

Two opposing histories of education

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Abstract

History of education introduces educators to a flow of new educational aims. However, educators may respond in two distinct ways: the first seeks to build a consistent educational worldview, and if a new aim contradicts old aims, they are conceived in terms of an either-or choice, and the history of education is conceived as the constant replacement of previously held aims. The second seeks to build a complex and even inconsistent educational worldview. If new aims contradict old aims, they are welcomed additions. The history of education is conceived as fluid, shifting between poles and as co-existing pluralities. This presentation aims at demonstrating these two possibilities on examples taken from the history of educational thought.

Keywords: History of education, static vs dynamic, educational aims