definitely expand and enhance my work with students and colleagues and enrich my presentations at state and national conferences.

Through contemplation and interaction with my colleagues and faculty, this seminar has helped me to set goals and has fueled my pre-existing love for learning and research.

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

Peter Gibbon comprised an exemplary group of educators and a thorough and balanced reading list. I appreciated his sage commentary and enthusiasm for the subject matter. He also effectively guided our group to delve into meaningful discussions in our breakout groups and within the whole group. The visiting faculty covered a wide range of topics and we were especially fortunate to meet Charlotte Gordon. The trip to Harvard, Longfellow House and Mt. Auburn cemetery gave us the opportunity to put the readings in a broader sociopolitical context that was extremely helpful. I appreciated our welcome dinner and the dinner with Charlotte Gordon, too! Days were well-paced in terms of content, discussion and breaks.

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

Facilities at Boston University were excellent. The residence hall rooms were comfortable. I used Mugar and the Law libraries. Staff were friendly and helpful.

Do you have any suggestions for improvements?

No, other than continuing to update the bibliography as appropriate.

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

Leadership and the Humanities - maybe a seminar that focuses on political leaders who were also prolific readers/writers and how they shaped and/or challenged society. Peter Gibbon would be great for this topic!

Evaluation # 24989

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

Good introduction of foundational and influential philosophies of American education. Food for thought that will filter into my teaching and questioning of education systems.

Overall, I had a good experience, but feel that it could have been quite a bit better. The following feedback is given the spirit of helping make improvements.

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

Director - 5. It felt like the seminar was more for him than for us.

Visiting faculty - 8. All four guest presentations were very good.

Colleagues - 9. Great group of thinkers.

Topics - 5. Some interesting questions and comparisons, but felt like a history class. For a group of classroom teachers, why not more emphasis on modern educational theories and more room for making applications to our teaching?

Organization - 5. Seemed more like an undergrad history course to me. Content was king, and everything pretty much served that. I'm puzzled by why our "seminar" had so little time allowed for group discussion. There were only 3 or 4 one-hour breakout sessions in 3 weeks.

The afternoon powerpoint presentations were unnecessary repetition of what had already been read and discussed.

Discussion - 4. The professor seemed more concerned with presenting content than allowing for full-fledged discussions. Our participation was usually limited to asking questions and making brief comments; when participants responded to each other and made connections to our teaching, the professor jumped in to give his own views (often anecdotal), and steered us back to what he was presenting. To make it more of a true seminar, I suggest employing discussion strategies such as Socratic circles, or other types of student-led discussions, where the professor steps back and allows participants to engage freely with each other.

Activities - 6. Field trip to Harvard, Longfellow House and Mt. Auburn cemetery was the only activity I recall. Not a direct connection to course material, but good to get out and do something as a group, learned some new things about Boston history.

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

Living arrangements and computer facilities good. Temperature in suites/rooms was way too cold. Seems wasteful to have to bundle up to stay warm indoors in the middle of summer.

Classroom setup (parallel tables facing screen) was not conducive to group discussions. Why not use a room with movable desks to form circles and other configurations?

Loud air conditioners made it difficult to hear at times.

Do you have any suggestions for improvements?

My main suggestion, as mentioned above, is to center the course around the participants. Allow more time and space for them to interface directly with each other, apply the ideas to their experiences and learn from each other. Less concern with content coverage.

--On the social front, I expected more social interaction outside of class. Seems like the director and facilitator would have wanted to encourage more group bonding and introduce the many attractions of Boston that were touted in the application materials. Not necessarily to host gatherings and outings themselves, but at least check in on participants' overall group experience. Virtually no attention was given to this. Other than a few after-class lunches, there were only one or two group gatherings in 3 weeks.

A contributing factor was that almost all participants were from the Northeast (11 out of 16 -- 5 Boston locals and 6 from CT or NY). Only 10 lived in the dorm, and several of those went home on weekends. With so many applicants (100?), selecting more from other regions of the country could elicit more group bonding.

