

1. HISTORICAL FOUNDATIONS OF EDUCATION

7000 BC – 5000 BC Pre-literate societies (before writing)

- Educational Goals: To teach survival skills, teach group harmony
- Students: Children Instructional Methods: Informal, children imitate adults
- Curriculum: Practice hunting, fishing, songs, poems, dances.
- Agents: Parents, tribal elders, religious leaders
- Influence on education: Informal, transmission of skills

Schools probably existed in [China](#) almost 4000 years ago. As a highly developed society, the Chinese designed their schools around the perpetuation of tradition, compliance and conventionality, to allow their youth to function in an increasingly formal and complex society. The individual was not deemed particularly important, rather it was the individual's acceptance of the cultural traditions and practices and his place in society that characterized educational practice. Females for the most part were not deemed worthy of a formal education.

As with many other cultures, the [Japanese](#) system of education evolved after they developed a written language. Adapting the Chinese form of writing, the Japanese aristocracy was the first to learn to read and write. Originally the Japanese borrowed heavily from the Chinese culture in providing a curriculum of study. However, eventually the needs of Japanese society became paramount and the educational system began to reflect a Japanese culture and belief system. Education was also used to provide for the societal needs such as the specific schools that were set up to train young men for civil service.

CHINA 3000 BC – 1900 AD China

- Educational Goals: Prepare elites to govern the empire according to Confucian principles
- Students: Males of upper class
- Instructional Methods: Memorization and recitation
- Curriculum: Confucian classics
- Agents: Government officials
- Influence on education: Written examinations for civil service

The [Hebrews](#) valued education and centered their instruction around the teachings of their bible. Harsh discipline also characterized educational practice along with a strict emphasis on following the laws of the Old Testament. Females were not formally educated, but instead were required to learn the skills associated with homemaking. Teachers were treated with great respect, indicative of the value that Hebrew society placed on education.

Ancient [Hindu](#) societies were based on a strict adherence to a proscribed system of familial status known as the caste system, whereby an individual's status is determined by his family's place in the society. Formal education helped perpetuate this system by only allowing access to boys from the highest or Brahmin caste. Priests were used as teachers resulting in a heavy emphasis on moral development, learning to write, and harsh discipline.

INDIA 3000 BC TO PRESENT India

- Educational Goals: To learn behavior and rituals based on Vedas
- Students: Males of upper castes
- Instructional Methods: Memorizing and interpreting sacred texts
- Curriculum: Vedas and religious texts
- Agents: Brahmin priest scholars
- Influence on education: Cultural transmission and assimilation, spiritual detachment

The Egyptians developed a very early, highly civilized society. They had a form of writing known as [hieroglyphics](#), and were divided into castes. The [priests](#) were the most highly educated segment of society and provided the instruction for the privileged males deemed worthy of learning.

EGYPT 3000 BC – 300BC Egypt

- Educational Goals: To prepare priests according to scribe for the empire
- Students: Males of upper class
- Instructional Methods: Memorization and copying texts
- Curriculum: Religious or technical texts
- Agents: Priests and scribes
- Influence on education: Restriction on educational controls to priest elites

Around 500 BC, the [Greeks](#) developed a society that was divided into city-states and was sufficiently complex to require a formal educational system. Two of the more prominent were Athens and Sparta.

Education in [Sparta](#) was primarily for the purpose of developing a strong military to both protect from and conquer neighboring states. Both boys and girls were subjected to a rigorous survival test of exposure to the elements during infancy to determine if they had the necessary capabilities to become warriors or mothers of warriors. Boys were then given physical and moral training to designed to develop a strong military. Development of the intellect was not considered to be of particular usefulness.

In [Athens](#), the approach to education was designed to promote the development of both body and mind. Boys were formally educated from the age of eight to sixteen in various disciplines, which emphasized the principles of moderation and balance. From ages sixteen to twenty, the boys underwent military training. Girls were educated in the home.

Ancient Greece contributed much to our way of looking at and thinking about the concept of education. In particular, the philosophers, [Socrates](#) (470-399 BC), [Plato](#) (427-347 BC), and [Aristotle](#) (384-322 BC) had a profound influence on modern educational practice. All three believed that a person's most important purpose was to serve and improve humankind and that education was designed for this end.

