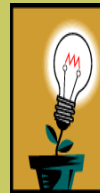
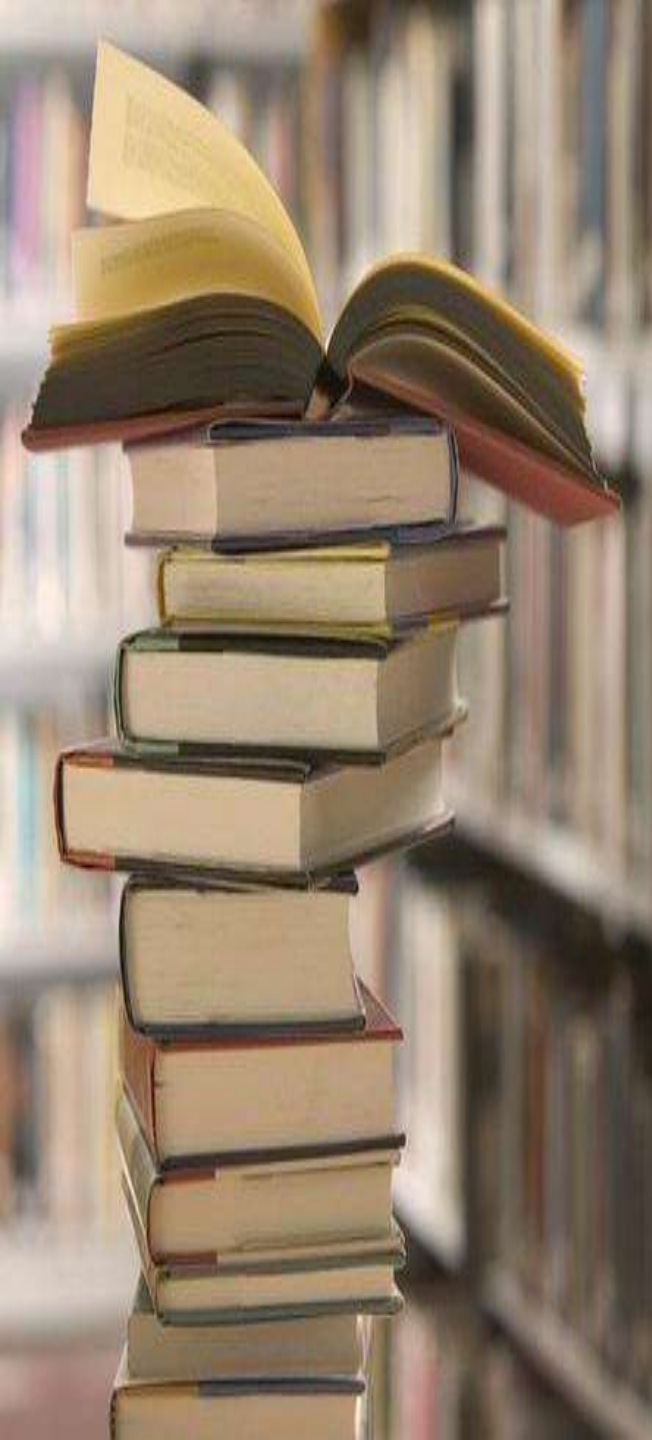


