

PORTLAND, OREGON

HISTORY OF EDUCATION SOCIETY

ANNUAL MEETING 2026

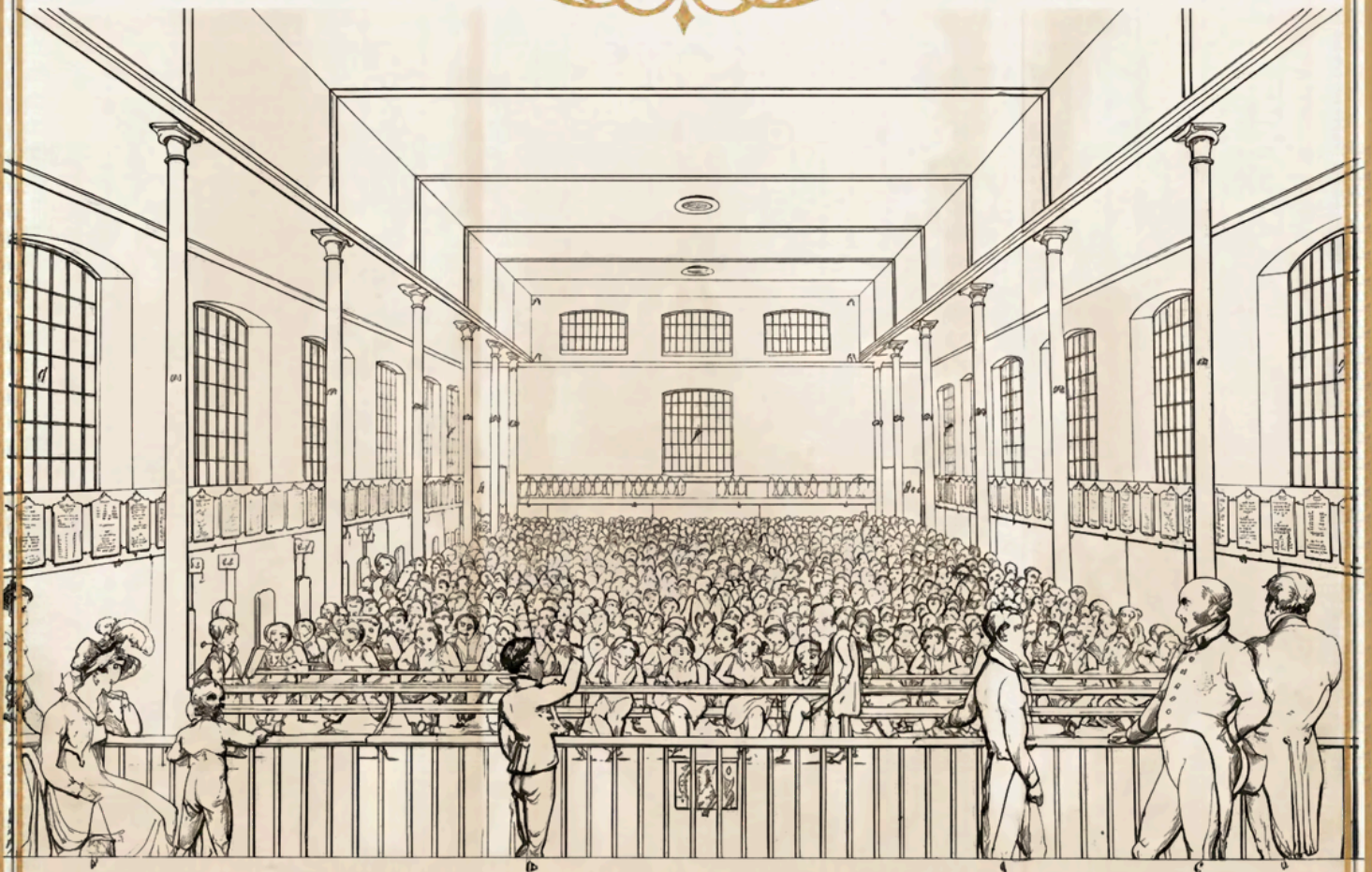


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WELCOME TO HES PORTLAND!

Dear HES Community,

Welcome to Portland! This year marks the 66th annual meeting of the History of Education Society, and I'm excited that we are meeting jointly with the American Educational Studies Association.

Our theme reflects our shared interests: Rooted: Strengthening the Foundations with Historical Inquiry. All members of both organizations are welcome to attend panels and presentations from both programs. I hope everyone has a chance to do so.

We will host a joint HES/AESA panel on teaching foundations, Friday, 1:15-2:45. We also have an HES plenary session on Friday at 3:00: Belonging in American Education: History, Citizenship, Schools, and Civic Life, featuring Dr. Mirelsie Velázquez, Dr. Marc VanOverbeke, Dr. Alexa Rodriguez, and Dr. Christine Woysner.

On Saturday at noon we will have affinity group lunches. At 5:30 we'll gather for our Presidential Address from Dr. Sevan Terzian of the University of Florida: "A Matter of Time: Clocks and Calendars in Mid-Twentieth Century U.S. Classrooms."

I'm grateful to the leadership of AESA for being so wonderful to plan with, as well as the HES planning committee. Thanks, too, to everyone who volunteered to staff the registration table, or review proposals. Finally, thanks to YOU for coming and making HES a warm and engaging intellectual community.

Adam

Adam Laats

President-elect and program planner

More about [Adam](#)



HES STATEMENT ON INCLUSIVITY

The History of Education Society welcomes individuals and groups representing the full range of human diversity including, but not limited to: race, ethnicity, gender, class, sexual orientation, ability, religion, language, immigrant status, or other group identity. We do not condone forms of harassment, especially as it targets historically marginalized people. The HES Officers and Board of Directors will take appropriate and proactive measures to ensure that our organization remains an inviting and safe place.

HES POLICIES

Participant Policies:

- 1.) All participants must be registered. You can register here:
<https://www.historyofeducation.org/annual-meeting/conference-registration-2026/>

- 2.) The History of Education Society annual meeting and all the events therein are private, not public, events. With the exception of the Presidential Address, the History of Education Society does not record content unless otherwise specified. Participants do not have permission to record session in part or in full for any purpose, and any unapproved recording is subject to sanction by the Society and to state and federal law.

History of Education Society

ANNUAL MEETING PROGRAM

About the History of Education Society

Founded in 1960, HES is an international scholarly organization that encourages research in the history of education, publishes the History of Education Quarterly, hosts an annual conference, fosters the teaching of the history of education in colleges and universities, highlights the value of historical perspective in the creation of education policies, and promotes library and museum facilities for the preservation of primary source materials. Information regarding HES membership is available on the website: <https://www.historyofeducation.org/membership/>

For more information, including our constitution and by-laws, see: <https://www.historyofeducation.org/about-us/>

History of Education Society Officers, 2025-2026:

President

Sevan Terzian, University of Florida

Past-President

Linda Perkins, Claremont Graduate University

Vice President and Program-planning Chair

Adam Laats, Binghamton University (SUNY)

Treasurer

Linda Eisenmann, Wheaton College (MA)

Secretary

Michael Hevel, University of Arkansas

Board of Directors

Eddie Cole, UCLA

Joan Malczewski, University of California Irvine

Vincent Willis, University of Alabama

History of Education Society

ANNUAL MEETING PROGRAM / COMMITTEES & COORDINATORS

History of Education Society Prize Committees

Robert L. Hampel Outstanding Book Award

Andrea Guiden-Pittman (chair), Christine Woyshner, Cam Scribner, Hilary Falb Kalisman.

History of Education Prize for best published article

Jacob Hardesty (chair), Kimberly Ransom, Francena Turner, Matthew Kelly

Claude A. Eggertsen Dissertation Prize

Tracy Steffes (chair), Andrea Walton, Diana D'Amico Pawlewicz

Linda Eisenmann Prize

Isaac Gottesman (chair), Alison Palmadessa, Andrea Turpin

Graduate Student Council

Sylvia Rosillo (chair), University of Illinois-Urbana/Champaign
Beth Bass, Stanford University
Callie Avondet, University of Illinois-Urbana/Champaign
Makamae Sniffen, University of Wisconsin-Madison
Margaret (Greta) Frei, Boston University
Joey Shepherd, University of Illinois-Urbana/Champaign
Heather Hayen, Purdue University
Phillip Cheng, University of Florida

Affinity Groups Coordinators

Briana Bivens, University of Florida
Max Jacobs, Rutgers University

Book Exhibit Coordinator

Eric Luckey, University of Wisconsin-Whitewater

Program-planning Committee

Adam Laats (chair), Binghamton University (SUNY)
Chris Ogren, University of Iowa
Mirelsie Velázquez, University of Illinois-Urbana/Champaign
Zac Deibel, Virginia Military Institute
Nathan Tanner, University of Nevada-Reno
Chris Getowicz, University of Illinois-Urbana/Champaign
Abigail Kahn, Stanford University
Sylvia Rosillo, University of Illinois-Urbana/Champaign
Carolyn Souza Fonseca da Silva, University of Nevada-Reno
Janet Adeleke, Binghamton University (SUNY)
in coordination with Keffrelyn Brown, University of Texas-Austin

CALL FOR EDITORSHIP OF THE HISTORY OF EDUCATION QUARTERLY

History of Education Quarterly seeks a new editorial team and home for a three-year term starting July 1, 2027.

The current editorial team, led by Co-Editors Jack Schneider and AJ Angulo, along with Associate Editor Chris Carlsmith and Managing Editor Milton Gaither, will end its term on June 30, 2027. The History of Education Society (HES) thanks them for the excellent leadership they have provided to date, including achieving a higher impact factor than peer history of education journals and for internationalizing its scope.

The HES Board of Directors hereby issues a call for proposals for editorship of History of Education Quarterly, including a letter of intent by December 1, 2026, and a full proposal by February 1, 2027. The Board expects that the new editor(s) will collaborate with the current editorial team in the spring of 2027 to ensure a smooth transition before assuming operation of the journal on July 1, 2027.

History of Education Quarterly is an international, peer-reviewed academic journal dedicated to publishing high-quality scholarship on the history of education. It is the official journal of HES, the field's leading professional society in the United States, and has been published continuously since 1960.

The journal encourages submissions from a range of intersecting sub-fields in social, political, economic, intellectual, and cultural history, including (but not limited to): urban history, policy history, sociology of knowledge, colonialism and colonial education, history of childhood and youth, gender and sexuality studies, ethnic and racial history, indigenous education, cultural studies, comparative history, and the history of ideas. Book reviews have separate co-editors, currently Ethan Hutt and Jonna Perrillo. In 2025, the journal handled approximately 100 manuscripts. A contract for Cambridge University Press to continue to publish HEQ was just renewed until January 1, 2030.

