

A member of the Taylor & Francis Group

### **New Books!**

### THE TEACHER'S VOICE:

A History of Teaching in Twentieth Century America Edited by Richard J. Altenbaugh, Northern Illinois University

This anthology reconstructs the careers of twentieth century teachers. It emphasizes the parts played by crucial social, economic and political events and issues, as well as those played by the school organization in shaping the teachers' evolving perceptions of their roles as teachers in a particular community. It is multidimensional in scope, stressing qualitative research supported by in-depth analyses. This study also focuses on a comparative examination of teachers' experiences and perceptions in different regions. Settings include: 'Women's Work', 'Teachers and their Communities', and 'Professionals or Workers?'

> February 1992 • 224 pages 1-85000-960-0 Hardcover \$79.00 1-85000-961-9 Softcover \$26.00

### THE 'GIRL QUESTION' IN EDUCATION Vocational Education for Young Women in the Progressive Era

Jane Bernard Powers, San Francisco State University

### Studies in Curriculum History Series

In 1930, vocational courses for young women consisted of training for office work, home economics and some trade education. The fact that coursework in all three of these fields existed in secondary schools before the turn of the century would suggest that the vocational education movement was 'much ado about nothing'. This study explains and documents that the simplicity of offerings belies the complexity and significance of the reform movement.

The author shows that the vocational function of schools was enlarged and made specific in the first two decades of the century and illustrates how sex segregation in vocational training was institutionalized. Now that people are again debating the 'woman question' in the form of equal opportunity for women, this book is a timely and significant contribution to the literature of educational history and women's history.

> April 1992 • 208 pages 1-85000-847-7 Hardcover \$58.00

To order, write to Taylor & Francis, 1900 Frost Road, Suite 101, Bristol, PA 19007-1598. Or call, TOLL-FREE 1-800-821-8312

# Literacy in the United States

Readers and Reading since 1880

Carl F. Kaestle; Helen Damon-Moore, Lawrence C. Stedman, Katherine Tinsley, and William Vance Trollinger, Jr.

This insightful book sheds new light on the issue of literacy in America, providing a social history that broadens the definition of literacy and considers who was reading what, under what circumstances, and for what purposes.

"A watershed book."—David Tyack \$35.00

## Jews in the American Academy, 1900-1940

The Dynamics of Intellectual Assimilation

### Susanne Klingenstein

In this engaging book, Susanne Klingenstein examines in depth the careers of the first Jewish professors of humanities in American universities—from Leo Weiner at Harvard in the 1890s to Lionel Trilling at Columbia forty years later.

"An **absorbing** study."—*Kirkus* \$35.00

### Wesleyan University

A New England School in Transition, 1831-1910

### David B. Potts

This "readable history" (Hugh Hawkins) of Wesleyan's first eighty years offers both a fascinating account of the development of a prestigious institution and a new perspective on many aspects of higher education, culture, and society in nineteenth-century America. \$35.00



# Blacks in the White Establishment?

A Study of Race and Class in America

### Richard L. Zweigenhaft and G. William Domhoff

"A fascinating and well-told story of black mobility into the white establishment spnsored by elite private schools during the 1960s and 70s."—E. Digby Baltzell

"An accurate and truthful portrayal of one of America's most successful educational programs....Eloquent,... extraordinary."—Garry D. Howard, The Philadelphia Inquirer \$27.50

### Now available in paperback

Winner of the History of Education Society's and the American Educational Research Association's Outstanding Book Awards

## The Making of an American High School

The Credentials Market and the Central High School of Philadelphia, 1838-1939

### David F. Labaree

"Provides important insights into how a public high school of the past functioned effectively."—V.P. Franklin, *Journal of American History* \$17.00

### **Yale University Press**

92A Yale Sta., New Haven, CT 06520



Taylor & Francis Group Journal of the History of Education Society

# History of Education

### Editor Roy Lowe

School of Education, University of Birmingham, PO Box 363, Birmingham B15 2TT, UK

# Scope



An additional 50 pages for 1993

**HISTORY OF EDUCATION** has attracted considerable attention among social historians and others interested in the development of education in all parts of the world. The journal publishes original research, and major reviews of books on the history of education, whether in formal institutions or informal situations. Articles range from schooling at different periods and the teaching of specific subjects in schools, universities and colleges, to government policy, administration and philosophies of education. Special issues have focused on women and schooling, the Second World War, and education in Wales and Scandinavia.

# **Recent Contents**

Thatcherism and English education: breaking the mould, or confirming the pattern? *Richard Johnson (UK)* / Rooting racism into educational experience, *W. E. Marsden (UK)* / What women learned from the Second World War, *Penny Summerfield (UK)* / The progressive educator and the Third World: a first look at *John Dewey, Ronald K. Goodenow (USA)* / Policy, politics and pragmatism: the State and the rural school in colonial New South Wales, *Noeline J. Kyle (Australia)* / Nationalists' demand for university education in Nigeria and Government's response, 1920 – 1948, *S. S. Obidi, (Nigeria)* / Conservative feminism and female education in the eighteenth century, *Jane McDermid (UK)* / Historiography of compulsory schooling: what is the problem? *Pavla Miller (Australia)* / Sex or class: the education of working class women, 1800 – 1870 – 3 discussion papers, *Keith Flett, June Purvis and Meg Gomersall (UK)*.