--Over the last half of the 3 weeks, most participants spent most of our non-class time working on our final projects. The assignment was left pretty open-ended, so maybe spending that much time on it was not necessary, but when conscientious teachers are given a substantial task, it will be their main focus until it is complete, to the exclusion of recreational activities -- especially if it is going to be posted online for the world to see. Suggestion: Not posting it online would relieve a sense of pressure, and make the time more enjoyable, fewer regrets about all those hours spent in the library instead of out experiencing Boston.

--Lastly, it seemed odd to have only 6 public school teachers in a program funded by public taxes. Thank you for this opportunity to give constructive feedback. I hope it is useful.

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

Evaluation # 25027

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

Excellent program. Dr. Gibbon is exceptional. It was the last day or two when I realized just how brilliant he is. He really makes you examine ideas, think, and reflect.

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

Well-organized program. I learned so much from the director, and fellow participants.

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

Excellent facilities/housing, but expensive. Workers at university were efficient and friendly. Program directors could have communicated about housing options better earlier in the process.

Do you have any suggestions for improvements?

I strongly suggest the length of this seminar be extended to four weeks. It would give additional time for discussion, and collaboration among directors and colleagues.

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

Dr. Gibbon should use this seminar as the basis for professional development programs for teachers.

Evaluation # 25030

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

The seminar was a really good experience. I now have food for thought that will stay with me for a long time, and I'm having to now rethink what exactly I think the purpose of education is and how that determines what I'm doing in my classes ... which is a wonderful outcome! I see positive outcomes of this seminar for next year's classes, certainly, but even more for the next year out (2018-19), when I'll have had time to let all the ideas sink in and make long-term plans for my teaching.

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

All of the visiting faculty were good, and Charlotte Gordon was a particular highlight. Peter Gibbon is widely read and knowledgeable and was an excellent guide through the material, and that material was well-chosen. The teachers in the seminar were well-selected (if I do say so myself) and had a lot to offer one another. I now have colleagues around the country with whom I've already made plans to share teaching ideas for particular projects in the next year.

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

BU was a good host! I think we all would have preferred a classroom with seats arranged in a circle/oval, but apparently it was air conditioning or good seating. The librarians were excellent, and having complete access to the library was essential and worked well. It was a bit of a pain to have to walk so far for lunch, but the food options were good. Parking was well-facilitated.

Do you have any suggestions for improvements?

Beginning with two days on Locke was great. I think I would have spent only one day on Jefferson, and I would have liked to see William James get more time. I wonder if it would be worth spending a day on the development of IQ tests, SAT tests, etc., since they are in some ways the bridge between what we could call the philosophical and scientific stages of thinking about education and learning.

The collections of reading were great, BUT it's really important to have full bibliographic information for all of them!

On another note, I think it would be a good idea to have some sort of social gathering on Thursday night of the first week. The seminar got better and better as we all got to know one another better, and facilitating that process would hasten that bonding and improved conversation.

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

Evaluation # 25047

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

I was hoping for three weeks of good, rigorous reading and thinking, and that is exactly what I got. The readings were well-chosen, the visiting speakers were engaging, and I feel like I completed a meaningful project. Peter Gibbon's expertise and willingness to promote open-minded exploration of a variety of topics helped guide some very stimulating discussions. A real strength of the program was the people chosen to make up the cohort; there was a great deal of intellectual firepower in that room, and the quality of the discussions was the high point of the experience. Participation in the seminar has given me much to think on and mull over in the weeks ahead. When it comes to my teaching and scholarship, my participation in this seminar has clarified my sense of mission and my goals for my students. I will now approach many aspects of my work, from planning to working directly with students, from a more informed and thoughtful philosophical perspective. In addition, the project that I completed for the seminar will have a direct practical impact on the way we plan curriculum and think

about students' needs at my school. Overall, this has been a transformative experience. I am very pleased and happy about how it turned out; it was certainly worthwhile!

