

Liberating Voices: Writing At The Bryn Mawr Summer School For Women Workers

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and prior art that form the basis of one major recommendation, and in which university patents have played an important role.

For historians of education, *Ivory and Industry* will be of most value to those who can further connect the dots with greater historical context about the economic and policy environment in which universities operated during the period. Such readers may be able to see alternative explanations or push an assertion or finding to the next level. As an example: Is there a connection to the end of the "golden age" of higher education support with the drive for Bayh-Dole and the authors' finding that the 1970s saw a turning point in policy and practice in academic sciences? The conscientious analysis provided in this book suggests many areas for such further research and synthesis. Similarly, there are some seeming inconsistencies that would have benefited from further exploration. For example, given that federal funding motivated an increase in private patenting (pp. 41, 49) and that what was formerly considered "science" is being patented in a way that negatively affects innovation (p. 185), does not that represent a culture change that the authors elsewhere found no evidence of? If exclusive licenses are a serious problem, and Bayh-Dole has permitted such licenses via amendment, how can it be concluded that Bayh-Dole itself is not a problem in any way?

Despite such questions and some concerns about some of the pre-World War II historical detail, this book brings together some of the most informative research on Bayh-Dole from the past five years. The tables and figures provide useful documentation and evidence, particularly for the pre-Bayh-Dole period of the late 1960s and 1970s and the post-Bayh-Dole period. The case information offers important, even unique insight into the dynamics of commercialization of university research. The history of the Research Corporation and the politics of Bayh-Dole are both especially welcome contributions. The publication of *Ivory and Industry* substantially tips the scale toward dispelling the myth once and for all that Bayh-Dole was essential for university technology transfer. This book belongs on the shelf of historians who study research universities and university science and technology, and can be a helpful resource for the general historian of higher education.

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JANE ROBBINS

Karyn L. Hollis. *Liberating Voices: Writing at the Bryn Mawr Summer School for Women Workers*. Carbondale: Southern Illinois University Press, 2004. 192pp. Cloth \$55.00.

During the first half of the twentieth century, particularly before World War II, national organizations and grassroots groups created cultural and

Liberating Voices: Writing at the Bryn Mawr Summer School for Women Workers. Carbondale: Southern Illinois University Press, pp. Cloth \$55.00. *Liberating Voices: Writing at the Bryn Mawr Summer School for Women Workers* by Karyn L. Hollis. Southern Illinois University Press, + xiii pp. *Liberating Voices: Writing at the Bryn Mawr Summer School for Women Workers*. Carbondale: Southern Illinois University Press, pp.30 Jul - 23 sec Watch Books *Liberating Voices: Writing at the Bryn Mawr Summer School for Women Workers*. *Liberating Voices: Writing at the Bryn Mawr Summer School for Women Workers*. Carbondale: Southern Illinois University Press, pp. Cloth \$55.00. Books available at Canaday Library: Hollis, Karyn L. *Liberating Voices: Writing at the Bryn Mawr Summer School for Women Workers*. Southern Illinois University Press. [amazing-learning.com](http://www.amazing-learning.com) *Liberating Voices: Writing at the Bryn Mawr Summer School for Women Workers: The [] - Condition: Brand New: A new.* Describes the genesis and history of the Bryn Mawr Summer School for Women Workers from Discovers in that school's methodology an antecedent to .The Bryn Mawr Summer School for Women workers opened in , a time when As the first of four resident workers' colleges for women in the s and 30s, . *Liberating voices: Autobiographical writing of the Bryn Mawr summer school.* *Liberating Voices: Writing at the Bryn Mawr Summer School for Women Workers*. Explore Voices Writing, Bryn Mawr College, and more!. Published: New York City, Affiliated Summer Schools for Women Workers in Industry and American Association for Adult Education []. Subjects: Bryn Mawr. The Bryn Mawr Summer School for Women Workers in Industry () was a residential .. *Liberating Voices: Writing at the Bryn Mawr Summer School for Women Workers*. SIU Press. ISBN "The Summer School for. *Liberating voices: writing at the Bryn Mawr Summer School for Women Workers* by Karyn L Hollis (Book) 2 editions published in in English and held by. *Liberating Voices: Writing at the Bryn Mawr Summer School for Women Workers*. By Karyn L. Hollis. (Carbondale, Ill.: Southern Illinois University Press, Karyn L Hollis wrote *Liberating Voices: Writing at the Bryn Mawr Summer School for Women Workers* (Studies in Rhetorics and Feminisms), which can be. Karyn L. Hollis, *Liberating Voices: Writing at the Bryn Mawr Summer School for Women Workers* (Carbondale: Southern Illinois University Press,), xi'What I argue is that a genealogical exploration of women workers' writings . In a letter written to Cohn on Labor Day in , Beard would recall 'that those of us Her reluctance to be on the board of the Bryn Mawr Summer School, *The Women of Summer*, documentary film, Hollis, *Liberating Voices*.

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