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November 3-6, 2011

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SCHEDULE OF EVENTS

THURSDAY, NOVEMBER 3

8:00 a.m. to 3:00 p.m.	Burnham (3)
History of Education Society Board Meeting Philo Hutcheson (Georgia State University), President	
1:00 to 5:00 p.m. CONFERENCE REGISTRATION	Foyer (23)
Robert Hampel (University of Delaware), HES Secretary-Treasurer	
1:00 to 2:30 p.m.	Tip Top Tap South (23)
PATRIOTIC PLURALISM: AMERICANIZATION EDUCATION AND EUROPEAN IMMIGRANTS: A DISCUSSION	
Chair/Discussant: Wayne Urban (University of Alabama) Zoe Burkholder (Montclair State University) Sevan Terzian (University of Florida) Christine Woyshner (Temple University)	
➤ Jeffrey Mirel's <i>Patriotic Pluralism: Americanization Education and European Immigrants</i> (Harvard University Press, 2010) re-examines the role that education played in the Americanization of European immigrants in the first half of the twentieth century. In the conventional story public schools and other educational institutions stripped immigrants from eastern and southern Europe of their Old World cultural heritages in order to make them good Americans. Drawing on new data and an expanded time frame that includes the Depression and World War II years, this book argues that the relationship between Americanizers and immigrants was fluid and dynamic rather than fixed and oppositional. It offers a new interpretation of Americanization in which immigrants played an active and crucial role in the process. In this panel discussion scholars present reviews of the book.	
1:00 to 2:30 p.m.	Huron (23)
SCREENING CULTURE: MUSIC AND FILM IN TWENTIETH-CENTURY CURRICULA AND PEDAGOGY	
Chair/Discussant: Richard Angelo (University of Kentucky) Jacob Hardesty (Indiana University), "Inferior Music: The Late Progressive Era Case Against Jazz in Schools" Erin Kaufman (University of Iowa), "'Less Corn and More Culture:' Opera in Iowa's Rural Neighborhoods, 1934-1936"	

Joseph Watras (University of Dayton), “The Payne Fund Controversy, Progressive Education, and Developing Countries”

Benita Blessing (University of Massachusetts, Amherst), “East German Children’s Films as Uneven Pedagogy”

- Previous historical studies of jazz criticisms in larger society have demonstrated that anti-jazz opinions were explicitly racialized, a fear of the musical Other. In terms of schools, criticisms were more directed toward student ethics and well-being. Unlike those criticisms of jazz by various classical music aficionados focusing primarily on issues of race and musical quality, arguments to ban jazz in schools took one of two forms. First, not completely unlike opinions of the genre in wider society, jazz was seen as being an inferior music form. Second, and certainly not unrelated, many feared that jazz would bring about loose morals in impressionable youth. Still, by the early 1930’s some music teachers, particularly those in Black urban high schools, presented an increasingly convincing argument about jazz’s musical value. As the decade progressed, the genre slowly found a place in the music education curriculum. Arguments for and against jazz in schools point to broader issues of racial stereotyping and the interplay between school and cultural change.
- Although focused on home economics and agricultural education, outreach activities sponsored by the Iowa Agricultural College, local 4-H groups, and the Iowa Farm Bureau Federation included music from early on in their histories. The highpoint of the musical activities associated with IAC came in 1934-1935, when 4-H and farmwomen’s groups studied and then performed the opera, *The Bohemian Girl*. The overwhelmingly positive reception suggests that performance played an important, community-building role in rural areas. These findings are significant because they suggest that rural girls and women wanted to have exposure to and involvement in fine arts programs. This stands in contrast to studies that portray rural education primarily in terms of vocational education and home economics outreach.
- In the period from 1909 to 1959, the public perception of motion pictures changed. At the turn of the century, progressive leaders expressed fears that motion pictures corrupted children’s values by making crime appear attractive. At the request of critics, the Payne Fund, a philanthropic enterprise, supported a series of academic studies on the social influence of films. Although the studies did not provide conclusive evidence about the effects of films on society, researchers introduced important innovations in the methods of qualitative research. When the controversy raised questions of censorship, critics of films and motion picture companies engaged popular writers to spread their views and to rally support for their positions. Philosophers joined the debate asking about the role of art in society. By 1940, two participants in the studies organized programs to help teachers learn to use films in their classes. By 1959, at least one participant in the Payne Fund Studies joined members of UNESCO to determine how motion pictures could improve the living standards in developing countries.

- Feature films have increasingly become an object of interest in educational scholarship; here I demonstrate ways in which to read film as a pedagogical source, including the attendant role of cinematic quality in any assessment of film. This paper addresses the children's and youth films of the former German Democratic Republic (GDR) for their successful and failed attempts at offering pedagogical lessons to East German youth. The particular role of children's film in the socialist GDR - heralded then as now as the best examples of children's and youth films - offers clear examples of "good" and "bad" examples of films as pedagogical media.

1:00 to 2:30 p.m.

Tip Top Tap North (23)

**BIOGRAPHICAL SKETCHES IN HIGHER EDUCATION:
ORIGINS, LEGACIES, AND REFORM**

Chair: Ralph Kidder (Marymount University)

Robert Schwartz (Florida State University) and Patrick Biddix
(Valdosta State University), “Walter Dill Scott, Psychologist, President, and Father of the Student Personnel Movement”

Kelly Kish (Indiana University), “Politics of Legacy: The Ora L. Wildermuth Story”

Andrea Walton (Indiana University), “A Different Type of Woman of the 1950s: Agnes E. Meyer as Education Reformer”

Discussant: Jana Nidiffer (Oakland University)

- As an undergraduate at Northwestern University, Walter Dill Scott was ambitious and energetic, involved in football, the school paper, and other activities. He aspired to be a president of a college in China but later studied psychology under Wilhelm Wundt in Germany. Back in the U. S., he became a leading proponent of "personnel psychology" and developed new strategies for the Army in WW I. After the war, he started the Scott Co. and became an early president of the APA. Called to the presidency of Northwestern, he implemented his psychology for personnel in corporations and factories on the Northwestern campus and started "student personnel psychology" which soon gained support of the American Council on Education.
- This biographical study of Ora L. Wildermuth traces the legacy of one individual who has made a significant impact on education in Indiana. Mr. Wildermuth was a university trustee, in addition to his professional work as a lawyer and judge and his lifelong service to libraries. In 2007, racist letters written by Wildermuth in the 1930s were discovered and this paper attempts to contextualize Wildermuth's life and legacy. It sheds light on the role of trustees and the legacies they create and that are created by them.
- This paper considers the life and career of Agnes Elizabeth Ernst Meyer (1887-1970), focusing on her interconnected roles as an educational philanthropist,

college trustee, and journalist-reformer within the framework of the new history of women in the 1950s.

1:00 to 2:30 p.m.

Michigan (23)

**MAINTAINING SOCIAL IDENTITY AND FOSTERING
SOCIAL COHESION THROUGH EDUCATION**

Chair: Christopher Frey (Bowling Green State University)

Johan Wassermann (University of KwaZulu-Natal), “Emigration, Social Identity and Formal Education: A Historical Case Study of the Boers in Argentina, 1902-1939”

Alan Sears (University of New Brunswick), “Getting Along: Civic Education as a Means to Social Cohesion in Canada, 1940-1982”

Discussant: Yoon Pak (University of Illinois, Urbana-Champaign)

- In the wake of the Anglo-Boer War (1899-1902) between the British Empire and the Boer Republics several hundred Boers emigrated to Patagonia, Argentina. Initially the majority of the immigrants placed little emphasis on formal education and most schooling was conducted by family members or travelling teachers. However, with the discovery of oil within a decade of their arrival the Argentinean government started to provide formal education in the area in which the Boers had settled. This was not embraced by the majority of Boers who, in an effort to maintain their social identity, attempted to create an alternative educational system that was based on Protestantism, the Afrikaans language and a South African curriculum. However, disorganization, lack of leadership, economic hardship, their emerging identity crisis, denominationalism, lack of support from the South African government and the low value attached to education led to the failure of all these efforts. Consequently as more and more Boer children started to enter Argentinean government or private Catholic schools the fear of assimilation into Argentinean society grew and calls for repatriation back to South Africa became louder. Eventually, in 1938, with education cited as one of the main reasons, most of the Boers were repatriated back to South Africa. Based on archival, literary, oral and fieldwork sources this historical case study investigates the attempts between 1902 and 1939 by this small group of African emigrants to establish a system of formal education that would secure and maintain their social identity.
- This paper explores Federal Government civic education policies and practices designed to foster social cohesion between new immigrants and native-born Canadians between the years 1940 and 1982. During World War II a crisis was provoked within the Federal Bureaucracy by the lack of enthusiasm for the war effort displayed by Canadians of non-British and non-French heritage. Young men from these immigrant communities did not volunteer for active service and displayed a distinct ambivalence about Canada’s role in the conflict. This led to the formation of The Nationalities Branch within the Federal Department of the

Secretary of State, which later became the Citizenship Branch. Through the Branch the Federal Government, which has no constitutional role in education in Canada, developed a range of civic education programs designed to foster a shared sense of national identity in Canada and enhanced social cohesion between and among ethno-cultural groups. Civic education policies and programs of the Branch were framed around the twin goals of fostering the assimilation of immigrants and prompting moderate accommodations from native-born Canadians. The vehicles used to accomplish these goals were programs designed to foster contact between and among groups and intercessory interventions by state officials concerned about representing immigrants to established Canadians and vice-versa. I argue that the policy and practice described in this paper are consistent with very conservative notions of citizenship and citizenship education.

2:45 to 4:15 p.m.

Tip Top Tap South (23)

**DELINQUENTS, REBELS, SIMPLETONS, AND
HILLBILLIES: MASS MEDIA IMAGES OF “AT-RISK”
YOUTH AND THOSE WHO TAUGHT THEM, 1900-2000**

Chair: Kate Rousmaniere (Miami University)

Amy Martinelli (University of Florida), “Fears on Film:

Representations of Juvenile Delinquency in Educational Media from 1940 to 1960”

Patrick Ryan (Mt. Saint Mary’s University), “Running in the Hallways: Popular Media Images of Unconventional Teachers, 1945-1959”

Andrew Grunzke (Mercer University), “The Importance of Teaching Ernest: The Fool Goes Back to School in Television and Film Comedies in the Late Twentieth Century”

Don Boyd (Independent Scholar), “The Sins of Our Parents: The Paradox of the ‘Hillbilly’ Child, 1900-2000”

Discussant: Daniel Clark (Indiana State University)

- This paper session addresses the ways in which twentieth-century print and non-print media depicted “at-risk” youth and the efforts to educate them. Historical analysis of film, television, and other mass media can provide important primary evidence of perceptions of teacher quality and educational aspirations and how these interacted with respect to the education of “at-risk” youth. Moreover, understanding the context of the era in which a radio/television program or film was produced facilitates analysis of the media. In taking interdisciplinary approaches, combining, among others, the history of education, cultural studies, and film, television, and literary history and analysis, this panel seeks to provide a broader methodological basis for examining the malleable image of both the teacher and the student over the course of the twentieth century and how those images were shaped by past and current educational trends.

2:45 to 4:15 p.m.

Tip Top Tap North (23)

**MEXICAN AND MEXICAN AMERICAN EDUCATION IN
HISTORICAL AND CONTEMPORARY CONTEXTS**

Chair/Discussant: Victoria-Maria MacDonald (University of Maryland)

René Luis Alvarez (Northeastern Illinois University), “Mexican Americans and the Contested Terrain of Education”

Maria De La Torre (Northeastern Illinois University), “And You Cannot Longer Close Your Eyes.’ Oral Histories of Mexican Activism on Education, Chicago, 1970s to 1980s”

Francisco Gáytan (Northeastern Illinois University), “Don’t Be Like Me.’ Mexican Americans’ Academic Achievement Across Generational Divides—Current and Historical Perspectives from New York City and Chicago”

Mario Rios Perez (Syracuse University), “Aberrant Destinations: Immigration Policy and the Threat of Mexican Students during the Progressive Era”

- This session explores how Mexican-origin populations have organized their lives to make important decisions for improved schooling and greater educational opportunities for their communities and their families. Often these efforts have mixed results. On one level, educational access is determined by location, specifically where Mexican immigrants and their children arrive. On an individual level, students’ outlooks toward their academic attainments are limited by the experiences of prior generations. These factors contribute to Mexican and Mexican American communities organizing their activist efforts at the neighborhood level for improved quality of their overall health, education, and welfare. This session examines those efforts and places them in historical and contemporary contexts.

2:45 to 4:15 p.m.

Michigan (23)

**GENDERED AND GENERATIONAL PERSPECTIVES ON
CHILDHOOD**

Chair: Christine Woyshner (Temple University)

Amy Schutt (SUNY Cortland), “A ‘Gender Frontier’ Meets a Generational Frontier: Delaware and Mahican Education in the Eighteenth Century”

Linda Tafel (National Louis University), “Claiming a Central Role in Spearheading The Chicago Movement: The Chicago Kindergarten College, 1880-1920”

Discussant: Barbara Beatty (Wellesley College)

- This paper will use a framework that builds on historian Kathleen Brown's notion of the "gender frontier" and combines it with a notion termed here as a "generational frontier." It will examine how differing, and sometimes similar, expectations for children and youth came into contact and underwent flux in encounters between Native Americans and European Americans in Pennsylvania between the 1740s and the 1760s. These age-related notions overlapped with gendered expectations for girls and boys, shaping their daily lives and their educations in both formal and non-formal settings. Among the range of questions to be examined are the following: How did children and youth respond to Moravian age- and gender-based segregation in education and residential life? How did children and youth spend their time, both in work and play? Did Native American children receive and absorb messages similar to those that Moravians promoted among European American children? And how did the education of boys and girls compare in terms of the frequency and type of classes, religious messages imparted to them, and lessons preparing them for adult roles?
- The purpose of this presentation is to examine the central role that the Chicago Kindergarten College and its founders Elizabeth Harrison and Rumah Arvilla Hull Crouse played in spearheading reform in what Davis (1967) called The Chicago Movement, 1880-1920. The author presents a larger conceptualization of Harrison as reform thought leader, skillful institution-builder and mother-spirit, within both the Chicago and national kindergarten movements. An extended argument supports the addition of "church women" to Davis' list of movement workers through an exploration of the work of Mrs. Crouse, boundary spanner between her work in the home missions movement and the kindergarten movement.

