
Educating Men and Women Together

Coeducation in a
Changing World

Edited by
CAROL LASSER

Educating Men And Women Together Coeducation In A Changing World

Barbara J. Bank



Educating Men And Women Together Coeducation In A Changing World:

Educating Men and Women Together Carol Lasser, 1987 Based on essays presented at a conference held at Oberlin College in Oberlin Ohio Mar 11 13 1983 [Resources in Education](#) , 1988 Serves as an index to Eric reports microform

The Education of Jane Addams Victoria Bissell Brown, 2004 Excellent The Education of Jane Addams provides a detailed wonderfully complex analysis of Addams's ideas life and work Journal of American History **Cultivating Regionalism** Kenneth H. Wheeler, 2011-11-01 In this ambitious book Kenneth Wheeler revises our understanding of the nineteenth century American Midwest by reconsidering an institution that was pivotal in its making the small college During the antebellum decades Americans built a remarkable number of colleges in the Midwest that would help cultivate their regional identity Through higher education the values of people living north and west of the Ohio River formed the basis of a new Midwestern culture Cultivating Regionalism shows how college founders built robust institutions of higher learning in this socially and ethnically diverse milieu Contrary to conventional wisdom these colleges were much different than their counterparts in the East and South not derivative of them as many historians suggest Manual labor programs for instance nurtured a Midwestern zeal for connecting mind and body And the coeducation of men and women at these schools exploded gender norms throughout the region Students emerging from these colleges would ultimately shape the ethos of the Progressive era and in large numbers take up scientific investigation as an expression of their egalitarian production oriented training More than a history of these antebellum schools this elegantly conceived work exposes the interplay in regionalism between thought and action who antebellum Midwesterners imagined they were and how they built their colleges in distinct ways **Learning Together** David Tyack, Elizabeth Hansot, 1992-12-03 Now available in paperback this award winning book provides a comprehensive history of gender policies and practices in American public schools David Tyack and Elisabeth Hansot explore the many factors that have shaped coeducation since its origins At the very time that Americans were creating separate spheres for adult men and women they institutionalized an education system that brought boys and girls together How did beliefs about the similarities and differences of boys and girls shape policy and practice in schools To what degree did the treatment of boys and girls differ by class race region and historical period Debates over gender policies suggest that Americans have made public education the repository of their hopes and anxieties about relationships between the sexes Thus the history of coeducation serves as a window not only on constancy and change in gender practices in the schools but also on cultural conflicts about gender in the broader society Learning Together presents a rich and exhaustive search through the tangled history of gender and education that links both the silences and the debates surrounding coeducation to the changing roles of women and men in our society It is the generosity and capaciousness of Tyack and Hansot's scholarship that makes Learning Together so important a book Science **Gender and Higher Education** Barbara J. Bank, 2011-03 Encyclopedic review about gender and its impact on American higher education across historical

and cultural contexts The contributors describe the ways in which gender is embedded in the educational practices curriculum institutional structures and governance of colleges and universities Topics included are institutional diversity academic majors and programs extracurricular organizations such as sororities fraternities and women s centers affirmative action and other higher educational policies and theories that have been used to analyze and explain the ways in which gender in academe is constructed *Deans of Women and the Feminist Movement* K. Sartorius, 2014-12-10 This book explores how deans of women actively fostered feminism in the mid twentieth century through a study of the career of Dr Emily Taylor the University of Kansas dean of women from 1956 1974 Sartorius links feminist activism by deans of women with labor activism the New Left movement and the later rise of women s studies as a discipline Constructing Black Education at Oberlin College Roland M. Baumann, 2014-07-31 In 1835 Oberlin became the first institute of higher education to make a cause of racial egalitarianism when it decided to educate students irrespective of color Yet the visionary college s implementation of this admissions policy was uneven In *Constructing Black Education at Oberlin College A Documentary History* Roland M Baumann presents a comprehensive documentary history of the education of African American students at Oberlin College Following the Reconstruction era Oberlin College mirrored the rest of society as it reduced its commitment to black students by treating them as less than equals of their white counterparts By the middle of the twentieth century black and white student activists partially reclaimed the Oberlin legacy by refusing to be defined by race Generations of Oberlin students plus a minority of faculty and staff rekindled the college s commitment to racial equality by 1970 In time black separatism in its many forms replaced the integrationist ethic on campus as African Americans sought to chart their own destiny and advance curricular change Oberlin s is not a story of unbroken progress but rather of irony of contradictions and integrity of myth and reality and of imperfections Baumann takes readers directly to the original sources by including thirty complete documents from the Oberlin College Archives This richly illustrated volume is an important contribution to the college s 175th anniversary celebration of its distinguished history for it convincingly documents how Oberlin wrestled over the meaning of race and the destiny of black people in American society Gender and Education Barbara J. Bank, 2007-09-30 In this two volume set educators explore the intersection of gender and education Their entries deal with educational theories research curricula practices personnel and policies but also with variations in the gendering of education across historical and cultural contexts The various contributors discuss gender as a social construction The latest research on boys and masculinities as well as girls and feminism is included The entries in this work cover the breadth of topics related to gender and education They provide reference information on the history and condition of gender and education from elementary to high school Entries cover such topics as alternative schools historically black colleges and universities in the United States military colleges and academies private and public single sex and co educational schools literacy mathematics achievement women s centers teacher interactions with girls and boys affirmative action in U S higher

