**CURRICULUM VITA BARBARA FINKELSTEIN**

# Professor Emerita/Distinguished Scholar Teacher

**Certification**

I have read the following and certify that this curriculum vitae is a current and accurate statement of my professional record

Date: Signature:

# PERSONAL INFORMATION

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| --- | --- | --- | --- |
| Office Address: | 3018 Chincoteague Building | Phone: | 301-405-4088 |
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**Education**

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| --- | --- | --- |
| Ed.D. | Teachers College, Columbia University | 1970 |
| M.A. | Teachers College, Columbia University | 1960 |
| B.A. | Barnard College, New York | 1959 |

Certification and Licenses

New York State Teaching Certificate, Junior/Senior High School, Social Studies

# Professional Work Experience

2011- present Professor Emerita, Department of Education Policy Studies, University of Maryland College Park

1983-2010 Professor, Department of Education Policy and Leadership, University of Maryland College Park

1980-present Founder and Director, International Center for Transcultural Education, University of Maryland College Park

1990-present Affiliate Professor, Department of American Studies, University of Maryland College Park

1987-present Elected Member, East Asia Studies Committee

1975-1983 Associate Professor, Department of Education Policy, Planning and Administration, University of Maryland College Park

1970-1975 Assistant Professor, Department of Social Foundations of Education (now Education Policy and Leadership), University of Maryland College Park

# Awards, Honors and Citations

*Honors, fellowships, faculty appointments citations, memberhishaips1976 to present (selected):*

2017-present Cosmos Club, Washington DC

2006-2007 General Research Board Sabbatical Extension Grant, University of Maryland, College Park

2005-2006 Distinguished Scholar Teacher, University of Maryland, College Park

2004 Imperial Order of the Rising Sun (Gold Rays with Rosette) conferred by the Japanese Foreign Ministry and the Imperial House of Japan for the advancement of U.S.-Japan understanding.

2004-1982 *Directory of American Scholars*, I:

1997-1998 Woman of the Year, University of Maryland College Park.

1994-1995 Distinguished International Service Award, University of Maryland College Park.

l991-1992 Fellowship: Japan Society for the Promotion of Science, Senior Science Fellowship, University of Tokyo.

1989 American Educational Press Association Award for Distinguished Learned Article, "Rescuing Civic Learning: Some Prescriptions for the l990s," *Theory into Practice*. Autumn, 1988: 250-255.

l987 Recipient: Key to the City of Osaka for Mid-Atlantic Region Japan-in-the- Schools Program.

1985 Henry Allan Moe Prize for Excellence in the Arts, New York State Historical Society, for "The Schooling of American Childhood:1820-1920," a chapter in a prize-winning museum catalog, *A Century of Childhood,* prepared by the Margaret Woodbury Strong Museum, Rochester, New York.

1982 Critics Choice Award: American Educational Studies Association for *Regulated Children/Liberated Children: Education in Psychohistorical Perspective*.

1977-1976 National Endowment for the Humanities: Independent Fellowship.

RESEARCH, SCHOLARLY, AND CREATIVE ACTIVITIES

# Work in Progress

At the Margins of Possibility: An oral history of one hundred years of school-going for children in diverse communities and schools in the U.S. 1900-2010.”

Whacky schools in Japan and the United States: Mirrors on the limits and possibilities of public education in the United States and Japan,” with Ryoko Tsuneyoshi, (University of Tokyo).

# Publications

## Books Authored and edited (Selected)

Finkelstein, B.

3.,(19 Traubitz, N., et al. *Instructional materials for investigating culture.* Yarmouth, ME: The Intercultural Press.

Finkelstein, B., Rice, J.K., Pickert, S., et al. (1998). *Discovering culture in education: An approach to cultural education program evaluation.* In ERIC Clearinghouse on Assessment and Evaluation. Washington, DC.

Finkelstein, B., Imamura, A.E., Tobin, J.J., et al. (1991). *Transcending stereotypes: Discovering Japanese culture and education*. Yarmouth, ME: Intercultural Press.

Finkelstein, B. (1989). *Governing the young: Teacher behavior in popular primary schools in nineteenth century United States*. New York: Falmer Press.

*Featured and excerpted in Book section, Education Week, p.23, May 10, 1989. In negotiation with two presses to reissue as a Classic in Education History.*

Finkelstein, B., Hiner, N.R, & Beales, R., (1979). *Regulated children/liberated children: Education in psychohistorical perspective.* New York: Psychohistory Press

## Journal Articles (selected)

Finkelstein, B. (2013). “Teaching outside the lines: Education history for a world in motion.” *History of Education Quarterly*

*One of four essays prepared at the invitation of the History of Education Society to commemorate the fiftieth anniversary of the Society and explore potential futures for education history as a field of study.*

Finkelstein, B. (2002). Dwelling in the experience of others: Reflections on culture in education after September 11. *Teachers College Record on line (December 17, 2002). Originated as an invited Presidential Symposium at the American Educational*

*Research Association Meeting.*

Finkelstein, B. (2000). A crucible of contradictions: Historical roots of violence against children in the United States. *History of Education Quarterly, 40*(1), 1:21.

Finkelstein, B. (1999). Education historians as mythmakers. Review of Research in Education, Washington, DC: American Educational Research Association: 18, 255- 297.

*A major review of the field invited by Gerald Grant (ED.) for inclusion in the AERA leading annual publication on state of research in education.*

Finkelstein, B. (1994). Life at the margins of possibility. *American Studies Yearbook*, *16*(2), 1-10.

Finkelstein, B. (1991). Dollars and dreams: Classrooms as fictitious message systems, 1790-1930. *History of Education Quarterly, 31*(4), 463-487.

*Originally prepared as an invited address to the most prestigious American Studies Annual Meeting in Japan. One of three lecturers and mini-course instructors. Participants from the U.S. have been the leading U.S. historians.*

Finkelstein, B. (1990). Perfecting childhood: Horace Mann and the origins of public education in the United States. *Biography, 13*(1), 6-21.

Finkelstein, B. (1989). Conveying messages to women: Higher education and the teaching profession in historical perspective. *American Behavioral Scientist, 32*(6), 680-699.

Finkelstein, B. (1988:July/August). Rescuing civic learning: Some prescriptions for the 1990's. *Theory into Practice,* 250-255. *Received the Distinguished Learned Article by the American Education Press Association Award.*

Finkelstein, B. (1985). Schooling and the discovery of latency in Nineteenth Century America. *Journal of Psychohistory, 13*(1), 3-12.

Finkelstein, B. (1984). Incorporating childhood into the history of education. *Journal of Educational Thought, 18*(1), 21-41.