2:45 to 4:15 p.m.

Huron (23)

TEACHER ACTIVISTS

Chair: Dionne Danns (Indiana University)

Thomas Thomas (Roosevelt University), "Septima Clark and the Curricular Commonplaces of the Citizenship Education Program"

Sophia Rodriguez (Loyola University, Chicago), "Teachers as Bricoleurs: A Genealogy of the Role of the Teacher in Refugee Education between 1960 and the Present Day"

Discussant: Jon Hale (The College of Charleston)

- The paper is an analysis of the Citizenship Education Program (CEP) developed by Septima Clark, Bernice Robinson, and Myles Horton in the late 1950s, identifying elements that contributed to its success as an instrument for social change. The CEP was an adult literacy program focused on overcoming the literacy test barrier to voter registration in South Carolina. This effort was integral to attaining social empowerment for social change at the local and state level. Rather than employing narrative description, the study examines source

documents on CEP as "teacher lore" and employs Joseph Schwab's four commonplaces of the curriculum (teacher, learners, subject matter, and milieu) to identify and exemplify features of the CEP as a successful program of adult literacy and a curriculum to effect social change.

- Amidst much current debate surrounding teacher education research, the author examines the role of the teacher in refugee education. Studies exist that call attention to teacher role, teacher care, teacher characteristics, and teacher education as we think about the achievement of diverse groups of students (Barber, 2002; Perez, 2002; Phillippe, 2010; Schulsser & Collins, 2006). Repositioning the teacher as an intellectual is necessary if we are to include her voice in refugee education specifically. This paper has two foci: the role of the teacher in refugee education and the lack of attention to refugee education more broadly. I will highlight the various ways that policy literature and the scholarly literature shape pedagogic action.

4:30 to 5:45 p.m.

Tip Top Tap South (23)

**MIDWEST HIGH SCHOOLS: ASPIRATIONS, ANXIETIES,
AND THE STRATEGIC EDGE**

Chair: Patricia Carter (Georgia State University)

Dale Gyure (Lawrence Tech University), “‘The Crowning Feature of our System:’ Nineteenth-Century High Schools and American Middle Class Aspirations and Anxieties”

Patricia Stovey (University of Wisconsin, Madison), “High School on the Middle Border”

Discussant: Donald Warren (Indiana University)

- During the nineteenth century public education was on its way to becoming a permanent part of the American experience. The middle class also solidified into a distinct entity and began to grow into the largest socio-economic group in the country. Part of the middle class' success was attributable to its investment in public high schools; these schools inculcated desired characteristics in middle-class youth and produced graduates who would not need to resort to manual labor for a living. And the buildings that housed these students were imbued with this middle-class investment, from the smallest classroom to the grandest façade. These buildings served not only as sites for the academic and character education of middle-class youth – they also physically reflected the growing importance of secondary education for the middle class as a mechanism for class survival and social distinction. This paper is based on extensive research of primary source material and secondary literature on educational history, and focused on pre-1880s school architecture. It examines public high school buildings, particularly those in Chicago, St. Louis, Cleveland, and Detroit, as the products of complementary middle-class initiatives to create an educational system tailored to improve their children's behavior and future prospects, and to express the status

of this new institution in appropriate architectural form.

- The nation's first public high schools began in large cities such as Boston and Philadelphia, but by the early 1900s high school construction and expansion had spread across the nation and into communities with only a few hundred or a few thousand people. In the Middle West most high schools were in small places. Many provided secondary instruction to as little as a few dozen students. They might offer a single course of study and be taught by a handful of teachers. They served in-town youth as well as scholars from neighboring one-room districts. Small high schools were important to the state, the community, and the people who attended them, yet each understood it differently. State superintendents welcomed new schools, but only if the quality remained high. Communities justified secondary education in largely economic terms. A high school offered more than educational opportunity. It provided a strategic edge against neighboring towns. Families sent children to high school for a variety of personal and practical reasons. Secondary instruction served academic, social, and future professional needs. This study highlights two small cities: Viroqua, Wisconsin, and Petersburg, Illinois. They provide a setting for examining the schools, youth culture, and the important role played by rural tuition students. Exploring small-town high schools provides insight into how many early twentieth-century Americans knew the high school.

4:30 to 5:45 p.m.

Huron (23)

**EDUCATION AND THE POLITICS OF CIVIC
ENGAGEMENT**

Chair: Derrick Alridge (University of Virginia)

Jane Martin (Institute of Education, University of London), “Anglo-Jewry, Education, and Labour Politics: Explorations in Gender, Generation, and Social Action, 1904 to 1965”

Marybeth Gasman (University of Pennsylvania) and Dorsey Spencer (Bucknell University), “A History of Civic Engagement at Private Black Colleges and Universities”

Discussant: Ron Butchart (University of Georgia)

- This paper investigates how the connection between gender and Jewish identity played out in metropolitan public life through the case of the Education Committee of the London County Council (LCC) between 1904 and 1965. Looking beyond ‘high’ political action directed from Westminster and Whitehall to a study of education and popular politics, the purpose is to examine the activities and experiences of Jewish men and women on the Left, exploring the utility of US models for recasting histories of feminism with due regard to the specificities of time and space. Using previously unknown and under-utilised contemporary material, this account will look “inside” social movements, community organising and education, through developing individual case studies

of Jews in the leadership elite. Innovation lies in the effect of deploying sociological and cultural understandings of generation to appreciate how identity and civic action articulate together over time. The paper begins with an account as possible of the place of families, religion and faith, types of schooling, associational life (including voluntary and community organisations, trades unions, faith-based organisations and co-operatives) in generating types of motivation, “activist” careers and lifestyle correlates of activism). Many elite Jewish women became actively involved in London’s system of schooling. Applying historical perspectives and developments in geographical thinking to map gendered civic engagement in time and space, the paper closes with an assessment of the legacy of Jewish social philanthropy to the development of urban education, in terms of campaigning to improve the quality, and the quantity of what was on offer for the vast majority of city children. This is a local history but it is one from which we can learn broader lessons given the LCC’s centrality in national battles over education policy.

- Through these historical data as well as secondary sources, we will tell the story of civic engagement at Black colleges. We will focus on eight themes, including cultural enrichment, community engagement, community health programs, town meetings, community resources, organizational collaboration, educational initiatives, and professional/vocational education.

4:30 to 5:45 p.m.

Tip Top Tap North (23)

ACADEMIC FREEDOM: DISCIPLINARY DIVIDES AND PROFESSIONAL COHESION

Chair: Curtis Good (Kent State University)
Zachary Haberler (University of California-Riverside), “Public Faculty Discourse on Academic Freedom, 1890-1915”

Timothy Cain (University of Illinois, Urbana-Champaign), “‘Stirring Up the Fires of Race Antipathy:’ Academic Freedom in the South at the Turn of the Twentieth Century”

Discussant: Steve Tozer (University of Illinois, Chicago)

- This paper takes a first step towards complicating our understanding of academic freedom from 1890 to 1915 by emphasizing the role that institutions and disciplines had on faculty perspectives of academic freedom in the years leading up to the founding of the AAUP. I explore the public faculty discourse on academic freedom by analyzing a wide range of newspaper and popular magazine articles from this time period, and in doing so I pay special attention to the disciplinary and institutional affiliations of the faculty involved. I conceptualize faculty from different disciplines as groups of professionals attempting to communicate the importance of their expertise to the public in the hopes of attaining status and prestige. Preliminary analysis of public media from this perspective indicates that social scientists were more active in advocating and

defining academic freedom publicly than faculty from the other disciplines. I suggest two primary factors leading to this disciplinary disparity: first, the economic, social, and political climate presented academic professionals in the social sciences with more salient points of conflict regarding their academic freedom; and second, the “harder” scientific disciplines did not need to fight as hard for status because their expertise was more easily understood as objective and was accepted as an important part of industrialization.

- Between 1902 and 1911, four faculty at Southern institutions, Emory College (now Emory University) classicist Andrew Sledd, Trinity College (now Duke University) historian John Spencer Bassett, Randolph-Macon College historian William E. Dodd, and University of Florida historian Enoch Marvin Banks, were involved in public showdowns against powerful interests intent on preventing changes to the hierarchical racial and class structure of the South. These challenges implicated regional divides and further demonstrate that institutions needed to tread carefully when responding to public outcries. Acquiescing to demands that a professor be dismissed proved risky and could generate a damaging backlash. By looking at them together, we can see the significant relationships among different actors. These controversies were not happening in isolation: presidents conferred with presidents, and faculty conferred with faculty. In an era of increased professional cohesion, these linkages were important to developing ideas of academic freedom.

4:30 to 5:45 p.m.

Michigan (23)

**LAND-GRANT EDUCATION: 150 YEARS OF
“DEMOCRACY’S COLLEGE?”**

Chair: Kelly Kish (Indiana University)

Nathan Sorber (Pennsylvania State University), “Land-Grant Education Historiography at 150 Years: Beyond the Chimera of “Democracy’s College”

Peter Wallenstein (Virginia Polytechnic Institute and State University), “The Land-Grant System in Black and White, 1862-1962: The Colleges of 1862 and 1890—And How They Grew”

Discussant: Lester Goodchild, Santa Clara University

- Next year marks 150 years since the signing of the Morrill Act of 1862, and as educational historians join the flurry of scholarship that tends to coincide with such an anniversary, it is important to take stock of important new departures and interpretations in land-grant historiography. This paper traces the unraveling of Earle Ross’ “Democracy College” framework, in which the origins of land-grant colleges is viewed as the product of broad popular demand and expanding democratic participation. The author explains how revisionists in the 1970s and 1980s dismantled the traditional canon by illustrating a paucity of popular demand for land-grant education and assigning a greater role to educational

reformers. The revisionists had succeeded in moving past “democracy’s college,” but no historical consensus emerged. However starting in 2000, historians began advocating for a dialectic schema in which land-grant education was understood to be the product of a tension between the popular demands of farmers and workers and the ideals of leaders in education, science, and business. While far from representing a new consensus, these most recent works expand the context beyond the political and consider other major forces like industrialization, class conflict, and scientific rationalization.

- This project addresses major issues regarding race and education in the American experience — black access to public institutions of higher education, whether in the officially segregated South or the officially non-segregated non-South. The Land-Grant College Acts of 1862 and 1890 provided the foundation on which much of American public higher education since then has been constructed. The 1862 act made no reference to race, and in most southern states black citizens were categorically excluded from the new opportunities. The 1890 act offered enhanced funding, but on condition that black citizens also benefit — though states could make provision for blacks and whites in entirely separate institutions. My paper focuses on the seventeen states of the segregated South but also compares developments there with those in the North. Dividing the hundred years between 1862 and 1962 into four quite distinct generations, I trace, in general, the major characteristics of the land-grant system and compare, in particular, the often very different ways in which different social groups — marked by race, region, and sometimes gender — were able to join in those institutions. I ask how black southerners, white southerners, and also their northern black and white counterparts, were able to participate — whether in being admitted at all to an institution, being admitted to all programs, being permitted to live in campus housing, and being permitted to participate in intercollegiate sports.

6:00 to 7:00 p.m.

M Avenue Restaurant/Bar (2)

WELCOME RECEPTION

FRIDAY, NOVEMBER 4

7:00 to 8:15 a.m.

M Avenue Restaurant (2)

Mentoring Breakfast Pairings

8:00 a.m. to 4:00 p.m. CONFERENCE REGISTRATION Foyer (23)

Robert Hampel (University of Delaware), HES Secretary-Treasurer

9:00 a.m. to 5:00 p.m. BOOK EXHIBIT

Burnham (3)

Sherman Dorn (University of South Florida), Book Exhibit Director

8:30 to 10:00 a.m.

Tip Top Tap South (23)

GIRLS' SCHOOLING: TRAVERSING GENDERED LIMITS

Chair: Gail Wolfe (Washington University)

Rebecca Noel (Plymouth State University), “School Exercise for Girls in Antebellum New England: Beyond Melancholy Processions”

Patricia Carter (Georgia State University), “Guiding the Working Class Girl: Feminist Vocational Guidance in Public Schools in the Early Twentieth Century”

Laura Lester (Georgia State University), “English Commercial High School, 1910-1948: Atlanta’s Progressive Experiment in Gender and Class Diversity”

Discussant: Tracy Steffes (Brown University)

- This paper studies the antebellum beginnings of girls' school exercise in New England. While calisthenics programs like those designed by Catharine Beecher and Mary Lyon are well known, closer inspection reveals additional findings such as the religious prejudice built into Lyon's Mount Holyoke. The range of other school exercise efforts included William B. Fowle's scandalous gymnastics at the Girls' Monitorial School in Boston, controversial dancing and essentializing domestic work, and the notoriously “melancholy” boarding school walk. Girls' antebellum school exercise programs, and the discourse surrounding them, both fortified and challenged gendered limits. Thus they show how girls' schooling used the body both to express and to intervene in the surrounding culture.
- This paper explores Progressive Era New York City public school teacher, Henrietta Rodman's advice and curriculum for guiding girls in selecting an appropriate career. The purpose of the research is to use Rodman's writing, interviews, and presentations to gain insight into the feminist arguments used to advocate the equal occupational opportunities for women. I also assess whether her beliefs were likely to mirror the experiences of her female students.
- This study of the advent, success, and demise of English Commercial High School (1910-1948) in Atlanta seeks to establish a historical record of its singularity as a multi-cultural, co-educational secondary school, with a business skills curriculum that reflected both the New South's economic goals and Progressive curricular and extra-curricular aims reflected in student choices. Becoming the largest of the four high schools in the Deep South city, where Jim Crow laws continued to forestall secondary educational opportunities to African-Americans, its labor-friendly administrators and teachers had wide appeal to Jewish, Chinese, and European immigrants, as well as working class Southern white students. This leadership created a school reputation for the excellence of its graduates that helped to engender a unique urban, economic, and social enlightenment in Atlanta, despite persistent racist, classist, and sexist cultural practices in the period between the World Wars.

