

AMERICAN EDUCATIONAL RESEARCH ASSOCIATION

PROGRAM FOR THE 1975 ANNUAL MEETING:  
DIVISION F—HISTORY AND HISTORIOGRAPHY  
OF EDUCATION

APRIL 1, 2, & 3, 1975

WASHINGTON, D.C.

*(N.B.: Specific times have yet to be assigned to each session by the Washington office of the AERA. Therefore, the listing that follows should not be taken in any way to indicate the order in which the sessions will occur.)*

*Program Chairman:* WAYNE J. URBAN; Georgia State University

*Invited Address:* *Education and Social Change: Accelerator or Stabilizer?*

*Speaker:* Brian Simon, The University of Leicester, England

*Chairman:* Philip W. Jackson, University of Chicago

*Business Meeting and Vice-Presidential Address*

*Speaker:* Geraldine Joncich Clifford, University of California, Berkeley, and Vice-President, A.E.R.A., Division F  
*Saints, Sinners, and People: A Position Paper on the Historiography of American Education.*

*Chairman:* Vincent P. Lannie, University of Notre Dame, and President, History of Education Society

*Business Meeting:* Geraldine Joncich Clifford

*Work and the Worker in American Education*

*Chairman:* Jennings L. Wagoner, University of Virginia

*Participants:* Edward C. Lorenz, University of Chicago  
"Perceptions of Work and Workers of New York City Educators: 1901-1941."

Gregory Mihalik, University of Pittsburgh and Robert Morgart, Oakland University  
"The Treatment of the Working Class in American Educational Historiography."

Jack E. Williams, University of Wisconsin, Milwaukee  
"The Working Class: Formal Schooling and the American Dream."

Discussant: Arthur G. Wirth, Washington University

*Social Purposes of Missionary and Philanthropic Work in Black Education, 1785-1930*

Chairman: James D. Anderson, University of Illinois, Urbana

Participants: Claudia C. Foster, Wellesley College  
"Manumission Societies and African Free Schools."

Jacqueline C. Halstead, University of Wisconsin, Madison

"Northern Teachers and Black Education in Georgia, 1865-1873."

James B. Anderson, University of Illinois, Urbana

"Northern Foundations: Ideology and Practices in Black Education, 1900-1930."

Discussant: B. Edward Maclellan, Indiana University

*Progressive Education in the 1920's and 1930's*

Chairman

and Discussant: Walter Feinberg, University of Illinois, Urbana

Participants: Ronald D. Cohen, Indiana University Northwest  
"The Gary Schools and Progressive Education in the 1920's."

Ronald K. Goodenow, State University of New York at Buffalo

"The Progressive Educator and Racial Tolerance: Intercultural Education, 1930-1941."

Raymond Mohl, Florida Atlantic University

"Alice Barrows and the Platoon School, 1920-1940."

Discussant: Arthur Zilversmit, Lake Forest College

*THE USES OF UNIVERSITY HISTORY* (Symposium)

Chairman

and Discussant: Paul H. Mattingly, New York University

Participants: Ruth S. Arnon, Harvard University

Robert Church, Northwestern University

Allan Conway, Herkimer Community College

Martin Gold, The Wright Institute, Berkeley

Peter D. Hall, Wesleyan University

*Educational Research, School Reform, and a Science of Education: Some Historical Perspectives*

Chairman

and Discussant: Donald R. Warren, University of Illinois, Chicago

Participants: James Monahan, University of Illinois Medical Center, Chicago

“The Flexner Report: A Study in Polemics.”

Ronald D. Szoke, University of Illinois, Urbana

“Science vs. Philosophy in Education: The Kelley-Kilpatrick Debate of 1929-31 as a Moment in the Development of Educational Analysis.”

E.V. Johanningmeier, University of South Florida

“Assessing the Impact of Research on Schooling: A Problem in History of Education, Its Difficulties and Approaches.”

Discussant: Vynce A. Hines, University of Florida

*The Eighteenth Century College*

Chairman: E.D. Duryea, State University of New York at Buffalo

Participants: Jurgen Herbst, University of Wisconsin, Madison

“The Eighteenth Century College in America.”

Kathryn McDaniel Moore, Cornell University

“Freedom and Constraint in Eighteenth Century Harvard.”

R. Steven Turner, University of New Brunswick, Canada

“Eighteenth Century Halle: The Mercantilist Conception of the University.”

Discussant: Seymour Martin Lipset, Harvard University

*Curti's "Social Ideas. . .": Current Appraisals of a Classic in Educational History* (Symposium)

Chairman: John Hardin Best, Georgia State University

Participants: Raymond E. Callahan, Washington University

Vincent P. Lannie, University of Notre Dame

Ruth Simmons, Ohio State University

Discussant: Merle Borrowman, University of California, Berkeley

*Governing the Young, 1740-1840*

Chairman

and Discussant: Barbara J. Finkelstein, University of Maryland

Participants: Nancy Hornick, National Park Service  
 "The Educational Ideas of Anthony Benezet."  
 William Gilmore, Stockton College  
 "Alden Spooner's Vermont Journal, 1830-1850."

Discussant: William Taylor, State University of New York, Stony Brook

*Perspectives on Compulsory School Attendance*

(Joint Symposium with Division G)

Chairman: Robert B. Everhart, Northwest Regional Educational Laboratory

Participants: Steven Arons, University of Massachusetts  
 "Constitutional Dimensions of Compulsory School Attendance."

Charles Burgess, University of Washington  
 "The History of Compulsion in American Society."

Yehudi A. Cohen, Rutgers University  
 "Anthropology and the Study of Compulsory School Attendance."

Donald A. Erickson, Simon Fraser University, Canada  
 "Compulsory School Attendance and Public Policy."

Robert B. Everhart, Northwest Regional Educational Laboratory  
 "Antecedents to Compulsory School Attendance Legislation."

David B. Tyack, Stanford University  
 "Compulsory School Attendance and Progressive Reform in the Nineteenth and Twentieth Centuries."

Discussants: Michael S. Katz, American University  
 Joel H. Spring, Case-Western Reserve University

*Critical Social Theory and the Nature of Educational Knowledge*

(Joint Symposium with Division G)

Chairman: Rogert R. Woock, State University of New York at Buffalo

- Participants: Michael L. Simmons, Jr., State University of New York at Buffalo  
“Critical Social Theory and the Epistemology of the Foundations of Education.”
- Roger R. Woock, State University of New York at Buffalo  
“Critical Sociology and Situational Sociologies in the Study of Education.”
- David L. Angus, University of Michigan  
“The Legitimation Function of Educational Knowledge.”
- Monika Wittig, Frankfurt, West Germany  
“The Application of the Frankfurt School of Social Research to Current Educational Practice in Germany.”
- Sandra L. Pekarske, State University of New York at Buffalo  
“Critical Social Science and the Practice of Competency-Based Teacher Education.”

*Historical Studies within the Curriculum Field*

(Joint Symposium with Division B)

- Chairman: Michael Apple, University of Wisconsin, Madison
- Participants: Michael Diamonti, University of New Hampshire  
“Charles W. Eliot and the Theory of Mental Disciplines.”
- José Rosario, Inter American University of Puerto Rico  
“Harold Rugg and the Aesthetic Dimension in Curriculum Theory.”
- Barry M. Franklin, University of South Carolina, Spartanburg  
“George Herbert Mead, Curriculum Theorist.”

