

# George Counts

## Lawrence J. Dennis

**George Counts: an Intellectual Biography** Ralph R. Smith, 1969

**George S. Counts, Educator for a New Age** George Sylvester Counts, 1980 The responsibility, character, and training of the American teacher is but one of the five themes to emerge from this new Counts reader, which summarizes the philosophy of one of the most vital forces in education for more than half a century. Other areas of constant concern for Counts were American history and the national character; education and social forces; technology and industrialism; and the challenge of totalitarianism as opposed to the promise of democracy. Editors Dennis and Eaton have traced Counts's professional career from his entry into the University of Chicago Graduate School in 1913 to his retirement from Southern Illinois University, Carbondale, in 1971. They balance Counts and his work against national events and moods. As men who knew him, they provide personal insights. But essentially they let Counts speak for himself through generous excerpts from eight of his most important and characteristic books. Counts saw the teacher as a bearer of culture, a creator of social values. He wanted to raise teachers to the level of educational statesmen. To that end he wrote: The time has come for us to consign to the wastebasket of history the idea that teaching requires less severe selection and training than the practice of medicine, law, engineering or theology. Indeed, from the standpoint of values and responsibilities involved, teaching is probably the most difficult and important of all professions.

*Dare the School Build a New Social Order?* George Sylvester Counts, 1978 George S. Counts was a major figure in American education for almost fifty years. Republication of this early (1932) work draws special attention to Counts's role as a social and political activist. Three particular themes make the book noteworthy because of their importance in Counts's plan for change as well as for their continuing contemporary importance: (1) Counts's criticism of child-centered progressives; (2) the role Counts assigns to teachers in achieving educational and social reform; and (3) Counts's idea for the reform of the American economy.

**George S. Counts and Charles A. Beard** Lawrence J. Dennis, 1989-09-21 A thoughtful and thought-provoking conversation, the Counts-Beard correspondence illuminates the issues facing American education today. The correspondence explores the collaboration between them as Counts impressed upon the teachers of the nation the importance of interpreting the present in the context of the past, and shaped the future toward what he saw as America's unfulfilled promise.

**George Counts at Teachers College, 1927-1941** Justin Austin, Duke University. History Department, 1961

**The Schools Can Teach Democracy** George Sylvester Counts, 1939

*Understanding Curriculum* William F. Pinar, 1995 Perhaps not since Ralph Tyler's (1949) *Basic Principles of Curriculum and Instruction* has a book communicated the field as completely as *Understanding Curriculum*. From historical discourses to breaking developments in feminist, poststructuralist, and racial theory, including chapters on political theory, phenomenology, aesthetics, theology, international developments, and a lengthy chapter on institutional concerns, the American curriculum field is here. It will be an indispensable textbook for undergraduate and graduate courses alike.

**Encyclopedia of Curriculum Studies** Craig Kridel, 2010-02-16 The *Encyclopedia of Curriculum Studies* provides a comprehensive introduction to the academic field of curriculum studies for the scholar, student, teacher, and administrator. The study of curriculum, beginning in the early 20th century, served primarily the areas of school administration and teaching and was seen as a method to design and develop programs of study. The field subsequently expanded to draw upon disciplines from the arts, humanities, and social sciences and to examine larger educational forces and their effects upon the individual, society, and conceptions of knowledge. Curriculum studies has now emerged to embrace an expansive and contested conception of academic scholarship while focusing upon a diverse and complex dynamic among educational experiences, practices, settings, actions, and theories in relation to personal and institutional needs and interests. The *Encyclopedia of Curriculum Studies* serves to inform and to introduce terms, events, documents, biographies, and concepts to assist the reader in understanding aspects of this rapidly changing field of study. Representative topics include: Origins, definitions, dimensions, and variations on Curriculum Studies Curriculum development and design for schools Curricular purpose, implementation, and evaluation Contemporary issues, e.g., standards, tests, and accountability Curricular dimensions of teaching and teacher education Interdisciplinary perspectives on institutionalized curriculum Informal curricula of homes, mass media, workplaces, organizations, and relationships Impact of race, class, gender, health, belief, appearance, place, ethnicity, language Relationships of curriculum and poverty, wealth, and related factors Modes of curriculum inquiry and research Curriculum as cultural studies, exploring the formation of identities and possibilities Corporate, state, church, and military influence as curriculum Global and international perspectives on curriculum Curriculum organizations, journals, and resources Summaries of books and articles on curriculum studies Biographic vignettes of key persons in curriculum studies Relevant photographs