8:30 to 10:00 a.m. **Tip Top Tap North (23)**

RETHINKING LEFT AND RIGHT IN THE EDUCATIONAL CULTURE WARS

Chair/Discussant: Martha Biondi (Northwestern University)

Christopher Hickman (Independent Scholar), “Putting Cracks in the Wall of Separation: Mid-Twentieth Century Liberal Theologians and the Warren Court”

Tim Lacy (Monmouth College), “The Rhetoric of Reactionaries: The Meaning of the Stanford Debate in the History of the Great Books Idea”

Andrew Hartman (Illinois State University), “‘The Religious Doctrine of Our Schools’: Multiculturalism and the Christian Right’s Critique of Secular Humanist Schools”

- Public discourse is woefully uninformed of the historical development of the culture wars. Moreover, aside from a few seminal monographs, such as Jonathan Zimmerman’s *Whose America? Culture Wars in the Public Schools*, very little systematic scholarship exists on the history of the culture wars in the schools. This panel aims to add to this limited body of historical scholarship. But beyond informing, we also seek to challenge some of the existing assumptions about the culture wars. The first paper, “Putting Cracks in the Wall of Separation: Mid-Twentieth Century Liberal Theologians and the Warren Court,” complicates easy notions about conservative and liberal positions regarding the Supreme Court’s postwar rulings that shunted religion from the schools. The second paper, “The Rhetoric of Reactionaries: The Meaning of the Stanford Debate in the History of the Great Books Idea,” argues that a signal culture wars event in higher education helped kill the Great Books not as an education enterprise, ironically, but as a business venture. And the third paper, “‘The Religious Doctrine of Our Schools’: Multiculturalism and the Christian Right’s Critique of Secular Humanist Schools,” contends that religious conservatives were right to question the degree to which the multicultural curriculum was, in fact, tolerant.

8:30 to 10:00 a.m. **Huron (23)**

EDUCATION AND NATION BUILDING

Chair: Scott Esplin (Brigham Young University)

Theodore Zervas (North Park University), “The Roles of Schools in Constructing a Greek Identity in 19th Century Greece”

Julie Kazdan Pak (University of California, Los Angeles), “Pedagogy and Progress: Educational Theory and Curriculum and the Feminization of the Italian School, 1859-1911”

Yeow Tong Chia (OISE, University of Toronto), “The Loss of the ‘World-Soul?’ Education, Culture and the Making of the Singapore Developmental State, 1955-2004”

Discussant: James Albisetti (University of Kentucky)

- National identities are often linked to the historical past and schools are given the responsibility in teaching the past to its citizens. In Greece, after the Greek Revolution (1821) and the creation of formal schooling (1834), the Greek government looked to its ancient past in uniting its people around a common national identity. This paper outlines the origin and development of formal education systems in modern Greece and in neighboring areas with large numbers of Greek-speaking residents. It is my contention that it is after the formation of a Greek national school system that an idealized Modern Greek identity is constructed that specifically seeks to pin down an exclusive and original Greek historical past. During most of Ottoman rule in Greece (1453-1821), most Greek speakers had yet to develop a national consciousness based on a historical past. In the years that followed Greek Independence, before mass media, mass communication, and mass transportation were available, an understanding of what it meant to be Greek was taught in the Greek schools to first generation Greek students.
- While male teachers outnumbered female instructors at the outset of the Italian school system in 1859, by the turn of the twentieth century the number of women in the profession was double that of men. This paper argues that the feminization of the elementary school entailed not only a quantitative recasting of the teaching corps, but also significant changes to the school's theoretical foundation, the size and scope of its mission, and its role in the State's nationalizing project. The responsibility for this transformation is traditionally placed on economic expediency, changing labor patterns, and social and cultural shifts, ignoring the central and complex role played by the pedagogical developments of the Liberal era, particularly following the political shift toward the Center-Left in the 1870s. The emerging positivist and progressive education movements, combined with socio-economic, cultural, and political transformations, made for a situation in which women became both increasingly desirable to the educational establishment and increasingly persuaded to enter the teaching profession. Utilizing educational periodicals, government reform bills, normal school bylaws and annual reports, as well as the writing of pedagogical theorists and teachers themselves, the paper explores the influence of both international and domestic pedagogy and its impact on the elementary school curriculum. Part of a larger project on the Italian school system, this paper spans from the 1859 Casati law and the introduction of national schooling to the 1911 Daneo-Credaro reform that transferred complete authority to the Ministry of Public Instruction.
- This paper examines the role of education in the formation of the Singapore developmental state through a historical study of education for citizenship in

Singapore (1955-2004), in which I explore the interconnections between changes in history, civics and social studies curricula, and the politics of nation-building. Building on existing scholarship on education and state formation, the paper goes beyond the conventional notion of seeing education as providing the skilled workforce for the economy, to mapping out cultural and ideological dimensions of the role of education in the developmental state. The story of state formation through citizenship education in Singapore is essentially the history of how Singapore's developmental state managed crises (imagined, real or engineered), and how changes in history, civics and social studies curricula served to legitimize the state, through educating and molding the desired "good citizen" in the interest of nation building. Underpinning these changes has been the state's use of cultural constructs such as Confucianism and Asian values to shore up its legitimacy.

8:30 to 10:00 a.m.

Michigan (23)

TRACKING LINES OF INFLUENCE IN EDUCATIONAL PRACTICE

Chair: Kevin Zayed (University of Illinois, Urbana-Champaign)

James Chisholm (Georgia State University) and Chara Bohan (Georgia State University), "Pestalozzian Influences on Mary Sheldon Barnes's Teaching Methods"

Logan Moss (University of Waikato), "'Taking Lessons from Britain's Saucy Child:' American Influences on New Zealand Education"

Jack Schneider (Carleton College), "Why Ideas Persist: The Case of Bloom's Taxonomy"

Discussant: Milton Gaither (Messiah College)

- Mary Sheldon Barnes was a leading history textbook author in the late-nineteenth century. She developed two books using original source material in general history and American history. The books sold over 75,000 during the forty-plus years they were in publication. It is easy to overlook the significance of her writing in educational history, but her impact on teaching methodology is present today. She was a pioneer because she included "sources" or pieces of original documents and pictures in her first textbook entitled *Studies in General History*. Her educational contributions have been blurred for several reasons that are explored in this research.
- In 1921 two prominent New Zealand educators, T.U. Wells and Frank Milner attended conferences in North America as representatives of the New Zealand government. After the conferences, each man travelled extensively in the United States, visiting schools and meeting with educators. Both submitted reports to the Minister of Education outlining the lessons for New Zealand from what they had observed on their travels. This paper examines the impact of these reports, along

with those by other educators following in Wells' and Milner's footsteps, on the subsequent development of education in New Zealand.

- This paper examines the history of the Taxonomy of Educational Objectives for the Cognitive Domain (Bloom's Taxonomy), seeking to understand how and why it took such deep root in American schools. Equally, this piece seeks to use the Taxonomy as a case study for exploring the nature of the connection between the research university to the classroom, examining the particular systems and structures that characterize it.

10:15 to 11:45 a.m.

Tip Top Tap South (23)

**HEGEMONIC POSITIONING THROUGH LANGUAGE,
SEGREGATION, AND EXILE**

Chair: Mario Rios Perez (Syracuse University)

Jeff Bale (Michigan State University), "The Campaign for Spanish Language Education in the 'Colossus of the North,' 1914-1945"

David G. Garcia (University of California, Los Angeles), "'Strictly in the Capacity of Servant:' Residential and School Segregation in Oxnard, California, 1934-1954"

Jeffrey Morales (University of Florida), "The Voice of the Cuban Student Exile at the University of Florida, 1960-1985"

Discussant: Laura Muñoz (Texas A&M University, Corpus Christi)

- This paper explores a period of advocacy on behalf of Spanish language education in the United States from 1914 to 1945. The paper interrogates claims made by policy actors about the centrality of Spanish language education to US geopolitical and economic interests in Latin America. In the paper, I make two claims: first, that realization of US economic and geopolitical interests across the hemisphere did not in practice require significant capacity in the Spanish language among the US population; second, that linking Spanish language education to such interests had the paradoxical effect of closing ideological and implementational space (Hornberger, 2006) for second language education.
- Building on scholarship indicating residential segregation contributes to or causes school segregation, this historical case study of the agricultural city of Oxnard, California identifies school and residential segregation as interconnected forms of mundane racism. Focusing on school board minutes and county records, I will show that Trustees, principals, and teachers bought, lived in, and sold properties containing racially restrictive covenants while they implemented a dual schooling system. School officials utilized the very pattern of residential segregation they helped maintain as a spatial guide and a strategic ideological justification for their segregation of Mexican children. Oral accounts confirm that the institutionalization of segregation in housing and education severely limited social and academic opportunities for Mexicans, who endured, navigated, and

challenged racial discrimination. This complex and contradictory narrative sheds critical light on recurring claims that residential segregation represents a social dilemma out of school officials' control, and contributes to contemporary understandings of persistent separate and unequal educational conditions for Mexican American students.

- By 1960 Fidel Castro had come to power in Cuba. His grasp on the island's government was followed by an exodus of thousands of Cubans who fled to the United States, many hoping to continue their professional and educational interests that were drastically interrupted. Their transition into American higher education, specifically the University of Florida, was impacted by their adamant anti-Castro sentiments, and UF's continuous interest in emerging as a leader in the Latin American forum in higher education. This paper discusses many of the historic and key issues that exiled Cuban students adamantly confronted, fostered, and expressed. Cuban Americans, including many Cuban UF alumni, would change the political and economic landscape in the state of Florida, and set the paradigm for Hispanic/Latino student engagement and involvement for decades.

10:15 to 11:45 a.m. Michigan (23)

DRIVING INNOVATION IN AN AGE OF ACCOUNTABILITY

Chair: DeeAnn Grove (University of Iowa)

Sherman Dorn (University of South Florida, Tampa), "Do the Bottom Layers Fill the Pan? Differential Attainment by School Level, 1950-2000"

David Gamson (Pennsylvania State University), "A Unique Federal Effort at Fundamental Reform: ESEA Title III, 1965-1972"

Scott Baker (Wake Forest University), "The History of Education and the Age of Accountability"

Discussant: Deanna Michael (University of South Florida, St. Petersburg)

- Does a population's attainment in each level of education become saturated before expanding substantially at the next level? While this question is not relevant until the 20th century, when state and nongovernmental action creates institutional sequencing in schooling, it is a telling indicator of direct and indirect investment strategies in education. The literature on successive school "transformations" in the U.S. relies on an assumption of relative saturation at lower school "layers" before expansion at the next layer (e.g., Green, 1980; Trow, 1961, 1972). That modernist assumption ignores the historical controversies over high schools in the U.S. as well as assuming a single model of national development in schooling. But saturation at lower layers is not necessarily universal, and a country that invests disproportionately in tertiary compared with secondary education will have resulting different experiences for children and young adults, a different profile of education among working adults, and also different political questions surrounding mass and elite education than a country

where secondary education becomes common before the expansion of the tertiary sector. The paper will use international administrative (UNESCO/OECD) and census microdata (Minnesota Population Center, 2009) data from countries on six continents to explore international variations in enrollment and attainment by school level in the second half of the twentieth century. Key variables include gross and net enrollment ratios from administrative data, cross-sectional enrollment and attainment data from census microdata, and intercensal attainment rates built from the Schmertmann (2002) estimation method.

- This study examines the history of Title III of the Elementary and Secondary Education Act of 1965. My paper first provides a general overview detailing the legislative background of this particular title—the only major categorical program of ESEA that sought to provide significant federal financial support for educational innovation. Second, my analysis focuses on both the variety of local responses to Title III and the federal disappointment at the first round of proposals; and, finally, I tease out some of these local reactions to Title III by examining the collection of districts surrounding San Jose, California—specifically those that fell under the administrative umbrella of the Santa Clara County Office of Education.
- This paper examines the origins of contemporary accountability systems.

10:15 to 11:45 a.m.

Huron (23)

**LAW AND THE MODERN UNIVERSITY FROM THE
GILDED AGE TO THE RIGHTS REVOLUTION**

Chair/Discussant: Christine Ogren (University of Iowa)
Scott Gelber (Wheaton College), “Legal Autonomy and the Mission
of Public Universities: Dissident Rulings, 1880-1900”
Christopher Loss (Vanderbilt University), “The Transformation of *In
Loco Parentis* in American Higher Education, 1900-1945”
Phil Lee (Harvard Graduate School of Education), “The Curious Life
of *In Loco Parentis* at American Universities since 1945”

- This panel will explore some of the different ways in which the power of the law has shaped American higher education from the Gilded Age to the Rights Revolution. By shedding light on how the law has influenced the supposedly autonomous university, especially in its treatment of students, these papers reveal the benefits of wedding legal and higher educational history and suggest new avenues for future research in both areas.

10:15 to 11:45 a.m. Tip Top Tap North (23)

**LOOKING OUTSIDE THE SCHOOL DOOR: URBAN YOUTH
AND THEIR COMMUNITIES ACROSS THE TWENTIETH
CENTURY**

Chair: Michael Fultz (University of Wisconsin, Madison)

Erika Kitzmiller (University of Pennsylvania), “Shattering

Institutional Boundaries: Germantown High School, 1914-1928”

Christina Collins (United Federation of Teachers), ““These Children of Despair?” Urban Youth and the 1967 Newark Riot”

John Rury (University of Kansas) and Shirley A. Hill (University of Kansas), “Black High School Protest in the United States, 1960-1980”

Discussant: David Labaree (Stanford University)

- This panel argues that to understand educational history, scholars must look beyond institutional boundaries and examine the context and experiences of youth in their communities. We cover three distinct places and periods: Philadelphia from 1914 to 1928; Newark in the 1960s; and Chicago, Pittsburgh, New York, Atlanta, and Los Angeles from 1960 to 1980. This approach, we believe, offers historians of education a way to engage with the various forms of formal and informal education that shape the lives of youth and influence their educational experiences.

