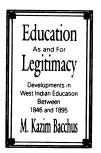
Wilfrid Laurier University Press

1974-1995 Twenty-One Years of Publishing Excellence



Bacchus continues the study of West Indian education he began with his previous book, Utilization, Misuse and Development of Human Resources in the Early West Indian Colonies, arguing that after 1846 the white plantocracy used the educational system to maintain domination following the end of slavery. This book presents the first overall picture of educational developments in the British West Indies and pays special attention to the historical context in which they occurred.

January 1995 xx + 339 pp 0-88920-231-1 Paper \$35.00 In the U.S.A., order from: Humanities Press International Inc. 165 First Avenue Atlantic Highlands, NJ 07716-1289 Telephone: (908) 872-1441 Fax: (908) 872-0717



Learning from the Past

EDITED BY DIANE RAVITCH And Maris A. Vinovskis WHAT
HISTORY
TEACHES
US ABOUT
SCHOOL
REFORM



"The quality of the contributors alone is enough to make this an excellent book. It is a valuable compendium—and bibliography—of recent thinking on the historical context of current discussions of educational reform. It should be read by educational policymakers and by anyone who wants to be sufficiently well-informed about educational matters to participate in the reform process."

—Robert A. McCaughey, Barnard College

\$16.95 paperback

THE JOHNS HOPKINS UNIVERSITY PRESS

Hampden Station, Baltimore, MD 21211 • To order, call 1-800-537-5487.

From "Backwardness"

To "At-Risk" Childhood Learning Difficulties and the Contradictons of School Reform Barry M. Franklin

"Barry M. Franklin's history of low-achieving, troubled, innocent children is sometimes chilling. For all their ostensible attempts to help children, America's public schools have frequently clipped the wings of youth. With a poet's eye but historian's sensibility, Franklin deftly recovers missing pages of the past. He provides the reader with valuable historical perspective on current policy debates on at-risk children."

- From the Foreword by William J. Reese

208 pp • \$19.95 pb • ISBN 0-7914-1908-8

State University of New York Press c/o CUP Services PO Box 6521 Ithaca, NY 14851 1-800-666-2211 (orders)

Please add \$3 for first copy, \$.50 each additional copy. NY State residents add 8% sales tax. VISA, MasterCard, American Express, Discover.

The School That Refused to Die

Continuity and Change at Thomas Jefferson High School Daniel L. Duke

"Dr. Duke's very scholarly analysis of the history of Tee-Jay reminds us that, as we rush headlong into school restructuring and systemic change of school organization, we cannot ignore the history and traditions of each individual school in the process. Clearly the current wave of reform is at the school level; therefore, we must understand each school as a unique organization.

— William D. Silky, State University of

291 pp • \$18.95 pb • ISBN 0-7914-2332-8

New York at Oswego

THE BARBED-WIRE COLLEGE

Reeducating German POWs in the United States during World War II

Ron Robin

Few Americans are aware that enemy prisoners of war were incarcerated on U.S. soil during World War II. Using personal narratives, camp newspapers, and military records, Ron Robin re-creates in arresting detail the attempts of prison officials to mold the lives and minds of their 380,000 German prisoners.

Under the direction of the Pentagon, prisoners were subjected to an ambitious reeducation program designed to turn them into American-style democrats. But the reeducation officials neglected to account for one factor: an entrenched German military subculture in the camps, with a rigid chain of command and a propensity for murdering "traitors." The result of their neglect was utter failure for the reeducation program.

Cloth: \$29.95 ISBN 0-691-03700-0 Due April 1995

IMPROVING POOR PEOPLE

The Welfare State, the "Underclass," and Urban Schools as History

Michael B. Katz

"Michael Katz is not just the leading historian of urban poverty and social policy in the United States; he is of that rare breed of scholars who believes in changing the world he interprets. And as he demonstrates in these powerful, moving essays on welfare reform, the 'underclass' debate, and urban education, interpreting the past is not only essential for creating a different future but often just as difficult.

