

HISTORY OF EDUCATION; UNENDING PERSONA, Demystifying and Demythologizing; Demonization, Perception and Superstition.

A Reflection on the role of Educational Foundations in programmes of teacher preparation

By

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Abstract

In recent past History of education has been deflowered, mutilated, devalued, defamed, scandalized and assassinated in its profound mandate in teacher training. This paper aims at draining the swamp and reclaiming the lost glory of this powerful discipline without which a teacher cannot be made. As a course for teacher preparation it is traditionally housed in the department of educational foundations within the faculty/ school of education. Demonization of history of education within teacher training takes place in the way it is depreciated by other disciplines which consider it as rather a mere narrative or a branch of literature, a myth this paper seeks to demystify. In the bid to stamp the authority of history of education, this paper explores alternatives and pertinence that should never be turned a blind eye on in the making of a teacher.

1.0 What is History of Education? Scholastic nature and understanding

One cannot conceptualize history of education without understanding the term history. It should be noted that history is a tool that gives an educationist in history of education information to study. The term history refers to the recorded (past) human experiences. These experiences may be either or both political, social, economic, scientific and technological activities. It is these past experiences that shape human society. History can be seen as a mirror of the society. As a mirror history reflects on the future of humanity, this concept is reflected by various scholars on how they have defined the discipline.

History is a double edge reflection and in the words of Himani Bannerji (1998)

it brings the absent to the present, invisible and visibility- readers hear or overhear voices, see the words of social subjects or moments, who and which can be mainly be seen, heard, of known through representational inscriptional gestures. Distances through time and space, subjects and moments can mainly enter our knowledge through the historian/ writers work- her attempts at re-representation. Thus, representation both marks moments of absence and offers us a presence- obviously at second level of construction.

On the other hand, education can be seen as a process and as a product in whichever dimension one observes it. The learner is like a raw material that goes through an industrial process for transformation into finished product. In this process teachers play a significant role. The product that comes out of the education process must be refined and of high quality just as an industrial raw material that has undergone refining process. An educated individual must be refined economically, socially, politically, morally and intellectually endowed

and this can be seen practically in once life. An educated person should live an exceptionally positively endowed life. Sifuna and Otiende (1992:1) have defined education as an organized and sustained instruction meant to transmit a variety of knowledge, skills, understanding and attitudes necessary for the daily activities in life. Aristotle defined education as a creation of a sound mind in a sound body.

Therefore history of education *is an account of the living growth of educational aims, methods, objectives, educational philosophies, curriculum and institutions*. Historical studies of education help to improve the quality of decision-making and the formulation of educational practices and policies. In real sense it strengthens personal and professional competence of the prospective teacher. Sifuna and otiende (1992), Otiende, Karagu and Wamahiu (1992:4) have agreed that History of education deals with the past educational development especially of education systems, theories and institutions, history of educational institutions, life and work of educators and educationists, changing and developing views about the curriculum and teaching techniques within the general historical context of social, economic, political or cultural, scientific and technological change.

1.1 Marginalization of History of Education: Refocus.

It falls under social sciences which have never been taken seriously. This assertion has been clearly discussed by Christou (2009) and Butin (2005) that humanities and more particularly the social foundations of education, are in crisis-witness the marginalization of this subjects within teacher education curricula and in educational policy documents. In understanding the marginalization patterns of educational foundations courses Bruno Vanobbergen and Paul Smeyers (2007) have noted that:-

The authority of foundation disciplines' (interestingly so called in this context) of history, philosophy, psychology and sociology of education has faded and their institutional standing has been eroded.

The American Council of Learned Societies in education stated that teachers must 'exercise sensitive judgments amidst competing cultural and educational values and beliefs' and therefore require such judgments to be shaped by studies in ethical, philosophical, historical and cultural foundations of education, this reflects on the magnanimity of foundational courses in teacher education. Despite the above relevance D Kerr, Dmandzuk and H Raptis have pointed out that the role of social foundation continues to diminish over time. D Kerr, Dmandzuk and H Raptis (2011) have clearly pointed out that history of educational history has been alternatively embraced and attacked throughout the 20th Century.

