Support for this publication came from the College of Education, Illinois State University. Matters of fact or opinion contained herein are solely the responsibility of the authors and in no way reflect the official policy of the College or the John Dewey Society.

As a part of its public service The College of Education, Illinois State University seeks to promote a systematic and thorough discussion of all public policy matters and supports various types of research which contribute to that end.
EDITOR'S INTRODUCTION

Chris Eisele  
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The following papers were given at the 1985 John Dewey Society Meeting in Denver. Since their appearance was delayed for a year by the publication of the John Dewey Society lecture in last year's Current Issues, I am going to begin by expressing our appreciation to the authors for their work and for allowing the Society to delay in printing it. Thanks to educational historians Christine Shay of West Virginia University and John Rury of Ohio State University for introducing us to some interesting issues in educational history.

John Dewey and the History of Education

John Dewey advocated the study of educational history, saying in "Pedagogy as a University Discipline," one of his early essays at Chicago, "Historically, we must know how every people that had made a contribution to civilization has administered its educational forces,..." Dewey manifested this belief by overseeing the offering of twenty different courses in the history of education during his tenure at the university. As suggested in the previous quotation, Dewey understood the history of education to be much more than a history of schooling. Predating historian Bernard Bailyn's 1960 seminal definition of education, "The entire process by which a culture transmits itself across the generations," Dewey, in 1907, said, "The history of education is the history of the social mechanisms by which the immature have been bred true to social type,..." (from "Education as a University Study"). The essays which follow are written in the new and Deweyian tradition of the history of education, a dialectical sense of the interaction of school and society.
Product and Process in Educational History

Quantitative history is an oxymoron to some, a mystery to others, the wave of the future of the past, or just another pseudo-social science. Perhaps, good Deweyians should recognize quantitative history as one more way of solving problems with, as is true of all problem solving techniques, potential strengths and weaknesses. John Rury's essay is an example of quantitative history applied to the kind of questions Dewey thought appropriate for educational history, i.e., "How was the growth of female labor force participation in this period associated with women's education?" Rury shows us how to answer the question with words and numbers. Or does he? Chris Shay doesn't think so. She tells us why with words and words about numbers.

This essay and response are important for two reasons. As historical product, "Education and Industry: Women, Schooling and Labor Force Participation; 1900-1920" may help us understand the relationship between schooling and work in an era, other than our own, of the rapidly expanding workplace for women. As historical process, both essays provide insight into how we come to know, historically.

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