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Title: Cosmopolitanism and Nationalism in Western Pedagogy, 1715-1970

Applicant Organization: Teachers College, Columbia University

Initiator:

Robert O. McClintock
Robert O. McClintock
Assistant Professor and Research
Associate

Transmitted by:

R. J. Schaefer
Robert J. Schaefer
Dean

Duration of Activity: 7/1/69 - 6/30/70

Total Federal Funds Requested: \$29,528

Date Transmitted: November 1, 1968

Robert O. McClintock
Plans for Research

Proposal for a Study of Cosmopolitanism and Nationalism in German
Pedagogy, 1770 - 1830

In public policy, determination of the proper relation between a community's political institutions and its educational functions is becoming a significant issue, one over which there are fundamental disagreements. Many who are worried by the anarchy inherent in a world divided into autonomous nation-states look to education as a long-range means of muting international conflict, provided the schools are not first mobilized completely in the nations' service. In contrast, others see instructional agencies as a central means for implementing their plans for national defense, economic growth, resource conservation, and social reform. Still others believe that cultural institutions should act as the conscience of the community and that they should force reform by withholding the services of ~~the~~ intellect from those sectors of society that acquiesce to the perpetuation of injustices. In essence, differing conceptions of the educator's potential contributions to public policy have resulted largely from disagreements over whether the principle of nationality or that of humanity should control the definition of pedagogical goals. I propose to study the basis of these policy differences by returning to their historic source, roughly the years between 1770 and 1830, and reexamining the German debate over cosmopolitanism and nationalism in pedagogy.

Pedagogy involves more than a formal system of instruction. The philosophical historian, Wilhelm Dilthey, once asserted that "the blossom and goal of all true philosophy is pedagogy in its widest sense -- the formative theory of man." Whether they recognize it or not, contemporary Western thinkers owe a great deal to the formative theories of man that German writers advanced between 1770 and 1830. One of the major points of disagreement during those years was whether the ideal of humanity or that of nationality should be the basis of one's pedagogy, or, to put it another way, whether the highest potentiality to which men could generally strive was to be defined with respect to the nation or to humanity at large. The poles of the discussion may be indicated by reference to Goethe's Wilhelm Meister on the cosmopolitan side and to Fichte's Addresses to the German People on the nationalist. I seek to understand this disagreement and to discover why the national ideal became dominant over the cosmopolitan; these inquiries will be a significant part of a long-term study in which I am trying to establish whether the causes that led to the dominance of nationality in education during the past hundred and fifty years are likely to remain in force in coming years.

A secondary literature useful to my research exists and I am currently studying it. For purposes of a brief, selective survey, these

works may be divided into two groups; one that concerns cosmopolitanism and nationalism in German thought and another that presents theories useful in explaining how important pedagogical principles influence public affairs. Preeminent contributions to the last mentioned group are the essays by Wilhelm Dilthey on pedagogy, several books by the neo-Kantian, Paul Natorp, especially his Sozialpädagogik: Theorie der Willenserziehung auf der Grundlage der Gemeinschaft, and studies by Werner Jaeger, in particular the first volume of Paideia: The Ideals of Greek Culture. In the other group, in which the development of German thought is analyzed, the essential book for my theme is Weltbürgertum und Nationalstaat by Friedrich Meinecke, for in it Meinecke showed how the cosmopolitan hopes of the early nineteenth century were transformed before the twentieth into a faith in a German nation-state. Another excellent work that deals with this subject effectively is The Mind of Germany by Hans Kohn, although it covers a much longer period than I intend to deal with. Two books about Wilhelm von Humboldt are helpful in the pursuit of my theme: Eduard Spranger's Von Humboldt und die Humanitätsidee and Siegfried A. Kaehler's Wilhelm von Humboldt und der Staat. Lastly, Dilthey's studies Zur Geschichte des Deutschen Geistes and his essays Zur Geschichte des Deutschen Idealismus are a valuable introduction to the period.

