

**History of Education Society
Annual Meeting: October 25-28, 2007
Cleveland Marriott Downtown at Key Center
Cleveland, Ohio**

<http://steinhardt.nyu.edu/conference/hes2007>



James A. Garfield, the educator, Garfield Memorial, Lakeview Cemetery, Cleveland, Ohio, 1890, photo by Einar Einarsson Kvaran

HES 2007 Conference Sponsors

John Carroll University: College of Arts and Sciences

Cleveland State University: College of Education and Human Services

**New York University: Steinhardt School of Culture, Education, and
Human Development**

Rockefeller Archives, Tarrytown, New York

University of Washington: School of Education

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Thursday, October 25:

8:30-3:00: Directors Meeting-Ontario Meeting Room

3:00-5:00: Registration (Robert Hampel, HES Secretary-Treasurer)

4:00-6:00: Concurrent Sessions

1. Depression, Recovery, War, and Higher Education-Superior Meeting Room

Chair and comment: Christian K. Anderson, University of South Carolina
(anders77@gwm.sc.edu)

A. On Albert Einstein's Non-Participation in Harvard's 1936 Tercentenary Celebrations, Arnold Reisman, Independent Scholar (arnoldreisman@sbcglobal.net)

B. The Forgotten GI: The Servicemen's Readjustment Act and Black Colleges, Meghan Wilson, University of Pennsylvania (meghanw@dolphin.upenn.edu)

C. Higher Education and Democracy: The Impact of the 1947 President's Commission on Higher Education, Philo Hutcheson, Georgia State University (phutches@gsu.edu)

2. Jumpin' Jim Crow: Responses to Segregation from Students, Teachers, and Schools-Erie Meeting Room

Chair: Hilton Kelly, Davidson College (hikelly@davidson.edu)

Comment: Cally Waite, Teachers College, Columbia University (cwaite@tc.edu)

A. Higher Education Desegregation: The Vision of Charles Houston and the NAACP Legal Defense Fund, Vickie Suggs, Georgia State University (vickie@cc.gatech.edu)

B. Journeys: The Pursuit of Graduate Study during Jim Crow, Donna Jordan-Taylor, University of Washington (djjt@u.washington.edu)

C. A Story Untold: How Five African American Women Used State Aid Acts To Attain Advanced Degrees, 1940-1959, Lowell K. Davis, Indiana University (lokDavis@indiana.edu)

6:00-8:00: Welcome Reception-Sponsored by John Carroll University-College of Arts and Sciences-Salons A, B, and C

Friday-October 26

Friday, October 26:

8:00-4:00: Registration (Robert Hampel, University of Delaware, HES Secretary-Treasurer)

9:00-5:00: Book Exhibit (David Gamson, Pennsylvania State University, coordinator)-Huron Meeting Room

8:30-10:00: Concurrent Sessions

1. Educating the State: Contested Authority over Education in Postwar America-Erie and Superior Meeting Rooms

Chair and comment: Adam Nelson, University of Wisconsin-Madison (anelson@education.wisc.edu)

A. The Walking City Sits Down: The Consequences of the Sit-ins for Montgomery's Civil Rights Movement, Robert Heinrich, Brandeis University (robheinrich@brandeis.edu)

B. Democracy, Professionalism, and the State: The Politics of Teacher Preparation in Los Angeles, Bethany L. Rogers, College of Staten Island (rogersb@mail.csi.cuny.edu)

C. Neighborhood Schools, National Debate: Local Education on Capitol Hill in the 1960s, Lindsay M. Silver, Harvard University (lsilver@fas.harvard.edu)

D. Compton Unified, Compton Divided: California's Proposition 13 and the Struggle Over a Suburban School System, Emily E. Straus, SUNY Fredonia (straus@fredonia.edu)

2. Education in Canada-Salon A

Chair and comment: Jeffrey Mirel, University of Michigan (jmirel@umich.edu)

A. Print Media, Public Discourse, and the Movement for State Schooling in Early-Nineteenth Century Upper Canada, Anthony Di Mascio, University of Ottawa (adima034@uottawa.ca)

B. The Making of a Universal System of Education: Egerton Ryerson and the Influence of His Transnational Tours, Paul Reale, University of Chicago (reale@uchicago.edu)

C. Where's Luella?: Teachers' Institutes in Late Nineteenth Century Ontario, Patrice Milewski, Laurentian University (pmilewski@laurentian.ca)

3. Mobilization and Progressive Education in the U.S. during World War Two-Salon B

Chair: Judith Kafka, Baruch College, The City University of New York (judith_kafka@baruch.cuny.edu)

Comment: David Gamson, Pennsylvania State University (dag17@psu.edu)

A. Corporate Sponsorship of Science Education at the New York World's Fair and in Wartime, 1939-1945, Sevan Terzian, University of Florida (sterzian@coe.ufl.edu)