# COMING IN SPRING

## JOHN DEWEY REVISITED

### ARTICLES

Philosophy and Social Criticism: John Dewey 1910-1920

*by Paul F. Bourke*

John Dewey and the Polish Question: A Response to the  
Revisionist Historians

*by Charles L. Zerby*

John Dewey and the Hope for Reform

*by Alan Lawson*

John Dewey and the Immigrants

*by J. Christopher Eisele*

### ESSAY REVIEWS

Dewey's Hegelianism

*by R. Jackson Wilson*

The University in Society

*by Christopher Hill*

Service Intellectuals and the Politics of "Science"

*by Edward Purcell*

Life and Learning in Southern California: Private Colleges in  
the Popular Culture

*by John R. Thelin*

Reconstructing Reconstruction: A Problem for Educational  
Historians

*by Wayne J. Urban*

Nineteenth Century Textbooks

*by Richard Edward Kelly*

### BOOK REVIEWS

### Names in Order of Appearance on Front Cover

MARTHA CAREY THOMAS	VICTOR COUSIN	JEAN JACQUES ROUSSEAU	HERBERT SPENCER
MARIA MONTESSORI	NEW YORK UNIVERSITY 1880s	JOHANN FRIEDRICH HERBART	ALICE FREEMAN PALMER
HORACE MANN	HORN BOOK 17TH CENTURY	PESTALOZZI	THOMAS JEFFERSON
MARY WOLLSTONECRAFT	ETON COLLEGE, ENGLAND	THE SCHOOL EXAMINATION U.S. 1800s	JOHN DEWEY
BOOKER T. WASHINGTON	SCHOOL ROOM 1770s U.S.	THE EMERSON SCHOOL, BOSTON ABOUT 1855	JOHN HENRY NEWMAN
ERASMUS	CATHERINE BEECHER	FRANCIS W. PARKER	THOMAS ARNOLD



**History of Education  
Society**

**NO. 1**

**NEWSLETTER**



**Murray S. Shershewsky, Editor**  
**Department of Professional & Secondary Education**

**East Stroudsburg State College**  
**E. Stroudsburg, Penn. 18301**

**Nonprofit Organization**  
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Murray S. Shereshewsky, Editor  
Department of Professional & Secondary Education

East Stroudsburg State College  
E. Stroudsburg, Penn. 18301

## Editor's Note

In a recent conversation with Paul Mattingly, editor of the **History of Education Quarterly**, the point was brought forth that there exists a need for greater input from the Society's membership if the **Quarterly** is to maintain its strong ties with the parent society. With this in mind, Paul stated that he would like to encourage the membership to contribute articles, notes and reviews as well as to write him about those issues, problems and topics that they would like to see addressed in future issues of the **Quarterly**. At the same time, in order to ensure that the membership at large be kept abreast of those views received, Paul has suggested that the **Newsletter** serve as the vehicle whereby such comment can be made known and supplementary dialogue brought forth.

As this type of exchange is both welcome and in line with that philosophy set forth upon my assumption of the editorship of the **Newsletter**, any member wishing to avail themselves of this opportunity is invited to direct their thoughts to either Paul or myself at one of the following addresses:

Paul Mattingly, Editor  
History of Education Quarterly  
School of Education  
New York University  
737 East Building  
Washington Square  
New York, New York  
10003

Murray S. Shereshewsky, Editor  
History of Education Society  
Newsletter  
Department of Professional and  
Secondary Education  
East Stroudsburg State College  
East Stroudsburg, Pennsylvania  
18301

In addition to the aforementioned, Paul has also stated that he would like to make better use of the varied talents and interests of the membership insofar as special assignments for the **Quarterly** is concerned. Towards this end, he asks that all interested parties fill out the brief form to be found in the last page of the **Newsletter** and return it to him so that he may get in touch with appropriate individuals as the need arises.

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All contributions and enquiries should be addressed to the editor at the above mentioned address.

# HISTORY OF EDUCATION QUARTERLY POLICY FOR MANUSCRIPT SELECTION

Allan Stanley Horlick

In processing unsolicited manuscripts the editors of the **History of Education Quarterly** have tried to set up a system that is both fair and efficient. The editors have strived to make sure that any manuscript of potential merit receives at least two—and often three—readings; at the same time if judged unsuitable it may receive only one. Each author receives a letter that either notifies him of the acceptance of his manuscript or explains the reasons for its rejection.

The process in greater detail is the following:

As each manuscript is received it is filed and its receipt acknowledged. It then goes to the associate editor for a first reading. Generally, he is looking for articles making a new historical or analytical point either by using new sources or well-known ones in a new way. Matters such as length and subject area are of minor consideration. The **Quarterly** is seeking stimulating, original scholarship in any field of educational history. Length, for example, is considered in a tactical way: is it necessary in presenting the argument or does it obscure the point? The associate editor considers the reasoning, the evidence used and the historical significance of the point being made. If he decides he cannot make a judgment because, for example, the article is in a field where specific expertise is necessary, expertise he does not have (this is especially true in areas outside American history), then a second reader will be asked to render a primary judgment. Generally, this reader will be chosen from the editorial board unless the area is beyond the field of competence of every board member. The editors then seek qualified outside referees. All readers play an extremely valuable role in raising the quality of scholarship published.

If it is obvious that the article falls below the **Quarterly's** standards for publication, it is rejected by the associate editor after a first reading. But if there is any possibility that the article has merit it then goes to the editor for a second reading. If he too believes it has merit, it is sent to a member of the editorial board for a final decision. Whatever the outcome, a letter explaining the disposition of the article is sent by the associate editor to each author. In the case of rejections, these letters do not take a standard form; in most instances, they are meant to be helpful and often include a critique which attempts to point out the weaknesses of the author's argument and indicate how it could be strengthened. The many positive responses we have received from authors attest to the value of these letters.

In general, as the **Quarterly** extends its readership and increases its subscription list, it is able to publish more original scholarship. In the recent past the total number of pages has increased with almost each issue. We have also been able to publish book length special issues (such as the recent Canadian issue, edited by Michael Katz and the forthcoming one on women's education) and to diversify our subject matter. This diversification is in many ways a response to the criticism we received some years ago from new readers. They felt that the **History of Education Quarterly** concentrated too heavily on American history. In response we have tried to publish good scholarly work in other areas—such as African, European and Russian history—without diminishing the number of articles in American history. Because of the **History of Education Quarterly's** growth—the first volume had twenty two articles and essay reviews, 1973's had thirty nine—we have been successful in increasing our coverage of scholarship in all areas of educational history. Last year we published no fewer articles in American

history than in the past and at the same time increased the number of articles in all other areas more than three fold.

Not only has the number of articles published increased but they are being received from a geographically wider area. Of last year's published articles and essay reviews ten came from the Midwest, nine from the Middle Atlantic States, five from the South, five from the Northeast, three from the Farwest and one each from England and Canada. It happens that this distribution corresponds with distributions of the membership. (The membership distribution is: Northeast 9%, Mid Atlantic 30%, South 12%, Midwest 27%, West 12%, Foreign 9%; distribution of 1973 articles and essay reviews is: Northeast 14%, Mid Atlantic 26%, South 14%, Midwest 28%, West 8%, Foreign 6%.) Both of these developments indicate a broadening interest in the **History of Education Quarterly** and a recognition that it is becoming, if it has not already become, the major scholarly journal publishing educational history in North America.

The growth of interest in the **Quarterly** as an avenue for the presentation of work by young as well as established scholars has also stimulated a revival of the **History of Education Society Newsletter**, edited by a former corresponding secretary and now contributing editor of the **Quarterly**, Murray Shereshevsky. Mr. Shereshevsky is particularly interested in using the **Newsletter** to generate discussion about a wide range of scholarly and professional matters. The **Newsletter** serves the Society by noting convention dates, job shifts and openings, research of member scholars, new archival discoveries of interest to members, scholarship and fellowship announcements. Mr. Shereshevsky suggests, in addition, and the editors of the **History of Education Quarterly** agree, that the **Newsletter** is also well suited to serve as a forum for discussion of **History of Education Quarterly** policies. The editors are eager to make the **Quarterly** an outstanding journal, and feel they are making notable successes in this direction. They hope that the reactions of readers will be forthcoming. The **Newsletter** provides a place to carry on a discussion about the direction in which the **History of Education Quarterly** is moving.

## MINUTES OF THE GENERAL BUSINESS MEETING, SATURDAY, OCTOBER 27, 1973

The annual business meeting of the History of Education Society was called to order in Chicago, at 12:00 noon, October 27, 1973, John Calam presiding. The session took place in conjunction with the first joint meeting of the National History of Education Society and the Mid-West Education Society.

Professor Calam indicated that minutes of the 1973 New Orleans meeting of the H.E.S. Board of Directors, the March 1, 1972 to February 28, 1973 Financial Statement, and the February 25, 1972 to February 26, 1973 Annual Report, **History of Education Quarterly**, had been circulated by means of Volume V, Number 1 of the H.E.S. Newsletter.

In the same connection, Professor Calam announced that the **Newsletter**, now edited by Murray S. Shereshevsky, was intended to serve as an outlet for information regarding Society activities and that notes about projects, awards, publications, methodologies, bibliographies, available research funds, job opportunities, etc. would prove most welcome. They should be sent to Professor Murray S. Shereshevsky, Editor, H.E.S. **Newsletter**, Department of Professional and Secondary Education, East Stroudsburg State College, East Stroudsburg, Pennsylvania 18301.

