

Chapter 3

Historical Foundations of Education

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Introduction

This chapter deals with a brief history of educational development from ancient period to the present time. Efforts were made to trace the course of education from the primitive stage to the modern tonus of education by analysing the educational ideas of great philosophers and European Social Structures that influenced educational development world-wide.

Students' exposure to the origin of the present educational theories, practices and problems will go a long way in assisting education students and practitioners not only to master the trend in educational development but also to prepare them for effective and efficient day to day classroom performance.

Unit 1: Earliest Forms of Education

Primitive and Proto- Literate Education

The primitive time was the time when the homo sapien or early men grew and developed to become sensible animals. That was between the period of 3,500 and 3,000 B.C. It was the time when they developed some forms of mental capacity, which made them to gather some implement for hunting, fishing and farming. Hunting was their major occupation, hence, they were highly nomadic. This means that they have cultural traces, which they passed from parents to offspring, this, started the early and sinning points of education on earth. This term of education too place unconsciously in and outside their cave, which was their place of abode. But later, they became less nomadic when they began to settle down in communities and took to farming instead of hunting as their major occupation, probably, because they needed more food due to the formation of communal settlements. The communal settlement led to political and social relationship among themselves which again led to economic activities, hence, trading started and markets were set up for commercial activities. The introduction of farming and commercial activities made it necessary for early men to keep written records such as account of farm produce, amount of materials sold, amount lost to natural disaster eleccteras needed to be kept. Hence, they started the first form of writing with graphic representations on the walls of their caves.

The proto-literate education was between 3,000 and 1800 b. C. There were great changes around that time especially at the centres of early civilisation like mesopotamia and

along Rivers Nile and Egypt where there were signs of urban civilisations. The urban settlement led to great changes in political, economic and social lives of the early men which made the existing form of education to be obsolete especially as there was need to have a more organised and civilised form of education. The development of the temple during that period, helped greatly in the development of formalised education. The temple was actually a religious institution, but it was also used for keeping records of agricultural, political and religious activities. As time went on, offices and their occupants were needed to keep the said records for future references. This initiated the beginning of what looked a bit like modern or western form of education.

The efforts of the temple was crowned with great need to count, calculate and write down figures, especially those concerning cost of items bought and sold, the records of which were to be kept in temples. These developments led to the first ever recognised ways of writing, which was known as hieroglyphics. Ancient Egyptian used this form of writing by using pictures or figure of an object to represent a word, syllable and sentence. For example "I head the church" could be written with these symbols.

The Beginning of Modern Education

There were great changes and development like creation of bureaucratic administration in the state especially between 500 and 200 B.C. Also there was high regard for rule of law as well as emergence of highly recognised political power of the state. The state was also responsible for law making, military control and education. These developments made it inevitable to have specially trained individuals to man each of these newly developed sections in the state. It was then recognised that the type of training given in the temple cannot cater for the training needed by the emerging professionals, there was therefore immediate need for school education especially among such oriental cities as Egypt, Jew, Assyria, China and India. The western education therefore, inherited from the oriental education the art of schooling, reading, writing and Christian ways of life. Oriented education also gave enlightenment and encouragement to Greek education.

Unit 2: Greek and Roman Education

The development of education moved from the oriented cities to Greece where it grew rapidly throughout Greece City states especially Sparta and Athens.

Development of Education in Spartan

Spartan education was tailored towards the aims and objectives of the city-state, i.e.. Production of brave soldier who would be able to fight and defend the city-state against external attacks. This is because Sparta consisted of many city-states, which she conquered, there was therefore, the need for Sparta to maintain hegemony upon those conquered states.

As a result, there was the need to start the education of every birth, such a child was thrown away, killed or given out to the class of subjected slaves known as 'helots', out if he was found to be strong, he would be taken away from his parents to the government that would take over the responsibility of his education until he was twenty years of age. He would then start active military training for the next ten years. At the age of thirty, the child becomes a full citizen who could practice military services and defend the state at any time.

As early as seven years of age, a Spartan boy would be in a military camp learning the lifestyle of a good military man, which will make him to be energetic and brave. While in training, he would trek long distances barefooted and use very light clothing materials even during cold weather while he eats food that was not well prepared. He attains manhood if he could endure several strokes of the cane at the age of eighteen. After this, he would then be sent to defend the state for another two years. Later, he would be forced to get married, but would not be allowed to stay with his wife until he serves the state for nineteen years. It should be noted that the Spartans did not place much importance in the art of reading and writing, instead they put military services in high esteem.