This lost authority is what this paper is seeking to re-invent by demythologizing and demystifying the notion created by individual academic sadists who have consistently endeavored to undermine the disciplines at hand. The current situation of educational foundation courses calls for several action questions such as: - Why are the courses termed as foundational courses? Do we really understand the term foundation in the context of the courses within the department of educational foundations? At what level should foundational courses be taught to prospective teachers? What pedagogical approach should educational foundation courses take to stamp their authority in teacher education?

What is underscored is that this course isn't an elective course which should not be taken with the seriousness that it deserves as the situation in most of Ontario Canada teacher training colleges (Christou, 2009). In fact in my own observation and analysis, in its discourse history of education in itself houses the disciplines of educational technology, curriculum, educational psychology, sociology of education, philosophy of education, character education, comparative education, environmental education, technology education and educational guidance and counseling including content disciplines. It is therefore clear by fact that it is not easy to underrate the strength of the discipline history of education. The authority under which history of education speaks for itself is enormous and cannot be in anyway preconceived and subjected to disciplinary activism and chauvinism.

However scholars D Kerr, Dmandzuk and H Raptis have noted that:-

The reasons for this marginalization are complex. Many researchers attribute the decline of history in education programs to the nature of teacher preparation. Teacher education has been described as 'long on classroom practice and analysis,' but 'short on philosophical and historical analysis' (Liston, Witcomb, & Borko, 2009, p. 108). This is perhaps partly due to the fact that students consistently rank their history courses as less useful than their method courses in preparing them to become teachers (Howey, 1988; Simoes, 1992). In fact, in Crocker and Dibbon 2008 study of initial teacher education programs in Canada, program graduates perceived the historical and philosophical foundations of education to be *least* useful among 18 programs. Dipbo (1991) attributes this to preservice teachers inability to translate foundational knowledge into classroom practice (p44), indeed as far back as 1969 Neville Scarfe, Dean of education at the University of British Columbia, proposed that one of the key challenges of teacher education was that young people find it hard to translate educational thought into practice (p187).

History of education is a core professional course in teacher training in most educational systems. It should be seen as a course without which a teacher can't be molded, can't be made or trained. I have on several occasions' interrogated science prospective teachers and to them the idea at first before going through the course, is that it is a constructive course only to humanities teachers but as they advance through the course it becomes relatively clear to them on its importance and by the end of the course they appreciate it more than any course.

Why educational foundation disciplines: why history of education in particular? In trying to reflect on the above questions I agree with and I will therefore engage the arguments of Christou (2009):-

..I examined the languishing position of history of education courses in teacher preparation. The disciplines decline as a foundational subject is both international and widespread (McCaul 1958, Hartley 1993, Depaape 2003). The importance of history in educational foundations is, of course, part of the larger debate about their role in teacher education. Although I concentrate on one discipline, what may be said about history may be said about other foundational subjects.

In primary teacher training colleges (certificate level) generally educational foundations courses have been generalized into one course, principles of education or rather foundation of child care. The trend is worrying that even in some universities and diploma in secondary education teachers training colleges; educational foundation department is merged with educational planning and psychology. We are missing the point that history of education, sociology of education, comparative education, philosophy of education and character and integrity education are grounding courses for teacher trainees. Educational foundation is a tap root and a stem of which all the other courses in teacher training are branches and thus the name 'foundation'. History of education teaches psychology of education, philosophy of education, educational planning, economics of education, environmental education and curriculum, in other words it's a summary of all the other educational courses. A prospective teacher can be made without all the other disciplines but not without history of education. History of education therefore should be given much prominence as an independent discipline and a mother of all other disciplines in teacher training.