*Excerpted and reprinted in Education Digest, January 1985; Translated into Spanish and reprinted as "La Incorporacion de la Infancia a la Historia de la Educacion," in Revista de Educacion, num. 281, (1986): 19-46. Translated as well into Portuguese as "Incorporando as Criancas a Historia da Educacao," Teoria and Educachiho, 6 (1992): 183-210.*

Finkelstein, B. (1984:Spring). Doing battle in the classrooms of the world: Education and the retreat from democracy in the United States: 1979-198?,” *Literatur-80.*

*A European Journal edited by Heinrich Boll, Gunter Grass, Norman Birnbaum. Translated into German and edited by Birnbaum, Norman; Boll, Heinrich; Grass, Gunter; and Strasser, Johanno. (June 1984).*

Finkelstein, B. (1984). Education and the retreat from democracy in the United States: 1979-198? *Teachers College Record, 86*(2): 275-282.

*Abridged and reprinted from Literatur-80.*Finkelstein, B. (1984: Spring). Excerpted in *Education Digest, 51*, 12-14.

Finkelstein, B. (1984: Spring) Servants, critics, skeptics: The place of foundations faculties in professional education. *Teacher Education Quarterly*, 14-21.

Finkelstein, B. (1983). Re-imagining educational reform: Education and the nurture of consciousness. *Educational Studies,* (14), 103-111.

*Excerpted and reprinted in Education Digest, January 1984.*

Finkelstein, B. (1982). Technicians, mandarins, and witnesses: Searching for professional understanding. *Journal of Teacher Education, 33*(3), 25-27

*Excerpted and reprinted in Education Digest, 1982.*

Finkelstein, B. (1981). Private conflicts in public schools. Phi Delta Kappan, *Special Diamond Jubilee issue, 62*(5), 326-328.

Finkelstein, B., & Agre, G. P. (1978). Feminism and school reform: The last fifteen years. *Teachers College Record, LXXX, 80*(2), 307-315.

Finkelstein, B. (1976). In fear of childhood: Relationships between parents and teachers in the nineteenth century. *History of Childhood Quarterly, 3*(3), 321-335.

Finkelstein, B. (1974). The moral dimension of pedagogy: Teacher behavior in popular primary schools in nineteenth century America. *American Studies, 5*(2), 79- 91.

## Book Chapters (selected)

Finkelstein, B. (2020) “Dignifying education: The emergence of teachers as transcultural educators.

Finkelstein, B.( 2013). “Life at the margins of possibility: Learning along the way,” in Wayne

J. Urban (ed.) *Leaders in the historical study of American education* (pp.81-95). Rotterdam, the Netherlands: Sense Publishers

Finkelstein, B. (2009). “Educating strangers: A comparison of cultural education policies and practices in Japan and the U.S, in L.MacDonald, (Ed.) *Japanese Education in the World.* Translated into Japanese from the original article In Y. Hirasawa & Y. Tomoda (Eds.), *Patterns of value socialization: A comparative study* (pp. 95-121). Osaka, Japan: Osaka University Press.

Finkelstein, B. (2003). Re-doing urban educational history. In R. Goodenow and R and Lowe (Eds.), The city and education in four nations: Themes in international urban history (172-195). Cambridge University Press, Editions de la maison des sciences de l’homme.

*Cited as a “classic” model of 20th century scholarship.*

*Appeared originally l in R. K. Goodenow. & W. Marsden,(Eds.). History of education: Major themes, Vol. 2,* (pp. 381-401). London and New York: Routledge Falmer, 2000.

Finkelstein, B. (2002). Is adolescence here to stay: Historical perspectives on youth and education. In T. P. Urdan, F. (Ed.), *Adolescence and society* (pp. 1-32). Chicago: Information Age Press.

Finkelstein, B. & Croninger, R.G. (2002). Listening to communities: An ecological perspective on education and human services. In G. Furman-Brown (Ed.) *School as community: From promise to practice* (pp. 235-257)*.* New York: SUNY Press.

Finkelstein, B. (2001). A crucible of contradictions: Historical roots of violence against children in the United States. In V. Polakow (Ed.), *The Public assault on America’s children: Poverty, violence and juvenile injustice* (pp. 21-41). New York: Teachers College Press.

*An abbreviated version of the History of Education Society presidential address (1999).*

Finkelstein, B. (2000). In search of status: Teacher education in the United States, 1790-1990. In P. Morris (Ed.), *Teacher education in the Asia Pacific Region* (Chapter 11, pp. 245-263). Englewood Cliffs, NJ: Greenwood Press.

Finkelstein, B. (1998). Revealing human agency: The uses of biography in the study of educational history. In C. Kridel (Ed.), *Writing educational biography: Explorations in qualitative research* (pp. 45-59). New York and London: Garland Publishing, Inc.

Finkelstein, B., Mourad, R., & Doner, E. (1998). Where have all the children gone? The transformation of children into dollars in public law. In S. Books (Ed.), *Invisible children in the society and its schools* (pp. 169-182). Mahweh, NJ: Lawrence Erlbaum Associates, Publishers.

Finkelstein, B. & Hariklia, E. (1997). Classroom management in the United States, 1790-1990: The evolving terrain of teaching. In N. Shimahara (Ed.), *Classroom practices and politics in cross cultural perspective* (Ch. 1, pp. 11-46). New York and London: Garland Publishing.

Finkelstein, B. (1992). Tradition and culture in U.S. education. In K. Kitamura (Ed.), *Education in the United States (America no Kyoiku)* (pp. 14-40). Tokyo, Japan: Kobundo Press.

Finkelstein, B. (1988). The revolt against selfishness: Women and the dilemmas of professionalism in early childhood education. In B. Spodek, & O. Saracho (Eds.), *Professionalism and the early childhood practitioner* (pp. 10-28). New York: Teachers College Press.

Finkelstein, B. (1987). Historical perspectives on children's play in school. In J. Block

& N. King (Eds.), *School play: A source book* (pp. 17-37). New York, N.Y. Teachers College Press.

Finkelstein, B. (1985). Uncle Sam and the children: A history of government involvement in childrearing. In J. M. Hawes & N. R. Hiner (Eds.), *Growing up in America: Children in historical perspective* (Ch. 9, pp 255-269). Champaign-Urbana: University of Illinois.

Finkelstein, B. (1985). Casting networks of good influence: The reconstruction of childhood in the United States. In J. M. Hawes & N. R. Hiner (Eds.), *American childhood: A research guide and historical handbook* (pp. 111-153). Westport, CT: Greenwood Press.