Two other information items were advanced. The first constituted a reminder concerning H.E.S. recognition of excellence in the field of educa-

tional historiography. Professor Calam stated that a prize for the best graduate student article would be offered and that interested students should submit manuscripts to the Editor, **History of Education Quarterly**, School of Education, New York University, 737 East Building, Washington Square, New York, N.Y. 10003. Another prize for the best published article, history of education, regardless of authorship or place of publication was likewise announced.

The second information item dealt with forthcoming H.E.S. participation in regional and national meetings. These included A.E.R.A. in Chicago, April 15-19, 1974, a possible joint-meeting with the Southern History of Education Society in Atlanta, October or November, 1974, and A.H.A. in Chicago, December, 1974.

After expressing thanks on behalf of the National History of Education Society to the Mid-West group for their admirable hospitality and first-rate program planning, Professor Calam invited suggestions for future conventions. The following observations emerged:

1. It would be useful where possible to avoid audience fragmentation by scheduling a minimum of simultaneous sessions.
2. Graduate students would appreciate a session to which Library of Congress archivists and Bureau of Census statisticians might be invited to speak.
3. Subsequent discussion could benefit from prior distribution of papers to be presented.
4. Joint-meetings might be somewhat shorter.
5. Effective use of joint-mailing lists for convention announcements might result in augmented attendance.

There being no other business, the meeting was adjourned at 12:30 p.m.

Respectfully submitted,  
John Calam,  
President,  
History of Education Society

## Meetings

### SECOND JOINT MEETING OF THE HISTORY OF EDUCATION SOCIETY

At the First Joint Meeting of the History of Education Society and the MidWest History of Education Society (Chicago, 1973), the Board of Directors of the History of Education Society determined to explore the possibility of a Second Joint Meeting in conjunction with the Southern History of Education Society. Since that time, the Southern History of Education Society has agreed to this venture with Georgia State University, in downtown Atlanta, Georgia, graciously consenting to act as host—according to Dean Roy M. Hall all sessions will be held in the new Urhan Life building. The dates are Thursday, November 14 through Saturday, November 16, 1974. Those responsible for organizing the sessions are Vincent P. Lannie (U. of Notre Dame); Wayne Urhan (Georgia State U.); and John Hardin Best (Georgia State U.). Specific information regarding exact speakers, topics, times and the like will be presented to the membership in the next issue of the **Newsletter**.

# ANNUAL MEETING OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION

## (DIVISION F—HISTORY AND HISTORIOGRAPHY OF EDUCATION)

The annual meeting of the American Educational Research Association will be held in Chicago, April 15-19, 1974. The program of Division F (History and Historiography of Education) is tentatively planned as follows:

- I. Divisional Speaker:** Professor R. Freeman Butts, William F. Russell Professor in the Foundations of Education, Teachers College, Columbia University: "The Modernization of American Education: A Lib-and Reassessment of the Public School Idea".
- II. Paper:** Professor Henry Perkinson, New York University: "The State of the Field: Some Reflections on the Intellectual History of Education".
- III. Critique:** "The Idea of Authority in European Education: Investigations in Intellectual History".
- Participants:** Professor Gerald L. Gutek, Loyola University: "Pestalozzi and Robert Owen: The Theory and Practice of Authority".
- Professor Robert McClintock, Teachers College, Columbia University: "Rousseau".
- Professor Frederick Breed Mayo, Jr., SUNY, New Paltz, New York State: "Cordorcet and the Nationalists".
- Discussant:** Professor Clara P. McMahon, The Johns Hopkins University.
- IV. Critique:** "Childhood and Youth in Colonial America".
- Participants:** Professor Joseph E. Illick, California State University, San Francisco: "Child Rearing in 17th Century America".
- Professor N. Ray Hiner, University of Kansas: "Images of Youth on the Eve of the Great Awakening".

- Professor Ross W. Beales, College of the Holy Cross, Worcester, Massachusetts: "Youth and the Great Awakening".
- Discussant:** Professor Benjamin S. Bloom, the University of Chicago.
- V. Critique:** "The History of Higher Education Through Biography".
- Participants:** Professor James McLachlan, Princeton University: "Princeton Studies".  
Professor Patricia A. Graham, Barnard College, Columbia University: "Women in Higher Education: A Biographical Inquiry".
- Discussant:** Professor Wilson Smith, University of California, Davis.
- VI. Symposium:** "Women in American Education: A Historical Perspective".
- Participants:** Professor Joan Burstyn, Carnegie-Mellon University: "The Image of Women in School Textbooks of the Late 19th Century".  
Mrs. Diane Ravitch, Teachers College, Columbia University: "The Struggle for Equality in the Public Schools, 1885-1915".  
Professor Robert Reid, Sangamon State University, Springfield, Illinois: "The Women of the Chicago Teachers Federation, 1890-1920".
- Discussant:** Professor David Tyack, Stanford University.
- VII. Discussion:** "Organized Labor, Teachers Unions, and the Profession of Education".
- Participants:** Professor Lana Muraskin, Rutgers University: "Professionalism and Radicalism in the New York City Teachers Union, 1927-1935".  
Ms. Bonnie Huffman, Executive Director, Catholic Elementary Lay Teacher's Association, Cleveland, Ohio: "Militancy Among Lay Teachers in Catholic Schools, 1957-1973".  
Professor Joel Spring, Case Western Reserve

University, Cleveland, Ohio: "Organized Labor, Teachers Union, and Labor Schools".

**Discussant:** Mr. David Seldon, President, American Federation of Teachers.

### VIII. Critique:

"Minority Groups and Education in the American West: Needs and Opportunities for Historical Study".

**Participants:** Professor Irving G. Hendrick, University of California, Riverside: "The Indians".

Professor Nicholas C. Polos, La Verne College, La Verne, California: "The Blacks".

Professor Donald T. Hata, Jr., California State College, Dominguez Hills, and Professor Nadine I. Hata, El Camino College, Torrance, California: "The Asian-Americans".

**Discussant:** Professor Roger Daniels, State University College, Fredonia, New York.

### IX. Discussion:

"The Federal Presence in American Education: Questions Toward a New History".

**Participants:** Professor Martin M. Gold, SUNY, Stony Brook: "The Brief Interlude: Federal Intervention in American Education, 1958-1973".

Professor Ruby Takanashi Knowles, University of California, Los Angeles: "Federal Involvement in Early Childhood Education—The Need for Historical Perspectives".

Dr. Donald N. Bigelow, U.S. Office of Education, Washington, D.C.: "Education and the Federal Government: Questions for Historians".

**Discussant:** Professor Donald R. Warren, University of Illinois at Chicago Circle.

### X. Symposium:

"Paul Goodman in the History of American Education".

**Participants:** Professor Nadine Schwartz, Trenton State College, Trenton, New Jersey.

Professor William Vaughan, III, Glassboro State College, Glassboro, New Jersey.

Professor Maxine Greene, Teachers College,  
Columbia University.

**XI. Critique:** "The American Interface with Non-Western  
Education".

**Participants:** Professor Edward Beauchamp, University of  
Hawaii, Honolulu: "David Murray and Edu-  
cational Reform in Meiji, Japan, 1873-1878".

Professor Donald S. Smith, George Mason Col-  
lege, Fairfax, Virginia: "The Little Red School-  
house in Micronesia: Laying the Foundation,  
1945-1951".

Mrs. Nancy Sizer, Phillips Andover Academy,  
Andover, Massachusetts: "John Dewey, China,  
and Progressive Education".

Professor Thomas Livingston, University of  
California, Berkeley: "The Exportation of  
American Higher Education to West Africa".

**Discussant:** Professor Byron K. Marshall, University of  
Minnesota.

## AMERICAN EDUCATIONAL STUDIES ASSOCIATION

The 1974 meeting of the American Educational Studies Association will be held in New York City between the dates of October 31-November 2, 1974. Further information concerning the topics to be covered and the like may be obtained from Donald R. Warren, President, American Educational Studies Association, Department of Policy Studies, College of Education, University of Illinois at Chicago Circle, Box 4348, Chicago, Illinois 60680.

## AUSTRALIAN AND NEW ZEALAND HISTORY OF EDUCATION SOCIETY

ANZHEs will hold its 1974 Conference in Sydney, Australia on August 23, 24, 25. Papers will be presented on the general theme "Women and Education." Also presenting papers on topics of their own selection will be Professor A. G. Austin (U. of Melbourne), Sir Harold Wyndham (Macquarie U., New South Wales) and David McKenzie (U. of Otago, Dunedin, New Zealand). Those desiring additional information concerning this conference should contact Martin Sullivan, Secretary, ANZHEs, Faculty of Education, Monash University, Clayton, Victoria, 3168, Australia.

