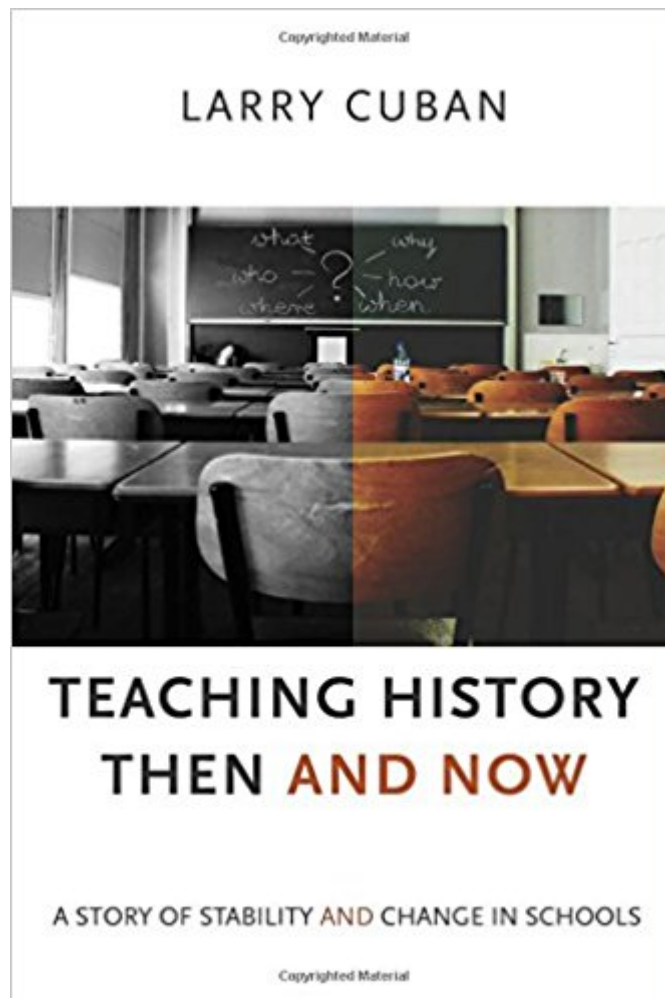




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Teaching History Then And Now: A Story Of Stability And Change In Schools



Synopsis

In *Teaching History Then and Now*, Larry Cuban explores the teaching of history in American high schools during the past half-century. Drawing on his early career experience as a high school history educator and his more recent work as a historian of US education policy and practice, Cuban examines how determined reformers have and have not changed the teaching of history. The book focuses on two high schools—Cleveland and Glenville High School in Washington DC and Cardozo High School—examining both throughout the 1950s and 1960s and then at the present time. Adding to this complex portrait are fascinating accounts of the major reform movements in history teaching over the last half-century: the New Social Studies of the 1960s and the New History of the 1990s. Uniting this nationwide history of the field with his own recollections of and research on the featured high schools, Cuban creates a rich, detailed portrait of an important, contested high school field characterized by enduring features and significant change. The result is exemplary education research, capturing the gritty facts of classroom practice and the larger currents of policy, institutional, and national change. Cuban identifies how large reforms have influenced—and sometimes failed to affect—classroom practice. *Teaching History Then and Now* portrays a complex, often unpredictable process whereby reformers, school leaders, policy makers, and teachers have all struggled to make the teaching of history best serve students, their communities, and the nation.

Book Information

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Customer Reviews

Teaching History Then and Now: A Story of Stability and Change in Schools is a worthy successor to his invaluable books on how teachers taught, and how little has changed despite the waves of fads and reforms that have periodically washed over America's schools for the past century.

Cuban's research is still clear-eyed, careful, and comprehensive; his conclusions, nuanced and precise. *—Luther Spoeher, History News Network* "Cuban is a careful historian; his study is inventive and insightful." *—R. R. Sherman, CHOICE Connect*

In *Teaching History Then and Now*, Larry Cuban explores the teaching of history in American high schools during the past half-century. Focusing on two high schools where he once taught—Cleveland's Glenville High School and Washington DC's Cardozo High School—Cuban augments his recollections of and research on the featured schools with a sweeping, nationwide account of the field. The result is exemplary education research, capturing the gritty facts of classroom practice and the larger currents of policy, institutional, and national change. *—*"Teaching History Then and Now takes us back into the classrooms where Cuban himself taught, in the 1950s and 1960s, then brings us into the same schools today. The result is both a memoir and a history, a tale of one educator's life and a meditation on what it means for the rest of us." *—Jonathan Zimmerman, professor of history of education, New York University, and author, Too Hot to Handle* "Cuban has done it again. He has looked deeply into an important topic in a way that both reads well and gets to some critically significant issues. Everyone from would-be or new teachers to policy makers needs to read this from cover to cover." *—Deborah Meier, author, In Schools We Trust* "With his deft touch for humanizing education history and drawing the links between policy and practice, Larry Cuban offers an intimate and immensely readable look at how history teaching has changed over the past half-century. Touching on everything from the New Social Studies to the role of technology, his deeply personal narrative explores what 'reform' ultimately means for teachers and students." *—Frederick M. Hess, director of education policy studies, American Enterprise Institute* "Larry Cuban draws on his experience as a high school history teacher and educational historian to show how much impact fifty years of school reform have had on American schools. Returning to urban schools where he once taught, he finds that schools remain dynamically conservative organizations, where teachers continue to serve as gatekeepers for policy change and where the grammar of schooling remains strong." *—David F. Labaree, professor of education, Stanford University* Larry Cuban is professor emeritus of education at Stanford University.

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