Finkelstein, B., & Vandell, K. (1984). The schooling of American childhood: The emergence of learning communities for the young, 1820-1920. In H. Green & M. L. Heininger (Eds.), *A century of childhood: 1820-1920* (pp. 25-65). Rochester, NY: The Margaret Woodbury Strong Museum.

*Translated into Japanese with a preface written by Barbara Finkelstein in 1996. See also under Exhibits.*

Finkelstein, B. (1983). Exploring community in urban educational history. In D. Ravitch, & R. Goodenow (Eds.), *Schools in cities: Consensus and conflict in American educational history* (pp. 305-321). New York: Holmes and Meier.

Finkelstein, B. (1979). Reading, writing, and the acquisition of identity in nineteenth century America. In B. Finkelstein (Ed.), *Regulated children/liberated children: Education in psychohistorical perspective* (pp. 114-140). New York: Psychohistory Press.

Finkelstein, B. (1978). Pedagogy as intrusion: Teaching values in popular primary schools in nineteenth century America. In D. R. Warren (Ed.), *History, Education, and Public Policy: Recovering the American Educational Past* (pp. 239-271). Chicago: McCutcheon Press.

## Encyclopedia Articles (selected)

Finkelstein, B. (2009). “Horace Mann,” in R.A. Shweder. *The Child: An encyclopedic companion.*(p.588) University of Chicago Press.

Finkelstein, B., & Malen, B. (2004). Education, *Encyclopedia of Leadership* (pp. 6). Great Barrington, MA: Berkshire Publishing Group.

Finkelstein, B. (2001). Child Abuse. In J. M. Hawes, & E. F. Shores (Eds.), *The Family in America: An Encyclopedia* (pp. 132-140). Santa Barbara, CA: ABC Clio.

Finkelstein, B. and R. Clignet1982). Family studies in education. *Encyclopedia of Educational Research: New York. (*Vol. 5, pp. 656-671). Collier Macmillan Publishers, London.

*Sponsored by the American Educational Research Association.*

## Review Essays (selected)

Finkelstein, B. (1996). Revealing childhood, adolescence, and youth in the history of education: Approaches in the 1990's, *Paedagogica Historica* (Vol. II, pp. 453-474).

Finkelstein, B. (1983). Tolerating ambiguity in family history: A guide to some materials. *Journal of Psychohistory. 11*(1): 117-128. (Tenth Anniversary, Special Issue).

Finkelstein, B., & Clignet, R. (1981). The family as inferno: The Dour visions of four family historians. *Journal of Psychohistory*, *9*(1), 135-141.

Finkelstein, B. (1980). Educational history in the pursuit of justice. *Reviews in American History, 8*(1), 122-128.

*Note: Numerous Book Reviews in the Field (1970 – present)*

## Monographs, Technical Reports and Extension Publications (selected)

Finkelstein, B. (2007) Discovering New Spaces for the Imagination:

An eight-day journey with the pioneers of Barro Sin Plomo**,** A Report prepared for Aid to Artisans and Barro Sin Plomo, January 21, 2007

Finkelstein, B., Malen, B., Muncey, D., Rice, J.K., Croninger, R.C., et al. (2000). *Caught in contradictions: The first two years of the Twenty-First Century Schools Initiative.* Report prepared for the University of Maryland College Park/Prince George’s County Partnership. College Park, MD: University of Maryland.

Finkelstein, B., Malen, B., Croninger, R.C., Rice, J.K., Mourad, R.F., Snell, J., & Thrasher, K. (1998). *In the early stages of reform: A composite profile of three Twenty-First Century Schools.* Report prepared for the University of Maryland College Park/Prince George’s County Partnership for a project entitled, “Preparing for the Twentieth Century: A Partnership for Change.” College Park, MD: University of Maryland.

Finkelstein, B, Pickert, S. and Mahoney, T. (1995*) Traditions and Possibilities: Fifty years of pre-college education programs.* A policy study of the United States-Japan foundation pre-college initiatives. College Park, International Center for the Study of Education Policy and Human Values.

Finkelstein, B. (1994) *Evaluating the content of USJF Initiatives: The Knowledge Dimension.* Designs for Program Evaluation: Assessing the Work of USJF Precollege Education Programs. From its founding to 1994.

Finkelstein, B. Reflections on World War II: Visions of Curriculum and Schooling Fifty Years Later. (1993) College Park, Maryland: International Center for the Study of Education Policy and Human Values.

Finkelstein, B. (1995). On the edge of possibility: A peace education primer, Middle East dimensions. Pre-conference materials for Images of the Other conference. A joint publication of the Initiative for Peace and Cooperation in the Middle East, The Center for Institutional Development and Conflict Management, International Center for Transcultural Education. (formerly the Center for Education Policy and Human Values

## Published Lectures (selected)

Finkelstein, B. (2004). Reischauer young scholars program, *Stanford Program for Intercultural Education.* Stanford University.

Finkelstein, B. (1998). Diversity advocacy in the United States: An historical approach to pluralist dilemmas in the United States. *Prepared as an invited address at the University of Tokyo under the auspices of the Japan Society for the promotion of science, Senior Research Scientist Fellowship Program* (Vol. 110, pp. 77-97): Buraku Liberation Research Institute. Translated into Japanese by Nabeshima, Yoshiro.

Finkelstein, B. (1997). Policy and practice in multiple perspectives: Case by case revelations in three nations and multiple sites. *Journal of Education Policy, 5*, 309- 314.

Finkelstein, B. (1996). Creating harmony out of difference: A multicultural/human rights agenda for the twenty first century," *Human Rights Magazine* (Osaka, Japan, 1996. (Translated into Japanese.)

## Conference Proceedings (selected)

Finkelstein, B. (2005). From Enterprising professionals or pawns of free enterprise?: Considerations of teacher authority in an age of accountability,” *Educational attainment and school reform: Policy, evaluation, school reform and classroom practice.* Tokyo, University of Tokyo, Center for Research of Core Academic Competences( 25-37)

Finkelstein, B. (2011). Dollars and dreams: Classrooms as fictitious message systems. Sapporo Seminar in American Studies. Hokkaido University Annual *"Proceedings"*. (In Japanese)

Finkelstein, B. (1988). Teachers as symbolic mediators in Nineteenth Century United States. *International Society for the History of Education, University of Joennsu.*

*Proceedings,* 11(4).

Finkelstein, B. (1985). *Civic learning for teachers: Capstone for educational reform.*

In A. Jones (Ed.) (pp. 13-25). Ann Arbor: Prakken Publications.

## Exhibits, Performances, Demonstrations, and Other Creative Activity (Selected)

Advisory Board, The Asia Society, “Tune in Japan” Video project. (Aug 2000).

