

THE HENRY BARNARD PRICE

Call for Submissions

The History of Education Society will award the Henry Barnard Prize in 2003 for the best graduate student essay in the history of education. Nominations by faculty, graduate advisers, department chairs, and deans, as well as self-nominations by students, are welcome. The postmark deadline for submissions is April 15, 2003. Essays should be no longer than 25 pages exclusive of notes. The winner will be invited to deliver her/his paper at the Fall 2003 meeting of the History of Education Society and to publish the essay in the *History of Education Quarterly*. The Prize also carries an honorarium of \$500.

The Prize Committee will define history of education broadly to include work on schools, teachers, higher education, families, and a wide range of cultural and educational institutions. The Society reserves the right not to award the prize if the Committee makes such a recommendation.

Nominations, accompanied by six copies of the essay, should be directed to the chair of the Prize Committee:

Professor Andrea Walton,
Department of Educational Leadership and Policy Studies,
WW Wright Building-4218,
201 N. Rose Avenue,
Bloomington, IN 47405

Claude C. Eggertsen Dissertation Prize: Call for Submissions

The History of Education Society is accepting submissions for the Claude C. Eggertsen Prize for dissertation judged to be the most outstanding in the field of History of Education. The prize carries an award of \$1000 for the winner, to be awarded at the History of Education Society annual meeting in October 2003. Qualified applicants must have completed the dissertation and graduated during the calendar year 2002.

Deadline for submissions is May 16, 2003. Please include a cover letter, brief c.v., one page abstract, and a copy of the dissertation to:

Prof. Nancy Beadie
Chair, Eggertsen Dissertation Prize
Box 353600, College of Education
University of Washington
Seattle, WA 98195

Inquiries may be directed to Prof. Beadie at the above address, nbeadie@u.washington.edu, or 206-221-3428.

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To Our Contributors

Guidelines for submissions:

1. All copy should be typed double-spaced, including between and *within* footnotes. Allow approximately a one-inch margin on all four sides of the page.
2. Articles should be no more than 35 *pages including* endnotes; (or, no more than 9,000 words).
3. Article font should be 10 characters per inch (or pica type).
4. Four copies of the manuscript should be submitted on white paper, addressed to the *History of Education Quarterly*, College of Education, Slippery Rock University, Slippery Rock, PA 16057-1326. *Manuscripts are not returned unless a self-addressed envelope with sufficient postage accompanies the article.*
5. The author's name should appear *only* on the title page of the article.
6. Footnotes should be listed in a separate section at the end of the article. The following formats should be used for references:

Book:

¹Lawrence A. Cremin, *Transformation of the School: Progressivism in American Education, 1876-1957* (New York: Vintage Books, 1964), 25.

Edited Book:

²Linda M. Perkins, "The History of Blacks in Teaching: Growth and Decline Within the Profession," in *American Teachers: Histories of a Profession at Work*, ed. Donald Warren (New York: MacMillan Publishing Co., 1989), 351.

Journal Article:

³Guadalupe San Miguel, Jr., "The Struggle Against Separate and Unequal Schools: Middle-Class Mexican Americans and the Desegregation Campaign in Texas, 1929-1956," *History of Education Quarterly* 23 (Fall 1983): 343-359.

Popular Magazine Article:

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

Unpublished Work:

⁵Marjorie Murphy, "From Artisan to Semi-Professional: White-Collar Unionism among Chicago Public School Teachers, 1870-1930," (Ph.D. diss., University of California-Davis, 1981), 106.

Manuscript:

⁶Hiram Johnson to John Callan O'Laughlin, 16 July 1916, file 6, box 20, O'Laughlin Papers, Roosevelt Memorial Collection, Harvard College Library.

Second and subsequent references:

⁷Cremin, *Transformation of the School*, 320.

⁸San Miguel, Jr., "Struggle Against Separate and Unequal Schools," 350.

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

History of Education Quarterly

The History of Education Quarterly publishes:

- Articles
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Topics span the history of education, both formal and nonformal, including the history of childhood, youth, and the family. These subjects are not limited to any time period and are universal in scope. The *Quarterly* is published in cooperation with the College of Education, Slippery Rock University of Pennsylvania.

The History of Education Society

Individual subscription to the *Quarterly* includes membership in the History of Education Society. The Society is an international organization that seeks to encourage research in the history of education, to improve the teaching of history of education, to promote the preservation of source materials in history of education, and to interest the educational profession and the general public in the value of the historical perspective in the making of educational policy.

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