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A Long History of Scholarship

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A Long History of Scholarship

Marilyn L. Grady
Barbara Y. LaCost

There is a great resource in *Women's World: A Timeline of Women in History* (1995) by Franck and Brownstone. The book is a chronology of women in history from 35,000 B.C. to 1993. Entries highlight women's accomplishments and "firsts" in politics/law/war, religion/education/everyday life, science/technology/medicine, and arts/literature. The 654 pages of text suggest that we have much to learn about these women pioneers.

A review of the 20th century entries alone reminds us that Margaret Mead, in 1949, published *Male and Female*, a study of the social and biological factors that determine gender roles. In 1951, Barbara McClintock first publicly presented her discovery that genetic fragments are transposable, which she recognized as early as the 1930s, long before the structure of DNA was understood. Her report was so ill-received that for decades she would work without publishing. She received a 1983 Nobel Prize for medicine for her work.

A somewhat familiar note of irony is evident in the 1967 entry for British astronomer Jocelyn Bell, then a graduate student at Cambridge University, who discovered pulsating astronomical objects dubbed pulsars: her professor, Antony Hewish, received the 1974 Nobel Prize for physics for the discovery; Bell did not (p. 492).

In 1973 the American Psychological Association established a division focusing on the psychology of women, with its own scholarly journal, *Psychology of Women Quarterly*. In 1975, *Signs: Journal of Women in Culture and Society*, an American women's studies scholarly journal, was first published.

The *Journal of Women in Educational Leadership* is an early mark in the 21st century timeline and lengthens the chronological chart of women in history. In this issue, Mertz' longitudinal study of scholarship about women is extended, and Byrd-Blake offers perceptions of African American, Hispanic and white females concerning the strategies that enhance career advancement. Rhodes provides profiles of two women community college presidents and the lessons these women offer others considering the role. White, Martin & Johnson examine gender, professional orientation, and student achievement in their study of 100 school principals.