CALL FOR EDITORSHIP

Interested applicants should submit a letter of intent by December 1, 2026 to both HES President Sevan Terzian (sterzian@coe.ufl.edu) and HES President-Elect Adam Laats (alaats@binghamton.edu). The letter should explain why the applicant or applicant team is seeking the editorship and include a brief, general statement about the level of support the proposed host institution(s) may provide, such as release time, general office support, graduate student assistants, and so on. Please note that an editorial team need not all come from the same institution, and that costs could be shared across institutions. For questions about the HEQ budget or institutional commitments, please contact editor Jack Schneider (schneider@educ.umass.edu) or HES Treasurer Linda Eisenmann (eisenmann_linda@wheatoncollege.edu).

Full proposals are due to Dr. Terzian and Dr. Laats by February 1, 2027. They should include the following elements:

1. A vision statement, explaining how the applicant(s) views the current trends in the field and how HEQ can evolve to keep pace. Such a statement might address the content and structure of the journal, including such issues as the proper balance of topics, inclusion of forums and debates, the length and types of book reviews, commentaries on how history informs current policy and practice debates, open access publishing, and so on.
2. A statement of the qualifications for the position, including complete curriculum vitae. If the proposal comes from a team, all members should submit their CVs.
3. A discussion of the applicants' operational plan, explaining how colleagues and graduate students—at the applicants' institution or at other institutions—will assist in the editorial process.
4. Evidence of institutional support, including a statement of support from the relevant department chair, dean, and/or provost that describes the level of support around items such as:
 - release time for the editors
 - travel funds
 - support for graduate or undergraduate assistants (tuition waivers, stipends)
 - office and storage space, computers, and other in-kind support

Applications will be reviewed by the HES Board immediately after the submission deadline. A copy of the HEQ Annual Report for 2025 is available on request.

HES 2026: Program-at-a-Glance

Thursday, November 5, 2026

11:30-1:00	Rooted In Inquiry: Using the Narrative Policy Framework to Understand Latino Representation and Contributions in U.S. History Education	Skyline II
	Crossing Borders, Shaping Minds: Missionaries, International Education and China	Pavilion Ballroom East
	History of Education as a Pedagogical Tool: Black, Latine, and Indigenous histories as critical curricular interventions	Skyline I
1:15-2:45	Schooling as Colonial Technology: Curriculum & Educational Power in US Educational History	Skyline I
	Archival Pliability: Arts-Based Methodologies in Historical Research	Skyline II
3:00-4:30	Book Panel on Dara Walker, Alexander Hyres, and Jon Hale, editors, <i>Youth in the Movements: High School Student Activism in Twentieth-Century America</i> (Rutgers University Press, 2026)	Skyline I
	Cultivating Educators' Historical Consciousness: A Workshop for Teaching History of Education for Teacher Candidates	Skyline II
	Remembering and forgetting: the challenges of memory and history in international context	Pavilion Ballroom East
	Community, school, and race in historic context	Skyline I
4:45-6:15	Imperialism and education in theory and practice	Skyline II
	Critical Oral History in Practice: Educators and the HES Graduate Student Council in Conversation	Pavilion Ballroom East
	Teachers and Educational Change: Local Histories & Global Perspectives in Urban Education	Pavilion Ballroom West
5:00-5:45	AESA Kneller reception: HES members welcome to attend	Hilton Atrium Ballroom
5:45-7:00	AESA Kneller lecture: Sheron Fraser-Burgess (American Ethical Union)	Hilton Atrium Ballroom
7:15-10:00	HES After Dark: Schoolhouse Rock	Galleria North

Friday, November 6, 2026

8:30-10:00	Organizing Education in Twentieth-Century North America: Institutions, Practices, and Policy	Galleria I
	Contested Space: West Coast Universities and Students of Color Activism	Skyline II
	Conscribing 'Morality' in Twentieth-Century Schooling	Skyline I
	Breaking the Mold of the Southern Belle: Late 19th and Early 20th century Female Educators Silenced by History	Pavilion Ballroom East
	Abolition, Approach, and Advocacy: Shifting the Gears of Historical Inquiry Towards Black Educational Freedom	Pavilion Ballroom West
10:15-11:45	Book Session: The Liberal Education of Lawrence Cremin	Skyline I
	Gender and American Higher Education: 19 th and 20 th century meanings	Skyline II
	Faith and Learning Across Borders: Higher Education in Global Perspective	Galleria I
	A look back at San Antonio v. Rodriguez (1973): Law, race, and segregation	Galleria II
	Archival Organization and Historical Writing	Galleria III
12-1	HES business meeting	Pavilion Ballroom East
1:00-2:30	Guided research tour of Portland State University Special Collections	PSU
1:15-2:45	Joint AESA/HES panel: Strengthening the Foundations: Reflections on Teaching and Learning from Across the Disciplines	Pavilion Ballroom East
	Rethinking the Federal Role in Education: Black and Indigenous Resistance and the Shaping of Federal Policy in the United States	Skyline II
	A History of Violence: Rhetoric and Representation, Rupture and Remembrance	Skyline I
	Oral Traditions and Educational Freedom Movements	Pavilion Ballroom West
	Making Differences Legible: Race, Language, and Education	Skyline IV
3:00-4:30	HEQ fireside chat	Captain Gray (Duniway Building)
5:00-5:45	HES Plenary: Belonging in American Education: History, Citizenship, Schools, and Civic Life	Pavilion Ballroom East
5:45-5:45	AESA Butts reception: HES members welcome to attend	Hilton Atrium Ballroom
5:45-7:00	AESA Butts lecture:	Hilton Atrium Ballroom
7:00	Leilani Sabzalian (University of Oregon)	Hilton Atrium Ballroom

9-10	GSC mentoring meetings	Pavilion Foyer
	Planting Roots: Student Activism and the Politics of Contestations in 20 th Century Higher Education	Skyline I
10:15-11:45	Educator Unions and Black Struggles for Educational Justice in Boston & Detroit	Skyline II
	Our Long and Winding Roads to History of Education: A Glimpse of Six Personal Journeys in Our Field	Skyline IV
	Rethinking Dartmouth College's Corporate Foundations	Pavilion Ballroom East
	Book Panel: <i>Constructing a Black Curriculum: The Origins of Race-Conscious Education in America</i>	Pavilion Ballroom West
	Affinity Group lunches	
	Biography and Life Writing	Skyline III
	Carceral State	Skyline I north
12-1:00	Education and Social Movements	Pavilion East
	Eighteenth & Nineteenth Centuries	Skyline IV
	Global/Transnational/Imperial	Pavilion West
	Intellectual History	Skyline I south
	Popular Culture	Pavilion East
	Teachers, Teaching, & Curriculum	Pavilion West
	All in the Family: Teaching & policy struggles in US schools	Skyline IV
	State-making and institutional data collection in international context.	Skyline I
1:15-2:45	Divided in mind and body: Segregation and race in the 19 th and 20 th centuries	Pavilion Ballroom West
	Higher education for all: Diversity and intellectual life in 20 th -century US universities	Galleria I
	Book Session: <i>Straighten Up, Girls and Boys: How Schools Have Shaped Sexuality and Gender</i> , by Jackie Blount	Skyline III
	Race, Finance, and the Cost of Higher Education	Skyline IV
	Book Panel on Alexander Hyres's <i>Protest and Pedagogy: Charlottesville's Black Freedom Struggle and the Making of the American High School</i> (University of Georgia Press, 2026)	Pavilion Ballroom East
3:00-4:30	Classrooms, Barracks, and Camps: Histories of Institutionalization and Control	Pavilion Ballroom West
	What is Civic Education, Anyway?	Skyline I
	Global Education, Local Campuses: International Higher Education and Student Life	Skyline III
5:30-6:45	Presidential Address	Pavilion Ballroom East
7-9:00	Presidential Reception	Pavilion Ballroom West

Sunday, November 8, 2026

9:00-10:30	Refusing to Wait: Narratives of Resistance from the Mid-Twentieth Century	Broadway II
	Building Schooling: Compulsion, Material Culture, and Religious Education	Broadway I
	Truth Telling and Reclaiming at Chemawa Indian School	Skyline II
	The History of Higher Education: What Lies under the Mess and Why It Matters Now	Skyline I
10:45-12:15	HES award presentations	Pavilion Ballroom East

HES Program: 2026

Thursday, November 5, 2026

Rooted In Inquiry: Using the Narrative Policy Framework to Understand Latino Representation and Contributions in U.S. History Education Room: Skyline II	This workshop uses the Narrative Policy Framework (NPF) to examine how U.S. history and social studies standards construct national stories that marginalize or omit Latino contributions, and how those narratives can be rewritten. Participants will be introduced to NPF concepts—settings, characters, plot, and moral—and apply them to real standards language to identify how policy texts racialize Latinos through omission, tokenization, and narrow framing. We then engage attendees in revising at least one standard and sketching aligned lesson ideas that foreground Latino agency, complexity, and continuity over time. By treating standards as “root texts” that structure what counts as U.S. history, the workshop invites historians of education, teacher educators, K–12 practitioners, and policy advocates to collaborate on reconstructing more accurate and inclusive foundations for civic learning for all ethnic groups in an era of demographic change and intensified curriculum debates. Workshop leaders: - Gina Delgado (UnidosUS) gdelgado@unidosus.org - Viviana Lopez Green (UnidosUS)	11:30-1:00
Crossing Borders, Shaping Minds: Missionaries, International Education and China Room: Pavilion Ballroom East	Chair: Ann Marie Ryan (University of Texas—San Antonio) annmarie.ryan@utsa.edu Discussant: Yu Wang (University of Illinois) yu117@illinois.edu At the Crossroads: Students’ “Anguish” and the Structural Dilemmas of Secondary Education in Republican China Xin Hu (Beijing Normal University) 1243714839@qq.com Allies at Odds—Taiwan’s Overseas Chinese Student Program under American Sponsorship Ting-Hong Wong (Sociology Institute, Academia Sinica) thwong@gate.sinica.edu.tw African American Contribution to the Indonesian Education Movement (1938) Moch. Nurkhan (Luhman Hakim) (Ohio State University) hakim.1@buckeyemail.osu.edu	
History of Education as a Pedagogical Tool: Black, Latine, and Indigenous histories as critical curricular interventions Room: Skyline I	This panel situates the American Historical Association’s (AHA) American Lesson Plan: Teaching U.S. History in Secondary Schools report (AHA, 2024) as a catalyst for reimagining how historical inquiry shapes pedagogy and learning outcomes in twenty-first century K-12 classrooms. Chair/discussant: Jon Hale (University of Illinois at Urbana-Champaign) jonhale2@illinois.edu - Mirelsie Velazquez (University of Illinois at Urbana-Champaign) velazqu1@illinois.edu - Jennifer Johnson (University of Illinois at Urbana-Champaign) john0025@illinois.edu - Nathan Tanner (University of Nevada, Reno) nathantanner@unr.edu - Marlee S. Bunch (University of Illinois at Urbana-Champaign) marleess2@illinois.edu	

Schooling as Colonial Technology: Curriculum & Educational Power in US Educational History

Room:
Skyline I

This panel examines schooling in the United States as a site where colonial power has been historically produced, contested, and reproduced. In this way, the historical papers in this proposed session contend with La Paperson's argument that colonial forms of schooling have always "occupied the same space and time" as a "decolonizing education." Across four case studies spanning the nineteenth and twentieth centuries, the papers in this session demonstrate how educational institutions and curricular practices have functioned as technologies of colonial governance—mechanisms designed to reorder relationships among land, labor, culture, language, and identity. At the same time, these papers reveal the ways students, families, educators, and communities have navigated, resisted, and even reworked these educational structures for their own survival and prosperity:

- Nathan Tanner (University of Nevada, Reno) nathantanner@unr.edu
- Mary Smith (University of Illinois, Urbana-Champaign) marys10@illinois.edu
- Sylvia Rosillo (University of Illinois, Urbana-Champaign) < srosillo@oakton.edu
- Chris Getowicz (University of Illinois, Urbana-Champaign) cgetow2@illinois.edu

Archival Plaibility: Arts-Based Methodologies in Historical Research

Room:
Skyline II

In what ways can emergent inquiry open possibilities for the interpretation of the archive? In this workshop, engage alongside two historians of art education whose methods utilize arts practices towards creative exploration of historical data, drawing from the work of critical fabulation and the work of contemporary artists who use the archive. Attendees will gain hands-on experiences with several arts-based methodologies for historical investigation that can be used for their own research practices and utilized for increased student engagement in the classroom.

