

# Ohio Academy of History Newsletter

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## ACADEMY BUSINESS

### PUBLICATION AWARD NOMINEES

Representing the continuing scholarly productivity of the members of the Ohio Academy of History, the Academy's Publication Award Committee received nine nominations for the 1977 publication award. The committee will announce its award at the Academy's spring meeting. The members of the committee are Allan R. Millett (Chairman), Reed Browning, Marian J. Morton, William I. Shorrock, and John C. Stalnaker. The books nominated and read by the committee are:

Behrman, Cynthia Fansler (Wittenberg University). **Victorian Myths of the Sea** (Athens: Ohio University Press, 1977).

Drawing upon literary evidence, folklore, and popular culture, Professor Behrman examines 19th Century England's love affair with the ocean and maritime hegemony. She focuses particularly upon the merchant service and the Royal Navy as popular symbols of national greatness and argues that both the British elite and common people shared a powerful devotion to the nation's oceanic myths that reached far beyond rational security and economic concerns.

Berger, Martin (Youngstown State University). **Engels, Armies and Revolutions** (Hamden, Conn.: Archon Books, 1977).

From a careful analysis of the private correspondence and published writings of Frederick Engels, Professor Berger traces the development of Engels' thought on two crucial questions for 19th century socialist revolutionaries: the relationship of revolution and war and the role of armed forces in the class struggle. Arguing that Engels' military thought is a neglected part of the literature of classical Marxism, Berger analyzes Engels' writing against the background of 19th century warfare and the development of the socialist movement.

Blackford, Mansel G. (Ohio State University). **The Politics of Business in California, 1890-1920** (Columbus: Ohio State University Press, 1977).

Professor Blackford examines the behavior of the major elements of California business (agriculture, oil, lumber, railroads and public utilities, banking, and insurance) during the Progressive period and finds widespread (if often limited) support for governmental regulation at

the state level. Written within the Wiebe-Hays interpretation of the roots of the Progressive movement, **The Politics of Business in California** shows the complex pattern of businessmen's concern for uncontrolled competition and consumer restiveness. The book is also an economic history of California as it moved into the 20th century.

Goist, Park Dixon (Case Western Reserve University). **From Main Street to State Street: Town, City and Community in America** (Port Washington, N.Y.: Kennikat Press, 1977).

Drawing largely from the writings of a select group of literary figures and urban theorists in the early 20th century, Professor Goist investigates the changing meaning of "community" as the United States shifted from a nation of towns to an urbanized society. The book describes the authors' attempts to reconcile the idealized intimacy of the American small town to the physically sprawling, culturally fragmented modern city. Weakened by the realities of industrialization and the creation of the city business-professional and working classes, the concept of "community" found new (if also romantic) meaning in the writings of urban planners and social reformers, who emphasized regional identifications and neighborhood development.

Keenan, Barry (Denison University). **The Dewey Experiment in China: Educational Reform and Political Power in the Early Republic** (Cambridge, Mass.: Harvard University Press for the Council on Asian Studies, 1977).

Professor Keenan's study focuses on John Dewey's lecture trips to China in 1919-1921 and the impact of his educational philosophies on Chinese reformers. The book describes the difficulties in transferring progressive education into Chinese culture, even when limited to universities administered by and operating to serve the Chinese modernizing elite. As a political philosophy with activist overtones, Dewey's pragmatism influenced some intellectual political reformers, but found little favor with the Nationalists and Communists who wielded real power.

Papacosma, S. Victor (Kent State University). **The Military in Greek Politics** (Kent: Kent State University Press, 1977).

A study of the coup of 1909, Professor Papacosma's book focuses upon the role of the Greek Army officer

corps in the politics of political reform and national modernization. In addition to being a narrative history of the 1909 coup, the study analyzes the complex relations between the Greek officer corps and civilian politicians and demonstrates that modern Greeks had not forgotten the acts of their forebearers that introduced the term "byzantine" to the political vocabulary of the Western world.

Rock, William R. (Bowling Green State University). **British Appeasement in the 1930's** (London: Edward Arnold, 1977).

