# history of education quarterly

**Article Submissions**: Manuscripts must be submitted electronically to the *History of Education Quarterly* manuscript submission site at journals.sfu.ca/heq. Questions regarding submissions can be directed to the editorial staff at HEQedit@uml.edu. The editors will only consider articles that have been submitted exclusively to the *History of Education Quarterly*.

**Book Reviews**: Assignments of reviews are made from a file of potential reviewers. To have your name added to that file, please send your curriculum vitae to the book review editor at HEQbooks@uml.edu. 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 University of Massachusetts Lowell, 529 O'Leary, 61 Wilder Street, Lowell, MA 01854 by Cambridge University Press, One Liberty Plaza, New York, NY 10006.

**Postmaster**: Send all address changes to *History of Education Quarterly*, Cambridge University Press, Journals Fulfillment Dept., One Liberty Plaza, New York, NY 10006.

**Publisher**: *History of Education Quarterly* is published by Cambridge University Press, One Liberty Plaza, New York, NY 10006; Telephone: +1 212-337-5000; Email: newyork@cambridge.org

# **Information for Subscribers**

History of Education Quarterly is published in 4 issues per year. Institutional subscription prices for 2024 are: Print & Online: \$376; Online Only: \$239. For customers in North America, email subscriptions\_newyork@cambridge.org or call (800) 872-7423, option 4. For customers outside North America, email journals@cambridge.org or call +44 (0)1223 326070

# Copyright and Copying

Copyright © 2024 History of Education Society. All rights reserved. No part of this publication may be reproduced in any form or by any means, photocopying, electronic, or otherwise, without permission in writing from Cambridge University Press. Policies, request forms, and contacts are available at: http://www.cambridge.org/about-us/rights-permissions/

Permission to copy (for users in the USA) is available from the Copyright Clearance Center (CCC), http://www.copyright.com, info@copyright.com

**Advertising**: To advertise in the journal please email *USAdSales@cambridge.org* or call +1 212 337-5053 (for customers in North America); email *ad\_sales@cambridge.org* or call +44 1223 325083 in the rest of the world.

#### Disclaimer

Statements of facts and opinion in the articles in *History of Education Quarterly* are those of the respective authors and contributors and not of the History of Education Society or Cambridge University Press. Neither Cambridge University Press nor the History of Education Society make any representation, express or implied, in respect of the accuracy of the material in this journal and cannot accept any legal responsibility or liability for any errors or omissions that may be made.

Printed by Sheridan, a CJK Group Company.

# **History of Education Quarterly**

University of Massachusetts Lowell 529 O'Leary, 61 Wilder Street Lowell, MA 01854-3051 USA

# **Editorial Staff**

# Co-Editors

A.J. Angulo, *University of Massachusetts Lowell* Jack Schneider, *University of Massachusetts Amherst* 

# Associate Editor

Christopher Carlsmith, University of Massachusetts Lowell

# **Book Review Editors**

Ethan Hutt, *University of North Carolina at Chapel Hill* Jonna Perrillo, *University of Texas at El Paso* 

# **Managing Editor**

Kim Tolley, Notre Dame de Namur University

# **Editorial Assistants**

Andrew C. Goodwin, *University of Massachusetts Lowell*Karalyn R. McGovern, *University of Massachusetts Lowell*Amanda E. Turner, *University of Massachusetts Lowell* 

# **Editorial Board**

Kabria Baumgartner, Northeastern University, USA
Victoria Cain, Northeastern University
Clémence Cardon-Quint, Université
de Bordeaux, France
Óscar José Martín García, Universidad
Politécnica, Spain
Jarvis Givens, Harvard University, USA
Ian Grosvenor, University of
Birmingham, UK
Robert Hampel, University of Delaware,
USA
Kira Mahamud-Angulo, Universidad
Nacional de Educacion a Distancia

Johann Neem, Western Washington University, USA
Helen Proctor, University of Sydney, Australia
Parimala Rao, Jawaharlal Nehru
University, India
Douglas S. Reed, Georgetown
University, USA
Kate Rousmaniere, Miami University, USA
Johannes Westberg, University of Gronigen, The Netherlands
Kang Zhao, Zhejiang University, China

# **History of Education Society**

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 the history of education, and to promote an appreciation of the value of historical perspective in the making of educational policy.