**Noon to 1:15 p.m.
BUSINESS LUNCH**

Buckingham Ballroom (3)

1:30 to 3:00 p.m.

HULL HOUSE TOUR, 800 S. Halsted

The tour can accommodate up to 35 people. Please sign in at the HES registration table to reserve a space. Participants can get to Hull House via taxi or public transportation. Meet Marc VanOverbeke in the Allerton Lobby (ground level) **by 12:45** if you'd like to travel together. Or, meet up with the group at Hull House in time for the 1:30 tour. The entire house is not handicap accessible but arrangements can be made as needed to accommodate guests.

1:30 to 3:00 p.m.

Tip Top Tap South (23)

LEADERSHIP AND STRUGGLE IN THE 20TH CENTURY

Chair/Discussant: Adah Ward Randolph (Ohio University)

Carol Karpinski (Fairleigh Dickinson University), ““Builder of Character:’ The Leadership of Principal Fannie C. Williams, 1921-1954”

Lauri Johnson (Boston College), “‘Fight Now to Save Our Children’s Future:’ The Role of Community Leadership in Black-Focused Schools in Toronto and London, 1968 – 2008”

Kate Rousmaniere (Miami University), “Leading from the Middle: School Principals under Desegregation”

- This session centers on the challenges of leadership in mid-late 20th century Afrocentric and Civil Rights educational struggles. The term “leadership” refers to the work of school principals (first paper), community school activists and leaders (second paper), and the dynamics of principals facing community activism (third paper). The term “struggle” refers both to the struggle of African American and other ethnic minorities for access to leadership and control of public schools and curriculum, and to the struggle of school and community leaders in those movements. The session thus offers new historical information—biography, community history, and the history of principals’ roles—and new social history evidence about 20th-century educational struggles over race.

1:30 to 3:00 p.m.

Michigan (23)

INTELLECTUAL THOUGHT IN EDUCATION AT THE *FIN de SIÈCLE*: GLOBALIZATION AND TRANSFORMATION OF SCIENTIFIC AND PHILOSOPHICAL CURRENTS IN DIFFERENT SOCIO-INTELLECTUAL AND DISCIPLINARY SETTINGS

Chair: Wayne Urban (University of Alabama)

Rosa Bruno-Jofre (Queen’s University) and Gonzalo Jover (Complutense University), “The Publication of the Pedagogical Creeds in *The School Journal*, 1896-97, the Transatlantic Movement of Ideas, and the Intersection of Religion with the Intellectual Currents of the Time”

James Johnston (Queen’s University), “Rival Idealisms at the *Fin de Siècle*: The Case of William Torrey Harris and John Dewey”

Carlos Martinez Valle (Universidad Complutense, Madrid), “The *Fin de Siècle* Renewal: Scientific and Philosophical Currents and the (Re)structuring of Pedagogy in Spain and Germany

Discussant: Theodore Christou (University of New Brunswick)

- The three papers in this session explore the intellectual debate at the Fin de Siècle in relation to the role of education in the social crisis of the time. The first paper examines the sixteen pedagogical creeds published during 1896 and 1897 in *The School Journal* (New York and Chicago) including those written by W. T. Harris and John Dewey. The majority of the creeds articulated the notion of God and belief with the centrality of the child (child study movement), the theory of evolution, new developments in psychology, and a redemptionist notion of education. The creed that attracted sustained attention was “My Pedagogic Creed”

of John Dewey. Dewey provided a new avenue to philosophy of education by making experience per se the last authority. The second paper analyzes the rival idealisms of Harris and Dewey through an examination of their educational, social-psychological, and philosophical pronouncements. Harris and Dewey would come to represent two dominant schools of thought on education extant after the Fin de Siècle (neo-idealism and instrumentalism). Both are indebted to, and align themselves with, Hegel. Hegel therefore emerges as a central figure in the self-understanding of educational thought toward the end of the nineteenth century. The third paper discusses the transformation of socio-political values contained in anti-positivist and anti-materialist scientific and philosophical currents when they were adopted and adapted as core knowledge of pedagogical studies in Spain. In this country, where Positivism and Darwinism never had a strong presence, these currents did not serve as stimulus for change, but fused with Krausism and Neo-scholasticism. Their institutionalization in new studies of pedagogy reinforced traditional and spiritualist currents. The fusion of ideas was translated into a debate about the constitution of the pedagogical field separating “higher” from “lower” pedagogy.

1:30 to 3:00 p.m.

Tip Top Tap North (23)

**LEVERAGING DESEGREGATION POLICY IN CHICAGO,
ST. LOUIS, AND DETROIT**

Chair/Discussant: Michelle Purdy (Michigan State University)

Emily Hodge (Pennsylvania State University), “The Emergency School Aid Act, 1970-1981: The Overlooked Effectiveness of the Nixon Administration in School Desegregation”

Dionne Danns (Indiana University), “Road to a Chicago Desegregation Consent Decree”

Amber Jones (Emory University), “Visitor in My Own Home: Divergent Community Narratives on Desegregation in a St. Louis Suburb”

Dorothy Hines (Michigan State University), “*Brown, Milliken*, and the Ecology of Exclusion: The Spatial Definition of Race and Local Control in Post-War Detroit”

- This paper explores the impact of Emergency School Aid Act (ESAA) of 1970 on school desegregation. The ESAA provided grants to desegregating districts for the purpose of staff training and hiring, and developing new curriculum, among numerous other uses, but it has been paid surprisingly little critical attention. My findings complicate the common conception of the Nixon administration as a foe to desegregation efforts. My findings also suggest that the ESAA was surprisingly effective in encouraging and maintaining school desegregation in the 1970s. The grants provided a powerful inducement to school districts to hasten implementation of their desegregation plans, or to undergo voluntary desegregation. By the mid-1970s, the ESAA also required a rigorous pre-grant review to ensure that districts were fully integrated, which effectively maintained

many unitary systems until the consolidation of the program into block grants under Reagan's Education Consolidation and Improvement Act of 1981. This research will not only add to scholarly understanding about the trajectory of desegregation efforts in the 1970s, but will also complicate our understanding of the Nixon administration's role in desegregation efforts, and contribute to existing literature about the effectiveness of various policy tools in ensuring desegregated schools.

- On September 24, 1980, the city of Chicago entered into a consent decree with the Justice Department. The consent decree cleared the way for Chicago to create a new school desegregation plan that would be approved by the federal government. After years of investigations and federal and state pressure for school desegregation, the Chicago Board of Education agreed to use a variety of voluntary techniques, with mandatory backups, in an effort to desegregate its schools. Just a few months prior, the Board of Education and the superintendent were defiant when the Office of Civil Rights (OCR) attempted to force the Board to create a plan that would desegregate more than the 16,000 students desegregated in a previous plan. Committed leadership in the federal government and changes in the Chicago superintendent position and reconstitution of the Board of Education led to a quickly negotiated consent degree.
- The goal of this paper is to situate the communities of Kirkwood and Meacham Park, Missouri in the struggle for the desegregation of St. Louis Schools. Missouri is often referred to as a “microcosm” for the rest of the United States (Wells & Crain 1997, pg. 23). Though Missouri is a former slave state it also has been very influenced by northern traditions of covert racism. Race relations in St. Louis depict this paradox. In the process of desegregation, St. Louis has been both commended and criticized. Additionally, the communities of Kirkwood and Meacham Park, as suburbs of St. Louis, represent a “microcosm” of the issues surrounding race relations in the city. As a former resident of Kirkwood and student in the Kirkwood School District, the author has intimate knowledge on how race is played out in the community and in schools. The history of St. Louis desegregation gives context to the specific issues around equal education in Kirkwood and Meacham Park. Additionally, this paper discusses how desegregation in the Kirkwood School District was both similar and different from that of the city of St. Louis. What does the history of desegregation in St. Louis and the Kirkwood School District say about race relations in the two areas today? What legacy has been left of these struggles?
- Post-war Detroit presented social opportunities in housing, employment, and political viability for minority groups. As the "arsenal for democracy" Detroit served the nation in building infrastructure for the next generation. However, its segregated communities, schools, and the ecology of racism served to counteract efforts to achieve school integration through *Brown v. Board of Education* 1954. The *Milliken vs. Bradley* case further served to overlook the role of local control in racializing policy. This study examines the influence of local control on policy

outcomes in achieving desegregation in Detroit's public schools in the post-war era.

1:30 to 3:00 p.m.

Huron (23)

**RACE, EMPIRE, LANGUAGE, AND EDUCATION IN ASIA,
1900-1970**

Chair/Discussant: Eileen Tamura (University of Hawaii)

Christopher Frey (Bowling Green State University), “What Oyabe Zen’ichiro Brought from America”

Matthew Schauer (University of Pennsylvania), “Malay Subjects”

Funie Hsu (University of California, Berkeley), “British Colonialism and the Reconfiguration of Malay and non-Malay Ethnic and Socio-Religious Identities”

John Cheong (Trinity International University), “Colonial Articulations”

- Our panel examines the political and cultural implications of the institution of educational policies among the indigenous peoples of colonial Japan, Malaysia, and the Philippines between 1900 and 1970. Educational policies were instituted by imperial administrations and outside groups for a variety of reasons such as to cultivate political and cultural support, create social change, promulgate conceptions of the dominance of the imperial rulers, and to maintain economic systems. These policies were also often informed by a variety of different forms of knowledge, many of which originated outside of the colonies. These forms of knowledge included ethnological studies, curricula, textbooks, school models, and religious teachings. Educational structures and systems had far-reaching effects including the reinforcement of labels of race and social class, and the alteration of the cultural and religious practices and ethnic identities of Indigenous peoples. Each of the papers in this panel examines an educational system within a colonial situation in Asia. These projects discuss a variety of educational methods used by imperial governments and private interests working with the administration, such as missionary groups. These policies included curricula centered on non-Indigenous languages and cultures, as a method by which to establish new colony-specific systems of achievement, advancement, and social mobility. Other policies were less assimilative in nature, and focused on preserving aspects of Indigenous culture, and eliminating those cultural practices that were viewed as not conducive to the stability or growth of the colonial state. In effect, imperial education was one of the tools used by colonial administrations to attempt to control and regulate a colony and its people

3:15 to 4:45 p.m.

Tip Top Tap South (23)

WOMEN IN HIGHER EDUCATION: CO-EDUCATION, COMMUNITY, AND CULTURE, 1890-1950

Chair/Discussant: Christine Myers (Franklin University and Lourdes College)

Sara Burke (Laurentian University), “From College Girls to Undergraduates: The Impact of Co-Education on Canadian Universities in the Nineteenth Century”

E. Lisa Panayotidis (University of Calgary) and Paul Stortz
(University of Calgary), “The Embodiment of Transgressions: Destabilizing Feminine ‘Normality’ for the Sake of Community and School Spirit, 1915-1930”

Ann McClellan (Plymouth State University), “From Happy Homes to Contaminating Cloisters: Women’s University Communities in Interwar Britain”

- Canadian and English universities in the late-nineteenth and first half of the twentieth century shared gendered intellectual and varsity cultures. Social mores, practices, and values on and off campus framed contested arguments and beliefs about discrepancies in power between the sexes. Women students inhabited worlds that were often in conflict with their social, academic, and professional aspirations. Modes of discourse and constructions of gendered images signified spaces and places of unequal gender relations. Within the cloister, the voice of women and their imaginings as a marginal group — an intellectual or academic “Other” — were substantively regulated by an overriding culture of patriarchal privilege. The three papers look at themes of social relations within historical intellectual and academic cultures in Canada and England. They seek to understand how the forces of gender impacted the construction of lived experience and “being” of women in higher education institutions. The identities of women students were complex and fluid although within limited social spaces that defined constrictive roles in both practice and image. Importantly, we explore if the personal and professional lives experienced by men and women in the university — an institution populated by ideally critical intellectuals — reflected, resisted, or facilitated prescribed roles in higher education and if gendered challenges to the status quo were ubiquitous in selected universities.

3:15 to 4:45 p.m.

Michigan (23)

RETHINKING COLD WAR CIVIL RIGHTS IN AMERICAN PUBLIC SCHOOLS

Chair: Timothy Cain (University of Illinois, Urbana-Champaign)

Zoe Burkholder (Montclair State University), "Teachers Against Academic Freedom: Right Wing Teachers in Cold War New York City"

Natalia Mehlman Petreza (The New School), “Fear of a ‘One World Child:’ Bilingualism and Conservatism in Cold War California”

Afrah Richmond (New York University), “Sound and Silence: Student Activism’s Postwar Beginnings at Harvard and Radcliffe”

Discussant: Andrew Hartman (Illinois State University)

- Perhaps no single geopolitical event has shaped American public education as much as the Cold War between the United States and the Soviet Union. Classic studies in the history of education have traced how domestic and international components of the Cold War influenced educational policy and curriculum, from the launch of Sputnik to the severe repression of teachers’ academic freedom. More recently, scholars have considered how the Cold War informed the civil rights movement more broadly and the desegregation of public education in particular. Historians including Mary Dudziak, Thomas Sugrue, Davison Douglas, and Martha Biondi have identified the struggle for school desegregation not only as a central plank of the black freedom struggle at midcentury, but moreover as one that became possible precisely because global media attention emphasized Jim Crow schools as a blatant failing of American democracy. Thus, while an earlier generation of scholars tended to view the Cold War as something that placed repressive limits on academic freedom, educational policy, and curriculum development, more recent scholarship has revealed that despite these constraints, the Cold War cracked open narrow but nevertheless critically important strategies in the long struggle for black civil rights. In this panel we build on this recent scholarship to ask new questions about the relationship between the Cold War and public education as they both related to the twentieth century quest for racial justice.

3:15 to 4:45 p.m.