We have integrated the broad discipline of history of education into one short course. As argued by Butin (2004) and Kliebard (1992) we tend to rely more on secondary sources of information, the unaesthetic voice of textbook descriptions, as well as the condensed, marginalized, and sterilized historical summaries they convey, remove historical learning from the real and dramatic stories and experiences that humanize the discipline. Just for the sake of clearing the syllabus. This move denies history of education its place in dealing with reality. In my view it should be taught in two phases. Phase one history of education from classical to 1900, phase two from 1900 to present. Concepts should be examined thematically and epochal. Phase one should be taught as history of education one as a first year course and history of education two in the second or third year of study for teacher trainees. Research work should also be integrated in the curriculum.

2.0 Demystifying Perception and Superstition through methods in History of Education.

Aldrich (2003) argues out that the duty of a historian of education is to research, record, and interpret the past events as fully and as accurately as possible...History provides the memory and the curriculum vitae of the

human race, what a prominent critic of historical discourse Depaepe (2001) tend to fully agree by noting that history of educational practice in a historical perspective carries with it some suggestions for improvement. It is therefore worthwhile to note that this study was carried out with the concept of the unending role played by History of education in teacher education, training and preparation. The aim is to erode the long concocted perception, demonization, myth and superstition advanced by the sadist believers and forces of darkness in academia that claims history of education has little or no worthwhile significance and serves no purpose but wastage of time, energy and resources in preparation of pre service teachers. This paper negates the negative by giving focus only on the prominence of the discipline of history of education.

To demystify demonization, perception and superstition in History of Education it's important for one to journey through the procedures involved in seeking the truth within the discipline of history of education. This will clear the doubts lingering in the minds of individuals who have preconceived a priori belief of inadequacy within the discipline of history of education.

Truth in history of education can be discovered by detailed and patient examination of facts in education over time by use of objective methods. It should be noted that history of education seeks to present facts without distortion objectively without a bias on personal interpretation of educational facts. Although we need to understand that in seeking the truth in history of education it is impossible at a given time to record all the facts about anything without selecting the most significant events, hence historical facts can be carefully selected and interpreted to give meaning. In this case relativist school of thought provides a blend to the objective analysis of historical facts in our field. In history of education we accommodate our facts after a long process of data collection, testing hypothesis and modifying these hypothesis to make sure they are right. At this point the historian in history of education should not allow preconceived ideas to water down and interfere with the search for the truth. Once the truth in education has been established facts are generalized in a standardized manner to give a clear historical explanation or interpretation.

The historian in history of education will always face facts, whether it's against what one believes or not. As initially stated to achieve objectivity this facts should be made available and a critical analysis should be done thereof. It's obvious that one might be caught in the middle of conflict where they are expected to give their opinions. The conflict might be connected to the educational institution of which the researcher in history of education is connected to or individuals he/she subscribes to. Such biases can be corrected through subjecting information with similar research work to a certain validity of the facts at hand.

There is a general perception that history of education is the memory of human educational experience and therefore it has no value and place in the modern society and is the ground at which history of education has been devalued. But, think of it? If human experience in education is ignored and forgotten we would cease to realize our professional competencies, responsibilities and obligations. Without history of our past educational experiences we would not be able to know the educational practices that we have, the value of the education we had, the length of growth of our education system and how our system of education has evolved to be what it is today. Educational stakeholders should not make a suicidal approach of neglecting history of education in whichever way, for repercussions of such move are devastating in nature.

Depaepe (2001) points out the permanent danger for policy makers and teacher trainers to make improper use of historical perspectives because of the risk of primarily realizing their own agenda. This kind of impunity and open seclusion against involving historians of education is why many nations have come up with a series of impractical and cyclic educational policies, theories and practices. As Aldrich (2003), puts it, the duty of a historian of education is to rescue from the oblivion those whose voices that have not yet been told. Through such voices we can reflect on the best educational practices and universally accepted teacher training and instructional models. If such voices lack then the entire system of education will be malnourished and as such the vacuum created can only be remedy by history of education.