These and other works are essential for the preparation of my study. They do not, however, answer the questions I intend to ask. Meinecke and Kohn were particularly interested in the political implications of cosmopolitanism and nationalism rather than in the pedagogical. Instead of tracing the development of the German political allegiance to a nation-state, I want to find out why pedagogues renounced Rousseau and decided that it was better to educate the citizen, not the man. It should not be blandly assumed that this decision to educate primarily the citizen was the result of a political commitment to the nation-state. There is much evidence that the educational decision preceded the political and that it was made for pedagogical, not political, reasons.

Another difference between the study I propose and those by the writers cited above is that their inquiries were made during the late nineteenth and early twentieth centuries, and that the backdrop of their work was the distinctive conception of the German state and nation that was held in those times. As the twentieth century wanes, the nation-state seems not to have been influenced primarily by the genius of a particular people; it seems instead to have been the creation of historic conditions that transcend national cultures and borders. Hence, whereas the earlier writers sought to explain the unique course taken by German nationalism, present historians should try to understand, from various national examples, the nearly universal collapse of eighteenth-century, cosmopolitan aspirations. Iron-

Robert O. McClintock
Plans for Research

ically, cosmopolitanism has so far been most cosmopolitan in its failure. To understand this development, a more thorough effort than those that exist should be made to show how the formative theory of man based on the idea of a common, universal humanity related to the theory based on a partial, limited nationality.

Such an effort will require a return to the sources. Access to a large part of the material is not difficult. Kant, Herder, Goethe, Schiller, Pestalozzi, Fichte, von Humboldt, Hegel, Schlegel, Schleiermacher, Herbart, and Heine are among the pertinent personages. But to do justice to the theme I cannot be content to read their great books from afar. I need the leisure, proximity, and mobility to devote myself to the thought of the time and to follow themes where they lead from the works of the well-known to those of the obscure. To gain this leisure, proximity, and mobility, I want to spend a year at Marburg studying the literature of the period. The university libraries there are adequate, and the town, I am told, is a congenial place for intensive, quiet studies. Marburg is located near the center of Germany, making it easy to reach special collections that, as my reading progresses, may prove to be essential. I will be in contact with Professor Leonard Froese, Direktor des Erziehungswissenschaftlichen Seminars und der Forschungsstelle für Vergleichende Erziehungswissenschaft der Philipps-Universität Marburg, to make more definite arrangements for my studies. By the end of the year I would expect to have the research for a book on my topic in the final stages and the drafting of the manuscript under way.

Robert O. McClintock
Abstract

Cosmopolitanism and Nationalism in Western Pedagogy, 1715-1970.
McClintock, Robert O.
Teachers College, Columbia University
\$29,528

As Rousseau observed, "you must make your choice between the man and the citizen, you cannot train both." In the major contributions to the formative theory of man, or pedagogy, there is disagreement whether the ideal of humanity or that of nationality should define the highest potentiality to which men should strive. I seek to understand this disagreement by studying the interplay of nationalism and cosmopolitanism in Western pedagogy during the past two hundred fifty years. In doing so, I shall use social, political, economic, and cultural history to elucidate how educational ideas and practices have been changing. Eventually three volumes will result from this study, but as a start, during the academic year 1969/70 I plan to devote full time to analyzing the German debate over cosmopolitanism and nationalism during the years 1770 and 1830. Present day educators owe much to the formative theories of man advanced by Kant, Herder, Goethe, Schiller, Pestalozzi, Fichte, von Humboldt, Hegel, Schlegel, Schleiermacher, Herbart, and Reine; and from a mastery of the discussions between men like these, I can proceed outward to study the issue as it arose in France, Spain, Italy, and England. My project will initiate a substantial revision in the history of Western education analogous to that going on in the history of American education. My purpose is to show how education functioned in the developing of modern European society. The completed work should help to clarify the difficult problem facing every educator today, namely, to decide whether his activities should serve primarily the particular interests of his nation-state or the general ideals of a common humanity. My work will be done in the Institute of Philosophy and Politics of Education, Teachers College, Columbia University. The main research needs are well-stocked libraries and a good reading knowledge of German, French, and Spanish. These I have.

