

Terms	Cremin		
Politics			
The Good Life	<p>Aristotle – it is impossible to talk about education apart from the good life (p.85) “Conceptions of the good life contend with increasing vigor and occasional violence over the nature and character of education.” (p.92) “People will inevitably differ in their conceptions of the good life and hence they will inevitably differ on matters of education.” (p.104) Dewey – “a debate over education was really a debate over the kind of America people wanted to live in and over what it might mean to be an American.” (p. 118)</p>		
American Polity	<p>Goal of education to diffuse knowledge, inculcate virtue (including patriotism), and cultivate learning (Jefferson, p.85) Dewey – “Politics has indeed become a branch of education.” (p. 118) “Education cannot take the place of politics, though it is inescapably involved in politics, and education is rarely a sufficient for achieving political goals, though it is almost always a necessary condition for achieving political goals.” (p. 118)</p>		
Embryonic Community of Life	<p>Dewey – “active with types of occupations that reflect the life of the larger society, and permeated throughout with the spirit of art, history, and science.” (p.86) Enlarge the social responsibilities of the school (p.87)</p>		
Progressive Education	<p>Dewey – “Enlarge the social responsibilities of the school.” (p.87) “...the crisis in education ultimately announce the bankruptcy of progressive education.” (p. 94)</p>		
Desegregation	<p>“Little Rock crisis symbolized the struggles over school desegregation that followed in the wake of Brown v. Board of Ed. In 1954” (p.88)</p>		

Decentralization	“A struggle over school decentralization in the nation’s inner cities and the conflicts that erupted between militant parents and lay people on local school boards and organized teachers.” (p.89)		
Moral and Religious Values	Fundamentalist versus modernist religious values and conflict in the 1970’s and 80’s in Kanawha County, W.Va. (p.90)		
Shifting Patterns of Political Power	“Cities where blacks were becoming the dominant clientele of the public school system, where teachers and school administrators remained predominantly white, and where the schools seemed to be failing dismally in the task of educating their students.” (p.90)		
Politicization of Education	A result of progressive education (p.87) University of California between 1949 and 1952 a conflict over a loyalty oath as a condition of employment. (p.91) 1980 White House Conferences on the Family – creates conflicts over women’s rights, gay rights, abortion rights, family planning, sex education, and child care. (p.92)		
Education as Problem Solver	“American tendency to try to solve social, political, and economic problems through educational means.” (p.92).		
“Children Caught in the Middle”	(pp. 89 – 91)		
Technology and Education	(pp.92) Mead – “I believe that telecommunications and computer technology will surely be a key element of secondary education.” (p. 120)		
Education as Weapon	“Tendency ended up casting education as a leading weapon.” (p.93)		
Impoverished	LBJ – “Not only to relieve the symptoms of poverty, but to cure it and, above all, prevent it.” (p. 96)		
Educational Programs	“The result of particular educational programs joined with more general changes in the economy and polity to which the results contributed and by which they were confirmed. (p.98) Perry Pre-school, Title 1, Head Start,		

	Elementary and Secondary Education Act, Higher Education Act, Peace Corps, Fulbright-Hays Act		
Philanthropic Organizations	“Organs of the United Nations, friendly governments and philanthropic organizations have also directed large sums of money and technical assistance towards education with the hope of lessening the economic and social gap between Africa and the rest of the world” (p.101)		
Utopian	“The American educational effort has proved in larger measure utopian.” (p. 102) The idea that education can solve the problems of international competitiveness.” (p.103)		
International Economic Competitiveness	“...American economic competitiveness with Japan and other nations is to a considerable degree a function of monetary trade, and industrial policy, and of decisions made by the President and Congress...”(p. 103)		
Dewey	“Education is the fundamental of social progress and reform, and all reforms that rest simply on the enactment of laws or the threatening of penalties or upon changes in mechanical or outward arrangements are, in the end, transitory and futile.” (p. 104)		
Assimilate	“... there was no large scale effort to assimilate them (Native Americans) to the transplanted European communities” they were judged to be unassimilable (p. 105) African Americans were also judged to be unassimilable (p. 105)		
Paideia/American Paideia	“Self conscious culture.” (p.107) Unification of Protestantism, Scripture, Poor Richard’s Almanac and Federalism. (p.107) Myrdal’s summed up American Paideia as, liberty, equality, justice and fair opportunity for everybody.” (p. 114)		
Americanization	The pressure of immigrants such as German and Irish to assimilate and embrace American Paideia (p. 108) Horace Mann – “to transform ragamuffins into sturdy young Republicans.” (p.108)		

