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SCHOLARS OF DISTINCTION AND THE DEVELOPMENT OF EDUCATIONAL HISTORY IN THE UNITED STATES

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The history of education has been one of the most enduring disciplines offered in educator preparation programs since the mid-1800s. From 1840 to the present educational history as a subject of study and inquiry has resulted in the continuous production and dissemination of knowledge to different professional communities. This dual imperative has been addressed by countless historians and educators whose efforts have contributed to its development.

The following narrative describes the accomplishments of a select number of distinguished scholars who advanced the cause of the history of education. Each individual contributed in a distinctive way, either by deepening and broadening the study of educational history in schools and university programs or by encouraging disciplined research and research-related activities in the area. In this latter endeavor, scholarship was often enhanced by making material resources available through published venues and by promoting policies that supported historical investigations and that strengthened the preparation of educational researchers. While the discussion aims to highlight the work of these scholars, they represent a privileged sample of a larger community of professionals.

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Hence, their achievements, while significant in their own right, honor the efforts of the collective.

This paper examines the field of educational history within the context of its teaching and research traditions. The inclusion of the study of educational history in teacher preparation programs, the contents of history texts, and the rise of historical research as a valued activity are explored in this narrative. It will be shown that the evolution of this field of study and inquiry followed its own unique path in the United States, and that at certain moments its trajectory was influenced by the thoughts and actions of celebrated professionals.

1. HISTORY OF EDUCATION AS A PROFESSIONAL STUDY

The content and organization of the history of education comes to us by ways of individual course syllabi, official and institutional programs, and textbooks. This last source has been particularly useful in characterizing the substance taught in educator preparation programs. The first part of this paper discusses the contributions of a number of authors and their publications that the literature has deemed important in the development of the history of education as an area of study. To attribute the proper significance to the texts, a brief discussion of the origin and expansion of

teacher/educator preparation programs in the United States in the 1800s and early 1900s precedes the examination of the scholars and their publications.

1.1 RISE OF EDUCATOR PREPARATION PROGRAMS

The appearance of the History of Education in curricula of educational institutions can be traced to the founding of normal schools in the first half of the 19th century. The expansion of primary schooling in America in the early 1800s was ac-

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companied by a commitment of state legislatures to improve the teaching profession. State and local authorities in the United States realized that it was no longer acceptable to allow the education of children to be administered by community volunteers and journeymen who had little understanding of their students or mastery of teaching methods. Evidence from various European countries demonstrated that it was possible to successfully integrate the expansion of elementary school education with teacher training and support.

By the first half of the 19th century the professionalization of teaching had become a credible concern of public officials. Their efforts to provide specialized training for teachers resulted in the creation of normal schools, which were two to four-year post-secondary institutions that prepared aspiring elementary school teachers. The first normal school in the United States, the Columbian School, was founded by Reverend Samuel Hall as a private institution in Concord, Vermont, in 1823. In 1839 the first state-funded normal school was established in Lexington, Massachusetts. Other state normal schools were founded in Michigan in 1853, Missouri and Illinois in 1857, Minnesota in 1858, California in 1862 and Texas in 1879, to name a few. By 1885 there were 103 state-run normal schools and 132 private schools, and at the turn of the century these totals increased to 143 state and 118 private schools.¹

The success of the normal schools induced higher education institutions to create normal programs and teacher preparation departments that focused on secondary education. The expansion of these programs was impressive. In 1884 five state universities in Iowa, Michigan, Missouri, Nebraska and Wisconsin, and Johns Hopkins University offered teacher preparation programs. This number increased to 83 institutions in 1893 and to

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174 in 1894. By the end of the century, 247 colleges and universities surveyed offered courses in pedagogy.²

¹ E.G. Dexter. *A History of Education in the United States* (New York: MacMillan, 1906), 384.

² *Ibid*, 247.

The upsurge in the number of normal schools and university programs in education was accompanied by an increase in the types of education courses. Educational studies were increasingly offered as single courses in liberal arts departments or as multiple courses in departments and schools of education. These studies were attended by pre-service teachers, liberal arts students interested in taking education courses as part of their general studies, and graduate students preparing for a specialization in education. The most common courses reported in were the History of Education, elementary and advanced courses in Educational Psychology, Herbartian Pedagogy, Philosophy of Education, and practicums.³

Several surveys conducted at the beginning of 20th century showed that the educational history was one of the most popular studies in the curriculum. In 1895, William Torrey Harris the US Commissioner of Education, confirmed that 25 ranking universities and colleges offered the History of Education in educator preparation programs.⁴ The status enjoyed by this subject was confirmed in 1903 by George W. Luckey (1855-1933), professor at the University of Nebraska, who selected 20 universities that were among the first to establish departments of education and identified their courses for the years 1890-1900.⁵ His report showed that students spent more

