

CONTRIBUTORS/COLLABORATEURS

Linda Ambrose is a Ph.D. student in history at the University of Waterloo, currently completing the research for her doctoral dissertation on the Canadian Youth Commission.

Marie-Josée Delorme est détentrice d'une maîtrise en histoire de l'Université de Sherbrooke. Depuis 1989, elle est employée au Ministère des Affaires Extérieures.

Deborah Gorham is a Professor of History at Carleton University and has been doing research on Vera Brittain for several years. Among her recent publications is *Up and Doing: Canadian Women and Peace* (Toronto: The Women's Press, 1990), co-edited with Janice Williamson.

Johanna Selles-Roney is an Ed.D. student in the Department of History and Philosophy at OISE. Her doctoral research is on "Methodists and Women's Education in Ontario, 1835-1925." She is also continuing work on Mabel Cartwright by transcribing her letters and diaries written while a student at Oxford.

Andrew Spaul is Reader in Education at Monash University, Victoria, Australia. He has written extensively on teachers' unions.

IN MEMORIAM

Lawrence A. Cremin 1925 - 1990

Lawrence A. Cremin died suddenly last September, aged 64. Canadians familiar with his work recognize the impact of this sad event upon the field of educational history. Ex-students pursuing careers in Canadian colleges and universities sense the passing of an outstanding teacher. In fact, all who met him acknowledge the loss of a true friend of education.

Professor Cremin — Larry to those he knew best — was born in New York City and grew up there in a caring family, prominent schools, and a metropolis matchless in its cultural resources. Professional advancement was steady. At age 24 he joined the faculty at Teachers College, Columbia University, and over four decades played a prominent role in college, university, and community life, integrating senior administrative, academic, and service contributions with rare understanding.

Among peers, Dr. Cremin soon developed an international reputation as an educational historian of uncommon talent. Conceptually bold, wide-reaching, intellectually demanding, and stylistically elegant, his writing captured the attention and fired the imagination of concurrent and critic alike. Too numerous to catalogue here, his earlier enquiries addressed educational questions that pricked the North American conscience: the many meanings of education; subtle differences distinguishing education, miseducation, and propaganda; the school's capacity for nurturing citizenship; the transformation of schools to reflect social reality; the feasibility of schools as agents of social reform; the conflicting demands upon schools of individuals and communities; the limits of school responsibility; the changing nature of social institutions; and above all, the multiplicity of instructional organizations and educational circumstances that shape human development. These and other themes were to become the counterpoint of his trilogy, a quarter-century in the making, comprising *American Education: The Colonial Experience 1607-1783* (1970), *American Education: The National Experience 1783-1876* (1980), and *American Education: The Metropolitan Experience 1876-1980* (1988).

Few educational histories have engaged so wide and informed an audience as the Cremin trilogy. Few have stirred up so lively, at times so caustic, a debate during the period of their conception and execution. Few have incited opposing responses from so distinguished an array of historians on either side of our international boundary and elsewhere in the world. Discriminating readers have hailed the trilogy as an historical accomplishment of monumental erudition and critical insight; a text at once brilliant, imaginative, and irresistibly attractive; a notion of education that is "generous, humane, and democratic"; a "vision of the

flow of future work"; an occasion, even, for "sheer intellectual fun." The same and other equally discriminating readers have also taken issue with what they see as extravagant definitions of education; misleading assumptions about the uniqueness of the American experience; minimalization of historic conflicts; portrayal of what ought to have been rather than what was; laissez faire attitudes toward educational reform; and over-optimism regarding life in the city. Throughout ensuing deliberations and with his customary civility, Lawrence Cremin lost no opportunity to confront dissentient opinions, explicate his recent thinking, and reconsider others' approaches. No more of this. But his trilogy remains—comprehensive, heuristic, provocative, controversial—a fitting legacy for all whose passion is endeavouring to reconstruct the past.

It would not have occurred to Larry Cremin that scholarship and teaching were disconnected activities. Indeed, not just his students but as well almost anybody he met quickly realized he was a compulsive teacher. Scholarly discoveries burned within him. His keenest satisfaction was sharing them with others. The basic course in U.S. history of education, his celebrated TF3602, became at times a dramatic event. He fairly bounced into the crowded lecture hall. He brandished this or that volume of his Classics in Education series, reading from *The New England Primer*, quoting Jefferson, citing Franklin, wrestling with Horace Mann. One minute he seemed relaxed and reflective, apparently savouring some favourite historical episode. The next minute he would spring to the board, pace the dais, broadly smile, and strive to contain and rechannel the spate of propositions that came to mind and issued forth. At the bell, he could be wrung out, his class too! This same pedagogical ebullience affected his seminars. Participants got caught up in the exhilaration of his initial presentations. As advanced students became accountable for carrying the agenda, however, they found themselves stretched to the limit. Professor Cremin exercised in return a facility for combining exacting criticism with cheerful, practical encouragement. No matter how unnerving his analyses of their work in progress, his graduate students as a result appeared somehow to think better of their efforts and of themselves.