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

The visiting faculty were fantastic, particularly Leo Damrosch and Charlotte Gordon. I enjoyed the field trip to Longfellow's house and Mr. Auburn Cemetery - it really put some of the work we had been doing into context and gave a taste of some of the history of the cities of Boston/Cambridge. It would have been nice to have something more organized to do during our brief visit to Harvard's campus. Perhaps a quick official tour might be arranged next time? It might be nice to peek into Houghton Library - the rare books and manuscripts library - to get a sense of some of Harvard's unique holdings.

I felt that the topics were well-chosen and the organization of the course was well-thought out. In three weeks, we moved from seventeenth-century thinkers like Locke to contemporary ones like Ravitch - the coverage was breathtaking, but it worked. I enjoyed Peter Gibbon's lectures and really got a lot out of the breakout groups with colleagues. I found the Powerpoint presentations to be redundant and unnecessary, and would have preferred more stimulating material on some of those afternoons (for example, more viewing/discussion of films and documentaries would have been relevant - and a little less repetitive. We did do a viewing on the last day, and that was quite enriching. I would have liked to have seen clips of some of the other films that were mentioned and have them spread out across the course for variety). The quality of the discussions we had was absolutely the high point of the seminar for me - what an incredible group of people! The whole experience, from the selection of readings, to the incisive discussions, was very memorable.

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

The hospitality was top-notch - everyone at the residence hall was friendly, informative, and helpful. The rooms were comfortable. Library and computer facilities were fine. Loved the complimentary coffee and tea in the residence hall.

Do you have any suggestions for improvements?

Aside from replacing some of the Powerpoints with films and discussion, it might be nice to have more small-group discussions on direct questions related to the readings. In addition, the sourcebook could use a careful re-edit - some of the readings were cut off because of the way it was photocopied. In some portions, it was a little unclear which parts of the text were included in the reading assignment and which were not. In some texts, pages were missing, which was a little frustrating because I was very much engaged in the topics.

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

I would love to see a seminar on the intellectual milieu of late nineteenth-century Boston; with a particular focus on William and Henry James (and perhaps field trips to the Isabella Stuart Gardner Museum and MFA - both of which have strong holdings of John Singer Sargent portraits that bring that era to life)

Evaluation # 25086

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

Overall, the experience was rigorous but balanced. Dr. Gibbon provided rich readings, encouraged insightful discussions, and created an atmosphere among the participants that fostered deep thought with the ideas. I anticipate this experience will affect my teaching positively as it has given me some tools with which to reconsider my own personal educational philosophy to ensure I am providing my students with the learning they need as well as helping to move my school in a more focused direction. Through this seminar, I have also learned and been reminded of various publications that I will continue to peruse in being more active on educational issues.

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

Dr. Gibbon is well-versed in his content and skillful in delivering it in the context of a seminar, through conversation, guest lectures, and the readings. The speakers he brought in enhanced my understanding of key educational philosophies, giving me a more rounded view of some of the ideas guiding education today; I particularly enjoyed Tim Seldin's presentation on Montessori schools and Charlotte Gordon's question and answer session on Romantic Outlaws. Course materials were well organized and made available before the class began, giving participants the chance to read ahead if it so suited them. I was highly impressed with the group of colleagues with whom I was working; they were intelligent, active in class, easy to befriend, and represented various types of educational institutions, giving me many different views of how our educational system is working in different types of schools in different parts of the country.

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

Boston University proved easy to navigate with respects to the details of the institute. As a commuter who stayed off campus, parking was easily accessible as was getting the parking permit. I thoroughly enjoyed being in a university library again, and checking out materials to use while completing my final project was easy. All BU staff were consistently helpful and welcoming.

Do you have any suggestions for improvements?

