

U.S. POSTAL SERVICE STATEMENT OF OWNERSHIP, MANAGEMENT AND CIRCULATION <small>(Required by 39 U.S.C. 3685)</small>		
1. TITLE OF PUBLICATION HISTORY OF EDUCATION: QUARTERLY		2. DATE OF FILING Sept 11 1980
3. FREQUENCY OF ISSUE 4 times per year		A. PUBLICATION NO. 9 0 1 3 2 6 8 0
4. LOCATION OF KNOWN OFFICE OF PUBLICATION (Street, City, County, State and ZIP Code) (Not printers) 737 East Building, NYU, 239 Greene Street, New York, NY 10003		B. ANNUAL SUBSCRIPTION PRICE \$32 inst/\$15 indi
5. LOCATION OF THE HEADQUARTERS OR GENERAL BUSINESS OFFICES OF THE PUBLISHERS (Not printers) same as above		
6. NAMES AND COMPLETE ADDRESSES OF PUBLISHER, EDITOR, AND MANAGING EDITOR		
PUBLISHER (Name and Address) History of Education Society (same as office of publication)		
EDITOR (Name and Address) Prof. Paul H. Mattingly (same as office of publication)		
MANAGING EDITOR (Name and Address) Robin K. Berson (same as office of publication)		
7. OWNER (If owned by a corporation, its name and address must be stated and also immediately thereunder the names and addresses of stockholders owning or holding 1 percent or more of total amount of stock. If not owned by a corporation, the names and addresses of the individual owners must be given. If owned by a partnership or other unincorporated firm, its name and address, as well as that of each individual must be given. If the publication is published by a nonprofit organization, its name and address must be stated.)		
NAME		ADDRESS
History of Education Society		239 Greene St. Room 737 New York, NY 10003
8. KNOWN BONDHOLDERS, MORTGAGEES, AND OTHER SECURITY HOLDERS OWNING OR HOLDING 1 PERCENT OR MORE OF TOTAL AMOUNT OF BONDS, MORTGAGES OR OTHER SECURITIES (If there are none, so state)		
NAME		ADDRESS
NONE		
9. FOR COMPLETION BY NONPROFIT ORGANIZATIONS AUTHORIZED TO MAIL AT SPECIAL RATES (Section 132.122, PSM) The purpose, function, and nonprofit status of this organization and the exempt status for Federal income tax purposes (Check one)		
<input checked="" type="checkbox"/> HAVE NOT CHANGED DURING PRECEDING 12 MONTHS <input type="checkbox"/> HAVE CHANGED DURING PRECEDING 12 MONTHS (If changed, publisher must submit explanation of change with this statement.)		
10. EXTENT AND NATURE OF CIRCULATION	AVERAGE NO. COPIES EACH ISSUE DURING PRECEDING 12 MONTHS	ACTUAL NO. COPIES OF SINGLE ISSUE PUBLISHED NEAREST TO FILING DATE
A. TOTAL NO. COPIES PRINTED (Net Press Run)	2,000	2,245
B. PAID CIRCULATION		
1. SALES THROUGH DEALERS AND CARRIERS, STREET VENDORS AND COUNTER SALES	200	200
2. MAIL SUBSCRIPTIONS	1,650	1,650
C. TOTAL PAID CIRCULATION (Sum of 10B1 and 10B2)	1,850	1,850
D. FREE DISTRIBUTION BY MAIL, CARRIER OR OTHER MEANS SAMPLES, COMPLIMENTARY, AND OTHER FREE COPIES	100	100
E. TOTAL DISTRIBUTION (Sum of C and D)	1,950	1,950
F. COPIES NOT DISTRIBUTED		
1. OFFICE USE, LEFT OVER, UNACCOUNTED, SPOILED AFTER PRINTING	50	50
2. RETURNS FROM NEWS AGENTS	0	0
G. TOTAL (Sum of E, F1 and 2—should equal net press run shown in A)	2,000	2,245
11. I certify that the statements made by me above are correct and complete.		SIGNATURE AND TITLE OF EDITOR, PUBLISHER, BUSINESS MANAGER, OR OWNER 
12. FOR COMPLETION BY PUBLISHERS MAILING AT THE REGULAR RATES (Section 132.121, Postal Service Manual)		
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In accordance with the provisions of this statute, I hereby request permission to mail the publication named in Item 1 at the phased postage rates presently authorized by 39 U. S. C. 3626.		
SIGNATURE AND TITLE OF EDITOR, PUBLISHER, BUSINESS MANAGER, OR OWNER		

History of Education
Society

VOL. X

NO. 2

NEWSLETTER

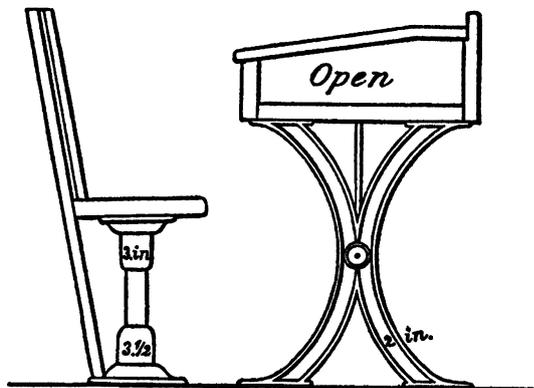
Murray S. Sheresewsky, Editor
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737 East Building
New York, N. Y. 10003

A NOTE FROM CARL KAESTLE, PRESIDENT OF H.E.S.