PERENNIALISM





Introduction

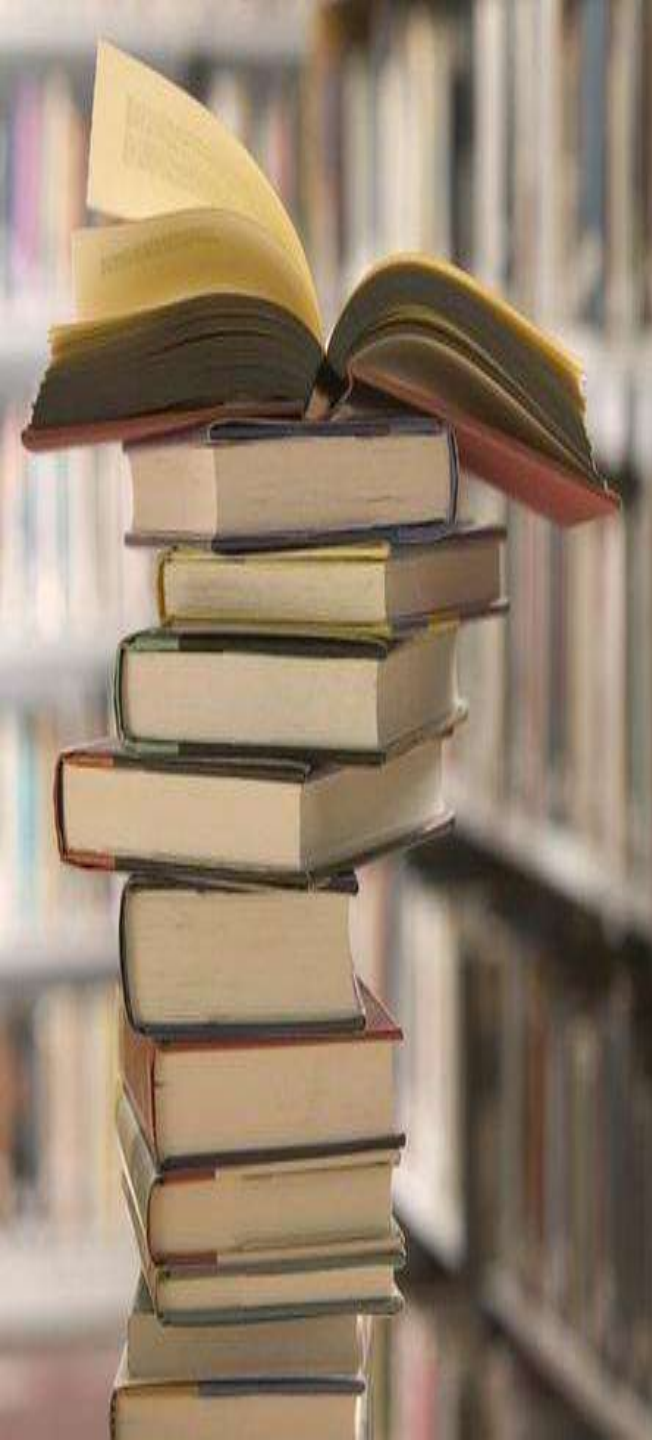


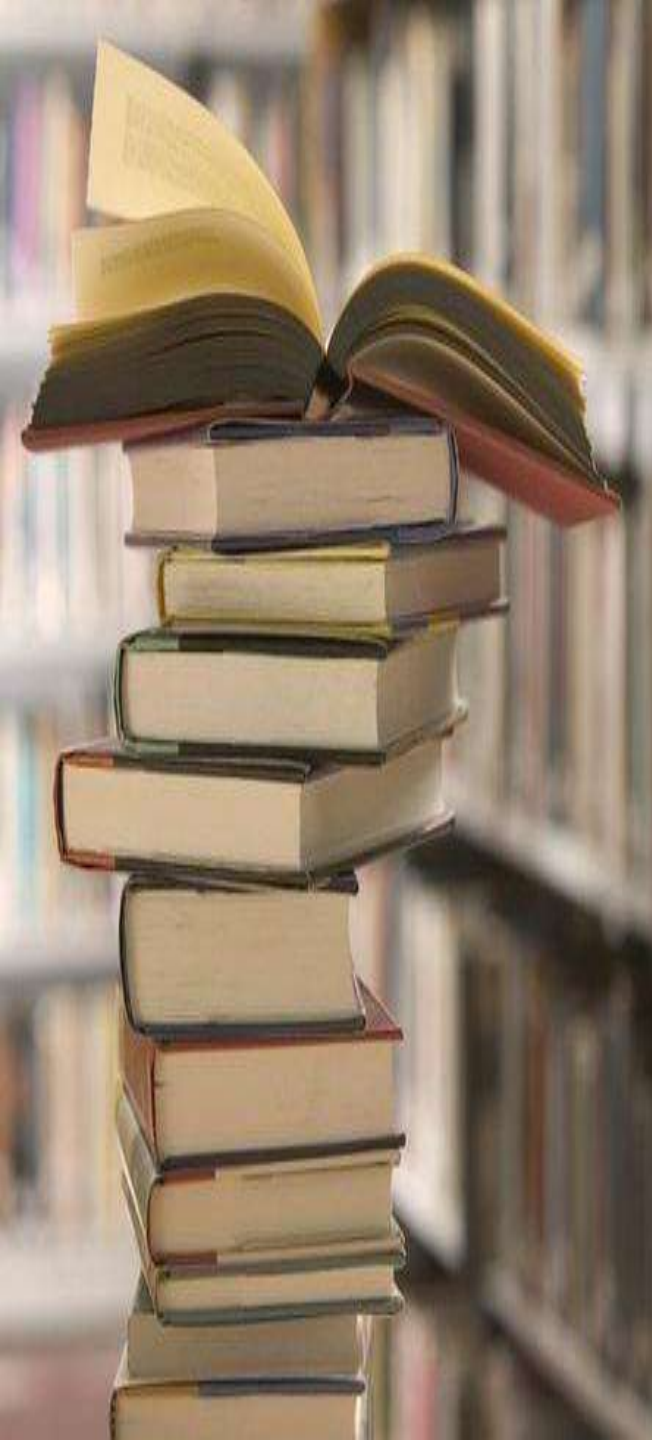
In PERENNIALISM, it is believed that one should teach the things that one deems to be of everlasting importance to all people everywhere. Since details of **fact** change constantly, these **cannot be the most important.**