Appearance on the *Flagship Channel* “The Global Village,” (October 8, 1999). The Unique Work of the International Center for the Study of Education Policy and Human Values.

“School Life in the Eighteenth Century,” *The Washington Post,* Mini-Page, Aug 14- 16, 1999.

Appearances on *National Public Radio, C-Span, WAMU,* and an array of other families and communities and Japanese education and culture. (1990-present)

NHK Enterprises Japanese Culture: Old and New Tokyo (1990). Mid-Atlantic Region Japan-in-the-Schools (MARJiS) Program in cooperation with NHK Enterprises/Sogovision Minwa: Two Traditional Tales Japanese Youth: Junior High Students Speak Kabuki: Tradition in Today's World.

KCET-TV of Southern California (1986). Documentary, concept and format for a teacher development project. “Teacher Development Project.”

The Margaret Woodbury Strong Museum (1984). Academic Advisor for Nineteenth Century Learning Environments. *Catalog received the Henry Allen Moe Prize for Excellence in the Arts, New York State Historical Society.*

## Other Publications

Finkelstein, B. (2004). “High Schools in Japan.” Videotaped at the Japanese Embassy, Washington, D.C. A lecture prepared for the Stanford University Japanese study course for high school students (the Edward R. Reischauer Scholars Program, sponsored by the Stanford Program for Intercultural and Cross-cultural Education.) A CD-ROM , Stanford University.

Finkelstein, B. Standing on the shoulders of sky pushers (1998). A Reprint of Remarks accompanying the award for Outstanding Woman of the Year. *Outlook 12* (25), 3.

Finkelstein, B. Egalitarian themes in the development of Maryland's public education system in the nineteenth century (1983), *Hornbeck, et al. v. Somerset County, et al.* Appellate brief, appendix A, Maryland Court of Appeals.

Finkelstein, B. (2000) Tradition and change, *The Asia Society Teachers Guide* (10 pages). “Tune in Japan” video project.

# Professional Papers and Presentations

Invited Addresses and Papers (International, selected)

2013 Panelist, Dignifying education, The emergence of teachers as transcultural messengers. The B’hai Chair for World Peace Annual Symposiium on Human Dignity, University of Maryland at College Park.

2009 Chair and Discussant, “Tracking and Equity in the Japanese Educational Context,” Association for Asian Studies, Chicago, March 27, 2009.

2006 Invited Address, Qualitative Research in Education, University of Tokyo Graduate Student Seminar

2006 Keynote Address, Humanity in Action Seminar. Sponsored by the Humanity in Action Seminar, the National Holocaust Museum, etc. for students from 10 countries. “Acting transculturally in the world.

2003 International Research Conference (1 of 3 scholars from the U.S.). “From Enterprising Professionals to Pawns of Free Enterprise?: Considerations of Teacher Authority in an Age of Accountability,” University of Tokyo, Center For Research of Core Academic Competences, Graduate School of Education, Tokyo, Japan.

2002 Invited Talk. Sponsored by the Human Development section of the World Bank, Inc. “Education Policies and Local Tradition: Building Foundations for Peace?”

2001 Keynoter and Lecturer, “Transcultural Education and School Reform Policies and Practices: Comparative Dimensions in Japan and the United States,” Human Rights Education Network, Western Japan, Osaka, Fukuoka, and others.

1998 Keynote Speaker for Division F, Mentoring Seminar, Division of History and Historiography, Annual Meeting of the American Educational Research Association, Montreal, Canada.

1995 Keynote Address. “Are the Rights of Children Right for Children: A view from the United States,” International Childhood Association and Multicultural Education Studies Association, Charter meeting, University of Alberta, Edmonton, Canada.

1995 An International Research Exchange Policy Conference: Rethinking the U.S.- Japan Educational Exchange. “Looking at Exchange from the Ground Up: The Utility of Local Case Studies,” A Talking Paper. University of California at Los Angeles.

Dec. 1993 International Televised Symposium on Human Rights Education, Osaka, Japan. “Creating Harmony Out of Difference: A Multicultural/Human Rights Agenda for the Twenty-First Century.” (Sponsored by the City of Osaka and NHK (the National Broadcasting Network) December 1, 1993; Aired: Saturday, December 11, 1993. (One of three invited speakers from around the world.)

1993 Keynote/Opening Address. “Inventing One Another: Reflections of Seven Years’ Study of Japanese Education.” American Educational Studies Association: Chicago, IL.

1992 Keynote speaker (one of three from the U.S.) “Dollars and Dreams: Classrooms as fictitious message systems: 1890-1980.” Sapporo Seminar in American Studies, Hokkaido University, Japan.

*The most prestigious Annual Seminar in American Studies in Japan: sponsored by the Fulbright Commission and the United States/Japan Friendship Commission. This seminar has invited the leading U.S. American historians over a twenty year period. All Fulbright scholars attend.*

1992 Featured Symposium on Historical Methodology at the Classroom Level. Autobiographies and diaries in the study of classroom history. American Educational Research Association, co-sponsored by Divisions B (Curriculum) and F (History and Historiography), Washington, DC.

1992 Invited Keynote Address, “An historical view of multiculturalism in the United States.” The Sociology of Education Society, Okayama, Japan. *Under the auspices of the Japan Society for the Promotion of Science. This lecture was the first on multiculturalism in this professional society.*

Sept. 1992 Invited Keynote Address, “Hungering for Justice in America.” International Conference on Children’s Rights, International Institute for Infant and Child Development.” Osaka, Japan.

July 1988 Invited Address. “Teachers as Symbolic Mediators in Nineteenth-Century United States.” International Society for the History of Education, University of Joensuu, Joensuu, Finland.

Nov.1987 Invited Address. (one of three scholars). “ Historical perceptions of professionalism in early childhood education.” National Association for the Education of Young Children. Chicago, IL.

Mar. 1986 Invited Presentation. “The Teacher as Cultural Mediator in Early Republican America.” European American Studies Association, Budapest, Hungary.

## Invited Addresses and Papers (National, selected)

2012 Panelist, (2002). Dwelling in the experience of others: Reflections on culture in education after September 11. A Presidential Symposium. “September 11th,

and Its Aftermath,” with Gloria Ladson-Billings, John Willinsky, Catherine Corrnbluth, Mary Metz, and Reba Page, Chair. New Orleans, American Educational Research Association Annual Meeting.

2008 Research Facilitator, Middle Peninsula African-American Genealogical and Historical society, “Remembering together: Stories of obstacles and opportunity, A conversation about growing up African America in the Middle Peninsula in the 1930s, 1940s, and 1950s. Essex county Public Library: Tappahannock, Virginia, March 8, 2008.