Huron (23)

ACCESS, OPPORTUNITY, AND THE ADVANCEMENT OF EDUCATION

Chair: Louis Ray (Fairleigh Dickinson University)

Victoria MacDonald (University of Maryland), “‘A Few Chosen Mexicans:’ High School Access and Opportunity in the World War II Era for Southwestern Mexican Americans, 1920s-1950s”

Curtis Mason (Loyola University, Chicago), “‘Pinko Tie-ups’ and Prep School Students: Perceptions and Realities of the Ford Foundation’s Fund for the Advancement of Education during the 1950s”

Gloryvee Fonseca-Bolorin (University of Michigan), “TRIO Upward-Bound: A Historical Analysis of Educational Access and Opportunity”

Discussant: Linda Perkins (Claremont Graduate School)

- The study examines high school access and exclusion of Mexican American youth in the Southwestern states between 1920 and 1950. The author documents

that the de facto system of segregated “Mexican” schools in the Southwestern and some Midwestern states typically culminated in the eighth grade with few or only scattered students accessing high school before World War II. The system of segregation in the Southwest, however, was unsystematic and irregular. In some locales Mexican Americans could access high schooling, while in others, only light-skinned or higher class Mexican Americans were permitted to register for secondary schooling. In other cases, school districts forbid Mexican Americans to attend what was called the “white” high school completely. Through the use of primary sources including census records (particularly the 1950 subsample of Hispanic Surnamed Americans), the Mexican Consular records at the National Archives and Records Administration, College Park (which received complaints from Mexicans in the U.S. experiencing discrimination), memoirs, oral histories of the University of Texas, Austin World War II Latino Veterans Project, contemporary investigatory accounts from educators in the 1930s, 1940s, and 1950s, and public records, this paper will provide the groundwork for understanding high schooling exclusion and access in the pre-1950 decades.

- Most research over the Ford Foundation’s Fund for the Advancement of Education (FAE) has been linked to perceptions of controversial forays into public school matters. Some have argued that these actions were designed to promote social justice issues and aimed at transforming the educational experience of the disadvantaged. I contend that though this belief is important, this perspective obscures the FAE’s impact in developing and financially backing educational programs designed to elevate the status and accelerate the college experience of academically advanced students from wealthy families including programs that would become the Advanced Placement Program.
- Despite the long-standing history of promoting educational access and opportunity in U.S., few studies exists that examine the TRIO programs – Talent Search, Upward Bound and Special Services for Disadvantaged Students. Upward Bound is the only program to have been widely publicized and studied and consequently is the focus of this paper. The following research questions are explored: What historical developments allowed for the establishment of TRIO programs? Did TRIO programs have an impact on the educational access and opportunity of racial and ethnic underrepresented students? What can we learn from the 1960s to the 1970s about educational access and opportunity? Overall, the findings from the primary and secondary documents indicate that TRIO programs were not adequately evaluated. Among the limited studies conducted on TRIO Upward Bound, results suggested promising outcomes for UB participants. Unfortunately, by the time a full cohort had graduated from the Upward Bound programs and longitudinal data became available, TRIO programs were already under criticism by Congress and federal support was severely declining. The analysis of the funding authorizations and appropriations also suggest inconsistencies in federal support. Despite this ambivalent relationship and the changing political environment, TRIO programs had an impact on UB participants’ motivation for college, self-esteem and self-efficacy, high school

completion rate, and matriculation. Furthermore, this historical analysis suggests that there is a connection between TRIO programs and current discussions of educational policies and practices that seek to address racial and economic disparities. Further research on TRIO programs could provide additional strategies for promoting educational access and opportunity in the current post-affirmative environment.

3:15 to 4:45 p.m.

Tip Top Tap North (23)

**CONSERVATIVE CURRENTS: GOVERNING YOUTH IN
THE POST-WAR ERA**

Chair: Jessica Clawson (University of Florida)

Thomas Fiala (Arkansas State University) and Deborah Owens (Arkansas State University), “And Madly Teach: Public Schools and the Rebirth of Conservatism during the 1950s”

Gail Wolfe (Washington University), “Adolescent Pregnancy and Public Education: Separating Students from Non-Students in post-WWII Washington, D.C.”

Theresa Richardson (Ball State University), “Raised in Relative Complacency: Roots of the 1960s Youth Counter Culture in the 1950s”

Discussant: William Link (University of Florida)

- This paper considers the relationship between American public schools and the conservative movement during the 1950s. It will help explain how public education became intertwined with the early stages of a conservative resurgence that would greatly influence the political and educational landscape with the election of Ronald Reagan as president. The paper will analyze how during the 1950s a developing alliance of neo-liberal free market theorists, traditional social and political conservatives, libertarians, and southern proponents of segregation began to be forged using public education as one means to begin solidifying this alliance. The paper will look more carefully at a developing conservative movement that began to espouse ideas about education that would be essential components of twenty-first century education policy.
- This paper explores the formal policies and informal practices that governed pregnant adolescents in the D.C. public schools before the establishment of the School Centered Rehabilitation Program for Pregnant School-Age Girls - one of the nation's first public school programs for pregnant students - in September 1963. The purpose of the paper is to shed light on the status of pregnant students when the D. C. Board of Education voted to approve the School Centered Rehabilitation Program in December 1962. On the basis of materials from D.C.'s Sumner School Museum and Archives, I argue that pregnant adolescents were not merely excluded from the D. C. public schools in the 1950s and 1960s; they were effectively stripped of their status as students. In addition, I suggest that making pregnant students objects of historical inquiry will add nuance to historians'

understanding of the ways in which gendered assumptions continued to shape and constrain girls' access to and position within American public schools in the twentieth century.

- This study examines the emergence of a politically and culturally distinct cohort of adolescents and young adults between 1954 and 1972, with a peak of activity between 1965 and 1972. The New Left counter cultural movement cannot be understood, it is argued, without a historical analysis of the social forces that shaped the context of the experiences of this particular age group in the 1940s and 1950s. Human cultures and subcultures are defined by their history, which builds and reacts with their consciousness in a dialectic relationship. Based on primary and secondary data two related theses are explored: 1) The popular and misinformed image of the 1950s as a passive and conforming era in contrast to the political and cultural youth revolution of the 1960s; and, 2) the continuity in the social construction of youth and young adulthood as originating in the late 1940s and 1950s cohorts, which lay the groundwork for the evolving culture of the baby-boom generation born between 1946-1974.

6:00 p.m.

“A Night on the Town:” Dinner for Graduate Students and Faculty

An opportunity for graduate students to connect with one another and meet with faculty members while enjoying dinner (on your own) in Chicago! The group will depart for a local restaurant from the lobby of the Allerton Hotel (Ground Level).

SATURDAY, NOVEMBER 5

7:00 to 8:15 a.m. GRADUATE STUDENT BREAKFAST Foyer (23)

9:00 a.m. to Noon CONFERENCE REGISTRATION Foyer (23)
Robert Hampel (University of Delaware), HES Secretary-Treasurer

9:00 a.m. to 4:30 p.m. BOOK EXHIBIT Burnham (3)
Sherman Dorn (University of South Florida), Book Exhibit Director

Graduate Students may purchase books beginning at 4:30 p.m. Others may purchase books beginning at 4:45 p.m.

8:30 to 10:00 a.m. Tip Top Tap South (23)

NATIONAL SIGHTS: INTERSECTIONS BETWEEN VISUAL EDUCATION AND NATIONALISM

Chair: Therese Quinn (School of the Art Institute of Chicago)
Victoria Cain (New York University), “Picturing National Progress: Image Collections in American Libraries and Museums”

Sarah Goodrum (University of Southern California), “Socialistic Edification: Photographic ‘Education’ at the HGB and Beyond”

Raja Adal (Oberlin College), “Schooling the Art of Nationalism: Art Education in Modern Japan and Egypt”

Discussant: Nancy Beadie (University of Washington)

- Over the course of the past decade and a half, historians have wrestled with what W.J.T. Mitchell has called the “visual turn.” Scholars have started to historicize the proliferation, purposes, and perceptions of visual culture. More recently, a small group of scholars has begun to investigate the relationship between education and visual culture, inquiring into practices and tools of visual pedagogy, asking how varying cultures, eras and institutions sought to educate the eye and mind through pictures. This panel attempts to further such inquiries by exploring the history of visual pedagogy in the broader context of nationalism. Participants will examine how and why, in varying societies and eras, images have been used to educate, train, and persuade in relation to the development of the nation-state. Speakers seek to answer the following questions: How and why did varying nations understand visual images as educational tools? How did they use them on behalf of the state? How and why has visual pedagogy functioned differently than oral or textual pedagogy, especially in attempts to create patriotic and economically productive citizens? How have nations’ attitudes towards images’ pedagogical potential varied over time and place? Panelists will also consider how images have functioned to establish culturally specific visual practices, practices alternately used to discipline and challenge, subordinate and liberate the eye and mind.

8:30 to 10:00 a.m. Tip Top Tap North (23)

CIVILIZATION AND THE CLASSROOM: HIGHER EDUCATION, PATRIOTISM, AND POLICY IN NINETEENTH-CENTURY AMERICA

Chair: Michael Hevel (University of Iowa)
Timothy Williams (University of South Carolina), “In Justice to ourselves & in justice to the Indians:’ Indian Removal, Race, and American Civilization in Antebellum Southern Higher Education”

Julie Mujic (Kent State University), “Patriots on Campus: Constructions of Loyalty at Midwestern Universities during the American Civil War”

Kanisorn Wongsrichanalai (Angelo State University), “Justified by Victory: Civil War Veterans and Education in the 1860s and 1870s”

Discussant: Amy Wells-Dolan (University of Mississippi)

- Each paper in this panel focuses on nation and patriotism, broadly, to understand regional experiences of education. In many ways, this approach reverses a trend of looking merely at regional idiosyncrasies to understand national patterns in higher education development. Whether the focus is on young North Carolinians debating Indian Removal in their literary societies, young Michiganders making sense of the Civil War as it raged on around them, or Maine war veterans attempting to create universities for African Americans in the late nineteenth-century, these three papers show how students used education to prepare for a future in which they would define and redefine the meaning of American civilization. Methodologically, the papers in this panel share a commitment to exploring students’ writing about education, especially the uses they found in and made out of education, in order to arrive at an authentic student-centered approach to the history of higher education.

8:30 to 10:00 a.m.

Huron (23)

THE HISTORIAN AS ADMINISTRATOR

Chair/Discussant: Jim Fraser (New York University)

Jackie Blount (The Ohio State University)

Linda Eisenmann (Wheaton College)

Bob Hampel (University of Delaware)

Kate Rousmaniere (Miami University)

- Five senior historians who’ve become administrators share their stories of how they retained their historical perspectives amid the blizzards of memoranda and meetings. How did their training as historians of education help them carry out their work as Deans and department chairs?

8:30 to 10:00 a.m.

Michigan (23)

MORE THAN SCIENCE AND SPUTNIK: THE NATIONAL DEFENSE EDUCATION ACT OF 1958

Chair: Sevan Terzian (University of Florida)

Sevan Terzian (University of Florida)

John Rudolph (University of Wisconsin, Madison)

Donald Warren (Indiana University)

Discussant: Wayne Urban (University of Alabama)

- Educational historians in recent years have devoted increasing attention to the political dimensions of policy changes in the postwar era United States—as a fascinating era worthy of investigation and as a precursor to current national issues in education. Wayne Urban's new book, *More Than Science and Sputnik: The National Defense Education Act of 1958*, is a valuable addition to this growing body of scholarship. This panel session addresses how Urban's treatment of this federal education legislation presents important insights about the evolving role of federal involvement in public schooling, competing visions of a democratic republic, and the long-term consequences of those historical trends. The book's author will add his own responses as a fourth participant, and audience questions will follow.

10:15 to 11:45 a.m.

Tip Top Tap South (23)

**EARLY EDUCATIONAL RADIO: PRACTICES AND
PRECEDENTS FOR EDUCATIONAL TECHNOLOGY, 1926-
1948**

Chair: Jes Cisneros (Northern Illinois University)

Josh Shepperd (University of Wisconsin, Madison), “Infrastructure in the Air: Radio Underwriting and the Department of Education, 1934-1948”

Brian Gregory (Teachers College, Columbia University), “Educational Radio and Classroom Instruction: The Ideals and Practices of a New Medium in American Schools, 1926-1945”

Amanda Keeler (Bucknell University), “Judith Waller’s World of Educational Radio”

Discussant: Sevan Terzian (University of Florida)

- This panel looks at the programming practices, institutional perspectives, and curricular goals associated with early educational radio between 1926 and 1948. By looking at the ideals, decisions, implementation, and reception of educational radio programming from the political, commercial, and educational perspectives, this panel aims to set in motion a discussion about the belief that the radio technology could fulfill the progressive promise, and help to modernize the nation. Presenters argue that many of the political and pedagogical precedents for educational technology and public media emerged during this period through trial and error processes. Papers examine the relationship between national educational infrastructure and educational radio underwriting, university and network experiments with auditory pedagogical learning, and how the conceptual transition from ‘educational’ to ‘public service’ broadcasting affected content development.