# Publisher: Taylor & Francis Ltd

Subscription InformationVolume 21 (1992)QuarterlyInstitutional: US\$210 / £122

ISSN 0046-760X

Send for a free sample copy to:

TAYLOR & FRANCIS UK: Rankine Road, Basingstoke, Hants RG24 0PR

USA: 1900 Frost Road, Suite 101, Bristol, PA, 19007–1598

# Cambridge University Press

### New Profession, Old Order

Engineers and German Society, 1815-1914

#### Kees Gispen

"In this sensitive study, Kees Gispen looks at engineering from the least theoretical and broadest based of its sectors-the mechanical and civil practitioners." -History of Education Quarterly

37198-8 Hardcover \$47,50

### Pitt Rivers

The Life and Archaeological Work of Lieutenant-General Augustus Henry Lane Fox Pitt Rivers, DCL, FRS, FSA Mark Bowden

General Pitt Rivers (1827-1900), was known as the father of scientific archaeology. He was influential in four fields during his lifetime: military training, anthropology, archaeology, and public education. This entertaining and thoroughly researched study describes the General's career in the army, his activities in public education, and his impact on the development of British archaeology. 40077-5 Hardcover \$39.95

### **An Educational War** on Poverty

American and British Policy-Making, 1960-1980

#### Harold Silver and Pamela Silver

In this major transatlantic study two senior educationalists examine both President Johnson's education programs and similar processes in Britain-notably the Plowden report of 1967.

38149-5 Hardcover \$64.95

### Historical Role Analysis in the Study of Religious Change

Mass Educational Development of Norway, 1740-1891

### John T. Flint

This study in historical sociology explores the relationship between educational development and religious change in Norwegian society during a period of significant social and economic transition. ASA Rose Monograph Series 37099-X Hardcover \$34.50

### CAMBRIDGE UNIVERSITY PRESS

40 West 20th Street, New York, NY 10011-4211. Call toll-free 800-872-7423.

### **CALL FOR PAPERS**

Special Issue

The History of Women and Education

Editorial Board for this Issue: Joan Burstyn, Lynn Gordon, Linda Perkins, Sally Schwager

In 1993 the History of Education Quarterly will publish a special issue on the history of women and education. We seek manuscripts addressing all aspects of this topic. We are particularly interested in work with a comparative perspective (e.g., American and European), with a focus on minority women and/or women of color, focusing on teachers, dealing with women and educational leadership, and looking at women and education outside of such traditional settings as schools and colleges. Please submit manuscripts by December 1992 to the Editor, History of Education Quarterly, School of Education, Room 203, Indiana University, Bloomington, IN 47405.

Please note: Manuscripts should be prepared according to Style A of *The Chicago Manual of Style* (13th ed.), double spaced, limited to twenty-five pages exclusive of notes, and submitted in duplicate. Notes should be double spaced and placed at the end of the article.

# *History of Education Quarterly*

Index III for Volumes 21–30 1981–1990

by Gary L. Bailey

Index III sells for \$14.00 to individual members of the History of Education Society and for \$20.00 to institutions and non-members (10 percent agency discount available). Add \$7.00 for airmail postage.

Payment in U.S. dollars only.

To place orders write to *History of Education Quarterly*, School of Education, Indiana University, Bloomington, IN 47405.

### **To Our Contributors**

Format for submissions:

- 1. All copy should be typed double-spaced, including between and *within* footnotes. Allow approximately a one-inch margin on all four sides of the page.
- 2. Preferred article length is 25 pages, exclusive of footnotes.
- 3. Authors should use a type size that is no smaller than elite type.
- 4. Two copies of the manuscript should be submitted on white paper, addressed to the *History of Education Quarterly*, School of Education, Indiana University, Bloomington, IN 47405. *Manuscripts ure not returned unless article is accompanied by self-addressed envelope with sufficient postage*.
- 5. Footnotes should be listed in a separate section at the end of the articles. The following format should be used for references:

### Book:

'Neil Coughlan, Young John Dewey: An Essay in American Intellectual History (Chicago, 1972), 92.

### Edited Book:

<sup>2</sup>Pierre Bourdieu, "Cultural Reproduction and Social Reproduction," in *Knowledge*, *Education*, *and Cultural Change*, ed. Richard Brown (London, 1973), 71–112.

### Journal Article:

<sup>3</sup>John Rury and Glenn Harper, "The Trouble with Coeducation: Mann and Women at Antioch, 1853–1860," *History of Education Quarterly* 26 (Winter 1986): 481–502.

### Popular Magazine Article:

<sup>4</sup>W. Caspari and R. E. Marshak, "The Rise and Fall of Lysenko," Science, 16 Aug. 1965, 275–78.

### Unpublished Work:

<sup>5</sup>Richard Simon, "Comedy, Suffering, and Human Existence" (Ph.D. diss., Stanford University, 1977), 100–102.

### Manuscript:

'Hiram Johnson to John Callan O'Laughlin, 16 July 1916, file 6 box 20, O'Laughlin Papers, Roosevelt Memorial Collection, Harvard College Library.

The style of the *History of Education Quarterly* conforms very closely to *The Chicago Manual of Style*, 13th ed. (Chicago, 1982). Authors should consult this manual if they have further questions.