Workshop leaders:

- Debra Hardy (University of Wisconsin-Milwaukee) hardvda@uwm.edu
- Jody Stokes-Casey (University of Kentucky) JStokesCasey@uky.edu

3:00-4:30	Book Panel on Dara Walker, Alexander Hyres, and Jon Hale, editors, <i>Youth in the Movements: High School Student Activism in Twentieth-Century America</i> (Rutgers University Press, 2026) Room: Skyline I	This book panel will discuss the arguments and contributions of Dara Walker, Alexander Hyres, and Jon Hale's <i>Youth in the Movements: High School Student Activism in Twentieth-Century America</i>. The edited volume documents the history of the rise of American high school and youth activism in the United States since the Second World War. Spaces within high schools and the adults at them provided support or inspiration – both negative and positive – for youth engaged in protest, organizing, and activism. Through rich research of archival sources and oral histories, contributors reveal new perspectives on American high school and youth activism. Viewed through the eyes of high school-aged youth around the United States – in familiar locations such as Boston, New York City, and Detroit, as well as less familiar locales in the historiography, such as Salt Lake City and the Navajo Reservation – we extend our understanding of high school and how it has been experienced by youth activists in the post-World War II period. Chair: Ben Justice (Rutgers University) ben.justice@rse.rutgers.edu Respondents: - Alexander Hyres (University of Utah) alexander.hyres@utah.edu - Jon Hale (University of Illinois at Urbana-Champaign) jonhale2@illinois.edu Panelists: - Dionne Danns (University of Illinois-Chicago) ddanns@uic.edu - Nathan Tanner (University of Nevada, Reno) nathantanner@unr.edu - Mirelsie Velazquez (University of Illinois at Urbana Champaign) velazqu1@illinois.edu - Vincent Willis (University of Alabama) vwillis@ua.edu	3:00-4:30
3:00-4:30	Cultivating Educators' Historical Consciousness: A Workshop for Teaching History of Education for Teacher Candidates Room: Skyline II	This workshop introduces participants to the concept of “educators’ historical consciousness” (EHC), a theory developed to help historians and teacher educators facilitate deeper engagement on the part of candidates and practicing teachers with the histories that inform and shape their work. Participants will engage with authentic cases drawn from historical and cultural foundations courses to examine how EHC can be applied to their instruction and identify revisions to better develop their students’ historical consciousnesses. - Charles Tocci (Loyola University Chicago) charles.tocci@gmail.com - Ann Marie Ryan (University of Texas San Antonio) annmarie.ryan@utsa.edu - Michael Hines (Stanford University) mhines2@stanford.edu	3:00-4:30
	Remembering and forgetting: the challenges of memory and history in international context Room: Pavilion Ballroom East	Chair: Sherman Dorn (Arizona State University) sherman.dorn@asu.edu Discussant: Campbell Scribner (University of Maryland) cfscrib@umd.edu What is in a name? A school renaming and its reversal as a window into whitelash Jeanne Powers (Arizona State University) jeanne.powers@asu.edu Teaching “The Truth of Southern History”: The Educational Philosophy and Pedagogical Strategies of the United Daughters of the Confederacy at the Turn of the 20th Century Emma Miller (University of North Carolina—Chapel Hill) embritm@unc.edu	

4:45-6:15	Community, school, and race in historic context Room: Skyline I	Chair & Discussant: Jon Hale (University of Illinois at Urbana-Champaign) jonhale2@illinois.edu Teaching Uncomfortable Truths in a Post-Truth World: Antiracism, Historical Knowledge, and the Education Classroom Roger Booker Jr. (Texas State University) rb1140@txstate.edu Politicized Care, Placemaking, and Spatial Contestations: The Alternative Black Education Maps of Black South Dallasites 1980-1990 Beth Bass (Stanford University) bbass@stanford.edu Winning the Open Society: Community Control and Enclave Democracy in Chicago, 1966-1972 Ellis Reid (Spencer Foundation) ellis.reid@gmail.com	4:45-6:15
	Imperialism and education in theory and practice Room: Skyline II	Chair: Derek Taira (University of Hawai'i-Mānoa) derekt@hawaii.edu Discussant: Nathan Tanner (University of Nevada, Reno) nathantanner@unr.edu Kill the CHamoru, Save the Man: Carlisle, the Protestant Missionary Network, and the Roots of US Colonial Education in Guam Rebecca Grunzke (University of Guam) rebeccazgrunzke@gmail.com Schooling the U.S. Empire in the Early Twentieth-Century Pacific: The Philippines at the Center Yu Wang (University of Illinois) yul17@illinois.edu Problem Cottages: Making and Unmaking a Presbyterian Tlingit Community Franklin Eccher (University of Pennsylvania) fteccher@gmail.com Learning by Doing Empire: The Imperial Roots of Democratic Education Daniel Perlstein (University of California-Berkeley) danperl@berkeley.edu	
	Critical Oral History in Practice: Educators and the HES Graduate Student Council in Conversation Room: Pavilion Ballroom East	Drawing on Christine K. Lemley's Practicing Critical Oral History: Connecting School and Community, the discussion centers on how oral history can serve as a tool for understanding "the historical and contemporary realities of untold or unheard stories." Moving beyond earlier approaches that framed oral history as a value-neutral process, critical oral history asks researchers and educators to recognize the power dynamics embedded in historical storytelling and the ethical responsibilities that accompany this work. As part of this conversation, the panel will consider what Aurora Levins Morales refers to as "medicinal histories" and what Marlee S. Bunch describes as "unlearning the hush." Panelists will reflect on how oral history projects can move beyond documentation toward forms of reciprocity that meaningfully engage the communities whose stories are being recorded. Moderators: • Sylvia Rosillo (University of Illinois) • Beth Bass (Stanford University) • Joey Shepherd (University of Illinois) Participants: • Alexa Rodriguez (University of Virginia) ar3km@virginia.edu • Marlee Bunch (University of Illinois at Urbana-Champaign) marlees2@illinois.edu • Ansley Erickson (Teachers College, Columbia University) erickson@tc.columbia.edu • Dionne Danks (University of Illinois-Chicago) ddanks@uic.edu	

Teachers and Educational Change: Local Histories & Global Perspectives in Urban Education

Room: Pavilion Ballroom West

Thursday, 4:45-6:15

Chair and Discussant: Deirdre Dougherty (Knox College) dmdougherty@knox.edu

Rivalling the Metropolitan: Tom Jenkins and the Making of the Black Teacher in Britain's Imperial Education Project, 1818–1859 Esther Anfo-Whyte (Harvard University) eanfowhyte@fas.harvard.edu

“Education is Inextricably Political”: Mary Hatyood Futrell, Black Educators, and the Rise of Accountability and Excellence in the United States Alexander Hyres (University of Utah) alexander.hyres@utah.edu
Amato Nocera (North Carolina State University) anocera@ncsu.edu

Phillip Murray's Pennsylvania Strategy Gains Black Teachers for St. Louis Public Schools Vanessa Garry (University of Missouri-St. Louis) garryv@umsl.edu

“Assigned on the Basis of Race”: Revisiting the 1970s Teacher Desegregation Efforts in New York City Bethany Rogers (College of Staten Island CUNY) rogers.bethany0@gmail.com

“A Real Job for a Man”: Project Male in Elementary Classrooms, Arlington, Massachusetts, 1967–1975 Jeremy Murphy (College of the Holy Cross) jtmurphy@holycross.edu

Thursday 5:00-5:45 AESA Kneller reception: HES members welcome to attend—Hilton Atrium Ballroom

Thursday 5:45-7:00 AESA Kneller lecture; Hilton Atrium Ballroom
Sheron Fraser-Burgess (American Ethical Union)

Thursday 7:15-9:30: HES After Dark: Schoolhouse Rock

Room: Galleria North

Since its inception in the early 1970s, Schoolhouse Rock, the collection of approximately 3-minute animated educational music videos that aired during commercial breaks during ABC's children's programming blocks off and on for decades, has been used to help television programmers to appease parents who worried about the effects of heavily commercialized television on their children and to meet FCC regulations and requirements with respect to airing educational programming. This film screening and panel discussion will feature a carefully curated set of Schoolhouse Rock music videos. The session leaders will use these films to facilitate discussion both of the development of the educational children's television program and the apparent split between educational and commercial programming for the young, seeking to identify the impacts changing regulations had on the development of commercial and educational children's television. The cartoons we will show are data points-in-time, and we hope the conversation that follows will create a narrative regarding how the relationship between regulation and programming developed from the 1970s through the 1990s. The selected shorts will provide a condensed view of the scope of the series both in terms of subject areas (math, grammar, history, government, environmental science, computer science, etc.) and historical era (the original run from the 1970s, the expansion in the 1990s, and the reboot from the twenty-first century). These relatively short, fast-moving, and light films will provide ample opportunities for historians of popular culture across a variety of media and subject area expertise to contribute to the discussion.