I think the seminar currently runs smoothly (especially with the meticulous attention to detail by both Peter Gibbon AND Peter Wright) and generates valuable discussion. I would have loved to have had more opportunities to discuss the texts we read in even more depth with my colleagues, but I understand getting as much in as possible is also essential.

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

Evaluation # 25108

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

I feel privileged to have spent these three weeks digging into the intellectual foundations of education in the modern era. The most important thing I will be carrying with me into my classroom from this is a better sense of how my work fits into a broader discussion about what education is for and

the best ways to achieve it. For me, this is a big morale booster. I went into teaching because of my own love of learning, and this course helped introduce me to many others who shared my interests.

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

The speakers were excellent and added substantially to my knowledge about different thinkers and schools. They were one of the highlights of the program and I hope, living in Boston, I might have a chance to hear some of them speak again. Peter and Peter were consummate professionals and helped establish an environment where ideas and discussion could freely flow.

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

N/A for me.

Do you have any suggestions for improvements?

I think providing some kind of guidelines for the expectations of the paper would be helpful because it would allow participants to be more present in all the discussions, especially toward the end of the session.

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

Evaluation # 25116

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

I learned so much during this excellent seminar, whose readings were thought-provoking and rich. I will use the information in the coming year as I lead my department in discussions of our pedagogy and the larger mission of our school.

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

Peter Gibbon put together an excellent reading list and invited accomplished scholars to share their work with us. The seminar participants were EXCELLENT; I learned so much from these accomplished, dedicated teachers. The field trips, while enjoyable, were not terribly enriching or relevant to our course of study. The program was very well organized, but would have been improved by more opportunities for the group to interact informally.

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

Housing, computing and library facilities were EXCELLENT. I have to note, though, that as BU digitizes its library collections, gaining access to books that are now only available online is problematic.

Do you have any suggestions for improvements?

I would suggest, as noted above, more opportunities for informal gatherings of the group.

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

Evaluation # 25503

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

This was a great program! I learned so much about educational philosophy and the history of education in the United States. I felt renewed as a teacher and excited to move forward in my career.

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

Everything was wonderful! Peter Gibbon is extremely knowledgeable about the material and organized the content very well. The rest of the group was awesome and I really enjoyed all of our discussions and conversations.

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

Boston University was an excellent location for the seminar. Easy to access, beautiful facilities, helpful staff, etc. I didn't use the library or computer facilities.

Do you have any suggestions for improvements?

Maybe more diversity of the group? There were a lot of people from New England

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

Evaluation # 25513

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

The group and its director were all very intelligent, but I think this brilliance could have been taken better advantage of with more and deeper opportunities for discussion -- less history, fewer power points and more debate on issues related to our readings and their implications for our current careers in education.

Because a large portion of the participants were selected from private schools, an awareness of the full reality of educational issues facing modern teachers was somewhat lacking and our exploration began with the assumption that we were all good teachers providing excellent educational experiences for our students rather than really examining the nature of education and what it means to be a good teacher. As a result, much of the content was intellectual onanism instead of discovery and practical application of ideas.

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

The directors might have done more to enhance the social aspects of the program -- like choosing fewer locals who would simply commute for the seminar and facilitating more activities for the group in the afternoons and evenings.

Again, a greater focus on group discussion and the practical application of the philosophies might have made the program more stimulating. And a more representative sample of teachers from across the socio-economic and cultural spectrum would have been good as well.

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

The housing was okay though a bit pricy for what it was (a dorm with terrible beds and linens that was only cleaned once in three weeks) -- especially when there was an additional charge for parking. They also did nothing to curb the loud and raucous behavior of other guests making noise in the courtyard until well past midnight.

Do you have any suggestions for improvements?

More discussion, more practical application, more social events, better accommodations.

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

Evolutionary biology/psychology and education.