Socrates developed a method of teaching called the Socratic method, whereby the teacher asks a series of questions that lead the student to a conclusion. This method is still commonly used in modern educational practice. Socrates believed that knowledge was a virtue and that it was essential to understanding. At times he was critical of the government and eventually chose to end his life rather than end his teaching.

Plato was a student of Socrates. He was the father of idealism and believed that the aim of education was to develop an individual's abilities to better serve society. He founded the Academy, the world's first university, and was one of the first people to advocate the formal education of both males and females.

As the father of Realism, Aristotle, who was a pupil of Plato, believed that knowledge exists independently in the world as opposed to Plato's belief that ideas are the ultimate reality. He was the father of the scientific method and taught logic as a formal discipline. His writings greatly influenced humankind (Parkay & Stanford, 1998).

GREEK 1600 BC – 300 BC Greece

- Educational Goals: To cultivate civic responsibility
- Students: Male children ages 7-20
- Instructional Methods: Memorization and recitation in primary schools, lecture, discussion and dialog in higher schools

Athens	Sparta
Curriculum	
reading, writing, arithmetic, drama, poetry, music.	Sparta: Drill, military songs and tactics
Agents	
private teachers, philosophers.	Military teachers
Influence on education	
well rounded, liberally educated person.	Concept of military state.

The [Romans](#) conquered Greece in 146 BC and started to assimilate many of the concepts and educational philosophies from the Greeks into their own system. The Roman school system divided instruction into two levels, consisting of an elementary period or ludus from age seven to twelve, and a secondary school from age twelve to sixteen. Females were actually allowed to attend the ludus and receive a formal education. However, few girls received an education past age twelve.

[Quintilian](#) (35-95 AD) was one of the most noted and far-thinking of the Roman educators. His writings, which were discovered in the 14th century, became the basis for the humanistic movement in education (Johnson, et al., 1996). Quintilian believed that corporal punishment was not necessary, that school holidays were needed to refresh and encourage the student to further study, that instruction should reflect the development of the child and that children shouldn't be taught new material until they could master it.

ROMAN 750 BC – 450 AD Roman

- Educational Goals: Develop civic responsibility for the empire, administrative and military skills
- Students: Male children ages 7-20
- Instructional Methods: Memorization and recitation included; declamation, rhetorical schools
- Curriculum: reading, writing, arithmetic, law, philosophy
- Agents: Private schools and teachers, schools of rhetoric
- Influence on education: practical administrative skills, relate education to civic responsibility

The [Dark Ages](#), as the period between the Fall of Rome and the beginning of the Middle Ages is known, was a period of little progress in human learning, at least in the western world. In other regions, this was not the case. Mohammed, the prophet of Islam (569-632), inspired a rich period of discovery and learning flourished in this climate. Of particular note was the development of Arabic numerals, which replaced the cumbersome Roman system. Later, the Moors conquered southern Spain and the Arab culture slowly began to influence Western learning.

In Western Europe during the Dark Ages, it was politically chaotic, with the invasion of Rome by barbarians and the break-up of the Roman Empire. Whereas Rome had formed the nucleus of a stable system of government and continuity that extended over large portions of the Western world, now this world was broken into much smaller and constantly warring states. The Roman Catholic Church was able to provide some form of stability and meaning to people through their emphasis on gaining entrance to heaven and de-emphasizing the importance of life on earth.

Human learning regressed during this period as the Church sought to control the education of the common people, placing increasing importance on obedience and denouncing the study of philosophy as contradictory to its teaching. In turn only the clergy and some nobility were allowed to learn to read and write. For the masses, teaching was done by the clergy and was directed towards inducting people into the faith, relying on oral transmission of liturgy. The power of the Roman Catholic Church was maintained through the hope of salvation and eternal life. The Church was the intercessor between heaven and damnation. [Charlemagne](#) (742-814) of the Franks attempted to establish schools and promote education. Even though [Alcuin](#) (735-804), Charlemagne's advisor and teacher, aided him in this task, they were unable to make much progress.

Around 1000 AD, humankind slowly began to realize the importance and need for learning. Some of the writings of Aristotle were re-discovered and the Roman Catholic Church began to accept some of the doctrines of philosophy. [Thomas Aquinas](#) (1225-1274) who wrote the *Summa Theologica*, helped bring about this change by formalizing scholasticism or the logical and philosophical study of the beliefs of the Catholic Church. His educational philosophy, called *Thomism* in his honor, is still central to education in parochial schools.

