

CONTRIBUTORS

Barbara Beatty is Professor of Education at Wellesley College. She is the author of *Preschool Education in America* (Yale University Press, 1995); “Psychologizing the Third R: Hall, Dewey, Thorndike, and Progressive-Era Ideas on the Learning and Teaching of Arithmetic” in *When Science Encounters the Child* (Teachers College Press, 2006); “Rethinking Compensatory Education: Perspectives on Race, Class, and Language in the Discourse of the ‘Disadvantaged’ Child,” *Teachers College Record*, 2012; and other publications on the history of preschool education and childhood. She is currently writing a book on the history of tensions between play and early literacy.

Jackie M. Blount is Professor of Educational Studies at the Ohio State University. Her books include *Fit to Teach: Same-Sex Desire and Gender in School Work in the Twentieth Century* (SUNY Press, 2005); and *Destined to Rule the Schools: Women and the Superintendency, 1873–1995* (SUNY Press, 1998). Her work has been published in such journals as the *Review of Educational Research*, *Educational Administration Quarterly*, and *Harvard Educational Review*. Currently she is writing a biography of Ella Flagg Young. She also serves as president of the History of Education Society (United States).

Brent M. S. Campney is an Associate Professor of History at the University of Texas Rio Grande Valley. He recently published *This is Not Dixie: Racist Violence in Kansas, 1861–1927* (University of Illinois Press, 2016).

Elizabeth Cobbs is the author of *The Hello Girls: America’s First Women Soldiers* (Harvard University Press, 2017); holds the Melbern Glasscock Chair at Texas A&M; and is a Senior Fellow at the Hoover Institution.

Audrey Cohan is a Professor in the Division of Education and Interim Dean for the Division of Natural Sciences, Mathematics and Computer Studies, Allied Health Sciences, and Communication Sciences and Disorders at Molloy College, Rockville Centre, New York. She teaches courses on the foundations of education and critical issues to undergraduate, graduate, and doctoral students. With coauthor Dr. Charles Howlett, they published *John Dewey: America’s Peace-Minded Educator* (Southern Illinois University Press, 2016). Last year, they received an award from the Peace Education Special Interest Group (SIG) at AERA for their paper, “John Dewey: His Role in Public Scholarship to Educate for Peace.”

Ryan W. Coughlan is an Assistant Professor of Sociology at Guttman Community College, CUNY. Dr. Coughlan's research uses geospatial statistical methods to study school zoning practices, patterns of school segregation, social processes at a neighborhood level, and educational outcomes. He is coeditor of *Leaders in the Sociology of Education* (SensePublishers, 2016); "Schools of Tomorrow," *Schools of Today: Progressive Education in the 21st Century* (Peter Lang, 2016); *Sociology of Education: A Critical Reader* (Routledge, 2016); and coauthor of *Exploring Education: An Introduction to the Foundations of Education* (Routledge, 2018). Dr. Coughlan recently coauthored a report published by the Century Foundation titled "Remediating School Segregation: How New Jersey's Morris School District Chose to Make Diversity Work."

Thomas Fallace is Professor of Education at William Paterson University of New Jersey. He studies the history of ideas in education. He is author of *The Emergence of Holocaust Education in American Schools* (Palgrave Macmillan, 2008); *Dewey and the Dilemma of Race* (Teachers College Press, 2011); and *Race and the Origins of Progressive Education, 1880–1929* (Teachers College Press, 2015). He is currently working on a book that traces the responses of American educators to authoritarianism between World War I and the Civil Rights era.

Edward Frantz is Professor of History at the University of Indianapolis. He is author of *The Door of Hope: Republican Presidents and the First Southern Strategy, 1877–1933* (University Press of Florida, 2011); and editor of *A Companion to Reconstruction Presidents 1865–1881* (Wiley, 2014).