2008 “Imagined Worlds: School life at the Margins of Possibility, Keynote Address, at the Grand Re-Opening Celebration of the Smithsonian Institution Museum of American Art.

2005 Keynote, Graduate Student Symposium, Division F (History and Historiography) American Education Research Association, Annual Meeting, Chicago

2003 Keynote, Graduate Student Symposium, Division F (History and Historiography) American Education Research Association, Annual Meeting, Chicago.

Nov. 2003 Stanford University Lecturer, (1 of 9 in the country) Japan Studies Program for High School Students, “High Schools in Japan: Comparative Perspectives,” Videotaped at the Japanese Embassy Washington, D.C. (appears as a CD- ROM course. See “Other Publications.”)

Nov. 2003. Invited Panelist. Encounters as Imagined and Experienced: Thinking About Education in the Forming of U.S.-Japan Relations, Washington, DC: Japan Information and Cultural Center.

Apr. 2003 Keynote Address, “Who’s on First: Dilemmas and Opportunities for Education Historians, Division F Graduate Student and Young faculty Mentoring Seminar, American Education Research Association, Chicago, Illinois.

2001 Panelist, Finkelstein, B. Sapporo Seminar in American Studies. At Hokkaido University - Japan: published in Hokkaido Annual *"Proceedings"*. (In Japanese)

Apr. 2000 Finkelstein, B. & Briggs, L. The Invisible Weight of Tradition: Intersections of Policy and Tradition in a Reconstitution Initiative, (a work in progress).

American Educational Research Association, Annual Meeting, New Orleans. (with Betty Malen, Jennifer King Rice, Robert Croninger, et al.)

1999 Presidential address. “Children caught in a crucible of contradictions”. History of Education Society Annual Meeting.

1999 Invited Symposium. “Education Reform in Historical Perspective.” Annual Meeting of the American Educational Research Association, co-sponsored by the History and Historiography and Curriculum Divisions with Robert Bullough, Linda Darling-Hammond, and Geneva Gay.

1998 Invited Talk. “Biography in Education History,” History of Education Society Annual Meeting, Chicago, October 31, 1998

1998 Plenary Session. History of Education Society Annual Meeting, “The past as prologue: reflections on graduate school and careers in education history. A collective conversation sponsored by the HES program committee, with David Tyack, James Anderson, Linda Perkins, Bill Reese, and Robert Wollons, Chicago, October 30, 1998.

1998 Keynote address: “Visions of educational biography’s future.” Archival and Biographical Special Interest Group, American Education Research Association Annual Meeting, Chicago, April 18, 1998.

1998 A Symposium Presentation. “Historical roots of violence against children, another American dilemma,” sponsored by the American Educational Research Association Program Committee, Chicago, April 17, 1998.

1998 Nineteenth Annual Ethnography in Education Research forum: Contrasts and Connections between Ethnography and Historiography. A paper and a dialogue between Frederick Erickson and Barbara Finkelstein, “Power, Knowledge, and Perspectives on Space and Time Considered.” Philadelphia, PA., March 7, 1998.

1997 Panel Presentation. “Conceptual Framework for Integrating Informal Community-Based Support for Children into the Disciplines of Public Policy,” in a panel entitled, “New Models of Human Services Delivery II: Social Networks and Community Support.” Annual Meeting of the Association for Public Policy Analysis and Management, Washington, DC.

1997 Invited Symposium: “Linking History and Ethnography in Research: A Collective Conversation.” Symposium presentation with Fred W. Erickson, University of Pennsylvania, History of Education Society Annual Meeting. *Originally presented with Erikson at the Urban Ethnography Forum, University of Pennsylvania.*

1997 Paper Presentation. “Transforming Children into Dollars: An Analysis of Public Law 904-115 (The Family Responsibility and Work Opportunity Act)”, Annual Meeting of the History of Education Society, Philadelphia, PA.

1996 An Invited Symposium. “The Role of History in Education Policy,” with Maris Vinovskis, Rebecca Coulter, David Labaree, &William Reese.

American and Canadian History of Education Societies, Toronto, Canada.

1995 Invited Address. “Fashioning Research on Children: Portrait of an Advocate at Work.” Symposium entitled, “Research, Schools, and the Lives of Children: Social Justice and Ethical Connections.” American Education Research Association Annual Meeting, Chicago, Curriculum Division, Chicago, Illinois.

1994 Gail Kelly Memorial Lecture: “Reflections on Refraction: Seeing the U.S. through Japanese Eyes.” University of Buffalo.

1993 Invited Symposium, “An Historian Reads from Her Work,” co-sponsored by Division F (History and Historiography) and Division B (Curriculum) with Shirley Brice Heath, Ray Macdermott, Maxine Greene.

Nov. 1993 Keynote/Opening Address. "Inventing One Another: Reflections on Seven Years' Study of Japanese Education," American Educational Studies Association, Chicago Annual Meeting.

Dec. 1993 Keynote Speaker. Creating Harmony Out of Difference: A Multicultural/Human Rights Agenda for the Twenty-First Century. International Symposium on Human Rights Education, sponsored by NHK, Japan’s leading national newspaper and the Human Rights Education Network, Osaka City, Japan.

April 1990 Professional Training and Development Seminar. “The Historians Craft.” American Educational Research Association. Boston, MA. (with Christopher Lasch, Distinguished Professor, University of Rochester, New York.)

Multiple others in the field

## Manuscript and Grant Reviews (Selected)

Harvard University Press *History of Education Quarterly Paedagogica Historica* Spencer Foundation

Stanford University Press

State University of New York at Albany Press Teachers College Press

The Ohio State University University of Australia, Sydney Yale University Press

# Grants and Contracts (selected)

For the past 25 years, applications of Barbara Finkelstein’s scholarship and research has generated more than $5,000,000, (five million dollars) in external support for historical, transcultural, interdisciplinary, and interagency research, publication and professional development education programs designed to transcend stereotypes, undermine discrimination in all of its forms, reveal the ways in which intergroup connections have been manifested in education purposes, policies, and practice, and build learning communities that cross boundaries of nation, race, class, generation, discipline, ethnic affiliation, and gender.

The list of grants and contracts are developmentally presented to reflect the focus and increasing range and applications of her work.

***Phase 1: 1979-1987:*** (selected)

1979-82 ***History Teaching and Learning and Public Policy for Children, Youth, and Children*** American Historical Association, National History Day, Teacher Education Seminars, $25,000.

## Phase 2: 1987-1990 (selected)

Establishment and growth of a developing transcultural education regional leadership program that prepares education leaders to lead Japan-related programs of study curriculum transformation, instructional improvement, and transcultural education, using Japan as a case.