However the Spartan girls were trained to become good mothers of the state and not only of their various homes. Hence, they were made to receive training in physical activities like wrestling, running and jumping. The purpose was to make the girls prepare for easy child bearing and make them strong mothers. This is in line with Spartans' belief that vigorous mother produce vigorous children. Spartans cherished state defense to the extent that the death of a woman's son or husband was a source of joy, especially if he died in war. It was believed that the deceased was elevated to the state of an immortal being. It is noteworthy here that the state controlled men and women's education in Sparta.

Development of Education in Athens

In Athens, commercial activities were highly pronounced as a result, they needed numeracy education for their commercial activities. The school education which was held in high esteem was the sole responsibility of the parents and not of the state like that of the Spartan. And the aim was to prepare individual for adult life.

As part of Athenian non-formal education, at the age of 15, an Athenian child would be allowed to watch the experienced poets and orators, who delivered speeches and lectures on Athenian Politics. And at the age of 14, he would be transferred to the gymnasium where he would undergo more rigorous training in physical activities. At the age of 18, he would be allowed to take part in religious rally and organisation and he would also be made to enroll as an ephebus, after this, he would engage in military activities until he was 20 years of age when he would start to enjoy all the rights of the state.

Athenian Higher Education

Athens became an imperial power when she conquered Persia in the fifth century B. C. and the later became a city-state with public offices under Athens. Athens then needed an advanced form of education that could cater for the available

public position. The citizens also wanted different forms of knowledge, for example some people wanted to learn how to write litography for those engaged in lawsuit, some wanted to learn about rhetoric and others wanted general knowledge. The quest for knowledge by different people attracted a group of people who were non-Athens, and were ready to move from house to house teaching the Athenians some form of higher education. These teachers were called sophists. The Athenians had no choice but to learn from them. After learning from the sophists, the Athenians then decided to modernise their schools to their own taste and took away the sophists' teaching job. Athenians taught themselves. Some of the ever known great philosophers were teachers in the modernised schools that took after the Sophists. Such philosophers/teachers included Socrates, Plato and Aristotle.

Socrates lived between 470 and 199 B.C. and taught Higher Education in Athens. He did not agree with the Sophists that morality should be viewed from the angle of individual interpretation. He argued that such idea would not do anything good to the society. He maintained that virtue must be taught in schools and that teachers must pursue the truth always, even at difficult situations. He was therefore the first philosopher to establish the relationship between virtue and education. He also invested the questioning method of teaching, which is now commonly known as Socratic method of teaching.

Plato was another teacher/philosopher in Athenian higher education, he was Socrates' disciple. Plato argued that education should make an individual a perfect man and if everybody in the state is perfect, then there will be a perfect state. According to him, a perfect state is a state where truth, justice and harmony reign. He divided a perfect state into three categories: The Appetite Group, The Spirited Group and the Rational Group.

Aristotle was the third philosopher/teacher in Athenian Higher Education. He was a disciple of Plato. To Aristotle, the aim of education should be for the realisation of the innate capabilities and potentialities of the individuals, therefore, good education should be able to develop both the body, the mind and intellectual capacity. He stressed character training and that leadership positions should be given to only those that are morally upright.

Roman Education

The conquest of the Greeks by the Romans and the subsequent fusion of the two cultures influenced Roman educational development. Other factors that also influenced Roman educational development included: the Roman's regard for rules; exceptionality in the state administration, and economic and political transformation in Rome.

The early forms of Roman Education were purely informal. While the organisation of Roman education, was in three stages. The first stage was known as "elementary education" (Ludus) which focuses on reading, writing and elementary calculation. The second stage was known as the Grammar School with the teacher teaching Latin and Greek literature with rudiments of Mathematics and Oratory. The third stage was known as higher education or School of Rhetoric where professionals were trained to meet the yearnings of the society.

Cicero (106 - 43 B.C) and Quintilian (35 - 95 A.D) were great –Roman philosopher whose ideas briefly influenced Roman educational development. For example, they stressed the need for the production of learned Orators; men of integrity, qualitative public education, morally upright and well-equipped teachers in the society.