A synthesis, reevaluation, and updating of the author's earlier work on British diplomacy in 1938-1939, Professor Rock's **British Appeasement in the 1930's** examines the European diplomacy of the Chamberlain government and concludes that appeasement was a reasonable response in 1937 to what policymakers saw as Hitler's opportunism. Plagued by self-deception, the inability of the Western European nations to work with the Soviet Union, and a sense of diminished economic and military power, the British political elite failed to accept the fact that Nazi Germany in 1938 was an enemy of a far different order than the adversary of World War I. Blinded by the moral justice of their search for peace, the British leadership went to Munich convinced that good intentions would prevail over good divisions.

Smith, Thomas H. (Ohio Historical Society). **The Mapping of Ohio** (Kent: Kent State University Press, 1977).

**The Mapping of Ohio** describes the development of the State of Ohio from prehistoric times to the 19th century through the story of the state's maps and mapmakers. The book reproduces some eighty plates that show the mapmakers' work in five different areas: the mapping during the age of exploration of the Ohio country; the mapping of prehistoric earthworks; the mapping of early trails and military sites and fortifications; the surveying of the state; and the description of internal improvements. A surveyor's history of the settlement and early development of Ohio, the book is a creative approach to state and local history.

Weinberg, David H. (Bowling Green State University). **A Community on Trial: The Jews of Paris in the 1930's** (Chicago: University of Chicago Press, 1971).

Analyzing the complex nature of the Jewish community in Paris during the rise of Nazism, Professor Weinberg traces the response of Parisian Jews to the growth of anti-Semitism. Fearing that the benefits of a century of assimilation and acceptability would be endangered by militancy against the Nazis, native born Parisian Jews identified their interests with cautious French diplomacy and traditional French political parties. Recent Jewish immigrants from Eastern Europe, keenly aware of the growing pressure against Jews in Germany and Eastern Europe, attempted to create broadfront Jewish organizations in order to combat anti-Semitism through French diplomacy. Separated by class and cultural heritage, the two major elements of the Parisian French community (the second largest of Europe's major cities) could find no

satisfactory organizational formula to act in a unified way, and by the late 1930's, Parisian Jews watched the approach of The Holocaust in impotent despair.

## MINUTES OF EXECUTIVE COUNCIL MEETING OCTOBER 7, 1977

The Council met at 4 p.m. at Muskingum College with all members present. Considerable discussion took place regarding means to contain the expenditures of the Academy. It was agreed that the Secretary-Treasurer would publish the **Roster of Historians** for 1977-1978, the material already having been gathered, but that serious attention should be given to the proposal to publish the full Roster only in alternate years with some form of updating in the off-years. As a first step in limiting distribution of the Roster to those most likely to find it useful, it was decided to notify new "At Large" joint members that they would receive a copy of the Roster only upon request. Dwight Smith further suggested that the editor of the **Newsletter** also be asked to consider cost-reducing measures.

For the balance of the meeting the Council was joined by the following members: Harris Dante (Kent State), Dorothy Behen (Youngstown State), Richard Smith (Ohio Wesleyan), David Twining (Western Reserve Historical Society), and David Van Tassel (Case Western Reserve).

Prof. Dante reported on the action of the committee of which he is chairman (a committee appointed by former president Lawrence Kaplan in 1976 to work with the National Coordinating Committee for the Promotion of Historical Studies). Coordination with the national organization, he stated, should improve now that a national office has been formally established. He cited two main goals: (1) To promote the study of history and check a decline in enrollment and (2) to disseminate information on job opportunities for historians.

Profs. Dante and Twining have studied closely the enrollment patterns, and the committee is able to make specific contributions here and in certification work with schools, but seeks guidance with respect to the second goal. For instance, the national committee is making contacts with resource organizations to learn of job possibilities and to urge that more jobs be open to historians. How should Prof. Dante's committee disseminate this information? What means should the Academy use to alert government agencies and legislators about the problems of historians in getting employment and of their availability for jobs?

The Ohio Academy does not at present have an employment service. Dwight Smith suggested that there ought to be a nationally-coordinated attempt to set up a roster of available historians in each state, which could be quickly made available to all government agencies or other interested bodies. Perhaps the Secretary-Treasurer of the Ohio Academy (or someone especially designated) could act as a clearinghouse for information pertinent to the needs of Ohio historians. It was pointed out that publication of opportunities in the Newsletter would be too

slow, and that duplication of material in AHA's Employment Information Bulletin is unnecessary. Some more direct participation by the Academy is needed if the job information is to be disseminated in time to be useful.