Introduction



Therefore, one should teach principles, not facts. Since people are human, one should teach first about humans, not machines or techniques. Since people are people first, and workers second if at all, one should teach liberal topics first, not vocational topics.





Introduction

PERENNIALISM suggests that the focus of education should be the **ideas** that have lasted over centuries. They believe the ideas are as relevant and meaningful today as when they were written.

They recommend that students learn from **reading** and **analyzing** the works by history's finest thinkers and writers.



Introduction



Although perennialism may appear similar to essentialism, perennialism focuses first on **personal development**, while essentialism focuses first on **essential skills**. Essentialist curricula thus tend to be much more vocational and fact-based, and far less liberal and principle-based.

Introduction



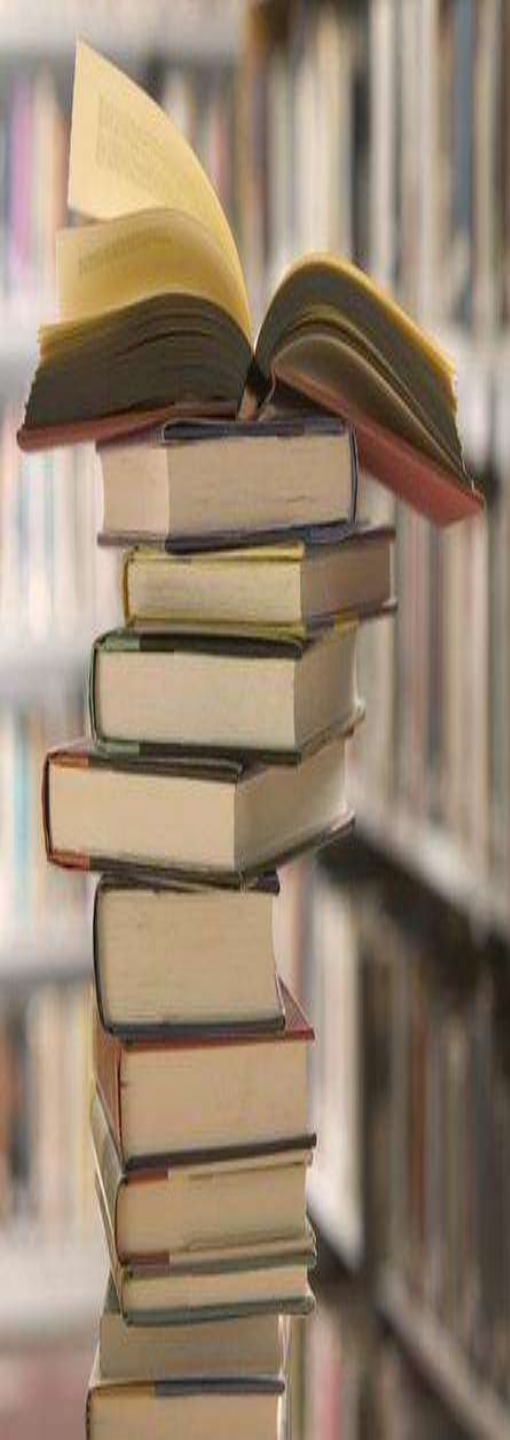
The educational focus of **Perennialism** is on the need to return to the **past**, namely, to the **universal truths** and absolutely reason and faith (Foundations of American Education Sixth Edition Pg. 70)." Perennialist believe that **God and education** goes together hand in hand, and that education prepares a person for life. They also believe that schooling may come to an end but a person will never stop learning throughout their life time.