I'd like to thank those who have written me with your views about the *History of Education Quarterly*. These communications will assist the board in its evaluation of the editorship. For those who have not expressed their views and wish to do so, please write me before May 1, 1981 at Room 223 Education Building, University of Wisconsin, Madison, Wisconsin, 53706. We seek your opinions on two distinct questions: What is your evaluation of the *HEQ* under its present editor? Second, should the *HEQ* remain indefinitely at one site as long as the editor is evaluated positively, or should the Society seek new sites and new editors in the coming years?

In the meantime, I'd like to thank Paul Mattingly for his patience and for his cooperation in this review process.

The Barnard Prize is awarded for the best article-length essay on the history of education submitted by a graduate student to the Society's Prize Committee. The winner is awarded \$500 and is invited to deliver the paper at our annual meeting. The paper is published in the *History of Education Quarterly*. This prize is awarded every two years, and it is a means of recognizing outstanding work by a graduate student. I urge our graduate student members to consider entering the competition and all other *HES* members to boost the idea with likely candidates. Entries are due to Professor Kathryn Moore, Chair of the *HES* Prize Committee, before May 15. Professor Moore's address is: Center for the Study of Higher Education, Penn State University, University Park, Pennsylvania, 16802.

I look forward to seeing a large number of you at our annual meeting in Pittsburgh next October. It promises to be an excellent site, convenient to many of us, and I hope that this will result in a well-attended meeting. I'm sure that everyone who attended the Portland meeting shares my gratitude to Jim Wallace of Lewis and Clark and all the others who helped host the Society's annual get-together. Arranging for a volcanic eruption to accompany our arrival was pretty impressive, but the John Dewey birthday party really took the cake!

HISTORY OF EDUCATION QUARTERLY

ANNUAL REPORT

1980

The *Quarterly* began its nineteenth volume with its second special issue devoted to the history of women's education. Our earlier special issue (Spring 1974) had been so successful and the number of essays and inquiries we received in this popular area argued the necessity to do a second issue. We have again received a good deal of praise and support for the Spring 1979 issue. Professor Anne Firor Scott of Duke University led that issue with her essay, "The Ever Widening Circle: The Diffusion of Feminist Values from the Troy Female Seminary, 1822 - 1872." That essay was subsequently awarded the Berkshire Prize (from the Berkshire Conference of Women Historians) for the best article by a women published in 1979. We congratulate Professor Scott on her work and believe her essay, no less than the others in that issue, enhance the ongoing reputation of the journal for the high quality of its scholarship.

Paralleling the experience of the 1974 special issue, the special issue this year foreshadowed a series of benefits to the *Quarterly* through the rest of the year. This year, like 1974, the journal experienced an increase (2.7%) in individual members, an increase in the number of contributors (38) to the issue, an increase in the size of the overall volume and, of course, an increase in the costs of printing and operating expenses. Volume 19 indeed is the largest (536 pages) in the *Quarterly's* history. The accompanying charts demonstrate that its costs have been comfortably met. The economies of the previous year permit us to hold the subscription rates once again to last year's level for individual subscribers. There is no need to raise the members' subscription rates above fifteen dollars.

In addition to the increases mentioned above, I have this year expanded the Editorial Board by one. Two long-standing members, Professor David F. Allmendinger of the University of Delaware and Professor William R. Johnson of the University of Maryland, Baltimore County, have stepped down from the Board after many years service. Their work has been singular and thoughtful, setting a superlative model for their successors. I would like to express my thanks and admiration for the level of critical judgement that they exercised for so long. I am confident that the three individuals who have taken their places on the Board will make their own special contribution, as indeed they have already begun to do. Professor J. Stephen Hazlett, formerly of the University of Texas at Austin and now of the University of Nebraska, Professor Helen Lefkowitz Horowitz of Scripps College (Claremont, California) and Professor Marvin Lazerson of the University of British Columbia have now been appointed to the *Quarterly's* Editorial Board. Since the Board's participation in the referee process essentially determines the essays which are published, one must recognize how much the reputation of the Journal belongs to their excellent discretion.

The number of scholars on the Editorial Board has now exactly doubled, from six to twelve, since 1971. The work of this Board has been rigorous and substantial. Volume 16 (the first year I did without the superior services of Professor Allan Horlick, the former Associate Editor of the HEQ) the Board screened 77% of the articles (all unsolicited) received in the *Quarterly* office. In subsequent years I was able to lighten this load somewhat to 59% for volume 17 (1977-78), 61% for volume 18 (1978-79) and 64% this year. An essay's topic generally determines the selection of the Board member. On the average each member during the past year critiqued three to four essays and provided rationales for the authors. In twelve cases I requested and received the services of scholars not on the Board. In those cases such a selection required an unusual expertise - an actual case in point involved an essay on 18th century Russian education - which the Board did not command. Generally the *Quarterly* receives between 90 and 125 essays annually, all of which

the editor reads before designating an appropriate member of the Editorial Board.

