

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.

CALL FOR PAPERS

To commemorate the 500th anniversary of Christopher Columbus's arrival in the New World, the History of Education Society (United States) and the International Standing Conference for the History of Education (ISCHE) will hold a joint meeting in Cambridge, Massachusetts, 22–25 October 1992.

The program will consist of two concurrent segments—one with papers given by scholars on topics of their choice in the history of education, broadly defined. The second segment will focus on the conference theme: Education in a New World: Global Roots and the American Experience.

For the second segment, we seek papers considering the American experience in education, emphasizing the interaction of ethnic, racial, and religious contributions to the intercultural and multilingual educational experience in the United States, Latin America, and Canada. The History of Education Society hopes to publish the most outstanding papers in this second segment of the conference.

We hope to be able to make individual explicit arrangements with a limited number of guests from Eastern Europe about paid residence, financial assistance for travel, etc. Participants from countries with currency problems, who need such assistance to attend the conference, should accompany their proposals with detailed information about their financial needs. *In all other cases, conference organizers cannot undertake any responsibility, financial or otherwise, for participants arriving without the means to provide for their stay during the conference.*

The Program Committee will consider proposals consisting of individual papers or complete sessions, intended for either segment of the conference. Please send *three copies* of a one-page description for each paper, and *three copies* of a vita for each participant to the program chair, Professor Lynn D. Gordon, 428 Lattimore Hall, University of Rochester, Rochester, NY 14627. Proposals should be submitted as early as possible, because planning will begin immediately. The final submission date is 15 March 1992.

The History of Education Society
announces
the 1991 recipient of the
Outstanding Book Award

Jo Burr Margadant
Madame le Professeur:
Women Educators in the Third Republic
Princeton: Princeton University Press
1990

Barnard Prize Winner for 1990
Awarded by the History of Education Society
to:

Jonathan Zimmerman
of The Johns Hopkins University
for
“ ‘The Queen of the Lobby’:
Mary Hunt, Scientific Temperance,
and the Dilemma of Democratic Education
in America, 1879–1906”

THE HISTORY OF EDUCATION SOCIETY AWARD FOR 1992

The History of Education Society awards a prize of \$250 every two years for the best article in the history of education, broadly defined to include work on schools, teachers, higher education, families, and a wide range of cultural and educational institutions. The next award will be presented at the fall 1992 meeting of the Society. Articles published in 1990 or 1991 in refereed journals only (no book chapters, please) are eligible; self-nominations are welcome. The deadline for entries is 1 April 1992. Entrants should send *six copies* of the article to:

Professor James C. Albisetti
Chair, HES Article Prize Committee
Department of History
University of Kentucky
Lexington, KY 40506-0027

The Society reserves the right not to award the prize if the committee makes such a recommendation.

THE ORIGINS OF FEDERAL SUPPORT FOR HIGHER EDUCATION

George W. Atherton and the Land-Grant College Movement

ROGER L. WILLIAMS

"This study uses biography as a vehicle to simultaneously accomplish distinct yet related goals: first, to bring George Atherton his rightful place in the history of American higher education; second, to exhume and assemble heretofore neglected episodes that constitute the roots of conscious, organized federal policy involvement on the part of a group of colleges and universities; and, third, to supplement and modify conventional notions of the 'land-grant legacy' in the historiography of American higher education. The author's conclusions are that on all three counts, conventional treatments have been incomplete—and hence, our understanding of the institutions and policies have been significantly short-sighted." — John R. Thelin, College of William and Mary

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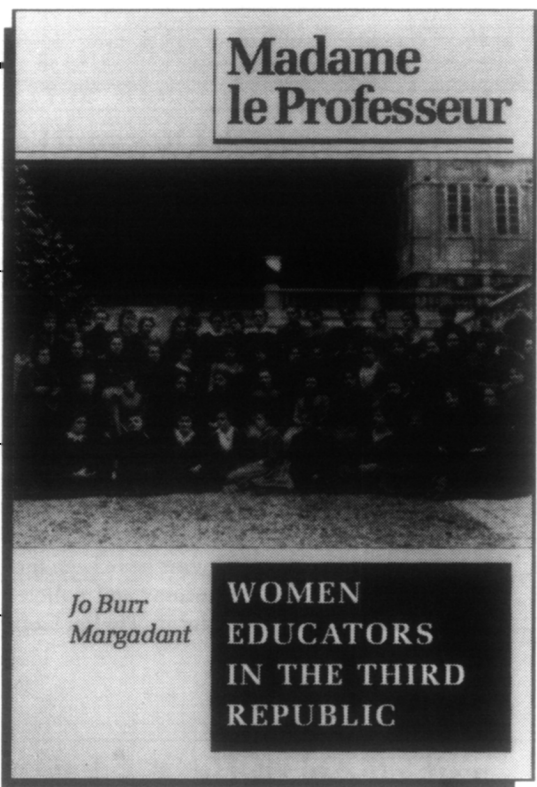
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**Winner of the 1990
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History of
Education Society**

**Co-winner of the
1990 Book Award
from the Berkshire
Conference of
Women Historians**

**Winner of the 1990
Pinkney Prize of
the Society for
French Historical
Studies**

**Winner of the 1990
Alpha Sigma Nu
Book Award for
best book in the
humanities**



A collective biography of France's first generation of female secondary schoolteachers, this book examines the conflict between their public and private lives and situates their new professional standing within the political culture of the Third Republic.

“[Margadant] has produced a detailed, perceptive study on the first generation of women secondary school teachers in France. She is proficient in three roles: as researcher, sensitive reader and skillful writer. This book is not only informative and exciting as history, but touching as a group biography. Its careful analysis will make it a classic book in its field.”

—From the Berkshire Conference citation

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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 are 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:

¹Neil Coughlan, *Young John Dewey: An Essay in American Intellectual History* (Chicago, 1972), 92.

Edited Book:

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

Journal Article:

³John 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:

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

Unpublished Work:

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

Manuscript:

⁶Hiram 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.

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