

Teachers for the Prairie

**The University of Illinois
and the Schools
1868-1945**

Henry C. Johnson, Jr., and Erwin V. Johanningsmeier

Teachers For The Prairie The University Of Illinois And The Schools 1868 1945

**Geraldine Jonçich Clifford, James W.
Guthrie**



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Teachers for the Prairie Henry C. Johnson, Erwin V. Johanningmeier, 1972 **The University and the Teachers** Harry Judge, Michel Lemosse, Lynn Paine, Michael Sedlak, 1994-01-01 Here is a book for our times a study in three countries of the relationship between teacher education and the universities An Englishman looks at France a Frenchman at the USA and two Americans at England with the whole introduced and rounded off by Harry Judge who was also the interlocutor of France It is a notable addition to the Oxford Studies in Comparative Education John Tomlinson Director of the Institute of Education University of Warwick The Times Educational Supplement this is an outstanding book on several levels it is a worthwhile read for audiences well beyond those directly involved in teacher education It will be of particular interest to researchers and students of comparative education At a time when politicians seem bent on importing educational practices from other countries it reminds us that there are no easy lessons to be learnt through international comparisons and that we cannot suppose that what is identified as good practice in one country can easily be imported elsewhere without taking into account the cultural context within which it is successful Marilyn Osborn University of Bristol Comparative Education The book is beautifully and engagingly written enlivened by the authors efforts to make sense of that which is foreign to their personal educational experiences The narratives are rich in detail and insights about the forms of teacher education and the cultural logic of their suitability The chapters provoke thought experiments of a kind that are suggestive of outcomes for university based teacher education if reforms currently proposed in one nation prove to be similar to long standing practices in the others Frank B Murray University of Delaware Comparative Education Review The work recorded in this book was undertaken over four years with support from the Spencer Foundation of Chicago and under the direction of Harry Judge of the University of Oxford Michel Lemosse teaches at the University of Nice and Lynn Paine Michael Sedlak at Michigan State University The Professors of Teaching Richard Wisniewski, Edward R. Ducharme, 1989-04-08 In The Professors of Teaching nine scholars pool their insights and their divergent experiences within the profession to discuss and elucidate the origins productivity dilemmas and future of the professorate Emphasizing the need for professors of education to satisfy the norms of scholarship appropriate to the university the contributors also underscore the need for the education faculty to work closely with those in the practicing profession teachers in our nations schools The result is a frank and candid expos which provides a clear sense of what must now be done in order for professors of education to be not only accepted but also respected within the academy and the teaching profession Professionals administrators policy makers all those concerned with teacher preparation and practice will be challenged by the authors of The Professors of Teaching **The University of Illinois, 1894-1904** Winton U. Solberg, 2000 The distinguished historian Winton U Solberg presents a detailed case study of one institution s transformation into a modern American university The years 1894 to 1904 mark the stormy tenure of Andrew S Draper as president of the University of Illinois Draper a successful superintendent of schools with no college or

university experience and no credentials as a post secondary administrator presided over many crucial improvements in the university's physical plant curricula and other areas. However, he failed to infuse the university with a spirit of cohesion and his term as president was fraught with conflict. From his inauguration on, the autocratic Draper collided with deans and faculty who opposed both the substance of his changes and the manner in which he presented and implemented them. This volume closely examines the Draper years from the perspectives of faculty, students, and administrators. Solberg outlines the administrative faculty staff and physical infrastructure. He also reveals a vibrant and varied student life including a whirl of social activities, literary societies, intercollegiate debate, and athletics, hazing, religion, and increasingly prominent fraternities. A sharply delineated and detailed picture of a university in transition. *The University of Illinois 1894-1904* traces the school's shift from an institution known primarily as a training ground for engineers to a full-fledged university poised to compete on the national level.