B. "Treason in the Textbooks:" Reinterpreting the Harold Rugg Textbook Controversy in the Context of Schooling During Wartime, Charles Dorn, Bowdoin College (cdorn@bowdoin.edu)

C. When Progressive Education Saved the World: The Civil Affairs Training School at Stanford University, 1943-1945, Benjamin Justice, Rutgers University (bjust@rci.rutgers.edu)

4. Catholic Education in the United States-Salon C

Chair: Lester Goodchild, Santa Clara University (lgoodchild@scu.edu)

Comment: The audience

A. Progressive Education and Catholic Schools in the Early Twentieth Century, Ann Marie Ryan, Loyola University Chicago (aryan3@luc.edu)

B. Americanizing the French Pensionnat, Collège, and Lycée: Curricular Changes at the University of Notre Dame, 1842-1930, Lester Goodchild, Santa Clara University

10:15-11:45: Concurrent Sessions

1. Schools and Metropolitan Inequity: Education and Markets in the Late 20th Century-Salon A

Chair: Emily E. Straus, SUNY Fredonia (Emily.Straus@fredonia.edu)

Comment: Matthew Lassiter, University of Michigan (mlassite@umich.edu)

A. The Rise of "Shopping for Schools" in Suburbia, Jack Dougherty, Trinity College (jack.dougherty@trincoll.edu)

B. From Catered Dinners to School Cafeterias: Civic Engagement and Philadelphia Area Schools, 1945-1975, Michael Clapper, St. Joseph's University (mclapper@sju.edu)

C. Building for Growth, Building for Inequity: Nashville, Tennessee, 1960-1980, Ansley Erickson, Columbia University (ate11@columbia.edu)

2. Back to the Future: Dewey on Race, Class, Gender, and Immigration-Salon B

Chair and comment: Sherick Hughes, University of Maryland (shughes1@umd.edu)

A. Dewey's Conception of Democratic Evolution and the Question of Race, Frank Margonis (Frank.Margonis@ed.utah.edu)

B. John Dewey and the Founding of the NAACP, Martha Kransdorf, University of Toledo (martha.kransdorf@utoledo.edu)

C. On the Street: Dewey and the Popular Art of his Day, Nakia Pope, Winthrop College (popen@winthrop.edu)

D. Understanding Dewey's Assumptions About Race and Industrial Development, Joel Spring, Queens College (jspring3@ix.netcom.com)

3. Historical Perspectives on Philanthropy: A Democratizing Force or a Force That Has Served the Interests of Certain Groups?-Superior and Erie Meeting Rooms

Chair and comment: Wayne Urban, University of Alabama (wurban@bamaed.ua.edu)

A. Behind Closed Doors: The Field and Ford Foundations' Role in New York City's Decentralization and Community Control Movements, Jennifer De Forest, University of Virginia (jdeforest@virginia.edu)

B. College Scholarships: Democracy's "River" for Givers of "Small but Timely Gifts" Amy Wells, University of Mississippi (aewells@olemiss.edu)

C. Who Benefits and How Much? White Corporate Philanthropy and Its Support of Private Black Colleges in the 1960/70s, Marybeth Gasman, University of Pennsylvania (mgasman@gse.upenn.edu)

D. Building a Pipeline?: The Rockefeller Brothers Fund's Efforts to Improve Educational Access in the 1960s, Andrea Walton, Indiana University, Bloomington (andwalto@indiana.edu)

4. Education of African Americans in the South (1): 1865-1930-Salon C

Chair and comment: Jim Leloudis, University of North Carolina (leloudis@email.unc.edu)

A. Weak State, Stronger Schools: How Northern Philanthropists Promoted Public Education in the Jim Crow South, Joan Malczewski, New York University (jm186@nyu.edu)

B. Troops to Teachers, Nineteenth Century Style, Ron Butchart, University of Georgia (butchart@uga.edu)

C. The Way We Found Them to Be: Black Teachers and the Politics of Respectability in Jim Crow North Carolina, Hilton Kelly, Davidson College (hikelly@davidson.edu)

12:00-1:00: Lunch Sessions

1. Archives and On-line Resources Session Sponsored by The Rockefeller Archives (Lunch provided; signup at registration desk)-Salon A

Presenter: Darwin Stapleton, Rockefeller Archives (stapled@mail.rockefeller.edu)

**2. Teaching the History of Education: Deepening Conversation and Practice-1
Sponsored by the Steinhardt School of Culture, Education and Human
Development, New York University (Lunch provided; signup at registration
desk)-Superior and Erie Meeting Rooms**

Convener: Bethany L. Rogers, College of Staten Island (rogersb@mail.csi.cuny.edu)

Presentations: Lendol Calder, Augustana College (hicalder@augustana.edu), John Spencer, Ursinus College (jspencer@ursinus.edu), and Joy Ann Williamson, University of Washington (joyann@u.washington.edu)