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hours in historical studies than in any other subject. Luckey also asked 50 college and university professors their opinion about the pedagogical knowledge that high school teachers should possess. Approximately 90% of the respondents indicated the History of Education as the most essential study, followed by Educational Psychology (66%), general [teaching] methods (42%), the Theory of Education (26%), and Practice Teaching (26%).⁶ By 1902 almost 200 institutions of higher learning offered one or more courses in this field. Many institutions included the subject in their bachelor and master degree programs, and some like Harvard and Columbia required an advanced course in the history of education as a requirement for the Doctor of Philosophy degree.⁷

Some years later F. E. Bolton examined the findings of a study conducted by the Society of College Teachers of Education that inquired into the status of the history of education in 31 colleges and universities for the academic year 1906-1907.⁸ He found that of 23 education courses, the History of Education was the most ubiquitous; 27 institutions offering at least one course in

³ L. Dryer. *The history of the teaching of education in leading universities and colleges in the United States*. Thesis (M.A.)--University of Texas, 1928, 90.

⁴ United States. Bureau of Education. *Synopsis of Courses in Departments of Pedagogy in Certain Universities and Colleges. Report of the Commissioner of Education, for the Year Ending 1894-95, I* (Washington, D.C.: U.S. Government Printing Office, 1896):118-127.

⁵ G. W. A. Luckey. *The Professional Training of Secondary Teachers in the United States* (Columbia University Contributions to Philosophy. Psychology, and Education) 12 nos. 1-4. (New York, Macmillan, 1903).

⁶ *Ibid.*

⁷ A. O. Norton. Scope and aims of the history of education, *Educational Review*, 27 (1904): 444

⁸ F. E. Bolton. The relation of the department of education to other departments in colleges and universities. *Journal of Pedagogy*. 19 nos. 2, 3 (1906 and 1907).

the area. Enrollment in the History of Education (including courses on the classical works in education) was the largest, totaling 2114 students. The next most popular courses were Principles of Education (1134), Educational Psychology (1049) and special methods courses (1007).⁹

Henry Suzallo (1875-1933), Professor of Teachers College,

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Columbia University, also analyzed the findings of Luckey and reported his findings in 1908. He found that while 30 institutions offered a course on educational history, the nature, purpose and time allotted to these courses varied. He then categorized the courses in six types: (1) General, introductory courses that usually covered European history from ancient to modern times; (2) Advanced courses covering all or some part of the subject matter of the introductory course; (3) Courses in the history of American education, often offered as a supplement to European history; (4) Courses in the educational classics that covered the writings of great educational reformers; (5) Advanced courses that used published source material and original materials to investigate the history of education; and (6) Incidental discussions of the history of education in courses not primarily historical in focus.¹⁰

The findings of Harris, Luckey, Bolton, Suzallo and other researchers highlighted the importance of the History of Education in school curricula and confirmed its stature in university programs in the late 1800s and early 1900s. The high regard enjoyed by the area continued into the 1920s and 1930s, as confirmed by Dryer who in 1925 examined the course offerings in the catalogs of 35 private and state universities.¹¹ From Dryer's results, 25 different educational history titles, out of a total of 223 courses listed, could be identified.¹² The diversity of titles confirmed that the history of education was a broad field of study that encompassed different focuses and assumed different perspectives.

In looking back at the movement to professionalize teachers and the expansion of educational offerings in post-

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⁹ K. Lorenz. A História da Educação e o ensino pós-secundário nos Estados Unidos (1840-1910) [The History of education and post-secondary education in the United States (1840-1910)]. In D. Gatti Júnior, C. Monarcha, & M.H. C. Bastos (Orgs.) *O ensino de História da Educação em perspectiva internacional* (Uberlândia, Brasil: Editora da Universidade Federal de Uberlândia, 2009): 141-142.

¹⁰ H. Suzallo. The Professional use of the History of Education. In W. Burnham & H. Suzallo. *The History of Education as a Professional Subject*. (New York, NY: Teachers College Press, 1908), 36.