And Sadly Teach Jurgen Herbst, 1989 To lend weight to his charge that the public school teacher has been betrayed and gravity to his indictment of the educational establishment for that betrayal, Jurgen Herbst goes back to the beginnings of teacher education in America in the 1830s and traces its evolution up to the 1920s, by which time the essential damage had been done. Initially, attempts were made to upgrade public school teaching to a genuine profession, but that ideal was gradually abandoned. In its stead, with the advent of newly emerging graduate schools of education in the early decades of the twentieth century, came the so-called professionalization of public education. At the expense of the training of elementary school teachers, mostly women, teacher educators shifted their attention to the turning out of educational specialists, mostly men, administrators, faculty members at normal schools and teachers colleges, adult education teachers, and educational researchers. Ultimately, a history of the neglect of the American public school teacher. *And Sadly Teach* ends with a plea and a message that ring loud and clear: The plea that the current reform proposals for American teacher education, the Carnegie and the Holmes reports, be heeded. The message that the key to successful school reform lies in educating teachers as true professionals and in acknowledging them as such in their classrooms.

Teacher Education at Iowa State University, 1868-1982 Leonard Glenn Smith, 1982 This monograph traces the history of Iowa State University from its founding in 1868 to 1982. Following a brief description of the background of teacher training in the ancient world and its development in Europe and subsequently the United States, the foundations laid for an educational system in mid-western United States are discussed. Iowa State University grew from foundations similar to other land grant universities and had in common with many of them an emphasis upon agricultural education. The expansion and broadening of the curriculum of the school is described, illuminated in several instances by personal narrative of outstanding teachers and leaders who directed the course of the school as it entered the 20th century. Changes in educational philosophy in Iowa are described, focusing in part on the gradual growth of consolidated public schools and the development of colleges and universities to accommodate and train their graduates.

JD The University of Illinois Frederick E. Hoxie, 2017-02-07 The founding of the university in 1867 created

a unique community in what had been a prairie Within a few years this creative mix of teachers and scholars produced innovations in agriculture engineering and the arts that challenged old ideas and stimulated dynamic new industries Projects ranging from the Mosaic web browser to the discovery of Archaea and pioneering triumphs in women s education and wheelchair accessibility have helped shape the university s mission into a double helix of innovation and real world change These essays explore the university s celebrated accomplishments and historic legacy candidly assessing both its successes and its setbacks Experts and students tell the eye opening stories of campus legends and overlooked game changers of astonishing technical and social invention of incubators of progress as diverse as the Beckman Institute and Ebertfest Contributors James R Barrett George O Batzli Claire Benjamin Jeffrey D Brawn Jimena Canales Stephanie A Dick Poshek Fu Marcelo H Garcia Lillian Hoddeson Harry Liebersohn Claudia Lutz Kathleen Mapes Vicki McKinney Elisa Miller Robert Michael Morrissey Bryan E Norwood Elizabeth H Pleck Leslie J Reagan Susan M Rigdon David Rosenboom Katherine Skwarczek Winton U Solberg Carol Spindel William F Tracy and Joy Ann Williamson Lott *Educational Research, The National Agenda, and Educational Reform* Theresa R. Richardson, Erwin V. Johanningmeier, 2008-01-01 Educational Research The National Agenda and Educational Reform examines the origins history nature purposes and status of educational research by focusing on the relationships among educational research the national agenda educational reform and the social and behavioral sciences Its major claim is that the history of educational research is embedded in the nation s social political intellectual and economic histories Attention is given to three significant periods the Progressive Era when modern educational research began to assume its present form the Post World War II Era when educators and educational researchers were directed to return to or turn to the academic disciplines and the Civil Rights Era after the Supreme Court in Brown ended legal racial segregation and raised questions about equality of educational opportunity that are still with us These were significant periods when there was a clear national agenda shaped by both public and private agencies Educators and educational researchers adopted policies and strategies in response to concerns and interests expressed by the public by government officials and by philanthropies Researchers responses have had long term consequences as seen in the reaction to The Coleman Report debates about the merits of quantitative research as opposed to qualitative research the ongoing discussion about the merits of No Child Left Behind the achievement gap the creation of the Institute of Education Sciences and the emphasis now placed on scientifically based research The origins of the common school the work of the philosopher Johann Friedrich Herbart and his followers and the revolution in scientific method brought about by Charles Darwin s work are included because they serve as the foundation for educational research Educational researchers identification with and interest in individual performance and ability and their measurement is related to the close relationship educational researchers have had with psychology a discipline that typically does not focus on social context The significance of educational researchers borrowing from the behavioral sciences especially psychology is examined through a discussion of

