# history of education quarterly

**Article Submissions**: Manuscripts must be submitted electronically to the *History of Education Quarterly* manuscript submission site at journals.sfu.ca/heq. Questions regarding submissions can be directed to the editorial staff at HEQedit@uml.edu. The editors will only consider articles that have been submitted exclusively to the *History of Education Quarterly*.

**Book Reviews**: Assignments of reviews are made from a file of potential reviewers. To have your name added to that file, please send your curriculum vitae to the book review editor at HEQbooks@uml.edu. Requests to review particular books cannot be honored.

HISTORY OF EDUCATION QUARTERLY (Print ISSN: 0018-2680 Online ISSN: 1748-5959) is published quarterly on behalf of the History of Education Society in conjunction with the University of Massachusetts Lowell, 529 O'Leary, 61 Wilder Street, Lowell, MA 01854 by Cambridge University Press, One Liberty Plaza, New York, NY 10006.

**Postmaster**: Send all address changes to *History of Education Quarterly*, Cambridge University Press, Journals Fulfillment Dept., One Liberty Plaza, New York, NY 10006.

**Publisher**: *History of Education Quarterly* is published by Cambridge University Press, One Liberty Plaza, New York, NY 10006; Telephone: +1 212-337-5000; Email: newyork@cambridge.org

#### **Information for Subscribers**

History of Education Quarterly is published in 4 issues per year. Institutional subscription prices for 2021 are: Print & Online: \$315; Print Only: \$291; Online Only: \$253. For customers in North America, email subscriptions\_newyork@cambridge.org or call (800) 872-7423, option 4. For customers outside North America, email journals@cambridge.org or call +44 (0)1223 326070

**Back Issues**: Single issues from the current volume are available at the current single-issue price from subscriptions\_newyork@cambridge.org. Earlier issues may be obtained from Periodicals Service Company, 351 Fairview Avenue – Ste 300, Hudson, NY 12534, USA. Telephone: +1 518 822-9300; Email: psc@periodicals.com

# **Copyright and Copying**

Copyright © 2021 History of Education Society. All rights reserved. No part of this publication may be reproduced in any form or by any means, photocopying, electronic, or otherwise, without permission in writing from Cambridge University Press. Policies, request forms, and contacts are available at: http://www.cambridge.org/about-us/rights-permissions/

Permission to copy (for users in the USA) is available from the Copyright Clearance Center (CCC), http://www.copyright.com, info@copyright.com

**Advertising**: To advertise in the journal please email USAdSales@cambridge.org or call +1 212 337-5053 (for customers in North America); email ad\_sales@cambridge.org or call +44 1223 325083 in the rest of the world.

# Disclaimer

Statements of facts and opinion in the articles in *History of Education Quarterly* are those of the respective authors and contributors and not of the History of Education Society or Cambridge University Press. Neither Cambridge University Press nor the History of Education Society make any representation, express or implied, in respect of the accuracy of the material in this journal and cannot accept any legal responsibility or liability for any errors or omissions that may be made.

# **History of Education Quarterly**

University of Massachusetts Lowell 529 O'Leary, 61 Wilder Street Lowell, MA 01854-3051 USA

# **Editorial Staff**

## Co-Editors

A.J. Angulo, University of Massachusetts Lowell Jack Schneider, University of Massachusetts Lowell

# **Associate Editor**

Christopher Carlsmith, University of Massachusetts Lowell

# **Book Review Editors**

Ethan Hutt, University of North Carolina at Chapel Hill Sonya Ramsey, University of North Carolina at Charlotte

# **Managing Editor**

Kim Tolley, Notre Dame de Namur University

# **Editorial Assistants**

Megan Hadley, University of Massachusetts Lowell Karalyn McGovern, University of Massachusetts Lowell

# **Editorial Board**

Derrick Alridge, University of Virginia
Zoe Burkholder, Montclair State University
Marcelo Caruso, Humboldt University
of Berlin, Germany
Dionne Danns, Indiana University
Jason Ellis, University of British Columbia,
Canada
Adam Laats, Binghamton University
Laura K. Muñoz, University of
Nebraska-Lincoln
Margaret A. Nash, University of California,
Riverside

Adam Nelson, University of Wisconsin-Madison
Derek Taira, University of Hawai'i at Mānoa
John Thelin, University of Kentucky
Diane Ravitch, New York University
Eugenia Roldan Vera, CINESTAV,
Mexico City, Mexico
Kim Cary Warren, University of
Kansas
Ting-Hong Wong, Academia Sinica,
Taipei

# **History of Education Society**

The History of Education Society is an international scholarly society. Its purposes are to encourage and facilitate research in the history of education, to promote and improve the teaching of history of education, to encourage cooperation among specialists in the history of education, and to promote an appreciation of the value of historical perspective in the making of educational policy.