Homework: Download and read, Lendol Calder, "Uncoverage: Toward a Signature Pedagogy for the History Survey," in *Journal of American History*, March 2006, available at <http://www.indiana.edu/~jah/textbooks/2006/calder.shtml>

3. Lunch with the Presidents, Sponsored by the Steinhardt School of Culture, Education and Human Development, New York University—for Graduate Students, Unemployed Historians, and New Faculty (Lunch provided; signup at registration desk)-Salon C

Chair: Nancy Beadie, University of Washington (nbeadie@u.washington.edu)

12:30-3:30: Halloween Tour of Lakeview Cemetery-Euclid Avenue Gate (12316 Euclid Avenue, Cleveland, Ohio 44106-4393; 216-421-2665.

HES members are invited to participate in Case Western Reserve University's Community Hour, featuring historian Wes Schaub's Halloween tour of Lakeview Cemetery. The tour includes tales of death, murder, and mayhem. Come prepared for walking. The tour is cancelled in case of inclement weather. Call 216-368-1363 for updates or check <http://studentaffairs.case.edu/events/communityhour>.

1:15-2:45: Concurrent Sessions

1. Shaker Heights: The Struggle for Integration-Cosponsors: The Cleveland Public Library (<http://www.cpl.org>) and the College of Education and Human Services Cleveland State University. Louis Stokes Wing, Cleveland Public Library

Chair: David Hammack, Case Western Reserve University (dhammack@ix.netcom.com)

Comment: Stuart Math, director and cinematographer, Stuart Math Films, Inc. (stumath@verizon.net)

Homework: Download and read David C. Hammack, "Shaker Heights: The Struggle for Integration-Reflections on the Making of a Documentary in Urban History" *The Urban History Newsletter* 22 (October 1999), 1-5.

http://uha.udayton.edu/newsletters/22_oct_1999.pdf

Film preview and order form at: http://stuartmathfilms.com/det_struggle.html

2. Higher Education in the Progressive Era-Superior and Erie Meeting Rooms

Chair and comment: Thomas James, Teachers College, Columbia University (james@tc.edu)

Comment: Mary Ann Dzuback, Washington University (madzubac@wustl.edu)

A. Good Stewards of History? The Interplay of Identity and Collective Memory in Maintaining Campus Traditions and Culture at Ole Miss, Amy Wells, University of Mississippi (awells@olemiss.edu)

B. Dancing into Education: World War I and the Roots of Change in Women's Higher Education in Canada, Sara Burke, Laurentian University (sburke@laurentian.ca)

C. Goodnight and "Good Luck:" Brief Excerpts from the Story of Dean Scott Goodnight, Dean of Men, University of Wisconsin, 1916- 1945, Robert Schwartz, Florida State University (rschwart@coe.fsu.edu)

D. The Popular Educator: The University in Your Home, c. 1938, Christine Myers, Bowling Green State University (cdmyers@bgsu.edu)

3. Reaction to the Counterculture-Salon A

Chair and comment: Jennifer De Forest, University of Virginia (jdeforest@virginia.edu)

A. Reversing the Radical Youth Movement of the 1960s: The Youth Task Force of the JDR 3rd Fund, Theresa Richardson, Ball State University (tmrichardson@bsu.edu)

B. How Homeschooling Happened: Legalizing and Popularizing Homeschooling, 1977-1994, Milton Gaither, Messiah College (mgaither@messiah.edu)

4. Education of African Americans in the South (2)-Salon C

Chair and comment: Thomas O'Brien, Ohio State University-Mansfield (obrien.243@osu.edu)

A. A Child Shall Lead Us: R.H. Boyd and the National Baptist Sunday School Publishing Board, Patricia Haggler, New York University (pateacher54@aol.com)

B. Roads Leading Her Southward: Martha Schofield, Melanie Pavich (mlindsay123@charter.net)

C. The Book Collection Tells All: Standards, Exceptions and the Intersection of School Libraries in the History of Southern Secondary Education, Allison Sutton, University of Illinois-Urbana (asutton@uiuc.edu)

3:00-4:30: Concurrent Sessions

1. Struggles for Integration in Education: Perspectives from the State of Ohio—Cosponsors: The Cleveland Public Library (<http://www.cpl.org>) and the College of Education and Human Services, Cleveland State University. Auditorium, Louis Stokes Wing, Cleveland Public Library

Chair: James A. McLoughlin, Dean, College of Education and Human Services, Cleveland State University (j.mcloughlin@csuohio.edu)

Comment: The audience

A. Catholics and the Common Schools in 19th Century Ohio, James Gutowski, Gilmour Academy (gutowskij@gilmour.org)

B. Slovenian Women in Cleveland Schools: Learning English, Marlene Gombach, Cleveland State University (megombach@yahoo.com)