the mental hygiene movement as supported by private philanthropy and through consideration of contributors such as G Stanley Hall Arnold Gesell Lewis M Terman Daniel Starch and Stuart A Courtis History of Higher Education Annual: 1998 Roger L. Geiger, 2020-03-12 Published in 1998 this is Volume 18 of the Perspectives on the History of Higher Education annual which includes a collection of 7 articles on The Land Grant Act and American Higher Education Context and Consequences *Edmund J. James and the Making of the Modern University of Illinois, 1904-1920* Winton U Solberg, J. David Hoeveler, 2024-11-12 In 1904 Edmund J James inherited the leadership of an educational institution in search of an identity His sixteen year tenure transformed the University of Illinois from an industrial college to a major state university that fulfilled his vision of a center for scientific investigation Winton U Solberg and J David Hoeveler provide an account of a pivotal time in the university s evolution A gifted intellectual and dedicated academic reformer James began his tenure facing budget battles and antagonists on the Board of Trustees But as time passed he successfully campaigned to address the problems faced by women students expand graduate programs solidify finances create a university press reshape the library and faculty and unify the colleges of liberal arts and sciences Combining narrative force with exhaustive research the authors illuminate the political milieu and personalities around James to draw a vivid portrait of his life and times The authoritative conclusion to a four part history Edmund J James and the Making of the Modern University of Illinois 1904 1920 tells the story of one man s mission to create a university worthy of the state of Illinois Arguments for Learning Bill Cope, Walter Feinberg, 2025-03-11 Almost every educational idea worth a thought has been considered at the University of Illinois and anything worth trying has been tested In this history of ideas Bill Cope and Walter Feinberg chronicle the intellectual lives of education thinkers at the university while tracking the development of educational ideas and practices in general Cope and Feinberg draw on conversations narratives and archival research that reveal how different generations explored their role in defining and carrying out the College s multifaceted mission Their account raises critical questions about the character of learning the aims of teaching and the nature of teaching as a profession At the same time the authors address issues that range from the role of schools in fostering individual and collective identity to the introduction of computer mediated and online learning Cope and Feinberg examine changes in self understanding about fundamental ideas and chart how the College evolved from its original narrow mission of training children s schoolteachers to embracing global perspectives A wide ranging portrait of an institution Arguments for Learning uses the School of Education to tell the stories of thinkers dedicated to the idea that education can change the world for the better **More than Petticoats: Remarkable Illinois Women** Lyndee Henderson, 2006-11 More than Petticoats Remarkable Illinois Women chronicles the stories of twelve Illinois women who lived in the era of True Womanhood and dedicated themselves to charity toward family and strangers Unwittingly these women forged a legacy that expanded well beyond Illinois borders From First Lady Mary Todd Lincoln s devotion to country to ballroom dancer Irene Castle s fight for animal rights the women of Illinois acted with progressive

vision Meet the wife of the Mormon Prophet Emma Hale Smith who challenged ideology Nobel Peace Prize winner Jane Addams the model of usefulness Myra Bradwell considered America's first woman lawyer and African American entrepreneur Annie Minerva Malone who built a beauty empire Born before the dawn of the twentieth century the women herein paved the way for future generations Author Lyndee Jobe Henderson presents absorbing biographies filled with rarely published details

An Elusive Science Ellen Condliffe Lagemann, 2000 Since its beginnings at the turn of the 20th century the science of education has been regarded as a poor relation reluctantly tolerated at the margins of academe In this history of education research Condliffe explains how this came to be **Ed School** Geraldine Joncich Clifford, James W. Guthrie, 1990-07-02 Although schools of law medicine and business are now highly respected schools of education and the professionals they produce continue to be held in low regard In *Ed School* Geraldine Joncich Clifford and James W Guthrie attribute this phenomenon to issues of academic politics and gender bias as they trace the origins and development of the school of education in the United States Drawing on case studies of leading schools of education the authors offer a bold controversial agenda for reform ed schools must reorient themselves toward teachers and away from the quest for prestige in academe they must also adhere to national professional standards abandon the undergraduate education major and reject the Ph D in education in favor of the Ed D Catalog of Copyright Entries. Third Series Library of Congress. Copyright Office, 1974