- Andrew Grunzke (University of Guam) grunzkea@triton.uog.edu
- Ed Janak (University of Toledo) Edward.Janak@utoledo.edu
- Jacob Hardesty (Rockford University) jhardesty@rockford.edu

Friday, November 6, 2026

8:30-10:00	Organizing Education in Twentieth-Century North America: Institutions, Practices, and Policy Room: Galleria I	Chair & discussant: Michael Hevel (University of Arkansas) hevel@uark.edu American Colleges and Universities in 1940: An Organizational Portrait John Rury & Argun Saatoğlu (University of Kansas) jrury@ku.edu Doing “Actual Business”: Practical Departments, Professional Education, and the Rise of the Businessman Dael Norwood (University of Delaware) dnorwood@udel.edu Archival Fragments and Living Legacies: Writing the History of an Art Department Dustin Garnet (University of British Columbia) dustin.garnet@ubc.ca From Representational Balance to Epistemic Rigor: Objectivity and Funding in the Joint Council on Economic Education, 1949–1966 Francesco Carloni (Universität Trier) francesco.carloni@unimore.it	8:30-10:00
8:30-10:00	Contested Space: West Coast Universities and Students of Color Activism Room: Skyline II	This session explores the vastness of Western Pacific student activism and systemic organizing that have structured and reformed the entire landscape of U.S. institutional spaces. Across three historical case studies, this session spans five decades to present-day experiences of historically marginalized student communities. Each paper demonstrates the student-led efforts that challenge dominant narratives and transform West Coast institutions through collective change. • Chair: Eddie Cole (University of California-Los Angeles) cole@seis.ucla.edu • Kyra Solis (UCLA) kyrasolis98@ucla.edu • Alexis Robin Hale (UCLA) alexishale04@ucla.edu	8:30-10:00
8:30-10:00	Conscribing ‘Morality’ in Twentieth-Century Schooling Room: Skyline I	The panel shares new research from four scholars investigating the social construction of morality in diverse educational contexts over the long twentieth century. Scholars of education often examine histories of carceral schooling, public schooling, and Catholic schooling separately. This panel seeks to help historians break down subfield borders by putting research on public, Catholic, and state educational programs/policies in conversation with one another. The panelists in this session plan to prepare abbreviated presentations of their papers to allow for generative methodological conversation facilitated by the Discussant. By building in time for comparative analysis, this thematic session seeks to offer new ways of approaching the historical study of moral reform across different chronologies and educational settings. In conversation, the panelists will highlight trends and divergences in how education as moral reform (and moral reform as education) constrained behavior in twentieth-century institutions. • Discussant: Julia Haager (Western Carolina University) jhaager@email.wcu.edu • Ruby Oram (Texas State University) rubyoram@txstate.edu • Rachel Rosenberg (Hartwick College) rosenberger@hartwick.edu • Jason Mayernick (Metro State University) jason.mayernick@metrostate.edu	8:30-10:00

Friday 8:30-10:00	Breaking the Mold of the Southern Belle: Late 19th and Early 20th century Female Educators Silenced by History Room: Pavilion Ballroom East	In this research, we offer description and analysis of the careers of four late 19th and early 20th century southern female educators who defied stereotypes of the southern belle, which required conformity to the politics of respectability. These women include Julia Flisch, Hannah Guillan, Mary Barker, and Anna Julia Cooper. In their careers each accomplished remarkable feats, extraordinary for the time periods in which they worked, yet all have been silenced by the past. • Chair: Linda Eisenmann (Wheaton College) eisenmann_linda@wheatoncollege.edu • Discussant: Chris Ogren (University of Iowa) chris-ogren@uiowa.edu • Chara Bohan (Georgia State University) cbohan@gsu.edu • Aliyah Gilenson (Georgia State University) agilenson1@student.gsu.edu • Cristy Sellers (Pacific University) csellers@pacificu.edu • JoAnn Wood (Georgia State University) msjoannwood@gmail.com	8:30-10:00
Friday 8:30-10:00	Abolition, Approach, and Advocacy: Shifting the Gears of Historical Inquiry Towards Black Educational Freedom Room: Pavilion Ballroom West	Authentic histories that explore the intersections of race, pedagogy, and educational policy are often fraught with complexities and contradictions. Engaging narratives across the 19th and 20th centuries, our panelists collectively argue that the process of assessing historical realities in African American education resists neat, linear, and predictable description. • Chair: Linda Perkins Claremont Graduate University) Linda.perkins@cgu.edu • Zenzile Riddick (Northwestern University) zenzile.riddick@northwestern.edu • Darion Wallace (Stanford University) darionw@stanford.edu • Erica Sterling (University of Virginia) mth6uq@virginia.edu	8:30-10:00

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10:15-11:45	Book Session: The Liberal Education of Lawrence Cremin Room: Skyline I	This session will discuss a new biography of Lawrence Cremin written by Professor Kate Rousmaniere. It's the first study of his life and career (1925-1990), a Pulitzer and Bancroft Prize-winning historian of American education, president of Teachers College, Columbia University, and leading the Spencer Foundation. It examines Cremin's contributions to modern educational research and reform in the broader context of mid-20th century liberalism and modernity, offering an analysis of how social science, technology, and government policies shaped discussions of educational equality. The study also provides a rich historical perspective on educational reform and, drawing largely on Cremin's forty-year work diary, offers an insider's perspective on the development of American higher education in the late 20th century. It details how Cremin balanced his scholarship, teaching, and administrative leadership and the way he engaged with the challenges of historical inquiry in the broader field of educational studies. • Chair: John Rury (University of Kansas) jrury@ku.edu • Respondent: Kate Rousmaniere (Miami University) rousmak@miamioh.edu • Michael Hines (Stanford University) mhines2@stanford.edu • Michael Hevel (University of Arkansas) hevel@uark.edu • Jackie Blount (The Ohio State University) blount.36@osu.edu • Sue Ellen Henry (Bucknell University) sehenry@bucknell.edu	10:15-11:45
10:15-11:45	Gender and American Higher Education: 19th and 20th century meanings Room: Skyline II	Chair: Eddie Cole (University of California-Los Angeles) cole@seis.ucla.edu Discussant: Ethan Schrum (Azusa Pacific University) eschrum@apu.edu A History of Espoused Values through Use of Heraldry for U.S. Women's College Social Sororities: 1824-1874 and 1885-1929 Ashley Tull (Texas Christian University) ashley.tull@tcu.edu Coeducation at Deep Springs College: Tradition and Founder's Intent at an Experimental Institution Matthew Ely (Indiana University) elymatthew@gmail.com Recovering Lost Voices: Elizabeth Female Academy, Elite Women, and the Negotiation of Historical Inquiry in Antebellum Mississippi Summer Tierno (University of Southern Mississippi) The Social Architecture of Anderson House: A History of Women's Self Determination, 1967 Deirdre Dougherty (Knox College) & Delaney Edsall (Knox College) dmdougherty@knox.edu	10:15-11:45
10:15-11:45	Faith and Learning Across Borders: Higher Education in Global Perspective Room: Galleria I	Chair: Adam Nelson (University of Wisconsin) adam.nelson@wisc.edu Discussant: Charles Dorn (Bowdoin College) cdorn@bowdoin.edu History as Ground, Not Background: Elite Formation, Bureaucratic Tradition, and the Ottoman Roots of University Governance in Turkey Batuhan Aydağul (University of Wisconsin-Madison) aydagul@wisc.edu Academic Freedom in the German Confederation from Wilhelm von Humboldt to the Göttingen Seven Karin Breuer (Ithaca College) kbreuer@ithaca.edu Degrees of Faith: Nebraska Higher Education in the Age of the University Benjamin Leavitt (Warner Pacific University) bleavitt@warnerpacific.edu	10:15-11:45

Friday, November 6, 2026

Friday 10:15-11:45	A look back at San Antonio v. Rodriguez (1973): Law, race, and segregation Room: Galleria II	Chair/discussant: Ethan Hutt (University of North Carolina) ehutt@unc.edu "San Antonio v. Rodriguez" as Strawman: A State of the Field Critique Campbell Scribner (University of Maryland) cfscrib@umd.edu Competing Narratives: Historicizing Local Control in Rodriguez and Milliken Angus McLeod (Amherst College) amcleod@amherst.edu The Myth of Closure: Rodriguez and the Historical Construction of Educational Inequality Vincent Lazaro (Independent Scholar) vincent.amold.lazaro@gmail.com	10:15-11:45
Friday 10:15-11:45	Archival Organization and Historical Writing Room: Galleria III	This workshop focuses on doing archival research and turning it into historical writing. Through three short presentations, the organizers will discuss how research projects develop over time, how a single source can become the basis for an article or chapter, and how tools such as Tropy can help manage large collections of documents. The second half of the session will be an open discussion about how these methods might apply to participants' own work. Designed for graduate students, early career scholars, and other historians of education, the workshop highlights how archival choices shape research, interpretation, and publication and is sponsored by the Graduate Student Committee. • Julia Haager (Western Carolina University) jhaager@email.wcu.edu • Nathan Tanner (University of Nevada, Reno) nathantanner@unr.edu • Jason Mayernick (Metro State University) jason.mayernick@metrostate.edu • Moderator: Phillip Cheng (University of Florida) lee2000@ufl.edu	10:15-11:45
Friday 12-1	HES Business Meeting: Pavilion Ballroom East		
Friday 1:00-2:30	Guided research tour of Portland State University Special Collections HES contact: Abigail Kahn (Stanford University) abigail9@stanford.edu		

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1:15-2:45	Joint AESA/HES panel: Strengthening the Foundations: Reflections on Teaching and Learning from Across the Disciplines Room: Pavilion Ballroom East	Moderators: • Keffrelyn Brown (University of Texas—Austin) • Adam Laats (Binghamton University (SUNY)) Participants: • History: Dionne Dams • Policy: Jameson Brewer • Cultural Studies: Roland Colomafi • Anthropology: Luis Urieta • Curriculum Theory: Isabel Nunez • Philosophy: Jessica Heybach • Ethnic Studies/Educational Foundations: Daniela Cook Sumpter	1:15-2:45
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Friday 1:15-2:45	Rethinking the Federal Role in Education: Black and Indigenous Resistance and the Shaping of Federal Policy in the United States Room: Skyline II Friday 1:15-2:45	This panel advances the growing body of scholarship examining education as a state-building institution by recasting the history of federal education policy in the U.S. through the lens of Black and Native Nations and communities as they resisted, shaped, and contested federal power. Extending histories of the federal role across new geographies, communities, and eras, the papers collected here draw from larger projects to center Black and Indigenous agency and resistance as constitutive forces in the history of federal policy, and in doing so reframe what we mean by the federal role itself. The papers cover an expansive chronological and geographic terrain. • Chair: Adrea Lawrence (University of Montana) Adrea.Lawrence@mso.umt.edu • Matthew Kelly (University of Washington) kellymg@uw.edu • Bayley Marquez (University of Maryland-College Park) bmarquez@umd.edu • Michael Hines (Stanford University) mhines2@stanford.edu • Derek Taira (University of Hawai'i-Mānoa) derekst@hawaii.edu
Friday 1:15-2:45	A History of Violence: Rhetoric and Representation, Rupture and Remembrance Room: Skyline I	This paper session collects four papers that address school violence and how the topic has been confronted by historians of education and in popular culture discourses. Issues of violence generally and school violence with its child victims, in particular, are difficult to discuss. The events often strain comprehension, both by those who experience them and those who chronicle them, and a human response is often to remain silent about them. This panel breaks that silence, addressing the difficulties surrounding the study of school violence as a historical phenomenon, looking both at how violence in educational contexts has been represented (and how it hasn't) and ways that historians of education can navigate the emotional and structural difficulties of this area of study. • Andrew Grunzke (University of Guam) grunzkea@triton.uog.edu • Edward Janak (University of Toledo) edward.janak@utoledo.edu • James Carl (Sacred Heart University) carl13@sacredheart.edu • Campbell Scribner (University of Maryland) cfscrib@umd.edu • Lucy Bailey (Oklahoma State University) lucy.bailey@okstate.edu
Friday 1:15-2:45	Oral Traditions and Educational Freedom Movements Room: Pavilion Ballroom West	Chair/discussant: Amato Nocera (North Carolina State University) asnocera@ncsu.edu Learning Through Stories: Oral Pedagogy in Punjabi Households Itrat Sultan (University of Illinois) itrats2@illinois.edu "that I should preach in a large schoolroom": The Educational Lives and Archives of Black Women Evangelists in the Nineteenth Century Matt Bridges (St. Xavier University) mb9@sxu.edu Women, Children, and Movement-Building in Appalachia: The Struggle for Community-Controlled Childcare Briana Bivens (University of Florida) bbivens@ufl.edu The Bottom House and the Land Below It: Black Education in British Guiana Darien Dey (Harvard University) dariendey@fas.harvard.edu

