

CURRICULUM VITA

NAME: Harvey A. Kantor
RANK: Professor
APPOINTED: August 1, 1984

AREAS OF SPECIALIZATION:

History of education and social policy

I. EDUCATIONAL HISTORY

University

Ph.D.	Stanford University (Education)	1985
M.A.	Stanford University (American History)	1979
Ed.M.	Harvard University (Education)	1971
A.B.	Brown University (Pol. Sci.)	1970

Honors and Awards

American Educational Research Association, Outstanding Professional Service, 2005
University of Utah, Jones Endowed Fellow, 2002-2005
National Academy of Education, Spencer Fellow, 1988-1990

II. PROFESSIONAL HISTORY

Predocctoral Positions

Instructor, School of Education, Stanford University, 1980, 1982, 1984.
Teaching Assistant, School of Education, Stanford University, 1976-1981.
Teacher, Full Circle Alternative High School, Somerville, Mass, 1975-76
Teacher/Administrator, Alternative High School, Cheyenne, Wyoming, 1972-1974.
Teacher, Thirteenth Year School, Boston, Massachusetts, 1971-1972.

Postdoctoral Positions

Chair, Education, Culture & Society, College of Education, U of Utah, 2003-2012
Professor, College of Education, University of Utah, 1995-2015
Associate Professor, College of Education, University of Utah, 1989-1995
Assistant Professor, College of Education, University of Utah, 1984-1989

III. PROFESSIONAL ORGANIZATIONS

Affiliations

Organization of American Historians
American Historical Association
History of Education Society
American Educational Research Association

IV. SCHOLARLY PUBLICATIONS AND ACTIVITIES

Books

Kantor, H. (in progress). Why education can't fix income inequality

- Kantor, H. & Lowe, R. (in progress). Educationalizing the welfare state, privatizing education: Educational reform and the evolution of social policy from the New Deal to the era of No Child Left Behind.
- Kantor, H. (in progress). The closing of South High School: class, race, and space in Salt Lake City, 1960-1987.
- Kantor, H. (1988). Learning to earn: Work, school, and vocational reform in California, 1880-1930. Madison: University of Wisconsin Press.
- Kantor, H., & Tyack, D. (Eds.). (1982). Work, youth, and schooling: Historical perspectives on vocationalism in American education. Stanford: Stanford University Press.

Chapters

- Kantor, H & Lowe, R. (2013). Educationalizing the welfare state and privatizing education: The Evolution of social policy since the New Deal. In Prudence Carter and Kevin Welner (Eds.), Closing the opportunity gap, pp. 25-40. New York: Oxford University Press. Reprinted in Bill Mathis and Tina Trujillo, Eds. (forthcoming). Information Age Publishing.
- Kantor, H. & Lowe, R. (2013). The price of human capital: The illusion of equal educational opportunity. In (Michael Katz and Mike Rose (Eds.), Public education under siege, pp. 85-95. Philadelphia: University of Pennsylvania Press.
- Kantor, H. (2010). On becoming a historian of education. In Wayne Urban (Ed.), Leaders in the historical study of American education, (pp. 165-78). Rotterdam: Sense Publishers.
- Kantor, H. (2004). School desegregation, 1950-2000. Paula Fass, (Ed). Encyclopedia of the History of Childhood, (pp. 729-31). New York: MacMillan.
- Kantor, H. & Lowe, R. (2000). Bureaucracy left and right: Thinking about the one best system. In Larry Cuban and Dorothy Shapps, (Eds.), Restructuring the common good in education, (pp. 130-48). Stanford: Stanford University Press.
- Lowe, R., & Kantor, H. (1995). Creating opportunity without upsetting the status quo: The ambiguous response to the African American educational struggle, 1950-1990. In Irwin Flaxman and Harry Passow (Eds.), National Society for the Study of Education Yearbook. Chicago: National Society for the Study of Education.
- Kantor, H. (1995). The hollow promise of youth apprenticeships. In David Levine, Robert Lowe, Bob Peterson, and Rita Tenorio (Eds.), Rethinking schools: An agenda for change (pp 215-230). New York: Free Press.
- Kantor, H., & Brenzel, B. (1993). Urban education and the truly disadvantaged, 1945-1990. In M. Katz (Ed.), The 'underclass' debate: Views from history, (pp. 366-403). Princeton: Princeton University Press.