Evaluation # 25524

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

This seminar allowed me to delve into foundational readings from education thinkers who have directly shaped the educational environments I, and my students, are immersed in. So much of my past professional development has been practicum and curriculum and instruction-based, and it was engaging to interact with the core philosophical texts that shape pedagogy and curriculum. I now feel that I can more purposefully reflect on the practical decisions I make in the classroom because this course has helped to strengthen my core educational knowledge.

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

Every aspect of the program was well planned and carefully considered. This is a testament to our leader, Dr. Peter Gibbon, whose wealth of knowledge on the topics at hand served as an inspiration to all of us. Readings and discussions progressed in a precise, well-organized manner, allowing us to cover a lot of philosophical ground. Visiting Faculty were outstanding and perfectly complemented the course--what a privilege it was for us to interact with them.

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

The housing at Boston University was truly stellar--- what a fantastic location with easy access to the classroom and facility resources (Library, gym, etc.). Our seminar organizers really anticipated our needs, making the 3-week stay at BU a valuable experience. It was a very conducive environment for quiet study and work.

Do you have any suggestions for improvements?

My only suggestion is that the start date of the seminar (a Sunday) is one of the most difficult days for incoming travel---flights were significantly more expensive on SUN than on FRI, SAT, or MON, and very limited in choice.

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

I would very much be interested in seminars on graphic novels, fiction as political statement, modern poetry.

Dr. Willard Spiegelman (Professor Emeritus, Southern Methodist University), would be an amazing director for a poetry seminar.

Evaluation # 25604

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

It was an interesting experience for me as an educator and as a history teacher. It exposed me to the ethical aspects of teaching and how important is to convey these values to my students.

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

The director and the visiting faculty offered insights about teaching and various aspects related to teaching. We also had numerous interesting group discussions and activities. Overall I was pleased with the seminar.

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

My only complain is about not being able to borrow books from the library. I am sure this minor inconvenience can be fixed in the future.

Do you have any suggestions for improvements?

See my comment from above.

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

I would suggest that in the future the NEH organize a seminar on "Teaching History in Modern America." The seminar should focus on teaching strategies.

Evaluation # 25606

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

Excellent overview of philosophies of education; helped me to get my bearings on what beliefs inform

my own pedagogy. I feel energized and ready to share what I've learned with my colleagues.

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

The Peters were excellent -- well prepared and eager to hear all points of view. I especially enjoyed Leo Damrosch as a visiting faculty member, as well as Tim Seidel. More discussion like in our break out sessions would have been better (on a daily basis).

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

BU was great! Comfortable setting, east parking for commuters.

Do you have any suggestions for improvements?

None

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

Evaluation # 25607

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

The experience has given me a more holistic view of the development of the philosophy of education, especially the transition from Enlightenment-era rationalism, through pragmatism, to 20th-century progressivism (and how this was a reflection of broader philosophical trends, not merely that in philosophy of education). Though I took a "philosophy of education" course as part of my certification requirement, I didn't have the same exposure to primary sources there as here; I'm thankful to have been exposed to all the readings. I enjoyed the chance to meet a broader cross-section of colleagues from across the country than I would usually get to interact with. Overall, I'm glad I participated.

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

In no particular order: The visiting speakers very much enlivened the experience, and made for a welcome-change-of-pace. As for the participants, though I enjoyed collaborating with everybody, and would hate not to have met anyone, I think I would have liked a more representative sample of education in America today re. how many were private school teachers and how many public. We could have spent less time on Gardner-Hirsch and then have started earlier in history, i.e. Plato/Aristotle would have provided some good grounding before maybe moving to Locke. We could also have made a more deliberate study of how education is conceived and executed globally. I still think I wanted a deeper dive than your basic "philosophy of ed" course -- at times, this just felt like a synopsis of material I'd seen before. (Then again, apparently not everyone in the seminar had taken such a course, so I suppose there's value to it.) We took longer breaks than felt necessary; I would have preferred 8:30 AM - 12:30 PM days, with two fifteen minute breaks in between, and then no afternoon sessions. I did appreciate the snacks provided. Many thanks to Peter W. for providing pots and pans; it made a big difference in my experience. My two biggest quibbles: (1) this felt more like a series of lecture sessions than a seminar discussion. Inter-participant communication seemed limited; even the back-and-forth, with the exception of our "breakout groups," was all mediated by Peter G. As it was advertised as a