## SECOND WORLD CONGRESS OF COMPARATIVE EDUCATION SOCIETIES

The Second World Congress of Comparative Education Societies will be held in Geneva, Switzerland from June 28-July 2, 1974. This year's topic is "The Efficiencies and Inefficiencies of Secondary Schools around the World." For additional information contact Secretariat, World Council of Comparative Education Societies, Palais Wilson—52 Rue Des Paquis, Ch-1211 Geneva 14, Switzerland.

### News from Abroad

#### HISTORY OF EDUCATION SOCIETY [England]

The Society's Annual Conference, held in December, 1973, focused its attention upon the theme "The History of European Education." Papers presented were as follows:

- J. Lynch (School of Education, University of Southampton) "Myth and Reality in the History of French Education"
- W. Rowlinson (University of Sheffield) "German Education in a European Context"
- J. J. Tomiak (Institute of Education, University of London) "Fifty Years of Soviet Education: The Grandure of the Vision, and the Might of the Reality—United, Separated or Forever Divided?"
- R. Szreter (School of Education, University of Birmingham) "Education for Nation-Saving: Poland between the Partitions"
- L. Boucher (Chester College) "Tradition and change in Swedish Education"
- W. H. G. Armytage (Division of Education, University of Sheffield) "Concluding Paper"

The papers of the Society's 1972 Annual Conference have been published by Methuen and are titled **Education and the Professions**. T. G. Cook (Department of Education, Cambridge) edited this volume. Those papers delivered at the 1973 Annual Conference are presently being considered for publication in a companion volume. The proposed editor is T. G. Cook (Department of Education, Cambridge).

At the Annual General Meeting of the Society, held at Borough Road College, Isleworth, the following changes were made in the editorial staff of the Society. Charles Webster (Corpus Christi College, Oxford) replaced Malcolm Seaborne (Chester College) as editor of the journal **History of Education** and Keith Dent (Anstey College of Education) was named editor of the **History of Education Society Bulletin** in place of T. G. Cook (Department of Education, Cambridge).

#### AUSTRALIAN AND NEW ZEALAND HISTORY OF EDUCATION SOCIETY

The Society's 1974 Conference will be held in Sydney, Australia sometime in August (Please refer to the appropriate entry under 'Meetings' for information concerning this meeting). In 1975, it is contemplated that the Annual Conference will be held in New Zealand. Those desiring additional information should contact Martin Sullivan, Secretary, Australian and New Zealand History of Education Society, Faculty of Education, Monash University, Clayton, Victoria, 3168, Australia.

## EDUCATION IN POLAND

For those interested in the history of education in Poland, the journal **Kwartalnik Pedagogiczny** (Warsaw) has published in its issue No. 1, Vol. XVIII (1973) a number of articles dealing with various aspects of the Committee for National Education's activities. This committee was established after the dissolution of the Order of Jesuits, in 1773, and was to assume inspection over all of the schools in Poland.

## EDUCATION IN HUNGARY

In commemoration of the 25th anniversary of the passage of the Nationalization of Schools Act, the journal **Pedagogiai Szemle** (Budapest) has, in its issue No. 6, Vol. XXIII (1973), published several articles dealing with the nationalization of the Hungarian schools and with the social and political developments which led to this action.

## EDUCATION IN JAPAN

The Japan Society for Historical Research of Education is presently involved in the preparation of its **World History of Education Series**. The series is edited by professors Satoru Umene and Tomiji Nagao. More than one hundred educational historians are currently working on this project. For further information contact Japan Society for historical Research in Education c/o Department of Education, Tokyo University of Education, 3-29-1 Otsuka, Bunkyo-Ku, Tokyo.

# Employment Opportunities

## NOTICE OF VACANCIES

### Positions:

- (1) **Administrator with faculty rank for a program** in the foundations of education moving toward departmental status
- (2) **Assistant or Associate Professor**, Philosophy or History of Education

### Responsibilities:

- (1) **Program Administrator**

The Program Administrator will receive regular faculty appointment in his or her academic field at the level of Associate or full Professor, and will be eligible for tenure in accordance with College and University policy. This person will be expected to guide the development of the program during its transitio ntoward some form of departmentalization and will be considered principally eligible for an administrative appointment in the resulting structure.

- (2) **Assistant or Associate Professor of Educational Philosophy or History**

This Professor, whose field will be selected in relation to the appointment of a Program Administrator, will be expected to teach undergraduate and graduate courses in his/her field primarily for professional programs in fields related to education and schools. He or she will be expected to engage regularly in research and service which issues in publication as well as to offer leadership in scholarly and professional societies and to take responsibility in such other activities as may be appropriate to the program. This

professor will also be expected to be, or quickly become, a senior member of the Graduate faculty and to chair, supervise, or serve on doctor's and master's committees.

**Qualifications:**

**(1) Program Administrator**

The Program Administrator will be expected to possess the highest degree in one or more of the following fields: philosophy of education, history of education, comparative education. He/she will be expected to have an extensive and continuing record of scholarly accomplishments and publications. The Program Administrator will be expected to have some administrative experience or evidence of interest and ability in this facet of academic life. He/she will necessarily have an interest in developing and maintaining broad programs in the fields of which the Program is comprised and in a setting of general professional activity characteristic of a major College of Education.

**(2) Assistant or Associate Professor**

The Assistant or Associate Professor will be expected to have the highest degree in the area involved. He or she will evidence or show clear promise of the capability for strong and continued research and professional leadership. Candidates with three to five years experience in teaching, including course offerings and advising at the graduate level, may be given preference, depending upon the final composition of the proposed department, although those with less experience are encouraged to apply and will be given every consideration.

**Salary:**

Commensurate with education, experience and other qualifications. These are twelve (12) months positions, with adequate vacation benefits.

**Appointment Date:**

March 1 to September 1, 1974

**Application:**

Send resume and other papers, including recent references, to the following address. All applicants will be notified when the appointment is made.

H. C. Johnson  
Chairman, Cultural Foundations of Education  
222 Rackley Building  
The Pennsylvania State University  
University Park, Pennsylvania 16802  
814-865-1488

# For Your Information

## AMERICAN EDUCATION STUDIES ASSOCIATION REQUESTS PARTICIPANTS AND SUGGESTIONS

Donald R. Warren (University of Illinois at Chicago Circle) has recently been elected president of the American Educational Studies Association. In this capacity he is responsible for the planning of the associations forthcoming annual convention—please refer to the appropriate entry under 'Meetings' for the location and dates—and has communicated the desire to

both receive program ideas from our membership as well as expressions of interest from individuals to deliver presentations. Professor Warren may be reached at the following address, Donald R. Warren, Head, Department of Policy Studies, College of Education, University of Illinois at Chicago Circle, Box 4348, Chicago, Illinois 60680.

## HISTORY OF EDUCATION SOCIETY

### REQUESTS PARTICIPANTS AND SUGGESTIONS

In a recent conversation Vincent P. Lannie (U. of Notre Dame) informed the editor that he is in the process of organizing, in conjunction with representatives of the Southern History of Education Society, those sessions to be given at the Society's second joint meeting—see appropriate entry under "Meetings" for additional information. In order to actively involve the membership in the formative stages of this conference, Professor Lannie encourages all interested individuals to submit to him program ideas as well as expressions of interest to deliver presentations on specific topics. His address is Vincent P. Lannie, School of Education, Notre Dame University, South Bend, Indiana 46637.

**QUANTIFICATION AND HISTORY**—Recent articles appearing in the **Historical Methods Newsletter** (Vol. 6, No. 3 (June 1973)) which may be of interest to the Society's membership, as they indicate possible new lines of inquiry into those questions with which educational historians are concerned, include Gary Allison "Modern Japan: A New Social History" and Allan Kulikoff, "Historical Geographers and Social History: A Review Essay." Those desiring reprints of these articles or further information concerning this publication should contact Jonathan Levine, Editor, Historical Methods Newsletter, Department of History, University of Pittsburgh, Pittsburgh, Pennsylvania.