10:15 to 11:45 a.m. Michigan (23)

TAKING A PRINCIPLED STAND: THE PROFESSIONAL IS POLITICAL

Chair: Cam Scribner (University of Wisconsin, Madison)

Jonna Perrillo (University of Texas at El Paso), “”We Have Become Scientific:’ Teachers and Standardized Testing in the 1920s”

Mark Matusiak (Case Western Reserve University), “Law as a Cause of Teacher Militancy in the 1960s”

Judith Kafka (Baruch College), “Leading in a Time of Racial Conflict: The Role of School Principals in the 1960s and 70s”

Discussant: Christopher Span (University of Illinois, Urbana-Champaign)

- This paper examines the response of teachers to standardized testing in New York City public high schools in the 1920s. Teachers' differing responses were important; in teachers' views of standardized testing, we can see competing views of the profession and of teachers' responsibilities to an increasingly diverse and immigrant student population. Teachers who approved of the tests often saw the exams as supplying evidence for why certain students were destined to fail if tracked in too rigorous a classroom, regardless of the teachers' abilities. In contrast, teachers who were critical of the exams often saw them as usurping their own professional expertise and their more nuanced methods of evaluating students. These views of evaluation in the classroom give us entry into larger, competing beliefs about the profession at an important moment when it, too, was changing and becoming more standardized. The argument is based on teacher-written articles published in education journals, documents from the New York City Board of Education archives, test results at particular schools in the city, and a wealth of secondary sources that capture the growth of standardized testing in the schools and other public institutions at the time. It offers a new angle on a body of historical research that traces how teacher preparation was changing and becoming more standardized in an attempt to make both teaching and teacher training more scientific, efficient, and professional.
- This paper will address the widespread teacher militancy during the 1960s as a reaction to state and local laws and as a national movement to seek changes in those laws. Teachers, while not afraid to use illegal means, greatly preferred to have laws that permitted them to engage in collective bargaining and collective action to improve their economic and professional working conditions. This paper offers an overview of state and local laws and judicial opinions that shaped teachers' working lives, antagonized their growing sense of professionalism, and limited the means by which they could make improvements in their work.
- The role of the school principal as possible change agent, arbiter, or obstructionist in the path of social reform has long been remarked upon by educational

researchers and policymakers, but rarely studied. This is true even of the late 1960s – a time in which school reform and racial reform became synonymous, and when principals themselves, and the process by which they were appointed, often became a focal point for community protest. Principals mattered a great deal to parents, teachers, students, and community activists at the time, and yet we have nearly no record of what they did, nor of what role they played in mediating, dissipating, or even igniting racial conflict in their schools and communities. This paper will explore the principalship in the context of racial conflict in the late 1960s and early 1970s, seeking to understand how and to what extent principals played a role in mediating or exacerbating racial tensions in their schools and communities -- particularly in the context of desegregation and movements for community control.

10:15 to 11:45 a.m.

Huron (23)

PIVOTAL MOMENTS IN LGBTQ EDUCATION HISTORY

Chair: Karen Graves (Denison University)

Jason Murphy (Rutgers University), “Gender/Sexuality Discourse and 20th Century School Policy”

Jennifer Anderson (University of Southern Mississippi) and Thomas O’Brien (University of Southern Mississippi), “Pork Chops and Perverts: Attacks on the Privacy and Academic Freedom of Professors by the Florida Legislative Investigative Committee, 1956 to 1965”

Jessica Clawson (University of Florida), “Coming Out of the Campus Closet: The Emerging Visibility of Gay and Lesbian Students at the University of Florida, 1970-1982”

Discussant: Jackie Blount (The Ohio State University)

- This paper addresses the research question: in what ways do historical shifts in the implementation of school policy reflect ideological shifts in political discourse about divergent gender/sexualities during the 20th century? A comparison of the intersections between public gender discourse and policy during four contextual periods is used. First, the industrial expansion of public schooling throughout the 1890’s and early 20th century saw school districts hiring women as teachers in vast numbers, effectively feminizing the educational profession. Second, academic and medical imagery emerging between 1900 and the 1930’s conflated gender expression with sexuality and labeled divergence from traditional images of either as a medical and/or developmental condition. Third, the paranoia of Red Scare fears throughout the 1950’s and 1960’s drove increasingly volatile political arguments positioning divergent gender/sexuality as detrimental to the good of the American state. Fourth, the decades between the 1970’s and 2000 were witness to a flurry of legal actions between increasingly public LGBTQ communities and *no promo homo* arguments regarding harassment protections for students, faculty and staff. This paper concludes that shifts in policy practice closely correspond with historical shifts in arguments aimed at marginalizing divergent gender/sexuality

when 1.) these arguments are presented by persons and institutions located socio-politically in positions of authority, and when 2.) these arguments communicate marginalizing imagery through language befitting a period's political context. Implications for analyses of 21st century school policy and gender/sexuality discourse are explored.

- From 1956 to 1965, the Florida Legislative Investigative Committee (FLIC) operated as the state's version of the F.B.I. Tasked with investigating behaviors of individuals that were perceived to be subversive in nature, the members of FLIC used police state tactics to gather information about citizens of Florida. The committee framed the argument that communism could be tied to morality, which enabled the members of the committee to covertly investigate the private lives of public employees and students. By the time the committee disbanded in 1965, the FLIC investigations had resulted in the suspension or dismissal of over 150 students, educators, and administrators. Grounds for dismissal were based upon accusations of immoral acts such as homosexual activity or acts of intellectual perversion such as teaching evolution or beat literature in the classroom. Florida's contribution to the "red scare" and associated "lavender scare" is notable because in no other instance was the attack on perceived communism and homosexuality as widespread as in Florida. Analysis of the FLIC investigations is a topic that is relatively new, as the Florida Legislature sealed all documents related to the investigations at the time the committee was disbanded. These records have been available only since 1992, and treatments of the subject have been somewhat narrow in focus. A more comprehensive treatment of the actions of FLIC against Florida's public universities is necessary.
- This paper investigates gay and lesbian student emergence at a state flagship university in the context of student activism and the aftermath of a purge of homosexuals on college campuses and K-12 schools by the Florida Legislative Investigative Committee. More specifically, it looks at why gay and lesbian students emerged on the University of Florida campus in the 1970s and early 1980s and how political and social environments affected resulting conflicts and their resolutions. Gay and lesbian student emergence required several local and national developments. Local contributions include individual students who were willing to be out of the closet, an atmosphere of protest nurtured by other student movements, and the emergence of straight allies. Nationally, college students were aided by a climate of campus protest, a grassroots gay liberation effort; the depathologizing of homosexuality; and the student affairs profession in the mid-twentieth century, which paid attention to minority students of all kinds. Between 1970 and 1982, gay and lesbian students at the University of Florida fought their way in from a fringe position off campus to a controversial but permanent part of the campus community.

10:15 to 11:45 a.m.

Tip Top Tap North (23)

MEMORY OF THE SECOND WORLD WAR

Chair: James Albisetti (University of Kentucky)

Lynn Zimmerman (Purdue University, Calumet), “The State of Holocaust Education in Eastern Europe: Focus on Poland”

Paul Mathewson (University of Illinois, Urbana-Champaign), “Teaching Never Again: Mandatory Holocaust Education in the State of Illinois”

Brian Puaca (Christopher Newport University), “Fascists, Victims, and the ‘Best Germans’: The Second World War in East German History Textbooks, 1945-1970”

Discussant: Matthew Pauly (Michigan State University)

- This presentation focuses on Holocaust education in Poland. It provides background information about the establishment of Holocaust education curriculum and policies in Eastern European countries, in general, and Poland in particular. The author then addresses the results of a pilot study conducted with Polish secondary teachers.
- The rampant adoption of laws mandating the teaching of the Holocaust across the United States over the past two decades, as well as the construction of new museums dedicated to the remembrance and dissemination of information regarding the genocide has slowly gained momentum since the late 1970s. This study traces the development of Illinois’ mandatory Holocaust education law and demonstrates how this law is implemented within Illinois schools. An important aspect of this law is the requirement that a unit of study of another act of genocide be taught along with the Holocaust. The addition of these other acts of genocide provides an interesting site to analyze issues of memory as well as recognition within the state context. While the main focus of the law is the teaching of the Holocaust, there is an explicit intent by the state of Illinois to teach other acts of genocide to the same extent as the Holocaust. In an effort to draw comparisons with other acts of genocide, there is a danger that both the Holocaust as well as the other acts of genocide contained in the law can lose their historical specificity.
- This paper examines the treatment of the Second World War in East German history textbooks published through the 1960s. In particular, this paper concentrates on the development of an anti-fascist narrative used to legitimize the German Democratic Republic (GDR) in the postwar era. In the immediate aftermath of the war, the ruling Socialist Unity Party (SED) recognized the power of teachers in their classrooms and the potential dangers of allowing them to deviate from the Party’s objectives. Thus, the new East German government created a highly centralized educational system that enabled the SED to control pedagogy and curriculum throughout the country’s schools. Party officials deemed no subject more sensitive than history and no aspect of the German past

more important than the Second World War and the origins of the GDR. Accordingly, history textbooks acquired an exaggerated importance in the education of young socialist citizens. In regard to their coverage of World War II, textbooks underscored the fundamental divisions that had existed among the German population (which, theoretically, no longer existed in the new socialist state). History textbooks drew important distinctions between three key segments of wartime society: fascists, victims, and the “best Germans” (those who had personally fought against National Socialism). This paper will analyze these three groups and how they fit into the East German postwar narrative. Furthermore, the paper will investigate how these textbooks addressed the murder of European Jewry by the National Socialist regime. In addressing this final point, the paper will offer some observations on which people, precisely, had earned the designation “victim” in East Germany, as well as how this understanding of suffering differed from history instruction in the West German schools.

Noon to 1:30 p.m.

Lunch on your own, or with friends! Take a walk! See Chicago!

1:45 to 3:15 p.m.

Tip Top Tap South (23)

**IMAGES AND CONCEPTIONS OF PROGRESSIVE
EDUCATION: RECENTLY DISCOVERED SCHOOL
DOCUMENTARIES OF THE 1930s**

Chair: Craig Kridel (University of South Carolina)

FILM Excerpt: “School” (1939) by Lee Dick, one of the few female documentary filmmakers of the 1930s, who prepared this film for the Progressive Education Association to screen at the 1939 World’s Fair in New York

FILM Excerpt: “Design for Education” (1939) by legendary documentary filmmaker Willard Van Dyke who prepared this film for Sarah Lawrence College

Discussion: AUDIENCE

- This “Saturday matinee feature” arises from the recent discovery of two educational documentaries produced in 1939 by leading New York City documentarians. While the depiction of educational practices in these films is of merit on historical grounds, the documentaries serve to contradict some of the general impressions of progressive education held by contemporary educational historians. Both films were prepared specifically to convey to audiences of the 1940s the significance of progressive education; the scriptwriters’ values and perspectives are clear and, thanks to the unique aspect of film, are historically documented. The purpose of this session is not to pass judgment on the amorphous term—progressive education—or the educational practices at these two schools

(Hessian Hills School and Sarah Lawrence College) but, rather, to examine period presentations of progressive education and how these images prove to be in contrast to impressions of today. The session has been conceived as an opportunity for audience members to examine and discuss their own conceptions of progressive education.

1:45 to 3:15 p.m.

Michigan (23)

GRADUATE STUDENT SESSION

Chair: Amy Martinelli (University of Florida)

Sevan Terzian (University of Florida)

Jon Hale (College of Charleston)

Robbie Gross (University of Wisconsin)

Gail Wolfe (Washington University)

- The panelists will address preparing for comprehensive exams, writing a dissertation, publishing, and the current job market.

1:45 to 3:15 p.m.

Tip Top Tap North (23)

**THEORIZING ABOUT COMPARATIVE CHILDREN'S
RIGHTS IN AN ERA OF POST-WELFARE STATES**

Chair: Julia Grant (James Madison College, Michigan State University)

Barbara Beatty (Wellesley College), ““What Happened to Young Children’s Rights? Comparing Rhetorics and Politics of Children’s Rights in the Kindergarten and Universal Preschool Movements”

Michael Grossberg (Indiana University), “What’s Rights Got to Do with It?~ Struggles over Children’s Autonomy in Post-World War II America”

Lars Tragardh (Institute for Civil Society Studies, Ersta Skondal University College, Stockholm), “What’s the Future for Children’s Rights? Comparing Children’s Rights Regimes in Sweden, France, and the United States”

Noah Sobe (Loyola University, Chicago), “Rights, Participation and Agency: Problematising the Agentic Actorhood of Children and Youth in the Post-Welfare State”

Discussion: AUDIENCE

- In this panel, co-sponsored by the Society for the History of Children and Youth, historians from the United States and Europe will explore how the concept of children’s rights has evolved in the twentieth century in transnational perspective, and speculate about what may happen to theories of children’s rights in an era of

post-welfare states. Using age as a variable, Barbara Beatty will compare theorizing and politicking about children's rights for young children in the kindergarten and universal preschool education movements. From the lens of legal history, Michael Grossberg will examine attitudes toward children's autonomy in post-World War II America and contrast American and European reactions to the 1989 UN Convention on the Rights of the Child. From a comparative social welfare perspective, Lars Tragardhe will analyze concepts and provision of rights-based services to children in Sweden, France, and the United States. Using children's agency as a frame, Noah Sobe will examine how discourses of children's rights and participation may change in an era of post-welfare states. We hope lively conversation will ensue.

1:45 to 3:15 p.m.

Huron (23)

**ShhOUT IN CHICAGO: REFLECTIONS ON THE MAKING
OF GAY AND LESBIAN HISTORY**

Chair: Karen Graves (Denison University)

John D'Emilio (University of Illinois, Chicago)

Jackie M. Blount (The Ohio State University)

- Nearly three decades after the publication of his definitive work, *Sexual Politics, Sexual Communities: The Making of a Homosexual Minority in the United States, 1940-1970*, John D'Emilio surveys the terrain of the field of gay and lesbian history alongside Jackie Blount, whose landmark work, *Fit To Teach: Same-sex Desire, Gender, and Schoolwork in the Twentieth Century*, put lesbian and gay education history on the map.

Audience members may want to visit the exhibit, "Out in Chicago," at the Chicago History Museum, 1601 N. Clark. For more information, see <http://chicagohistory.org/planavisit/exhibitions/out-in-chicago>.

3:30 to 5:00 p.m.

