

PUBLISHER'S NOTE

Education Today: Issues, Policies & Practices, is a new, three-volume set that includes 446 articles written by expert educators and education administrators. The articles are arranged in 25 sections, and cover a wide range of topics, starting with a historical look at education, and including sections on education theory, psychology, law, government, school safety, diversity, curriculum, counseling, teaching methods, technology in education, testing, alternative education, teacher education and international perspectives.

Each section includes 8 to 30 articles, each of which include the following sections:

- Overview – A brief paragraph that summarizes the topic and explains what the article will cover.
- Applications – Describes the various ways the topic is translated from theory into the classroom.
- Viewpoints – Outlines the various views of the topic, controversial aspects, pros and cons, effectiveness and cautions.
- Further Insights – Detail other related topics or theories that are not usually associated with the topic.
- Terms and Concepts – This list offers definitions of terms and concepts used in the article and also in the educational community.
- Bibliography – Complete citations of sources used to develop the article.
- Further Reading – A list of annotated books, articles, and web sites that will provide more information on the topic.

The set ends with a comprehensive list of Terms & Concepts and a detailed Subject Index. The content in this work has been developed with the advice of experts in a number of fields. Without the expertise of these individuals, this publication would not have been possible. A list of contributors follows the Introduction. Salem Press thanks everyone involved with this work for their hard work and dedication.

INTRODUCTION

Education Today: Issues, Policies, and Practices is a compendium of articles that introduces students to the field of education. It is directed at students who are considering a career in teaching, those who are curious as to the purposes of education, as well as at the canon that has guided decision-making practices from early childhood through adult education. As a former public school teacher and administrator, as well as undergraduate college dean and doctoral faculty member, I consider this collection to be a comprehensive exploration into the landscape of education. The topics are vast in coverage and offer several sides of the debates that surface when stakeholders wrestle with key questions about schooling. Heated discourse is not uncommon when discussing the successes and failures of school reform efforts, the debt incurred by college students, the benefits of school uniforms, and weapons in schools, to name just a few.

This collection has been organized so that you, the reader, gain a broad view of the diverse range of influences that have shaped deliberate decision-making in education practice. The goal for this three-volume set is to stimulate your curiosity and encourage your deeper immersion into the issues, policies that are formulated, and practices that are instituted. Each article is followed by a dedicated selection of suggested readings that you can explore on your own to enrich a greater understanding of the topic. We want to not only stimulate your curiosity, but also encourage critical thinking.

Volume 1 offers a sweeping and interdisciplinary view of the philosophical, theoretical, and psychological underpinnings of educational practice. Its goal is to establish context for how the vision of schooling has evolved over decades, what we have learned through our reform efforts, and what works and what needs to be changed.

Sections include *History of Education*, *Education Theory*, and *Education Law*, subjects that are woven throughout a traditional teacher education program for those who hope to teach. You will learn about the earliest roots of education and the reform movements that shaped modern education as well as past and current social justice concerns for women and minorities.

In addition to the attention paid to the past, there is abundant coverage of the latest findings in neuroscience, for example. *Education Psychology* introduces a selection of articles that share how educators are now applying what we have learned about the neuroplasticity of the human brain to praxis. How do we motivate students of all ages and keep them engaged in their studies? How do anxiety, sleep deprivation, and adolescent development influence learning? These questions are answered within this collection.

Those who study the field of education must gain a foundational understanding of how politics contribute to all reform efforts. The section on *Politics, Government, and Education* speaks to their influence on practice. Politics, government, and public policy are intricately connected and the sections within this volume shed light on how these play out in the educational arena. Almost all decisions that influence educational policy are rooted in politics and power is often the fulcrum for decisions being made. Our authors also provide windows into such topics as education and the economy, teachers' unions, school choice, and tuition-free college. You will learn more about these influences through your readings.

This first volume also shines a holistic light in its sections on *Public School*, and *Higher Education*. Matters of pedagogy, curriculum, stakeholders, and communities are all addressed within these sections of Volume 1. Several articles explore how the rules of law dictate practice as well as share the intricacies of school administration. If you have never considered the complexity of school leadership, the articles in *School Administration and Policy* will enlighten you. The section on *School Safety* considers how educational communities can keep their students safe within, and outside, their brick and mortar facilities. School shootings are horrific occurrences and keeping students and personnel safe is of paramount importance. Social media has escalated awareness and concerns around issues such as bullying, hazing, and weapons in schools. Emotionally charged debates on zero tolerance policies and the school to prison pipeline are also the focus of ongoing public discourse and are written about within the articles of this first volume.

