



THE JOURNAL
OF THE GILDED
AGE AND
PROGRESSIVE ERA

THE JOURNAL OF THE GILDED AGE AND PROGRESSIVE ERA

Volume 16 • Number 4 • October 2017

<https://doi.org/10.1017/S1537781417000238> Published online by Cambridge University Press

CONTRIBUTORS

EDITORS' INTRODUCTION

ARTICLES

Learning Democracy in the New Gilded Age
Cristina V. Groeger

Democracy and Education Yesterday, Today, and Tomorrow
Jay Kloppenberg

100 Years of John Dewey and Education in China
Grace Xinfu Zhang and Ron Sheese

Ella Flagg Young and the Gender Politics of *Democracy and Education*
Jackie M. Blount

John Dewey's High Hopes for Play: *Democracy and Education* and Progressive Era Controversies over Play in Kindergarten and Preschool Education
Barbara Beatty

Education, Expediency, and Democratic Dilemmas in War Time: Inside the Dewey-Bourne Debate
Christopher McKnight Nichols

John Dewey and the Significance of Peace Education in American Democracy
Charles F. Howlett and Audrey Cohan

The Paradox of Race and Culture in Dewey's *Democracy and Education*
Thomas Fallace

Dewey on Civil Rights, Testing, Interest, and Discipline: *Democracy and Education* in Perspective
John L. Rury and Suzanne Rice

"Theory Run Mad": John Dewey and "Real" Vocational Education
Joseph F. Kett

Progressive Education in the 21st Century: The Enduring Influence of John Dewey
Alan R. Sadovnik, Susan F. Semel, Ryan W. Coughlan, Bruce Kanze and Alia R. Tyner-Mullings

REVIEWS

Published by the Society for Historians of the Gilded Age and Progressive Era
www.jgape.org

Additional sponsors: Illinois State University, the University of Illinois at Chicago,
Loyola University Chicago, and Duquesne University

CAMBRIDGE
UNIVERSITY PRESS

Editors: Benjamin H. Johnson, Loyola University Chicago
Robert D. Johnston, University of Illinois at Chicago
Boyd Cothran, York University
C. Joseph Genetin-Pilawa, George Mason University
Book Review Editor: Elaine Frantz Parsons, Duquesne University
Editorial Assistant: Timothy Herbert, University of Illinois at Chicago
Online Editor: Christopher McKnight Nichols, Oregon State University
Founding Editor, 2000–2003: Maureen A. Flanagan, Michigan State University
Editor, 2004–2014: Alan Lessoff, Illinois State University

Editorial Board

Cara Caddoo Indiana University	Steven Hahn New York University
Christopher Cantwell University of Wisconsin, Milwaukee	LaShawn Harris Michigan State University
Kornel Chang Rutgers University–Newark	Sonia Hernandez Texas A & M University
Rosanne Currarino Queen's University	Doug Kiel Northwestern University
Greg Downs University of California–Davis	Michele Mitchell New York University
Beverly Gage Yale University	Julia Ott The New School
C. Joseph Genetin-Pilawa George Mason University	Laura Westhoff University of Missouri, St. Louis
Cristina Groeger Lake Forest College	Daniel Wortel-London New York University

Hal Moore, *ex officio*
Cambridge University Press

Articles appearing in this journal are abstracted and indexed in *America: History and Life*, *Historical Abstracts*, *Scopus*, and in the Thompson Reuters *Social Sciences Citation Index*, *Arts & Humanities Citation Index*, and *Current Contents: Social and Behavioral Sciences*.

Instructions appear at the end of this issue for accessing the online edition at Cambridge Journals Online, <http://journals.cambridge.org/jga>. All content is available from Volume 1, Number 1 through the present. The journal is also archived in JSTOR, www.jstor.org, with issues older than five years available to subscribers of JSTOR's Arts & Sciences V Collection.

Change of Address: Contact alwood@ilstu.edu or go to <http://journals.cambridge.org/jga>

The *Journal of the Gilded Age and Progressive Era* (1537-7814) is a peer-reviewed journal published quarterly in January, April, July, and October by Cambridge University Press, One Liberty Plaza, New York, NY 10006 / Cambridge University Press, Journals Fulfillment Department, UPH, Shaftesbury Road, Cambridge CB2 8BS, U.K., for the Society for Historians of the Gilded Age and Progressive Era (SHGAPE). It publishes original scholarly essays covering the period 1865 to 1920 and reviews scholarly books on that time period.

Publishing, Advertising, and Subscription Offices: Cambridge University Press, One Liberty Plaza, New York, NY 10006, U.S.A. (for U.S.A., Canada, and Mexico); or Cambridge University Press, Journals Fulfillment Department, UPH, Shaftesbury Road, Cambridge CB2 8BS, U.K. (for U.K. and elsewhere).

Annual institutional subscription rates for Volume 16, 2017, are \$188.00 in the U.S.A., Mexico, and Canada and £122.00 elsewhere for print and electronic subscriptions; and \$147.00 in the U.S.A., Mexico, and Canada and £92.00 elsewhere for electronic subscriptions only. The rate for regular members of the Society for Historians of the Gilded Age and Progressive Era (SHGAPE) is \$50.00 in the U.S.A., Mexico, and Canada and £31.00 elsewhere for print and electronic subscriptions. The rate for sustaining members of the Society for Historians of the Gilded Age and Progressive Era (SHGAPE) is £/\$42.5 for print and electronic subscriptions. The rate for student members is £/\$17 for print and electronic subscriptions. The rate for lifetime membership in SHGAPE is \$500.00 for print and electronic subscriptions. Single part: \$54.00 in the U.S.A., Mexico, and Canada and £35.00 elsewhere. Prices include postage and insurance. *Journal of the Gilded Age and Progressive Era* and all other Cambridge journals can be found at <http://journals.cambridge.org/>.