Kantor, H. (1982). Vocationalism in American education: The economic and political context, 1880-1930. In H. Kantor and D. Tyack (Eds.), Work, youth, and schooling: Historical perspectives on vocationalism in American education, (pp. 15-44). Stanford: Stanford University Press.

Articles and Essays

Kantor, H. (2015). Accountability, democracy, and the political economy of education. Teachers College Record 117, 1-10.

Kantor, H & Lowe, R. (2011). The price of human capital: Educational opportunity and the illusion of educational reform. Dissent, 58, 15-21.

Kantor, H. & Lowe, R. (2007). Terms of inclusion: Unity and diversity in the history of public education in the United States. Educational Theory, 57, 369-88.

Kantor, H. & Lowe, R. (2006). From New Deal to No Deal: No Child Left Behind and the devolution of responsibility for equal educational opportunity. Harvard Educational Review, 76, 474-502.

Kantor, H. & Lowe, R. (2004). Reflections on history and quality education. Educational Researcher, 33, 6-11.

Kantor, H. & Lowe, R. (2002). Vocationalism reconsidered. American Journal of Education, 109, 125-42.

Kantor, H. (2001). In retrospect: David Tyack's The One Best System. Reviews in American History, 29, 319-27.

Kantor, H. (1999). Race, joblessness, and education in the inner-city, 1970-1990. The Urban Review, 31, 225-243.

Kantor, H. (1997). Equal opportunity and the federal role in education: Considerations on the conservative agenda Rethinking Schools, 11, 1, 8-12, 27.

Kantor, H., & Lowe, R. (1995). Class, race, and the development of federal education policy: From the New Deal to the Great Society. Educational Researcher, 24, 4-11.

Kantor, H. (1994). Managing the transition from school to work: The false promise of youth apprenticeship. Teachers College Record, 96, 442-461. Reprinted in Rethinking Schools, 8, (1993). pp. 1, 4-5, 24-27, and in Scott Barbour, (Ed.). Work: Opposing Viewpoints. San Diego: Greenhaven Press, 1995, pp. 228-37.

Lowe, R., and Kantor, H. (1993). Constricted terrain: Jonathan Kozol, the left, and the limits of educational reform. Educational Theory, 43, 11-15.

Kantor, H., & Brenzel, B. (1992). Urban education and the "truly disadvantaged," 1945-1990. Teachers College Record, 94, 278-315.

- Kantor, H., & Lowe, R. (1992). Heating up or cooling out? An essay on Steven Brint and Jerome Karabel, The diverted dream. American Journal of Education, 100, 157-172.
- Kantor, H. (1992). Educating for work: From apprenticeship to vocational education in America. Paedagogica Historica, 25, 348-354.
- Kantor, H. (1991). Education, social reform, and the state: ESEA and federal education policy in the 1960s. American Journal of Education, 100, 47-83.
- Kantor, H., & Lowe, R. (1989). Reform or reaction? Harvard Educational Review, 59, 127-138.
- Lowe, R., & Kantor, H. (1989). Considerations on writing the history of educational reform in the 1960s. Educational Theory 39, 1-9.
- Burbules, N., & Kantor, H. (1988). 'Redefining Inequality' reconsidered. Teachers College Record, 90, 185-193.
- Kantor, H. (1988). Issues in vocational education. Journal of studies of technical careers, 10, 389-395.
- Kantor, H., & Lowe, R. (1987). Empty promises. Harvard Educational Review 57, 68-76. Reprinted in M. Okazawa-Rey, J. Anderson, & R. Traver (Eds.). (1987). Teachers, teaching, and teacher education, (pp. 434-442). Cambridge: Harvard Educational Review.
- Kantor, H. (1986). Choosing a vocation: The origins and transformation of vocational guidance in California, 1910-1930. History of Education Quarterly 26, 351-375.
- Kantor, H. (1986). Work, education, and social reform: The ideological origins of vocational education, 1890-1920. American Journal of Education 94, 401-426.
- Kantor, H., & Lowe R.(1986). Repeat performances: How teachers taught. Harvard Educational Review 56, 69-76.
- Kantor, H. (1979). The great school warriors. Social Policy, 9, 54-58. Reprinted in W. Feinberg, H. Kantor, M. Katz, & P. Violas (1980). The revisionists respond to Ravitch, (pp. 43-59). Washington, DC: National Academy of Education.
- Kantor, H. (1978). Stories left to tell: Progressivism revisited. Educational Theory, 28, 175-185.