United States/Japan Foundation, Seed support for the establishment of the Mid Atlantic Region Japan in the Schools Program, (MARJiS). $300,000.

Four State Departments of Education in the Region, the District of Columbia, the Maryland State Department of Education, and the State Departments of Virginia and West Virginia, also generated start-up funds to support teacher and school administrator participation for the three year duration of the program. $320,000.

***Phase 3: 1990-2000.*** Taking a Model Nationally: Establishment of a National Intercultural Education Leadership Institute (International Center for Transcultural Education) A three year program of research and development for major program leaders of Japan and U.S. related curriculum transformation initiatives in the U.S. and Japan.

United States/Japan Foundation. Nationalization of the MARJiS Model to serve leaders of pre-college Japan/Related Instructional Initiatives. $1,000,000.

Forty research associates from across the U.S. participated in this program in the development of new models for cultural education program evaluation, helped to prepare state of the art instructional materials and through this means have deepened and broadened the quality and quantity of curriculum and instruction, using Japan as a case.

Office of the Superintendent of Schools, Prince George’s County, and a two year policy study of School Reconstitution in the County, $150,000 Office of the Dean, College of Education Contribution, Two Graduate Student Research Assistants, $40,000.

Fulbright-Hayes Group Study Abroad Programs, 1993, to conceive and conduct a Professional Development Summer Institute in Japan. $72,000 (a three credit graduate course).

Japanese Ministry of Education, Sports, Technology and

Science, U.S. Department of Education and the Virginia and Maryland State Departments of Education. Support model of education and cultural studies to U.S. education studies program

for young Japanese teachers studying in the U.S. $500,000.

***Phase 4: 2000—***Present: Applying the Model Locally, Nationally, and Internationally United States/Japan Foundation. The MARJiS/Japan Elementary Educational

Exchange Network: Its Vision and Possibilities, 3 years, $500,000 A three-year model program of institutional exchange between 8 elementary schools, 4 in Japan and 4 in the United States.

# Scholarship Development

1995 Mimi (Masako) Kuriyama Scholarship in Intercultural Education. $40,000.

# TEACHING, MENTORING AND ADVISING

**Courses Developed and Courses Taught (last five years)**

\*Seminar in Transcultural Education Policy and Practice (EDPS 731)

\*Oral History in Education (EDPS 711)

\*Comparing Japanese and U.S. Education (EDPS 788)

\*Education Policy, Values and Social Change (EDPS 622)

\*Education Policy and the Young (EDPS 626) Foundations of Education (EDPS 301) History of Education in the U.S. (EDPL 611)

\*Seminar in the History of Education (EDPS 811)

\*Culture in Education Policy and Practice (EDPS 6711).

# SERVICE ACTIVITIES

**Professional**

## Offices and committees membership held in professional organizations

1999-00 President, History of Education Society

1998-99 Vice-President, History of Education Society

1997-98 Vice President/Program Chair, History of Education Society

1989-91 Vice President, Division F (History and Historiography), American Educational Research Association

1980-81 President, American Educational Studies Association

1981-82 Member, Executive Council, American Educational Research Association

1981-84 Board of Directors, History of Education Society

1984 Program Chair, Division of History and Historiography, American Educational Research Association

2000 President, History of Education Society

# Editorships, Editorial Boards: (selected)

1994-present. Series Editor, Reflective History, Teachers College Press, Columbia University

Fall 1997. Guest Editor, “Relationships between Policy and Practice,” *Journal of Education Policy*, special issue.

1997-2003 Advisory Board, United States Editor, *Journal of the History of Education,*. 1997-2003 Advisory Board, *American Educational Research Journal*, Section 1, 1994.

1989-2009. Advisory Board, United States Editor, *Paedagogica Historica* (International Series).

1985-2007 Editorial Board, *Education Policy*.

1979-1983 Founding Editor, *Issues in Education*, now *American Education Research Journal*, Section 1: American Educational Research Association, 1984-87. (These volumes provided a foundation for the creation of AERA ’s *American Education Research Journal,* qualitative studies,

## Professional Reviewing Activities for Agencies (selected)

2004-09: National Endowment for the Humanities Peer Review Panels

2001 Fulbright Commission Review Panel/ Institute of International Education: Reviewer for Doctoral Fellowships

1991-04 Japanese Ministry of Education, Culture, Sports, Science and Technology, the preparation and conduct of American Studies programs for Japanese teachers. Margaret Woodbury Strong Museum for the History of Childhood. Conceived and advised the preparation of Nineteenth Century Learning Community exhibit.

1990-92 United States/Japan Foundation. Evaluation of pre-college education programs and policies: “Search for Common Ground,” “Initiative for Peace and Cooperation in the Middle East,” and “Images of the Other: Education for Building Peace.” Workshop to prepare guidelines for educational curricula in order to enhance intercultural understanding, methodology workshop. Istanbul, Turkey.

## Off-campus Peer Review Panels, Accreditation or Certification Teams (Selected)

2003 Center for Global Partnership, Japan Foundation (Grant Reviews). 1995 Evaluator, City University of New York, “Focus on Japan” Program. 1995 Fulbright-Hayes Group Study Abroad Programs, reviewer.

1988 Evaluation and Education Policy Program Development. University of Hawaii at Manoa.

1984-1985 Evaluation Team Member (with Phillip Jackson, University of Chicago). University of British Columbia Curriculum Development Center.

## Tenure and Promotion Reviews (Selected)

Harvard University Miami University of Ohio New York University Stanford University

Teachers College, Columbia University University of California, Berkeley University of Iowa

University of Michigan University of Colorado

## Other non-University Committees, Commissions, Panels, etc. (selected)

2006-2007 Oral Historian for a Mexican Lead Free Pottery Project, (Barro Sin Plomo)

2003-present Research Advisor to the University of Tokyo Center of Excellence, and Center for Basic Scholastic Competences (Teacher and Community Perspectives on School Reform)

1990-present: Human Rights Education Network in Japan (Hurights Japan)

2003 High Schools in Japan, Reischauer Young Scholars Program, Stanford Program for Intercultural Education. Stanford University, CD-ROM. A course in Japanese Culture and Education for High School Students.

Mar 2000 The Spencer Foundation Conference on New Directions in the History of Education, Stanford University

Aug 2000 Benton Foundation, History of Children and Youth Conferences, Washington, D.C. (20 persons invited)

2000-present The National Equal Justice Institute Oral History project (American University)

1999-2001 United States/Japan Foundation. Establishment of the University of Maryland/University of Tokyo Elementary Education Resource Exchange

1999 National Association for Foreign Students (NAFSA) Culture Behind Exchange,” A Japan-cultural education program for International Educators. June 29-31, College Park, Maryland

1996-97 United States Japan Foundation. “Design of Evaluation Options and Policy Study, Pre-college Education Programs in the United States.”