Volume 2 narrows the lens on the realities of what takes place within the walls of our educational institutions. This volume opens with *Multicultural & Diversity Education*. This is followed by *Curriculum and Organization*, a section that presents multiple portraits of strategies, practices and purposes of curriculum design and delivery. “Education” and “curriculum” are not synonymous. “Education” occurs in the home, community, house of worship, and all other micro and macro systems that touch an individual’s life. “Curriculum” is far more specific and concrete. As stated throughout Volume 1, curriculum is an outcome of politics and intentional decision-making. These are decisions made in consideration of the purpose and desired goals of education. Our contributing authors open portals to a wide range of curriculum frameworks starting from early childhood through college. The collection of topics includes home visiting, information technology literacy, advanced placement options, and student exchange programs, to name only a few.

As a former early childhood administrator and special educator, I hold dear the significance of, and responsiveness to, these populations. Among the sections in this volume is one dedicated to *Early Childhood* program options as well as many articles on *Special Education*, its theoretical frameworks, delivery models and types of disorders/disabilities. Although these sections are not all-inclusive, they focus on key areas of concern for parents, children, and their teachers.

Teaching Methods is the section that specifically speaks to the actual work involved in teaching and authors share an expansive view of teacher practice from metacognition to reflective teaching. Students might not give much thought to how their teachers plan and deliver lessons. The art of teaching requires skills for solving engineering problems. Planning is an essential piece of the puzzle. Teachers need to decide on the content of a lesson, how to present it so that students will become fully engaged and find the material meaningful, what resources to use to support their content, and what assignment features will advance learning. They also need to enlighten their students to how individual lessons connect with each other so their learning becomes relevant to the larger context of the subject matter.

Guidance & Counseling, *Physical Education*, and *English for Speakers of Other Languages (ESOL)* are also included in their own sections with some depth. With the omnipotence of social media, increased dependence on technology, and the divergent demographics that now define our student populations, it seems important to gain an understanding for how schools are changing in response. Guidance and counseling services include the traditional responsibilities for academic interventions and course scheduling. But hurdles that students must now maneuver call for counselors to be accomplished in addressing issues of teen pregnancy, substance abuse, college placement, and gay, lesbian, bisexual, transgender matters. ESOL is another source for debate as we consider the best and most equitable strategies to meeting the needs of our language minorities. Another, sometimes overlooked, priority is the state of physical education in our schools. Far too many schools are witnessing the disappearance of PE from their schedules. Students spend more time sitting in front of computers or iPhones than they do in daily physical activity. We know that physical movement is critical to early learning, but it is also imperative for those students who need movement to attend to their other learning through the course of the day, or even discover physical prowess that might otherwise lay dormant. Articles in the *Physical Education* section also speak to the relationship between athletics and motivation, gender and school athletics, and character and moral development in sports.

Volume 3 starts with a section that answers the question: How do we prepare today’s students for the skills needed in this 21st century? It has been written that today’s students need to be able to: think critically so they can solve complex problems; collaborate with others; exhibit creativity; and master cultural and technological literacy. The articles in the section *Technology in Education* describe how technology has shaped, and continues to reshape, teaching practice across all age groups.

The collection of articles on *Testing and Evaluation* is particularly timely as testing has become a source of controversy for the past several years. As students, you might hold a unique perspective on how testing has impacted the path of your own education. High-stakes standardized testing has become a vigorously debated

issue in school reform. The results of such testing not only impact the students, but the teachers and school administration as well. This section discusses specific types of tests, their wide-ranging purposes, and their impact on those who take and give them.