In the matter of promoting awareness of the plight of historians, it was suggested that the Academy bring in key legislators who are already attuned to the needs of the profession and set up a working session to go over the problem. David Twining cited the representatives of the arts as constantly talking to legislators to point out how they are helping the general public.

Dorothy Behen opened another channel for discussion by speaking of the Comprehensive Employment Training Act (CETA). This federal program is designed to help the disadvantaged, unemployed, and underemployed. So called prime sponsors appear to have considerable freedom in spending money on programs they desire, but no one seems to have asked them concerning jobs for historians. Someone, she pointed out, has to submit a proposal. She reminded the Council of the many programs generated during the Bicentennial. Could these become a justification for a CETA proposal?

Dwight Smith moved (seconded by Prof. Kaplan) that the Dante Committee be instructed to formulate a set of proposals addressed to the problem of the employment of historians, that could be presented to the Ohio Academy of History for whatever implementation the Academy can provide. The motion having been approved, Dorothy Behen, who has studied in depth the problem of employment for historians, was added to the Dante committee and made chairperson of a sub-committee to develop the proposals called for in the motion. The meeting adjourned at 5:30 p.m.

Respectfully submitted,  
Arthur R. Steele  
Secretary-Treasurer

## SPRING MEETING Ohio Academy April 28-29

### ACADEMY COMMITTEES

A new committee and sub-committee were created during the past year. These committees and their purposes are discussed in the Minutes of the Executive Council that immediately precedes. The two committees are:

STATE COORDINATING COMM. FOR THE NATIONAL COORDINATING COMM. FOR PROMOTION OF HISTORY

Harris L. Dante, Ch.	(Kent State)
William D. Aeschbacher	(Cincinnati)
Richard W. Smith	(Ohio Wesleyan)
David Twining	(Western Reserve Hist.)
David Van Tassell	(Case Western Reserve)

### TREASURER'S REPORT

(Receipts and Expenditures since the last report, which was published in the September 1977 Newsletter)

#### Receipts, August 17, 1977 - March 21, 1978

Balance on Hand, August 16, 1977	\$2387.43
158 Regular memberships at \$4.00	632.00
189 Joint memberships at \$3.00	567.00
7 Student memberships at \$2.00	14.00
Sale of copy of Roster	1.00
Interest on savings	57.08

TOTAL INCOME, Aug. 17, 1977-Mar. 21, 1978 \$3658.51

#### Expenditures, August 17, 1977 - March 21, 1978

Ohio Cold Type (stationary)	70.53
Rapid Printing (fall Newsletter)	361.05
University of Toledo (Roster)	1113.60
Postage	131.45
Stationary supplies	2.48

TOTAL EXPENDITURES, Aug. 17, 1977-Mar. 21, 1978

	\$1679.11
BALANCE ON HAND, March 21, 1978	\$1979.40
(Including \$314.23 reserved for Bicentennial Committee; net available for Ohio Academy,	\$1665.17)
	\$1979.40

### HELP

Anita Pope Lunn, Librarian of the Ohio Historical Society, is attempting to complete the holdings of the Library of the OAH Newsletter. The issues that are missing are: Vol. 1, No. 2; Vol. II, No. 1; Vol. III; and Vol. IV, No. 2. If any members can be of assistance, please let her know. The address is: The Ohio Historical Society/Ohio Historical Center/Columbus, Ohio 43211 c/o Library Division.

### SUBCOMMITTEE ON EMPLOYMENT OPPORTUNITIES FOR HISTORIANS IN OHIO

Dorothy M.F. Behen, Ch.	(Youngstown State)
William D. Aeschbacher	(Cincinnati)
Joyce L. Alig	(Mercer County Hist. Museum)
Patrick Nolan	(Wright State)

Dennis East, Head of Archives and Manuscripts at the Ohio Historical Society has been named to replace Leslie Stegh on the Joint OAH-SOA Archives-Library Committee.