C. Fiddling While Rome Burned: The Creation of Cleveland State University, Ralph Kidder, Marymount University (ralph.kidder@comcast.net)

D. “Twenty Years of Punishment”: Reactionary Discourse and School Desegregation in Cleveland, 1976-1996, James Carl, Cleveland State University (j.c.carl@csuohio.edu) and Argun Saatcioglu, University of Kansas (argun@ku.edu)

2. Beyond the Black/White Binary: Future Directions of the Field-Superior and Erie Meeting Rooms

Chair and comment: Eileen Tamura, University of Hawai‘i at Manoa (etamura@hawaii.edu)

Comment: Marybeth Gasman, University of Pennsylvania (mgasman@gse.upenn.edu)

A. The Asian American Paradox: Everywhere by Nowhere, Sharon Lee, University of Illinois, Urbana (lee1@uiuc.edu)

B. Afflicted with Hispanophobia: Historians of Higher Education, Christopher Tudico, University of Pennsylvania (ctudico@dolphin.upenn.edu)

C. Race, Mexicans, and Urban Space during the Early 20th Century: Implications for the Inter-ethnic Study of Race, Mario Perez, University of Illinois, Urbana (perez@uiuc.edu)

D. Indigenizing Methodologies, Genevieve Tenoso, University of Illinois, Urbana (tenoso@uiuc.edu)

E. Re-Search Space: A Humanizing Discourse, Charlotte Davidson, University of Illinois, Urbana (cwilkin2@uiuc.edu)

3. Making Education Progressive-Salon A

Chair and comment: Michael Johanek, University of Pennsylvania (johanek@gse.upenn.edu)

A. IQ Testing and Progressive Educational Reform in the Boston Public Schools, 1910-1932, Alan Stoskopf, Northeastern University (a.stoskopf@neu.edu)

B. The Eight-Year Study, School Experimentation, and Implementative Research, Craig Kridel, University of South Carolina (craig@sc.edu)

C. “And What Do We Call Italians—Dagoes!”: Consolidating Whiteness in American Classrooms, 1939-1945, Zoe Burkholder, New York University (zoeburk@hotmail.com)

D. Common Ground and the Concept of Diversity: A New Vision for American Culture, 1940-1949, Ethan Schrum, University of Pennsylvania (eschrum@sas.upenn.edu)

4. Reforming(?) the 19th Century College: The UK and the US-Salon C

Chair and comment: Christian K. Anderson, University of South Carolina (anders77@gwm.sc.edu)

Comment: John L. Puckett, University of Pennsylvania (johnp@gse.upenn.edu)

A. Scholars or Grinders? Britain’s Nineteenth-Century Elite and Classical Education: A Re-evaluation, Chris Hagerman, Albion College (chagerman@albion.edu)

B. Higher Education and the Construction of an American Public Sphere, 1865-1900, Woodruff Smith, University of Massachusetts, Boston (woodruff.smith@umb.edu)

4:45-6:00: Plenary Session—Cosponsors: The Cleveland Public Library (<http://www.cpl.org>) and College of Education and Human Services, Cleveland State University. Auditorium, Louis Stokes Wing, Cleveland Public Library

Living the City’s Educational History: Five Native Clevelanders and their Lives in Local Schools

Welcome: Holly Carroll, Deputy-Director, Cleveland Public Library

Chair: Linda Eisenmann, John Carroll University (leisenmann@jcu.edu)

Comment: The audience

Panelists: Linda Eisenmann, John Carroll University

Jeffrey Mirel (jmirel@umich.edu), University of Michigan

Wayne Urban, University of Alabama (wurban@bamaed.ua.edu)

Alan Wieder, University of South Carolina (awieder@gwm.sc.edu)

Regennia Williams, Cleveland State University (r.williams@csuohio.edu).

Saturday October 27

8:00-12:00: Registration (Robert Hampel, University of Delaware, HES Secretary-Treasurer)

9:00-5:00: Book Exhibit (David Gamson, Pennsylvania State University, Coordinator)-Huron Meeting Room

8:30-10:00: Concurrent Sessions

1. Race and Class in the Education of Women-Superior and Erie Meeting Rooms

Chair and comment: Linda Perkins, Claremont Graduate University (linda.perkins@cgu.edu)

A. "I Esteem It a Favor to Myself and My Race": Homemakers' Clubs in the American South, 1912-1919, Christine Woysner, Temple University (cwoyshne@temple.edu)

B. Women Activists and Their Professional Associations in the Early Civil Rights Movement, Carol Karpinski, Fairleigh Dickinson University (karpin@fdu.edu)

C. Educating Country Women: Madge Watt and the British Women's Institutes, 1915-1933, Linda Ambrose, Laurentian University (lambrose@laurentian.ca)