Additional sections direct your attention to alternative pathways for continuous learning. Its goal is to raise awareness of differences in curriculum and program options across all ages. You may already be familiar with some of the selected topics (such as *Teacher Education* and *Adult Education*) but you might be introduced to *International Perspectives* for the first time. The articles within this section reveal a range of global concerns such as gender disparities and poverty reduction strategies implemented throughout world regions. You will also be made aware of options for studying and/or teaching abroad. As our authors stress throughout these articles, it is crucial that our nation's students embrace a global mindset to better prepare them as the world becomes increasingly interconnected. The *Alternative Education* section sheds light on routes to educational pathways such as homeschooling, magnet schools, and blended learning. Less familiar alternatives are also covered, including military education, boarding schools, and agricultural education. *Extended Learning* has its own dedicated section of articles. This is a topic that many of you will have personally experienced. Extracurricular activities and community programs are two of the themes covered here. The section on

Service Learning is a subject that spans across all age groups. While the topic of civics education begins in the elementary schools, community service and volunteerism are encouraged throughout childhood and adulthood. This section explains in detail the variety of approaches to engaging student populations as contributing members to their communities.

As a self-proclaimed lifelong learner, I eagerly embraced the opportunity to work on this project. For those of you who envision a career in education, these volumes are essential to understanding the roots of educational practice and the forces that bring about change and equitable opportunities for all students. For those who are researching specific topics of interest, there is a wealth of resources to pull from within all three volumes. Although I left behind some of this information as I moved through my degree programs, I welcomed the chance to revisit all of it.

We each have a voice in how we envision social justice and excellence in education. All students, young and old, need to have their voices heard and valued. Only by knowing the past, and understanding the road we traveled to get to where we are today, can we plan for tomorrow.

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ARISTOTLE AND REALISM

Aristotle (384-322 BC) was a philosopher who greatly influenced educational philosophical thought for centuries. His search for truth led him to research many areas including metaphysics, ethics, rhetoric, logic, natural science, psychology and language (Guttek, 2009). His views on political and educational philosophy were mostly outlined in his works, *Politics* and *Nicomachean Ethics*. Out of Aristotle's political and educational philosophy evolved one of the oldest educational philosophies in Western culture, realism.

KEYWORDS: Aristotle; Character Development; Essentialism; Ethics; Golden Mean; Habits of Mind; Metaphysics; Realism; Syllogism; Universal Truth; Virtue

OVERVIEW

Aristotle (384-322 BC) was a philosopher who greatly influenced educational philosophical thought for centuries. His search for truth led him to research many areas including metaphysics, ethics, rhetoric, logic, natural science, psychology and language (Guttek, 2009). His father was a court physician to the royal family in the Greek colony of Stagira in Macedon. When he was 17, Aristotle became a pupil of Plato in his Athens' Academy, where he remained for 20 years. He left the Academy to tutor Alexander the Great, but eventually returned to Athens to found his own school called the Lyceum. In 335 BC, an anti-Macedonia reaction swept through Athens after the death of Alexander and Aristotle fled to Chaleis (where his mother was born) after he was indicted for impiety (Gruber, 1973). He died a year later. His views on political and educational philosophy were mostly outlined in his works, *Politics* and *Nicomachean Ethics*. Other great works include *Metaphysics*, *On Justice*, *On the Sciences*, *Political Theory* and *Art of Rhetoric*.

Guttek likens Aristotle to "a traditional college professor who connected his research with teaching." Aristotle would "do his research, reflect and digest his findings, then transmit his discoveries to his students in his lectures." Even though Aristotle was a student of Plato, Aristotle takes a different approach to the world of ideas than Plato did. For example, Plato believed that the only true reality is that within ideas. For Aristotle, reality or truth consists of matter; each

piece of matter has universal and particular properties (Ozmon & Craver, 2008). To Aristotle, "the forms of things – those universal properties of objects – remain constant and never change but that particular components of objects do change." As an example of this concept, Ozmon and Craver relate the concept of an acorn. They explain that an acorn has the universal property of "acornness," meaning that the form of a substance has certain universal properties or essences. The acorn may possess individual properties that are different from another acorn (i.e., perhaps the shell has been broken), but the idea of "acornness" will always be. Aristotle believes that there is design and order to the universe and there are universal properties to all that is; that things happen in an orderly fashion. As Ozmon and Craver point out, "The acorn follows its destiny to grow as an acorn." Such truths are tested by use of *syllogism*, the logical systematic form of ordering statements to prove their truths.

