history education quarterly



Article Submissions: Manuscripts must be submitted electronically to the History of Education Quarterly manuscript submission site, http://ojs.ed.uiuc.edu/index.php/heq/index. Questions regarding submissions can be directed to the editorial staff at HEQedit@uw.edu. See the last page of this issue or our website http://www.wiley.com/bw/journal.asp? ref=0018-2680&site=1 for guidelines on submission. The editor will only consider articles that have been submitted exclusively to the History of Education Quarterly. It is the responsibility of the manuscript author(s) to ensure that all submissions are in accordance with our plagiarismpolicy, which can be found at: http://authorservices.wiley.com/bauthor/publicationethics.asp#_Toc149460900

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

HISTORY OF EDUCATION QUARTERLY (Print ISSN: 0018-2680 Online ISSN: 1748-5959) is published quarterly on behalf of the History of Education Society in conjunction with The College of Education, University of Washington, Box 353600, Miller Hall, Seattle, WA 98195 by Wiley Subscription Services, Inc., a Wiley Company, 111 River St., Hoboken, NJ 07030-5774.

Mailing: Periodical Postage Paid at Hoboken, NJ and additional offices.

Postmaster: Send all address changes to HISTORY OF EDUCATION QUARTERLY, John Wiley & Sons Inc., C/O The Sheridan Press, PO Box 465, Hanover, PA 17331.

D. Litaka

History of Education Quarterly is published by Wiley Periodicals, Inc., Commerce Place, 350 Main Street, Malden, MA 02148; Telephone: 781 388 8200; Fax: 781 388 8210

Journal Customer Services: For ordering information, claims and any inquiry concerning your journal subscription please go to www.wileycustomerhelp.com/ask or contact your nearest office.

Americas: Email: cs-journals@wiley.com; Tel: +1 781 388 8598 or +1 800 835 6770 (toll free in the USA & Canada).

Europe, Middle East and Africa: Email: cs-journals@wiley.com; Tel: +44 (0) 1865 778315.

Asia Pacific: Email: cs-journals@wiley.com; Tel: +65 6511 8000.

Japan: For Japanese speaking support, Email: cs-japan@wiley.com; Tel: +65 6511 8010 or Tel (toll-free): 005 316 50 480. Visit our Online Customer Help available in 7 languages at www.wileycustomerhelp.com/ask

Production Editor: Aldreen Cruz (email: HOEQ@wiley.com)

Information for Subscribers

History of Education Quarterly is published in 4 issues per year. Subscription prices for 2016 are: Institutional Print & Online Rate: US\$224 (the Americas), US\$280 (and Rest of World), €184 (Europe), £144 (UK). Prices are exclusive of tax. Asia-Pacific GST, Canadian GST/HST and European VAT will be applied at the appropriate rates. For more information on current tax rates, please go to www.wileyonlinelibrary.com/tax-vat. The price includes online access to the current and all online back files to January 1, 2012, where available. For other pricing options, including access information and terms and conditions, please visit www.wileyonlinelibrary.com/access.

Delivery Terms and Legal Title

Where the subscription price includes print issues and delivery is to the recipient's address, delivery terms are Delivered at Place (DAP); the recipient is responsible for paying any import duty or taxes. Title to all issues transfers FOB our shipping point, freight prepaid. We will endeavour to fulfil claims for missing or damaged copies within six months of publication, within our reasonable discretion and subject to availability.

Back Issues: Single issues from current and recent volumes are available at the current single issue price from cs-journals@ wiley.com. Earlier issues may be obtained from Periodicals Service Company, 351 Fairview Avenue – Ste 300, Hudson, NY 12534, USA. Tel: +1 518 822-9300, Fax: +1 518 822-9305, Email: psc@periodicals.com.