**REPRINTS**—Arno Press, 330 Madison Avenue, New York, New York 10017, has available a catalog of reprints titled **American Education: Its Men, Ideas and Institutions**. The titles mentioned in this collection include anthologies of source materials, detailed accounts of institutions and movements, statements representing differing points of view on particular topics, autobiographies and reminiscences. Copies are available free, upon request, from Arno Press at the above address.

**CENSUS DATA FINDER**—The **1970 Census Data Finder** is a 52 page booklet with instructions for locating the best source for a desired tabulation from within the mass of printed reports and summary computer tapes released by the United States Census Bureau. It consists of 30 references covering such topics as basic census concepts, general instructions for working with census data, lists of variables, contents of reports, and the like. The user is also provided with a planned worksheet which guides him through specific parts of the **Data Finder** to determine whether the information sought is available from the 1970 census. For those desiring further information a descriptive brochure is available from The Clearinghouse and Laboratory for Census Data, Suite 900, 1601 North Kent Street, Rosslyn, Virginia 22209. Examination copies are also available to instructors, researchers, or administrators requesting them on the appropriate letterhead.

**BIBLIOGRAPHY ON URBAN HISTORY**—Recently issued by The Council of Planning Librarians is a small bibliography on urban history by Michael

H. Ebner titled **The New Urban History: Bibliography on Methodology and Historiography**. The cost is \$1.50 with copies available from The Council of Planning Librarians, P.O. Box 229, Monticello, Illinois.

U.S. OFFICE OF EDUCATION—Donald R. Warren (University of Illinois at Chicago Circle) has informed the editor that his recent book, **To Enforce Education: A History of the Founding Years of the United States Office of Education**, will be released by the Wayne State University Press early in 1974. Professor Warren has also been selected to serve as president of the American Educational Studies Association for the year 1974.

FIRST HONORUM—The Editorial Board of the Bureau of Educational Research and Services, Arizona State University, has awarded Michael V. Belock's monograph **Noah Webster Revisited** first honorum for a "monograph made by the university," and published this study as its Research and Services Bulletin No. 32. Professor Belock has also recently had published two additional studies, **Forming the American Minds: Early School Books and Their Compilers (1783-1837)** (Satish Book Enterprises) and **Explorations in the History and Sociology of American Indian Education** (Sadhna Prakashan Publishers).

FAMILY IN HISTORICAL PERSPECTIVE—Contained in the Fall, 1973 issue of **The Family in Historical Perspective, an International Newsletter** is a listing of all major sessions held from April 1972 to Sept. 1973 wherein the History of the Family and affiliated topics such as the History of Childhood, Women and Sexuality and the like are presented. As this listing contains many entries which are of relevance to educational history, it is thought that the Society membership should be informed of its existence. Those desiring further information should contact Tamara K. Hareven, Dept. of History, Clark University, Worcester, Mass. 01610.

## Research in Progress

### LEGAL HISTORY OF HIGHER EDUCATION

Jurgen Herbst (University of Wisconsin-Madison) has graciously provided the editor with the following progress report pertaining to his current work in the legal history of higher education in the United States.

The intent of his study is to arrive at a legal or constitutional history of American colleges and universities from 1636 to the present. The research is focusing on charters, statutes, court decisions, trustee and faculty minutes and similar documents. It is concerned primarily with disputes among legislatures, trustees, faculties and students related to charter and other constitutional questions. At this time Professor Herbst has completed research and writing on the background of 16th century Europe, most of the research and writing on the colonial colleges, and plans to continue with his research into the colleges and universities of the revolutionary and early national periods this year.

If anyone knows of any sources that may be of value or can possibly suggest varying approaches within the established guidelines, Professor Herbst would appreciate hearing from them. He may be reached at the following address. Jurgen Herbst, Department of History, University of Wisconsin-Madison, 311 Humanities Building, 435 North Park Street, Madison, Wisconsin 53706.

# Research Opportunities, Grants and Awards

WOODROW WILSON

NATIONAL FELLOWSHIP FOUNDATION

The Woodrow Wilson National Fellowship Foundation has announced that the following awards are currently available to qualified candidates:

A limited number of awards for black veterans engaged in graduate or professional study. Interested parties should contact the Director, Martin Luther King, Jr. Fellowships, 32 Nassau Street, Princeton, New Jersey 08540.

Approximately 20 fellowships for students about to begin writing doctoral dissertations in the area of women's studies in June or September, 1974. For further information contact Ms. Janet A. Mitchell, Assistant to the President, Woodrow Wilson National Fellowship Foundation, 32 Nassau Street, Princeton, New Jersey 08540.

## MAINE HISTORY

The Maine American Bicentennial Commission and W. W. Norton Company are joint sponsors of a "Maine Bicentennial Manuscript Competition" that includes three categories of endeavor. One category, manuscripts on Maine History carries with it a \$5,000 award and eligibility for an overall competition amongst the winners of all three categories for an additional prize of \$2,500. Entries are due by May 1, 1975, and W. W. Norton will consider the winning manuscripts for publication. Full information is available from the Maine State Bicentennial Commission, State House, Augusta, Maine 04330.

## NEWBERRY LIBRARY INSTITUTE FOR THE STUDY OF THE FAMILY IN HISTORICAL PERSPECTIVE

The Newberry Library has announced that it will once again run its Summer Institute on the History of the Family. The institute will include a general seminar, conducted by Daniel Scott Smith, on the research possibilities and problems of colonial American and early modern social history together with various technical training courses at the beginning and advanced levels in the following areas—research design and quantitative historiography; computer techniques for historians; historical demography and social structure; and family reconstitution. Each participant will attend courses suited to his interests and background, with no technical prerequisites needed for the beginning sections. The dates are June 10 to July 4, 1974. Tuition is free and fellowships are available. Interested individuals are invited to apply before April 15, 1974. Application forms and further details may be obtained from Richard Jensen, Director of Family History Summer Institute, Newberry Library, 60 W. Walton St., Chicago, Illinois 60610.

# MEMBERSHIP INFORMATION FORM

Please complete and return to:

Paul Mattingly, Editor  
History of Education Quarterly  
School of Education  
New York University  
737 East Building  
Washington Square  
New York, New York 10003

Name .....

Address .....

.....

.....

Telephone Number (Please include area code) .....

Academic Rank or Affiliation .....

Degree and date .....

Research Interests .....

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Additional professional data, research currently underway .....

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**History of Education  
Society**

**VOL. VI**

**NO. 2**

**NEWSLETTER**

Murray S. Shereshewsky  
Editor

38 N. Collage Place  
Westfield, New Jersey 07090

TEN YEAR INDEX

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History  
of  
Education  
Quarterly

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Vols. I-X, 1961-1970

By

MURRAY S. SHERESHEWSKY

\$5.00

All orders to be sent to: **History of Education Quarterly**, School of Education, New York University, 737 East Bldg., Washington Sq., New York, New York, 10003. This reference work does not replace an issue of the Journal and thus must be ordered independent of the regular subscription.

Murray S. Shereshevsky  
Editor

38 N. Cottage Place  
Westfield, New Jersey 07090

## Editor's Note

How many times in the pursuit of our chosen vocation have we wished that someone had thought to preserve materials that would enable us to pursue a particular line of inquiry or to bring together what is only hinted at in other sources? More important, perhaps, is the question of where one can go to obtain data pertaining to the History of Education Society—its origins and ongoing development.

For this reason, I am requesting of the membership that they send to me all materials that they might have in their possession concerning the Society so that 1) it may be brought together in a central location, and 2) be made available to interested parties upon request. Statements or narratives from those having first hand knowledge of the origins of our organization as well as a familiarity with its ongoing development will also be welcome.

It has been brought to the attention of the editor that his new address is not known to the membership. All materials should be sent to:

Murray S. Shereshevsky, Editor  
History of Education Society Newsletter  
38 North Cottage Place  
Westfield, New Jersey  
07090

# HISTORY OF EDUCATION QUARTERLY

## INTERIM REPORT, 1973-74

The most important innovation for the *Quarterly* for the academic year 1973-74 was the publication of the *Ten Year Index: HEQ, 1961-1970*, compiled by Murray S. Shereshewsky. The meticulous detail of this work insures a far more extensive use of this journal. In addition, the cover of the *Index* sports our first photographic cover. The good response to this photographic layout prompted us to repeat the format for Volume 14 (1974). The usual colors—Spring, brown; Summer, maroon; Fall, green; Winter, blue—will be continued but now on a more attractive design. We plan to redesign the cover for each subsequent volume. In addition, advertisements for the *Index* appear prominently in the *Quarterly* issues, together with notices of the Society prizes and a new subscription insert. All of these features are new and are possible due to the new management economies implemented by the editors. The *Index* represents a fifth item for the *Quarterly* during this academic year, not a replacement for one issue.