As scholar, teacher, colleague, and friend, Lawrence A. Cremin will be sorely missed. In the *History of Education Quarterly* Forum, fall 1989, we perhaps have his last word on Volume III of the trilogy. We shall not read his John Dewey biography, a project but recently started. Classrooms he once illuminated will no longer enjoy his genial presence. Nor may our own scholarly creations henceforth be tested face to face against his constructive wit and sensitive feel for history. And yet he endures, lingering within our collective professional consciousness, visiting our more personal memories. For this and so much else, we stand forever in his debt.

John Calam
Fulford Harbour, B.C.
November, 1990

A WORD FROM THE EXECUTIVE OF CHEA

The Canadian History of Education Association is now a decade old and we have reason to be proud of its achievements. It boasts 158 card-carrying members, a biennial conference that attracts fifty or more scholarly papers, and an excellent journal, *Historical Studies in Education/Revue de l'histoire de l'éducation*.

The passing of the first ten years was celebrated at the recent conference hosted by the University of Ottawa. It was a gathering remarkable for its bilingual ambiance, lively conviviality, and the quality of presentations and debates. On behalf of the association membership, we wish to express our appreciation to Ruby Heap, Chad Gaffield, and all the others whose hard work made it such a success.

The next conference will be held in October 1992 at the University of Lethbridge. A programme committee is already in place with representation from all four Alberta universities. The call for papers will be circulated shortly.

A CHEA/ACHE business meeting will take place during the Learned Societies' Conference at Queen's University, Kingston, Ontario:

**Tuesday, 4 June 1991
12:30 - 14:00 p.m.**

**Ellis 327
Queen's University**

We hope to see you there!

Brian Titley, The University of Lethbridge, President
Michael Owen, Athabasca University, Secretary-Treasurer

MOT DE L'EXÉCUTIF DE L'ACHE

L'Association canadienne d'histoire de l'éducation a maintenant dix ans et nous avons raison d'être fiers de ses réalisations. L'Association compte 158 membres attirés, organise un Congrès biennal qui présente plus d'une cinquantaine de communications et s'est dotée d'une excellente revue, la *Revue d'histoire de l'éducation/Historical Studies in Education*.

Le dernier congrès qui s'est déroulé sous les auspices de l'Université d'Ottawa nous a donné l'occasion de célébrer les dix premières années d'existence de l'Association canadienne d'histoire de l'éducation. Cette rencontre s'est distinguée par son caractère bilingue, par l'atmosphère chaleureux qui y a régné ainsi que par la qualité des communications et des débats. Au nom des membres de l'Association, nous désirons exprimer notre gratitude à Ruby Heap, Chad Gaffield et à tous ceux et celles dont les efforts ont permis d'en assurer le succès.

Le prochain congrès se tiendra en octobre 1992 à l'Université Lethbridge. Un Comité du programme, qui compte des représentants des quatre universités albertaines, a déjà été institué. Un appel de communications circulera bientôt.

Une réunion d'affaires de l'ACHE/CHEA aura lieu à l'Université Queen's, Kingston, Ontario, dans le cadre du Congrès des Sociétés Savantes:

**Mardi, le 4 juin, 1991
12:30 - 14:00 p.m.**

**Ellis 327
Queen's University**

Nous espérons vous voir en grand nombre!

Brian Titley, The University of Lethbridge, Président
Michael Owen, Athabasca University, Secrétaire-trésorier

BIBLIOGRAPHY OF CANADIAN EDUCATIONAL HISTORY/BIBLIOGRAPHIE D'HISTOIRE DE L'ÉDUCATION CANADIENNE

In this issue we continue the bibliography on Canadian educational history and related fields which was last updated in Volume 2, Number 1 (Spring/printemps 1990). The bibliography attempts to list periodical articles, essays in monographs, and other items which may escape a literature search more readily than monographs themselves.

Dans ce numéro, nous poursuivons notre bibliographie sur l'histoire de l'éducation au Canada et sur des champs connexes, dont la dernière mise à jour a été effectuée dans le volume 2, numéro 1 (Spring/printemps 1990). Cette bibliographie vise à recenser les articles de périodiques et d'ouvrages collectifs plutôt que les monographies.

Les périodiques qui ont fait l'objet d'un dépouillement systématique comprennent/journals systematically searched include: *Acadiensis*, *Alberta History*, *Archivaria*, *Atlantis*, *BC Studies*, *British Journal of Educational Studies*, *Canadian and International Education*, *Canadian Ethnic Studies/études ethniques au Canada*, *Canadian Geographer*, *Canadian Historical Association Historical Papers*, *Canadian Historical Review*, *Canadian Journal of Higher Education/La revue canadienne d'enseignement supérieur*, *Canadian Journal of Political and Social Theory*, *Canadian Journal of Sociology*, *Canadian Public Administration*, *Canadian Public Policy*, *Canadian Review of Sociology and Anthropology*, *Canadian Woman Studies/Les cahiers de la femme*, *Histoire sociale/Social History*, *History of Education (England)*, *History of Education Quarterly*, *History of Education Review (Australian and New Zealand History of Education Society)*, *History of Higher Education Annual*, *Interchange*, *JET: The Journal of Educational Thought*, *Journal of Canadian Studies/Revue d'études canadiennes*, *Labour/Le Travail*, *McGill Journal of Education*, *Manitoba History*, *Ontario History*, *Oxford Review of Education*, *Prairie Forum*, *Queen's Quarterly*, *Revue d'histoire de l'amérique française*, *Saskatchewan History*, *Teachers College Record*, *Urban History Review*.