¹¹ Dryer, 208-217

¹² Lorenz, 145

secondary institutions, Arthur O. Norton (1869-1959), professor at Harvard University, provided the following an assessment about the history of education which proved to be valid well into the early decades of the 1900s:

The pioneering days of the subject are drawing to a close. The quarter-centennial of its introduction finds it widely spread among colleges; it counts towards various reputable degrees; the number of students has greatly increased; the resources for study have become easily accessible; and, finally, the new conception of the subject promises to make it much more valuable to the prospective teacher.¹³

1.2 STOWE'S INITIATIVE

Instrumental to the validation of the normal school experiment was the proposal of Carl Ellis Stowe, professor of Greek at Dartmouth College in 1831 and of Bible literature at Lane Theological Seminary at Cincinnati in 1833. In 1836 Stowe traveled to Western Europe to purchase a library for Lane Seminary and to survey elementary education in England, Scotland, France, Prussia, and different states of Germany.¹⁴ Upon his return he submitted a report in 1837 on common schools and normal schools to the authorities of the state of Ohio. Within a few years legislatures of the states of Kentucky, Tennessee, Pennsylvania, New York, Michigan, North Carolina, Virginia and Massachusetts reprinted his findings.

Stowe also published a plan for a comprehensive program of teacher education, or teacher seminaries, in 1839. In his proposals Stowe gave great emphasis to what he considered a traditional core subject in the program -- the History of Edu-

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cation. Stowe contended that the study of past civilizations and their educational systems could reveal teaching methods to be adopted and those to be avoided. He believed that from a study of the educational systems of the Chaldeans, Assyrians, Egyptians, Hindus, Persians, Greeks, Romans, and modern European nations, fundamental principles could be derived that give educational theory and practice needed precedent. Teachers lacking this knowledge and ignorant of the past could not have a full appreciation of the theoretical and practical implications of pedagogy.

Stowe summarized his view of in remarks he made to the College of Professional Teachers in Cincinnati and Columbus Ohio and published in 1839 in a small volume titled *Report on Elementary Public Instruction in Europe, which was made to the General Assembly of Ohio, in*

¹³ Norton, 447.

¹⁴ P. Travers. "Stowe and the History of Education. *Peabody Journal of education*, 47 no. 2 (1969): 83.

December, 1837.” His conception, surely aware to him that time, was the first articulation of the meaning and significance of educational history for American educators.

History of education, including an accurate outline of the educational systems of different ages and nations, the circumstances which gave rise to them, the principles on which they were founded, the ends which they aimed to accomplish, their successes and failures, their permanency and changes, how they influenced individual and national character, how far any of them might have originated in premeditated plan on the part of their founders, whether they secured the intelligence, virtue, and happiness of the people, or otherwise, with the causes, &c. ¹⁵

Stowe’s proposal on normal schools appeared in different venues from 1839-1865. This was a significant period in

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American education, during which the normal school model expanded throughout the country. A significant number of institutions were influenced by Stowe’s concept of educational history, such as the prestigious Oswego Normal School, which offered work in the theory and history of education in 1857, and the St. Louis Normal School, which offered the subject in 1873. ¹⁶ By 1913 the History of Education was the most offered course among thirty-two different areas of study in the curricula of the normal schools. ¹⁷ In reflecting on this development, Travers suggests that,

The point to be inferred from these statistics is that the educational leaders of this period at least maintained the position that teachers need to master (in principle) the accumulated body of educational knowledge before an intelligent position can be taken on current school issues or classroom practice,” ¹⁸

and that this position was consonant with Stowe’s thinking decades earlier.

1.3 HISTORY AS THE IDEAS OF THE PAST

¹⁵ C. E. Stowe. Normal schools and teachers’ seminaries. In *Normal schools, and other institutions, agencies, and means designed for the professional education of teachers*, edited by H. Barnard (Hartford, Case: Tiffany and Co 1851): 102.

¹⁶ Dryer, 85.

¹⁷ United States. Bureau of Education. Character of Courses in Education in Certain Normal Schools. *Report of the Commissioner of Education, for the Year Ending 1913, I.* (Washington: U.S. Government Printing Office, 1914), 512-13.

¹⁸ Travers, 86.

The content and organization of the formal study of educational history comes to us by way of course syllabi, official and institutional programs, and textbooks. This latter source has been particularly informative when characterizing the development of the area, especially during the late 19th and 20th centuries. The appearance and availability of educational history texts was a contributing factor to the successful incorporation of the subject in professional educator programs. These

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works were either used as student texts or as resources for the instructor. In either case, they shaped the vision of the reader and discussions about the nature of education.

An examination of 19th century textbooks in the United States distinguishes two approaches to representing the history of education. The first presents educational history as the thoughts of great thinkers of the past, using their words as the substance of the texts. Raumer and Quick have been singled out in the literature regarding this viewpoint. The second approach interprets the emergence of educational systems as revealing the hand of Providence in the progress of human affairs. This position was adopted by authors such as Schmidt, Rosenkranz, Painter and Paine.¹⁹ The contribution of both groups of scholars to the historiography of educational history merits a brief examination.