D. "Challenging Jim Crow": Philadelphia Black Women's Strategic Alliances for Education, Kijua Sanders-McMurtry, Agnes Scott College (ksandersmcmurtry@agnesscott.edu)

2. Reforming Individuals, Reformulating Racism: Education, Psychology, and the Simulation of Racial Identity-Salon A

Chair: Jonathan Zimmerman, New York University (Jlzimmer@aol.com)

A. The Cold War on Prejudice: *Brown v. Board* and Educational Psychology, Andrew Hartman, Illinois State University (ahartma@ilstu.edu)

B. From Disadvantage to Disability: The Psychological Origins of Compensatory Education, Catherine Gavin Loss, Independent Scholar (cag2b@ntelos.net)

C. "Ghetto:" Education, Urban America, And the Simulation of Race in the Sixties, Richard Hughes, Illinois State University (rhughes@ilstu.edu)

3. HES 2007 Outstanding Book Award Session-Salon B: *The History of Education Society presents the 2007 Outstanding Book Award to the author of the best book published in 2006.*

Outstanding Book Award Committee Chair: Karen Graves, Denison University (graves@denison.edu)

Committee Members: Richard Angelo, University of Kentucky (angelo@pop.uky.edu) and Bethany L. Rogers, College of Staten Island (rogersb@mail.csi.cuny.edu)

The 2007 Outstanding Book Award: Catherine Kerrison, Villanova University (catherine.kerrison@villanova.edu), *Claiming the Pen: Women and Intellectual Life in the Early American South* (Cornell University Press)

Honorable Mention: R. Scott Baker, Wake Forest University (bakerrs@wfu.edu), *Paradoxes of Desegregation: African American Struggles for Educational Equity in Charleston, South Carolina, 1926-1972* (University of South Carolina Press),

Honorable Mention: Mary S. Hoffschwelle, Middle Tennessee State University (mhoffsch@mtsu.edu), *The Rosenwald Schools of the American South* (University Press of Florida)

4. Early Childhood Education Leaders as Designers: Creating Blocks, Enriching Learning-Salon C

Chair: Blythe F. Hinitz, The College of New Jersey (hinitz@tcnj.edu)

Comment: William Wraga, University of Georgia (wraga@uga.edu)

A. Blocks as “Systems”: Froebel, Hill, Pratt and the Golden Mean Block System, Eugene F. Provenzo, Jr., University of Miami (provenzo@miami.edu)

B. Bridges: Anna Bryan and Others, Blythe F. Hinitz, The College of New Jersey

C. Interlocking Floor Blocks: A Gift of Patty Smith Hill for Today’s Teachers, Elizabeth A. Sherwood, Southern Illinois University, Edwardsville (esherwo@siue.edu)

D. The Unit Blocks: Caroline Pratt’s Legacy to Early Childhood Education, Mary E. Hauser, National-Lewis University (mhauser@nl.edu)

10:15-11:45: Concurrent Sessions

1. Rethinking the History of American Education: The Post-Revisionist Era and Beyond-Superior and Erie Meeting Rooms

Chair and introduction: “A Multifaceted and Changing Field” John Rury, University of Kansas (jrury@ku.edu)

Comment: The Audience

A. Literacy, Common Schools, and High Schools in Colonial and Antebellum America, Maris Vinovskis (vinovski@umich.edu) and Gerald Moran (gfmoran@umich.edu), University of Michigan

B. The Historiography of Women’s Education, Margaret Nash, University of California at Riverside (margaret.nash@ucr.edu)

C. Higher Education in American History, Christine Ogren, University of Iowa (chris-ogren@uiowa.edu)

D. Curriculum History and Its Response to Revisionism, Barry Franklin, Utah State University (bfranklin@loe.usu.edu)

E. Urban, Suburban and Educational History in the Twentieth Century U.S., Jack Dougherty, Trinity College (jack.dougherty@trincoll.edu)

F. The Evolving Federal Role in American Education, Adam Nelson, University of Wisconsin-Madison (anelson@education.wisc.edu)

2. The Origins of Public Education-Salon A

Chair and comment: Hilary Moss, Amherst College (hmoss@amherst.edu)

A. In the Shadow of Horace Mann: The Forgotten Evangelical Leaders of the Common School Movement, Thomas Hagedorn, Cincinnati, Ohio (tomhagedorn@yahoo.com)

B. Visions for Schooling in the Atlantic World: Joseph Gales and Educational Reform in North Carolina, 1799–1828, Kim Tolley, Notre Dame de Namur University, California (ktolley@ndnu.edu)

C. Give Us This Day Our Daily Bible: The Contentious Place of Scripture in the American Common School, Stephan Brumberg, Brooklyn College (brumberg@brooklyn.cuny.edu)

3. Cold War Education-Salon B

Chair and comment: Robert Hampel, University of Delaware (hampel@udel.edu)

