**Task 6—Summary Table of (1) individuals, (2) their contribution, and (3) the value or importance of the contribution.**

**Introduction**

I choose the following individuals because their articles or research that I read helped contribute the most to my growth and learning in this course. I hadn’t heard of several of them and were not familiar with their contributions to the field of education specifically or their beliefs and theories. Some are current educators that have published in the past decade and offered up ideas about the future of higher education in democracy. Others, such as Dewey and Newman may have been dated readings but their theories are no less important or relevant in today’s society. The importance of learning history is to see how we evolve in order to adapt to social change and growth. Administrators, faculty and the governing bodies of higher education can use research by these individuals when creating rules, regulations and missions for our institutions today and in the future.

|  |  |  |
| --- | --- | --- |
| **Individual** | **Theory, Research, Claim**  **[Identify what it is.]** | **Contribution** |
| Mortimer Adler | American philosopher who believed that classic works belonged in public schools, college and universities’ curriculum. | 1. Radical ideas about enlightenment and education of well-rounded individuals. 2. Encouraged debate about learning and values. 3. Opposed Dewey's focus on experimentation and the free selection of values 4. Published articles and books charging that such a belief system produced poorly prepared thinkers and social unrest. 5. His most famous work was, *How to Read a Book: The Art of Getting a Liberal Education* |
| Dr. Arthur Cohen | Focus on analyzing the ideas and data pertaining to the community college. History of higher education and the role and functioning of American Community Colleges. | 1. Works with spouse and colleague Florence B. Brawer, and established and led the ERIC Clearinghouse for Community Colleges from 1966 through 2003; 2. Founded the New Directions for Community Colleges series; conducted groundbreaking research through the Center for the Study of Community Colleges; and authored key works, including The American Community College. |
| John Dewey | Writer and philosopher who believed in social leaning, democracy and community His works include *Democracy and Education* (1916), and *Art as Experience* (1934). | 1. Strong promoter of instrumentalism and radical reform of the public education system. 2. America's most famous exponent of a pragmatic philosophy that celebrated the traditional values of democracy and the efficacy of reason and universal education. 3. Dewey believed that universal education could train men to break through habit into creative thought. 4. Believed that democracy was the best form of government. |
| John Henry Cardinal Newman | Began his career as an Anglican churchman and scholar. High point of Anglican career was his influential role in the Oxford Movement, | 1. Oxford movement was High Church effort to return to the foundations of the faith--the sacraments, Episcopal governance, and apostolic succession--and to affirm the Church's status as the middle ground between Roman Catholicism’s claims to authority and the Dissenters' emphasis upon spiritual liberty and private judgment. |
| Clark Kerr | Economist and labor/ management expert who served as president of the multi-campus University of California from 1952 to 1967, a period of rapid growth and expansion. Concerned about the role of the university in society and created a master plan for coordinating the programs of all of the state's colleges and universities. | 1. He was a professor of industrial relations at Berkeley from 1945 until 1952 when he was named chancellor. 2. In 1958 he became president of the Univ. of California, building its prestigious system until 1967 3. He became director of the Carnegie Commission on Higher Education, which called for a “bill of educational rights,” and author of its report *Three Thousand Futures* (1970). 4. His writings include *The Uses of the University* (1972) and *The Future of Industrial Societies* (1983). |
| Dr. Mark Taylor | Nnationally recognized educator, expert, speaker and consultant that helps colleges and universities understand and serve students.    Holds a Bachelors degree in Psychology and Biology, a Masters degree in Social Work and a Doctorate in Counseling. | 1. Over 25 years of experience in higher education, management and the helping professions. 2. Has worked with over 150 schools in 38 states, made presentations at state, regional, and national events, and consulted with business clients like 20th Century Fox, Wal-Mart, the University of Tennessee Hospital and the U.S. Army. 3. Research and creates programs to improve educational services to Generation NeXT (those up to 26 years old). |
| Alfred Whitehead | He was an English mathematician and philosopher. Contributions to mathematics and logic, the philosophy of science, and the study of metaphysics. | 1. Extended the range of algebraic procedures and, in collaboration with Bertrand Russell, wrote *Principia Mathematica* (3 vol., 1910–13), a landmark in the study of logic. 2. Inquired into the structure of science and provided the background for metaphysical writings. 3. He criticized traditional categories of philosophy for their failure to convey the essential interrelation of matter, space, and time. |