It may be worth mentioning that the referee process of the *Quarterly* - from the receipt of a manuscript to a mailed decision to the author - requires three months on the average. For several reasons only about 10% of the manuscripts take longer than that. In addition, we attempt to publish all accepted manuscripts within a year. Until this year we have controlled our backlog so that we met this standard. This year we have simply accepted more articles and hence have a larger backlog. This circumstance has necessarily extended the time from acceptance to publication to about 18 months. We carry no quotas for the number to be accepted, though historically our acceptance rate ranges between 10% and 15%, comparable to the rates of other refereed journals. Once again without any conscious determination or quota 68.2% of the contributors to volume 19 never published in the *Quarterly* before.

The increase in costs this year has been matched by the increase in income. The accompanying charts show indeed a startling 46% increase in Income to Expenses. In actual fact, this figure represents the economies of the past several years cumulatively. In the past we exercised a number of options to meet the surprising and unprecedented rate of inflation. One of these options was a delay of publication until sufficient funds had accrued. Last year our issues were mailed at the end of the designated season or even into the next season. The membership received the Spring issue in Summer and the Summer in the Fall. However, the Fall issue arrived before the end of autumn and Winter in early March. To restore this schedule completely it has been necessary in one fiscal year to pay for five, not four, issues of the *Quarterly*. In spite of a 3.3% drop in institutional subscriptions (to 1,129) this year, we have generated enough revenue to put us completely back on schedule. The continued sale of back issues to foreign universities (especially to Germany and Japan) has been a substantial factor here. It does not follow necessarily that our Income to Expenses ratio will be this large next year. I do however anticipate that the *Quarterly* will now remain comfortably on course financially.

Paul H. Mattingly
Editor

HISTORY OF EDUCATION QUARTERLY

VOLUME 19 (1979)

I.

Issue	Pages	Articles	American	English	European	Asian/ Russian	African	Canadian	Bibliog etc.	Short Rev.
Spring	156	9	5	1	3					
Summer	126	10	7		1			1	1	
Fall	125	9	4		3	1				
Winter	125	10	4	2	2				2	

II.

Average Volume vs. 19th Volume

Average (1-14)	438	27	15	3	4	1	.4	.6	3	X
15th Vol.	489	34	21	6	5	1	1	..	1	2
16th Vol.	504	35	20	4	1	6	..	1	2	4
17th Vol.	489	32	22	1	4	3	2	1	1	3
18th Vol.	493	32	18	..	5	3	2	2	2	1
19th Vol.	536	38	20	3	9	2	..	1	3	..

HEQ EXPENSES 1979

Volume 19		Operations	
Spring 1979	\$ 6,867.30	Payroll	\$ 5,134.00
Summer 1979	\$ 5,594.25	Reprints	\$ 2,591.00
Fall 1979	\$ 5,465.33	Mailing/Lists	\$ 163.07
Winter 1979	\$ 5,185.83	Supplies/Serv.	\$ 395.38
Spec. Postage/ Offprints/Paper/ Copyright	\$ 218.20	Captl. Invstmt.	-----
	-----		-----
Subtotal I	\$23,330.91	*Subtotal II	\$8,283.45

% change 1978	+15.2	% change 1978	+ 8.5
1978 subtotal I	\$20,248.97	1978 subtotal II	\$4,474.50

1979 TOTAL EXPENSES

\$31,614.36

% change 1978 + 27.8

INCOME 1979

Members, Institutions, Advertisements, Previous Volumes and List Sales	\$38,594.91
Citibank Account - Balance (7/12/79)	\$ 6,072.08
IERC NYU — Balance (9/10/79)	\$ 1,470.00

TOTAL INCOME (1979-80)	\$46,136.99
TOTAL EXPENSES(1979-80)	\$31,614.36

NEW BALANCE (9/79)	\$14,522.63

HISTORY OF EDUCATION SOCIETY Office of the Secretary-Treasurer

ANNUAL REPORT 1980

I. MEMBERSHIP

Our current membership stands at 558. Last year our figure was 543.

II. FINANCE

Balance carried over from 1979 was the sum of the Citibank balance - \$918.96 - and the Savings account - \$1343.21 (10/24/79) - amounted to \$2,262.17.

RECEIPTS

8/14/79	\$ 641.20
9/24/79	\$ 262.00
11/08/79	\$ 194.70
11/08/79	\$ 450.50
1/03/80	\$ 127.10
2/06/80	\$ 173.20
3/04/80	\$ 137.90
4/24/80	\$ 71.00
6/03/80	\$2,740.00
6/18/80	\$ 901.00
6/30/80	\$ 219.00
	\$5,917.60
	\$2,262.17
	\$8,179.77

DISBURSEMENTS

9/26/79	Payment to HEQ	\$ 318.00
10/24/79	Payment to HEQ	\$ 218.00
11/08/79	Payment to HEQ	\$ 172.00
11/21/79	Payment to HEQ	\$ 64.00
1/09/80	Payment to HEQ	\$ 113.10
2/06/80	Payment to HEQ	\$ 157.20
4/24/80	Payment to HEQ	\$ 96.00
6/09/80	Payment to HEQ	\$2,432.00
6/30/80	Payment to HEQ	\$ 978.00
	Subtotal	\$4,548.30
10/31/79	Ligthng Copy	\$ 6.72
11/18/79	Shertn/SilSprng	\$ 60.00
11/18/79	Wm Reese/Brnrd	\$ 250.00
11/18/79	Prntng/AnnMtng	\$ 115.20
11/18/79	Xerox	\$ 3.20
3/05/80	Sertn/Conv Exp	\$ 33.00
5/08/80	Newsltr Postage	\$ 168.00
5/29/80	Stephns Graphics (vol.10,no.1)	\$ 863.10

\$1,499.22

Bank Charges + 87.80

TOTAL \$6,135.32

CURRENT HES BALANCE = \$2,044.45

III. ELECTION

The results of the History of Education Society election are as follows:

VICE-PRESIDENT:

**Sol Cohen	98 votes
Gerald Gutek	70 votes

BOARD OF DIRECTORS:

**James Anderson	92 votes
Barbara Finkelstein	86 votes

IV. CONSTITUTION RATIFICATION

The revised Constitution of the History of Education Society was nearly unanimously approved by those participating in the ratification process. The revised version will appear in the next *HES Newsletter*.