A. Southern Liberalism and Educational Reform: Carl Elliott and the National Defense Education Act, Wayne Urban, University of Alabama (wurban@bamaed.ua.edu)

B. Between Equity and Excellence: Post-War Federal Policies Towards Gifted Education, Carole Trone, University of Wisconsin (carole.trone@wcaty.org)

C. The Role of Schools in Federal Policymakers' Juvenile Delinquency Programming: Organizational vs. Individual Approaches during the Kennedy Administration, 1960-1963, Heidi Matiyow, University of Michigan (matiyow@umich.edu)

D. ESEA: What Was Supposed to Happen? The Elementary and Secondary Education Act According to its Authors, Beth Sanders, University of Michigan (bsander@umich.edu)

4. The History of Latino Education-Salon C

Chair and comment: Guadalupe San Miguel, Jr., University of Houston (gsanmiguel@uh.edu)

A. Interviews of Educational Opportunity: The Effects of Teachers' Expectations for Chicano High School Students, 1950-1980, Sylvia Martinez, University of Colorado, Colorado Springs (smartin2@uccs.edu)

B. From Visibility to Autonomy: Latinos and Higher Education in the U.S., 1965-2001, Victoria-Maria MacDonald, University of Maryland (vmacдона@umd.edu) and John Botti, Landon School (John_Botti@landon.net)

C. All But Ignored: A Historiography of the Mexican American Experience in Higher Education, Christopher Tudico, University of Pennsylvania (ctudico@dolphin.upenn.edu)

12:00-1:00: Lunch Sessions

1. Teaching the History of Education: Deepening Conversation and Practice-2. Sponsored by the Steinhardt School of Culture, Education, and Human Development, New York University (Lunch provided; signup at registration desk)-Superior and Erie Meeting Rooms

Convener: Bethany L. Rogers, College of Staten Island (rogersb@mail.csi.cuny.edu)

Presentation: Lendol Calder, Augustana College (hicalder@augustana.edu)

Homework: Download and read, Lendol Calder, "Uncoverage: Toward a Signature Pedagogy for the History Survey," in *Journal of American History*, March 2006, available at <http://www.indiana.edu/~jah/textbooks/2006/calder.shtml>

2. Engaging the Public: How, Where, and Why. Sponsored by the Steinhardt School of Culture, Education, and Human Development, New York University (Lunch provided; signup at registration desk)-Salon A

Convener: Jonathan Zimmerman, New York University (Jlzimmer@aol.com)

Homework: Download and read, Jonathan Zimmerman, "Across the Great Divide: American Historians and Their Publics." (<http://steinhardt.nyu.edu/conference/hes2007>)

3. *History of Education Quarterly* Editorial Board Meeting-Ontario Board Room

1:00-4:00: Rock Hall Tour-Meet at HES Conference Registration Desk

We're forming an HES group tour of the Rock and Roll Hall of Fame. Ticket prices are \$15.00 or \$11.00 for age 60+. Please sign up at the HES registration table if you'd like to join the group tour. The museum is a 15-minute walk from the Marriott.

1:15-2:45: Concurrent Sessions

1. “Isolation in the Schools:” Teachers Unions, Extra-Educational Partnerships, and Professionalism, 1901-1965-Salon A

Chair and comment: Kate Rousmaniere, Miami University, Ohio (rousma@muohio.edu)

A. “Female Professionalism vs. State Paternalism: Illinois Teachers and Club Women Debate the Consequences of Pensioning for Women’s Rights” Karen Leroux, Drake University (Karen.Leroux@drake.edu)

B. An Uneasy Union: The AFT, the AFL and Professional Identity, Diana D'Amico, New York University (dcd225@nyu.edu)

C. “I Cannot Remain Silent:” Mississippi Freedom Schools and Dissent in the United Federation of Teachers, 1964-1968, Jonna Perrillo, University of Texas at El Paso (jperrillo@utep.edu)

2. Exporting American Education-Salon B

Chair and comment: Roberta Wollons, University of Massachusetts-Boston (roberta.wollons@umb.edu)

A. Dewey’s Ideas in Japan Without Dewey: Motoko Hani and Freedom School, Kyoko Inoue, University of Illinois, Chicago (kinoue@uic.edu)

B. Paul Monroe in the Philippines: A Progressive Educator Faces American Colonialism, David Ment, Municipal Archives, New York City (dmm34@columbia.edu)

C. Commanding an “Army of Peacemakers”: The Backgrounds and Beliefs of U.S. Education Officials at Home and Overseas, 1898-1910, Sarah Manekin, University of Pennsylvania (smanekin@sas.upenn.edu)

3. African American Educators in the 20th Century-Salon C

Chair and comment: Adah L. Ward Randolph, Ohio University (adahlouise@msn.com)

