

Contents

<i>Preface</i>	<i>ix</i>
1 <i>Introduction to the Second Edition: Instructional Methodology and Historical Interpretations</i>	1
<i>Ideological Management and Recent Historical Interpretations</i>	3
<i>Notes</i>	4
2 <i>Religion and Authority in Colonial Education</i>	5
<i>Colonialism and Educational Policy</i>	13
<i>Freedom of Thought and the Establishment of Academies</i>	17
<i>The Useful and the Ornamental in Learning</i>	22
<i>The Family and the Child</i>	25
<i>Conclusion</i>	30
<i>Notes</i>	31
3 <i>Freedom and Order</i>	34
<i>Educating Republican Machines</i>	36
<i>The Schoolmaster of America</i>	39
<i>The Natural Aristocracy</i>	42
<i>Conclusion</i>	46
<i>Notes</i>	48
4 <i>Institutions and Reform: Schools and Colleges in the New Republic</i>	50
<i>Moral Reform and Faculty Psychology</i>	50
<i>Charity Schools, the Lancasterian System, and Prisons</i>	53
<i>The Quest for an Education</i>	60
<i>Institutional Change and the American College</i>	63
<i>Conclusion</i>	71
<i>Notes</i>	71

5	<i>The Ideology and Politics of the Common School</i>	73
	<i>Varieties of Historical Interpretation</i>	75
	<i>The Ideology of the Common School Movement</i>	83
	<i>The Workingmen and the Struggle for a Republican Education</i>	93
	<i>The Whigs and the Democrats</i>	97
	<i>The Catholic Issue</i>	104
	<i>Conclusion</i>	110
	<i>Notes</i>	112
6	<i>Organizing the American School: The Nineteenth-Century Schoolmarm</i>	115
	<i>The American Teacher</i>	117
	<i>The Maternal Model of Instruction</i>	128
	<i>The Evolution of the Bureaucratic Model</i>	135
	<i>McGuffey's Readers and the Spirit of Capitalism</i>	143
	<i>Conclusion</i>	149
	<i>Notes</i>	150
7	<i>Schooling and the New Corporate Order</i>	153
	<i>Public Benefit or Corporate Greed?</i>	154
	<i>Extending the Social Role of the School</i>	162
	<i>The Changing Classroom in the New Corporate Order</i>	172
	<i>Conclusion</i>	184
	<i>Notes</i>	185
8	<i>Education and Human Capital</i>	188
	<i>The Development of Segregated Schools</i>	189
	<i>The High School</i>	196
	<i>Vocational Education, Vocational Guidance, and the Junior High School</i>	211
	<i>Conclusion: The Meaning of Equality of Opportunity</i>	220
	<i>Notes</i>	222
9	<i>Meritocracy: The Experts Take Charge</i>	225
	<i>Meritocracy and Efficient Management</i>	227
	<i>Measurement and Democracy</i>	238
	<i>Special Classrooms and Bureaucratic Order</i>	245
	<i>The University and Meritocracy</i>	246
	<i>Conclusion</i>	255
	<i>Notes</i>	256

10	<i>The Politics of Education</i>	259
	<i>The Politics of Professionalism: Teachers versus Administrators</i>	262
	<i>The Rise of the National Education Association</i>	270
	<i>The Political Changes of the Depression Years</i>	272
	<i>Conclusion</i>	281
	<i>Notes</i>	282
11	<i>Schools, Movies, and Radio: The Battle for Control of Children's Minds and National Culture</i>	284
	<i>The Censorship Debate</i>	285
	<i>Educators and the Movies</i>	289
	<i>The Production Code: Creating a Political and Moral Conscience</i>	296
	<i>Should Commercial Radio or Educators Determine National Culture?</i>	303
	<i>Crime and Gore on Children's Radio</i>	309
	<i>Conclusion</i>	316
	<i>Notes</i>	317
12	<i>Education and National Policy</i>	321
	<i>The Cold War and National Educational Policy</i>	323
	<i>The Civil Rights Movement and School Desegregation</i>	336
	<i>The War on Poverty</i>	343
	<i>Conclusion</i>	349
	<i>Notes</i>	349
13	<i>The Conservative Reaction and the Politics of Education</i>	352
	<i>The Nixon Administration and the Conservative Reaction</i>	354
	<i>The Political Nature of Classroom Instruction</i>	361
	<i>Busing and Magnet Schools</i>	365
	<i>The Politics of Education</i>	369
	<i>Conclusion: Ideological Management and the History of Education</i>	378
	<i>Notes</i>	382