Unit 3: Education in the Dark and Middle Ages

The middle or medieval ages refer to the period from the fall of the Roman Empire in the 5th Century AD to the beginning of the Renaissance in 14th Century AD. The early part of the middle ages (5th - 11th Century. AD) is referred to as Dark Ages because the massive destruction of the Roman schools by the barbarians almost completely wiped out all the documents that were written on education. The initial lukewarm attitude displayed by the barbarian's towards education also had negative impact on educational development.

Propellers of education in the Middle Ages

1- The Roman Catholic Church

Although the Roman Empire, was destroyed by the barbarians, the Catholic church was solidly preserved. This gave the pope the opportunity to occupy the vacuum created by the exit of we emperor. He could exercise political, religious as well as educational powers throughout the Western Europe. The provision and control of education came directly under the jurisdiction of the church.

Reasons for encouraging education:

- i. To make the members literate enough for easy propagation of the gospel.
- ii. To use education as a tool for stamping out all heretical doctrine and
- iii. To produce learned church workers (clerks, preachers and .administrators).

Types of schools established by the church were:

- a. The monastic schools where monks studied To Liberal Arts and holy books other spiritual activities
- b. Church schools which consisted of son school grammar school meant for the training of priests and children of the rich.

Acquisition of higher education was in the hands of clergymen who were in charge of Cathedral Schools

1) Features of the Church Schools:

Parochialism was displayed. For instance ad ideas that the church termed as antagonistic and scientific pursuits were disallowed. The schools were hardly given any secular touch. Hence the Church made efforts in establishing schools for the propagation of the gospel and to make the members useful to the church by becoming Literate, as national beings the people ought to have been exposed to rudiments of scientific pursuits needed for the betterment of themselves and the Roman community.

2) The rule of the Barbarian kings in Educational Development

With the measure conversion of the Barbarian rulers to Christianity between the 5th and 8th Century AD. Educational development took a new turn.

Charlemagne the King of Franks (later France, Italy, Germany) who ruled between 768 - 814 AD boosted education especially through a renowned scholar Alcuin, who was employed to teach the king's family and to co-ordinate the palace school founded for the training of the nobles as well as the children of all the interested families. The king ordered: all illiterate priests to be sacked, all monasteries to embrace secular education, the employment of teachers and supervisors for schools, that all grammar school education be compulsorily attended. In all the boys free of charge.

3. **Byzantine Contributions to Education**

Education was seriously encouraged by the Byzantine who conquered the Barbarians and took over the former Roman territory from the 8th Century AD. They gave the Papacy the free hand to operate and threw their right weight behind the church in ensuring that the people received sound education.

The Byzantine encouraged:

- 1) The bishops and priest to establish schools in all the towns and villages and the continuation of monasteries schools.
- 2) The availability of books that aided effective education.

4. **Islamic influence on education**

The Islamic empire (Eastern Europe) aided the development of education in several ways. For example, through free;

- a) promotion of the learning of Greek and Roman languages
- b) Establishment of schools and theological college (Madrasah).
- c) The establishment of university offering courses like Medicine, Philosophy, Science (Bagdad).

The influence of the Muslims became prominent in Europe with the same Muslims in the 8th Century AD. The subsequent occupation of the area by the Christian Europe in the 12th century AD allowed for the spread of Islamic manuscripts and Islamic education.

5. **The Role of Medieval Universities**

The goal of Medieval University established between 12th and 15th century was to attain academic excellence hence:

Build (Unions based on the different areas of specialisation) were formed which helped in controlling entrance into the professions and in protecting the interest of members.

The regulation of courses and the relationship between the Masters and students was vested in the Pope.

6. **Scholastic Movement and its influence on Education**

The movement refers to the tussle that ensued between the Catholic Church and the Medieval Universities in the 13th Century AD especially in Northern Europe. The universities' positions were:

To allow for the study of the ideas of philosophers like Aristotle which the church felt was heretical. To usher in a period of reason as means of attaining the truth rather than learning dogmatically on faith and revelations to stress

the need for philosophical analysis of facts. The whole tussle centered on the need to replace views, which favoured the church and enjoyed wider acceptability prior to this period with the ideas of Aristotle which stressed the importance of scientific analytical approach to life.

St. Augustine (a Neo-platonic philosopher) and Thomas Aquilla (an Aristotelian) made several pronouncements on the While St. Augustine emphasised the importance of the University of ideas and a complete union with God as the only means of man's fulfilment. Aquilla stressed the importance of reason and experience along with church doctrine in the attainment of completeness, man's sense is made by God for man to master the universe.