HUMAN NATURE

Aristotle believed that human nature involves two aspects—the irrational and the rational. Gruber explains that a person has no control over the irrational, as this concerns either fortune or luck. However, humans have control over that rational aspect of the soul, as the part that they control by reason is what is called *moral virtue*. Beauchamp (1982) defines *virtue* as "dispositions developed through the careful nurturing of one's capacities for living...to live well." *Moral virtues* are considered "universally praiseworthy features of human character that have been fixed by habituation." Those who possess moral virtue use their ability to determine what is right and then choose deliberately because it is right (Frankena, 1965). *Character* develops from moral virtue, as people develop habits that become well-established over time (Gruber). When people possess *excellent character*, they have settled into dispositions whereby "they want to act appropriately and do so without internal friction" (Urmson, 1988). However, not all people possess excellent character. There are those who possess, instead, a *strength of will*. A strength of will occurs when a person wants to "act improperly, but makes himself act properly," resulting in a good action.

Weakness of will occurs when “a person wants to act improperly, tries to make himself act properly, and fails.” *Badness of character* occurs when a person wants “to act improperly, who thinks it is an excellent idea to do so, and does so without internal friction.”

POLITICS & EDUCATION

According to Aristotle, the purpose of humans is to think; if they refuse to think through their free will, then humans “go against the design of the universe and the reason for [their] creations.” To Aristotle, when humans go against their purpose, “they suffer the consequences of erroneous ideas, poor health, and an unhappy life” (Ozmon & Craver). Only through knowledge can they really understand their true destiny. Aristotle describes three types of knowledge:

- **Theoretical knowledge**, which is the highest form of knowledge in that its end in truth;
- **Practical knowledge**, which guides us in our political and social affairs, advising us about moral and ethical action;
- **Productive knowledge**, which shows us how to make things.

Endemic to Aristotle’s aims of a liberal education is the idea that all education is under public control; education is universal and compulsory. The polity supports the goals of education, as outlined by Aristotle in the *Politics* (Taylor, 1955). These goals include: “producing people as will issue in acts tending to promote the happiness of the state; and, preparing the soul for the right enjoyment of leisure which becomes possible when practical needs have been satisfied” (Burnet, 1973). Ozmon and Craver state that “a reciprocal relationship always exists between the properly educated person and the properly educated citizen.” To Aristotle, the major function of the state is to educate its citizens in the development of *right* habits. These right habits are thinking that becomes second nature (Gruber). Citizens are exposed to a liberal education, an education that tends toward making its recipient “a free man and not a slave in body or soul” (Taylor). The aims of educating also include promoting bodily health, developing character and enhancing the intellect with those subjects that exhibit useful knowledge as is indispensable to them (Burnet). This general education does not include a technical or professional training, as all

that is taught should contribute to “the formation of taste and character, serving to elevate and refine the mind” (Taylor).

VIEWS ON EDUCATION

Education provides a balance of the physical, the intellectual and character (Gruber). Children are taught useful things that are essential to their role in the state. By educating citizens in reading and writing, other subjects are opened up to them (Burnet). Educating citizens in bodily culture makes the body “strong and hardy, but also develops moral qualities of grace and courage” (Gruber). Children can also gain an appreciation of bodily beauty (Burnet).

Teaching art and music has direct influence on character development. Aristotle explains his stance on developing character in his seminal work called *Nicomachean Ethics*. *Ethics* is considered to contain “a systematic account of the principles by which ... [citizens’] conduct should be regulated” (Russell, 1945). The polity is responsible for educating citizens to become good persons by formulating good habits. Conduct begins with the soul, which is divided into two parts, the intellectual virtues and the moral virtues. All virtues “are means to an end, mainly happiness...an activity of the soul.” Intellectual virtues result from teaching and moral virtues results from habit. Russell explains the idea that every virtue is a mean between two extremes. Aristotle provides the example of *courage*, a virtue that is at the mean of the continuum, with *cowardice* on one side of the continuum and *rashness* on the other.