Individual subscriptions include a membership in SHGAPE, which in addition to publishing this journal offers book and article prizes, sponsors sessions at the annual meetings of the American Historical Association and Organization of American Historians, and edits H-SHGAPE, an H-Net discussion list.

For back issues, please contact Periodicals Service Company, 11 Main Street, Germantown, NY 12526; email: psc@periodicals.com

Manuscripts should be submitted electronically in MS Word or RTF format to the co-editor, Robert D. Johnston, at jgape@uic.edu. Before submitting any manuscript, please consult <http://journals.cambridge.org/jga> for details on correct format and citation style. Information may also be obtained via email at jgape@uic.edu.

© Society for Historians of the Gilded Age and Progressive Era (SHGAPE) 2017. All rights reserved. No part of this publication may be reproduced in any form or by any means, photocopying, electronic, or otherwise, without permission in writing from Cambridge University Press. Policies, request forms, and contacts are available at: <http://www.cambridge.org/rights/permissions/permission.htm>.

Permission to copy (for users in the U.S.A.) is available from the Copyright Clearance Center (CCC), www.copyright.com, email: info@copyright.com.

Forwarding and return postage guaranteed, address correction requested. *Postmaster:* Send address changes in the U.S.A. and Canada to *Journal of the Gilded Age and Progressive Era*, Cambridge University Press, Journals Fulfillment Dept., One Liberty Plaza, New York, NY 10006. Send address changes elsewhere to *Journal of the Gilded Age and Progressive Era*, Cambridge University Press, Journals Fulfillment Department, UPH, Shaftesbury Road, Cambridge CB2 8BS, U.K.

CONTENTS

CONTRIBUTORS	v
EDITORS' INTRODUCTION	383
ARTICLES	
CRISTINA V. GROEGER Learning Democracy in the New Gilded Age	385
JAY KLOPPENBERG <i>Democracy and Education</i> Yesterday, Today, and Tomorrow	388
GRACE XINFU ZHANG AND RON SHEESE 100 Years of John Dewey and Education in China	400
JACKIE M. BLOUNT Ella Flagg Young and the Gender Politics of <i>Democracy and Education</i>	409
BARBARA BEATTY John Dewey's High Hopes for Play: <i>Democracy and Education</i> and Progressive Era Controversies over Play in Kindergarten and Preschool Education	424
CHRISTOPHER MCKNIGHT NICHOLS Education, Expediency, and Democratic Dilemmas in War Time: Inside the Dewey-Bourne Debate	438
CHARLES F. HOWLETT AND AUDREY COHAN John Dewey and the Significance of Peace Education in American Democracy	456
THOMAS FALLACE The Paradox of Race and Culture in Dewey's <i>Democracy and Education</i>	473
JOHN L. RURY AND SUZANNE RICE Dewey on Civil Rights, Testing, Interest, and Discipline: <i>Democracy and Education</i> in Perspective	488
JOSEPH F. KETT "Theory Run Mad": John Dewey and "Real" Vocational Education	500
ALAN R. SADOVNIK, SUSAN F. SEMEL, RYAN W. COUGHLAN, BRUCE KANZE AND ALIA R. TYNER-MULLINGS Progressive Education in the 21st Century: The Enduring Influence of John Dewey	515
REVIEWS	
LYNN DUMENIL <i>The Second Line of Defense: American Women and World War I</i> (Elizabeth Cobbs)	531
ADAM J. HODGES <i>World War I and Urban Order: The Local Class Politics of National Mobilization</i> (Chad Pearson)	532
CARA LEA BURNIDGE <i>A Peaceful Conquest: Woodrow Wilson, Religion, and the New World Order</i> (Malcolm D. Magee)	534

On the cover: Progressive educators across the country and the world continue to practice John Dewey's pedagogical approach. Pictured in the top image are elementary schoolchildren in Dewey's Laboratory School in Chicago in 1910. Their counterparts more than a century later at New York City's City and Country School in 2013, featured below, are engaged in similar hands-on collaborative projects. *Sources:* University of Chicago Photographic Archive, apf4-01993, Special Collections Research Center, University of Chicago Library, Chicago, Illinois; Barry Munger, "Vs Build the High Line, 2013," City and Country School Digital Archive, accessed June 19, 2017, <<http://digital.archive.cityandcountry.org/items/show/497>>.

GEOFFREY COWAN	<i>Let the People Rule: Theodore Roosevelt and the Birth of the Presidential Primary</i>	
CHARLES MUSSER	<i>Politicking and Emergent Media: U.S. Presidential Elections of the 1890s</i> (Edward Frantz)	536
S. PAUL O'HARA	<i>Inventing the Pinkertons, or, Spies, Sleuths, Mercenaries, and Thugs</i> (Bob Hutton)	539
MATTHEW J. HERNANDO	<i>Faces Like Devils: The Bald Knobber Vigilantes in the Ozarks</i> (Brent M. S. Campney)	540
MICHAEL W. FITZGERALD	<i>Reconstruction in Alabama: From Civil War to Redemption in the Cotton South</i> (Bradley Proctor)	542
A. J. AISÉRITHE AND DONALD YACOVONE, eds.	<i>Wendell Phillips, Social Justice, and the Power of the Past</i> (Sean Griffin)	544
TAMMY INGRAM	<i>Dixie Highway: Road Building and the Making of the Modern South, 1900–1930</i> (Owen Gutfreund)	546
ACKNOWLEDGMENTS		549