Project Personnel**Project Director:**

McClintock, Robert O.
Assistant Professor and Research Associate
Institute of Philosophy and Politics of Education
Teachers College, Columbia University
New York, New York 10027

The Project Director will devote 100 per cent of his time to the project. The major research facilities needed are good libraries and there is no problem of access to these. I read German, French, and Spanish well and there should be no problem with languages in conducting the study.

Student Research Assistant:

Person not yet appointed.

The Student Research Assistant will devote 50 per cent of his time to the project during the academic year. Priority will be given to students in the history and philosophy of education who have a good reading knowledge of German and one other European language.

Robert O. McClintock
Budget

Project Director: McClintock, Robert O.
Institution or Agency: Teachers College, Columbia University
Proposed Duration: 12 mos.
Starting Date: 7/01/69 Ending Date: 6/30/70

A. Direct Costs

Personnel Salaries*	51	\$17,667
Employee Benefits (charged as direct)**	52	2,585
Travel	53	--
Supplies and Materials	54	50
Communications	55	100
Services		
Duplicating and Reproduction:	56	1,000
Statistical	57	--
Testing	58	--
Other	59	--
Final Report Production	60	150
Equipment	61	--
Training Program Costs		
a. Trainee Support Costs	62	--
b. Institutional Allowance	63	--
Other Direct	64	--
Subtotal, Direct Costs	65	\$21,552
B. Indirect Costs (46.08% of Salaries)	66	\$ 8,141
C. Total Costs (Federal Support)	67	\$29,693

* \$12,000 + \$2,667 = 10 month salary + summer salary for Project Director
 † 3,000 = salary for student research assistant devoting 50% of his time to the project.

**16.5% for Project Director
 5.5% for student research assistant

I have submitted an application for a fellowship to study "Cosmopolitanism and Nationalism in German Pedagogy, 1770-1830." If accepted this fellowship will provide travel funds to do research on my project in Germany, but it would not provide general support for the project. It would run from 09/01/69 to 8/31/70.

Robert O. McClintock
List of Publications

- 1964: "Review of E.J. King, Other Schools and Ours," Teachers College Record, Vol. 65, No. 5, February 1964, pp. 471-2.
- 1966: "Machines and Vitalists: Reflections on the Ideology of Cybernetics," The American Scholar, Vol. 35, No. 2, Spring 1966, pp. 249-257. (Reprinted in Spanish as "Máquinas y vitalistas: Reflexiones sobre la ideología cibernética" in Revista de Occidente, Madrid, No. 63, June 1968, pp. 279-301.)
- 1968: "Ortega as Educator: An Essay in the History of Pedagogy," Ph.D. dissertation. New York: Columbia University.
- "Towards the Separation of School and State," (signed Robert Oliver), Teachers College Record, Vol. 70, No. 1, October 1968, pp. 73-76.

In press:

"Foreword," to R.L. Nettleship, The Theory of Education in The REPUBLIC of Plato. New York: Teachers College Press, late 1968.

"Architecture and Pedagogy," co-authored with Jean McClintock, The Journal of Aesthetic Education, Autumn 1968. (To be reprinted as the introduction to Henry Barnard, School Architecture. New York: Teachers College Press, mid 1969.)

"A Message on the Media," (signed Robert Oliver), Teachers College Record, Vol. 70, No. 2, November 1968.

"In Praise of Humble Heroes," (signed Robert Oliver), Teachers College Record, Vol. 70, No. 3, December 1968.

"Ortega, or The Stylist as Educator," The Journal of Aesthetic Education, Spring 1969. (A shorter version to be reprinted in Spanish by Revista de Occidente, Madrid, date of publication not yet set.)

The Self and Its Circumstances: Ortega as Educator. New York: Teachers College Press, June 1969 or thereabouts.

Work in progress:

"On the Liberality of the Liberal Arts," a 6000 word article on the historic nature of the liberal arts.

Editions of Pestalozzi, Herbart, and Froebel for the CLASSICS IN EDUCATION series of the Teachers College Press.