## FALL MEETINGS

The Executive Committee is initiating a policy to plan the location of the Fall meeting a year in advance. The Fall Meeting for 1978 will be held as part of the Ashland College's Centennial Year celebration. The 1979 Fall Meeting will be hosted by Kent State University. The Academy would like to solicit an invitation for the 1980 meeting. Please let either President Chessman or Secretary Steele know if you would be willing to act as host.

## AROUND AND ABOUT THE PROFESSION

### THE STATE OF THE PROFESSION

Once again the state of the profession academically in Ohio is provided to us from material reviewed at the Hueston Woods XI Conference held this year at Kent State. This information, as in the past, deals with faculty, graduate programs, and enrollment patterns. Some of the more pertinent information follows:

**FACULTY.** The salary figures for 1977-78 in the history departments of all the state universities except Central State show the following ranges: Professor - \$16,000 to \$41,000; Associate Professor - \$13,000 to \$25,000; Assistant Professor - \$11,000 to \$21,000; and, Instructor - \$14,300 to \$16,500.

FACULTY POSITIONS	Akron	Bowling Green	Cincinnati	Cleveland	Kent State
1976-77					
Tenured	19	24	21	15	25
Probationary	1	0	6	4	0
Temporary	0	0	1	0	0
1977-78					
Tenured	19	23	21	16	25
Probationary	1	0	4	3	0
Temporary	0	1	0	0	0
Anticipated Changes, 1978-79	None	+ 1/2	None	None*	None

\* - 1 position added effective Spring 1978

\*\* - 1 tenure track slot lost effective 1979-80

FACULTY POSITIONS	Miami	Ohio State	Ohio U.	Toledo	Wright State	Youngstown
1976-77						
Tenured	23	31	23	17	12	18
Probationary	4	12	1	0	1	1
Temporary	0	6	1	0	1	1
1977-78						
Tenured	22	33	22	16	12	18
Probationary	3	10	2	0	2	1
Temporary	1	7	0	0	1	1
Anticipated Changes, 1978-79	None**	+2	+1	None	+ 1/2	None

\* - 1 position added effective Spring 1978

\*\* - 1 tenure track slot lost effective 1979-80

**GRADUATE PROGRAMS.** The number of graduate students at the doctoral level has declined over the past four years, although it has been rather steady for the past two. Placement has generally followed the same general line. The general pattern is:

### SUMMARY OF DEGREES AWARDED, PLACEMENT, 1973-77

- 1 Total Ph.D. degrees awarded, 1973-74.....43  
Total Ph.D. degrees awarded, 1974-75.....30  
Total Ph.D. degrees awarded, 1975-76.....44  
Total Ph.D. degrees awarded, 1976-77.....30
- 2 Total M.A. degrees awarded, 1973-74 .....106\*  
Total M.A. degrees awarded, 1974-75 .....106\*  
Total M.A. degrees awarded, 1975-76 .....126  
Total M.A. degrees awarded, 1976-77 .....123
- 3 ABDs-Ph.D.s Seeking Positions, 1973-74 ...90  
No. Placed .....50  
No. Placed in Permanent Teaching Jobs ....21  
No. Placed in Temporary Teaching Jobs ....11
- 4 ABDs-Ph.D.s Seeking Positions, 1974-75 ...61  
No. Placed .....23  
No. Placed in Permanent Teaching Jobs .....3  
No. Placed in Temporary Teaching Jobs ....10
- 5 ABDs-Ph.D.s Seeking Positions, 1975-76 ...49\*  
No. Placed .....31\*  
No. Placed in Permanent Teaching Jobs .....6\*  
No. Placed in Temporary Teaching Jobs ....17\*
- 6 ABDs-Ph.D.s Seeking Positions, 1976-77 ...50  
No. Placed .....28\*  
No. Placed in Permanent Teaching Jobs .....9\*  
No. Placed in Temporary Teaching Jobs ....10\*

\* - Data Incomplete

The salary ranges for Graduate Assistantships vary somewhat from school to school. For 1977-78 they are: M.A. Level Stipend - \$2,600 to \$3,300; Ph.D. Level Stipend - \$3,000 to \$4,410; and Non-Service Stipend - \$3,000 to \$4,000.