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NEWS AND NOTES

The editors will welcome brief reports on meetings and information about forthcoming conferences and other events of interest to our readers.

CONFERENCES

INTERNATIONAL STANDING CONFERENCE FOR THE HISTORY OF EDUCATION 13TH SESSION

**Pädagogisches Institut der Universität Zürich
Rämistrasse 74, 8001 Zürich, Switzerland
August 12 - 15, 1991**

“Aspects of Antiquity in the History of Education”

Immediately after the 13th Session of ISCHE, August 15-16, 1991, the 4th Session of the International Standing Working Group on the History of Education and Enlightenment will take place at the same location. Its theme will be:

**“The Conception of State and Education
in Enlightenment Philosophy
and its Practical Consequences”**

For more information, contact:

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ANZHEs ANNUAL CONFERENCE, 1991

**University of Wollongong, New South Wales
September 1991**

HISTORY OF EDUCATION SOCIETY (GREAT BRITAIN)

MAY 1991 CONFERENCE

A conference on the theme of "Textbooks" is planned. For details, see the Spring 1991 edition of the History of Education Society *Bulletin*.

CHRISTMAS 1991 CONFERENCE

"Education: The European Context"

REPORTS

**Canadian Institute for Conflict Resolution
Institut canadien pour la résolution des conflits
2265 St. Laurent Blvd., 3rd Floor
Ottawa, Ontario, K1G 4K3**

We have received the first issue (Vol. 1, October 1990) of the newsletter *Common Ground*, published by the Institute. The newsletter "offers first-hand accounts of the personal experiences of educators practising or administering a peer mediation program and/or a conflict resolution curriculum." This issue contains news on "Conflict Resolution Education in Canada," "What the Research Says about C.R. Education (Grades 4-6)," and several other items of interest.

"With regard to youth education in conflict resolution, the Institute continues to promote the adoption of peer mediation programs and conflict resolution curricula in Canadian schools and youth organizations in two principal ways:

- through the dissemination of information concerning domestic and international experiences in the field, by means such as this newsletter
- through assisting individual schools, school boards and youth organizations in establishing peer mediation programs and conflict resolution curricula."

Annual subscriptions are \$10 per year (U.S. and foreign subscriptions, \$12 per year).

The CICR “is establishing itself in four areas: youth programs; ‘Without Prejudice,’ an educational and training program; alternative dispute resolution systems analysis; and research, through an Inter-University Consortium housed at Carleton University in Ottawa.”

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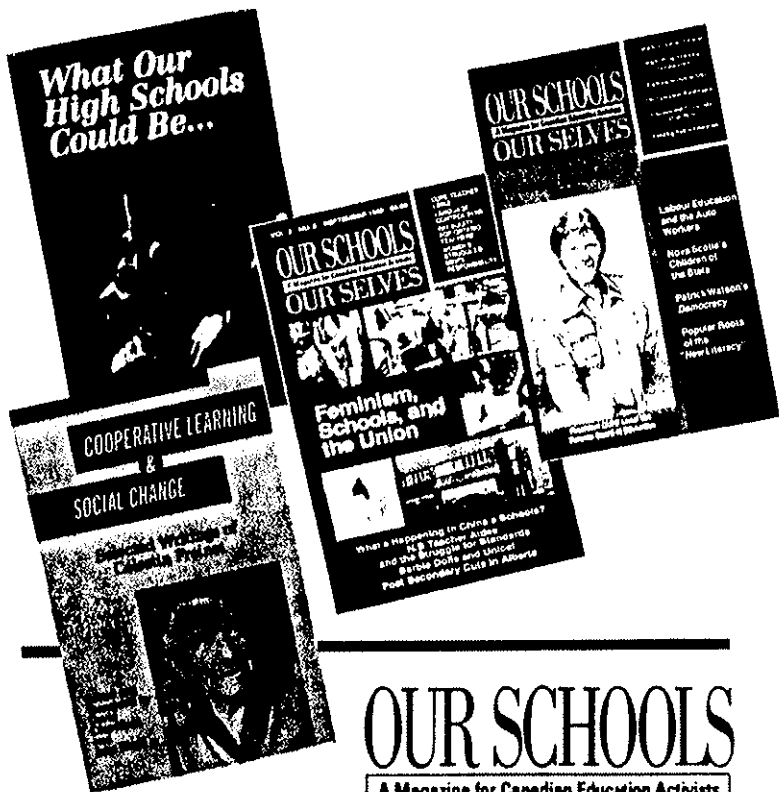
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