

THE HISTORY OF EDUCATION SOCIETY  
ANNOUNCES THE ESTABLISHMENT  
OF

I. THE HENRY BARNARD PRIZE

This prize of \$250 will be awarded biennially to the best essay in educational history by a graduate student. The award is named after Henry Barnard (1811–1900), the first United States Commissioner of Education (1867–1870) and the editor of the *American Journal of Education* (32 volumes, 1855–1881), still considered one of the first major historical publications in this field. The next award will be made in the Fall, 1983 at the joint National-Regional meeting of the History of Education Society. The recipient will receive an invitation from the Society to deliver the prize essay at its 1983 meeting and, as a part of the award, will have the essay published in the *History of Education Quarterly*.

*Deadline:* May 1, 1983.

II. THE HISTORY OF EDUCATION SOCIETY AWARD

This award of \$250 will be made biennially to the best essay in educational history, published in any journal over the previous two years. The next award will be presented in the Fall, 1984 at the joint National-Regional meeting of the History of Education Society, and will cover articles published during 1982 and 1983.

All inquiries should be addressed to the current Head of the Prize Committee:

Prof. Ron. Goodenow  
Trinity College  
Hartford, Connecticut 06106

The Society reserves the right for both the Prize and the Award to make no presentation if the Prize Committee so deems.

*Deadline:* May 1, 1984.

On the reverse side of this announcement, find the list of Prize- and Award-winning Scholars.

## I. HENRY BARNARD PRIZE

- 1977 – David Hogan, (U. of Illinois), “Education and the Making of the Chicago Working Class, 1880–1930.”
- 1979 – Wm. J. Reese (U. of Wisconsin), “Partisans of the Proletariat: The Socialist Working Class and Milwaukee Schools, 1890–1920.”
- 1981 – Barry H. Bergen (U. of Pennsylvania), “Only a School Master: Gender, Class, and the Effort to Professionalize Elementary School Teaching in England, 1870 to 1910.”

## II. THE HISTORY OF EDUCATION SOCIETY AWARD

- 1978 – David Tyack, (Stanford U.), “Ways of Seeing: An Essay on the History of Compulsory Schooling,” *Harvard Educational Review*, v. 46, no. 3 (1976).
- 1980 – Anne Firor Scott, (Duke U.), “The Ever Widening Circle: “The Diffusion of Feminist Values From the Troy Female Seminary, 1822–1872,” *History of Education Quarterly*, Vol. 19, no. 1 (Spring 1979): 3–25.
- 1982 – Douglas Sloan, (Teachers College, Columbia University) “Science in New York City, 1867–1907,” *Isis*, 71, no. 256 (March, 1980): 35–76.

## PAST PRESIDENTS

Lawrence A. Cremin	Teachers College, Columbia University	1959–60
Merle L. Borrowman	University of Wisconsin (now the Univ. of California, Berkeley)	1960–61
Lloyd P. Jorgensen	University of Missouri	1961–62
Archibald W. Anderson	University of Illinois (deceased)	1962–63
Franklin Parker	University of Texas	1963–64
Raymond E. Callahan	Washington University	1964–65
J.J. Chambliss	Rutgers University	1965–66
Robert L. McCaul	University of Chicago	1966–67
Ann Keppel	University of Hawaii	1967–68
Paul Nash	Boston University	1969–69
David B. Tyack	Stanford University	1969–70
Henry J. Perkinson	New York University	1970–71
Charles Burgess	University of Washington	1971–72
Patricia Albjerg Graham	Barnard College (now Harvard Univ.)	1972–73
John H. Calam	University of British Columbia	1973–74
Vincent P. Lannie	University of Notre Dame	1974–75
Michael B. Katz	University of Toronto (now Univ. of Pennsylvania)	1975–76
Geraldine Joncich Clifford	University of California, Berkeley	1977
Clarence Karier	University of Illinois	1978
Jurgen Herbst	University of Wisconsin	1979
Wayne J. Urban	Georgia State University	1980
Carl F. Kaestle	University of Wisconsin	1981
Sol Cohen	University of California, Los Angeles	1982
Marvin Lazerson	University of British Columbia	1983
Douglas Sloan	Columbia University, Teachers College	1984

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## PREFACE

1. This text-book is one of a series which is being published by order of the Supreme Commander of the Allied Expeditionary Force for emergency use in German schools in the area occupied by his Forces.
2. It has been selected after a thorough examination of many of the books in use in Germany before the Nazi accession to power. It is a text-book of German authorship and has been reprinted without textual alteration.
3. Its issue does not imply that it is entirely suitable from an educational point of view or otherwise. It is merely the best book which could be found in the circumstances and must serve until Germany produces better text-books of its own.

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## Vorwort

1. Das vorliegende Buch gehört zu einer Reihe von Schulbüchern, die auf Anordnung des Obersten Befehlshabers der Alliierten Streitkräfte veröffentlicht werden. Es dient zum Hilfsgebrauch in den deutschen Schulen, die sich in dem von seinen Truppen besetzten Gebiet befinden.
  2. Dieses Buch wurde gewählt nach gründlicher Untersuchung dieser Schulbücher, die in Deutschland vor der Machtübernahme durch den Nationalsozialismus in Gebrauch waren. Es ist von Deutschen geschrieben und wird hiermit ohne jedwede Textänderung neugedruckt.
  3. Die Tatsache des Neudrucks bedeutet nicht, daß dieses Buch vom erzieherischen oder anderen Gesichtspunkt aus völlig einwandfrei ist. Aber unter den gegebenen Umständen ist es das geeignetste Buch, und es ist zu benutzen, bis Deutschland selbst bessere Schulbücher hervorbringt.
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