V. HENRY BARNARD PRIZE

The second Henry Barnard Prize of the History of Education Society was awarded to William Reese, formerly a graduate student at the University of Wisconsin and now Assistant Professor at the School of Education, University of Delaware. Mr. Reese delivered his paper to the HES members at their annual meeting held in November 1979 in Silver Springs, Maryland. The essay, "Partisans of the Proletariat: The Socialist Working Class and the Milwaukee Schools, 1890-1920," will appear in a forthcoming issue of the *History of Education Quarterly*. The next such prize will be made in 1981. See the notice in any issue of the journal.

Submitted to the Society
September 22, 1980

Bernice Fisher
Secretary-Treasurer HES

SUMMARY FINANCIAL CHART: HISTORY OF EDUCATION QUARTERLY

	Annual % Change Printing Exp.	Annual Oper. Exp.	Annual % Change Oper.Exp.	Total Exp.	Annual % Change Total Exp.	Total Income	% Income To Exp.	Members *	% Chg. Members	Annual Subscript. Members
1972	—	\$ 4,987.50	—	\$18,421.86	—	\$21,133.18	+14.7 (2,711.32)	546	—	\$ 8.
1973	+14	\$ 6,135.15	+19	\$21,677.95	\$17.6	\$22,238.80	+2.5 (560.85)	593	+8.6	\$10.
1974	+14	\$ 7,137.99	±16	\$24,836.17	+14.5	\$29,447.59	+18.5 (4,611.42)	637	+7.4	\$10.
1975	-6.9	\$11,089.97	+69	\$27,554.01	+10.9	\$29,902.08	+8.5 (2,348.07)	576	-9.6	\$10.
1976	-6.9	\$ 7,902.36	-29	\$23,228.38	-15.6	\$24,607.13	+5.9 (1,378.75)	593	+14.9	\$14.
1977	+30.3	\$ 8,508.70	+7.6	\$28,487.97	+22.6	\$29,999.12	+5.3 (1,511.15)	583	-1.6	\$14.
1978	+1.3	\$ 4,474.50	-47.4	\$24,723.47	-13.1	\$30,757.19	+24.4 (6,033.72)	543	-6.8	\$15.
1979	+15.2	\$ 8,283.45	+8.5	\$32,614.36	+27.8	\$46,136.99	+45.9 (14,522.63)	558	+2.7	\$15.

9/12/80

REPORT OF THE HISTORY OF EDUCATION QUARTERLY REVIEW COMMITTEE

The Committee was appointed by President Wayne Urban in February 1980. Its purpose was to conduct the review of the *HEQ* which is called for in the constitution of the History of Education Society. The focus was the most recent three years for which financial and subscription statistics are available - 1976, 1977, and 1978. (The *Quarterly* runs on a July 1 - June 30 fiscal year, but its books are closed officially, like its host institution - New York University, only at the end of August.)

The Committee was asked to be attentive to at least three areas: the structure of the *Quarterly*, its financial management and performance, and its editorial policy and activities. In the last realm, the Committee was asked to discern and evaluate the policy and procedures by which articles are chosen for inclusion in the *Quarterly*.

The Editor of the *Quarterly* provided documents for the review: a statement of editorial purpose, February 4, 1971; a Summary Financial Chart for 1972 - 1978; and Annual Reports for 1976, 1977, and 1978. The Editor responded also to a letter from the Review Committee chairman seeking further information.

President Urban notified the members of the History of Education Society on April 17, 1980 that the review was being made. He invited members to communicate their views of the *Quarterly* to any member of the Committee. Three members of the Society wrote the Committee. Because of their geographical spread, the members of the Committee duplicated materials they received and communicated with each other by mail.

The three Society members who had comments about the *Quarterly* were complimentary. They laud the Editor's work, remark about the high quality of the articles, and believe the *Quarterly* is an exemplar and a useful journal in the field. Several other of their comments deal with the content of the journal (particularly with procedures for including articles), and those will be mentioned in that context.

The Committee will not reiterate the editorial policy of the *Quarterly* or the details of past Annual Reports. Those have been presented to the Society membership at various annual meetings and are in the records of the Society. In general, it appears to the Committee that the structure of the *Quarterly* is sound. The Editor is assisted by a Managing Editor, a Contributing Editor (who publishes the Society's *Newsletter* and the *Quarterly Index*, among other things), and a 12 member Editorial Board. The *Quarterly* is published in cooperation with New York University, though it does not receive a subsidy from that university or any other group.