	Making Differences Legible: Race, Language, and Education Room: Skyline IV Friday 1:15-2:45	Chair: Mirelsie Velazquez (University of Illinois at Urbana Champaign) velazqu1@illinois.edu Gaining ACCESS: The Educational Impacts of Aliya Hassan & The Arab Community Center for Economic and Social Services, 1972-1990 Alexandra Pasqualone (University of Northern Colorado) Alexandra.pasqualone@unco.edu The Milagro in East Harlem: Recentering Bilingual Education in Narratives of School Choice "Success" in '80s and '90s New York City Lauren Lefty (University of Pennsylvania) llefty@upenn.edu Regulating Bodies, Policing Youth: Dress, Discipline, and the Politics of Appearance in American Public Schools, 1980–2000 Mallory Hutchings-Tryon (University of Washington) mallht@uw.edu
Friday 1:15-2:45	HEQ fireside chat Room: Captain Gray (Duniway building)	A Q&A session with editors from the <i>History of Education Quarterly</i> • Christopher Carlsmith (University of Massachusetts) Christopher_Carlsmith@uml.edu • Milton Gaither (Independent Scholar) mgaither@umass.edu
Friday 3:00-4:30	HES Plenary: Belonging in American Education: History, Citizenship, Schools, and Civic Life Room: Pavilion Ballroom East	This plenary invites expert historians to reflect on the history of education, citizenship, and belonging across both formal and informal educational spaces. Panelists have been asked to consider how schools, universities, voluntary organizations, and community institutions have shaped ideas about who belongs, who counts as a citizen, and who has access to full participation in civic life. Moderator: Adam Laats (Binghamton University-SUNY) alaats@binghamton.edu Participants: • Mirelsie Velázquez (University of Illinois at Urbana Champaign) velazqu1@illinois.edu • Marc VanOverbeke (University of Illinois-Chicago) mvanove@uic.edu • Alexa Rodriguez (University of Virginia) ar3lm@virginia.edu • Christine Woyshner (Temple University) woyshner@temple.edu
5:00-5:45	Friday	AESA Butts reception—HES members welcome to attend: Hilton Atrium Ballroom
5:45-7:00	Friday	AESA Butts lecture—Hilton Atrium Ballroom Leilani Sabzalian (University of Oregon)

Saturday, November 7, 2026

9:00-10:00

GSC mentoring meeting

9:00-10:00

Room: Pavilion Foyer

10:15-11:45

**Planting Roots:
Student Activism
and the Politics of
Contestations in
20th Century
Higher Education
Room: Skyline I**

In recent years campus activism has once again taken center stage in national politics as students contest the domestic and international stakes of moral and ethical matters today. As past HES Presidents Dr. James D. Anderson and Dr. Christopher M. Span have pointed out, these moments remind us that the United States has always struggled to confront its past of racism and colonialism. Anderson and Span point out that time and again, student activists not only insist on grappling with important issues but draw on history to question the present and future of higher education. The histories of student activism renders visible the way young people have always grappled with the most pressing issues of their time, utilizing a diverse range of tactics and strategies to ask difficult questions. In that tradition this panel assembles scholars from diverse backgrounds, experiences, and profession standings to ask how have student activists contested and strengthened the foundations of higher education in the United States? Each paper speaks to the ways that historians of education negotiate the complexity of the past with the demands of the present and help advance the field of history education forward through a deep analysis of previously overlooked terrains of college student activism during the 20th century.

- **Chair:** Nathan Tanner (University of Nevada, Reno) nathantanner@unr.edu
- **Discussant:** Theopolies Moton III (University of Illinois at Urbana Champaign) tmoton2@illinois.edu
- Joey Shepherd (University of Illinois) joevas2@illinois.edu
- Chris Getowicz (University of Illinois Urbana-Champaign) cgetow2@illinois.edu
- Mirelsie Velazquez (University of Illinois at Urbana Champaign) velazqu1@illinois.edu
- Jin Chang (Independent Scholar) jin-chang@uiowa.edu

10:15-11:45

**Educator Unions
and Black
Struggles for
Educational
Justice in Boston
& Detroit
Room: Skyline II**

In this session, we will explore the relationship between educators' unions and Black community-led struggles for educational justice in Boston and Detroit. Our papers explore a range of issues—school funding, school governance, and the desegregation of the educational workforce—around which unionized educators and Black families and activists have both collaborated and come into conflict since the 1960s, when educators first won the right to bargain collectively with school boards amid an upsurge in civil rights and Black Power organizing. Our panel is particularly concerned with the ways in which this history can inform our understanding of the present, as well as how these histories are collected and centered not just in academic contexts but in union halls and community spaces.

- Nick Juravich (UMass Boston) nicholas.juravich@umb.edu
- Kelly Goodman (Harvard University) kelgoodman@gmail.com
- Matthew Kautz (Eastern Michigan University) mkautz@emich.edu
- Zenzile Riddick (Northwestern University) zenzile.riddick@northwestern.edu
- Nikki Mandell (University of Wisconsin Whitewater (retired)) mandellnj@uww.edu

Our Long and Winding Roads to History of Education: A Glimpse of Six Personal Journeys in Our Field Room: Skyline IV Saturday, 10:15-11:45	This year's conference theme of strengthening the foundations of historical inquiry prompted a group of us to propose a different sort of panel, highlighting widely varying perspectives and journeys within History of Education. We have assembled a range of experiences among the presenters with no further direction than to chronicle our individual paths and explore where historical inquiry has taken us. Our panel includes senior scholars whose work spans decades as well as PhD students still working our way towards the degree and scholars in between those two marks. We research different topics that at times overlap, and all of which build on the body of work produced by historians of education. These musings may help us reflect on our personal pathways while at the same time tracing how the field has developed over the past few decades and where it might be going. We invite you to lean back and reflect on your own journey to History of Education and where your road has taken you along the way. • JoAnn Wood (Georgia State University) msjoannwood@gmail.com • Linda Eisenmann (Wheaton College) eisenmann_linda@wheatoncollege.edu • Roger Booker Jr. (Texas State University) rb1140@txstate.edu • Sarah Mason (University of Toledo) Sarah.Mason@rockets.utoledo.edu • Ed Janak (University of Toledo) • Jonathan Zimmerman (University of Pennsylvania)
Rethinking Dartmouth College's Corporate Foundations Room: Pavilion Ballroom East Saturday, 10:15-11:45	Using Adam Nelson's 2025 book <i>Dartmouth College v. Woodward: Colleges, Corporations, and the Common Good</i> as their shared point of departure, these papers challenge us to rethink the public-private distinction inaugurated or ratified by the U.S. Supreme Court case at the heart of Nelson's book. The papers consider that distinction not as a fact of legal history, but as a contingent fact of the history of American colleges, considered as corporations. Together, they offer a much-needed corrective to the histories of universities that too often fail to grapple with the American college's corporate identity. In doing so, these papers help us understand the historical foundations of and the possibilities for combating the ongoing attack on American higher education. • Discussant: Adam Nelson (University of Wisconsin) adam.nelson@wisc.edu • Michael Banerjee (UC Berkeley) michael_banerjee@berkeley.edu • Timothy Kaufman-Osborn (Whitman College) • Adam Stitz (Amherst College) astitz@amherst.edu • Dan Pirmauder (University of Pennsylvania)
Book Panel: <i>Constructing a Black Curriculum. The Origins of Race-Conscious Education in America</i>	Constructing a Black Curriculum reframes how we understand Black Americans' intellectual and political engagement with education during the first half of the twentieth century. It traces the powerful, diffuse movement created by Black Americans to build what I call a "Black Curriculum": a communal effort to represent Black identity, guide racial consciousness, and rebut claims of inferiority. This curriculum first developed as a public educational project in Black learned societies and during the Harlem Renaissance before making its way into schools. The struggle for a Black curriculum was not only a fight against white supremacy, but also an internal debate among Black advocates over the

**Room: Pavilion
Ballroom West**

**Saturday,
10:15-11:45**

very nature of how race should be represented and taught. This book illuminates this struggle through the work of Black intellectuals (Alexander Crummell, Carter G. Woodson, Hubert Harrison, and Alain Locke) and the intellectual contributions of African American educators (Nannie Burroughs, Jane Dabney Shackelford, and Julia Davis). This essential history provides vital context for contemporary debates over curriculum reform, racial knowledge, and the enduring quest for educational equity.

Chair: Ben Justice (Rutgers University) ben.justice@gse.rutgers.edu

Respondent: Amato Nocera (North Carolina State University) asnocera@ncsu.edu

- Linda Perkins (Claremont Graduate University) linda.perkins@cgu.edu
- Alexander Hyres (University of Utah) alexander.hyres@utah.edu
- Michael Hines (Stanford University) mhines2@stanford.edu
- Derek Taira (University of Hawai'i-Mānoa) derekst@hawaii.edu

Saturday 12-1: HES affinity group lunch

Organizers: Max Jacobs; Briana Bivens

(See the full descriptions for more information.)