VON RAUMER'S PEDAGOGICAL HISTORY. R.H. Quick, the author of the widely praised *Essays on Educational Reformers*, wrote in 1868 that "On the history of education not only good books, but all books are in German or some other foreign language." In this passage Quick not only commented on the impoverished state of the historiography of education in the United States, but also on the predominance of German authors in this literary genre. It was a terse statement that acknowledged that stark reality that there were few English-language texts on the history of education in the first half of 19th century

Circumstances began to change with the publication in 1863 of the translation of the first two volumes of Karl Von Raumer's (1779-1882) work, *History of Pedagogy*, in the *American Journal of Education*. The English translation of *Geschichte der Pädagogik* was carried out by Friedrich Wilhelm Diesterweg (1790-1866) and was

¹⁹ J. J. Chambliss. The origins of history of education in the United States: study of its nature and purpose. *Paedagogica Historica*, 10 no. 1 (1979): 100.

originally titled *German Educational Reformers: Memoirs of eminent teachers and educators in Germany with contributions to the history of education from the fourteenth to the nineteenth century*.

Raumer's *History of Pedagogy* was the most detailed treatment of the subject to appear in English to that date. Within its pages the ideas of "heroic leaders of the educational advance" such as Martin Luther, Comenius and Pestalozzi were scrutinized for their practical significance for teachers. Raumer's work exerted an appreciable influence on the written histories of education in the English language, thus, in Chambliss view, rendering it "the most thoroughgoing history made available to English-reading students of education before W.H. Payne's translation of Gabriel Compayré's *History of Pedagogy* was published in 1888."²⁰ Many history texts subsequently published in the United States modeled themselves after Raumer's work or mined it for details.

QUICK'S ESSAY ON REFORMERS. One of the first English-language histories to emulate Raumer's work was R.H. Quick's *Essay on Educational Reformers*. The text, which was originally published in 1868 and expanded in 1890, faithfully embraced Raumer's interpretation of the history of education. In his updated version Quick made clear that he was committed to improving education by relating "what has already been said and done by the leading men engaged in it, both past and present."²¹ Quick's *Essays* was similar to Raumer's *History* in that it detailed various educational theories and practices from the Renaissance to the present, yet differed by making these immediately available to an English-speaking audience.

Quick believed that principles of action applied to educa-

tional practice could be extracted from the commentaries of thinkers of different historical periods. He does not shy away, however, from contrasting the content-centered "old education," such as that prevalent during the Renaissance, with the "new education" espoused by Locke, Rousseau, Pestalozzi and Froebel, with its attention to the integral development of the human being. William Torrey Harris (1835-1909), philosopher and United States Commissioner of Education from 1889 to 1906, in assessing Quick's *Essays on Educational Reformer* wrote that it was "the most valuable history of education in our mother-tongue, fit only to be compared with von Raumer's *Geschichte der Pädagogik* for its presentation of essentials and for the sanity of its verdicts."²²

The approach adopted by Quick and Raumer appealed to American historians and educators since the cultural milieu of the 1800s placed great value on pragmatism, utilitarianism, and naturalism. Even though both texts were grounded in classical literature and the lives and

²⁰ Ibid, 97

²¹ P. A. Monroe. *Cyclopedia of Education*. Vol. 3. (New York: MacMillan, 1912), 296

²² Quoted in Chambliss, 115

accomplishments of great thinkers, their applicability to educational practices exerted great appeal to the American mind.

1.4 HISTORY AS A RECORD OF PROGRESS

Throughout the first three quarters of the 19th century Germany produced a number of extraordinary works that viewed history as a record of human progress and mankind's march towards perfection. D. L. Kiehle defined this concept when he wrote,

History is a record of the progress of the races of civilization – progress in improving social conditions and in utilizing the materials of nature for the betterment of human conditions. It assumes that races have life trending toward maturity and fruitage as naturally as the seed

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toward the plant, and as the child toward manhood.”²³

Within this context education was perceived to contribute to this evolution. Throughout the 1800s translations of German texts on educational history espoused this rationalist view and shaped the thinking of many scholars and educators. Rationalists such as Schmidt, Rosenkranz, Painter and Payne stand out as authors who portrayed the history of education in this light in the second half of the 1900s.

THE RATIONALISTS. The rationalist approach to educational history was advanced in 1860 by Karl Schmidt (1819-1864) in the four volumes of his *Geschichte der Pädagogik in der vorchristlichen Zeit*. Schmidt's work briefly outlined the physical, intellectual and practical dimensions of a “science of pedagogy” by examining the educational systems of past civilizations.