Education leads people to develop habits that move them to good character. Students must submit to all suggestions from the teacher, suggestions that lead to the development of moral and intellectual character. The teacher (or the Master, as Aristotle calls him) must lead a disciplined life himself; through advancing this development, the teacher learns even more to enhance his own *happiness*. To Aristotle, happiness comes only from a well-balanced productive life. Gruber relates that the teacher directs “the unreflective energy of the young child so that the constructive powers are developed and the destructive are negated.” Urmson states that children become “truthful, generous, fair, and the like by being told how to behave well and [are] encouraged to do so.” By regulating the passions, habituation occurs. Teachers use their own reason to determine

the method of training the youth, keeping in mind the balance of the intellect, the physical and character. As Urmson suggests, “With practice and repetition it becomes easier and easier [for children] to follow their counsel” to the point where they “come to enjoy doing things the right way, to want to do things the right way, and to be disturbed by doing things wrongly.” Reason is the end result of education and teaches students to avoid excess and follow the Golden Mean (Gruber).

The Golden Mean “illustrates the notion of the soul as an entity to be kept in balance” (Ozmon & Craver). A good education leads to the Golden Mean and promotes “the harmony and balance of soul and body.” According to Aristotle, there are practical rules for attaining the Golden Mean. People can achieve the mean by “keeping away from the extreme which is the more contrary to the mean, and by watching the direction in which they are most easily carried by their own natural tendencies”

Aristotle clearly defines the path to happiness through intellectual, physical and character development. He outlines the care of infants; that they should receive milk and space to walk. They should also be exposed to the cold, as the cold is “serviceable to health and preparation for military service” (Burnet). Early youth should be read stories that illustrate good character; they should not be exposed to indecent behaviors or foul language while during this formative stage. Other stages of education include that from the seventh year to puberty and from puberty to the 21st year. Aristotle states that any neglect by the state to educate their young is injurious to the state itself (Burnet). Education should be offered to every member of the state rather than just to the elite, as “public training is wanted in all things that are of public interest” (Burnet).

REALISM & ESSENTIALISM

Out of Aristotle’s political and educational philosophy evolved one of the oldest educational philosophies in Western culture, *realism*. The major tenet of realism is the role of matter, that there are “actual sticks, stones and trees of the universe exist whether or not there is a human mind to perceive them” (Ozmon & Craver). According to Aristotle, ideas such as “the idea of a God or the idea of a tree, can exist without matter, but [that] no matter can exist without form.” Realism maintains “that essential ideas and facts can best be

learned only by a study of basic facts for the purpose of survival and the advancement of technology and science.” Contemporary realist educators are called *essentialists* and place “a great emphasis on the practical side of education...[as well as] education for moral and character development.” Essentialists advocate the Aristotelian approach that maintains “a proper understanding of the world...[through] an emphasis on critical reason aided by observation and experimentation.”

Essentialism is a conservative educational philosophy that garners its roots from realism, as well as idealism. The tenets of essentialism can be directly traced to Aristotle’s ordering of essential knowledge for the citizens of Athens. There are specific characteristics of essentialism, that:

- The first task is to teach basic knowledge...or basic tools that prepare students to function as members of a civilized society;
- Learning is hard work and requires discipline... and students need to focus their attention on the task at hand;
- The teacher is the locus of the classroom...as the teacher knows what the students need to know and is well acquainted with the logical order of the subject matter and the way it should be presented. (Knight, 1998).

In modern education, there are certain elements that promote the nature of realism and essentialism:

Character Education: The legacy of character education dates directly to Aristotle. He promoted the concept that children should be taught to behave virtuously (Noddings, 1995).

Competency-based Testing: Competency-based testing is an important aspect of the essentialist line of thought. The educational philosophy promotes a dependence on factual data to determine who has learned what knowledge. Competency testing has been “directed toward finding some way to gauge teacher effectiveness and students performance more efficiently, and many states already require students to pass competency tests before graduation” (Ozmon & Craver). The No Child Left Behind Act (2001) requires that both student and teacher knowledge bases be measured for competency.

Great Books: The study of Great Books, or books that contain knowledge that has been passed down

“through the ages,” is a curriculum that is organized around works of literature and philosophy that “still present fundamental knowledge about individual and social existence, human institutions, intellectual and moral endeavors and the natural order” (Ozmon & Craver).

Paideia Proposal: The Paideia Proposal is a curriculum design developed by Mortimer Adler that promotes the teaching of problem solving skills and core subjects that places a strong emphasis on ideas found in philosophy, literature and art. The Paideia group advanced two basic recommendations, “that schooling be a one-track system; and, that it be “general, non-specialized and nonvocational” (Ozmon & Craver).