Introduction



The Theory of Perennialism also believe that the environment plays a big role in teaching someone. A person learns by experience. The Philosophies of **idealism**, **realism**, and **neo-thomism** are embedded in this theory. They believe that having a relationship to a spiritual being is necessary for understanding the cosmos or universe. —
(Brett Morley, Andrew Tillman)





Mortimer J. Adler
(1902-2001)



Jacques Maritain
(1882-1973)



Robert Maynard Hutchins
(1929-1951)



TIME

The Weekly Newsmagazine



CHICAGO'S HUTCHINS

*Mr. Hutchins thought he was attending a small Baptist college.
(See East Street)*

Volume XXV

Number 25

Circulation this issue more than 500,000

Robert Hutchins

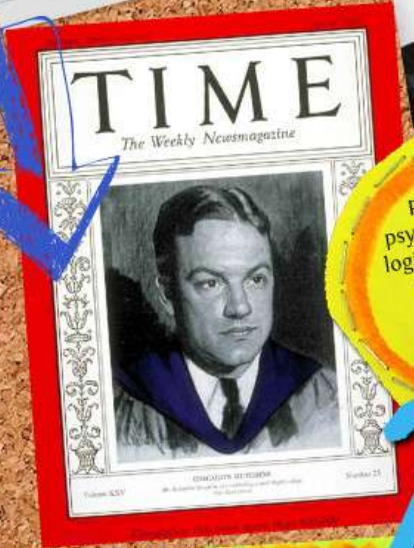
Born in Brooklyn on 1/17/1899 to a hard working family. Robert decided to join the army at age 18. After that he attended Yale, and then Yale Law.



Perennialism- belief that students should be taught principles, not just facts. It is important for students to be able to think critically. They only use time tested teaching methods.



Perer



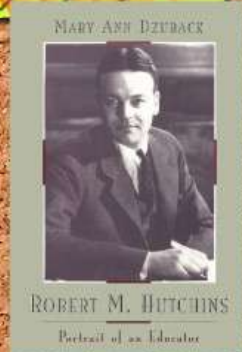
Robert believed that psychology, sociology, and logic should be essential in teaching any subject.



While teaching at the University of Chicago, Robert reformed the curriculum to follow Aristotelim-Thomist thinking. His approach was referred to as Perennialism.

After graduating from Yale, he spent a year teaching in NY. Then, he became the assistant to the President of Yale University. He quickly moved up in ranks from assistant to Dean of Yale Law to Dean of Yale in general, all in his mid-20s.

Robert moved to Chicago, where he taught at the University of Chicago. This was in the time of the Great Depression. He believed that the empirical research taught in schools was not able to solve social problems.



Accomplishments: Founded the Fund for the Advancement of Education, sponsored teacher training, started the Center for the Study of Democratic Institution, and wrote six books.