In advancing his narrative, Schmidt adopted a messianic tone. His work, translated as the *History of Education in Pre-Christian Times*, depicted education as a noble mission of divine origin, one that was imbued with the task of developing the individual and the collective soul of Man. The author summarized this view when he wrote,

The history of the world is the history of the development of the human soul... The individual as a child is not a rational being; he becomes rational... all history, be in that of humanity or of the individual, of the starry heavens, or of the earth, is development of life toward God. Where there is development, there is progress. Progress in history is only the more visible, audible, perceptible embodiment of God in humanity.”²⁴

²³ D. L. Kiehle. “History of Education: What it Stands For.” *School Review* 9 (1901): 311.

²⁴ Quoted in L. Seeley, *History of Education* (New York: American Book Co., 1904): 15-16.

Schmidt's interpretation of educational history was reite-

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rated and introduced to the English-speaking community in 1886 when Anna Bracket translated Karl Rosenkranz's (1805-1879) *Die Pädagogik als System* and published it under the title *The Philosophy of Education* in the first volume of Appleton's *International Education Series*. As pointed out by Harris in the Editor's Preface, this text can be described as "philosophical":

To earn this title, such a work must not only be systematic, but it must bring all its details to the test of the higher principle of philosophy. This principle is the acknowledged principle of Christian civilization, and, as such, Rosenkranz makes it the foundation of his history of education, and demonstrates its validity by an appeal to psychology on the one hand and to the history of civilization on the other.²⁵

Another work of the rationalist genre was *A History of Education* published in 1886 by Franklin Verzelius Newton Painter (1852-1931). This brief text radiated an optimistic belief in progress and the guiding-hand of Providence in the affairs of education. Painter states in the early pages of his work that, "It is a profound thought of German philosophy that God is leading the world, through a gradual though not uninterrupted development, to greater intelligence, freedom, and goodness... Human progress is an evident fact."²⁶ This being the case, the laws that govern human development have been ascertained and now direct our teaching. Pervading Painter's work is his belief that Christian ideals supercede the values of pre-Christian antiquity. Christianity, because of its immutable foundation, is the omega point towards which all educational systems trend.

Between 1886 and 1888 three additional works contributed to the essential literature on rationalistic educational history.

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The first was William Harold Payne's (1836-1907) *Contributions to the Science of Education*. The other two works were authored by Gabriel Compayre (1843-1913) and translated by Payne as *The History of Pedagogy* and *Lectures on Pedagogy, Theoretical and Practical*. These two texts were judged by Payne to represent the best publications available on the history, theory and practice of education.

²⁵ J. K. F. Rosenkranz. *The Philosophy of Education* translated by Anna C. Brackett (New York, NY: Appleton, 1886): vi.

²⁶ Quoted in Chambliss, 1979, 113.

The tendency to interpret the history of education as the triumph of progress found in the writings of Schmidt, Rosenkranz, Painter and Payne continued in the 20th century in the Histories of S.G. Williams, James Phinney Munroe, and Frank Pierrepont Graves. These scholars, together with those of the persuasion of Raumer and Quick shaped the perception of what constituted a "history of education," and as important influenced the debates about the importance of educational history as a professional field of study and, by extension, the characteristics of sound educational practices.

2. HISTORY OF EDUCATION AND SCHOLARSHIP

The history of education as a field of study stands in contrast to the history of education as a field of inquiry. The first focuses on reflection of the past to improve current teaching practices, while the second investigates the past to gain knowledge that provides insight into the present. Educators have traditionally studied the past, but systematic research in educational history is of recent origin. This section explores the contributions of scholars and institutions to the development of the research dimension of educational history; that is, to the generation and dissemination of products of disciplined scholarship.

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2.1 BARNARD AND THE JOURNAL OF EDUCATION

Few written works on the history of education appeared in the decades following Smith's book in 1842. There was limited interest in writing texts and few venues for publishing articles on educational history. This dearth of publications and opportunities, however, was reversed through the efforts of Henry Barnard (1811-1900), widely acknowledged as one of the top educational reformers of his time. Barnard had a long and illustrious career as Commissioner of Education for the States of Rhode Island and Connecticut, and as the first Commissioner of Education of the United States (1867-1870). He later served as chancellor of the University of Wisconsin in Madison (1858–61) and the president of St. John's College in Annapolis, Maryland (1866–67).

Barnard, more than any other figure of his time, was responsible for popularizing and disseminating information on the history of education. His contribution to the English-language literature on the subject derived from his role as editor of the *American Journal of Education*, and a small journal on international education. The American education series was comprised of 24 volumes, each of 700-800 pages, and totaled between 600 and 700 literary items on all topics of education. Published quarterly between 1856 and 1873, practically a third of the space of the journal was occupied by publications of historical interest.