Michigan (23)

SCHOOLING AND THE NATIONAL SECURITY STATE

Chair: Jerrell Beckham (Denison University)

Dana Ponte (University of Washington), "The First Line of Defense: Education for National Defense, 1939-1959"

Anne-Lise Halvorsen (Michigan State University), "Hot and Cold War Era Elementary Social Studies Education: 1941 to 1957"

Laura Puaca (Christopher Newport University), "Science In and Out of Petticoats: American Women, Science Education, and the National Security State, 1945-1960"

Discussant: Susan Semel (The City College of New York, CUNY Graduate Center, Doctoral Faculty)

- Since its passage in 1958, the National Defense Education Act (NDEA) has rested on the concept that education has a direct role to play in the nation's defense. The NDEA profoundly reworked the relationship between public education and the federal government. Further, it represented a commitment to a prolonged defensive posture for education in the absence of an overt armed conflict. The process by which education came to be paired with national defense, on a conceptual and later on a political level, is the subject of this study. The study centers around a discourse analysis of two professional education journals (*Phi Delta Kappan* and the *Bulletin of the AAUP*) from 1939 to 1959, along with official documents from the Office of Education and the large education organizations in this period, to reveal a transformative dialogue among communities of professional educators and other stakeholders that preceded the NDEA, and to arrive at conclusions on the development, meaning, and implementation of the term 'defense education' in this period.
- In an era when militaristic and totalitarian regimes threatened Western democracies, U.S. politicians and educators placed strong emphasis on the connection between education and democratic values. The conclusion was that the values of democratic governance could, and should, be taught in the classrooms. The natural candidate for this responsibility was social studies, which combined history and the separate social science disciplines. Moreover, social studies, given its roots in the Progressive Era, supported a philosophy of societal obligation and participatory democracy. Yet, as the years passed, social studies at the elementary level, arguably a critical opportunity for instilling democratic knowledge, skills, and values in the country's youngest citizens, increasingly placed less importance on teaching these Progressive ideas. This study uses examples from national and local curriculum recommendations and practices to show that elementary social studies, a field born of great promise for teaching democratic ideals, became, in practice, a relevancy-oriented pedagogy that often favored teaching social skills over disciplinary content. Educators and social science scholars proposed various alternatives intended to strengthen the rigor of the dominant elementary social studies programs, for example, Intercultural Education, Man: A Course of Study, and ethnic studies. However, none of these alternatives replaced social studies content or significantly influenced elementary social studies pedagogy, which remained remarkably unchanged during this period of political and educational shifts.
- This paper traces the roots of contemporary interest in science education for women to the Second World War and early Cold War years, when anxiety about the country's supply of scientific personnel ran high and when open support for women's rights aroused suspicion. Drawing on a range of archival materials and published primary sources, it uncovers the hidden history of a loose network of women's education advocates who mobilized the language and cause of national security in their efforts to expand female representation in scientific and technical disciplines. This strategy—what I have termed "technocratic feminism"—was both bolstered and undermined by the burgeoning national security state. On the

one hand, technocratic feminism enabled female reformers to garner support for their science education initiatives by promoting “scientific womanpower” as the most efficient solution to national security woes. At the same time, technocratic feminism rendered science education for women both dependent on and subordinate to national security prerogatives. Despite the intrinsic limitations of this strategy, technocratic feminism is significant because it established feminist interest in science education that would subsequently be extended and contested by later women’s education advocates. Moreover, the dual dilemma at the heart of technocratic feminism—how to negotiate the competing claims of equity and efficiency and how to balance the needs of female students with national prerogatives—is hardly a thing of the past and continues to inform science education initiatives today.

3:30 to 5:00 p.m.

Tip Top Tap South (23)

TESTING, TESTING,...

Chair: Caran Crawford Howard (University of Iowa)

Norbert Elliot (New Jersey Institute of Technology), “Henry Chauncey and the Rise of Educational Measurement in America”

Susan Berger (Purdue University, Calumet), “How Did We Get Here and What Do We Do? The Rise and Fall of the SAT in College Admissions”

Ethan Hutt (Stanford University), “Legislating Equivalence: A History of the Test of General Educational Development, 1945-1980”

Discussant: Alan Sadovnik (Rutgers University, Newark)

- Educated at Groton School and Harvard College, Henry Chauncey (1905-2002) was at the center of the rise of educational measurement in America. He served as an assistant dean at Harvard under James B. Conant, leaving in 1945 to become the Associate Director of the College Entrance Examination Board. In 1947 he became the first president of the newly established Educational Testing Service, and he remained its leader until 1970. From then until 1977 he served at the president of Educom, a consortium of colleges working cooperatively to address the newly emerging field of computer technology and its potential within the higher education community. This paper will examine Chauncey’s powerful position in the measurement community and identify the vision that informed his commitment to fairness and equity.
- Throughout the twentieth century the SAT emerged as a major factor in college admissions. However, in the past decade more colleges and universities are taking a closer look at its importance, especially after the ruling that affirmative action could no longer be used in the admissions process. Testing and minorities has never been a good match; however the use and misuse of the SAT is complicating matters further. How has the SAT and college admissions come to where it is today? Why is its historically largest supporter, the University of California system, officially dropping it for the incoming freshman class of 2012? What does

this mean for racial diversity across the nation, but more specifically at elite institutions?

- Though the development of the GED has rarely been considered a seminal moment in the history of American education, its creation needs to be reconsidered in light of the steady advance of standardized testing, quantification, and education standards legislation. This paper argues that the development of the GED must be recognized as an important technical achievement by educational psychologists and psychometricians who sought greater influence both in the realm of education and society at large as well as an important legal development as legislatures in every state, by passing laws establishing the equivalency of the GED certificate to the high school diploma, endorsed the validity of this kind of standardized competency test and certified those professionals who developed the test as educational experts whose techniques and methods were objective and should be given the imprimatur of the law. The GED, this paper argues, should thus be understood as the leading edge of the standards and measurement movement—the most important and influential educational movement of the 20th century.

3:30 to 5:00 p.m.

Tip Top Tap North (23)

EXPLORING CONSTRUCTIONS OF GENDER AND FEMINITY THROUGH EDUCATION HISTORIES

Chair: Catherine E. Wycoff (Northeastern Illinois University)

Kim Tolley (Notre Dame de Namur University), “A Case Study of Teaching, Marriage, and Separation in the Antebellum United States, 1832-34”

Margaret Nash (University of California, Riverside), “Are We Men Or Are We Mice?” Defining Gender at Riverside Junior College, 1929-1941”

Margaret Freeman (College of William and Mary), “A Laboratory in How to Get Along With People’: White Sororities, Student Personnel, and Student Socialization After the Second World War”

Discussant: Joan Marie Johnson (Northeastern Illinois University)

- On September 27, 1833, teacher Susan Nye Hutchison said farewell to her pupils, shut down her little school outside Augusta, Georgia, and began preparations for a separation from her husband. The First Presbyterian Church of Augusta supported Susan’s separation and provided the funds necessary for her to return to her parents’ farm in New York. This case study fills a significant gap in the secondary literature. Recent scholarship by historians of education has increased our understanding of the roles married women played as dame school teachers or as members of teaching families during the early nineteenth century. To date, however, we know next to nothing about how a married woman’s earnings in such contexts may have threatened the husband’s social status as the family’s

financial provider. How did Susan and Adam Hutchison understand their responsibilities as husband and wife? How did her work as a teacher affect her relations with her husband? Why did the First Presbyterian Church go so far as to finance their separation? This paper addresses these questions in the reconstruction of the Hutchisons' story.

- Male students at Riverside Junior College did not seem to mind too much when female students smoked cigarettes, formed a rifle club, or ran the student newspaper. But when women consistently trounced men in their grade points, or when they heard that women elsewhere wore slacks to campus, a line was drawn. The decade of the 1930s marks a significant period of transition in gender relationships. Women had won the right to vote just a decade prior, and that, combined with national and international threats of communism and fascism, made the concept of citizenship particularly salient. More women and men went to college in the 1930s than had ever gone before, and increasing numbers of women took on high profile positions in business, government, and academe. On college campuses across the country as well as in national media, newspapers and magazines trumpeted women's engagement in education for the sake of civic participation. Yet during times of transition, conservative norms often are held on to all the more tightly, and particularly so in times of economic stress. For these reasons, old and new concepts of appropriate gender roles often exist side by side. In this paper, I examine the parsing of gender roles during the 1930s on one college campus in the Southwest. This study is based on two primary archival sources: the student newspaper, *The Arroyo*, and the campus yearbook, *Tequesquite*, from 1929-1941 at Riverside Junior College.
- This paper examines the relationships of white, Greek-letter sororities and university administrators in the shaping of female student behavior at universities in the United States in the years following World War II. At times a mutually beneficial relationship and at others one marked by conflict, the interconnectedness of deans and student personnel workers with the sororities on their campuses provides an important window through which to view changes in the monitoring of student behavior over this period. In these years surrounding the mid-twentieth century, both student personnel and sororities saw to the task of molding "well-adjusted" women. The increased involvement of behavioral "experts," such as psychologists and sociologists, in deciding which women would be marked as "well-adjusted" and which would be marked as "maladjusted," or in need of socialization or specialized treatment, brought a greater urgency to the work of deans' offices and sororities' social education programs. This paper analyzes the ways these two groups worked together to identify and attempt to correct popularly perceived "abnormalities" in female students' behaviors.

3:30 to 5:00 p.m.

Huron (23)

LEARNING AGENCY: TOWARD AN EPISTEMOLOGY OF ACTIVISM

Chair: Kathleen Murphey (Indiana University/Purdue University, Fort Wayne)

Laura Westhoff (University of Missouri, St. Louis), “Democracy and Education at Highlander Folk School”

Jon Hale (The College of Charleston), “A History of Student Activism in the Mississippi Freedom Movement, 1940-1971”

Kelechi Ajunwa (Temple University), “High School Activists Fight Against Suspensions in the 1960s and 1970s”

Discussant: James Anderson (University of Illinois, Urbana-Champaign)

- Over the decades after Highlander Folk School opened in 1933 in the Appalachian Mountains of Tennessee, founder Myles Horton built an adult education center recognized as an important training ground for labor organizers and civil rights leaders. Yet while Highlander’s programs focused on immediate issues of economic and racial change, Horton emphasized that his philosophy and methods of education at the folk school were the more radically democratic. Not simply a school teaching non-violent tactics or movement organizing strategies, as much of the historical literature suggests, Highlander used residential, experiential, dialogic practices of leadership development to encourage personal and collective transformations and inspire activism. In 1987, Horton reflected on his long career as an educator and activist, emphasizing the importance of location and building relationships. In drawing attention to deep local knowledge and the limitations of modern social science instruments, Horton’s reflection also illustrates tensions between expertise and American democracy, which posed historical and theoretical problems during the height of Horton’s work in the mid-twentieth century. This paper explores the multiple sources of Horton’s ideas about knowledge and expertise and argues that these ideas drew from often-overlooked religious and intellectual traditions as they troubled the mid-twentieth century’s prevailing paradigm of expertise.
- This paper uses the history of education as an analytical lens through which to better understand the Mississippi Freedom Movement between 1940 and 1971. The research presented in this paper examines the long history of education during the Mississippi Freedom Movement by analyzing how students experienced education and acts of resistance during the 1940s and 1950s, and how these experiences influenced the next generation of students who made decisions to attend Freedom Schools and integrate all white public schools. To illustrate the trajectory of student engagement in the Freedom Movement, and to understand why students chose to attend the Freedom Schools and then integrate the public schools, this paper examines the history of involvement and agency of students in

Clarksdale, MS, Jackson, MS, and Holly Springs, MS, and contextualizes these stories within the local educational and civil rights histories of these locations. Based on experiences in both segregated schools and on-going civil rights efforts, these students who became the parents of the Civil Rights generation pushed their children to attend schools like the Freedom Schools, which advocated for full political, economic, and social equality, and then to integrate the all white public school system between 1964 and 1971. The educational histories of students who attended segregated public schools, alternative schools like the Freedom Schools that sought to educate a selective cadre of young activists, and made the first historic attempts to integrate Mississippi schools support the argument that equitable education, though overlooked in civil rights movement historiography, was a main priority of the Mississippi Freedom Movement.

- This paper focuses on the findings from a study of over 100 newspaper articles from the Youth Liberation Archives (YLA). The YLA is an untapped wealth of underground newspapers written by high school students in the 1960s and 1970s. The presentation focuses on the efforts by high school students to use their underground newspapers to create education reform, specifically their attempt to challenge suspensions. I argue that there were two types of high school activists, those who connected their struggle against school administrators to a large fight against global oppression and those who viewed their activism primarily as a tool for educational reform. Although student activists were able to effectively utilize underground newspapers to challenge the authority of school administrators, radical activists were most responsible for spurring the reforms to suspension policies that occurred in the 1970s. My research contends that if educators want to improve the engagement of students then they must actually include students as key players in the decision making process.

5:15 to 6:15 p.m.

Buckingham Ballroom (3)

PRESIDENTIAL ADDRESS

Chair: Caroline Eick (Mount St. Mary's University)

Philo Hutcheson (Georgia State University), "Confessions of a Positivist: How Foucault Led Me to a Meta-narrative about School Desegregation"

6:15 to 7:30 p.m.

Huron (23)

PRESIDENTIAL RECEPTION, sponsored by the alumnae and alumni of the College of Education, Georgia State University.

7:30 to 9:30 p.m.