Other Essays and Reviews

- Kantor, H. (2008). Review of Gareth Davies, See Government Grow. Journal of American History, 95, 598.
- Kantor, H. (2008). Review of Michael Katz and Mark Stern, One Nation Divisible. History of Education Quarterly, 48, 166-72.
- Kantor, H. (2006). Review of Maris Vinovskis, The Birth of Head Start. Journal of American History, 92, 1518-19.

- Kantor, H. (2002). Review of Stuart Tannock, Youth at Work: The Unionized Fast-Food and Grocery Workplace. Work and Occupations, 29, 384-5.
- Kantor, H. (2001). Review of John Portz, Lana Stein, and Robin R. Jones. City Schools and City Politics. Annals of the American Academy of Political and Social Science,
- Kantor, H. (2001). Review of Kate Rousmaniere, City Teachers: Historical Perspectives on Teaching and Educational Reform. Teachers College Record, 102, 132-35.
- Kantor, H. (2000). Review of Maris Vinovskis, History and Educational Policymaking. History of Education Quarterly, 40, 223-26.
- Kantor, H. (1997). Review of Sherman Dorn, Creating the dropout: A social and institutional history of school failure. Teachers College Record, 99, 210-13.
- Kantor, H. (1996). Review of Morton Keller, Regulating a new society. History of Education Quarterly, 36, 218-219.
- Kantor, H. (1996). Review of Stephen Halpern, The limits of the law. Journal of American History, 82, 1650-1651.
- Kantor, H. (1994). Review of Jeffrey Mirel, The rise and fall of an urban school system. Journal of American History, 81,
- Kantor, H. (1994). Review of Edward Zigler and Susan Muenchow, Headstart. Journal of American History, 80, 1539-1540.
- Johnson, L. & Kantor, H. (1993). Review of Joel Spring, Images of american life. Pedagogica Historica, 29, 903-907.
- Kantor, H. (1993). Review of Harold and Pamela Silver, An educational war on poverty. Teachers College Record, 95, 134-137.
- Kantor, H. (1992). Review of Jonathan Kozol, Savage inequalities. Journal of American History, 79, 1257.
- Kantor, H., & Lowe, R. (1992). Review of Richard Elmore and Associates, Restructuring schools. Educational Studies, 23, 482-487.
- Lowe, R., & Kantor, H. (1991). Review of Henry Giroux and Peter McLaren (Eds.), Critical pedagogy, the state, and cultural struggle. Educational Studies, 22, 123-129.
- Kantor, H., & Mitchell, T. (1988). Class, politics, and urban school reform: A review of Paul Peterson, The politics of school reform, 1870-1940 and David Hogan, Class and reform. Journal of Urban History, 14, 269-276.
- Kantor, H., & Lowe, R. (1983). Review of Julia Wrigley, Class politics and public schools: Chicago, 1900-1950. Harvard Educational Review, 53, 460-465.

Funded Research Participation

- Kantor, H. (2002-5). The closing of South High School: Class, race, space and the search for educational equality in Salt Lake City, 1960-2000. University of Utah, Jones Fellowship, \$30,000.
- Kantor, H. (1999). Sustainable educational programs?: Title I and the history of federal education policy, 1965-1994. The Spencer Foundation, Small Grant Program, \$31,000.
- Kantor, H., & Brenzel, B. (1990). Urban education, social policy, and the truly disadvantaged, 1945-1990: Historical perspectives on the current crisis in urban education. The Spencer Foundation, Small Grant Program, \$6,820.
- Kantor, H. (1988). Education and the state: federal education policy in the 1960s. National Academy of Education, Spencer Post-doctoral Fellowship, \$25,000.
- Tyack, D., & Kantor, H. (1979). Work, youth, and schooling: Historical perspectives on vocational education. A report of a conference on the historical study of education and work held at the Boystown Center, Stanford University, National Institute of Education, contract number 400-78-0042.