Robert O. McClintock
 221 West 82nd Street, Apt. 14A
 New York, New York 10024

Personal:

Born in New York City on August 17, 1939
 Married to Jean Gardner on June 30, 1962
 Daughter, Moira McClintock, born September 11, 1968

Education:

1957-1961 -- Princeton University	A.B. magna cum laude 1961
1961-1962 -- Columbia University	M.A. 1963
1962-1968 -- Teachers College, Columbia University	Ph.D. 1968

Experience:

Teachers College, Columbia University	9/68 to date	Assistant Professor and Research Associate
	9/67-6/68	Instructor and Research Associate
	Summers: 66, 67, and 68	Instructor
The Johns Hopkins University	9/65-6/67	Assistant Professor of Education
Finch College	9/64-6/65	Instructor
Newark State College	9/63-6/64	Assistant Professor II

Honors:

1961: The Gale F. Johnson Prize, The Woodrow Wilson School of Public Affairs, Princeton University
 1962-3: International Fellow, Columbia University
 1968: Honorable Mention by the Ansley Award, Columbia University

Areas of Teaching:

History of Education in Western Culture
 History of Educational Theory and Philosophy

YOUR COPY -

JOHN SIMON GUGGENHEIM MEMORIAL FOUNDATION

90 Park Avenue · New York, N.Y. 10016

APPLICATIONS and accompanying documents should reach the office of the Foundation not later than the date specified in our announcement.

In what field of science, scholarship, or art does your project lie? History of Education

Concise statement of project A Study of Cosmopolitanism and Nationalism in

German Pedagogy, 1770 - 1830

State where you intend to carry out your proposed plan: Marburg, Germany

State the inclusive dates of the period for which you are requesting a Fellowship:

September 1, 1969 through August 31, 1970

Name in full (surname in capitals) Robert Oliver MCCLINTOCK

Present address 221 West 82 Street, Apt. 14A, New York, New York 10024

New York, New York Zip Code 10024 Telephone 799-7246

A permanent address Solebury, Bucks County, Pa.

Zip Code

Title of present position Assistant Professor and Research Associate

Place of birth New York City Date of birth August 17, 1938 Sex Male

Citizenship USA If not a native-born citizen, give date and place of naturalization:

Single, Married, Widowed, Divorced Married

Name and address of wife or husband Jean G. McClintock, 221 Est. 82 Street, New York, N.Y.

Name and address of nearest kin, if unmarried

Number and ages of children one, one month

Give a summary of your education in the following form:

	Name of Institution	Period of Study (give dates)	Degrees, Diplomas, Certificates (give dates)
Academic: College	Princeton University	Sept. 58- June 61	1961, AB, magna cum laude
University	Columbia University	Sept. 61-June 62	MA, 1963
	Teachers College, Columbia University	Sept. 62-April 68	Ph.D., 1968
Technical			
Professional			
Musical			
Artistic			
Special Study			

List the foreign languages that you can use, indicating your proficiency in reading, speaking, and writing each: French (good reading and speaking), Spanish (excellent reading, ~~and~~ adequate speaking, mediocre writing), German (good reading and I am learning to speak).

List the positions that you have held (professional, teaching, administrative, and business), beginning with your current position and working backwards.

Name of Institution or Organization	Position (Full Title)	Years of Tenure (give dates)	Compensation
Teachers College, Columbia University	Assistant Professor and Research Associate	Sept. 1968 on	\$11,000
	Instructor and Research Associate	Sept. 1967 to June 1968	\$10,000
	Instructor	Summers, 1966, 1967, 1968	\$2,500
Johns Hopkins University	Assistant Professor	Sept. 1965 to June 1967	\$8,500
Finch College	Instructor	Sept. 1964 to June 1965	\$2,000
Newark State College	Assistant Professor II	Sept. 1963 to June 1964	app. \$5,000

List the learned, scientific, or artistic societies of which you are a member:

History of Education Society

List the postdoctoral (or equivalent) grants or fellowships that you have held or now hold:

Grantor	Inclusive Dates	Amount of Award
The Johns Hopkins University, Public Affairs Research Grant	June 1966 - May 1967	\$ 750

Also required to complete this application are *twelve copies each of three supplementary statements*. These are essential to our selection procedures. They may be duplicated in any way the applicant chooses, but each of the three should begin on a new page. The applicant's name should appear in the top right-hand corner of each page.