Therefore it is the moral duty of historians in history of education to take the pain in predicting the future of our education system as presented by this paper. Reshaping, modeling and remodeling educational policies and practices a part from just teacher training.

3.0 Revisionist Approach on the Scope of History of Education.

The scope of history of education should include the description, elaboration and the analysis of both formal and informal aspects of education in ancient western civilization. According to Kimengi and Lumallas (2009), History of education rightly begins at the dawn of human civilization, with the founders of world civilizations centered within the vicinity of Nile in Egypt, Tigris and Euphrates in Mesopotamia, Indus valley and Hwang Ho valley. Ranging from antiquity in Greece, through Roman and Egyptian civilizations, to the middle Ages, Renaissance and finally Reformation, agrarian and industrial age to the present.

It should examine all the informal aspects of education to the total cultural context, in which persons are born, grow and mature. Through the process acculturation, persons acquire the simply, linguistic and a people's value pattern of their culture.

The scope must include historical research in education. This component in a way or another should be made practical and examinable to all prospective teachers. Prospective teachers should be journeyed through a historical research in educational matters for proper practical grounding in history of education.

Unfortunately History of Education curriculum in most universities/ teacher training institutions is European centered. Thus narrow approach must change in the independent Africa, Asiatic and Latin American countries and even in Europe and the Americas. Otherwise we would be perpetuating cultural imperialism loathed by Africans, Asians and Americans. Black personalities and Asians whose ideas have had significant impact in education and cultural development should be studied as a source of inspiration needed for active participation in the reconstruction of education and culture of African and Asian people during the post independent era. While every effort must be made to gain from the long period of western education starting from the classical civilization to the present, the remarkable ideas and practices of education featured in African and Asiatic civilization must be resurrected and incorporated in the revised syllabus.

4.0 Postmodernism Discourse in History of Education.

This is an area that needs a significant scholarly examination, research and analysis, it should be noted that this paper will only give a highlight on the way forward. As we reflect on how to develop a critical and advanced post modernism approach to history of education particularly in respect to teacher training, I would wish that we be guided by the simplicity of how Bruno Vanobbergen and Paul Smeyers (2007), view the role of history of education.

History of education helps to resist this forgetting and fits in with the idea of education which is not so much troubled by preservation of the past, but foremost by guarding the future. It entails reminding us of what was valuable and of what we do not want anymore, but also points to the fact that the future is not necessary to be seen in terms of the present or the past. What is to come bears the mark of the past and present, but it's more.

As presented by Bruno Vanobbergen and Paul Smeyers (2007), History of Education cannot be underrated from whichever dimension we view education. Therefore Historians of education should think of changing and deviating from the common, obvious and traditional periodic presentation of historical concepts or what is commonly known as narrative history and reflect on the following two intertwined approaches that give the discipline new impetus. We need to put to an end the idea of studying history of education from the perspective of all educational aspects being generalized and taught as a whole from ancient civilization to modern times. In support of the departure from narrative history

There is need for a research paper to be developed to reflect a deeper understanding on the approaches briefly presented herein. Polenghi (2016), clearly states that methodological reflection is significant in history of education to make it possible to address historical issues by carefully selecting the best suited approaches to the research subject and sources. A blended approach to the following will give historians of education an eclectic scholarly ground to the subject matter.

Thematic discourse in history of education. Thematic inquiry of historical content in history of education has potency in comparison to the traditional epochal approach. Perhaps the two can be positively egregious; very powerful to no scholarly comprehension. For example the study on the development of teacher education in Kenya today can be examined and reflected from the classical epoch, through medieval era, renaissance, agrarian and industrial age, pre- colonial, colonial to post colonial era. This will give the prospective teacher an in-depth knowledge and understanding of the genesis and revolutionary exodus of the history of teacher education. Themes such as curriculum, higher education, technical and vocational education, missionary factor in education and all other themes can be examined in similar ways. This is a very powerful way other than generalizing all themes periodically. It's an approach worth reflecting on in the 21st century. In re examining and supporting thematic and a fusion approach of narrative history of education and a departure from traditional theoretical perspective of presenting history of education, Weiler (2011) discusses Tamura's (2011) presentation and notes:-

