Critical Examination of Milton Bradley's Contributions to Kindergarten and Art Education in the Context of His Time

Title: A Critical Examination of Milton Bradley's Contributions to Kindergarten and Art Education in the Context of His Time.

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Abstract/Description:

This historical study examines the life of Milton Bradley in the context of his time. The primary question being asked in this study is: What contributions did Milton Bradley make to education during his lifetime, what, if any, affect did that have on art education, and how was that influenced by the circumstances of his life? Factors that influenced Milton Bradley include: the Victorian era, common schooling, moral education, progressive education, kindergarten, art education and business. Bradley's connection to both kindergarten and art education are explored in depth, and his contributions to both are examined. The information in this study is presented using the contextual approach to art history advocated by Tom Anderson and Melody Milbrandt (2005). Anderson and Milbrandt's contextual approach incorporates the use of social setting, mood, economic conditions, and other circumstances to interpret and evaluate the work in question. For the purposes of this study, Anderson and Milbrandt's contextual approach has been adapted to historical inquiry. Milton Bradley straddled the Victorian and Progressive era and was a product of his times. Findings indicate that while Milton Bradley held an important role in the kindergarten movement, his role in the field of art education is of a secondary nature. Milton Bradley helped facilitate the entrance of art education into the public schools with his production of art supplies and materials intended for the kindergarten classroom. Bradley's materials were designed for kindergarten first, and art education second, so ultimately, his contributions to art education were secondary in nature to his interest in the kindergarten.
Main article: John Milton. See also: Of Education. Date: 1608–1674. Noddings’ contribution to education philosophy centers around the ethic of care. Her belief was that a caring teacher-student relationship will result in the teacher designing a differentiated curriculum for each student, and that this curriculum would be based around the students’ particular interests and needs. A Brazilian philosopher and educator committed to the cause of educating the impoverished peasants of his nation and collaborating with them in the pursuit of their liberation from what he regarded as “oppression,” Freire is best known for his attack on what he called the “banking concept of education,” in which the student was viewed as an empty account to be filled by. The Preschool Special Education Learning Outcomes and Indicators for Kindergarten Participation was developed as a part of the Quality Indicator Study conducted by MAGI Educational Services for the State Education Department. It was designed to assist parents and educators to better understand the developmental process for young children. This publication describes student performance indicators according to major areas of development, such as cognitive development and motor skills. z Takes turns during activities with other children. z Follows a direction when given in the context of a group. z Able to sit calmly, listen and work with other children. z Able to focus on group or independent task to completion. Here we examine his argument that education involves the exercise of artistry and the development of connoisseurship and criticism. We also assess his contribution to the debates around school reform. Elliot W. Eisner (1933-) has made a significant contribution to our appreciation of the educational process. He is particularly known for his work in arts education, curriculum studies, and educational evaluation. His examination of process and the artistry of education is of particular importance for the sphere of informal education (see Jeffs and Smith 2005). His work shares a number of important themes with John Dewey (on experience, creativity, education and art), Donald Schön (on reflective practice) and Howard Gardner (around multiple intelligences).