Equally important as a professional service, the *Quarterly* developed more formal arrangements with the History of Education Society convention. In the future the Presidential Address will become part of the journal's annual publications. Similarly as a matter of policy, the journal will publish the Invited Speaker's Address of AERA's Division F (History of Education and Historiography). Through the help of Professor Sol Cohen of UCLA, this year's Division F Chairman, as well as the support of Division F's Vice-President, Professor Geraldine J. Clifford of Berkeley, the *Quarterly* will publish "Public Education and Political Community" by Professor R. Freeman Butts, William Russell Professor of Education, Teachers College, Columbia University.

Similarly the *Quarterly* has promoted in its pages the new History of Education Society policy on scholarly prizes. This year under the judicious direction of Professor Marvin Lazerson of the University of British Columbia, the Prize Committee (Professor Louis Harlan of the University of Maryland, Professor Robert McClintock of Teachers College, Columbia University and Professor Joel Spring of Case Western Reserve University) has developed some fine precedents for Society awards. The first, now named the Henry Barnard Prize, will award \$250 to the finest unpublished essay by a graduate student. The essay will be delivered at the HES annual convention and will appear as a matter of policy in the *Quarterly*. All entries must be submitted to the committee before December 1, 1974. Both this Prize and the Society Award will be made biennially. The History of Education Society Award (deadline for decision, December 1, 1975) will affect published essays of the previous two years in any journal. That award will also be \$250.

The *Quarterly* continues its cooperation with the *History of Education Society Newsletter*, and the accommodation is reciprocal. The editor, Murray S. Shereshevsky, has initiated correspondence with numerous societies of education in other countries, notably England, Scotland, Italy, Japan and Australia. Many of their activities and conventions have begun to appear in the *Newsletter* for the members benefit. Needless to say, these communications are most welcome and forecast a truly international audience for this field.

The international audience will have reason for attending to the *Quarterly* as the most international of comparable publications in any country. The following schedule graphs the record of publication in this journal and demonstrates the current course of editorial policy. Not only have we published recent issues focused upon German and Russian educational history but our most recent concentrates on the long-neglected topic of women's education in history. These expanded issues now regularly contain reviews on the important studies concerning other countries. All of this broadened scholarship has been achieved without sacrificing the traditional emphasis on American and British articles and reviews.

Finally the last feature of this year's work brings to fruition one of our earlier ambitions, the publication in book form of our important Special Issues. The first of these, the 1972 issue on Canadian Educational History, will be published (along with some new articles) by New York University Press in 1975. This event not only has important financial implications for the *Quarterly* but exposes the scholarship here to other professional journals and their reviews. Subsequent Special Issues will enjoy like attention. In addition, through the help of New York University Press's Education Editor, Mr. Edwin Scribner, their invigorated advertising promotions will mention the *Quarterly* appropriately, giving the journal an exposure beyond our usual expectations.

All of these new activities have been possible through the new administrative procedures developed by the editors. During our first year (1971-72) we concentrated on economies in the printing and layout of the journal as a whole; during our second year we experimented with various advertising techniques, which, now that our third year project, the *Ten Year Index*, is behind us, we can capitalize upon. Even so, at present the last two years have witnessed a record page output and increases each year in the number of participating scholars. In fact, this year the total numbers forty-three, thirteen more individuals than last year. The thirty-nine essays in Volume 13 (1973) exceed even last year's total by eleven: eighteen articles (incl. 4 bibliographies) and twenty-two essay reviews.

[See graph on page 4]

Volume	Pages	Articles:	American	English	European	Asian & Russian	African	Canada	Other (Classical, Historical, etc.)	TOTALS
1961 (1)	264	22	14	4	3				1	
1962 (2)	270	20	10	3	4				3	
1963 (3)	240	18	10	3	2	1			2	
1964 (4)	321	19	15	1	2				1	
1965 (5)	279	19	11	5	2				1	
(N.Y.U.)										
1966 (6)	420	20	14	2	2				2	
1967 (7)	559	27	14	1	3	3			6	
1968 (8)	567	23	17	2	2			1	1	
Inc. Essay Review (2 issues) 1969 (9)	536	37	22 { 3 ER 19 art.	2	6	2 { 2 ER 0 art.		1	4 { 2 ER 2 art.	7 ER 30 art.
1970 (10)	500	32	16 { 3 ER 13 art.	4 { 2 ER 2 art.	9 { 4 ER 5 art.	1 { 1 ER	1 { 1 ER 0 art.		1 { 1 ER	12 ER 20 art.
1971 (11)	456	29	19 { 5 ER 14 art.	2 { 1 ER 1 art.	2 { 1 ER 1 art.	2 { 1 ER 1 art.	3 { 2 ER 1 art.		1 { 0 ER 1 art.	10 ER 19 art.
1972 (12)	594	28	10 { 3 ER 7 art.	4 { 2 ER 2 art.	2 { 2 ER 2 art.	2 { 2 ER 2 art.		8	2 { 0 ER 2 art.	9 ER 19 art.
1973 (13)	(494 [index 72])	39	13 { 8 ER 5 art.	3 { 3 ER 0 art.	9 { 4 ER 5 art.	7 { 4 ER 3 art.	1 { 1 ER 0 art.		6 { 1 ER 5 art.	21 ER 18 art.
TOTAL	5572	333	185	36	48	18	5	10	39 (1969-73 { 59 ER 106 art. )	
Average issue		26 art. per vol.	14 art. per vol.	3 per vol.	4 per vol.	1 per vol.	.4 per vol.	.8 per vol.	3 per vol.	

All of these features and expansions have been possible due to increases in our revenues:

INCOME, FISCAL YEAR, JULY-DECEMBER, 1972 .....	\$ 9,162.93
INCOME, FISCAL YEAR, JULY-DECEMBER, 1973 .....	\$14,960.06

We have thus benefited enormously from membership subscription, our promotion work, the advertising of publishers in our pages, the sale of back issues and other revenues. The strong fiscal side is more than amply buttressed by the incisive and thorough, critical work of our Editorial Board. Thus, we look forward to 1975 with sanguine expectations that current policies will produce increases in every area but that of subscription rates.

Paul H. Mattingly  
Editor

# History of Education Society

## Awards

The History of Education Society announces the establishment of the following two awards for the best essays in educational history produced by a graduate student and published in a journal:

### THE HENRY BARNARD PRIZE

This prize of \$250 will be awarded biennially to the best essay in educational history by a graduate student. The award is named after Henry Barnard (1811-1900), the first United States Commissioner of Education (1867-1881) and editor of the *American Journal of Education* (932 volumes, 1855-1881), still considered one of the first major historical publications in this field. The first award will be made in the Fall, 1975 at the joint National-Regional meeting of the History of Education Society. The recipient will receive an invitation from the Society to deliver the Prize essay at its 1975 meeting and, as part of the award, will have the essay published in the *History of Education Quarterly*.

## THE HISTORY OF EDUCATION SOCIETY AWARD

This award of \$250 will be made biennially to the best essay in educational history published in any journal over the previous two years. The first award will be presented in the Fall, 1976 at the joint National-Regional meeting of the History of Education Society.

All inquiries should be addressed to the current Chairman of the Society's Prize Committee:

Professor Marvin Lazerson  
School of Education  
University of British Columbia  
Vancouver, British Columbia  
Canada



The Society reserves the right for both the Prize and the Award to make no presentation if the Prize Committee so deems.

## Meetings

### SECOND JOINT MEETING OF THE HISTORY OF EDUCATION SOCIETY

At the First Joint Meeting of the History of Education Society and the Mid-West History of Education Society (Chicago, 1973), the Board of Directors of the History of Education Society determined to explore the possibility of a Second Joint Meeting in conjunction with the Southern History of Education Society. Since that time, the Southern History of Education Society has agreed to this venture with Georgia State University, in downtown Atlanta, Georgia, graciously consenting to act as host—according to Dean Roy M. Hall all sessions will be held in the new Urban Life Building. The dates are Thursday, November 14 through Saturday, November 16, 1974. Those responsible for organizing the sessions are Vincenet P. Lannnie (U. of Notre Dame); Wayne Urban (Georgia State U.); and John Hardin Best (Georgia State U.).

