

Past education

Education



Past education Introduction The study of higher education during America's formative colonial years offers a rich chronological account regarding from the then colonists' competing ideologies that has resulted to the current state. The inception of republican mantra in varied early parts during nineteenth era, higher education had to deal with these competing ideologies especially in a classroom setting with the intention of ascertaining a suitable balance.

Jefferson's first goal was to review course offerings in terms of vertical articulation which involved the relationship between courses taken in sequence. The justification for this goal concerned the need for students to acquire prerequisite skills and knowledge in order to progress through his challenging curriculum. A teacher's failure to provide a sound grounding in key content at one level can seriously jeopardize a student's chances for success at the next level (Duke & Daniel, 2013). School improvement planners assumed the school should pay very close attention to its vertical articulation, since the school's curriculum was constantly evolving. The second goal addressed ethical concerns. In a high-performing environment, students are tempted to cheat, plagiarize and take advantage of teachers' trust. To maintain the integrity of program provided, steps were to be taken to apprise students and parents of ethical violations and school expectations. The third goal recognized the importance of maintaining a school climate that welcomes and supports diversity (Duke & Daniel, 2013). The school improvement planners did not believe that excellence and equity were mutually exclusive. In addition, the goal included obtaining scholarships to enable needy students to attend summer programs designed to prepare them for Jefferson's curriculum and providing liaisons to high-need

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elementary and middle schools so that young students would understand what they needed to be successful citizens.

The credence public schools were only for children of the poor, long hampered the acceptance of the idea that they should exist for all children. Mann had a different view on education that encompassed having a common school for every citizen. It was his utter commitment in ensuring common schools that political stability and social harmony depended on universal education. He cited common schools would be open to all children by declaring that support for nonsectarian common schools was a religious as well as a civic duty. Capability can be thought about at both the individual and social level (Nelson, 2011). An individual's values, interests, knowledge, skill and dispositions influence capability. At the same time, individuals work in schools and school systems that are main social sources of capability. Referring to Mann's notion, he argued it is through education that crime would decline sharply for imparting of knowledge equipped people with adequate morality meant to evade indulging in vices like violence and fraud. His message relayed to the working classes encompassed the promise that education would come as an unsurpassed "equalizer" of the entire humanity rate that will be conventional in all aspects including social levels (Owen & Joshua, 2011). However, the men of property he asserted that their security and prosperity depended upon having literate and law-abiding neighbors who were competent workers. The common school provided knowhow regarding the sanctity of private property and to all.

The two foundation models by the scholars are significant because each model has an objective of nurturing a society of informed citizens (Nelson, 2011). The models focus on availing education to all students with the <https://assignbuster.com/past-education/>

intention nurturing an upright society. Individual enhancement, identity as well as self-fluffiness comprise critical aspects emphasized by each model and what all citizens ought to acquire (Owen & Joshua, 2011). The two models are relevant in the society in that, through the process of learning, it aids individuals to distinguish what is ethical in the society and provides knowledge to bring up better individuals in the society. Conversely, the two models people have held the notion being a punishment to the extent of some not wishing to experience the entire process of indoctrination (Nelson, 2011). There exist varied individuals characterizing the society that deem moral vices like fraud, violence and theft take place depicts elements who have not undergone any form of instructing.

References

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