[Medieval universities](#) at Bologna, Paris, Oxford, and Salerno were established and became forerunners of our modern institutions. By 1500, almost eighty universities had been established and human learning in the Western world began to revive.

MEDIEVAL 500 AD – 1400 AD Medieval

- Educational Goals: Develop religious commitment, knowledge, and ritual; establish social order, prepare for appropriate roles

- Students: Male children of upper class, girls and women entering religious community ages 7-20
- Instructional Methods: Memorization and recitation in lower schools, text analysis discussion in higher schools and universities
- Curriculum: Athens: reading, writing, arithmetic, philosophy, theology, military and chivalry
- Agents: Parish, chantry, cathedral schools, universities, knighthood
- Influence on education: structure and organization of the university, institutionalization of knowledge

The period known as the Renaissance began in northern Europe and Italy and spread throughout the rest of the Western world. It signaled a renewed interest in the Greco-Roman traditions of art, literature and reviving classical learning known as [humanism](#). The humanists believed that by transferring power and wealth away from the Church back to the people, the human condition would improve. In turn education was an important aspect, centered on the study of ancient classical literature, in particular the works of Plato and Aristotle.

[Martin Luther](#) challenged the authority of the Catholic Church directly when in 1517, he nailed his *Ninety-five Theses* to the church door in Wittenberg, in what is now Germany. As a result, a century of religious turmoil began and the people who protested the teachings of the Catholic Church came to be known as Protestants. The Protestants believed in self-determinism and that the teachings of the Bible should be read by individuals rather than interpreted by priests. Thus education, at least the ability to read the Bible, was seen as a necessary ingredient in providing people the tools for salvation. Luther and his co-worker, [Melanchthon](#), (1497-1560) were advocates for the education of all social classes and for females. In addition, both Luther and Melanchthon felt that education should be state-supported.

The invention of the [printing press](#) by Johan Gutenberg (1400-1468) and use of moveable type by the end of the 15th century contributed to the dissemination of printed material and the spread of ideas. Prior to this time, books were hand-lettered usually by monks that limited their availability.

[Johann Comenius](#) (1592-1670) wrote some of the first texts containing illustrations. Comenius was a man ahead of his time. Many of his ideas such as integrated learning, collaborative teaching, and the concept of developing the life-long learner are part modern day pedagogy in teacher-training programs. He also believed that the teacher is essential to the education process and needs to be respected and justly compensated. Most of his ideas were not well received during his lifetime and were not universally accepted.

[John Locke](#) (1632-1704) was an English educator during the 17th century. He wrote many educational works, but the two most influential were *Some Thoughts on Education* and the *Essay Concerning Human Understanding*. Locke believed that ideas originated as a result of experience. He stressed the importance of education in developing the mind of the person. In fact a good education could improve a person, while a bad one could achieve the opposite result. Locke emphasized practical and effective methods of teaching and advocated a non-threatening environment for the learner.

When Martin Luther led the Protestant Reformation, [Ignatius of Loyola](#) (1491-1556) organized the Jesuits to establish schools and promote the Catholic Church. Though the original intent was the advancement of the advancement of Catholicism, the Society of Jesuits became a great teaching order and developed their own system of training teachers.

RENAISSANCE 1350 AD – 1500 Renaissance

- Educational Goals: Cultivate humanist expert in Greek and Latin classics; prepare people to serve dynastic leaders
- Students: Male children of aristocracy and upper class, ages 7-20
- Instructional Methods: Memorization and translation and analysis of Greek and Roman classics. classical literature, poetry and art.
- Curriculum: Latin and Greek classical literature, poetry and art.
- Agents: Classical humanist educators and schools like lycee, gymnasium and Latin school
- Influence on education: Emphasis on literary knowledge, excellence and style in classical literature, two track system of schools

The 18th century became known as the Age of Enlightenment or Reason because of a rebellion of the intellectuals against superstition and ignorance. Philosophers such as [Descartes](#) (1595-1650) and [Voltaire](#)

(1745-1827) believed in the ability of humans to reason and the power of rational thought. Descartes, though not an educator in the strictest sense of the word, influenced the development of education because of his belief in human's ability to achieve truth through reasoning and rational thought. Voltaire was heavily influenced by Descartes and through his extensive writings helped elevate formal education and bring about a new interest in learning.