The financial management of the *Quarterly* appears to be sound. The fact that the *Quarterly* receives no subsidy* in addition to its own income (member and institutional subscriptions, advertisements, sale of previous volumes, and list sales) is a matter of justifiable pride to the Editor, who recalls that a research team in 1976 noted that a self-sufficient journal in these times is "extraordinary." Volume costs (1978) average around \$5,000 per issue, which is economical for such a journal. Annual operating expenses (1978) are about \$4,500 which is 18% of the total expenses (\$24,723.47) of the *Quarterly*. Volume (paper and printing) costs have increased by 32 percent in

* Ed. Note: New York University provides office space and a portion of travel and postage costs. There is no *direct* subsidy as is common to many other journals.

the three years under study, but operating costs have decreased 43 percent. The overall costs have increased in the three-year period by only six percent. The number of subscribers is the same as it was in 1972 and has decreased by only eight percent in the most recent three-year period. (Since 1972, the cost of subscriptions has nearly doubled: from \$8 to \$15).

These data suggest that the operation of the *Quarterly* is careful and efficient. The Editor notes that he has been able to operate efficiently because he has taken the time to learn the business as well as the editorial side of the work and thus is able to get the most economical printing costs. Others have remarked that the subscription insert in each issue of the *Quarterly* must have had an effect in keeping subscriptions level through the years despite increasing prices. Some other journals have followed that practice.

Several members of the Society have commented on the editorial management of the *Quarterly*. They note that the quality of the articles continues to improve and that the "essay reviews" section is a good addition to the *Quarterly*. One of them attributes this to the Editor's "excellent editorial judgment and...fine grasp of the field." Another comments that the Editor is open to and adopts suggestions that have improved the *Quarterly*. He notes in this regard that the geographical focus of the *Quarterly* has been expanded beyond the United States (and North America), though the majority of the articles still are, and should be expected to be, on American education, for that is where the main interest and membership of the Society is found. About 40 percent of the recent content of the *Quarterly* focuses on geographical areas other than the United States (that is, on: England, Europe, Asia-Russia, Africa, Latin America, and Canada) or on bibliography and theory (rather than description and analysis).

A suggestion has been made that the *Quarterly* should publish more reviews. One member of the Society notes that "the essay reviews...probably should continue," but, "as the core journal in the field,...*HEQ* should review fairly promptly all the important books that come out in the field." The matter may be semantical. A count of the four issues of Volume 18 (1978) shows 13 articles, 19 essay reviews, 3 reviews, and a listing of "books received" in three of the four issues. But the Editor's statistics shows only one "short review" and lumps essay reviews together with articles for a count of 32 "articles" in the four issues. The point is that there may be more reviews being done than gains notice because of the section titles given to the materials. Also, the distinction between an "essay review" and a "review" may not be clear in practice. Some of the essay reviews and reviews do not seem to differ much in length or scope.

Editorial policy adopted in 1971 deals with this matter. Essay reviews might be "critiques of the literature of a problem," or "use the books under review to raise questions which the books (themselves) leave implicit," or "employ the books themselves as evidence for an entirely different question than they raise themselves." On the other hand, reviews of textbooks, aids to teaching, and books of readings and surveys deliberately have been kept to a minimum. But to offset the possibility that something will be missed, the "books received" section was added so that subscribers would not have to wait for reviews to learn of books that have been published.

It should be noticed that other journals (such as *Educational Studies*) also review books in the history of education. The point of raising this discussion is not to decide that the *Quarterly* should (or should not) publish more reviews, but to suggest that the matter be considered again by the Editorial Board, that a clear distinction (particularly in practice) be made among the kinds of reviews published, and that the Editorial Board and subscribers not overlook the variety of reviewing that is in fact being done.

Several members of the Committee suggest that the reviews might be extended to include those works in the fields of social and intellectual history of likely interest to the readers of the *Quarterly*. Books concerned with the history of women, the history of communities, and family

history come to mind. Such inclusion also might provide greater opportunity for members of the Society to contribute to the *Quarterly* and might attract other professionals to the history of Education. Along the latter line, the *Quarterly* might be more deliberate in seeking contributions from professionals who are not within the field of history of education but who have an interdisciplinary relationship to that field, especially within the social sciences. In other words, the *Quarterly* might seek contributions from those who normally do not submit articles and reviews to the *Quarterly* but who publish in journals that have a relation to education and the history of education, such as the *Journal of Economic History*, the *Journal of Family History*, and *Sociological Review*. A representative from such groups even might be appointed to the Editorial Board. The Committee knows that the Editor of the *Quarterly* would be agreeable to such recommendations; the point is that the *Quarterly* might deliberately seek these contributions and relationships. It could be a way to attract a broader and different clientele to the history of education.

A final matter to be considered is the processing of manuscripts. Whether the *Quarterly* accepts unsolicited manuscripts, and the time it takes to consider and accept (or reject) and publish them, is important for a number of reasons to members of the Society. The Editor has informed the committee that over the three-year period under study, the *Quarterly* received an average of 102 unsolicited manuscripts; all receive consideration (at least a single reading); and an average of 65 percent of them are assigned to "an appropriate specialist for a second reading, critique and decision." The Editorial Board accepts 10 to 15 percent of the essays for publication.