The scholastic movement aided the development of education in that it prepared the minds of the entire masses for the free freedom to explore the world and discover the truth about man and the universe, which characterised the Renaissance period.

Unit 4: Educational Development in the Renaissance and Reformation (15th – 16th Century AD)

Renaissance simply refers to the rebirth of the culture of the ancient world. it refers to the era when people began to criticize what they had subjected themselves to for years. People now critically examined doctrines and beliefs rather than going - all out for whatever they acquired unquestionably. The period witnessed the emergence of nation states in Europe with the kings, who, along with the church assisted in the provision of education.

The pope gradually lost his grip on the kings as a result of the era of liberation ushered in through the activities of scholars like Aquilla. This and internal heresies eroded the dynamic powers previously enjoyed by the pope. The era can be referred to as a period when man discovered himself, his potentials and the need to better his lot through scientific pursuit. The discovery of printing made the dissemination of ideas very easy and cheap throughout Europe and beyond.

Renaissance and Humanism

The philosophy of the renaissance was termed Humanism meaning the education for the promotion of man's interest. Humanistic curriculum in Italy and some other European nations was geared toward the total development of man by the use of reason rather than learning exclusively on religion. One of the philosophers at that period was Erasmus Desiderus.

As a humanist, he promoted education throughout Europe through the teaching of Greek Language and stressed the need to employ reason for the attainment of truth and progress. Both the kings and the scholars allowed for the production and sales of books aimed at challenging the traditionalism of the church.

The above shows that the Renaissance allowed for the dissemination of rational and progressive ideas. The mind of freedom, which continued, to blow across the entire Europe favoured a free course for education.

Era of Reformation and Educational Development

- a. Reformation refers to the religious movement that later led to the division of the Roman Catholic in some part of Europe.
- b. The reformation period saw the continuation of the promotion of education in Europe.
- c. Germany was divided between the Protestants and the catholic. England was controlled by the Protestants while France remained under Catholicism.

Promoters of Education in the era of reformation include Marthin Luther, the Jesuits. John Calvin and King Henry VIII of England.

(a) Martin Luther: He was a humanist. His activities led to the birth of the Protestant church in Germany. He used education to challenge the domineering power of the church. He stressed that:

- i. Parent - should be Involved in education.
- ii. There is need for discipline in school.
- iii. There is need for standard Libraries.
- iv. Promotion of the study of the language be encouraged
- v. The state should provide and control education.
- vi. Education should be for all (rich and poor).
- vii. That education be well planned and organised in all nation.

(b) The Jesuits: This is a religious group which succeeded in suppressing the Protestants in France. The group provided for and controlled education in France from the 16th - 18th Century AD. It adopted a centralised education and stressed the need for the study of educational psychology.

(c) John Calvin: He stressed the need for co-operation between the Home, the Church and the State in the running of Schools.

(d) King Henry VIII of England: He left the Protestant and revolted against the church in England, through the help of the parliament. He succeeded in providing and controlling education In England. This continued under the leadership of the Protestant church until the 19th Century AD.

Unit 5: Era of Realism and Naturalism (17th Century)

The movement ushered in functionality through education. Humanistic education was criticised as leaning too much on the masters of the classical languages. The movement searched for what was real in education. Acquisition of ancient ideas and culture became obsolete. It emphasised that a man's senses should be developed for the mastery of the universe.

Realists contributions to educational development:

Educators like Francis Bacon (1561 – 1626) John Amos Comenius (1592 - 1670). John Locke (1537 - 1704) and others promoted realistic approach to education. Their view include: The use of reason to discover truth; man to discover himself, the use of practical methods of teaching contents to centre on learners, interest and ability the need to study all

branches of knowledge; teaching of virtue; division of education to levels; freedom to explore the environment and exposure scientific pursuit.

Era of Naturalism (18th Century AD)

Naturalistic education was the kind of education that focused on the nature of the child. The following were emphasized by the naturalist especially J. J. Rousseau (1712 - 1778). La Cha to tais (1701 – 1785) Marquis de Condorcet (1743 - 1794): State should control and provide education; education should be for all; education should be child centred: study of psychology; citizenship education; training of teachers; provision of relevant books for teacher and division of education into levels.

All these laudable ideas later influenced education in the 19th and 20:h Century AD.