education sororities and fraternities educator sexual misconduct expectations of teachers for boys and girls heterosexism and homophobia bullying harassment and violence among students salaries of male and female educators school choice and gender equity disabled students and gender equity Title IX and school sports black feminism womanism and queer theory

The Douglass Century Kayo Denda, Mary Hawkesworth, Fernanda Perrone, 2018-04-12 Rutgers University's Douglass Residential College is the only college for women that is nested within a major public research university in the United States. Although the number of women's colleges has plummeted from a high of 268 in 1960 to 38 in 2016, Douglass is flourishing as it approaches its centennial in 2018. To explore its rich history, Kayo Denda, Mary Hawkesworth, and Fernanda H. Perrone examine the strategic transformation of Douglass over the past century in relation to continuing debates about women's higher education. The *Douglass Century* celebrates the college's longevity and diversity as distinctive accomplishments and analyzes the contributions of Douglass administrators, alumnae, and students to its survival while also investigating multiple challenges that threatened its existence. This book demonstrates how changing historical circumstances altered the possibilities for women and the content of higher education, comparing the Jazz Age, American the Great Depression, the Second World War, the post-war Civil Rights era, and the resurgence of feminism in the 1970s and 1980s. Concluding in the present day, the authors highlight the college's ongoing commitment to Mabel Smith Douglass's founding vision to bring about an intellectual quickening, a cultural broadening in connection with specific training so that women may go out into the world fitted for leadership in the economic, political, and intellectual life of this nation. In addition to providing a comprehensive history of the college, the book brings its subjects to life with eighty full-color images from the Special Collections and University Archives. Rutgers University Libraries.

Constructing Opportunity Elizabeth K. Eder, 2003-01-01 In the 1850s, after two and a half centuries of self-imposed isolation, Japan opened to the outside world, creating the possibility for profoundly new cultural interactions and experiences. *Constructing Opportunity: American Women Educators in Early Meiji Japan* tells the story of Margaret Clark Griffis and Dora E. Schoonmaker, two extraordinary women who transcended the traditional boundaries of nation, class, and gender by living and working in an alternative cultural setting outside the United States in the 1870s. Elizabeth K. Eder draws on numerous primary sources, including unpublished diaries and letters, to give both an intimate biographical account of these women's lives and an examination of the social and institutional frameworks of their professional lives in Japan. Thoroughly researched and immensely readable, *Constructing Opportunity* expands and challenges current views of the history of the U.S. teaching profession and the role of women as institution builders in Meiji Japan.

Feminist History in Canada Post-Doctoral Fellow at the Department of History Nancy Janovicek, Catherine Carstairs, 2013-11-25 In the late 1970s, feminists urged us to rethink Canada by placing women's experiences at the centre of historical analysis. Forty years later, women's and gender historians continue to take up the challenge not only to interrogate the idea of nation but also to place their work in a global perspective. This volume showcases the work of scholars who draw

on critical race theory postcolonial theory and transnational history to re examine familiar topics such as biography and oral history paid and unpaid work marriage and family and women s political action Taken together these exciting new essays demonstrate the continued relevance of history informed by feminist perspectives **The American State Normal School** C. Ogren,2005-04-30 The American State Normal School is the first comprehensive history of the state normal schools in the United States Although nearly two hundred state colleges and regional universities throughout the U S began as normal schools the institutions themselves have buried their history and scholars have largely overlooked them As these institutions later became state colleges and or regional universities they distanced themselves from the low status of elementary literally erasing physical evidence of their normal school past In doing so they buried the rich history of generations of students for whom attending normal school was an enriching and sometimes life changing experience Focusing on these students the first wave of non traditional students in higher education The American State Normal School is a much needed re examination of the state normal school This book was subject of an annual History of Education Society panel for best new books in the field