Frederick the Great (1712-1786) of Prussia, a friend of Voltaire, believed in the value of an educated populace. He implemented some of the first laws regarding education and the licensing of teachers. He wanted people to learn to read and write in order to become useful citizens. However, he did not see much need for extending general education beyond that point.

While philosophers such as Descartes and Voltaire advocated for reason and scientific inquiry, a second movement signaled a revolution in the way people viewed themselves, which became known as the *Emergence of Common Man*. Previously, common people had accepted their lot in life and not challenged the fixed order such as the *Divine Right of Kings* and the strict stratification of society. Now people were revolting against the established order and demanding a better life and more opportunities. Education became important because it was seen as a means of allowing people to better themselves. This philosophy also had profound implications politically, as the 18th century was a time of governmental unrest and revolt against the establishment.

[Jean-Jacques Rousseau](#) (1712-1778) was primarily a philosopher, who wrote the *Social Contract*, a book that played an important role in influencing the thinking that led to the American and French Revolutions. Though not considered an educator per se, Rousseau wrote a great deal on the subject of education. His book, [Émile](#), described the ideal education of a youth and stated that education should match the child's age of development. Rousseau also believed in the natural goodness of children.

[Johann Pestalozzi](#) (1746-1827) was a Swiss educator who actually put into practice many of Rousseau's ideas. Pestalozzi, like Rousseau, was a proponent of designing instruction to complement a child's stage of development. He believed that learning should begin with concrete experiences before moving to the abstract and should start with the simple and progress to the more complex. In addition he advocated that children learn more effectively when they feel secure and have healthy self-esteem. He held that children should be treated with love and kindness. Pestalozzi was especially sensitive to the needs of poor children and expressed a deep compassion for them.

As a student of Pestalozzi's, [Johann Friedrich Herbart](#) (1776-1841) refined Pestalozzi's theories about education and developed a five step process for teaching that is still being used:

1. *Preparation*: the set-up, whereby the student is helped to understand how the new knowledge relates to the old.
2. *Presentation*: the part of the lesson where the student is given the new material in a manner that is developmentally appropriate.
3. *Association*: connecting the new concept with the old.
4. *Generalization*: understanding the broad concept.
5. *Application*: using the new concept or knowledge effectively.

[Friedrich Froebel](#) (1782-1852) was another proponent of Rousseau and Pestalozzi's theories of education. Froebel established the first kindergarten, where young children were given a developmentally appropriate education with an emphasis on learning through experience and the social growth of the child. Froebel believed that women were the most capable of teaching this age group.

With the rapid growth of industrialization, urbanization and population growth, societies soon felt the need for a more educated populace who could become efficient workers. An Englishman, [Joseph Lancaster](#) (1778-1838), developed a monitorial system for overcrowded schools, whereby older students (monitors) would teach younger ones under the direction of a teacher. This system allowed one teacher to teach hundreds of students. The monitorial system spread from England to the United States where it became popular as a way of quickly and cheaply educating an immigrant population.

Though this group of educators and philosophers had a profound influence on the development of educational practice, it is important to remember that the average European actually had access to very little education. Most people during this time could barely read or write and only the upper classes and the wealthy had the luxury of providing a more advanced education for their children. Female children, even in these classes, were still largely educated at home, more often in the arts of running a household and in music, drawing and painting, and sewing.

1.10 REFORMATION 1500 AD – 1600 AD Reformation

- Educational Goals: Cultivate a commitment to a particular religious denomination, and general literacy
- Students: Boys and girls ages 7-12 in vernacular schools, young men of upper class in humanist schools
- Instructional Methods: Memorization drill, indoctrination, catechetical instruction in vernacular schools, translation and analysis of classical literature in humanist schools
- Curriculum: Reading, writing, arithmetic, catechism, religious concepts and rituals. Latin and Greek theology
- Agents: Vernacular elementary school for general public, classical schools for upper class
- Influence on education: Commitment to universal education to provide literacy for everyone; origins of school systems, dual track school system based on socioeconomic class and career goals