1. Biography and Life Writing: Edward Janak, University of Toledo edward.janak@utoledo.edu
Meets in Skyline III
2. Carceral State: Walter Stern, University of Wisconsin-Madison wcstern@wisc.edu
Meets in Skyline I (North)
3. Education and Social Movements: Briana Bivens, University of Florida bbivens@ufl.edu
Meets in Pavilion East
4. Eighteenth and Nineteenth Centuries: Adam Nelson, University of Wisconsin-Madison adam.nelson@wisc.edu
Meets in Skyline IV
5. Global/Transnational/Imperial: Derek Taira, University of Hawai'i at Manoa derekst@hawaii.edu
Meets in Pavilion West
6. Intellectual History: Campbell Scribner, University of Maryland-College Park cfscrib@umd.edu and Amato Nocera, North Carolina State University asnocera@ncsu.edu
Meets in Skyline I (South)
7. Popular Culture: Andrew Grunzke, University of Guam grunzkea@triton.uog.edu
Meets Pavilion East
8. Teachers, Teaching, and Curriculum: Alexander Hyres, University of Utah alexander.hyres@utah.edu
Meets in Pavilion West

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	All in the Family: Teaching & policy struggles in US schools Room: Skyline IV	Chair: Ansley Erickson (Teachers College, Columbia University) erickson@tc.columbia.edu Discussant: Jonna Perrillo (University of Texas-El Paso) jperrillo@utep.edu Behind the Picket Lines: Teaching and Learning in the Schools of Ocean Hill-Brownsville Erin Santana (Princeton University) erin.r.santana@rutgers.edu The Suburban Origins of New York City's Fight over Progressive Education: Rethinking our Understanding of the Gary School Wars Judith Kafka (Baruch College CUNY) judith.kafka@baruch.cuny.edu "Bad Risks" or "Forgotten Minorities"?: U.S. Teachers' Disability Policy Battles Kristin Chmielewski (Western Washington University) chmielk@wwu.edu A Slow Rush to a Back-to-Basics Curriculum: The Rise of the "Fundamental" School in the 1970s David Gamson (Penn State University) dag17@psu.edu People Just Don't Understand: The 1976 Election for Knox County Schools' Superintendent and the Rejection of a Policy that Ousted Mildred Doyle Derek Griffin (University of Tennessee-Knoxville) dgriff13@vols.utk.edu	
1:15-2:45	State-making and institutional data collection in international context Room: Skyline I	Chair & discussant: Ethan Hutt (University of North Carolina) ehutt@unc.edu Rooted in Measurement: The Coleman Report and the Methodological Narrowing of Educational Inequality Tanishia Williams Peterson (The New School) willt616@newschool.edu "Love for the Fatherland:" Dominican Education and Nation-Making on the Borderlands, 1930-1961 Diomelca Rivas (Graduate Center CUNY) drivas@gradcenter.cuny.edu Whitney J. Oates and the Creation of the National Endowment for the Humanities Ethan Schrum (Azusa Pacific University) eschrum@apu.edu Work, Play, Leisure: Human Capital and the US Office of Career Education in the 1970s Jonathan Walsh (University of North Carolina) jrwalsh@unc.edu No Worlds Were Saved: Higher Education and US Foreign Policy at Mid-Century Cara Qiang (Michigan State University) cilano@msu.edu	1:15-2:45
	Divided in mind and body: Segregation and race in the 19th and 20th centuries Room: Pavilion Ballroom West	Chair: Linda Perkins (Claremont Graduate University) Linda.perkins@cgu.edu Discussant: Ruby Oram (Texas State University) rubyoram@txstate.edu Writing from the Heart: Emotional Expression in Antebellum Women's Schooltime Writings Sarabeth Rambold (University of Rochester) Srambold@ur.rochester.edu The West Philadelphia Free School and Progressive Education, 1965-1975 Edward Epstein (University of Pennsylvania) edwardme@upenn.edu Illusions of Equality: A History of African American Education in North Carolina, From Brown to No Child Left Behind, 1954-2005 Scott Baker (Wake Forest University) sbakerscott55@gmail.com	

	Higher education for all: Diversity and intellectual life in 20th-century US universities Room: Galleria I Saturday, 1:15-2:45	Chair & discussant: Hunter Holt (Muhlenberg College) hunterholt@muhlenberg.edu Jack D. Forbes and The Origins of American Indian Studies: Crediting one of its Founding Fathers Joshua Frank Cardenas (University of New Mexico) Landmark College and the Reimagining of Higher Education for Neurodivergent Students Jonathan Baker (Landmark College) tylerbaker@landmark.edu Transnational Mobility, Imperial Power, and International Students at Harvard University, 1890-1914 Aino Kirjonen (University of Helsinki) aino.kirjonen@helsinki.fi Performing Partnership: Brazil and Internationalization at the University of Florida during the Postwar Era Bruna Garcia da Cruz Canellas (University of Florida) garciaadacruznanb@ufl.edu	
	Book Session: <i>Straighten Up, Girls and Boys: How Schools Have Shaped Sexuality and Gender</i>, by Jackie Blount Room: Skyline III Saturday, 1:15-2:45	In her book <i>Straighten Up, Girls and Boys: How Schools Have Shaped Sexuality and Gender</i>, Jackie Blount argues that in recent years, schools have become particularly heated flashpoints in battles over sexuality and gender norms. These struggles are not new; they have deep historical roots as schools have always shaped such norms by endorsing some forms of gendered and sexual expression while policing or punishing others—especially those of LGBTQ+ students and educators. Blount contends that these regulatory practices have become so tightly woven into the fabric of schooling that they often evade easy detection. Still, they continue to shape who feels welcome in school, who must conceal essential parts of themselves, and who is pushed to the margins. Chair: Karen Graves (Denison University) graves@denison.edu Respondent: Jackie Blount (The Ohio State University) blount.36@osu.edu • Linda Eisenmann, (Wheaton College (MA)) eisenmann_linda@wheatoncollege.edu • Lucy Bailey (Oklahoma State University) lucy.bailey@okstate.edu • Matt Kelly (University of Washington) kellymg@uw.edu • Sevan Terzian (University of Florida) sterzian@coe.ufl.edu	

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3:00-4:30	Race, Finance, and the Cost of Higher Education Room: Skyline IV	Chair & discussant: Charles Dorn (Bowdoin College) Histories of Student Loans and Human Capital Britain Hopkins (Fullerton University) britain.hopkins@billent.edu.tr Rooted in Exclusion: The Historical Construction of Access and Belonging in American Higher Education Katra Ahmed (College of William & Mary) kjahmed@wm.edu The Rise and Fall of the Open University Movement in the United States, 1970-1990 Amal Kumar (California State University-Sacramento) kumar@csus.edu	3:00-4:30
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Book Panel on Alexander Hyres's *Protest and Pedagogy: Charlottesville's Black Freedom Struggle and the Making of the American High School* (University of Georgia Press, 2026)

Room: Pavilion Ballroom East

Saturday, 3:00-4:30

This book panel will discuss the arguments and contributions of Alexander Hyres's *Protest and Pedagogy: Charlottesville's Black Freedom Struggle and the Making of the American High School*. *Protest and Pedagogy* traces how, and in what ways, high school teachers and students sustained and propelled the Black freedom struggle in Charlottesville, Virginia. It centers the relationship between protest and pedagogy within classrooms and the surrounding community of Charlottesville. The story spotlights the resistance of Black teachers and students in the American high school throughout the nation during the twentieth century. Rather than act simply as passive participants in the Black freedom struggle—or outright opponents—Black high school teachers, and their students, this book argues, employed a variety of organizing and protest strategies to make schools and communities more just and equitable spaces. Black teachers' pedagogical approaches in the classroom underpinned protest within and beyond schools. At the same time, Black teacher and student organizing, activism, and protest led to pedagogical reforms in classrooms and schools.

- Alexander Hyres (University of Utah) alexander.hyres@utah.edu
- Mahasan Chaney (Brown University) Mahasan_chaney@brown.edu
- Emily Masghati (Penn State Erie) efm5524@psu.edu
- Amato Nocera (North Carolina State University) asnocera@ncsu.edu
- Traye Freeman (University of Virginia) tdf8da@virginia.edu

Classrooms, Barracks, and Camps: Histories of Institutionalization and Control

Room: Pavilion Ballroom West

Saturday, 3:00-4:30

Chair/discussant: Bayley Marquez (University of Maryland-College Park) bmarquez@umd.edu

Pride and Pity: Progressive Thought and Policy at the North Carolina School for the Deaf, 1891-1937 Peyton Powers (University of North Carolina-Chapel Hill) peypow@unc.edu

Formal Inclusion, Unequal Curriculum: Special Education and Science Access in K-12 Schooling Elisa Slee (Claremont Graduate University) elisa.slee@cgu.edu

Remembering Hunt High School, A School Behind Barbed Wire Abigail Kahn (Stanford University) abigail9@stanford.edu

What is Civic Education, Anyway?

Room: Skyline I

Saturday, 3:00-4:30

Many education theorists and pedagogy specialists conceive of "civic education" as the process through which people learn about the systems of self-government that were brought about by the revolution, the founding of the United States, and the creation of a constitutional republic. But that conceptualization has its limits, especially in a twenty-first century setting where a changing media and informational landscape have altered the way people engage with civic society in the first place. Moreover, this definition neglects the reality that "civic education" constitutes a very different experience for Americans from many different positions and backgrounds. This panel will investigate how to conceptualize and investigate the meaning of "civic education" across diverse spaces, places, and time periods in American history. In the spirit of this year's History of Education Society Annual Meeting, "Rooted: Strengthening the Foundations with Historical Inquiry," this panel will aim to unpack the complexity of civic education's history as a practice and a concept in American society. The panel will begin with each member of our panel will offering a brief, innovative, historical perspective on what civic education has constituted in the past. These presentations will then launch a larger discussion between panelists and

		attendees about what it actually means to engage in civic education in the present. By unpacking how discourses on civic education are rooted in America's past, in other words, this panel might help offer context on what it is and what it might be today. • Chair: Angus McLeod (Amherst College) amcleod@amherst.edu • Zac Deibel (Virginia Military Institute) deibelz@vmi.edu • Nathan Tanner (University of Nevada, Reno) nathantanner@unr.edu • Chloe O'Neill (Teachers College, Columbia University) cbo2111@tc.columbia.edu • Amy Wilson (New York University) aew386@nyu.edu • Hunter Holt (Muhlenberg College) hunterholt@muhlenberg.edu
Global Education, Local Campuses: International Higher Education and Student Life Room: Skyline III Saturday, 3:00-4:30		Chair: Marc Van Overbeke (University of Illinois-Chicago) mvanover@uic.edu Discussant: Briana Bivens (University of Florida) bbivens@ufl.edu Brothers and Pallbearers: Historic Fraternity Traditions Involving Symbolic Death and Rebirth Ashley Tull (Texas Christian University) ashley.tull@tcu.edu Beyond the "Foreign Student": Chinese Student Mobility and the Limits of U.S.-Centered Educational History Philip Cheng (University of Florida) lee2000@ufl.edu Institutional Place Making: Establishing the Women's Resource Center at the University of Utah Whitney Hills (University of Utah) w.hills@utah.edu
Saturday 5:30-6:45 HES Presidential address, Pavilion Ballroom East • Introduction by Karen Graves (Denison University) • Address by Sevan Terzian (University of Florida) "A Matter of Time: Clocks and Calendars in Mid-Twentieth Century U.S. Classrooms."		
Saturday 7-9 HES Reception Pavilion Ballroom West		

