

Title of lecture

“American Public Education and the Tyranny of Modern Thought”

Charles J. Fazzaro

Biography

Chuck Fazzaro has been attending meetings of the Southwest Philosophy of Education Society and its progeny the Philosophy and History of Education Society since 1973. His B.S. undergraduate degree in physics and mathematics is from West Liberty College in West Virginia. His M.A. and Ed.D. degrees, both in Education Administration and Curriculum, are from West Virginia University.

After earning his undergraduate degree, he taught physics and mathematics for five years in a small 500 student high school. He then served several years as an administrator in a large 2,900 student high school. In 1967 and 68, before pursuing his doctorate full-time, he designed, organized, and supervised the opening of a highly innovative program for John Marshall High School, a 1700 student, three-year, comprehensive high school in Glendale, West Virginia.

Since receiving his doctorate in 1971, he has been in the College of Education at the University of Missouri-St. Louis. His work reflects his commitment to the ideal that the primary mission of American public schools is to educate children to assume the fundamental political office of citizen. Joined together in the schools to fulfill this mission, both students and teachers serve as the social and political conscience of our democracy. The character of his work is a search for contradictions between the obligations of public education to the American democratic ideals and schooling policies and practices. His search has revealed many contradictions that have significant implications for freedom of thought and the delicate balance between our rights as individual and our obligations to the commonweal. This work spawned his *Critical Enquiry* project.