The Editor tries to keep the time from receipt of the manuscript to decision to publish (or not) to three months; at least 90 percent of the decisions, he says, meets that standard. In addition, there is an attempt to publish all manuscripts within a year. That matter is subject to the greater or lesser number of manuscripts the Editorial Board accepts for publication. But on the average a year's wait for publication is a mark for which the members of the Society can be thankful. Academicians in some fields wait much longer than that. The Committee also notices from information provided by the Editor that there is balanced use made of members of the Editorial Board. In 1979 (earlier figures have not been calculated), the twelve members of the Editorial Board refereed an average of four manuscripts; only one member refereed fewer than two and no members refereed more than six manuscripts; and twelve manuscripts were sent to scholars outside the Board for specialized review. The Editorial Board appears to be a functioning part of the *Quarterly*.

In sum, from the data provided by the Editor and the comments of members of the Society, the Committee believes that the management of the *Quarterly* is effective and efficient. The finances of the *Quarterly* are sound, and its resources are used efficiently. The editorial policy of the *Quarterly* is well-planned and followed; it encourages a variety of perspectives, geographical focuses and types of articles. Manuscripts appear to receive balanced and timely consideration, and publication does not lag. The Editorial Board appears to be used well, and is a functioning part of *Quarterly* operations. The Society members who expressed opinions about the *Quarterly* compliment the Editor and believe the journal is a useful organ in the study of the history of education. The Committee recommends that the Editor and the Editorial Board reconsider the policy (and practice) of publishing reviews. At least the members of the Society should recognize the reviews that are published.

In all, the Committee appreciates the cooperation of the Editor and the members of the society in making this review. The *History of Education Quarterly*, in the Committee's judgment, is a

Con't. on page 12

(REPORT CONT.)

well-managed, scholarly - well balanced and of high standard, and useful journal in the field. The History of Education Society is well-served by, and should be proud of, its journal.

Frederick Binder
(College of Staten Island, CUNY)

David Madsen
(University of Washington)

Robert R. Sherman, Chairman
(University of Florida)

Maris Vinovskis
(University of Michigan)

MEETINGS

HISTORY OF EDUCATION SOCIETY (U.S.A.)

The annual meeting of the History of Education Society for 1981 will be held on the campus of the University of Pittsburgh, from October 2 - 4, 1981. Members of the Program Committee include Sol Cohen (UCLA), John Best (Pennsylvania State Un.) and Doon Martin (Un. of Pittsburgh).

Members of the Society are invited to submit session proposals. Given the limited amount of time at the Program Committees disposal as well as their desire to involve as many colleagues as possible, the members of the Committee request that complete session proposals only be submitted.

Session proposals should comprise a chairman, 2 or 3 papers, and a discussant, or 3 papers and no discussant, or members are invited to propose some other type of complete session.

If members can suggest only, say, 2 papers for a session, the Program Committee will try to assist in filling out the session with a chairperson and discussant, etc.

Proposals should include a paragraph containing a brief rationale for the session, paper titles, and a brief indication of the type of research and arguments involved.

Deadline for submission of proposals is March 31, 1981.

Proposals should be submitted too Sol Cohen, Graduate School of Education, University of California, Los Angeles, California, 90024.

The Society's 1980 annual meeting was held, in conjunction with the Pacific Coast History of Education Society, in Portland, Oregon, between the dates of October 17 - 19, 1980. The program was as follows:

Friday, October 17

The Comparative History of Literacy

- Chairperson* - Harvey Graff (Un. of Texas - Dallas)
- Panelists* - Daniel Resnick (Carnegie Mellon Un.) "Literacy, Competency, Testing in the U.S. and Europe"
- Edward Stevens (Ohio Un.) "Literacy, Economic Life, and Social Participation in the U.S."

The Origins and Evolution of Social Services for Youth, 1890 - 1980

- Chairperson* - Lana Muraskin (National Institute of Education)
- Papers* - William J. Reese (Un. of Wisconsin) "Social Services and the Urban School: The Early Years"
- Michael W. Sedlak (Northwestern Un.) "Welfare Professionals and American Youth, 1930 - 1965: Coordination in the Public and Private Sectors"

Robert L. Church (Northwestern Un.) "Youth Policy and the Federal Domain: The Recent Period"

American Educational Policy in Postwar Germany

- Chairperson** - Jurgen Herbst (Un. of Wisconsin)
- Papers** - James Tent (Un. of Alabama) "American Educational Policy, 1945 - 1949"
- Charles Biebel (Un. of New Mexico) "American Educational Policy, 1949 - 1955"
- Alan Beyerchen (Ohio State Un.) "Science and Higher Education in Postwar Germany"

Visual Aspects of Educational History

- Presentations** - David Madsen (Un. of Washington) "The Use of Slides in Educational History"
- David Adams (Cleveland State Un.) "The Indian Years at Hampton Institute, 1878 - 1923"

Ethnicity and American Educational History

- Chairperson** - Jim Wallace (Lewis and Clark Col.)
- Papers** - Toby Edson (Un. of Oregon) "Ethnicity and American Educational History: The Past Twenty Years"
- Ronald W. Howard (Mississippi Col.) "Ethnicity and Education in Colonial New York"
- John Georgeoff (Purdue Un.) "The Romanian Schools of Northwest Indiana"
- Joseph Peden (Baruch Col.) "Culture, Religion, and the State in the Development of New Mexico Public Schooling, 1850 - 1890"
- Lupe San Miguel (Un. of California - Santa Barbara) "Mexican-American Responses to Educational Segregation in the Southwest 1930 - 1970"

Historical Approaches to Educational Leadership

- Presentation** - David Tyack (Stanford Un.) and Elisabeth Hansot (Un. of Nevada - Reno) "Was There Ever a Golden Age for Women School Administrators?"