A. Reading Against the Civil Rights and Black Freedom Literature: Black College Presidential Perceptions of Self, Marybeth Gasman, University of Pennsylvania (mgasman@gse.upenn.edu)

B. Charles H. Thompson: Creating an Agenda for Change, Louis Ray, Fairleigh Dickinson University (louray5@fd.edu)

C. Pedagogies of Protest, Scott Baker, Wake Forest University (bakerrs@wfu.edu)

4. A Saturday Afternoon Double Feature-Superior and Erie Meeting Rooms

Chair and comment: Stuart Math, Stuart Math Films, Inc. (stumath@verizon.net)

A. Beyond Apples and Ice Cream: Approval and Affection in the Classrooms of the American Cinema, 1909-1936, Heather Weaver, University of Washington (weaverh@u.washington.edu)

B. Picturing Northern Tuskegees: Visual Images of Social Life, Erich Dietrich, New York University (erich.dietrich@nyu.edu)

3:00-4:30: Concurrent Sessions

1. Racial Integration in the 19th and 20th Centuries-Salon C

Chair and comment: Carol Karpinski, Fairleigh Dickinson University (karpin@fdu.edu)

A. Black Bostonians as Advocates for Racially Integrated Schools, 1844-1855, Whitney Naman, University of Virginia (namanwhit@aol.com)

B. Retrieving Brown's Legacy in Fort Wayne, Indiana, 1971, Kathleen Murphey, Indiana University-Purdue University Fort Wayne (Murphey@ipfw.edu)

C. Northern School Desegregation: A Tale of Two Cities, Dionne Danns, Indiana University (ddanns@indiana.edu)

2. The Education of Teachers-Salon B

Chair and comment: James W. Fraser, New York University (jwf3@nyu.edu)

A. Daring Teachers to Build a New Social Order: New College at Teachers College, 1932-1939, Sonia Murrow, Brooklyn College (smurrow@brooklyn.cuny.edu)

B. When the Well Ran Dry: The K-12 Teaching Experience of the Education Professoriate, Kenneth Gold, College of Staten Island (gold@mail.csi.cuny.edu)

C. Teacher Diversity in American Cities, 1930-1980: A Brief Comparative Study, Christina Collins, Rutgers University-Newark (tinamcollins@gmail.com)

3. HES Claude A. Eggertsen and Henry Barnard Prizes Session-Superior and Erie Meeting Rooms

Panel Co-chairs: Victoria-Maria MacDonald, University of Maryland (vmacдона@umd.edu) and Adah Ward Randolph, Ohio University (adahlouise@msn.com)

Comment: The audience

A. The Claude A. Eggertsen Dissertation Prize: *The History of Education Society awards the Claude A. Eggertsen Prize to the most outstanding dissertation.*

Chair of the Claude A. Eggertsen Dissertation Prize Committee: Victoria-Maria MacDonald, University of Maryland

Claude A. Eggertsen Dissertation Prize Committee Members: Joy Williamson, University of Washington (joyann@u.washington.edu), and Sevan Terzian, University of Florida (sterzian@coe.ufl.edu)

Prize Recipient: Desert Dreams: Mexican American Education in Arizona, 1870-1920

Laura Kathryn Muñoz, Texas A&M University (laura.munoz@tamucc.edu)

Dissertation committee co-chairs: Vicki L. Ruiz, University of California-Irvine, and Gayle Gullett, Arizona State University

Honorable Mention: The Making of the American School Crisis: Compton, California and the Death of the Suburban Dream

Emily E. Straus, Brandeis University (straus@fredonia.edu)

Honorable Mention: Unraveling the White Man's Burden: A Critical Microhistory of Federal Indian Education Policy Implementation at Santa Clara Pueblo, 1902-1907

Adrea Lawrence, American University (alawrenc@american.edu)

B. The Henry Barnard Prize: *The History of Education Society awards the Henry Barnard Prize biennially for the best graduate student essay.*

Chair of the Henry Barnard Prize Committee: Peter Wallenstein, Virginia Polytechnic Institute and State University

Henry Barnard Prize Committee Members: Michael Fultz, University of Wisconsin-Madison, Chris Ogren, University of Iowa, Adah Ward Randolph, Ohio University, Christine Woyshner, Temple University

Prize Recipient: In the Region of Babel: Public Bilingual Schooling in the Midwest, 1840s-1880s, Paul J. Ramsey, Indiana University (pauramse@indiana.edu)

Honorable Mention: From Hazing to Socialization: A History of Social Conformity and Freshman Orientation, Katherine V. Sedgwick, University of Pennsylvania (ksedgwic@sas.upenn.edu)

4:45-5:45: Plenary: Presidential Address-Salons A, B, and C

Education and the Creation of Capital or What I've Learned by Following the Money, Nancy Beadie, University of Washington, President, History of Education Society, 2007.