Why teach through PERENNIALISM	What to teach through PER...	How to teach through PER...	Others
<ul style="list-style-type: none"> ❖ TO DEVELOP TO A LEARNER A SOUND PERSONALITY ❖ TO DEVELOP TO A LEARNER RATIONAL AND MORAL POWERS 	<ul style="list-style-type: none"> ❖ HUMANITIES ❖ ARTS ❖ THEOLOGY ❖ RELIGION ❖ HISTORY ❖ EMPHASIS O THE GREAT BOOKS 	<ul style="list-style-type: none"> ❖ TEACHERS SHOULD ALLOW LEARNER TO LEARN THROUGH READING THE GREAT BOOKS ❖ TEACHERS FOCUS ON THE IMPORTANCE OF READING ❖ TEACHERS INSTILL TO LEARNERS RESPECT FOR AUTHORITY, DUTY, CONSIDERATION AND PRACTICALITY ❖ TEACHERS ACT AS THE DIRECTOR AND COACH OF INTELLECT ❖ TEACHERS DELIVER CLEAR LECTURES ❖ TEACHERS COACHES CRITICAL THINKING 	<ul style="list-style-type: none"> ❖ IF YOU FEEL THE URGE TO READ THE GREAT BOOKS OF THE GREAT THINKERS AND PHILOSOPHERS OF THE PAST, FEEL FREE TO COME INTO THE CSU LIBRARY AND APPROACH THE LIBRARIAN FOR ASSISTANCE. THE BOOKS ARE FOUND AT THE BACK SHELVES, UPPERMOST PART JUST ABOVE THE ENCYCLOPEDIA BRITTANICA.





WHY SHOULD PERINNIALISM BE APPLIED IN TEACHING?





The focus of Perennialism as a Philosophy of Education is for personal development of the students or learners through inculcating in them the principles that have been passed from generation to generation.



These principles were formulated by the great thinkers and philosophers of the past like Aristotle, Socrates and Plato and are likely to make one develop a good personality and morality if learned and applied in life.



These principles that have been learned will be so useful in later life especially when these learners begin to appreciate the need to be educated of the facts and knowledge regarding the physical world with the end of getting employed.





Applying perennialism will definitely set, not only the mind, but the whole aspect of the learner welcome and better understand all the ideas, knowledge or facts that will be given to him that he considers necessary.



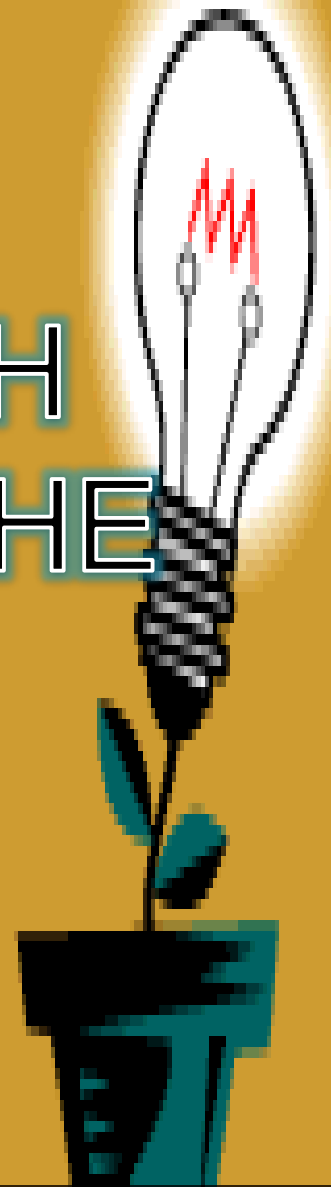
On what subjects or topics Perennialism can be applied?



Perennialists stress a strong liberal arts curriculum that includes subjects as **philosophy**, mathematics, **history**, geography, political science, sociology, **theology**, languages, and literature, physical and life sciences, and the fine arts and humanities. If these subjects are highly studied and mastered then you completed necessary training for a well developed intellect. A combination of all these subjects construct a well rounded curriculum.