In 'Narrative History and Theory', Eileen Tamura asks educational historians committed to traditional narrative history to 'open themselves to theoretical works.' As an example, she reflects on her own professional journey from traditional narrative historian to an intrigued by theory. Tamura summarizes the historiography debates of the 1980s and 1990s among historians who were challenged to rethink the nature of the historical enterprises. Tamura's analysis suggests the tension between description which typically takes the form of a chronicle of events, and analysis or interpretation, which self consciously or not, uses theory to make sense of the evidence of the past.

Weiler goes on to argue that Tamura (2011) is encouraging historians of education to become more reflective and self conscious about the process through which we construct 'history' out of the dust of archive. It is worth therefore for historians of education to explore these alternatives and bring a new breath to the discipline.

Oral history discourse in history of education. Thomson, (1988) defined oral history as the recorded reminiscences of a person who has firsthand knowledge of any number of experiences. Not far from Tamura's and wailer's arguments, other scholarly studies by Thompson (1998), Gardner (2003), Eick (2011) and Janesick (2007). Justifies the reason for re thinking and re evaluating oral history approach in the study of history of education.

Gardner, P. (2003). Asserts the position of oral history as a tool in reconstructing modern educational norms:-

If we confuse or conflate the capacity of memory to inform history as well as to sustain identity we are unlikely to make the best use of that which oral recollection has to give. But, if in our efforts to engage the life of the past, we are guided by the principle of hermeneutic understanding as well as the historical explanations, then we cannot afford to eschew the narrative voice. And we will learn that memory is the medium through which we live our lives in history as well as the resources which enables us to bear witness to history's power in shaping our lives.

Janesick (2007) argues that in post modern era, oral historian uses all possible audio, video and written recording techniques which include photographs, video filming, digital tape recording, still photography and various documents related to the project. This includes participant and researcher interpretations of the story

placed within the social and cultural context. In the case of history of education therefore, oral history is the story of the growth of education system, development of educational theories and practices, history of educational institutions, life and work of educators and educationists, changing and developing views about the curriculum and teaching techniques.

History of education relies on qualitative research method in its development. Janesick (2007), promotes this assertions by noting that techniques or oral history are techniques of qualitative research....oral history can be a valuable tool in the qualitative researchers 'tool kit'. Janesick in her submission further quotes two substantive cases that of TRC in South Africa and the development of feminist oral history that has made history more reliable. The question that arises therefore is whether it is possible to apply such a scholarly adventure in history of education? And when should we apply it?

In bringing out the relevance of this discourse and its practicability Wailer (2011) engages us in a discourse with Caroline Eick's (2011) case on oral history as cited below:-

Caroline Eicks uses a reading of theoretical work in oral history to explore the various ways in which memory is constructed. This move, from assuming oral narratives are evidence of past events to analyzing them as forms of consciousness or discursive production, parallels the idea that Historians are not uncovering a 'true past' but are narrating an interpretation of the past. In both cases, the narrators use 'real' voices and documents as evidence for their reconstruction, but they also engage in a human enterprise of meaning making. Eick is interested in the ways a collection of oral history narrative can be the basis for an understanding of social change over time by examining the ways individuals use collective discourse to make sense of the past they experienced; Eicks calls this a 'social historical consciousness'. Eick is equally concerned to make visible the theoretical perspective of her own narrative, using the theory of intersectionality as the basis for her own understanding of oral history narratives she collected. While approaches like this have become common place within the field of oral history, Eick notes that educational historians have only occasionally made use of these insights.

This method is quintessential and substantive, it brings reality to our study and it gives us an opportunity for in-depth reflection, analysis and examination on educational matters. The method is interpretive and provides adequate ground for many voices to be heard.

