Midwives of progressive education: The Bureau of Educational Experiments 1916-1919

Staring, J.F.

Citation for published version (APA):

General rights
It is not permitted to download or to forward/distribute the text or part of it without the consent of the author(s) and/or copyright holder(s), other than for strictly personal, individual use, unless the work is under an open content license (like Creative Commons).

Disclaimer/Complaints regulations
If you believe that digital publication of certain material infringes any of your rights or (privacy) interests, please let the Library know, stating your reasons. In case of a legitimate complaint, the Library will make the material inaccessible and/or remove it from the website. Please Ask the Library: http://uba.uva.nl/en/contact, or a letter to: Library of the University of Amsterdam, Secretariat, Singel 425, 1012 WP Amsterdam, The Netherlands. You will be contacted as soon as possible.
### CONTENTS

**FOREWORD**

- My Professional Interest in Experiential Learning 9
- The Origin of the Dissertation 10

**INTRODUCTION**

- *Nieuwe Leren* (New Learning) 14
- A New Dutch School War 14
- New Learning and Dutch Teachers Study Centres 15
- New Learning Opponents 15
- Is New Learning New? 17
- Central Question 18
- The Dutch New Learning Debate 19
- Historiography of Education 20
- Structural Outline 21

**CHAPTER 1: Educational Reform and Professionalization of Educational Reformers in the United States 1890-1935** 23

- Two Pioneering Educational Reformers: Were They Prominent? 24
  - John Dewey 24
  - Caroline Pratt 25
  - Charles Hanford Henderson 25
  - Marietta Johnson 26
  - No Nationwide Movement 26
- A NYC Settlement House Initiative 27
- A NYC Settlement Work Initiative Backed by a Civic Group 28
- Overcrowding of Schools 30
- Founding of a New Teachers’ League 31
- Writings Advancing Educational Reform 31
  - Parents and Their Problems 31
  - Enlightening Books and Articles on Laboratory Schools 32
- Three Plans to Combat Congestion of NYC Public Schools 33
  - School Congestion 33
  - The Schneider Plan 33
  - The Ettinger Plan 34
  - The Wirt Plan 34
  - The Public Education Association and the Wirt Plan 35
  - The Demise of “Garyizing” NYC Public Schools 36
  - Consequences 37
- World War I and Unintended Consequences 38
- The Progressive Education Association (PEA) 39
- How the PEA Met Basic Professionalization Standards 40
- Initial PEA Education Theory and Teaching Craft 41
# Midwives of Progressive Education

Learning By Projects 42  
Learning By Activities 42  
Social Reconstructionism or Child-Centered Education? 44  
Conclusion 45

## CHAPTER 2: Marietta L. Johnson and the Fairhope School of Organic Education 47

1864-1897: Marietta Pierce, Childhood and Early Career 47  
1897-1906: Ten Years of Searching for a Sense of Purpose 49  
1906-1907: Planning and Founding a School of Organic Education 51  
The Fall of 1907: Triumph and Tragedy 52  
1908-1909: First Mission: Preaching to the Choir 52  
1910-1911: Second Mission: Fairhopers Advocating the Educational Experiment 54  
1912: Third Mission: The First Summer School 57  
The Fall of 1912: The First Acknowledgement on a National Scale 58  
1913-1914: Firm Local Recognition in the Eastern States 58  
1914: “The American Montessori” 60  
1915: Firm Nationwide Recognition: *Schools of To-Morrow* 60  
1916: Fading Recognition 61  
1916-1917: Making Contact With the Bureau of Educational Experiments 62

## CHAPTER 3: Caroline L. Pratt and The Play School 65

1867-1897: Caroline Pratt, Childhood and Early Career 65  
1896-1901: Finding Direction in Life 67  
From Philadelphia to New York City, and Pratt’s Political Stance 69  
1909-1910: The WTUL, Zealous Unionists and the Uprising of the 20,000 70  
1911-1913: Following the Uprising of the 20,000: The Usual Feminist Activities 74  
Pratt’s Critique of the Early Twentieth-Century Educational System 75  
1908-1910: The Birth of Do-With Dolls and Toys 77  
1911: Three Demonstrations of Do-With Toys™ 77  
Do-With Toys™: A Generic Name? 79  
1911-1914: Some Theorizing about Toys and Child Play 80  
1913: “The Shop Might Serve as a Clearing House for the Whole School” 80  
1914-1915: The Play School Flourishes 82  
1915: Nationwide Recognition and New Financial Support 84  
6 November 1915: Rejoice and Tragedy 85  
1916: The Play School Moves to 14, MacDougal Alley 86

## CHAPTER 4: The Bureau of Educational Experiments 1916-1919; The Founding of the Progressive Education Association, 1919 89

The Formation of a Group of Women Progressives Around Sprague Mitchell 90  
May 1916: The Founding of the BEE 92  
*Carry-Over of Gary Plan Propagandizing* 93  
1916-1917: The Bureau as Clearinghouse 94  
1916-1917: The Bureau as Research Institute 94
Contents

Camp Liberty: A True One-Time-Only Achievement 95
Demise of the Neurological Institute Laboratory School 96
The Porter School Experiment 96
Mid-1917: Evaluation After One Year BEE 97
Mid-1917: Three New BEE Priorities 98
1917-1919: Pratt’s Play School Prime BEE Laboratory School Candidate 98
1917-1918: Marietta Johnson and the BEE Demonstration Organic Education Class 99
Nutrition Research 101
1918: The Creative Impulse in Industry 101
Eventual Failure of The Creative Impulse in Industry 102
Exit BEE Clearinghouse Activities Firmly Related to the Founding of the PEA 103
Hartman’s 1918 BEE Conference Proposal Basis for Establishing the PEA 104
What Became of the Bureau after 1919? 106
Conclusion 107

EPILOGUE: What Became of Johnson and Pratt? 113
Marietta Johnson and the School of Organic Education 113
Caroline Pratt and the Play School / City and Country School 115

NOTES 117

BIBLIOGRAPHY 147

SUMMARY 193

NEDERLANDSE SAMENVATTING 197

INDEX 200