Thursday, November 14

### THE ARCHITECTURE AND PLANNING OF SCHOOLS

**Chairman:** Dana F. White, Atlanta University and Emory University

**Speakers:** Dan Durett, Emory University  
"The Role of Atlanta University as Land User"

William W. Cutler, III, Temple University  
"Nicolaus Louis Engelhardt: Architect of American Education"

Timothy Crimmins, Georgia State University  
"A Social Mirror: The Structure and Location of Atlanta's Secondary Schools, 1872-1925"

**Commentators:** Charles E. Strickland, Emory University and Arnall T. Connell, Georgia Institute of Technology

### TWO CENTURIES OF CATHOLIC EDUCATION

**Chairman:** Frederick M. Binder, Richmond College, City University of New York

**Speakers:** Ruth Bradbury Emnett, University of Alabama, Birmingham  
"Charles Carroll of Carrollton: The Education of a Revolutionary Gentleman"

Timothy Walch, Northwestern University  
"Catholic Education on the Urban Frontier: Chicago and Milwaukee, 1840-1870"

Norlene M. Kunkel, University of Notre Dame  
"Bishop McQuaid and the Consolidation of the Catholic School System"

**Commentators:** Frederick M. Binder and James Sanders, Richmond College, City University of New York

### PROGRESSIVE EDUCATION IN THE SOUTH

**Chairman:** Wayne J. Urban, Georgia State University

**Speakers:** Arthur O. White, University of Florida  
"William N. Sheats: Florida's Progressive Educator, 1851-1922"

Spencer J. Maxcy, Louisiana State University  
"The Idea of Consolidation in Southern Education"

During the Early Decades of the Twentieth Century”

Ronald K. Goodenow, State University of New York at Buffalo  
“Progressive Education in the South: The Depression Years”

Commentator: DeLos L. Carroll, Jr. University of South Florida

TEACHING EDUCATIONAL HISTORY  
TO THE NOW GENERATION

Chairman: David L. Angus, University of Michigan  
Discussants: David L. Angus, University of Michigan  
Richard Alterman, University of Michigan  
Bernard Mehl, Ohio State University

Friday, November 15

THE EDUCATOR AND THE IMMIGRANT

Chairman: Carl F. Kaestle, University of Wisconsin, Madison  
Speakers: J. Christopher Eisele, Ohio State University  
“John Dewey’s Position on the Treatment of Immigrants”  
Jeffrey R. Herold, Indiana University, Pennsylvania  
“The Immigrants and Their Schools: The Quest for Educational Pluralism”  
Jennings L. Wagoner, University of Virginia  
“Myths and Conflicts: Charles W. Eliot, American Liberalism and the Evils of Assimilation”  
Commentator: Harvey G. Neufeldt, Tennessee Technological University

PANEL DISCUSSION—WHAT EVER HAPPENED TO  
THE HISTORY OF WESTERN EDUCATION

Chairman: John Hardin Best, Georgia State University  
Panelists: Clinton Allison, University of Tennessee  
Normand R. Bernier, University of Wisconsin, Milwaukee  
Paul Nash, Boston University  
Robert Wellman, University of Massachusetts, Amherst

**NEW TRENDS IN  
RELIGIOUS EDUCATIONAL HISTORIOGRAPHY**

**Chairman:** Merle Borrowman, University of California, Berkeley

**Speakers:** Jonathan Messerli, Fordham University  
"American Shakers as a Problem in American Educational History"

Vincent P. Lannie, University of Notre Dame  
"Catholic Educational Historiography in the Twentieth Century"

**Commentator:** Merle Borrowman, University of California, Berkeley

**PRESIDENTIAL BANQUET**

**Introduction:** Vincent P. Lannie, President, History of Education Society

**Speaker:** John Calam, Past President, History of Education Society

"A Letter from Quesnel: The Teacher in History and Other Fables"

Saturday, November 16

**THE PRESENT AND THE PAST**

**Chairwoman:** Geraldine Joncich Clifford, University of California, Berkeley

**Speakers:** Don T. Martin and William Bickel, University of Pittsburgh

"The Irony of the Junior High School and Middle School Reform Movements"

Diane Ravitch, Teachers College, Columbia University

"Local Control in the New York City Schools, 1842-1896"

Alanson Van Fleet, University of Florida

"The Membership of New Harmony's Workingmens Institute: A Comment on the Labor Education Thesis"

**Commentator:** E. V. Johanningmeier, University of South Florida

**BUSINESS MEETINGS**

History of Education Society

Southern History of Education Society (SHOES)

## 1975 AMERICAN EDUCATIONAL RESEARCH ASSOCIATION MEETING—DIVISION F [HISTORY AND HISTORIOGRAPHY]

Wayne J. Urban, Program Chairman for the Division F (History and Historiography) sessions of next years American Educational Research Association meeting—to be held in Washington, D. C., between the dates of March 31 through April 4, 1975—invites members of the History of Education Society and other interested scholars to suggest possible session topics and participants for the program. Professor Urban may be reached at the Department of Educational Foundations, Georgia State University, Atlanta, Georgia, 30303.

## 1975 AMERICAN EDUCATIONAL RESEARCH ASSOCIATION MEETING—GRADUATE STUDENT SEMINARS

In order to maintain the high level of excellence achieved by its Graduate Student Seminars, the Program Committee of the American Educational Research Association invites interested graduate students to submit possible session topics and participants for its 1975 Graduate Student Seminars. All suggestions should be sent to Truman Beckley Brown, 340 Westmoreland Road, Amherst, New York, 14226.

## AMERICAN EDUCATIONAL STUDIES ASSOCIATION

The American Educational Studies Association will hold its 1974 convention at the Waldorf-Astoria Hotel, New York city between the dates of November 1-3, 1974. What follows are excerpts from the Associations planned program of sessions that might be of interest to educational historians.

Friday, November 1, 1974

10:00 a.m.-3:00 p.m. Registration and Book Exhibit

11:00 a.m.-3:00 p.m. Program at Teachers College, Columbia University

1:00 p.m. Panel Discussion: The Foundations at Teachers  
College Thirty Years After

Chairman: Charles H. Lyons

Participants: R. Freeman Butts, Lambros  
Comitas, Maxine Greene, Jonas Soltis

Saturday, November 2, 1974

9:00 a.m.-11:00 a.m. Concurrent Symposia

1. Open Admissions and University Standards

Chairman Robert R. Sherman

2. Women in Education: Historical Perspectives

Chairman: Patricia Graham

3. Cultural Pluralism, Ethnicity, and Education  
in America

Chairman: Seymour W. Itzkoff

11:00 a.m.-1:00 p.m. Concurrent Symposia

1. Teacher Education in a No-growth Society:  
Responses to Economic and Political Realities

Chairman: Janice F. Weaver

2. Schooling and Socialization in a Temporary  
Society: What Authorities, Sanctions, and  
Content?

Chairman: Charles A. Tesconi, Jr.

3:00 p.m.-5:30 p.m. Concurrent Workshops and Panel Discussions

1. Interdisciplinary Conversation: Anthropol-  
ogy, history and sociology—a consideration of  
recent research related to education and of  
what scholars in these disciplines can learn  
from each other.

Chairman: Bruce Haslam

2. Humanistic Approaches to Education

Chairman: Maxine Greene

3. The Sociocultural Environments of Education

Chairman: George Overholt

# Wanted for Publication

## MANUSCRIPTS IN AMERICAN EDUCATIONAL HISTORY RELATED TO THE UNITED STATES BICENTENNIAL THEME

As a professional service a major American journal will publish a series of booklets in 1975-1976 devoted to topics pertinent in a bicentennial year. Manuscripts should be about 10,000 words. In lieu of royalties, authors will be paid a substantial honorarium upon acceptance of the monograph. Final date for delivery of drafts will be July 1, 1975. Inquiries of interest and suggestions for booklet topics should be addressed to Professor Richard E. Gross, School of Education, Stanford University, Stanford, California, 94305.

## Research in Progress

### URBAN-RURAL DIFFERENCES IN NINETEENTH-CENTURY AMERICAN SCHOOLING

Carl F. Kaestle (U. of Wisconsin-Madison) has graciously provided the editor with the following progress report pertaining to his current work in the history of urban-rural differences in nineteenth-century American education.