5.0 Demystification and Demythologizing History of Education: The Need and Significance.

The discipline of history of education is one of the oldest in teacher training and a key component in the preparation of a prospective teacher. We must accept that reasonable and intelligent action can easily be achieved by learning from the past experiences whether or not one decided to study history and in this case history of education by idle curiosity. Christou (2009), states:-

I begin by considering some reasons for which educational history should be an important part of teacher education. Kliebard (1995) in his 'Why history of education?' contends that teacher candidates, through understanding this history, are able to engage more critically with their contemporary educational context. They neither revel in future reform nor cower in the face of it. History is not in the business of predicting change, but it does demonstrate that change is inevitable.

In the above submission Christou (2009) summarizes the relevance of history of education in teacher training and the role of history in education. The following factors will illustrate the need of this programme to a prospective teacher.

Bogonko (1992) brings out one fundamental argument on the essentials of History of Education to a prospective teacher. He points out that history of education enables a prospective teacher undergoing training to appreciate the importance of education to mankind since time immemorial across generations. It's worth noting that by doing so they will be able to critically examine the fundamental part which education plays in the transformation of the society. Note that as a teacher one is expected to be an agent of change, so in this case it will enable one to examine present trends and dynamics in education, draw practical lessons from the past, avoid possible mistakes and initiate more viable plans for the benefit of the society.

History of education strengthens the professional competence of a teacher, helps the educator to understand the present by looking at the past. Kliebard (1995) suggests that the most important contribution of educational history is its ability to foster habits of mind that are desirable to teachers, including purposeful inquiry and critical reflection. The subject exposes the educator to other disciplines since it is composed of a number of disciplines such as anthropology, psychology, sociology, philosophy and biology. This widens the scope and knowledge of the teacher and makes him more comfortable and competent in class. Historical knowledge in education is cumulative, thus prospective teachers acquire knowledge, skills, dispositions, and norms of their occupations. They thus adopt attitudes that will be relevant in their future tasks as teachers. Knowledgeable and skillful individuals will always feel comfortable and competent when delivering content; such are teachers who have been taken through the study of history of education. History of education will help the teacher to have intelligent argument of oneself and mankind and their development from one stage to another.

History of education informs us about the past educational activities i.e. practices, challenges and solutions. Therefore history of education teaches us about our past educational activities so that we can focus on educational activities of the present in order that we may modify those activities of education for the future generation in the light of the existing conditions. By appreciating the past we will tend to link it with the present. For instance, much has been borrowed from the contribution of the Athenian system of education and fused to our modern system of education ranging from the structure of education, curriculum and curriculum instruction, implementation and development. Assertions well articulated by Sifuna (1980). In studying history of education we are making attempt to become aware of the past and this should allow us plan action which may offer us with a better future society, helps us reduce chances for misfortunes in our future educational practices. Prediction is a result of the lessons we have learnt.

As a discipline History of Education helps the educator to understand, in historical context current intriguing educational issues. Through critical examination of the educational activities in the past, the teacher can be able to illuminate on the possibilities and alternatives for the decision making in the present and thus help modify the future and come up with possible solutions. This gives the teacher in training a solid foundation to plan for our present and future development in education. The teacher will develop the mental power to weigh and adopt or reject past or current educational practices. It should be noted that the prediction of the future is based on a careful investigation of the past. Most of the things which happen in the future develop from what is happening in the present that has a bearing in the past. Relevant academic discipline should be engaged in the idea of shaping the future in one or different ways. History of education gives us a clear prediction of our future educational prospects.