The *American Journal of Education* can be characterized as an encyclopedia of education. Within its volumes a large number of articles dealt with education from a historical viewpoint. Diverse topics were discussed, such as the history of the Boston school system, and of Yale College from 1801-1850. Educational reformers and their ideas were examined, as well as the development

of national educational systems. Past educational practices were explored, such as schooling in monastic institutions, and the forms of student punishment

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administered by the Hebrews, Greeks, Romans, Germans and English. The *Journal* also published translated versions of important German works on the history of education.

The most significant contribution of Barnard's *Journal*, however, was its accumulation and dissemination of English-language literature on the history of education, much of it pertaining to the United States. It provided a wealth of documents that stimulated discussions, dialogues and debates that lead to an increased interest in educational history. Of note was the publication in 1876 of two volumes on English education authored by Barnard and first published in 1862: *English Pedagogy* and the *Education, the School, and the Teacher, in English literature*. Paul Monroe, in his *Cyclopedia of Education*, considers this latter volume unsurpassed as source material on English education due to its assortment of quotations of writers who were not professional educators.²⁷

Barnard's work as editor of the *American Journal of Education* -- in addition to his sundry publications -- laid the groundwork for future research in educational history. By collecting and disseminating in the 1800s an astounding quantity of information on a wide range of historical topics in education Barnard created a knowledge-base that could be accessed by contemporary and future scholars. This information was of immediate and future importance because it lead not only to the examination of educational issues both in the United States abroad, both current and past, but also to the identification of educational and historical trends and areas for further study.

2.2 MONROE AND THE CYCLOPEDIA OF EDUCATION

Paul Monroe (1869-1947), like Henry Bernard, contributed to research on the history of education by disseminating educa-

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tional studies through his *Cyclopedia of Education*. Monroe has been described as one of the giants in American educational scholarship. Largely due to his efforts, "the history of education became a great scholarly discipline cast in its broad social and philosophical setting."²⁸ While at Teachers College, Columbia University, his course entitled "History of education in the United States" prepared students to collect and analyze source materials in the United States for later studies and their dissertations. Monroe himself was an avid scholar who published studies on

²⁷ Monroe, 296.

²⁸ W. Brickman and F. Cordasco. Paul Monroe's *Cyclopedia of Education: With Notices of Educational Encyclopedias Past and Present*. *History of Education Quarterly* 10 no. 3 (1970): 324.

education in Greece, Rome, and the Renaissance from 1901 to 1904, textbooks on the history of education in 1905 and 1907, and a thoughtful examination of the founding of the American public school system in 1940. He was also widely active in international education.

Pervading Monroe's works is his perception of the needs of the student of educational history, which he summarized in the preface to his *Textbook in the History of education* (1904):

to acquire a sufficient body of fact concerning the educational practices of the past; to develop an ability to interpret that experience in order to guide his own practice; to exercise his judgment in estimating the relation existing between various theories and corresponding practices; and above all, to obtain a conception of the meaning, nature and process, and purpose of education that will lift him above the narrow prejudices, the restricted outlook, the foibles, and the petty trials of the average schoolman.²⁹

Monroe is also widely known for his tenure as editor of the *A Cyclopedia of Education*. With the assistance of American and European departmental editors and more than one thou-

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sand individual contributors, Monroe published the five volumes of the encyclopedia from 1911-1913. These were republished several times, the last being 1926-1928. The *Cyclopedia* contains 3,694 pages and includes 7000 subject entries in fifteen areas, one of the foremost being the "History of Education." Other areas included were the philosophy of education, educational sociology and educational psychology; and elementary, secondary and higher education. In its totality the encyclopedia represented the current concepts, arguments and positions on education circulating at that time.

The contribution of Monroe's encyclopedia to research and scholarship is summarized by Brickman and Cordasco, who state that the publication was and is a

valuable historical source—for its articles and bibliographies contain information not conveniently accessible anywhere. When it is recalled that such scholars and thinkers as John Dewey wrote many articles in lucid styles on basic educational concepts, then it is obvious that the *Cyclopedia* is – and will remain for a long time –of reference interest.³⁰

Like Barnard's *American Journal of Education*, Monroe's collection of publications and his *Cyclopedia of Education* contributed to defining trends and problem in educational history, both in the United States and abroad, that could be topics of interest for researchers.

²⁹ Brickman and Cordasco, 326.

³⁰ *Ibid*, 336.

2.3 NSCTE AND HES

During the 19th and early 20th centuries the history of education was one of the most widely-taught subjects in American teacher colleges and university educator preparation pro-

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grams. Characteristically, the course was “narrowly concerned with facts, the remote past, and the celebration of its mission,” It was not known for generating original theoretical and practical insights for aspiring educators.³¹

As the 20th century progressed there evolved a growing consensus that the history of education was of limited relevance to pre-service teachers. There was disagreement about the role of the course in educator preparation programs and whether it should continue as an autonomous discipline in the curriculum. In many institutions educational history had already been embedded in courses intended to provide a foundation for future professional pursuits.