# Officers, 2021–2022

#### President

Christopher M. Span, University of Illinois, Urbana-Champaign

### Past President

Yoon Kyung Pak, University of Illinois, Urbana-Champaign

# Vice President

Benjamin Justice, Rutgers University

#### Treasurer

Linda Eisenmann, Wheaton College

# Secretary

Milton Gaither, Messiah College

# **Board of Directors**

Michelle Purdy, Washington University in St. Louis Katrina Sanders, University of Iowa Mirelsie Velasquez, University of Oklahoma

INDIVIDUAL MEMBERSHIP: Membership is open to anyone interested in the history of education. Membership is on a calendar-year basis only and provides for subscription to the History of Education Quarterly, receipt of the quarterly History of Education Society online newsletter, and receipt of the program of the Society's annual meeting. Members of the Society are automatically members of the International Standing Conference for the History of Education. Dues are \$120 for regular members (print and online), \$105 (online only); \$120 for Emeriti (print and online), \$82 (online only; and \$36 for students (print and online), \$31 (online only). Further information regarding membership and subscriptions, as well as online payment, can be found at https://www.cambridge.org/heq.

To become a member by mail, send a check for the appropriate amount in U.S. dollars only to Member Services, Cambridge University Press, One Liberty Plaza, New York, NY, USA.

Please make checks payable to Cambridge University Press and indicate preferred mailing address and the calendar year in which your subscription should begin. You can also email USmemberservices@cambridge.org or call 800-872-7423 and select option 1, then option 2.

# History of Education Quarterly

Volume 61 • Number 2 • May 2021

# **Contents**

	HES Presidential Address
127	"Racist-Blind, Not Color-Blind" by Design: Confrontin Systemic Racism in Our Educational Past, Present, and Future Yoon K. Pak
	Special Issue on Medieval and Early Modern Education
	Editorial Introduction
150	Trends in the History of Medieval and Early Modern Education in <i>HEQ Christopher Carlsmith</i>
	Articles
158	Marking Time, Making Community in Medieval Schools Sarah B. Lynch
181	Women's Education and Literacy in England, 1066–1540
213	Megan J. Hall A Duchess "given to contemplation": The Education of Margaret Cavendish  F. Mariah Spencer

	Policy Dialogue
240	Policy Dialogue: The Rise and Decline of Catholic Education, 1500-Present  Paul Grendler and Carol Ann MacGregor
	Book Reviews
249	Paul Tractenberg, Allison Roda, Ryan Coughlan and Deirdre Dougherty, <i>Making School Integration Work:</i> Lessons from Morris Reviewed by Zoë Burkholder
251	Kerry T. Burch, Jefferson's Revolutionary Theory and the Reconstruction of Educational Purpose Reviewed by Brian W. Dotts
254	Philis M. Barragán Goetz, Reading, Writing, and Revolution: Escuelitas and the Emergence of a Mexican American Identity in Texas Reviewed by Jesús Jesse Esparza
257	Connie L. Schaffer, Meg White and Martha Graham Viator, William Frantz Public School: A Story of Race, Resistance, Resiliency, and Recovery in New Orleans Reviewed by Al Kennedy
261	Rosalind Hampton, <i>Black Racialization and Resistance at an Elite University</i> Reviewed by Awad Ibrahim and Mohammad A. Abdelrahman
265	Douglas N. Harris, Charter School City: What the End of Traditional Public Schools in New Orleans Means for American Education Reviewed by Walter C. Stern
267	Amaka Okechukwu, To Fulfill These Rights: Political Struggle Over Affirmative Action and Open Admissions Reviewed by Natasha Warikoo

For complete information on the various History of Education Society awards and deadlines, please refer to the society's official website at http://www.historyofeducation.org/.