Copyright and Copying

Copyright © 2016 History of Education Society. All rights reserved. No part of this publication may be reproduced, stored or transmitted in any form or by any means without the prior permission in writing from the copyright holder. Authorization to copy items for internal and personal use is granted by the copyright holder for libraries and other users registered with their local Reproduction Rights Organisation (RRO), e.g. Copyright Clearance Center (CCC), 222 Rosewood Drive, Danvers, MA 01923, USA (www.copyright.com), provided the appropriate fee is paid directly to the RRO. This consent does not extend to other kinds of copying such as copying for general distribution, for devertising or promotional purposes, for creating new collective works or for resale. Special requests should be addressed to: permissions@wiley.com

Advertising: For advertising inquiries, please email Kristin McCarthy (email: kmccarthy@wiley.com)

Disclaime

The Publisher, History of Education Society, and Editors cannot be held responsible for errors or any consequences arising from the use of information contained in this journal; the views and opinions expressed do not necessarily reflect those of the Publisher, History of Education Society, and Editors, neither does the publication of advertisements constitute any endorsement by the Publisher, History of Education Society, and Editors of the products advertised.

Access to this journal is available free online within institutions in the developing world through the AGORA initiative with the FAO, the HINARI initiative with the WHO, OARE initiative with UNEP, and the ARDI initiative with WIPO. For information, visit www.aginternetwork.org, www.who.int/hinari/en/, www.oarescience.org, www.wipo.org/int/ardi/edn

This journal is available online at Wiley Online Library. Visit www.wileyonlinelibrary.com to search the articles and register for table of contents email alerts.

Wiley's Corporate Citizenship initiative seeks to address the environmental, social, economic, and ethical challenges faced in our business and which are important to our diverse stakeholder groups. Since launching the initiative, we have focused on sharing our content with those in need, enhancing community philanthropy, reducing our carbon impact, creating global guidelines and best practices for paper use, establishing a vendor code of ethics, and engaging our colleagues and other stakeholders in our efforts.

Follow our progress at www.wiley.com/go/citizenship

View this journal online at wileyonlinelibrary.com/journal/hoeq

For submission instructions, subscription and all other information visit:

www.wileyonlinelibrary.com.

ISSN 0018-2680 (Print)

ISSN 1748-5959 (Online)

HISTORY OF EDUCATION QUARTERLY accepts articles for Open Access publication.

Please visit http://olabout.wiley.com/WileyCDA/Section/id-406241.html for further information about OnlineOpen Printed in the USA by The Sheridan Group

History of Education Quarterly University of Washington, College of Education,

Iniversity of Washington, College of Education, Miller Hall, Box 353600, Seattle, WA 98195-3600

Senior Editor Nancy Beadie, University of Washington

Co-Editor
Joy Williamson-Lott,
University of Washington

Book Review Editor
Isaac Gottesman, Iowa State University

Editorial Assistants

Kathryn Nicholas, University of Washington

Jennifer Gallagher, Iowa State University

Editorial Board

Ansley T. Erickson, Teachers College, Columbia University G. Antonio Espinoza, Virginia Commonwealth University Adrea Lawrence, University of Montana Christopher Loss, Vanderbilt University John E. Murray, Rhodes College Tracy L. Steffes, Brown University

The History of Education Society is an international scholarly society. Its purposes are to encourage and facilitate research in the history of education; to promote and improve the teaching of history of education; to encourage cooperation among specialists in history of education; and to promote an appreciation of the value of historical perspective in the making of educational policy. The Society is affiliated with the International Standing Conference for the History of Education, and members of the Society are automatically members of the Standing Committee.