Sean Griffin recently received his PhD from the City University of New York Graduate Center. His dissertation, "A Reformers' Union: Land Reform, Labor, and the Evolution of Antislavery Politics, 1790–1860," examines the intersection between the early labor and antislavery movements in the antebellum North, and the implications of this relationship for the coming of the Civil War. He currently teaches history at Brooklyn College.

Cristina V. Groeger is a Lecturer in the Department of History at Lake Forest College and a Scholar-in-Residence at the Newberry Library in Chicago. Her research connects the development of education, labor markets, and social inequality in the United States within a comparative political economy framework. She is currently revising a book manuscript entitled "Paths to Work: The Credentialing of Inequality in the United States" based on her PhD dissertation completed at Harvard University in 2017.

Owen Gutfreund is Associate Professor of Urban Policy and Planning at Hunter College, City University of New York, and is the author of *20th Century Sprawl: Highways and the Reshaping of the American Landscape* (Oxford University Press, 2005).

Charles F. Howlett is Professor of Education Emeritus, Molloy College. He is author of *The American Peace Movement: References and Resources* (American Historical Association, 1991); *Brookwood Labor College and the Struggle for Peace and Social Justice in America* (Edwin Mellen Press, 1993); and *The American Peace and Justice Movement from the Early Twentieth Century to the Present* (Edwin Mellen Press, 2016); coauthor, *A History of the American Peace Movement from Colonial Times to the Present* (Edwin Mellen Press, 2008); coauthor and coeditor, *For the People: A Documentary History of the Struggle for Peace and Justice in the United States* (Information Age, 2009); coauthor, *Books, Not Bombs: Teaching Peace since the Dawn of the Republic* (Information Age, 2010); editor, *Nicholas Murray Butler's The International Mind: An Argument for the Judicial Settlement of International Disputes* (Information Age, 2013); coeditor, *Antiwar Dissent and Peace Activism in World War I America: A Documentary Reader* (University of Nebraska Press, 2014); and coauthor, *John Dewey, America's Peace-Minded Educator* (Southern Illinois University Press, 2016). His book, *History of the American Peace Movement, 1890–2000: The Emergence of a New Scholarly Discipline* (Edwin Mellen Press, 2005) was awarded *Choice's* “Outstanding Academic Title.”

Bob Hutton teaches history at the University of Tennessee. He is the author of “*Bloody Breathitt*”: *Politics and Violence in the Appalachian South* (University Press of Kentucky, 2013). He is currently researching the private security industry in Progressive Era Appalachia, with special emphasis on the relationship between Jim Crow and Southern capitalism.

Bruce Kanze is an adjunct faculty member in the School of Education at the City College of New York, where he supervises student teachers. From 1994 to 2002, he was director of Central Park East 2 Elementary School in New York City, and from 1980 to 1994 he was a teacher of fifth and sixth graders at Central Park East 1 Elementary School in East Harlem, New York City. He is the author of the chapter on Central Park East 1 Elementary School in “*Schools of Tomorrow*,” *Schools of Today: Progressive Education in the 21st Century* (Peter Lang, 2016).

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Woodrow Wilson and the Crafting of a Faith Based Foreign Policy (Baylor University Press, 2008).

Christopher McKnight Nichols is Associate Professor of History and Director of the Center for the Humanities at Oregon State University. A 2016 Andrew Carnegie Fellow, Nichols is author of *Promise and Peril: America at the Dawn of a Global Age* (Harvard University Press, 2011, 2015); coeditor of the *Companion to the Gilded Age and Progressive Era* (Wiley Blackwell, 2017), Senior Editor of the two-volume *Oxford Encyclopedia of American Military and Diplomatic History* (Oxford University Press, 2013), coeditor and coauthor of *Prophesies of Godlessness: Predictions of America's Imminent Secularization from the Puritans to the Present Day* (Oxford University Press, 2008); and co-organizer, coeditor, and coauthor of the forthcoming *Rethinking Grand Strategy* (Oxford University Press).