Role of the teacher: The role of the essentialist teacher is “to present material in a systematic and organized way, [as students] use clearly defined criteria in making judgments about art, economics, politics and science” (Ozmon & Craver). Teachers teach what is essential for students to become productive citizens. Essentialist teachers consider whether particular activities are essential to the basic understanding of knowledge. They plan “the type of material [to be] presented; how it is organized; whether it suits the psychological makeup of the child; whether the delivery system is suitable; and whether or not it achieves the desired results.”

Syllogism: Aristotle is concerned with truth; in order to test the truth of statements, he developed what is called a *syllogism*. The thought behind a syllogism is that people will “think more accurately by ordering statements about reality in a logical systematic form that correspond to the facts of the situation under study” (Ozmon and Craver). The seminal syllogism that illustrates this concept is:

All men are mortal.

Socrates is a man;

Therefore, Socrates is mortal.

REALIST REFORM MOVEMENTS

A resurgence of Realist educational philosophy that was promoted during the Age of Reason and again during the Enlightenment was revived under the direction of Admiral Hyman Rickover, at the time of the launching of the Russian satellite Sputnik in 1957. Rickover advocated an educational system that supported the essentials of education, with a focus on

the technical and scientific in order to keep up with the race towards political superiority by the United States. A group of educators who formed the Council for Basic Education advocated a return to the teaching of the three R’s—reading, writing and arithmetic. They stated that a general cultural malaise was sweeping the United States and that educators needed to focus on the essentials of education, under the guise of realism, whose roots directly related back to Aristotle’s philosophy of educating youth (Ozmon & Craver).

Reformists Robert Hutchins and Mortimer Adler supported the study of universal truths that are inherent in the *Great Books*, or texts that passed on “the fundamental knowledge about individual and social existence, human institutions, intellectual and moral endeavors, and the nature order.” Accordingly, Adler developed the *The Paideia Proposal* in 1982, a curriculum with a strong emphasis on truths found in philosophy, literature and art. He considered that there was a body of knowledge that “all students should encounter...and can best encounter through the Socratic methods of questions and answers” (Ozmon & Craver).

CRITICISM

Opponents of the realist movement of education state that realism (or essentialism) promotes “an elitist conception of education whereby only intelligent students are able to master the material with any real depth.” However, Adler’s *Paideia Problems and Possibilities*, his sequel to *The Paideia Proposal*, states that “his approach to learning was designed for all students, not just the college bound” (Ozmon & Craver).

Other critics of a Realist educational system argue that its exclusion of a multicultural understanding, no promotion of creativity, and a lack of focus on human relationships narrows education. Critics comment that realism focuses unduly on the facts and a promotion of ideas rather than on application, that there is “too much precision and order... that leads to mechanical approaches to education” (Ozmon & Craver). The realist system has also been criticized for its support of competency, accountability, and performance-based teaching methods that “can be measured in some form.” However, essentialists believe that there is a strong need to “teach students the kinds of things that members of society

need to know in order to survive” and that these things need to be measured in order to assure that what should be taught and learned are actually being comprehended.

TERMS & CONCEPTS

Ethics: Gruber defines ethics as “the study concerned with judgments of approval or disapproval, rightness or wrongness, goodness or badness, and virtue or vice.”

Golden Mean: To Aristotle, the Golden Mean is considered to be the proper perspective, or a path between two extremes (Ozmon and Craver). He believed that the person who follows “a true purpose leads a rational life of moderation, avoiding extremes.” A thinking person looks for the mean to develop a life of moderation.

Habits of the Mind: Habits of the mind are aspects of conditioning oneself to act accordingly “to certain kinds of conduct and certain kinds of outcomes with certain feelings” (Robinson, 1995). Habits model what could be called *second nature*. By developing habits of the mind rather than rules of conduct, teachers are more concerned with “the kind of person one is rather than with every single act a person performs”.

Metaphysics: Metaphysics is the study of the nature of ultimate reality, considering the question of what is genuinely real.

Universal Truth: Universal truth is truth that is absolute and is not dependent on different cultures.

Virtue: A virtue is “a disposition that is developed through the careful nurturing of one’s capacities for living”.

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