Historical Dictionary of Women's Education in the United States Linda Eisenmann,1998-07-17 The history of women s education in the United States presents a continuous effort to move from the periphery to the mainstream and this book examines both formal and informal opportunities for girls and women Through an introductory essay and nearly 250 alphabetically arranged entries this reference book examines institutions persons ideas events and movements in the history of women s education in the United States The volume spans the colonial era to the present exploring settings from formal institutions such as schools and colleges to informal associations such as suffrage groups and reform organizations where women gained skills and used knowledge A full picture of women s educational history presents their work in mainstream institutions sex segregated schools and informal organizations that served as alternative educational settings Educational history varies greatly for women of different races classes and ethnicities The experience of some groups has been well documented Thus entries on the Seven Sisters women s colleges and the reform organizations of the Progressive Era convey wide historical detail Other women have been studied only recently Thus entries on African American school founders or women teachers present considerable new information that scholars interpret against a wider context Finally some women s history has yet to be adequately explored Hispanic American women and Catholic teaching sisters are discussed in entries that highlight historical questions still remaining Each entry is written by an expert contributor and concludes with a brief bibliography The volume closes with a timeline of women s educational history and a list of important general works for further reading *American Higher Education, Second Edition* Christopher J. Lucas,2016-04-30 The roots of controversy surrounding higher education in the US extend deep into the past This original incisive history goes far in offering a needed sense of perspective on current debates over such issues as access costs academic quality social equity and curricula Eminently readable and always lively this timely historical account is sure to be an invaluable resource for assessing the

present condition and future prospects of American colleges and universities Law and Social Justice in Higher Education Crystal Renée Chambers, 2016-11-25 The latest volume in the Core Concepts in Higher Education series explores the complexity of law in higher education and both the limits and opportunities of how law can promote inclusivity and access on campus Through a historical and legal framework this volume discusses undergraduate students histories of inclusion and struggles for social justice in higher education by race sex social class disability and sexual orientation Bridging research theory and practice Law and Social Justice in Higher Education encourages future and current higher education and student affairs practitioners to consider how they can collaborate to further a just society Special features Discussion of case law illustrates the reach and limits of law and where higher education professionals can continue to push for social justice Accessible to non lawyers chapters highlight key legal terms and key concepts to guide readers at the beginning of each chapter End of chapter questions provide prompts for discussion and encourage student interactivity **Regendering Delivery** Lindal Buchanan, 2005 **Crossing the Curriculum** Vivian Zamel, Ruth Spack, 2004-02-26 As college classrooms have become more linguistically diverse ESOL professionals and faculty across the disciplines are trying to meet the challenge of teaching students of differing linguistic backgrounds Coeds Ruining the Nation Julia Bullock, 2019-08-28 In the late 1800s Japan introduced a new sex segregated educational system Boys would be prepared to enter a rapidly modernizing public sphere while girls trained to become good wives and wise mothers who would contribute to the nation by supporting their husbands and nurturing the next generation of imperial subjects When this system was replaced by a coeducational model during the American Occupation following World War II adults raised with gender specific standards were afraid coeducation would cause moral problems even societal collapse By contrast young people generally greeted coeducation with greater composure This is the first book in English to explore the arguments for and against coeducation as presented in newspaper and magazine articles cartoons student authored school newsletters and roundtable discussions published in the Japanese press as these reforms were being implemented It complicates the notion of the postwar years as a moment of rupture highlighting prewar experiments with coeducation that belied objections that the practice was a foreign imposition and therefore unnatural for Japanese culture It also illustrates a remarkable degree of continuity between prewar and postwar models of femininity arguing that Occupation era guarantees of equal educational opportunity were ultimately repurposed toward a gendered division of labor that underwrote the postwar project of economic recovery Finally it excavates discourses of gender and sexuality underlying the moral panic surrounding coeducation to demonstrate that claims of rampant sexual deviance and other concerns were employed as disciplinary mechanisms to reinforce an ideology of harmonious gender complementarity and to dissuade women from pursuing conventionally masculine prerogatives

All-Girls Education from Ward Seminary to Harpeth Hall, 1865-2015 Mary Ellen Pethel, 2015-03-23 The history behind one of the oldest all girls prep schools in the South During the final days of the Civil War Dr William Ward and his

wife Eliza Ward envisioned a school for young women in Nashville that would evolve into one of the nation's most prestigious institutions. As the New South dawned, Ward Seminary opened its doors in September 1865. Merging with Belmont College for Young Women in 1913, Ward Belmont operated as a college preparatory school, music conservatory, and junior college. In 1951, the high school division moved farther west, reopening as the Harpeth Hall School. After Ward Belmont's sudden closure, Ward Seminary, Belmont College, Ward Belmont, and Harpeth Hall are simply separate chapters of one continuous story, providing a lens through which to understand the evolution of all girls' education in the United States.

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