Unit 6: Education from the 19th — 20th Century AD

More of the theories and the educational ideas advanced by educational philosophers and practitioners helped in advancing education during these two centuries. The ideas of Pestalozzi (1745 -1827), John Fredric Herbert (1776 - 1841) Fredrick Frobel (1782 - 1852). Robert Owen (1771- 1855), William James (1782-1852), Dewey (IMA - IJJ2) influenced the development of education tremendously in Europe, America-and the entire world. Some of their views that aided the transformation of education include: The need for practical oriented education; direct sense experience; child centred education; home atmosphere to prevail in schools; vocational education for self-reliance; self activity for children; adopting education for promotion of a good society; physical science in schools and experimental learning.

The industrial as well a French revolution that took place in the 18th century AD also aided the development of education in the 19th and 20th century AD. For instance the manufactured goods produced through scientific and technological method proved the viability of scientific pursuit previously agitated for by the realist, the naturalists and other philosophers. Hence the gradual inclusion of the science in the European school curriculum.

The French revolution and the Napoleonic wars that followed ushered in an era of natural consciousness and awareness in Europe. Every nation looked inward and embarked on national approach to education, in France, the absolute state control of education adopted by Napoleon (adapted from the Jesuits) continue till today, though room was and is still being given to religious and private individuals to open schools as long as they follow government directives. Provision and control of education were decentralised in Germany and England. Public funds for the running of the schools were shared by rates between the government and the religious bodies in England.

Free and compulsory education at the elementary level of education were embarked upon by the various European countries towards the end of the 19th century. Secondary grammar school became popular and enjoyed better patronage than the less prestigious vocation and technical colleges established for those interested in going into some trades.

The reformation of the 16th century and exploitative attitude of factory owners in Europe during the period of industrial revolution together with the religious intolerance that the masses experienced led to the mass exodus of many to a far away and later referred to as America. The need for freedom and democratic environment fully embraced by the settlers was extended to education. Hence the emphasis on the building of a free democratic and self-reliant society through education. The need for the discovery of truth through reason and experimentation emphasised by the American philosophers were fully put into operation. This idea have been adopted by several third world countries today.

The colonisation of African and Asiatic countries by the Europeans in an effort to get raw materials for their industries and a ready markets for the finished goods influenced the course and development of western education remarkably. The Christian missionaries that occupied the areas initially introduced a rudimentary form of education to the natives for the sake of effective propagation of the gospel. By the time the colonialist came in, the need for interpreters, cooks, clerks and administrative officers such that well aid the realisation of their exploitative as well as administrative programme arose.

The colonialist who saw the natives as barbaric also felt the need for enlightenment through the inculcation of European values and cultures. Hence, the importation of European education to the entire colonies. The organisation, structure, curriculum, methodology of colonial education followed the pattern in Europe.

The centralised and fully secularised, system in France was Imported to Ivory Coast, Senegal and other French colonies while the decentralised system operated in England was imposed in Nigeria, Ghana and other British colonies. Grants were given to the religious homes. Vocational as well as technical education became less popular. Africans learnt Foreign history, geography, language, but were ignorant of their immediate environment. The content of education was not relevant to the aspirations and needs of the people. This situation continued until the colonies got their independence and began to shape their education based on the identified needs of the communities.

Other factors that influence education in the 20th Century AD include the research and experimental work carried out by some researchers and scholars like Piaget, Bloom, and a host of others on learning and how best to understand and impact knowledge into learner. The role played by some International Organisations like Phelps Stokes, United Nations Educational Scientific and Cultural Organisation (UNESCO) and Ford's Foundations in the development of education in the 20th century are also remarkable.

Summary and Conclusion

In this chapter, we have endeavored to make a survey of the development of education, world-wide. The origin, the course, the goals, content, provision and control of education, the structures and practices brought forth as a result of the social structure of the European society (the historical, political, religion and economic changes) and the educational ideas propounded by scholars as well as the great educational philosophers and practitioners have been looked into.

This brief survey will help the students of education to have better understanding of the sources of educational theories, practices and problems that have characterised the educational system globally.

Revision Question

1. Trace the history of early education from the Primitive and Proto-literate era to beginning of modern education.
2. Briefly explain the contribution of either Socrates, Plato or Aristotle to the development of Greek education.
3. Briefly describe the 18th century as a century of Naturalistic and Nationalistic ideas that influenced education.
4. Discuss the role of the church in the provision of education during the dark and middle ages.
5. Briefly discuss the factors that influenced the development of education during the 19th and 20th century

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