Tip Top Tap (23)

HES BANQUET

SUNDAY, NOVEMBER 6

9:00 to 10:30 a.m. **Tip Top Tap South (23)**

CURRICULUM REFORM IN THREE ACTS: THE ECLIPSE OF PHILOSOPHY, THE RETREAT OF THE CANON, AND THE RISE OF ECOLOGY

Chair: Diana D'Amico (George Mason University)

Mark Helmsing (Michigan State University), “‘Philosophy Can Bake No Bread’: Situating Moral Philosophy and Mental Science in the History of the Committee of Ten and American School Curriculum Reform”

Theodore Christou (University of New Brunswick), “Resisting the Progressivist Reforms to Canada’s Schools: Libraries as Humanist Retreats in the Interwar Context”

Stephen Laubach (University of Wisconsin, Madison), “From Civic Science to the Age of Ecology: The Rise of Ecology in American High School Textbooks, 1930-1970”

Discussant: Anne-Lise Halvorsan (Michigan State University)

- This paper examines the curricular and discursive histories of two school subject matters – moral philosophy (also known as moral science) and mental science (also known as mental philosophy). Throughout most of the nineteenth century, many secondary schools – whether academies or the newly appearing high schools – included these two “applied” variations of philosophy as staples of their official curriculum. The paper presents first an overview of the two subject areas as to be understood through curricular analyses from 19th century schoolbooks and school documents. The paper then progresses to consider how we can think historically about these now-forgotten school subject areas. Unlike school subjects such as elocution and penmanship, these curricular constructs were not ornamental or focused on cultivating the Self. Rather, they speak to intellectual pursuits American educators deemed worthy for a significant portion of the early history of public schooling in the United States. Possible explanations for their disappearance, vis-à-vis the changes wrought by the Committee of Ten, constitute the next portion of the paper before concluding with connections to contemporary efforts to reintroduction systematic studies of philosophy in schools today.
- Progressive education in Ontario took root in the province in the interwar period, radically transforming the Programme of Studies by the late 1930s. Progressive reforms were founded in a concern for diminishing the gap between education and social life. Following the First World War, and responding to rapid technological, socioeconomic, and ethnic change in the province, progressivists argued that schools had lost touch with contemporary reality. The grand old fortifying curriculum of bygone times in Ontario had to be replaced with a set of subjects that promoted active learning, concerned individual learners, and prepared

children to confront a modern age. Humanists, defined here as advocates for a traditional approach to dealing with contemporary life, argued that the classical curriculum that had been foundational in the province, had to remain foundational; as, however, the curriculum and administration of schools was transformed by progressive minded educationists, humanist voices in Ontario's educational journals advocated persistently for the importance of school and public libraries to be established. Where classical literature and canonical texts were exiled from school study, they could be housed in libraries, which were last bastions of sorts for humanists in the public schools. Reflecting on the historical roots of libraries in Ontario, we might find it prudent to consider both the purposes of school libraries and the relation of these to the broader educational curriculum. Their foundation was apparently promoted on the basis that they offered what schools through a rigidly entrenched curriculum could not. Their survival and health might depend on similar values.

- Although Ernst Haeckel first proposed the term “oekologie” in 1866, the field did not emerge in Western science until the 1890s. This new subject was initiated by botanists studying the evolutionary physiology of plants in their natural environment rather than in the laboratory. Scholarship on ecology’s roots has tended to be in the form of intellectual histories of scientists at elite institutions. Other works have examined the infusion of ecological ideas into a wide variety of settings, from the Civilian Conservation Corps to land use planning, and this broader social context is key to understanding public interest in and receptivity to ecology and ecological ideas. Yet few monographs have documented how ecology has been taught, especially at the precollege level. Although it is commonly assumed that the incorporation of ecology into high school curricula did not occur until the rise of the environmental movement in the 1960s, I will use evidence from textbooks to argue in this paper that this shift began two decades earlier, spurred by developments both in science education and in ecology. If, as historian William Cronon notes, ecology involves directly or by implication one of “our most systematic critiques of industrial society,” then understanding its emergence in the education of future generations is an important task in the face of growing concern over present-day issues like water shortages, climate change, and species extinctions.

9:00 to 10:30 a.m.

Tip Top Tap North (23)

**INVESTMENTS IN CITIZENSHIP: EFFORTS IN
INSTITUTIONAL AND EXPERIMENTAL EDUCATION**

Chair/Discussant: Robert D. Johnston (University of Illinois, Chicago)

Margaret Szczukutowicz (University of Wisconsin, Madison),

“Kindergarten Capitalism”

Johanna Lanner-Cusin (University of Wisconsin, Madison), “William ‘Daddy’ George and the George Junior Republic”

Andrew Knudsen (University of Wisconsin, Madison), “Class, Knowledge, and ‘Payment by Results’: Teachers, Inspectors, and Politics in England, 1850-1862”

Athan Biss (University of Wisconsin, Madison), “Tolstoy’s Lonely Crusade Against Popular Education in Russia”

- From the mid-19th century to the early-20th century, nations across Europe and North America developed systems of compulsory, mass education to reach populations previously beyond the bounds of formal schooling: from immigrants and urban working class children, to illiterate peasant children and former serfs. Establishing the contours of popular education, however, proved controversial. For those at the helm of these projects the maintenance of class and social hierarchies, gender norms, and ideas of citizenship were of primary importance. While states institutionalized popular education, some individuals and groups offered radical alternatives. This paper session explores the tensions engendered by the practical realities of mass education as well as utopian attempts to subvert the expansion of state school bureaucracies.

9:00 to 10:30 a.m.

Huron (23)

**ESTABLISHING FOUNDATIONS IN HIGHER EDUCATION:
FOR LEARNING, FOR COLLEGE REFORM, FOR
FINANCING**

Chair: Bruce Leslie (State University of New York, Brockport)

Alan Craig (Grambling State University), “Institutional Responses to Underprepared Students at the University of Georgia, 1801-2001”

Nicholas Strohl (University of Wisconsin, Madison), “A College for the University: Defining Undergraduate Education at the University of Chicago, 1924-1930”

Benjamin Johnson (The Ohio State University), “When Persistence Pays: The Dead Hand Debate and the Financing of Higher Education”

Discussant: Mary Ann Dzuback, Washington University

- This paper chronicles the history of institutional responses to underprepared students at the University of Georgia including its two primary historical branches, the State Normal School and the State College of Agriculture and the Mechanic Arts, from 1801 to 2001. I examine the evolution of responses to underprepared students at the University of Georgia with a view to how these responses reflected the larger social, educational, economic, and political contexts of Georgia history. Such responses at the University of Georgia included a preparatory department called the Grammar School begun in 1803, admittance “probationed” on arithmetic or other subjects, irregular students, the University High School, sub-freshman students and classes, students unable meet regular admission standards who were admitted to law school so that they could play

football, reading and studies skills courses, a Summer-on-Trial program in the 1960s, tutoring labs, and the Special Studies Division of the 1970s and its successors.

- This paper examines the origins of the Chicago College Plan, or New Plan, implemented at the University of Chicago in the fall of 1930. The New Plan was a comprehensive reform of the university's colleges and a re-structuring of their relationship to the wider university. Using archival records from the office of the dean of the college, the office of the president and other collections at the University of Chicago archives, the paper places Chicago's internal debate over reform in the context of wider debates about undergraduate reform in the 1920s. Its primary finding is that the core educational elements of the New Plan did not arrive with president Robert M. Hutchins in 1929, but rather that its educational and ideological foundations emerged from a variety of sources within the university, including deans and faculty, in the years prior to Hutchins's arrival and were reflective of contemporary debates about the place of undergraduate education in American research universities. Most broadly, this story is part of a larger narrative about the emerging social, cultural and economic centrality of the college in American higher education, especially research universities, during the interwar period.
- Over the past century, numerous colleges and universities have busily engaged in soliciting and managing funds for endowment. Donors have assisted these colleges and universities, but in some cases, have created perpetual funds for poorly conceived purposes. Whether one endows a fund while living or upon death, complications undoubtedly arise, even for the particularly prescient donor. Higher education has long had a love-hate relationship with the "dead hand," a term which indicates the guidance and use of money or property according to rules laid out by deceased donors. This paper analyzes the "dead hand" debate and includes implications for educators; it also questions the role of endowment, a vital income source for today's colleges and universities.

9:00 to 10:30 a.m.

Michigan (23)

ARCHIVAL SESSION

Chair: Ben Justice (Rutgers University)

Discussant: Ann Marie Ryan (Loyola University, Chicago)

10:45 to Noon

Tip Top Tap South (23)

POST-INDEPENDENCE EDUCATION: GUATEMALA AND THE UNITED STATES

Chair: Michael David Cohen (University of Tennessee)
Ezekiel Kimball (Pennsylvania State University), "Bowdoin College and the Creation of a Post-Republican, Cosmopolitan Elite: The Classes of 1806-1828"

Blake Pattridge (Babson College), “Higher Education and the State in Post-Independence Nineteenth-Century Guatemala”

Discussant: Christian Anderson (University of South Carolina)

- This paper explicates the role of higher education in a post-revolutionary America. It suggests that, while their immediate aims of replicating a social elite may not have been realized, colleges were successful in shaping the economic and political fortunes of post-Republican society over the course of the successive generations—a distinct redefinition of “elite” on educational lines. Thus, the primary function of the Republican institution was not to cultivate Republicans *per se* but to prepare students for a rapidly changing world. In this sense, Bowdoin’s role was to transcend Republican culture by producing an educated elite capable of dominating local, regional, and national politics regardless of birthplace or party affiliation. In advancing this argument further, it is important to note that this paper does not claim that other colleges of the period did not perform precisely the same task or even that Bowdoin performed this function particularly well. Instead, it suggests that the prevailing historiography may currently underestimate the role of all colleges—regardless of age or perceived quality—in creating and replicating a cosmopolitan social elite in the post-Republican era.
- A central element in Guatemala’s socioeconomic and political changes during the nineteenth century was the country’s sole institution of higher education, the University of San Carlos. Throughout this period, the University trained social, governmental, and economic leaders from Guatemala and elsewhere in Central America. San Carlos was, in fact, the premier university in all of Central America. Although some histories of higher education exist for several other Latin American countries in the nineteenth century, there nonetheless is a paucity of specific institutional histories. Importantly, the history of the University of San Carlos offers a window through which to view the unfolding of post-independence Guatemala (and more broadly of Latin America during the time), especially politically and economically. Specifically, it can illustrate the links between institution building and state formation by analyzing the plight of San Carlos (especially financially) under respective governments in nineteenth-century Guatemala. The historiography of the University of San Carlos in the national period largely has ignored this important connection between institution building and state formation. Indeed, the crucial turning point pertains to San Carlos’ emergence as a distinct corporate power in the country’s political life, intimately linked to San Carlos’ growing institutional identity and prosperity following the 1855 University Reform Law. The changes initiated in 1855 reflected increasing student and professorial dynamism during these years and contributed to San Carlos’ development as a central element in Guatemala’s corporate lexicon.

10:45 to Noon Michigan (23)
AWARDS PANEL

10:45 to Noon Tip Top Tap North (23)

GENERATING GLOBAL POWER THROUGH HIGHER EDUCATION: POST-WAR EFFORTS TO MILITARIZE THE ECONOMY

Chair: Stephan Brumberg (Brooklyn College, CUNY)

Kenneth Kimura (Harvard Graduate School of Education), “The Institutional Origins of Executive Education at the Harvard, Stanford, and University of Chicago Business Schools from 1940 to 1955”

Ethan Schrum (University of Virginia), “Institutionalizing the Study of Economic Development at Michigan and Yale, circa 1960”

Discussant: Linda Eisenmann (Wheaton College)

- The paper examines how three American business schools reacted to the state's intervention during WWII in unexpected ways by creating two forms of executive education that still thrive today. Harvard and Stanford developed twelve week, full-time, Advanced Management Programs (AMPs) while the University of Chicago established a two-year, part-time, Executive MBA Program (EMBA). My paper tracks the histories of the first AMPs and the first EMBA from 1940 to 1955, starting with their creation and ending with their modification, institutionalization, and early diffusion after the war. My research makes four important findings. First, these schools attempted to produce forms of executive education that would remain consistent with the government's efforts to militarize the economy and maintain fidelity to their time honored missions of educating high status general managers. Second, elite business schools began to accept adult education as their mission. Third, the schools learned that partnering with corporations to sponsor executive students could create strong university-corporate ties and ensure steady enrollments. Fourth, as the wartime emergency shifted to a post-war era of higher education, the government's intervention gave way to the logics of a nascent market for executive education. Harvard, Stanford, and the University of Chicago started to look at corporations as internal labor markets for executives that they could serve and viewed each other as competitors in a new field of executive education.
- This comparative study of organized research units (ORUs) devoted to economic development at the University of Michigan and Yale University in the 1950s and 1960s explores the growing tension that American academics experienced during the post-World War II period between traditional norms of academic disciplines and newer demands that their research be oriented toward constituencies outside the university. It also examines different ideas and practices about the design and purpose of ORUs, the central new structural feature of the postwar university. In addition, it illuminates the history of the economics discipline and the relation of

academic knowledge to the United States' growing global power. This paper forms part of a larger work about the increasingly instrumental character of American research universities in the postwar years, providing the first broad interpretation of the role of the organized research unit in shaping the American university and its role in American life. My discussion is based on extensive archival research at both universities and the Ford Foundation.

10:45 to Noon

Huron (23)

MORE THAN RELIGION: EDUCATIONAL SUCCESS AND ABORTED MISSIONS

Chair: Jim Green (College of Mount St. Joseph)

Tamara Taysom (University of Utah), "Presbyterians Among the Mormons"

Katrina Sanders (University of Iowa), "The Chronicle: The Educational Vehicle of the Federated Colored Catholics, 1928-1933"

Discussant: Ann Marie Ryan (Loyola University, Chicago)

- This research focuses on the Presbyterian missions schools that were set up in the late-nineteenth century among Mormons in Utah. The purpose of the schools was to save Mormon children from a 'false' Christianity and convert them to a true one. Mormons reacted to the Presbyterians with a broad range of emotions, everything from welcoming arms to bitter resentment. After less than 50 years, the schools had failed to convert Mormons--children or adults--in any significant numbers. Most mission schools were closed by the turn of the century. This paper will explore why the Presbyterians targeted the Mormons as possible converts, how they set up their schools to reach Mormon children, and why they succeeded as educational institutions, but failed as proselytizing tools.
- This paper considers education broadly defined. It explores the Federated Colored Catholics use of *The Chronicle* to disseminate social, political, and economic improvement information to black Catholics in the United States during the late 1920s to the early 1930s.



For information on the Jane Addams Hull House Museum, see
http://www.uic.edu/jaddams/hull/hull_house.html.

For information on the Chicago History Museum, see
<http://chicagohistory.org/>.

For information regarding Chicago Architecture Foundation tours, see
<http://caf.architecture.org/tours>.

For information regarding the Chicago Transit Authority, see
<http://www.transitchicago.com/>.