listory of Education Quarterly

VOLUME 22 • NUMBER 3 • FALL 1982



1. Wacht auf!

Don Robert Reinid.

Es ruft der Hahn: "Wacht auf, wacht auf! Bald geht die liebe Sonne auf, und trifft ein Kind sie schlafend an, da hat sie keine Freude dran.

Doch sprang ein Kind schon aus dem Bett, hat sich gewaschen slink und nett, das liebt sie recht aus Herzensgrund und macht es kräftig und gesund und gibt ihm vieles, was ihm frommt."

Wacht auf, wacht auf! Die Sonne kommt!"

History of Education Quarterly

EDITORIAL BOARD

James Anderson, University of Illinois, Urbana Suzanne Barnett, University of Puget Sound Joan Burstyn, Rutgers University
Ian E. Davey, University of Adelaide
Arthur Engel, Virginia Commonwealth University
Harvey J. Graff, University of Texas at Dallas
J. Stephen Hazlett, University of Nebraska at Omaha
Helen Lefkowitz Horowitz, Scripps College
Joseph F. Kett, University of Virginia
Marvin Lazerson, University of British Columbia
James W. Sanders, University of Staten Island
David Tyack, Stanford University
W. Paul Vogt, State University of New York at Albany
Donald Warren, University of Maryland

Editor
Managing Editor

Paul H. Mattingly, New York University Robin K. Berson

OFFICERS OF THE SOCIETY (1982)

President Vice-President Secretary-Treasurer Directors Sol Cohen, University of California, Los Angeles Marvin Lazerson, University of British Columbia Berenice Fisher, New York University

Carl F. Kaestle, Past President, 1981, University of

Wisconsin

Barbara Finkelstein, University of Maryland,

1979-1982

James Anderson, University of Illinois, 1980-1983 Kathryn Moore, Pennsylvania State University, 1981-1984

THE HISTORY OF EDUCATION QUARTERLY is the official organ of the History of Education Society, published in cooperation with the SEHNAP, New York University. Membership dues for the Society, which include subscription to the QUARTERLY, are \$20.00 annually. Subscription to the QUARTERLY is at the annual rate of \$39.00; single copies \$8.00; HEQ Index, \$5.00; individual rate, \$20.00; student rate \$19.00. The QUARTERLY is indexed in *The Education Index*. Library of Congress Catalog Number 63-24253.

Contributions should be addressed to: Editor, HISTORY OF EDUCATION QUARTERLY, SEHNAP, New York University, 737 East Building, Washington Square, New York, N.Y. 10003. Manuscripts should be submitted for consideration in two or more copies. In matters of style, the *Manual of Style*, published by the University of Chicago Press, is considered definitive.

HISTORY OF EDUCATION QUARTERLY, Vol XXII, No. 3, Fall 1982. Published spring, summer, fall, and winter by New York University, 239 Greene Street, New York, N.Y. 10003. Second-class postage paid at New York, N.Y. and other places.

Copyright 1982 by History of Education Society

History of Education Quarterly

FALL 1982

CONTENTS

SPECIAL ISSUE: EDUCATIONAL POLICY AND REFORM IN MODERN GERMANY

ARTICLES Mission on the Rhine: American Educational Policy in Postwar Germany, 1945-1949 by James F. Tent 255 American Efforts for Educational Reform in Occupied Germany, 1945-1955-a Reassessment by Charles D. Biebel 277 German Scientists and Research Institutions in Allied Occupation **Policy** by Alan Beyerchen 289 Could Separate be Equal? Helene Lange and Women's Education in Imperial Germany By James C. Albisetti 301

Spiritual Motherhood: German Feminists and the Kindergarten Movement, 1848-1911	
by Ann Taylor Allen	319
The Elementary School Teachers in "Revolt: Reform Proposals for Germany's Volksschulen in 1848 and 1849	
by Douglas Skopp	341
DISCUSSION	
"The Berlin Wall" in the History of Education	
by Sterling Fishman	363
Whose House of Learning? Some Thoughts on German Schools in Post-Reformation Germany	
by Christopher R. Friedrichs	371
ESSAY-REVIEWS	
Education and Society in Modern Europe	
by C. R. Day	379
Reeducation in Post-War Germany	
by Konrad Jarausch	381
ANNOUNCEMENTS	391

EDITOR'S NOTE

U.S. education officers with Supreme Headquarters, Allied Expeditionary Force rejected the use of foreign textbooks or works by German exiles in order to avoid charges of introducing Allied propaganda into the schools. Instead they reprinted old Weimar textbooks, examples of which are available from the extensive collection of Columbia Teachers College.