IMPORTANT EDUCATIONAL THEORISTS

Western/European

1. **CONFUCIUS Philosophy:** Developed ethical system based on hierarchy.: human relations and roles, emphasized order and stability
View of Human nature Human beings need the order of a stable society. People accept duties that come with their station in life
2. **SOCRATES Philosophy:** Philosophical idealism, political conservatism
View of human nature: Humans define themselves by self-examination
3. **PLATO Philosophy** - Philosophical idealist, social conservative, added intuition
View of human nature: Humans can be classified on intellectual capabilities
4. **ARISTOTLE Philosophy** - Realist, views society based on realism and observation
View of human nature: Humans have the power of rationality to guide their conduct
5. **QUINTILIAN Philosophy-** Rhetorician, oratory for personal gain and public service. Play's role in child development
View of human nature: Only certain people have capacity for leadership based on their oratory skills
6. **AQUINAS Philosophy:** Christian theology and Aristotelian philosophy
View of human nature: Humans have a soul and body
7. **ERASMUS Philosophy:** Christian orientation, educator as a social and intellectual critic
View of human nature - Humans are capable of great achievements and also profound stupidity
8. **LUTHER Philosophy:** Reformed theology by stressing faith and individual conscience
View of human nature - Humans are capable of great achievements and also profound stupidity

INDUSTRIALIZATION In England and all over Europe after the French revolution, there is an expansion of technology such as machinery that works with petrol and steam

- Education was influenced by these changes
- Factory workers came about
- In this period, systems such as Socialism, Communism, Liberalism and Capitalism started gaining popularity
- The free thinking brought by the French revolution combined with industrial revolution caused education to take shape in this direction
- Education was needed by large masses
- New philosophies came about: Materialism, Socialism, Positivism etc.

THEORISTS OF THIS PERIOD

1. Pestalozzi (1746-1827) Social Education: Learning through experimentation, education is for everyone
2. Herbart (1776-1841) Educate, manage and discipline. The purpose of education is to serve individual. Attention to the individual.
3. Frobel (1782-1852) Pre-school education, emphasized that children should be educated from 3-4 years. Founded "kindergarten"
4. Tolstoy (1828-1910) Education for freedom. Suggested master apprentice relation for teacher-student. He was extremely against physical punishment and memorizing
5. Marx and Engels (1818-1883, 1829-1895) Socialist education, Education combined with material production Cognitive and poly-technical education
6. Comte and Mill (1796-1857, 1806-1873) Positivist education Religious era has ended, scientific era has started Math, astronomy, physics, chemistry, biology, and sociology sciences developed hierarchically
7. Spencer (1820-1903) Pragmatic and positivist education, Pragmatic and utilitarian evolution, Cognitive, moral and physical education as a whole
8. F. Hegel (1770-1831) State Education: Education must be relevant to culture, State can cultivate their type of person
9. Nietzsche (1788-1860) Irrational Education: Industrial revolution made people mechanical, People must develop their special abilities, Evil and virtue is innate, what we learn is limited. Instead of institutionalizing, cultural education,
10. J. Dewey (1859-1952) Education for employment and life, Education is life it is not preparation for life, Education teaches a child to think through action, Teacher must be a guide to students not a dictator
11. M. Montessori (1750-1952) Sensory education, Used mostly in early education Learning through self discovery and interest Uninterrupted play/work time, loosely structured classrooms

20th CENTURY EDUCATION IN EUROPE AND AMERICA

- Education in the fields of psychology and sociology increased
- Education started using the data from these fields
- Education started being considered as a field
- F. Bobbitt - First time used education as an independent field
- In 1920s in America individual education was emphasized, in the east socialist education was popular (Marx influence)
- In 1930s and 40s in America universities took over research activities
- In 1950s Skinner with his experiments in education published education findings
- In 1960 and 1970 the theories of educational research peaked and the discussion "is education applied or theoretical science" formed 1957 is the birth of modern education SPUTNIK!!! Especially in math and science United States and Europe and Russia entered a competition period Several projects formed to develop these fields
- In 1970 Bloom's Taxonomy came out as a reference for learning for everyone
- Since 1980s constructivist, multiple intelligence, brain based learning and life based humanist learning gained importance.
- Education involves not only schools but throughout life LLL (life-long learning), multi-literacies

MUSLIM/ISLAMIC KINGDOMS**ARABIC 700 AD – 1350 AD Arabic**

- Educational Goals: Cultivate religious commitment to Islamic beliefs; expertise in mathematics, medicine and science
- Students: Male children of upper class ages 7-20
- Instructional Methods: Memorization and recitation in primary schools, imitation and discussion in higher schools
- Curriculum: reading, writing, arithmetic, religious literature, scientific studies
- Agents: Mosques, court schools
- Influence on education: Arabic numerals and computation, medicine and science materials

ANCIENT TURKS: concept was wide spread.