seminar, I was hoping for more substantive sharing/evolution of thoughts between the participants, but it felt like we were being squeezed out of that on Peter G.'s part, albeit unconsciously so. Along similar lines, I would have been interested in more diversity in classroom activities. It was either "break-out groups" (which were enjoyable and one of the highlights of the session, but also probably about 15% of our overall time), Peter G. sharing his thoughts and mediating our "discussion" (roughly 65% of the time), or Powerpoints (roughly 20%). We could have done away with the Powerpoints and carved out some of Peter G.'s time in order to allow for more authentic conversations between ourselves, as well as a greater variety in types of conversations, and structure too. (2) I understand that the point of engaging in philosophy is not, necessarily, to provide practicable steps for (in this case) the best way to construct an educational system. That said, the program should have allowed for more discussion and exploration of "okay, so what's the best thing to do" questions, rather than being merely a series of historical/philosophical inquests. The distinction, I would say, is whether we engaged in philosophy blending towards history, or philosophy blending towards policy. The former happened, even though I was more inclined to the latter, as were, I think, many of the other participants. On that note, it's easier to engage with the latter qua philosophy, which I think is desirable given the name of the course; the former, as I suggested above, can tend towards becoming merely a series of historical synopses.

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

Clearly a professional organization. Construction was inconvenient but well-managed nevertheless. I was pleasantly surprised we were able to obtain library access. Having to sign in to the wi-fi every 24 hours (or less, as it felt sometimes) was annoying but probably unavoidable.

Do you have any suggestions for improvements?

See my responses to "evaluate specific aspects of the program..." Apologies if some of the criticisms fall harshly. It's all meant in good faith; know also that I have no regrets from my participation in the program!

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

Evaluation # 25611

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

Overall, the Philosophers of Education summer seminar was a great experience. The seminar exposed me to great thinkers past and present, and gave me pause to re-examine my own views on education and schooling. It will return me to the classroom with renewed energy, and also has opened my eyes to broader realms of education policy and leadership.

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

Director Peter Gibbon was organized, knowledgeable, fair, patient, thorough, and on point.

Leo Damrosch gave a cogent and compelling defense of Rousseau, sympathetic and insightful.

Charles Glenn was wide-ranging, thought-provoking, yet elusive.

Tim Seldin and Renee DuChaine-Farkes related their (respectively) global and personal experiences

with Montessori schools.

Colleagues were excellent, a highlight of the experience.

Syllabus was organized and thorough, given the limited timeframe of the course. It would have been nice to have one day (not two) on Jefferson, allowing more time for 20th and 21st century thinkers.

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

BU provided excellent facilities.

Do you have any suggestions for improvements?

Small group discussions were effective. They might have been even more effective in four groups of four, rather than two groups of eight.

The PowerPoint presentations were not effective. They mostly restated what we had already discussed.

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

I would be happy to be involved in future seminars or institutes, as a director or facilitator.

Evaluation # 25686

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

The experience was very enlightening. It introduced me to a lot of literature and educational topics I'd never considered. Also, being in an environment surrounded by educators with distinctly different backgrounds than my own enriched my learning. I am enthused about furthering my studies. Since returning to the classroom, I have noticed how decisions that are directly and indirectly related to teaching and learning affect the whole child. I've become more critical of my decisions as well as school policies and procedures

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

Dr. Gibbon is a wealth of knowledge. He did an incredible job of constructing the course syllabus.