Prospective teachers are taken through a better understanding of the relationship between educational theories and practices. By exploring the works of scholars such as Johann H. Pestalozzi (1746-1827), Fredrick Froebel (1782-1852), John Dewey (1859-1952), Maria Montessori (1870-1952) among others, enormously gives the educator the understand of how different educational theories have led to different educational practices. The study gives the teacher in training the opportunity of studying other people's educational ideas and programmes with the aim of developing ours and borrowing the same in the teacher's daily practical practice of education. The course is important in the process of professionally preparing teachers so that they can be able to critically explore alternative theories and practices of educational evaluation, acceptance, rejection and modification of cultural inheritance. In this way the history of education can help expand the possibilities for personal and professional action.

The discipline strengthens both the personal and the professional competence of the teacher ie in the following ways;

- a) To investigate, examine, evaluate, accept reject or even modify one`s cultural inheritance. One will have a chance to agree or disagree or modify their cultural heritage.
- b) To become educational critic and agent who is and can be responsible for cultural transmission and change, rather than a person who blindly accepts the status quo or who simply accepts unchallenged claims

History of education reflects on the motivations and behaviors of other human beings that were engaged in similar constructive activities in the past. In this way, a teacher is directly encouraged to endeavor to discern the various choices which were instrumental in shaping human purposes in the past thus bring the possibilities and alternatives in present decision making. History of education sharpens the intellect of the learner by encouraging the freedom of critical thought and imaginative thinking in the exercise of educating. This develops intellectual faculties and power of thinking by exciting curiosity and spirit of inquiry. The educator therefore develops interest in further learning. Perhaps there is no other subject in teacher education that can surpass history of education in the training of teachers who can think reasonably.

History of education plays a vital role in the life of a preservice teacher. The discipline helps one to develop a synthesized or a personal view on education e.g. what aims, methods, philosophy to be used. It critically examines the type of education we had in the past and the purpose it served. For instance examining the initial Kenyan education system of 7-4-2-3 which aimed at preparing learners to participate in socio-economic well being of the society will give one the understanding for the adoption of 8-4-4 system of education to improve on the quality of education and why probably today Kenyans want to adopt a taskforce report on the realignment of the education sector to the constitution of Kenya 2010 chaired by Prof. Douglas Odhiambo , that proposes a new structure of education 2-6-3-3-3, that is practical in nature. Historians of education such as Gutek (2013) have already pointed out challenges Kenya is likely to face with the adoption of the later system of education. Gutek historically points out that, there is no need of changing the current system of education since (8-4-4) it has not achieved its objectives. Gutek mirrors the proposed system of education basing on the past and visualizes its failure due to lack of its full implementation, as the case of 8-4-4. From the above discussions history of education will give a prospective teacher the ability of knowing our past mistakes in education system with the view to making necessary amends. The educator will be able also to understand the major trends and developments in our education system

Through comparative studies history of education enables prospective teachers to be able to evaluate past successes and failures thereby identifying there worth. One can compare and contrast different educational theories and practices and there relative successes and failures. This provides the educator with alternatives in decision making and policy formulation.

Conclusion

In summary, I will present Gary McCulloch (2011), assertions that there is a significant growth of interest in a broadening the range of theoretical and methodological departure in history of education. The reforms presented in this paper are long overdue. D Kerr, Dmandzuk and H Raptis (2011) have clearly argued that social foundation disciplines, creates awareness of the fact that teaching is epistemological act, teaching is amoral act, public education is about promoting both autonomy and the ability to engage in democratic debate and defend our democratic institutions, teaching is an understanding of the historical context of our education practice man many more. History of education is a discipline whose knowledge objects are unique and particular and unravels concrete educational details. Departments of educational foundations should adopt revisionist approaches in all its disciplines which are relevant (especially in history of education) calling for epistemological reawakening and providing solid ground for new approaches in the disciplines. The role of history of education cannot be seen in a vacuum but rather from its active role in producing a skillfully trained teacher. Arguments presented in this paper have painted a clear picture of what history of

education believes in and stands for not forgetting its magnanimous contributions in the moulding process to a pre-service teacher. It is clear that history of education is a mother discipline to teacher training and preparation courses and therefore its position must be acknowledged by the faculties/ schools of education.

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