*The American Road to Culture* George Sylvester Counts, 1930

*Curious George Learns to Count from 1 to 100* H. A. Rey, 2005-08-01 Curious George is a good little monkey, and always very curious. Now George is curious about numbers. Counting from 1 to 10 is easy, but can he count all the way to 100? George has picked the perfect day to try. It's his town's 100th birthday today and everyone is coming out to celebrate! With

the help of his friend, the man with the yellow hat, George learns to count from 1 to 100, making his usual monkey mischief along the way. Young minds (and little fingers) will find all kinds of wonderful things to count as they turn each colorful page. In this large format, paper-over-board book each page features familiar objects for children to count. From home (toys, shoes, plates) to the park (bugs, sticks, clouds) to school (paste, crayons, books) George finds many different things to count. A perfect book for celebrating counting, numbers and the 100th day of school.

Images of American Life Joel H. Spring,1992-01-01 This book analyzes the effect of political and economic forces on the ideas and values disseminated to the general public by schools, movies, radio, and television. The author shows how similar and conflicting political and economic pressures influence education, movies, and broadcasting. The book provides an understanding of how ideas are shaped in American society by the interplay between government power, private enterprise, and organized advocacy groups. The story is complex with many different and conflicting strands. In a broad sense, it is the story of the public education of the American people. The book does not attempt to measure the actual effect of various media, but it does show what was intended for the education of the public mind by forces that shaped and continue to shape the content of schools, movies, and broadcasting.

**An Analysis of the Educational Theory of George S. Counts** George R. Knight,1976

**Left Back** Diane Ravitch,2001-07-31 In this authoritative history of American education reforms in this century, a distinguished scholar makes a compelling case that our schools fail when they consistently ignore their central purpose--teaching knowledge.

Principles of Education James Crosby Chapman,George Sylvester Counts,1924 Suggestions for further reading: p. [631].

**The Social Foundations of Education** George Sylvester Counts,1934

**Stalin's School** Larry E. Holmes,2010-11-23 A different kind of history, Stalin's School brings a unique human dimension to the Soviet Union of the 1930s and a new understanding of Stalinism as a cultural and psychological phenomenon. From 1931 to 1937, School No. 25 was the most famous and most lavishly appointed school in the Soviet Union—instructing the children of such prominent parents as Joseph Stalin, head of the Communist Party, Viacheslav Molotov, head of the Soviet State, and Paul Robeson, American actor and singer. Relying on published records, materials in eleven archives, accounts left by visiting foreigners—including the prominent American educator George Counts—and thirty six interviews with surviving pupils from the 1930s, Holmes brings the school to life. The school's administrators, teachers, pupils, friends, and foes become companions as well as objects of this study as we walk the schools halls, enter its classrooms, eavesdrop on feuding officials who debate its fate, and learn something of what the school and the period meant for its youth. Photographs of the school's teachers and students, and reproductions of the students' notebooks, drawings, and watercolors add personality to this compelling story. Holmes uses the experience of School No. 25 as a microcosm and mirror

of Stalinism, illuminating the interplay of state and society in decision making, and providing an opportunity to examine Stalinism from ideological, cultural, and psychological perspectives. While placing the school's history in the context of the coercion, corruption and repression of the 1930s, Holmes challenges the prevailing view that state and public spectacle on the one hand, and society and private life, on the other, were contrasting entities. School No. 25 molded these elements into an organic whole. In the intimate setting of Stalin's School, the degree of acceptance of Stalinism transcends historians' customary reference to the fear or privilege a Soviet citizen experienced. In a mutually reinforcing way, forced compliance and voluntary choice moved individual teachers and pupils to accept a structured environment both at school and in society as the means to a powerful, prosperous, and just Soviet Union.