The debate about the usefulness of the history of education was exacerbated by questions about the role of specialists in the field. Few professionalization programs in education availed themselves of the services of trained historians. Many faculty members who taught educational history had little understanding of or expertise in the rigorous methods of historical inquiry. Others did not consider educational history their main area of interest. As an example, Ellwood P. Cubberly, one of the most influential writers at that time, was primarily interested in school administration and although he pioneered texts on American history, only a dozen students completed their doctoral studies under him.

By World War I the dearth of written materials on the history of American education had become widely apparent. During the pre-war period few groundbreaking books on the history of American education were written. Most dealt with ancient and European education and were largely chronologies and compilations of facts about educational institutions, laws and administrative codes. Noteworthy texts such as *Education in the United States* (1889) by Richard G. Boone and *A History of Edu-*

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cation in the United State (1904) by Grant Dexter approached educational history in this manner.

³² It was the general paucity of texts that prompted Ellwood Patterson Cubberley to publish his *Public Education in the United States* in 1919. Later, notable works on educational history surfaced with the publication of Edgar Knight’s *Education in the United States* in 1929, Stuart Noble’s *History of American Education* in 1938, and Paul Monroe’s *The Founding of the American Public School System* in 1940. These and later publications were the products of a new generation

³¹ S. Cohen, The history of the history of American Education, 1900-1976. *Harvard Educational Review*, 46 no. 3 (1976), 304..

³² *Ibid*, 305.

of historians, represented by the likes of Lawrence Cremin (1925-199) and Merle Borrowman (1920-1993). These and like-minded scholars were committed to the pursuit of historical knowledge for its own sake.

The perception that the history of education was a legitimate field of inquiry gained traction over the next years. In the late 1940s and early 1950s several organizations were founded to promote the theory and practices associated with Progressive Education. Among these were the Progressive Education Association, the Philosophy of Education Society, the John Dewey Society, and most importantly the National Society for College Teachers of Education (NSCTE). This last organization played an important role in stressing the importance of the history of education as a subject of research. In 1948 a small group of influential historians led by R. Freeman Butts (1910-2010) – coauthor (with Lawrence Cremin) of *A History of Education in American Culture* (1953) and author of *A Cultural History of Western Education* (1955) – and Archibald Anderson (1905-1965), renowned professor of philosophy and history of education, were instrumental in creating the History of Education Section (HES) within the NSCTE. The HES subsequently

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appointed a Committee on Historical Foundations of the NSCTE. The member of this committee eventually comprised editorial board of the *History of Education Journal* (HEJ).

By mid-century educators were expanding their activities to include research on educational history. Beginning in 1951 the Ford Foundation encouraged historical investigations into the role that education played in development of American Society. During the next ten years the Foundation funded efforts to redefine the status of the history of American education, which had become “shamefully neglected by American historians.” It achieved this by supporting those efforts to broaden the knowledge-base that adopted the rigorous methods employed by historians in their investigations of the political, economic and social events of the past.

One of the initiatives of the Ford Foundation was to establish the Fund for Advancement of Education, which provided assistance to projects that clarified the purposes and processes of education in the United States. In 1957 the Committee on the Role of Education in American History was organized with the funds provided by the Foundation. The Committee sought to involve historians in actively investigating American education. The National Society for College Teachers of Education (NSCTE) also reflected the trend towards more inquiry in educational history. In 1957 the main publication vehicle of the NSCTE, the *History of Education Journal*, published articles by Lawrence Cremin and Archibald Anderson that clearly defined the role of research in educational history. Both luminaries essentially argued that there should be no relaxing of the rigorous requirements of historical scholarship as it applied to education.

Lawrence Cremin (1925-1990) was named president of the NSCTE in 1960. In the years that followed, Cremin was to have a long and illustrious career. He authored a dozen books, including *The Transformation of the School: Progressivism in Amer-*

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ican Education, 1876-1957, which won the Bancroft Prize in American History in 1962; and *American Education: The National Experience, 1783-1876*, which won a Pulitzer Prize in 1981. In addition to his publications, Cremin was a founding member and president of the National Academy of Education and a past president of the National Society of College Teachers of Education and of the History of Education Society. In 1974 he was appointed president of Teachers College, Columbia University. He also served as chairman of the United States Office of Education's Curriculum Improvement Panel and of the Carnegie Commission on the Education of Educators.