Saturday, October 18

Youth, Class, and Opportunity in Western Canada

- Chairperson** - J. Donald Wilson (Un. of British Columbia)
- Papers** - Rebecca Coulter (Un. of Alberta) "The Working Young of Edmonton"

Jean Barman (Un. of British Columbia) "The Privileged Young of British Columbia"

Donald Fisher (Un. of British Columbia) and Patricia Bates (Open Learning Institute) "Testing in the Interwar Years in British Columbia: Policy as a Reflection of Ideology and Economic Conditions"

Perspectives on American Education, 1850 - 1920

Chairperson - David Madsen (Un. of Washington)

Papers - Sol Cohen (Un. of California - Los Angeles) "The Medicalization of American Education, 1880 - 1940: The Psychiatric Deluge"

Douglas Sherman (Un. of Oregon) "Adolescents, Work, and School: Analysis of the 1900 Manuscript Census for a Portland Grade School Attendance Area"

Leonard Berk (Ontario Institute for Studies in Education) "Superintendents as Scientists: The Development of Standardized Achievement Testing in Thorndike's Shop"

Barbara Berman (Eastman School of Music) "Business Efficiency and American Schooling: A Reconsideration of the Callahan Thesis"

Potpourri

Chairperson - Toby Edson (Un. of Oregon)

Papers - John Brown (Lewis and Clark Col.) "The Education of a Gentleman and an Entrepreneur in Late Victorian England"

Hubert O. Brown (Un. of Hong Kong) "History of Education in the People's Republic of China, 1950 - 1980"

Sterling Fishman (Un. of Wisconsin) "Recent Historiography of Education in East Germany"

WORKSHOP - Who Speaks for the Child?

Chairperson - Carl Kaestle

Panelists - Marvin Lazerson (Un. of British Columbia)
Charles Burgess (Un. of Washington)
Charles Strickland (Emory Un.)
Alan Pence (Un. of Oregon)

Presidential Address

Wayne Urban (Georgia State Un.) "History of Education: A Southern Exposure"

Sunday, October 19

Women and Child Rescue in Canada

Chairperson - R.L. Schnell (Un. of Calgary)

- Papers**
- R.L. Schnell (Un. of Calgary) "Institutionalization as Child Rescue: Protestant Orphans Homes, 1850 - 1930"
 - Patricia T. Rooke (Un. of Alberta) "Social Welfare as Child Rescue: The Influence of Charlotte Whitton, 1924 - 1939"
 - Nancy M. Sheehan (Un. of Calgary) "Temperance as Child Rescue: The Woman's Christian Temperance Union and Education, 1900-1930"

Educating Women for Social Change

- Chairperson** - Joan Burstyn (Rutgers Un.)
- Panel**
- Linda Perkins (Radcliffe Col.) "Black Female Educators Before the Civil War"
 - Rita Heller (Rutgers Un.) "The Bryn Mawr Summer School for Women Workers in the Early Twentieth Century"

American Education in the 1950's

- Chairperson** - Ronald Cohen (Indiana Un., Northwest)
- Presentations**
- Arthur Zilversmit (Lake Forest Col.) "Progressivism and American Education on the Eve of Sputnik"
 - Ronald Cohen (Indiana Un., Northwest) "The Gary, Indiana Schools in the 1950's"

MIDWEST HISTORY OF EDUCATION SOCIETY

The 1980 annual meeting of the Midwest History of Education Society was held at Loyola University of Chicago on Friday and Saturday, October 24 - 25, 1980. For information concerning the program contact James C. Carper, Midwest History of Education Society, Department of Education, Tulane University, New Orleans, Louisiana, 70118.

The 1981 meeting of the Society will be held at Loyola University of Chicago, on October 30-31, 1981. Persons interested in presenting a paper should submit two copies of the manuscript on or before May 15, 1981, to David W. Adams, College of Education, Cleveland State University, Cleveland, Ohio, 44115.

INSTITUTE OF PHILOSOPHY AND POLITICS OF EDUCATION

The Institute of Philosophy and Politics of Education (Teachers College, Columbia University) held its *Third Annual Conference* between the dates of December 12 - 13, 1980. Focusing upon the theme *Beyond the System: Non-Public Education in Community settings*, the conference explored the educational endeavors of labor unions, work places, corporations, the media, churches, families, neighborhood organizations, theatres, and other formal and informal agencies. Linkages between these agencies and their clients as well as between them and the schools were also explored within the context of American cultural and social history.

The Institute's *Fourth Annual Conference* will be held between December 4 - 5, 1981. Under the theme *Educating Urban Peoples: International Dimensions*, the conference will focus upon urban educational historiography in non-American settings, particularly Britain and Western Europe. The state and status of research, methodological issues, comparative perspectives,

policy issues, and other topics will be discussed.

Those interested in additional information about either of these conferences should contact Ronald K. Goodenow or Diane Ravitch, Box 177, Institute of Philosophy and Politics of Education, Teachers College, Columbia University, New York, New York, 10027.

NEWS FROM ABROAD

Enclosed with this issue of the *Newsletter* is the first in what is hoped will be a continuing series of *International Newsletters for the History of Education*.