Chad Pearson teaches history at Collin College. He is the author of *Reform or Repression: Organizing America's Anti-Union Movement* (University of Pennsylvania Press, 2016); and coeditor with Rosemary Feurer of *Against Labor: How U.S. Employers Organized to Defeat Union Activism* (University of Illinois Press, 2017). Additionally, he is interested in the intersection of historiography and gossip.

Bradley Proctor teaches history at Evergreen State College. He is currently writing a book on the history of the Ku Klux Klan during Reconstruction in North and South Carolina.

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John L. Rury is Professor of Education and (by courtesy) History and African & African American Studies at the University of Kansas. His books include *Education and Social Change: Contours in the History of American Schooling*, 5th Edition (Routledge, 2016); *The African American Struggle for Secondary Schooling*, coauthored with Shirley A. Hill (Teachers College Press, 2011); and *Education and Women's Work* (SUNY, 1991).

Alan R. Sadovnik is the Board of Governors Distinguished Service Professor of Education, Sociology and Public Administration and Affairs at Rutgers University, Newark. He received his BA in sociology from Queens College of the City University of New York

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Susan F. Semel is coordinator of the Social and Psychological Foundations of Education and Professor of Education at the City College of New York and Professor of Urban Education at the CUNY Graduate Center. She received her EdD in History and Philosophy of Education in 1984 at Teachers College, Columbia University, where she received a Klingenstein Fellowship for Independent School Leadership. Among her publications are *The Dalton School: The Transformation of a Progressive School* (Peter Lang, 1992); coauthor of *Exploring Education: An Introduction to the Foundations of Education* (Routledge, 1994, 2001, 2006, 2013, 2018); editor of *Foundations of Education: The Essential Texts* (Routledge, 2010); and coeditor of “*Schools of Tomorrow*,” *Schools of Today: Progressive Education in the 21st Century* (Peter Lang, 2016); *Tool-kits, Translation Devices and Conceptual Accounts: Essays on Basil Bernstein’s Sociology of Knowledge* (Peter Lang, 2010); “*Schools of Tomorrow*,” *Schools of Today: What Happened to Progressive Education* (Peter Lang, 1999); *Founding Mothers and Others: Women Educational Leaders During the Progressive Era* (Palgrave Macmillan, 2002); and *International Handbook of Educational Reform* (ABC-CLIO, 1992); as well as dozens of journal articles and book chapters. She has received Critics Choice Awards from the American Educational Studies Association, in 1993 for *The Dalton School*, in 2000, for “*Schools of Tomorrow...*” and in 2003 for *Founding Mothers and Others*.

Ron Sheese is University Professor of Psychology and Writing at York University in Toronto, Canada. He specializes in Educational Psychology and is particularly interested in helping students develop the ability to learn from democratic dialogue in university classrooms.

Alia R. Tyner-Mullings is an Assistant Professor of Sociology and a founding Faculty Member at Stella and Charles Guttman Community College, CUNY. She earned a doctorate in sociology at the CUNY Graduate Center, where she researched alternative educational models. Her research interests include the sociology of education, communities, sports, and cultural studies. Dr. Tyner-Mullings is the author of *Enter the Alternative School: Critical Answers to Questions in Urban Education* (Paradigm, 2014), an in-depth examination of public school alternatives to traditional educational models. She is also the coeditor of *Critical Small Schools: Beyond Privatization in New York City Urban Educational Reform* (Information Age, 2012); coauthor of *Writing for Emerging Sociologists* (SAGE, 2013); and *The Sociology Student's Guide to Writing* (SAGE, 2016). She is the author of the chapter on Central Park East Secondary School in "Schools of Tomorrow," *Schools of Today: Progressive Education in the 21st Century* (2016). She currently lives in New York City with her daughter.

Grace (Xinfu) Zhang completed her BA (Hons) degree in Psychology at York University in Toronto, Canada. She finished her honors thesis under the supervision of Dr. Ron Sheese on the topic of John Dewey and his influence on Chinese Education.