(1) An applicant in *science or scholarship* should submit twelve copies of:

A brief narrative account of his previous accomplishments in science or scholarship presenting the background for the project proposed.

His list of publications with exact titles, names of publishers, and dates and places of publication. If titles of journals are abbreviated, please annotate one copy of the dozen requested to supply full bibliographical references.

His plans for research. This statement will be submitted to the references named by the applicant and to the Foundation's advisers in the applicant's field. The plan should be so formulated as to enable a specialist to judge the practicability and significance of the applicant's proposal. It should be as concise as possible, in no case extending beyond three single-spaced 8½" by 11" sheets of paper typed on one side.

(2) An applicant in *the fine arts* should submit twelve copies of:

A brief account of his career as a creative artist.

A list of exhibitions with dates and places of shows, including prizes and honors won, important purchases, etc.

A statement briefly outlining what the applicant wishes to do during the period for which the Fellowship is requested. Detailed plans are not desired.

In the selection of Fellows in the fine arts, painters and sculptors will be asked to provide materials for preliminary viewing as directed below. Finalists will then be invited to submit the work selected by the jury.

With the application, *painters* should submit six to ten 2" x 2" or 35 mm color slides of important recent works. Label each slide with name of artist and title of painting. Include a separate list of these slides, specifying title, dimensions, date of completion, and present location of work. Also send one or two labeled photographs of works hanging in studio, gallery, etc.

Sculptors should submit twelve photographs of important recent works, including different views of individual pieces. Label each photograph with name of artist, title of work, medium, date of completion, and present location of work. Include a separate list of these photographs.

Applicants in graphics, photography, film, and architecture will be given an opportunity to submit work at a later date.

(3) An applicant in *writing* should submit twelve copies of:

A detailed account of his career as a writer.

A list of publications.

A statement briefly outlining what the applicant wishes to do during the period for which the Fellowship is requested. Detailed plans are not desired.

(4) An applicant in *music composition* should submit twelve copies of:

A detailed account of his career as a composer.

A list of compositions, including public performances of works with names of orchestras, conductors, and dates; a list of published compositions with names of publishers and dates and places of publication; and a list of recordings.

A statement briefly outlining what the applicant wishes to do during the period for which the Fellowship is requested. Detailed plans are not desired.

Applicants not directly covered in the above categories should follow the procedure outlined for the category closest to their own.

REFERENCES:

List the names of four persons to whom the Foundation may write for expert judgment concerning your abilities, especially in relation to your proposal for the use of a Fellowship. (All statements by references to the Foundation are held in the strictest confidence.)

Name of Reference	Position (Full Title)	Address
Professor Lawrence A. Cremin	Director, Division of Philosophy and the Social Sciences	Teachers College, Columbia University New York, New York 10027
Professor Jacques Barzun	University Professor	110 Low Memorial Library Columbia University New York, New York 10027
Professor James F. Shearer	Chairman, Department of Spanish and Portuguese	519 Philosophy Hall Columbia University New York, New York 10027
Professor Lionel Trilling	Woodberry Professor of Literature and Criticism	418 Hamilton Hall Columbia University New York, New York 10027

If you have applied or expect to apply elsewhere for any fellowship or scholarship for the same period, state the facts regarding such applications: I am applying to the Committee on Basic Research in Education, which is sponsored jointly by the National Academy of Sciences and the National Academy of Education, for support of a long-term study of cosmopolitanism and nationalism in European pedagogy. The two applications are complementary, for the Basic Research grant would not, if accepted, provide funds for work outside the United States. If you apply elsewhere for any fellowship or scholarship after presenting this application, please notify the Foundation immediately.

SIGNATURE.....

PLACE AND DATE OF MAILING.....