Sunday, November 8, 2026

9:00-10:30

9:00-10:30

Refusing to Wait:
Narratives of
Resistance from
the Mid-Twentieth
Century

**Room: Broadway
II**

Chair: Alexandra Pasqualone (University of Northern Colorado)

Alexandra.pasqualone@unco.edu

Discussant: Karen Benjamin (Elmhurst University)

karen.benjamin@elmhurst.edu

- Emma Coffman (University of Wisconsin-Madison)
emma.coffman@wisc.edu
- Ziven Curtis (University of Wisconsin-Madison)
zccurtis2@wisc.edu
- Diana Frantz Anderson (University of Wisconsin-Madison)
frantzanders@wisc.edu
- Allie Morris (University of Wisconsin-Madison)
aemorris@wisc.edu

Building
Schooling:
Compulsion,
Material Culture,
and Religious
Education

**Room: Broadway
I**

Chair: Andrew Grunzke (University of Guam) grunzkea@triton.uog.edu

Discussant: Jacob Hardesty (Rockford University)

hardesty@rockford.edu

- **Do Parochial Schools Count as Private Schools? The Case of Quigley v. State and Compulsory Attendance Laws in Postbellum Ohio** HaeSeob Jeong (Ohio State University) jm97017@gmail.com
- **The Trash Can and the Cardigan: Emblems and Materials of Community in Educational Television** Sherman Dom (Arizona State University)
- **"We Are Not Creating a Museum": Walker Wyman, the Frontier Thesis, and the Meaning of Whitewater's Little Red Schoolhouse** Eric Luckey (University of Wisconsin-Whitewater) luckeye@uww.edu

Truth Telling and
Reclaiming at
Chemawa Indian
School

Room: Skyline II

- Rebecca Wellington (University of Puget Sound)
rebeccawellington@pugetsound.edu
- Eva Guggemos (Pacific University) guggemos@pacificu.edu
- SuAnn Reddick (independent scholar) suanr@gmail.com

The History of
Higher Education:
What Lies Under
the Mess and Why
it Matters Now

Room: Skyline I

Chair/Discussant: Ashley Tull, Texas Christian University,

ashley.tull@tcu.edu

- **The Workers behind the Victors: Unsung Policy Heroes and the Case for Community Colleges**, Allison Palmadessa (Greensboro College) allison.palmadessa@greensboro.edu
- **Academic Insiders and the "Golden Age" of Federal Higher Education Policy: An Anti-Teleological Analysis**, Ethan Ris (University of Nevada, Reno) eris@unr.edu
- **Fighting In Loco Parents: Reflections on the National Student Association's Student Bill of Rights (1947)**, Brendan Lee (Utah State University) brendan.lee@usu.edu
- **The Kane Mutiny: The State and Higher Education in North Dakota**, Kevin Read (University of North Dakota) kevin.j.read@umd.edu

Sunday, November 8, 2026

HES Award
Session

Room: Pavilion
Ballroom East

Chair: Sevan Terzian (University of Florida)

Robert L. Hampel Outstanding Book Award

Aaron G. Fountain, Jr. (Independent Scholar), *High Schools Unite! Teen Activism, Education Reform, and FBI Surveillance in Postwar America* (UNC Press).

Claude A. Eggertsen Dissertation Prize

Fiona Maxwell (North Central College), “Democratic Ensembles: Spoken Art and Politics at Chicago Settlement Houses, 1890-1920” (University of Chicago)

Honorable mention: Nathan Tanner (University of Nevada-Reno), “Document-Based and Oral Histories of Diné Experiences in the Mormon Indian Student Placement Program, 1945-2000” (University of Illinois).

Linda Eisenmann Prize

History of Education Prize for best published article

Honorable mention: Nathan Tanner (University of Nevada-Reno), “Resisting Termination: Native American College Student Activism and the National Indian Youth Council, 1953-1970,” *History of Education Quarterly* 65 (2025) (2): 345-274.

10:45-12:15

10:45-12:15

Affinity Groups

2026 HES Annual Meeting • Saturday, November 7, 2026 • 12:00–1:00 P.M. PT • Lunch provided

HES Affinity Groups provide a space for scholars with shared interests to share ideas, gain feedback on their work, and explore possibilities for collaboration.

1. Biography and Life Writing (meets in Skyline III)

Convener: Edward Janak, University of Toledo

Description: The focus of this group is to provide a supportive place for those who are currently engaging in research centered around life writing: biography, ethnography, oral history, etc. The main goal of the group is to support each other as scholars engaged in this work, share resources, and workshop ideas. There is a lot of methodological material on educational biography, for example, that gets missed/overlooked by those working in this field.

Meeting Plan: I will follow the same general format as last year: first, we will introduce ourselves with affiliation and a brief summary of current research/interest in the area. This step tends to draw out a lot of supportive conversation. Second, I will promote positivity, asking attendees what has gone right and/or what has been a pleasant surprise during their research. Third, I will solicit questions or areas of concern—what can the group do to support participants who are experiencing a challenge during their research? Time permitting, I will discuss outlets for publication of their work (journals, conferences, etc).

Questions? Contact Edward Janak at edward.janak@utoledo.edu.

2. Carceral State (meets in Skyline I North)

Conveners: Walter Stern, Associate Professor, University of Wisconsin-Madison; Mahasan Chaney, Assistant Professor, Brown University; Ajua Kuoadio; Max Jacobs, doctoral student, Rutgers University

Description: The group seeks to serve as a point of connection for historians studying the intersections between education (broadly defined) and the carceral state. This includes but is not limited to scholars who study historical connections between educational institutions such as public schools and carceral institutions such as police and prisons. The affinity group provides scholars with an opportunity to discuss their research and research challenges, to collectively learn about recent developments within the field, and to identify potential new directions and questions. Above all, it provides a space for scholars at all career levels to connect with people with shared interests.

Meeting Plan: The group will provide attendees with an opportunity to meet scholars with shared research interests. Group coordinators will facilitate large- or small-group discussions on topics such as sources, archives, and historiography based upon the number of attendees and their expressed preferences. They will also facilitate connections between junior and senior scholars.

Questions? Contact Walter Stern at western@wisc.edu.

3. Education and Social Movements (meets in Pavilion East)

Convener: Briana Bivens, University of Florida

Description: This group is for scholars at any stage in their career who are interested in thinking historically about the relationship between education and movements for social change. Often, social movements conjure images of street protests and charismatic leaders. But behind the scenes are people and organizations training supporters in strategies and tactics; facilitating a shared sense of identity and purpose; creating alternative institutions to support political transformation; and popularizing the concepts, frameworks, and discourses that animate the movement – in other words, educating the movement. This group might appeal to scholars who study educational justice movements, community education, and children and youth's political socialization.

Meeting Plan: This is the first year the group will convene, so our big task will be to collectively formulate the group's processes, goals, and vision. We'll also spend time getting to know one another and identifying opportunities for collaboration.

Questions? Contact Briana Bivens at bbivens@ufl.edu.

Affinity Groups / continued

4. Eighteenth and Nineteenth Centuries (meets in Skyline IV)

Convener: Adam R. Nelson, University of Wisconsin–Madison

Description: Our group focuses on education up through the nineteenth and nineteenth centuries (i.e., researchers who study earlier periods are encouraged to join us). Within this chronological scope, we have no topical parameters, no regional/national/geographical boundaries, no preferences of theories or methods, and no specific areas of emphasis. All subspecialties are welcome!

Meeting Plan: Our affinity group is usually small enough to give all participants a chance to describe their individual research projects and seek feedback on particular questions or challenges they've encountered—for example, with archives, chapter organization/conceptualization, narrative voice/writing, historiography, etc. This informal and supportive approach has served participants well in the past, and we look forward to another great conversation at this year's conference. It's a really friendly and collegial affinity group!

Questions? Contact Adam Nelson at adam.nelson@wisc.edu.

5. Global/Transnational/Imperial

Meets in Pavilion West

Conveners: Derek Taira, University of Hawaii i at Manoa; Lauren Lefty, University of Pennsylvania

Description: We explore the ways in which broad themes inform and connect seemingly disparate histories across time and space. Topics include, but are certainly not limited to, capitalism, immigration/migration, empire, exploration, ideas, and environment and the ways in which these affect learning. The objective is to spark new ways of understanding how the forces of history are never confined to one place and time but stretch out across both realms.

Meeting Plan: We look to have good hearted conversations that examine the ways in which imperialism, transnationalism, and world/global histories inform participants' projects and teachings

Questions? Contact Derek Taira at derekst@hawaii.edu

6. Intellectual History (meets in Skyline I South)

Conveners: Campbell F. Scribner, University of Maryland; Amato Nocera, North Carolina State University

Description: Our group focuses on the history of ideas and intellectual as all levels of education, as well as the influence of philosophy and social theory in historiography and historical interpretation. We welcome anyone interested in ideas!

Meeting Plan: Our affinity group serves as an informal circle to connect scholars and share any work in progress. It provides an opportunity to (e.g.) create writing groups or future panels.

Questions? Contact Campbell Scribner (cfscib@umd.edu) and Amato Nocera (asnocera@ncsu.edu).

7. Popular Culture (meets in Pavilion East)

Conveners: Andrew Grunzke, University of Guam; Jacob Hardstey, Rockford University

Description: This group is for historians of education with an interest in popular culture. This includes scholars who look at representations of educators and education in popular media, as well as those who study popular culture as a form of education. This includes, but is by no means limited to, the educational function children's literature and other media. Scholars working with historical artifacts involving film, television, literature, music, and other mass-produced material will find a community in the Popular Culture Affinity Group.

Meeting Plan: The 2026 meeting will provide an opportunity for popular culture scholars to share their current projects and find support for their current work. There will be an opportunity for people to find out about publication opportunities in the field and parts of the field, as well as to connect with publishers. There will be time for networking and discussing resources to further research.

Questions? Contact Andrew Grunzke at grunzke@triton.uog.edu.

8. Teachers, Teaching, and Curriculum — (meets in Pavilion West)

Convener: Alexander Hyres, University of Utah

Description: Our group is interested in how teaching, teachers, and curriculum have changed—or stayed the same—over time. We would love to include anyone who centers the work of teachers and how they taught. We are a group interested in how the past can inform and influence the present.

Meeting Plan:

We will spend time getting to know one another, build community, and make plans to stay connected beyond the annual meeting.

Questions?

Contact Alexander Hyres at alexander.hyres@utah.edu.

