

## Abstract

Philosophy of education covers a wide range of views, beliefs, techniques, and historical periods. The classical and multicultural approaches provide a glimpse into that world. They pull from drastically different histories and pedagogy, but they share a value of learning and education. With ties going all the way back to Aristotle and Ancient Greece, classical education developed over the centuries. On the other hand, the relatively young multicultural approach springs from an increasingly globalized world dealing with diversity and cultural differences. Even within the two approaches there are differences. Classical educators can disagree about content or focus, and multicultural educators often differ on matters of technique or process. This research seeks to examine what the two would say to each other if “Dr. Classical” and “Dr. Multicultural” sat down over a metaphorical cup of coffee to discuss their thoughts on learning, teaching, human nature, and the purpose of education.

## Classical

- **History**
- **Learning Process**
  - The Trivium
- **Purpose of Education**
  - Train students to recognize and delight in goodness, truth, and beauty.
- **Curriculum**
  - Considered “traditional” with emphasis put on the humanities and classical literature.

## Multicultural

- **History**
- **Learning Process**
  - Grounded in Student Identity & Culture
- **Purpose of Education**
  - Help students succeed in their world while respecting their various cultural backgrounds and differences.
- **Curriculum**
  - Focused on diverse texts that relate to students’ lives.

## Conclusion

For all their differences, classical and multicultural education do not always fall on completely opposite sides. They are both committed to the education of students, but they developed in drastically different contexts to address separate issues. Classical education has the benefit of hundreds of years to develop and adapt, but multicultural education responded to a rapidly changing educational environment of increasingly diverse cultures and backgrounds in the classroom.

The Pedagogy of Confidence by Yvette Jackson details ways to increase intellectual performance in urban schools. In its pages there is evidence of both the classical learning process (The Trivium) and student-centered approach to content, curriculum, and achievement. The two approaches combined manage to address many of the criticisms voiced to the two stances.

## References

- The Pedagogy of Confidence (2011) by Yvette Jackson
- Philosophy of Education, 3rd Ed. (2012) by Neil Dodds
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