**Teachers and Reform** John F. Lyons, 2008 Drawing on archival as well as rich interview material, John F. Lyons examines the role of Chicago public schoolteachers and their union, the Chicago Teachers Union (CTU), in shaping the policies and practices of public education in Chicago from 1937 to 1970. From the union's formation in 1937 until the 1960s, the CTU was the largest and most influential teachers' union in the country, operating in the nation's second largest school system. Although all Chicago public schoolteachers were committed to such bread-and-butter demands as higher salaries, many teachers also sought a more rigorous reform of the school system through calls for better working conditions, greater classroom autonomy, more funding for education, and the end of political control of the schools. Using political action, public relations campaigns, and community alliances, the CTU successfully raised members' salaries and benefits, increased school budgets, influenced school curricula, and campaigned for greater equality for women within the Chicago public education system. Examining teachers' unions and public education from the bottom up, Lyons shows how teachers' unions helped to shape one of the largest public education systems in the nation. Taking into consideration the larger political context, such as World War II, the McCarthy era, and the civil rights movements of the 1960s, this study analyzes how the teachers' attempts to improve their working lives and the quality of the Chicago public school system were constrained by internal divisions over race and gender as well as external disputes between the CTU and the school administration, state and local politicians, and powerful business and civic organizations. Because of the obstacles they faced and the decisions they made, unionized teachers left many problems unresolved, but they effected changes to public education and to local politics that still benefit Chicago teachers and the public today.

**Exemplars of Curriculum Theory** Arthur K. Ellis, 2004 First Published in 2004. Routledge is an imprint of Taylor & Francis, an informa company.

**The American Teacher** Donald H. Parkerson, Jo Ann Parkerson, 2010-06-21 The American Teacher is a comprehensive education foundations text with an emphasis on the historical continuity of educational issues that empowers prospective teachers to channel their innate idealism into effective teaching practices.

**Addressing Social Issues in the Classroom and Beyond** Samuel Totten, Jon Pedersen, 2007-01-01 Addressing Social Issues in the Classroom and Beyond: The Pedagogical Efforts of Pioneers in the Field is comprised of essays that delineate the genesis and evolution of the thought and work of pioneers in the field of social issues and education. The authors (many of whom, themselves, are noted professors of education and who have done significant work in the field of social issues and education) delineate and analyze the efforts (e.g., theoretical work, research, curriculum development, and teaching) of such pioneers within the larger framework of their life-story. As a result, the reader is not only introduced to the significant work of each pioneer but valuable and often fascinating insights into how his/her life experiences informed his/her thinking, beliefs, goals and work. This book constitutes a rich and unusual record of the thinking and accomplishments of those luminaries who worked tirelessly in the belief that a well-educated and well-informed populace was absolutely imperative in a democracy if the latter were to remain healthy and vibrant. Beyond current scholars and students, we believe that this book will be of great interest to a wide spectrum of individuals: teacher educators who perceive the need to avail their students of the rich history, rationales and methods for incorporating the study of social issues across the curriculum; professors who teach history of curriculum courses and/or history of education courses are likely to be drawn to the book, both for the rich stories as well as the bounty of information found in each chapter; those who specialize in autobiographical studies in the field of education are likely to find the book to be remarkably rich and valuable both for their own research as well as in their teaching; secondary level teachers in science, social studies, and English who are interested in incorporating the study of social issues into the courses they teach will glean incredibly rich insights into why and how to go about such an endeavor; and future scholars and students who care deeply about how society impacts education, education impacts society, and how individuals and groups can have a positive impact on society through their collective efforts are bound to find the book both fascinating and instructive.

### Decoding **George Counts**: Revealing the Captivating Potential of Verbal Expression

In a period characterized by interconnectedness and an insatiable thirst for knowledge, the captivating potential of verbal expression has emerged as a formidable force. Its ability to evoke sentiments, stimulate introspection, and incite profound transformations is genuinely awe-inspiring. Within the pages of "**George Counts**," a mesmerizing literary creation penned by a celebrated wordsmith, readers attempt an enlightening odyssey, unraveling the intricate significance of language and its enduring affect our lives. In this appraisal, we shall explore the book's central themes, evaluate its distinctive writing style, and gauge its pervasive influence on the hearts and minds of its readership.

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