Past-President Christine Ogren, University of Iowa

President
Adam Nelson,
University of
Wisconsin

Vice President Jackie Blount, The Ohio State University

Secretary Karen Graves, Denison University Treasurer Ralph Kidder, Marymount University (retired)

Directors

Margaret Nash, University of California, Riverside

Sevan Terzian, University of Florida

Carter Savage, Morehouse College

INDIVIDUAL MEMBERSHIP: Membership is open to all persons interested in the study of the history of education. Membership provides for subscription to the History of Education Quarterly; receipt of the quarterly History of Education Society on-line newsletter; and receipt of the program of the annual meeting of the Society. Membership offers subscription to publications on a calendar-year basis only. Dues are \$100 for regular members, \$52 for Emeriti, and \$26 for students. Further information regarding membership and subscription services and rates can be found at http://wileyonlinelibrary.com/journal/hoeq. To become a member, send a check for the appropriate amount in U.S. dollars only to Journal Customer Services, John Wiley & Sons, 350 Main Street, Malden, MA 02148, USA, or to pay by credit card visit http://ordering.onlinelibrary.wiley.com/Membership.asp?ref=1748-5959&site=1

Make checks payable to John Wiley & Sons. Indicate preferred mailing address and the calendar year in which your subscription should begin.

History of Education Quarterly

Volume 56 • Number 1 • February 2016

Contents

	Articles
5	Note from the Editors–Intellectual Borderlands: Charting the Future for <i>HEQ</i>
	Nancy Beadie, Joy Williamson-Lott, and Isaac Gottesman
8	HES Presidential Address-Out-of-Class Project: American Teachers' Summertime Activities, 1880s-1930s
	Christine A. Ogren
3661	From Single to Married: Feminist Teachers' Response to Family/Work Conflict in Early Twentieth-Century New
	York City
	Patricia A. Carter
	Blurring Public and Private: The Pragmatic Desegregation Politics of an Elite Private School in Atlanta
	Michelle A. Purdy
90	Between the School and the Academy: The Struggle to
	Promote Teacher Research at Columbia University's
	Lincoln School, 1917–1935
	Jonna Perrillo
	Forum
115	Forum on Teaching: Constructing Historical Cases
113	Joy Williamson-Lott and Nancy Beadie
116	Defining Purpose and Process in Teaching History with
	Case Studies
	Jack Dougherty

125 133 140 149	Case Study as Common Text: Collaborating in and Broadening the Reach of History of Education		
	Ansley T. Erickson Future Teachers and Historical Habits of Mind: A Pedagogical Case Study Heather Lewis Civil Rights, Educational Inequality, and Transnational Takes on the U.S. History Survey Laura K. Muñoz Using Case Studies in the History of Education to Teach U.S. Women's and Gender History Karen Leroux		
		157	Using the Educational Histories of Individuals to Complicate Standard Historical Narratives about Expanding Citizenship Rights and Opportunity Valinda W. Littlefield
		163 172	Reconstructing the Southern Landscape: The History of Education and the Struggle for Civil Rights in Charleston, South Carolina Jon N. Hale The Significance of Geographic and Programmatic Context in Developing Historical Case Studies in Social Foundations in Teacher Education Isaac Gottesman and Michael Bowman
	Book Reviews		
182	Bix, Girls Coming to Tech! A History of American Engineering Education for Women Kim Tolley		
185	Capshew, Herman B. Wells: The Promise of the American University Garett Gietzen		
188	Gram, Education at the Edge of Empire: Negotiating Pueblo Identity in New Mexico's Indian Boarding Schools Adrea Lawrence		
192	Gutman, A City for Children: Women, Architecture, and the Charitable Landscapes of Oakland, 1850–1950 Karen Leroux		
195	Hsu, The Good Immigrants: How the Yellow Peril Became the Model Minority Eileen H. Tamura		

197	Phillips, The New Math: A Political History
	Charles Dorn
200	Riney-Kehrberg, The Nature of Childhood: An Environmental
	History of Growing Up in America Since 1865
	Joseph Watras
203	Wellmon, Organizing Enlightenment: Information Overload
	and the Invention of the Modern Research University
	James C. Albisetti

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

PHOTO CREDIT: Henrietta Rodman, George Grantham Bain Collection (Library of Congress). Accessed: http://www.loc.gov/pictures/item/ggb2005018071/