The intent of his study is to collect and analyze data on urban-rural differences in the nineteenth-century and to assess whether the urban-rural dichotomy is a useful concept in the history of education. Using cross-tabulation and multivariate regression analysis of both aggregate data from school reports and individual data from federal manuscript census returns, the research will define the relationships between schooling patterns (for example, overall enrollment, age structure, expenditures) and population size, region, industrial development, ethnicity, and other factors. The project will include detailed profiles of educational development, qualitative as well as quantitative, in several demographically different localities during this period of urbanization: for example, a large coastal city, a smaller industrial city, and a western agricultural county. Brief comparisons with other states will place the Massachusetts study in context.

The most difficult problem facing Professor Kaestle at the moment is to get a detailed assessment of the equality and functions of schooling in the hinterland. If anyone has suggestions about sources concerning rural schooling in nineteenth-century New England, either primary or secondary, Professor Kaestle would appreciate hearing from you. He may be reached at the following address: Professor Carl F. Kaestle, Department of Educational Policy Studies, University of Wisconsin-Madison, Education Building, Madison, Wisconsin, 53706.

## News from Abroad

### HISTORY OF EDUCATION SOCIETY [England]

The History of Education Society (England) held its 1974 Annual One Day Conference at the School of Education, University of Leicester on Saturday, May 18. The following papers were presented:

J. F. C. Harrison (U. of Sussex) "The Self-Education of Working Men in the Nineteenth-Century"

Peter Carpenter (Cambridge Institute of Education) "Gordonstoun and the Hahn Tradition"

Keith Dent (Anstey College) "Informal Education of the Landed Classes in the Eighteenth-Century: Some Considerations" ' "

Graham H. Healey (U. of Sheffield) "Arts and Sciences to serve the State —Education in Meiji Japan"

M. D. W. Poole (Mather College) "Prelacy and Privilege: Anglican Bishops and the Public Schools 1830-1870"

The Society also publishes lists of theses on subjects in the history of education completed for higher degrees at British universities. Presently available are lists for the years 1970, 1971, and 1972. Interested parties should contact Mrs. B. Starkey, 4 Marydene Drive, Evington, Leicester, LE5 6HD, England.

### AUSTRALIAN AND NEW ZEALAND

### HISTORY OF EDUCATION SOCIETY

ANZHEs will hold its 1974 Conference at St. Paul's College, University of Sydney between the dates of August 23-August 25, 1974. Papers will be presented on the following topics:

- A. G. Austin "Australian Education, 1788-1901: A Reappraisal"
- F. A. Beck and R. Johnson "Education of Women from Antiquity until the Sixteenth-Century"
- Sir Harold Wyndham "Education and the Mechanics of Government: An Examination of Events in N.S.W., 1910-1912"
- David McKenzie "The Influence of Victorian Immigrant Teachers on Otago Education, 1870-1900"
- Andrew Spaul "Equal Pay for Women Teachers and the N.S.W. Teachers' Federation"
- Alan Cumfing "An Analysis of J. S. Mill's *The Subjection of Women*"
- Bob Bessant "The Domestic Science School and Women's Place"

Anyone interested in this conference should contact R. Peterson, Department of Education, University of Sydney, Sydney, 2006, Australia.

ANZHEs also publishes the *ANZHEs JOURNAL* which appears in April and October each year. The editor will be pleased to receive articles concerned with the history of education and related areas. Interested parties should contact B. Bessant, Editor, *ANZHEs JOURNAL*, School of Education, La Trobe University, Bundoora, 3083, Victoria, Australia.

## Research Opportunities, Grants and Awards

### JAMESTOWN PRIZE

The Institute of Early American History and Culture announces the inception of a new annual manuscript award, the Jamestown Prize, which supersedes its two former awards—the Jamestown Foundation Award and the Institute Manuscript Award covering the periods before 1760 and 1760-1815 respectively. The Jamestown Award will cover the full chronological span of early American history and carry a monetary award of \$1,500. In addition, the Institute guarantees publication of the winning manuscript. Further details about this award are to be found in the July, 1974 issue of the *William and Mary Quarterly*.

## HENRY BARNARD PRIZE

Please refer to the appropriate entry concerning the Society's newly established awards.

## HISTORY OF EDUCATION SOCIETY AWARD

Please refer to the appropriate entry concerning the Society's newly established awards.

# For Your Information

*Universal History of Education?*—The Director of the International Bureau of Education (UNESCO) has asked Professor J. Katz, President of the World Council of Comparative Education Societies, in conjunction with his colleagues to study the feasibility of compiling a "Universal History of Education." The comparatists, although feeling that such an undertaking would be "useful," also feel that the lack of adequate national histories make such a project impractical at the present time. To remedy this situation the W.C.C.E.S. has put forth the proposal that a series of national monographs be created as a positive first step. The size of this undertaking (130 proposed titles) as well as the cost factor (\$5,000 to \$10,000 per study) has led the I.B.E. to stress a less ambitious scheme concentrating upon the evolution of educational themes in the recent past, since 1900. While an "historical approach would be followed" the main emphasis, so says the I.B.E., would be more appropriately styled as an initial study of educational philosophy or a comparative study of educational theories in the twentieth-century. Work, however, will continue on the gathering of information on the history of education and on studying the feasibility of a truly "Universal History of Education."

*Review of Education*—Henry J. Perkinson (N.Y.U.) has undertaken the editorship of a new journal, *The Review of Education*. Appearing quarterly, the *Review* will be devoted to critical and in-depth essay reviews of the most current works published in the general field of education—it will cover scholarly and professional books, trade books and reprints as well as textbooks and readers, teaching and research materials in various formats, and important foreign language publications. Redgrave Information Resources Corporation, Westport, Connecticut, 06880, will publish and distribute the *Review* which is tentatively priced at \$14.00 per year to individual subscribers. The first quarterly issue is scheduled to appear in February, 1975.

*William and Mary Quarterly Cumulative Index*—The *William and Mary Quarterly* will issue a new cumulative index covering volumes 16-30 (1959-1973) of its third series. Publication is scheduled for the Fall/Winter 1974.

*Calender of Meetings*—As a service to the educational community the National Catholic Education Association annually publishes its *Calender of Meetings of National and Regional Education Associations*. Those desiring copies of this *Calender* should contact the National Catholic Education Association, one DuPont Circle N.W., Washington, D.C., 20036.

*Family in America*—Arno Press, 330 Madison Avenue, New York, New York, 10017, has issued a catalog containing 44 titles of primary and secondary source material dealing with the family in American history. A free descriptive catalog, *The Family in America*, is available from the publisher upon request. In addition to this collection, Arno Press also has available descriptive brochures covering the following areas of interest: *Children and Youth: Social Problems and Social Polity*, *American Education: Its Men, Ideas and Institutions*, *American Women: Images and Realities*, and *The Rise of Urban America*. Like *The Family in America*, these brochures are free upon request.

*American Society for Eighteenth-Century Studies*—The East-Central Region of the American Society for Eighteenth-Century Studies will hold its Fifth Annual Conference on October 10-12, 1974 at the Cavalier Oceanfront Hotel, Virginia Beach. Interested parties should contact Professor Leland D. Peterson, Department of English, Old Dominion University, Norfolk, Virginia, 23508, for further information.

*Courses in the History and Philosophy of Professionalization*—The Department of History and Philosophy of Education, New York University, announces a new series of courses in the History and Philosophy of Professionalization. This series presents an in-depth treatment of the process of professionalization. The central questions of this inquiry include: How did different generations learn the intellectual and moral costs of social success in America? How did different professional ideologies lodge themselves in specific educational institutions? Does social theory design limitations on occupational exploitation? In what ways have knowledge claims been used in professions to interpret questions of legitimacy, autonomy, accountability, and responsibility? Those desiring additional information concerning these courses should contact the Department of History and Philosophy of Education, Room 737, 239 Greene Street, School of Education, New York University, New York, New York, 10003.

*Rethinking Educational Equality*—Andrew T. Kopan (DePaul Un.) and Herbert J. Walberg (Un. of Illinois, Chicago Circle) have co-edited a new book entitled *Rethinking Educational Equality*. The text is to be published

by the McCutchan Publishing Corporation, Berkeley, California, for the National Society for the Study of Education.

M. M. Chambers (Illinois State Un., Bloomington-Normal) has recently had published his study *Higher Education and State Governments, 1970-1975* by The Interstate Printers and Publishers, Inc., Danville, Illinois. Presenting facts and figures on the operation of state universities, colleges and community colleges in each of the fifty states, his work should be of great value to historians of education in general. To those dealing with questions concerning higher education in the recent past it should prove to be an invaluable source of well documented materials.