

## Your Philosophy of Education Self-Inventory

5=strongly agree, 4=agree, 3=neutral, 2=disagree, 1=strongly disagree

- 1) Essentially, children learn by doing and by discovering things on their own. 4
- 2) The goal of schooling should be rigorously to prepare children to be productive and engaged members of society. 4
- 3) The teacher's role is to respond to the learner's information needs, not to be a mere information dispenser. 4
- 4) Teachers should be experts in content knowledge, ready vigorously to engage students in the culture's accumulated wisdom. 4
- 5) Older students ought primarily to be trained to uncover key ideas and truths through Socratic questioning. 3
- 6) The teacher's role is to stimulate students' interests and then to be an effective facilitator of those interests. 4
- 7) The true purpose of an education is to make us strong enough to overcome the evils of society. 2
- 8) Students are in school primarily to acquire the knowledge that has lighted the way for humankind from our earliest years. 2

- 9) Because we live in a democracy, schools should be built around democratic principles, with major focus on learning how to exist together in democratic harmony. 3
- 10) Students are in school to listen and learn the knowledge and skills that they will need to function and prosper in a modern economy. 2
- 11) Education is serious business, so teachers should avoid methodological frills and focus on tried-and-true teaching strategies. 1
- 12) Schools should aid students in becoming socially adept and politically literate so they can take up their responsibilities as democratic citizens. 3
- 13) Instructionally, a teacher must focus on creating an interesting and productive learning environment and, whenever possible, on individualizing instruction. 5
- 14) Elementary schools should concentrate on teaching basic skills, whereas secondary schools should focus students' learning on disciplined knowledge and scholastic achievement. 2
- 15) Students are naturally good, and their self-esteem must be protected and fostered. 1
- 16) During the elementary school years, teachers should ensure that students master the basics, which will enable older students to study materials reflecting universal themes containing humanity's enduring knowledge. 4

- 17) Teachers need to be skilled in group processing strategies and be able to get students to work together on projects. 5
- 18) The teacher's primary concern should be teaching a common body of useful knowledge rather on focusing on cultivating the intellect, self-esteem, or democratic living. 1
- 19) The curriculum should be fluid, based on the interests of the learner, but the students should not be forced to study. 3
- 20) The schools should be devoted to a changeless vision of what is essential for human beings to know. 1

Whew! Great job, you are that much closer to finding out what your very own philosophy on education is. Isn't this exciting?!

Fill in the score you gave each statement and then add up the topic score. 25 is the maximum for any philosophy. 5 is the minimum.

**Perennialism:**

\_\_\_ 4

\_\_\_ 5

\_\_\_ 8

\_\_\_ 16

\_\_\_ 20

\_\_\_ Total

**Romanticism:**

\_\_\_ 3

\_\_\_ 7

\_\_\_ 13

\_\_\_ 15

\_\_\_ 19

\_\_\_ Total

**Essentialism:**

\_\_\_ 2

\_\_\_ 10

\_\_\_ 11

\_\_\_ 14

\_\_\_ 18

\_\_\_ Total

**Progressivism:**

\_\_\_ 1

\_\_\_ 6

\_\_\_ 9

\_\_\_ 12

\_\_\_ 17

\_\_\_ Total

|                                                               | <b>Perennialism:</b>                                                                                            | <b>Essentialism:</b>                                                                                                                                                                     | <b>Romanticism:</b>                                                                                           | <b>Progressivism:</b>                                                                                                             |
|---------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| <b>Metaphysics:</b><br>What is real?<br>Does it have meaning? | The meaning of life is the search for unchanging truth found in the collective wisdom of Western culture.       | What is relevant is what helps an individual live well and what benefits humanity.                                                                                                       | Reality is stable; the meaning of life is derived primarily through self-development away from society.       | Reality is in flux and ever-changing, so meaning is in the context of the individual, who is a "problem solver".                  |
| <b>Epistemology:</b><br>Knowledge and knowing-what is truth?  | Truth and knowledge are changeless, revealed through guided reflection and in classics of Western culture.      | Truth exists in the classics <i>and</i> modern science. Students must learn process <i>and</i> content. Knowledge is gained through the interaction of experiences and rational thought. | Knowledge is gained through sensory experiences and interaction with one's environment.                       | Knowledge is gained via individual experience. Truth is individually defined so that emphasis is on learning <i>how</i> to learn. |
| <b>Axiology:</b><br>Values, ethics, aesthetics.               | Changeless. Determined by the very nature of reality.                                                           | Determined by the natural order of things. Values exist in the best of culture.                                                                                                          | Determined by the individual.                                                                                 | Determined by each individual in interaction with his or her culture, based on the shared values of the community culture.        |
| <b>Logic:</b><br>How we think, deductive and inductive.       | Rationality, especially deductive thought, is developed by studying classics and through the Socratic dialectic | Rationality is best developed through interplay of deductive and inductive thinking.                                                                                                     | Emphasis is primarily on inductive thought, because learning starts with experiences and moves to hypotheses. | Emphasis is on inductive thinking and problem solving.                                                                            |