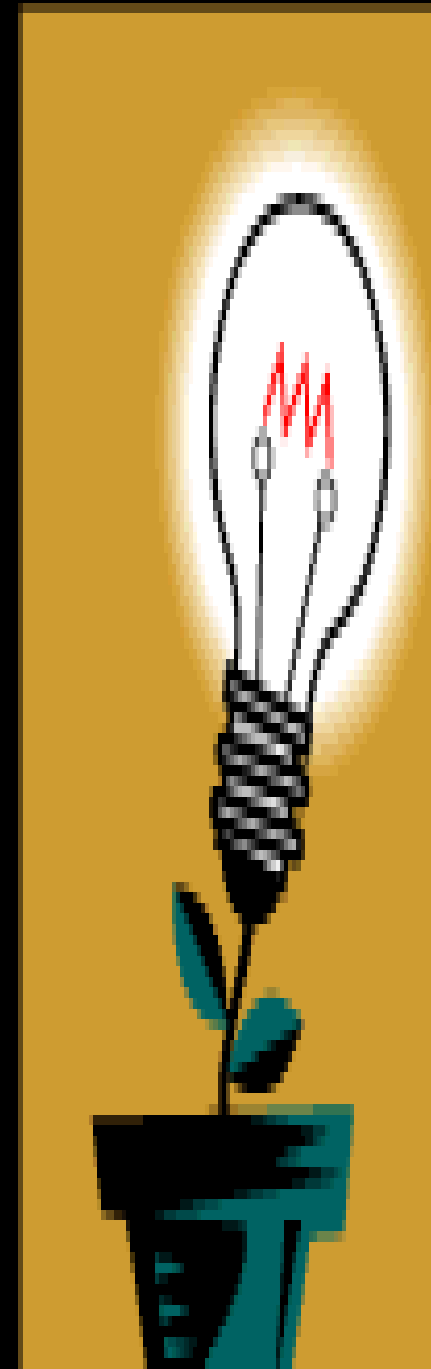
A photograph of three children, two girls and one boy, looking intently at an open book. The book is open to a page with colorful illustrations of birds. The children are leaning over the book, which is resting on a white surface.

HOW TO TEACH WITH PERENNIALISM AS THE PHILOSOPHY?



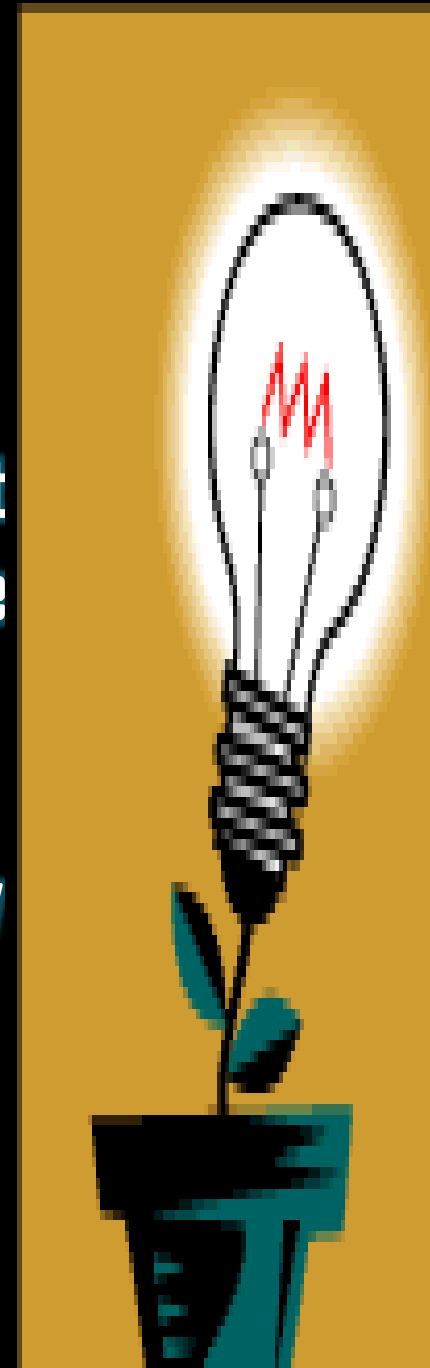


Perennialism and essentialism may sound somewhat alike, but perennialists are in fact different in their approaches. “Perennialists recommend that students learn directly from the “Great Books”—works by history’s finest thinkers and writers, books meaningful today as when they were first written” (Sadker and Zittleman, 2007).





“Perennialist generally prefer a past orientation, because it tends to be based on historical truth, rather than conjecture about the present and guessing about the future” (Gaudelli, 2002). This means that perennialists believe that a student can be influenced by such heroes in the past like Washington and Lincoln.





In a perennialist classroom, the teacher will focus on the importance of reading and will often use the underlying reading lessons to make a moral point (Sadker and Zittleman, 2007). These teachers want to teach their students how to be excellent leaders in society just like history portrays.