"His deeply personal account of his struggle to straddle the worlds of academics and activism adds a rich dimension to an already razor-sharp and hardnosed analysis. Anyone truly concerned about the plight of America's inner cities must read this book."
—Robin D. G. Kelley, author of Race Rebels: Culture, Politics and the Black Working Class

Cloth: \$22.50 ISBN 0-691-02994-6

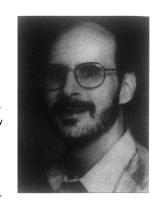
PRINCETON UNIVERSITY PRESS

AVAILABLE AT FINE BOOKSTORES OR DIRECTLY FROM THE PUBLISHER: 800-777-4726

CONFLICTING PATHS

Growing Up in America HARVEY I. GRAFF

Harvey J. Graff, a distinguished social historian, mines more than five hundred personal narratives for what they can tell us about the passage from childhood to maturity in America. Drawing on diaries, memoirs, autobiographies, and letters, he builds a penetrating complex, firsthand account of how childhood, adolescence, and youth have been experienced and understood—as functions of familial and social relations, as products of biology and physiology, and as cultural and political constructs. In these individual stories and the larger story they constitute, Graff exposes the way social change—including institutional developments and shifting attitudes, expectations, and policy—and personal experience intertwine in the process of growing up.



TO THE ENDS OF THE EARTH

Women's Search for Education in Medicine THOMAS NEVILLE BONNER

"A clearly written and comprehensive historical account of the evolving national, legal, and educational structures bearing on women's medical education and licensing." —Robert A. Nye, Science

"A fresh examination of the different strands of [women's] long and intense struggle for medical training." —Margaret W. Rossiter, *Nature* 27 halftones \$16.95 paper



THE USES OF THE UNIVERSITY

Fourth Edition CLARK KERR

\$15.95 paper

"No book ever written has provided such a penetrating description of the modern research university or offered such insightful comments on its special tensions and problems. With this new edition, Clark Kerr adds to the original text with commentary on the evolution of our universities during the thirty years since the work first appeared."

—Derek Bok

"Still the finest introduction available to one of America's most remarkable and least understood inventions: the research university. Probably the most learned, witty, and indiscrete book ever written by a university president, yet still wise in a way that stands the test of time." —Christopher Jencks The Godkin Lectures



Jewi Learn

— The First Century

Paul Ritterband and Harold S. Wechsler

"An authoritative study of the emergence of Jewish studies on the American campus. . . . coherent and insightful."

-Kirkus Reviews

The first history of Judaic studies as a secular academic field in American universities. Jewish Learning in American Universities narrates the evolution of Jewish studies as an academic discipline within the history and sociology of higher education in America. Drawing from university and private archives, Ritterband and Wechsler offer a fascinating account the history, personalities, and debates surrounding Jewish studies programs as they grew on American campuses in the second half of this century.

> The Modern Jewish Experience 384 pages, cloth \$35.00

> > At bookstores or from

Bloomington, IN 47404

Orders: 1-800-842-6796

To Our Contributors

Format for submissions:

- 1. All copy should be typed double-spaced, including between and *with-in* footnotes. Allow approximately a one-inch margin on all four sides of the page.
- 2. Articles should be no more than 35 pages *including* footnotes (or, no more than 9,000 words).
- 3. Article font should be 10 characters per inch (or pica 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 the article is accompanied by a self-addressed envelope with sufficient postage.
- 5. The author's name should appear only on the title page of the article.
- 6. Footnotes should be listed in a separate section at the end of the article. 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:

³ 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:

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.

Second and subsequent references:

⁷Coughlan, Young John Dewey, 92.

⁸ Rury and Harper, "The Trouble with Coeducation," 492.

The style of the *History of Education Quarterly* conforms very closely to *The Chicago Manual of Style*, 14th ed. (Chicago, 1993). Authors should consult this manual if they have further questions.