1992 The Association for Asian Studies. Transcending stereotypes by revisiting war in schools. Symposium entitled “Perspectives on Teaching on the War in the Pacific.” Annual Meeting

1991-03 United States/Japan Foundation, "Evaluation of Precollege Education Programs" Research Advisor

## International Activities not listed above

1987-present Academic Director for more than one hundred Transcultural Education Seminars focusing on Japanese and U.S. education and culture as cases. Seminar participants included teachers, education policy-makers, planners, school administrators, government officials, NPO directors, scholars, and community groups among others.

Jan, 1995 “Why Peace Education,” a talk prepared for an International Workshop, “Images of the Other: Education for Building Peace,” jointly sponsored by the Search for Common Ground, the International Center for Development and Conflict Management, Department of Government and Politics, UMCP and the International Center for Transcultural Education, University of Maryland College Park.

# Campus Service (selected)

## Department

2004-1979 Founder and Director, International Center for Transcultural Education (previously International Center for Education Policy and Human Values)

2007-2009 Chair, Departmental Appointments, Promotion, and Tenure Committee

2004 Panelist, “What’s High Quality about High Quality Teaching?” An EDPL Symposium organized and conducted by the Center for Education Policy and Leadership and the International Center for Transcultural Education.

1998-1997 Chair, Search Committee, EDPA

1998-1995 Chair of Departmental Appointments, Promotion, and Tenure Committee 1996-1994 Chair and Member of Search Committees: 3 appointments

1996-1993 Chair, Department Appointment, Promotion, and Tenure Committee

1996-1985 Chair and Member of Several Program Committees charged with the Design of PhD programs in Education Policy

## College (selected)

2009 Member, Committee on Centers and Institutes 2008-10 Committee on Internationalization

1998 Member, Dean’s Search committee for College of Education Dean 1998 Co-Chair, Department Colloquium Committee

1990-1997 Chair, College Committee on Appointments, Promotion, and Tenure 1994 Multicultural Education Committee

## University (Other Non-Center, selected)

2005-2006 Member, President’s Commission on Women, University of Maryland

2004 Referee. Gemstone Thesis Conference, “Promoting Academic Achievement and Enthusiasm: A Discussion and Contemporary Issues Based Approach.”

2002-2000 Chair, Special Interests Group, “Structure and Agency in Education,” Consortium on Race, Gender and Ethnicity

2002 Panelist, President’s Commission on Women: Power and Institution Building Panel, with Bonnie Thornton Dill, Clare Moses, Ellin Scholnick, and Georgia Sorenson, University of Maryland.

2002 Panelist, International Symposium on Globalization. “Odd Couplings: Local cultures and global pressures, globalizations: cultural, economic, democratic.” University of Maryland.

1995-present Commissioner, President’s Commission on Women’s Issues 1993-1990 University Library Committee

1985-present East Asian Studies Committee

1998-99 Member, Search Committee, Vice President and Graduate Dean, Gregory Geoffrey, Chair.

1997-98 University, Search Committee, Dean, College of Education

1996-97 Advisory Committees to the University Interdisciplinary Task Force for Middle States Accreditation

1991 Advisory Committee to International Affairs Strategic Planning Group, Sub- group on Centers, Institutes, and Executive Training

## Collaboration with other departments (selected)

The following units on campus have collaborated on the development of scholarly-based, user-friendly instructional materials that wed research and teaching closely together. The

collaborations have also added education and transcultural dimension to master’s and doctoral programs, helped to create a University of Maryland College Park model global education program, focusing on Japan-in-the-Schools in Japan and the United States. At this time, the Latin American Studies Department and the David C. Driskell Program for the African Diaspora are extending the model to include other nations and cultures. The following are deep and sustained collaborations and partnerships:

American Studies Department

Consortium on Race, Gender and Ethnicity Department of History

Center for International Development and Conflict Management (Peace Education) East Asia Studies Committee

# Collaboration K-12 schools and school systems (selected)

For 25 years, I have been dedicated to multicultural community building and have built partnerships not only with the Universities of Tokyo, Osaka, and Osaka City Universities, but have served as senior advisor to Museums, community centers, boards of education, and small colleges all over Japan. The model is now being used for African, Latin American and Middle East programs.

2004-1987 Academic Program and Course of Study Director for State Departments of Education in Virginia, Maryland, and Washington D.C. and with local school districts for programs that link Japanese and U.S. nationals in cooperative studies of U.S. and Japanese education policies and practices.

Japan-related Institutes and workshops in more than 30 school districts in the state.

1987-2005 Senior advisor to curriculum transformation projects in school districts in West Virginia, the District of Columbia, and in State Departments of Education in Virginia and Maryland, I have conceived and overseen the development of more than 100 Institutes and workshops over the last decade and served, as estimates have had it, more than 10,000 teachers and students in the United States and Japan.

## Community, State, National, and International (selected)

2007-1995 International Advisor: Human Rights Education Network, Osaka Japan 2004-1987 More than 10,000 policy makers, educators and their students in the

United States and Japan have participated in seminars, institutes, workshops, conferences, and exchanges that have become international models of transcultural education scholarship, research, and instruction

2004 International Advisory Committee, World Culture Open, an international non-profit organization that creates breakthroughs in peace and reconciliation between individuals and societies through the celebration of the world’s diverse artistic and cultural traditions.

Washington, D.C. and Seoul, South Korea.

2004-1990 National Capital Children’s Museum, District of Columbia, Department of Education.

Sackler and Freer Galleries, The Smithsonian Institution, Department of Education, 3 years. Japanese education through Art and Material Culture.

2003-2001 Maryland Legal Services Corporation, Oral History Committee

1995-1996 International Advisory Board, Tokyo Jo-Gaakkan College for Women, Tokyo Japan

1995 Academic and Education Advisor, Initiative for Peace and Cooperation in the Middle East

1995 Advisor: Kennedy Center Cultural Imagination Festival, featuring Hanayagi Shifu and Tokiwazu Sanzo (living National Treasure) in a teacher workshop.

**ADVISING**

My advising profile is complex. Beyond having overseen masters and doctoral work of students who have gone on to publish books and journal articles in prestigious presses and/or influential venues and having served on doctoral committees of students in the Departments of History, American Studies, Theater Arts and Communication, Journalism, Sociology, Asian Studies, Library and Information services, as well as the College of Education, I have been privileged as the founder and director of the International Center Director to engage in creative forms of advising beyond the traditional, e.g., building fellowship opportunities, creating cross-national learning communities, advising curriculum transformation projects, and mentoring hundreds of educators and education policy makers in the field.

