ment funding. The author also has devoted attention to institutions that became affiliated with St. F.X. Thus, we follow the genesis and development of the Xavier Junior College, which eventually became the University College of Cape Breton. Cameron thus encompasses a wide range of institutions of importance to Eastern Nova Scotia and Cape Breton.

This study devotes considerable space to student life at each stage in the institution's development. Cameron proves himself effective at relating the experience of a majority male population to their changing expectations and priorities. Students at St. F.X were not notably exceptional, yet Cameron's discussion makes an important contribution to historians of youth. Clearly the institution's religious affiliation did not influence students' central attitudes and priorities. Knowing the distinctiveness of St. F.X as a Catholic college in the Maritimes leads us to qualify our view of the impact of religion and region on the behaviour of youth.

Although Cameron's study does not wholly succeed in avoiding the pitfalls of an institutional history, it is nonetheless a valuable contribution to the field.

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Cathy James is a visiting scholar at the Ontario Institute for Studies in Education at the University of Toronto. In addition to tracing the history of the Canadian settlement movement, she is studying the connections between social reform and education and the role of women in state formation. She is revising for publication her doctoral dissertation on the early years of the settlement movement in Toronto.

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Lynne Trethewey is an honorary Research Fellow (formerly senior lecturer in History of Education) at the University of South Australia. She jointly wrote Learning and Other Things: Sources for a Social History of Education in South Australia (Adelaide: Government Printer, 1988), and is the author of recent articles on the history of age-graded primary schooling.

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Amy von Heyking is an assistant professor of Education at Concordia College, University of Alberta, Edmonton. Her doctoral thesis examined the development of school curriculum in Alberta. She is studying the development of child care in Canada.
At its 1998 October meetings, the Canadian History of Education/Association canadienne d'histoire de l'éducation received and accepted the recommendations of its Prize Committee. The Prize Committee was comprised this year of Paul Aubin (Laval), Diane Hallman (Saskatchewan), Robert Rutherford (UBC), and Elizabeth Smyth (OISE/UT, and Chair of the Committee).

**PRIX DES LIVRES ET DES ARTICLES EN LANGUE FRANÇAISE**


**ENGLISH LANGUAGE PRIZES**


**HONOURABLE MENTION**


CHEA/ACHE AWARDS FOR DISTINGUISHED SERVICE
PRIX DE SERVICE À L'ASSOCIATION ET À L'ÉTUDE DE L'HISTOIRE DE
L'ÉDUCATION

At its biennial meeting in Vancouver, 1998 October 15-18, the Canadian History
of Education Association/Association canadienne d'histoire de l'éducation made
awards to three colleagues in recognition of their lengthy and valuable service to
the Association, and to the study of the history of education in Canada.

Lors de son congrès bisannuel à Vancouver les 15-18 octobre 1998, l'Asso-
ciation canadienne d'histoire de l'éducation/Canadian History of Education
Association a conféré à trois collègues le Prix de l'Association, en reconnaissan-
ce de leurs services à l'Association et à l'étude de l'histoire de l'éducation.

The recipients were/Les récipiendaires furent les suivants:

Nadia Fahmy-Bid, professeure titulaire, Département d'histoire,
Université de Montréal
Robert Gidney, Professor Emeritus, University of Western Ontario
Alison Prentice, Professor Emerita, University of Toronto and
the Ontario Institute for Studies in Education
Renouvellement du bureau / 
Election of New Executive Committee

At its recent biennial conference (Vancouver, 1998 October 15–18), members of 
the Association canadienne d’histoire de l’éducation/Canadian History of Edu-
cation Association elected a new Executive Committee. Among its several 
responsibilities, the Committee will be concerned to organize the next biennial 
conference of the Association. For that reason, the location of the forthcoming 
biennial meeting was of special interest to members of the CHEA/ACHE in 
attendance at Vancouver.

Outgoing President J.D. Wilson (UBC) announced at the General Meeting 
(October 17) that our colleagues in the University of Western Ontario wish to 
host the Association’s meeting in the year 2000. In subsequent elections, officers 
for the period 1998-2000 were acclaimed:

President: Rebecca Coulter, University of Western Ontario
Secretary-Treasurer: Ruth Compton Brouwer, University of Western Ontario
Members-at-Large:
Atlantic Region—Janet Guilford, Dalhousie University
Quebec—Andrée Dufour, Université de Montréal
Prairies—Dick Henley, Brandon University
Pacifique—Jacqueline Gresko, Douglas College
Graduate Student Representative: Paul Evans, University of Western Ontario
Past-President: J.D. Wilson, University of British Columbia

Lors de son congrès à Vancouver, les 15-8 octobre 1998, les membres de 
l’Association canadienne d’histoire de l’éducation ont procédé au renouvelle-
ment du Comité exécutif.

Présidente: Rebecca Coulter, University of Western Ontario
Secrétair Trésorière: Ruth Compton Brouwer, University of Western Ontario
Membres ordinaires:
Atlantique—Janet Guilford, Dalhousie University
Quebec—Andrée Dufour, Université de Montréal
Prairies—Dick Henley, Brandon University
Pacifique—Jacqueline Gresko, Douglas College
Représentant étudiant: Paul Evans, University of Western Ontario
Président sortant: J.D. Wilson, University of British Columbia

Les prochaines asisses de l’Association se tiendront à l’University of Western 
ISCHE XXI: SYDNEY 1999
Twenty-first session of the International Standing Conference for the History of Education
Education and Ethnicity
Monday 12 July to Friday 16 July 1999
University of Sydney, Australia

The International Standing Conference for the History of Education (ISCHE), the Australian and New Zealand History of Education Society (ANZHES), and the Local Conference Committee invite interested historians to participate. This event is significant for ISCHE, being its first meeting outside of Europe. ISCHE looks forward to increased participation from Pacific rim countries, and warmly welcomes attendees from all parts of the world. ANZHES is also running its conference on Saturday, July 17, 1999, following the close of the ISCHE XXI conference.

PROPOSALS
Proposals for papers should be between 500 and 1000 words in length, should state the language in which the paper will be delivered, and include the following information: paper title, name of proposer, full institutional address, phone, fax, and e-mail address.

Please submit your proposal either as an e-mail attachment to the Conference Chairman (see below) and one hard copy by post. Send e-mail attachments as MS Word for Windows file, or as Rich Text Format (.rtf) files or three hard copies by post to the Conference Chairman.

Send to: Professor Geoffrey Sherington, Chairman ISCHE XXI, Faculty of Education, University of Sydney, NSW, 2006 Australia
phone: +61 2 9351 7481 fax: +61 2 9351 6217
e-mail: g.sherington@edfac.usyd.edu.au
The History of Education Society will award the Henry Barnard Prize in 1999 for the best graduate student essay in the history of education. Nominations by faculty, graduate advisers, department chairs, and deans, as well as self-nominations by students, are welcome. The deadline for submissions is April 15, 1999. Essays should be no longer than 25 pages exclusive of notes. The winner will be invited to deliver her/his paper at the fall 1999 meeting of the History of Education Society and to publish the essay in the History of Education Quarterly. The Prize also carries an honorarium of $500. The Prize Committee will define history of education broadly to include work on schools, teachers, higher education, families, and a wide range of cultural and educational institutions. The Society reserves the right not to award the prize if the Committee makes such a recommendation.

Nominations, accompanied by six copies of the essay, should be directed to the chair of the Prize Committee:

Professor Jonathan Zimmerman
Department of Culture and Communication
New York University
239 Greene Street, 7th Floor
New York, NY USA 10003
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