Romantic Outlaws was my introduction to Mary Wollstonecraft, and before reading the book, I was confused as to why he chose it, but it was a wise choice. And, having the author as a speaker was a pleasant surprise. She was brilliant. Other highlights, the Montessori and core knowledge discussions, were thought-provoking and forced me to evaluate my educational philosophy. Overall, the content was well-chosen and the bibliography of related readings is helpful for further research.

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

The housing at Boston University was extremely comfortable, and they were very accommodating.

Do you have any suggestions for improvements?

I think the integration of an online discussion platform, such as Today'sMeet, would be beneficial.

Given the range of topics and complexity of the content and a few of the more outspoken who dominated the conversations, it would have given everyone an opportunity to sufficiently contribute to the discussions. So, instead of just assigning readings, we could have also begun the discussions outside of class and the comments could have added to or driven the discussions inside the class. I think this

would've also resulted in more perspectives and personal concerns and connections which would have helped us better turn theory into action. I also think it would be beneficial to have discussions for final paper topics at the end of the first week.

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



COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN: 1042103547A1

DATE: 06/05/2017

ORGANIZATION:

FILING REF.: The preceding
agreement was dated
06/26/2015

Boston University
25 Buick Street
Boston, MA 02215

The rates approved in this agreement are for use on grants, contracts and other agreements with the Federal Government, subject to the conditions in Section III.

SECTION I: INDIRECT COST RATES

RATE TYPES:	FIXED	FINAL	PROV. (PROVISIONAL)	PRED. (PREDETERMINED)
<u>EFFECTIVE PERIOD</u>				
<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%) LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	07/01/2016	06/30/2018	64.50 On-Campus	Research
PRED.	07/01/2018	06/30/2019	65.00 On-Campus	Research
PRED.	07/01/2016	06/30/2019	53.00 On-Campus	Instruction
PRED.	07/01/2016	06/30/2018	38.00 On-Campus	Other Sponsored Activities
PRED.	07/01/2018	06/30/2019	39.00 On-Campus	Other Sponsored Activities
PRED.	07/01/2016	06/30/2019	26.00 Off-Campus	All Programs
PROV.	07/01/2019	Until Amended		Use same rates and conditions as those cited for fiscal year ending June 30, 2019.

ORGANIZATION: Boston University

AGREEMENT DATE: 6/5/2017

*BASE

Total direct costs excluding capital expenditures (buildings, individual items of equipment; alterations and renovations), that portion of each subaward in excess of \$25,000; hospitalization and other fees associated with patient care whether the services are obtained from an owned, related or third party hospital or other medical facility; rental/maintenance of off-site activities; student tuition remission and student support costs (e.g., student aid, stipends, dependency allowances, scholarships, fellowships).

ORGANIZATION: Boston University

AGREEMENT DATE: 6/5/2017

SECTION I: FRINGE BENEFIT RATES**

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
FIXED	7/1/2017	6/30/2019	24.70	All	Professional
FIXED	7/1/2017	6/30/2019	22.20	All	Non- Professional
FIXED	7/1/2017	6/30/2019	8.80	All	Graduate Students
PROV.	7/1/2019	Until amended			Use same rates and conditions as those cited for fiscal year ending June 30, 2019.

** DESCRIPTION OF FRINGE BENEFITS RATE BASE:

Salaries and wages.

ORGANIZATION: Boston University

AGREEMENT DATE: 6/5/2017

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

The fringe benefits are charged using the rate(s) listed in the Fringe Benefits Section of this Agreement. The fringe benefits included in the rate(s) are listed below.

TREATMENT OF PAID ABSENCES

Vacation, holiday, sick leave pay and other paid absences are included in salaries and wages and are claimed on grants, contracts and other agreements as part of the normal cost for salaries and wages. Separate claims are not made for the cost of these paid absences.