Introduction: Kim Tolley, Notre Dame de Namur University, California

5:45-6:45: History of Education Society Business Meeting-Superior and Erie Meeting Rooms

**6:45-7:30: Reception, Sponsored by the School of Education, University of Washington-
West Foyer**

7:30-9:30: History of Education Society Banquet-Salons A, B, and C

Sunday October 28:

**9:00-9:45: Book Exhibit (David Gamson, Pennsylvania State University, coordinator)-
Huron Meeting Room**

8:30-10:00: Concurrent Sessions

**1. Media, Morality, and Meaning: New Perspectives on Literacy in Early to Mid-20th
Century America-Salon A**

Chair: Sevan G. Terzian, University of Florida (sterzian@coe.ufl.edu)

Comment: Sherman Dorn, University of South Florida (dorn@mail.usf.edu)

**A. Serial Killers: Librarians, Children, and Books in Series, 1876-1930, Andrew
Grunzke, University of Florida (dormouse@ufl.edu)**

**B. Front Porch Literacy: The Evolution of Reading in Eastern Kentucky, 1936-
1943, Donald C. Boyd, University of Florida (gatordon@ufl.edu)**

**C. Representations of Classroom Learning in 1950s Television and Film, Patrick
A. Ryan, University of Florida (paryan@ufl.edu)**

2. College Faculty: Unions and Governance-Salon B

Chair and comment: Philo Hutcheson, Georgia State University (phutches@gsu.edu)

**A. The Evolution of Faculty Roles in the Governance of Teachers Colleges from
1945 to 1970: Three Massachusetts Examples, Susanne Conley, Framingham State
College, Massachusetts (sconley@frc.mass.edu)**

**B. Learning and Labor: The First Attempts to Unionize the Faculty, Timothy
Reese Cain, University of Illinois, Urbana (tcain@uiuc.edu)**

**C. Faculty Governance: Challenging the Myths, Kelly Kish, Indiana University
(kekish@indiana.edu), Lauren Morrill, Indiana University (lmorrill@indiana.edu),
and Robin Murphey, Indiana University (rmurphey@indiana.edu)**

3. Higher Education in the Civil Rights Era-Salon C

Chair and comment; Elizabeth Hawthorne, Kaplan University
(EHawthorne@Kaplan.edu)

**A. The University of Missouri-Kansas City and the Quest for Stably
Desegregated Urban Schools: The Center for the Study of Metropolitan
Problems in Education, 1964-1986, Stuart McAninch, University of Missouri-
Kansas City (mcaninchs@umkc.edu)**

**B. Contest From Within and Without: Black Students at Harvard and Radcliffe
in the 1960s, Afrah Richmond, New York University (adr5@nyu.edu)**

4. The State and the Child-Superior and Erie Meeting Rooms

Chair and comment: Benita Blessing, Ohio University (blessing@ohio.edu)

A. German Schools through Foreign Eyes: New Readings of Old Writings on Elementary Schools in Germany, 1890-1914, Daniela Blei, Stanford University (dblei@stanford.edu)

B. State Authority in the Local School: Compulsory Attendance Laws and Enforcement, 1890-1940, Tracy Steffes, University of Chicago (tlsteffe@uchicago.edu)

C. Depictions of the Cold War and Critical Thinking in Czech and Slovak Textbooks, Before and After the Fall of the Iron Curtain, Deborah Michaels, University of Michigan (deborka@umich.edu).

10:00: Book Sale for Students and Unemployed Historians-Huron Meeting Room

10:15: Book Sale for All Others-Huron Meeting Room

10:45-12:15: Concurrent Sessions

1. The Struggle for Civil Liberties and Rights: Florida and Mississippi-Superior and Erie Meeting Rooms

Chair and comment: Sevan Terzian, University of Florida (sterzian@coe.ufl.edu)

Comment: Karen Graves, Denison University (graves@denison.edu)

A. A Moderate Calm? Florida's Struggle for Segregation, 1955-1961, Amy C. Martinelli, University of Florida (acmart@ufl.edu)

B. Red Scare in the Sunshine State: Anti-Communism and Academic Freedom in Florida Public Schools 1945-1960, Robert Dahlgren, University of Florida (dahlb@ufl.edu)

C. Hegemony, Ideology and Education in Mississippi, 1964, Jon Hale, University of Illinois, Urbana (jonhale2@uiuc.edu)

2. Using Textbooks-Salon C

Chair: Margaret Nash, University of California, Riverside (manash@ucr.edu)

Comment: Scott Henderson, Furman University (scott.henderson@furman.edu)

A. Fundraising Texts of the Silver Street Kindergarten, Kathleen Adams (kadams@dreamlinks.net)

B. Textbooks for Teachers' Use: Changes and Continuity in Prescriptions for Pedagogical Practice, Vera Valdemarin, Universidade Estadual Paulista (vera@fclar.unesp.br)

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