Shortly after being appointed president of the NSCTE Cremin replaced the *History of Education Journal* (HEJ) with the *History of Education Quarterly* (HEQ). The new journal adopted a policy of publishing contributions that demonstrated the characteristics of sound historical research. In conjunction with his emphasis on historical inquiry in the field, Bernard Bailyn (1902-) – professor at Harvard University and twice winner of the Pulitzer Prize for History -- supported disciplined scholarship in educational history in his 1960 work *Education in the Forming of American Society*; and in 1965 Cremin published his seminal work, *The Wonderful World of Ellwood Cubberly*, which demonstrated the value of committing to the rigors of historical research.

In 1968 Division F (History and Historiography of Education) of the American Educational Research Association (AERA) was founded. Division F promoted scholarship in the history of education by allying this with the broader activities of the “most influential and prestigious research-oriented group in the educational establishment.”³³ The legitimization of historical educational research through the AERA was, to

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that point, the culmination of the movement of the 1960s that sought to validate the methods of historical inquiry in education. As Cohen notes, “When the history of education began to attract departmental historians, we had an opportunity to reconnect with the rigorous canons of historical scholarship. The alliance with history meant emancipation from the clutches of foundations courses.”³⁴

The following decade saw a great increase in fields of social and intellectual history. Scholarship intensified in the 1970s and afterward. The *History of Education Quarterly* attracted the work of fine scholars, both in the US and abroad. Meetings of the History of Education Section (HES) of the NSCTE, of Division F of the AERA, and of other similar sections of American Historical Associations were well attended. Sections of the History of Education Society flourished, resulting in “an unprecedented enrichment of educational historiography.”³⁵

³³ *Ibid*

³⁴ *Ibid*, 325.

³⁵ *Ibid*

2.4 EXPANSION OF EDUCATIONAL-HISTORY RESEARCH

The extent of the successful development of the history of education as a subject of inquiry is exemplified by the vast number of published studies in the area. The increase in the quantity of historical publications in education has afforded a number of scholars the opportunity to identify the types of problems being researched, contemporary trends, and possible avenues for future research on educational history. An illustrative example of this type of analysis is John Hardin Best's work, *Historical Inquiry in Education*, which was published in 1983 and re-edited in 1992. This informative work evolved from a plan submitted to the History and Historiography Division of the American Educational Research Association (AERA) that was approved in 1980.

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Best and the editorial committee invited specialists to elaborate on fifteen themes that addressed major disciplinary aspects, methodologies, and issues that were central to the history of education, and are presented as follows: (a) philosophy of history , (b) biography, (c) quantitative history , (d) oral history , (e) institutional history , (f) intellectual history , (g) school and the development of personality), (h) history of the curriculum, (i) educational policy, (j) comparative and transnational studies, (k) regional studies in the United States, (l) urban communities, (m) ethnic and minority groups, (n) education of women, (o) history of the child and family, and (p) social history. The areas listed by Best and his team give an idea of the wide range of topics being researched into the 1990s.

Shortly after, Wayne Urban developed his own classification system of the historiography of education prior to and including the 1980s by consolidating Best's themes into six research categories. The results were published in the *Encyclopedia of Educational Research* as the following: *Revisionist and Anti-Revisionist Studies* that argued whether American schooling served dominant economic interests and frustrated democratic aspirations; *Minority Studies* of education of Blacks, Native Americans and Chicanos (Hispanics from Mexico); *Women's Education Studies*, primarily on issues related to higher education; *Higher Education Studies* of American colleges and universities; *Teacher and Teacher Education Studies* of the characteristics and preparation of teachers; and *Quantitative Studies*.

The syntheses of Best and Urban summarized and revealed the wide scope of historical research in education being conducted from the 1960s to the 1990s. To their findings we can add a final note in R. A. Levin's summation of the encouraging state of research in educational history in 2000:

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Great social and political changes have fueled changes in the field of historical scholarship generally. Our scholarship has become more varied, and to most of us, far more interesting since, from the United States perspective, Lawrence Cremin and Bernard Baylin moved

educational history toward social history in the 1960s and 1970s. Over several decades, but especially in the past fifteen years or so, educational-history scholarship has blossomed with the arrival of new scholars and new approaches. Some broad-based survey texts, and the recent *Historical Dictionary of American Education*, now offer students a wide range of interesting material to consider.³⁶

3. FINAL REMARKS

This paper has briefly recounted the contributions of an elite group of scholars who influenced the development of the field of educational history in the United States. Their effects on educational theory and practice varied and their influence exercised at different moments in the country's past. While the literature commonly cites these personalities in their narratives, countless other scholars and institutions have also left their mark on the field. As representatives of a larger community that has been active since the mid-1800s, the scholars identified in this narrative and the unnamed scholars whose achievements have yet to be memorialized have established the history of education as an important field of study and inquiry, one that was and, for many, is still integral to educator preparation programs.

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