Master’s Seminar Papers and Theses Directed

Burns, Shamel (2011). Children in the Burden of Social Change: Two Cases of de- segregation in Virginia from 1959-1967.

Pinwathum, Apitchaya (2010). It all comes back: Experiences of a 1.5 generation Korean American woman

Callie Riley (2009). Human Rights, Educscapes and the Buraku Problem: Understanding how Global Declarations Become Local actions.

Marques, Rigo (2008). “Queer Like Me! A Revolution of another color: Queer students of color creating dialogues of difference.”

Monica Fuentes Lam Emery (2007). “The Transcultural Soldier: Contributor to Peace Education.”

Kristin McKennon, (2006). Transcultural Perspectives in Peace Corps education programs. “

Higbee, Catherine. (2004) (Re) Inventing classroom management: How Japanese elementary school teachers negotiate the cultural interspace between their global traditions of education and those of the local diaspora.

Awokoya, Janet. (2004). Not just Black: Cultural politics in identity assertion.

Tatsumi, Yukako. (2003). Okinawa: The construction of local identities at educational institutions.

Swain, Courtney. (2003). Ethnic identity and academic success: Native Americans and their struggle to reconcile cultural conflicts in the classroom. Currently a Research Associate for the American Institute of Research.

Brasher, Mark. (2003). Americanizing Jews: Culture, institutions, and agency in turn- of-the- century New York.

Zhang, Hui. (2002). A fruitful partnership: The Smithsonian Institution and the junior league in the forming of their docent program, 1955-1964. Received a fellowship from UCLA to pursue a Ph.D. in Film and Education.

Reid, Lisa. (1999). Being there for children.

Thomas, Andrea. (1999). Educating Black males: A review of the literature

Thrasher, Kimberly. (1999). Intersections of culture and instruction: A search for patterns of culturally sensitive instruction across lines of race and ethnicity.

Koizumi, Tomoko. (1997). Bullying in Japanese schools: An analysis of policies and practices: Their struggle to reconcile cultural conflicts in the classroom.

*Doctoral Dissertations Completed (\*designates chair; + designates committee member (selected)*

Tomoko Tokunaga (2013). Sites of empowerment; Sites of belonging: How Asian American girls construct ‘home’ in a borderland world. (Fulbright Fellow, Presidential Fellow, Association for Asian Studies, Japan Society for the Promotion of Science Fellowship (3) years). University of Tokyo and International Christian University.

Beth Douthirt Cohen (2013). Crossing the borders that define difference: The culture, politics, and practices of solidarity in two high schools. (Assistant Dean, Diversity Initiatives, University of Maryland at College Park)

Nicolle Cottrel Coomber (2012). A life in language: An oral history of Dr. James D. Alatis (Lecturer, Robert Smith School of Business and Management, University of Maryland at College Park.

\*Pruitt-Mentle, Davina (2008). Community and educational opportunity in the U.S.: The relative utility of a community-based informal educational technology program

\*Darryl J. Gonzales (2008). The Children who ran for congress and the school up on the hill: An Oral-institutional history of the Capitol Page School experiment, 1926- 1983.

\*Terra Gargano (2008).Grounded identities, transient lives: The emergence of student voices in an era of globalization, Assistant Professor (American University)

+Deepa Srikantaiaha, (2008). “Indigenous knowledge initiatives at the World Bank, The National Institutes of Health, and Pennsylvania State University.”

\*Laurence MacDonald (2006). Curriculum reform as a reflection on tradition and change: Japanese teachers’ approaches to dimensions of difference in the Integrated Curriculum. (Associate Professor, Soka Gakkai University, Japan).

Elizabeth Eder (2007). Constructing Opportunity: American women educators in early Japan. (Director of Education: The Freer-Sackler Museum, The Smithsonian Institution.

\*Caroline Eick (2005). “Learning to Divide in the World: Youth Experience s in a Mid- Atlantic Comprehensive High School (1950-2000). (Associate Professor, Mt. St. Mary’s University)

\*Kase, Toyoshi (2005). “Niesei Samurai: Culture and Agency in Three Japanese Lives.” Published as: Nisei Samurai in Washington, D.C.: Culture and Agency in Three Japanese American Lives. Tokyo: Gakujutsu Shuppankai, Company, 2007. Retired Professor, Shikoku Gaakuin University, Japan

Miller, Judith. (2004) Music education in Prince George's County, Maryland from 1950 to 1992: An oral history account of three prominent music educators and their times.

\*Kamibeppu, Takao. (2000) History of Japanese policies in education aid to developing countries, 1950s to 1990s: The role of subgovernmental agencies. Published in 2002, New York and London: Routledge. Currently a full professor, Tokyo Jo-Gakkan University, and Advisor to the Japanese Ministry of Education for Development in Asia.

Yukako Tatsumi, Constructing home economics in Imperial Japan: 1868-1920. (Curator, Asian Collections, George Washington University Library).

+Turk, Diana (1999) Sisterhood in Kappa Alpha Theta fraternity, 1870-1920.

+Robbins, Sharon. (1998). The high school principal as a caring leader.

+Paige, John Rhodes. (1998) Preserving order amid chaos: The survival of schools in Uganda, 1971-1980.

\*Hariklia, Efthimiou. (1998). The problematic of comparative teacher education: Perspectives from Greece and the United States.

+Augustyn, Fred (1996). Cultural and political aspects of adult literacy programs in Chicago, 1890-1930.

+Adams, Peter Alexander. (1996) Homecoming to graduation: The cycle of co- curricular social activities in an American high school.

\*Dougherty, James. (1993). A history of federal policy concerning college or university-based foreign language and area studies centers, 1941-1980.

+Ryan, Maura M. (1993) The Americanization of immigrant children by public and parochial schools in Baltimore, 1897-1917.

\*Gena Glickman. (1992) A study of the role of women in the transformation of the curriculum at the Maryland Institute for the Promotion of Mechanic Arts from 1825- 1875. (President, Manchester Community College).

+Lawrence, Jane. (1990) Gubernatorial commissions and Maryland higher education, 1946- 1987.

+Thakur, Yoko. (1990). Textbook reform in allied occupied Japan, 1945-1952.

\*Goldenberg, Myrna. (1987) Annie Nathan Meyer: Barnard godmother and Gotham gadfly. (Professor Emerita, Montgomery Community College).

\*Doctoral Candidates

Ranetta Hardin Wendell English Omekongo Dibinga Karen Horvath Wolf

*Lectures/ Consultations* 2012-2013--Selected

*2012* Academic Director, LEAP Program, Japanese Ministry of Education, June-August