1. For all activities performed in facilities not owned by the organization and to which rent is directly allocated to the project, the off-site rate will apply. Grants or contracts will not be subject to more than one indirect cost rate. If more than 50% of the project is performed off-site, the off-site rate will apply to the entire project.
2. Fringe Benefits: Annual fringe benefits rates consisting of retirement expenses, Social Security Taxes, Tuition Remission (Employee Only), Health Benefits, Dental Plan, Worker's Compensation, Disability Insurance, Group Life Insurance, Unemployment Insurance, Sabbaticals and BUMC Campus Patrolman, shall apply to direct salaries and wages in lieu of individual direct charges. The graduate student fringe benefit rate consists of student health plan costs only.
3. Equipment means an article of nonexpendable, tangible personal property having a useful life of more than one year, and an acquisition cost of \$5,000 or more per unit.
4. Fringe benefit proposals based on actual costs for fiscal year ending June 30, 2017 and June 30, 2018 are due by December 31, 2018. An F&A cost rate proposal based on actual costs for fiscal year ending June 30, 2018 is due by December 31, 2018.

ORGANIZATION: Boston University

AGREEMENT DATE: 6/5/2017

SECTION III: GENERAL

A. LIMITATIONS:

The rates in this Agreement are subject to any statutory or administrative limitations and apply to a given grant, contract or other agreement only to the extent that funds are available. Acceptance of the rates is subject to the following conditions: (1) Only costs incurred by the organization were included in its facilities and administrative cost pools as finally accepted; such costs are legal obligations of the organization and are allowable under the governing cost principles; (2) The same costs that have been treated as facilities and administrative costs are not claimed as direct costs; (3) Similar types of costs have been accorded consistent accounting treatment; and (4) The information provided by the organization which was used to establish the rates is not later found to be materially incomplete or inaccurate by the Federal Government. In such situations the rate(s) would be subject to renegotiation at the discretion of the Federal Government.

B. ACCOUNTING CHANGES:

This Agreement is based on the accounting system purported by the organization to be in effect during the Agreement period. Changes to the method of accounting for costs which affect the amount of reimbursement resulting from the use of this Agreement require prior approval of the authorized representative of the cognizant agency. Such changes include, but are not limited to, changes in the charging of a particular type of cost from facilities and administrative to direct. Failure to obtain approval may result in cost disallowances.

C. FIXED RATES:

If a fixed rate is in this Agreement, it is based on an estimate of the costs for the period covered by the rate. When the actual costs for this period are determined, an adjustment will be made to a rate of a future year(s) to compensate for the difference between the costs used to establish the fixed rate and actual costs.

D. USE BY OTHER FEDERAL AGENCIES:

The rates in this Agreement were approved in accordance with the authority in Title 2 of the Code of Federal Regulations, Part 200 (2 CFR 200), and should be applied to grants, contracts and other agreements covered by 2 CFR 200, subject to any limitations in A above. The organization may provide copies of the Agreement to other Federal Agencies to give them early notification of the Agreement.

E. OTHER:

If any Federal contract, grant or other agreement is reimbursing facilities and administrative costs by a means other than the approved rate(s) in this Agreement, the organization should (1) credit such costs to the affected programs, and (2) apply the approved rate(s) to the appropriate base to identify the proper amount of facilities and administrative costs allocable to these programs.

BY THE INSTITUTION:

Boston University

(INSTITUTION)

(SIGNATURE)

(NAME)

(TITLE)

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(AGENCY)

Darryl W. Mayes - Digitally signed by Darryl W. Mayes-A
DN: cn=US, o=U.S. Government, ou=HHS, ou=PSC,
ou=People, ou=2342, 1.2.840.100.1.1=2000131669,
cn=Darryl W. Mayes-A
Date: 2017.06.13 14:02:15 -0400

A

(SIGNATURE)

Darryl W. Mayes

(NAME)

Deputy Director, Cost Allocation Services

(TITLE)

6/5/2017

(DATE) 0480

HHS REPRESENTATIVE:

Michael Leonard

Telephone:

(212) 264-2069