Practicing Writing Thomas M. Masters, 2004-10-24 *Practicing Writing* examines a pivotal era in the history of the most ubiquitous and possibly most problematic course in North American colleges and universities the required first year writing course generally known as freshman English Thomas Masters's focus is the mid twentieth century beginning with the returning waves of World War II veterans attending college on the GI Bill He then traces the education reforms that took place in the late 1950s after the launch of Sputnik and the establishment of composition as a separate discipline in 1963 This study draws upon archives at three midwestern schools that reflect a range of higher education options Wheaton a small sectarian liberal arts college Northwestern a large private university and Illinois a large public university *Practicing Writing* gives voice to those whose work is often taken for granted or forgotten in other studies of the subject freshman English students and their instructors Masters examines students papers professors letters and course descriptions and draws upon interviews conducted with teachers to present the practitioners points of view Unlike other studies of the subject which have tended to focus more on the philosophy theory and ideology of teaching composition and rhetoric Masters reveals freshman English to be a practice based phenomenon with a durable ideological apparatus By reexamining texts that had previously been considered insignificant he reveals the substance of first year composition courses and the reasons for their durability

Exposing a Culture of Neglect Matthew D. Davis, 2006-04-01 In this book Professor Davis illustrates the often unexpected reach of historical research intended originally to fill a knowledge gap He found a forgotten figure from the past who as a scholar and teacher had contributed significantly to education Manuel's story warranted attention but in reconstructing it

Professor Davis discovered leads to a more complex account in which the key actor his ideas and certain precise albeit dynamic social conditions intersected and influenced each other In the end the book not only fills a gap making the history of education in Texas and the United States more complete it also underscores the thrust of other recent contributions to Latin American studies in casting doubt on the reliability of previously accepted standard histories These accounts now seem dated and suspiciously wrong headed New research like that of Professor Davis pointedly suggests the old histories need to be reconceptualized reorganized and rewritten Methodologically and substantively his book advances work on this agenda Specifically it provokes fresh thinking about the now indisputably linked histories of education research Mexican Americans and racism in the United States

Summers Off? Christine A. Ogren, 2025 Since the nine month school year became common in the United States during the 1880s schoolteachers have never really had summers off Administrators instructed them to rest as well as to study and travel in the interest of creating a compliant workforce Teachers however adapted administrators directives to pursue their own version of professionalization and to ensure their financial well being Summers Off explores teachers summer experiences between the 1880s and 1930s in institutes and association meetings sessions at teachers colleges Black colleges and prestigious universities work for wages or their family tourism in the U S and Europe and activities intended to be restful This heretofore untold history reveals how teachers utilized the geographical and psychological distance from the classroom that summer provided to enhance not only their teaching skills but also their professional and intellectual independence their membership in the middle class and in the cases of women and Black teachers their defiance of gender and race hierarchies Provided by publisher

Institutions of Higher Education Linda Sparks, 1990-01-24 This bibliography brings together in one comprehensive volume citations of books dissertations theses and ERIC microfiche relating to the history of specific institutions of higher education worldwide All types of postsecondary institutions two years colleges liberal arts colleges seminaries specialized institutions and universities are included Entries include the following elements when available author editor title place of publication publisher publication date and number of pages Citations from 85 countries are included Entries are by country dependency and territory The United States has been further divided by state Names of institutions are in English References are in the language in which they were written The majority of the citations should be available in a library somewhere in the United States Obscure sources that may be difficult to obtain have been included because they are often the only citation All editions of a title as well as older works are included because of their potential value to a researcher The book should be a part of all college university and large public library collections College of Education faculty members specializing in higher or comparative education will find much of value here

Sextus Julius Africanus und die byzantinische Chronographie Gelzer, 1880

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