Jointly sponsored by the International Standing Committee for the History of Education and the History of Education Society, the purpose of this *International Newsletter* is to establish along global lines a network both for the sharing of information and discussion about issues and concerns affecting the field of educational historiography.

In order to ensure the successful carrying out of the avowed purpose behind the publication of the *International Newsletter*, your assistance as members of the History of Education Society is urgently needed. Just as it is of interest to acquire a knowledge of trends, meetings, conferences, research activities, and publications produced by our colleagues abroad, so, too, would they like to become informed of similar information insofar as the history of education is concerned within North America. Towards this end, it is requested that each member take the time from what undoubtedly are busy schedules to pass on to me information concerning their latest research, publications, any meetings and conferences that might be of interest to educational historians, sources that could be fruitful, and so forth. As the North American representative of the Editorial Board of the *International Newsletter*, I, in turn, will forward this information to the Editor for inclusion in forthcoming issues of this publication.

FOR YOUR INFORMATION

EDUCATION IN NEW MEXICO - Thanks to the efforts of Gregory P. Maltby (New Mexico Un.), I have received a copy of a journal titled *Education in New Mexico*. While devoted primarily to issues of "local interest," Professor Maltby states that the editorial staff, in the future, hopes "to move beyond that limitation." Members of the society who are interested in this journal may contact Professor Maltby at the New Mexico State University, College of Education, Box 3N, Las Cruces, New Mexico, 88003.

HISTORY OF EDUCATION IN UTAH - The Utah Centennial Foundation has selected Fred Buchanan (Un. of Utah) to coordinate the writing of Utah's educational history as part of the scholarly activities associated with that state's centennial celebration. Over the next few years, therefore, Professor Buchanan will be involved in compiling and writing a series of monographs dealing with Utah's educational development. These monographs will become the basis of a multi-volume history of Utah to be published around 1990.

HISTORICAL RESEARCH IN MUSIC EDUCATION - Amongst the presentations sponsored by the Special Interest Group for Historical Study in Music Education, at the 1980 MENC Convention, were Joan Lester, "A Comparison of Singing Schools, 1820 - 1979;" George Heller, "Music Education in Kansas, 1854 - 1870;" and George Heller and Bruce Wilson, "Historical Research in Music Education: A Prolegomenon." Dr. Lester's paper discussed the teachers, students, curricula, and other factors affecting teaching activities within identified schools, while Dr. Heller calls attention to the effect of "rapid and radical social and cultural change" upon music education in Kansas. A defense and definition of historical research in music education was the subject of Dr's Heller and Wilson's paper along with a discussion of

techniques, application and implications for the future. Additional information about these presentations or the Special Interest Research Group may be obtained from James Scholten, School of Music, Ohio University, Athens, Ohio, 45701.

ASSOCIATION FOR THE STUDY OF HIGHER EDUCATION - The Association for the Study of Higher Education will hold its annual meeting in Washington, D.C., from March 3 - 4, 1981. A series of historical studies relating to the history of higher education will be part of the presentations and are sponsored by the Association's History Group. Additional information may be obtained from Joan N. Burstyn, Education Department, Douglas College, Rutgers University, New Brunswick, New Jersey, 08903.

EDUCATIONAL POLICY STUDIES - The Department of Educational Policy Studies, University of Illinois at Urbana - Champaign, 360 Education Building, Urbana, Illinois, 61801, is offering an interdisciplinary program for "informal analysis and evaluation of educational theory, practice and policy within the intellectual and empirical contexts of history, philosophy and the social sciences," leading to the masters and doctorate degrees. Additional information about this program can be obtained from Clarence J. Karier at the above address.

ENGLISH EDUCATION - The University of Toronto Press, 33 East Tupper Street, Buffalo, New York, 14203, as part of its *Studies in Social History Series*, has recently released a study by J.S. Hurt (Un. of Birmingham) titled *Elementary Schooling and the Working Classes, 1860 - 1918*. Exploring the attitudes of various income and occupational groups towards elementary schools, both before and after the introduction of compulsory school attendance, Hurt examines selected aspects (voluntary organizations, hygiene, and corporal punishment to name a few) of the school experience and educational policy during the period under consideration. Previous releases in the series include Pinchbeck and Hewitt, *Children in English Society* (Vol. I, from Tudor times to the eighteenth century and Vol. II, from the eighteenth century to the Children Act of 1948) and Sutherland, *Children in English-Canadian Society, 1880 - 1920: Framing the Twentieth-Century Consensus*.

MISSOURI VALLEY HISTORY CONFERENCE - The Twenty-Fourth Annual Missouri Valley History Conference will be held in Omaha, Nebraska, between the dates of March 12 - 14, 1981. Additional detail concerning this meeting can be obtained from Oliver B. Pollack, Department of History, University of Nebraska at Omaha, Omaha, Nebraska, 68182.

EDUCATION INFORMATION SERIES - Gale Research Company, Book Tower, Detroit, Michigan, 48226, is in the process of releasing additional titles in its *Education Information Guide Series*. Under the general editorship of Francesco Cordasco (Montclair State Col.), the series intended as a guide to available literature, archives, organizations, and other types of information sources on specific topics in American Education. The areas to be covered include Bilingual Education, History of Education, Medical Education, Music Education, Philosophy of Education, Psychological Foundations of Education, Reading, Sociology of Education, Higher Education and Women's Education.