- Human being: Defined as warrior, wise, extroverted, nomad, gaining knowledge from ancestors and old wise people.
- Oldest Turkish written texts go back to a period before Islam
- In ancient Turks (before Islam) there is no gender difference in educating youngsters
- When Western Education is being influenced by Christianity, the Eastern education was being influenced by Islam. The “God” and theology concepts encapsulated education
- In this period, an “absolute truth” concept gained importance and taught to people in a dogmatic way
- Turks accepted Islam in 10. Century• Medreses opened in Semerkant, Buhara, Taskent, Kasgar
- Education was organized and structured in these schools
- Subjects: Religion and social studies were taught
- Agents:Farabi, Ibn-I Sina, Biruni were some examples that were raised in these institutions They synthesized philosophies from Turk-Islam traditions, Ancient Greek and Rome philosophers as well This period lasted for Gokturks, Uygurs, Karahanlis, Selcuks, and Ottomans

OTTOMAN PERIOD

- Medreses were important educational institutions and were developed further in Ottoman period.
- Rich people as well as government built medreses everywhere
- The structure was primary, middle and high school
- They were free and boarding schools
- Only sunni muslim males were accepted in medreses, no girls were allowed
- The teachers were called “muderris”
- Religious, philosophical subjects as well as literature, science, math and languages were taught
- Education was considered as a religious and moral duty

STRUCTURE OF OTTOMAN EDUCATION (15th Century)

- Ottoman schools were divided into 2: Mekteb and Medrese
- **Mektbp:** To train people to serve the palace, government and military people
- These schools were everywhere and trained workers for the empire
- These are schools funded by foundations, the administration was not central
- Fatih opened “Enderun” Palace school which included talented children of non-muslim families The language for education was Arabic, but Turkish and Persian were also taught

OTTOMAN EDUCATION IN 18TH C. Between 1779-1839 a reform period in education

- First in military education, military schools opened
- In 1824 II. Mahmut made primary education mandatory
- Later middle and high schools and higher education was formed (Rustiyе mekteplerie , Idadi, Sultani and Darulfunun)
- 1856 Islahat Fermani Primary education is mandatory
- Rustiyе must exist in places with 500 houses
- Idadiye must exist in places with 100 houses
- Sultanis must exist in cities
- Darulfunun (university) must exist in Istanbul
- Male teacher and female teacher schools will open
- Money will be collected from public for education
- Education will be centralised

OTTOMAN EDUCATION IN 18TH

I. C.Kanun-I Esasi Mandated that education is for everyone here will be no interference on religious education Education is free for public

II. Abdulhamit period

After losing Crimean war, education gained importance Vocational and art schools increased

Increased freedom in press Higher education for girls and girls started working in government offices
Pre-school education and professional education

SELCUKS PERIOD

- Medreses should have a certain period of education
- Memorization as well as discussions were methods used to teach
- Both religious and vocational oriented education
- Moral virtues were especially emphasized and taught as well as skills
- Children were taught Islamic educational virtues: Cleanliness, generosity, good will, and humility.
- Famous names in this period include Mevlana Celaladdin Rumi, Yunus Emre, Asik Pasa ve Haci Bektasi Veli
- Poetry was an important part of education and God and human love issues were the main subjects

IMPORTANT EDUCATIONAL THEORISTS**MUSLIM PHILOSOPHERS****FARABI (870 – 950)**

- Philosophy: Base for human nature is knowledge. Human mind can distinguish right from wrong through wisdom.
- View of human nature - The ultimate knowledge is innate
- Educational philosophy - Distinguished teaching from education
- Teaching: Reveal scientific knowledge and art
- Education: Create theoretical virtues in society Education must be easy to hard, simple to complex near to far

IBN-I SINA (980 – 1037)

- Philosophy: Moral virtues are as important as knowledge itself
- View of human nature - Children are innocent and clean from the start, should be taught moral virtues from birth
- Educational philosophy - Children should be taught without pressure. Children should be taught from ages 6-14
- Agents: Should be religious, honest, wise person that can recognize children's abilities

BIRUNI (973 – 1051)

- Philosophy: In order to love each other humans should learn and respect each others language, religion, traditions and thinking
- View of human nature - Humanist perspective
- Educational philosophy - He was expert in astronomy, physics, botanic, pharmacology, geography
- Biruni believed scientific work should be cleaned of magic, superstition and anything that opposes logic.