Nearby:

All listed with walking distance from the main conference hotel:)

Breakfast

- Hop City Tavern - On-site 6:30am - 10:30am
- Mayrose @ The Duniway - 1-minute walk
- Fried Egg I'm in Love - 2-minute walk
- The Daily Feast - 5-minute walk
- Cheryl's on 12th - 10-minute walk
- Mother's Bistro & Bar - 12-Minute walk

Dinner

- Hop City Tavern - On-site 4:30pm- 11pm
- Mayrose @ The Duniway - 1-minute walk
- Fogo de Chao - 1-minute walk
- Southpark Seafood - 3-minute walk
- Pastini - 5-minute walk
- Higgins - 6-minute walk
- Jake's Grill - 6-minute walk
- Thai Peacock - 9-minute walk
- Portland City Grill - 10-minute walk

Coffee Shops

- Hop City Market - On-site (hours varies)
- Mayrose @ The Duniway - 1-minute walk
- Less and More Coffee - 1-minute walk
- Caffè Umbria - 3-minute walk
- Case Study Coffee - 6-minute walk
- Never Coffee - 10-minute walk

Shopping

- Columbia Sportswear - 1-minute walk
- Nordstrom - 2-minute walk
- Pioneer Place Mall - 3-minute walk
- Kinokuniya Japanese Books - 3-minute walk
- Portland Gear - 11-minute walk
- Patagonia - 12-minute walk

Lunch

- Veggie Grill - 1-minute walk
- Elephants Deli - 2-minute walk
- Pleasure Burger - 5-minute walk
- Luc Lac Vietnamese Kitchen - 5-minute walk
- Ramen Ryoma - 7-minute walk
- Midtown Beer Garden Food Carts - 8-minute walk

Drinks

- Hop City Tavern - On-site 4:30pm- 11pm
- Mayrose @ The Duniway - 1-minute walk
- The Portland Wine Bar - 2-minute walk
- Kelly's Olympian - 6-minute walk
- X-port Bar & Lounge - 15-minute walk
- Teardrop Lounge - 15-minute walk
- Pink Rabbit - 16-minute walk

Things to do nearby

- Pioneer Courthouse Square - 2-minute walk
- Portland Farmers Market - 4-minute walk
- Portland Art Museum - 7-minute walk
- Portland Saturday Market - 9-minute walk
- Powells City of Books - 11-minute walk
- Oregon Historical Society - 5-minute walk

Alternative Laundry Services

- Pear District Cleaners - Closed Sundays
- Bee Tailors & Cleaners - Closed Sundays
- Auditorium Cleaners - Open Monday - Friday
- Spin Laundry Lounge - Open Sunday - Monday
- Clean-O-Rama! West - Open Sunday - Monday
- Levine's Dry Cleaning - Closed Sundays

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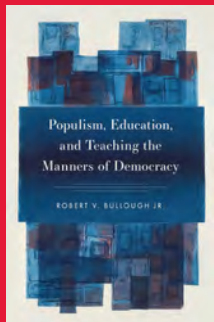
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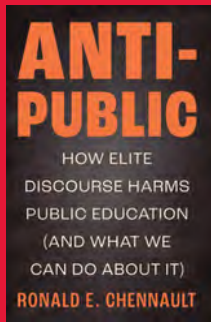
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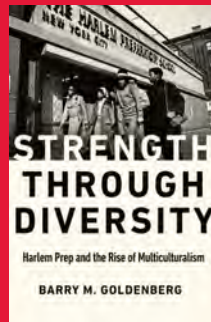
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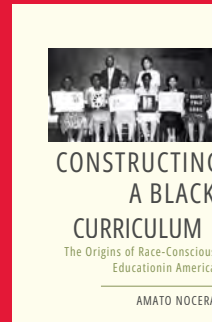
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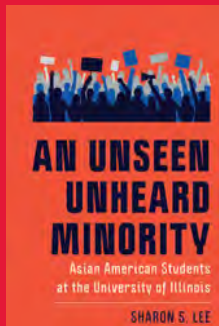


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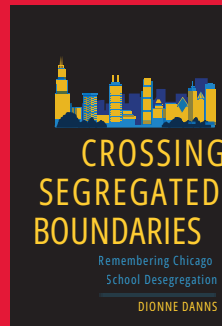
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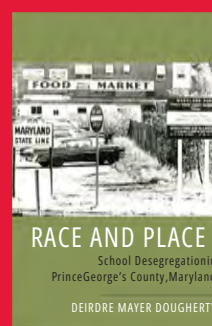
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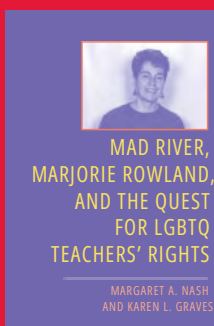
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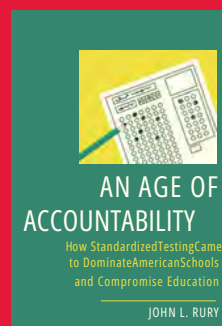
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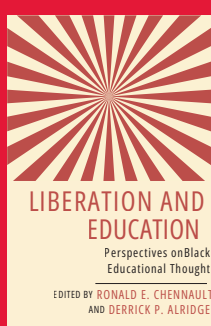
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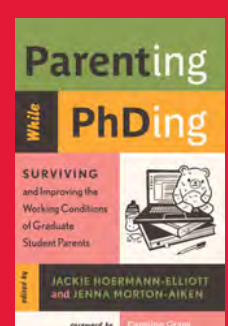
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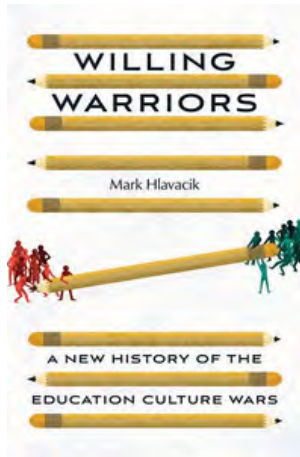
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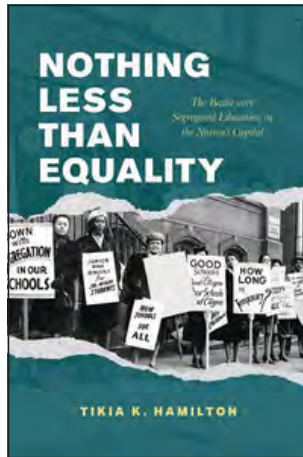
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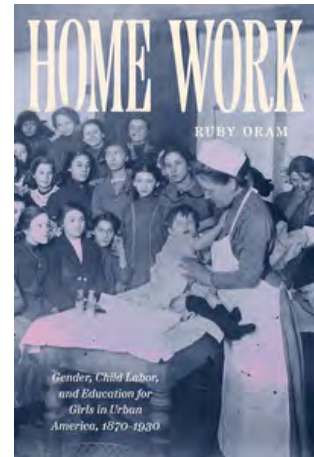
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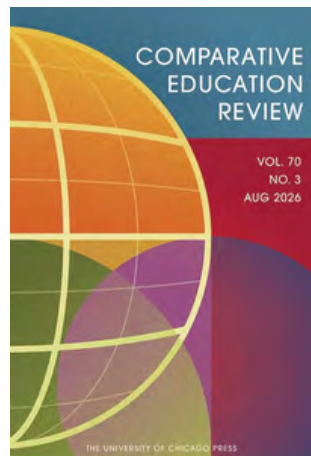
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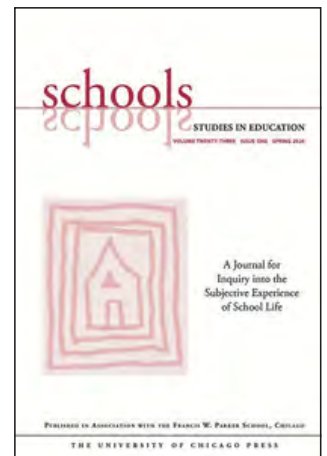
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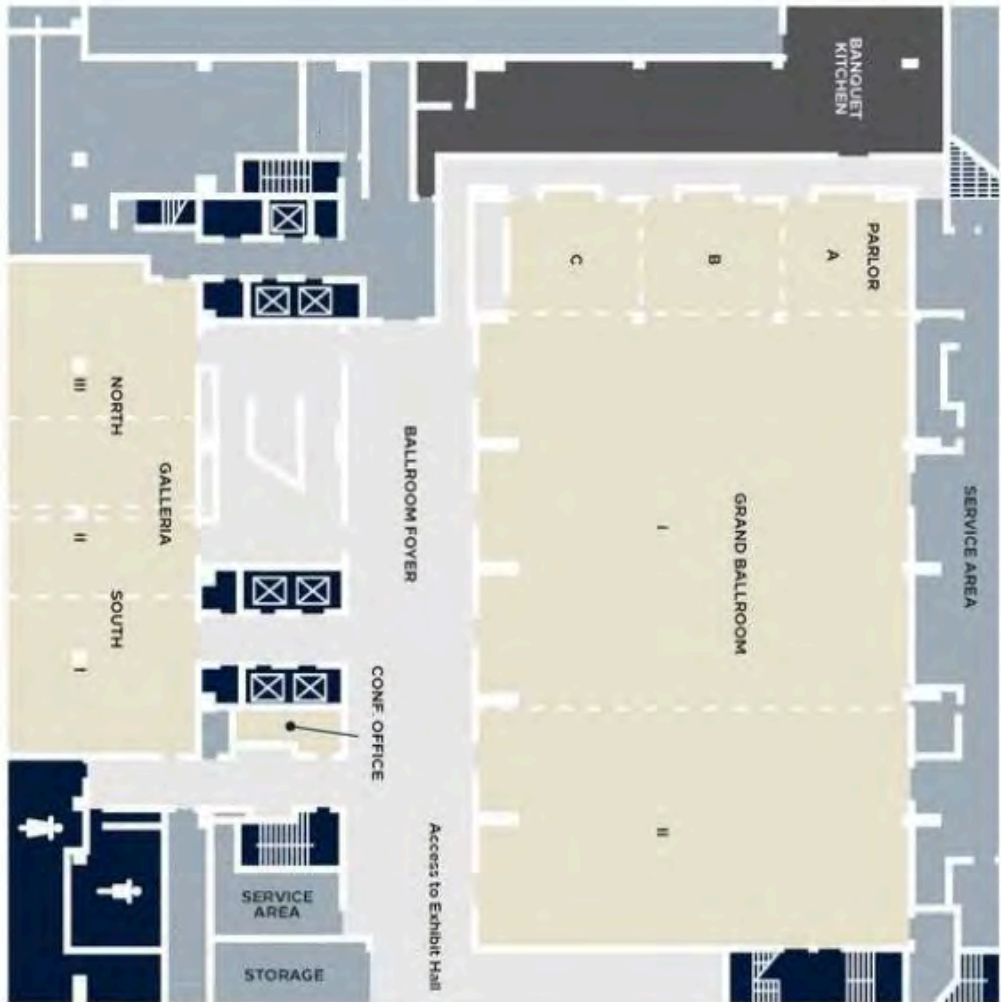
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