# Officers, 2024

# President

Adrea Lawrence, University of Montana

# Past President

Hilary J. Moss, Amherst College

# Vice President

Linda Perkins, Claremont Graduate University

# Treasurer

Linda Eisenmann, Wheaton College

# Secretary

Michael Hevel, University of Arkansas

# **Board of Directors**

Laura K. Muñoz, *University of Nebraska-Lincoln* Joan Malczewski, *University of California, Irvine* Mario Rios Perez, *Syracuse University* 

INDIVIDUAL MEMBERSHIP: Membership is open to anyone interested in the history of education. Membership is on a calendar-year basis only and provides for subscription to the History of Education Quarterly, receipt of the quarterly History of Education Society online newsletter, and receipt of the program of the Society's annual meeting. Members of the Society are automatically members of the International Standing Conference for the History of Education. Dues are \$170 for regular members (print and online), \$120 (online only); \$160 for Emeriti (print and online), \$90 (online only; and \$80 for students (print and online), \$40 (online only). Further information regarding membership and subscriptions, as well as online payment, can be found at https://www.cambridge.org/heq.

To become a member by mail, send a check for the appropriate amount in U.S. dollars only to Member Services, Cambridge University Press, One Liberty Plaza, New York, NY, USA.

Please make checks payable to Cambridge University Press and indicate preferred mailing address and the calendar year in which your subscription should begin. You can also email USmemberservices@cambridge.org or call 800-872-7423 and select option 1, then option 2.

# History of Education Quarterly

Volume 64 • Number 3 • August 2024

# **Contents**

	Special Issue on Higher Education in Its Many Forms
	Introduction
239	Editorial Introduction: Higher Education in Its Many Forms A.J. Angulo and Jack Schneider
	Articles
242	From Missionary Zeal to Holiday Appeal: Summer School, Professionalization, and Teachers in Canada, 1915-1959
270	Scott McLean To Learn but Not Live Together? The Early History of the University of British Columbia's International House Dale M. McCartney, Amy Scott Metcalfe, Gerardo L. Blanco
293	and Roshni Kumari A "Para-University" on the Road toward Self-Governance: The Basque Studies Society and Autonomy, 1918-1936
319	Aitor Anduaga "Isn't It Terrible That All These Students Are Voting?": Student Suffrage in College Towns Timothy Reese Cain

# Forum

Forum on Future Directions for History of Education *A.J. Angulo and Jack Schneider* 

347	Looking Ahead: Nordic and British Perspectives on History of Education Rebecka Göransdotter
352	Serious Questions from Serious People: The Past and Future of the History of Education in Canada  Jason Ellis
357	SCOTUS, Schools, and History  Adam Laats
361	A Tale of Two Cities. Policy-Based and Science-Based Relevance in History of Education Clémence Cardon-Quint
365	Even More Is Required: Confronting the Teacher Pay Crisis in the United States Kabria Baumgartner
371	"If John Dewey Calls, Tell Him Things Didn't Work Out": 1970s Activists Use History to Explain the "Failure" of Public Schooling in Australia Helen Proctor
377	From Path Dependence to Alternative Paths Kathryn E. Wiley and Douglas S. Reed
381	What Makes History Nobel Prize Worthy? Claudia Goldin and the Relevance of History of Education <i>Johannes Westberg</i>
	Book Reviews
385	Julia Brock and Evan Faulkenberry, eds. Teaching Public History
	Dominiaue Jean-Louis
387	Dominique Jean-Louis Annie Abrams. Shortchanged: How Advanced Placement Cheats Students Daniel P. Moore
390	Annie Åbrams. Shortchanged: How Advanced Placement Cheats Students
	Annie Åbrams. Shortchanged: How Advanced Placement Cheats Students Daniel P. Moore Lawrence Blum and Zoë Burkholder. Integrations: The Struggle for Racial Equality and Civic Renewal in Public Education

397	Jesús Jesse Esparza. Raza Schools: The Fight for Latino Educational Autonomy in a West Texas
	Borderlands Town
	Gonzalo Guzmán
400	Samuel W. Franklin. The Cult of Creativity: A Surprisingly Recent History <i>Thomas D. Fallace</i>