**ENROLLMENT PATTERNS.** The Undergraduate enrollment patterns have not changed much from last year. For the eleven largest state universities the situation appears to have bottomed out. Most schools report that their 1977-78 enrollments are holding steady or slightly increasing. In most cases the upper-level courses are doing better than the general introductory offerings.

### LECTURES OF INTEREST

A number of interesting presentations will occur around the state this Spring. Among them are the following:

1. On Sunday April 23 Allan Peskin of Cleveland State will speak on President James A. Garfield. Peskin is the author of a recent biography of the 20th president. The lecture will be at 2:30 p.m. in the Napoleon Room of the Western Reserve Historical Society.

2. Robert K. Murrar of Penn State will lecture on Tuesday, April 25 at Ohio State University. His topic will be "Presidential Greatness: Some Reflections On Our Modern Presidents Since World War II."

3. The Annual Charles P. Taft Lectures in History will be given by Robert Wiebe of Northwestern University on Tuesday and Wednesday evenings, April 25 and 26 at 8:00 p.m. at the University of Cincinnati. The subject will be "Modern American Society and the Compromise of the 1930's." Both lectures will be in the Losantiville Room of the Tangeman University Center.

4. During the Spring, Peter Gay, Durfee Professor of History at Yale, will give the third Milton Goldberg Memorial Lecture at Antioch College. His topic will be a psycho-analytical view of culture. For details contact: Michael Kraus, History Dept., Antioch College, Yellow Springs 45387.

In March Barbara Clements of the University of Akron was a Visiting Scholar at Muskingum College. While there she presented a lecture at the Annual Phi Alpha Theta Banquet on the topic of "Bolsheviks and the Women's Movement During the Russian Revolution."

### HISTORY DAY '78

"Energy: Its Impact on History" is the subject of the much expanded 1978 History Day. The project which started off as a bicentennial project has escalated over the past three years into both a state and regional contest funded by the National Endowment for the Humanities, and sponsored by the OAH, WRHS, History Day Coordinating Committee for the State of Ohio, the Ohio Council on the Social Studies in cooperation with the Ohio Department of Education, the Ohio Association of Secondary School Principals, and the Ohio Academy of History.

As in the past, entries may come from either the Junior High or Senior High levels, and may be in the form of historical papers, projects, or performances. The original judging will occur at a regional level within each state. In Ohio there are ten regions. The winners from each of the regions will then compete on Saturday, May 6 at Capital University in Columbus. Simultaneously similar contests will be going on in Indiana and Kentucky. The winners from all three states will gather on Saturday, May 13 at the Cincinnati Historical Society for the final judging and the naming of the tri-state awards.

### THE OHIO HISTORICAL SOCIETY

The OHS has taken two steps that are of interest to historians. The Society has created a new Historical Preservation Division which will be responsible for the management of the federal and state historic preservation programs, the implementation of the historic preservation program as it applies to the Tax Reform Act of 1976, and the administration of the state historic archaeology and architecture programs. David L. Brook has been named to head up the new Division.

Mr. Kenneth Kovach has been named head of the OHS's planning office for a Cleveland Urban Museum. His office is 138-140 in the Arcade in downtown Cleveland.

In his new position, he will be responsible for the planning of an Ohio Historical Society urban museum, which will occupy much of the lower three floors of the new Cleveland State Office Tower. Mr. Kovach will report directly to Mr. William Keener, Chief Curator of the Education Division of the Society.

Current plans indicate that the final plan for the Cleveland facility will be completed by March 1, 1979. Mr. Kovach will head a staff in Cleveland who will contact all community groups interested in the museum for their input, prepare a proposed exhibit plan and express those ideas in terms of proposed design.

### HISTORY HOUSE

Hiram College has converted an old campus building, formerly used for faculty offices, into a residence hall for history majors. Renamed the **History House**, the building will provide elegant quarters for fourteen students. It will also be the center for departmental social activities, such as receptions and end of term teas. In addition, small classes will be held there. An English-style park, complete with flower beds, is being created behind the House.

## JOHN W. BROWN PAPERS

Ashland College is the recipient of the John W. Brown Papers. Mr. Brown was the Lieutenant Governor of the state, and served as Governor for twelve days.

## New Courses and Programs

Many students feel that nothing new ever happens in history, but a look at what continues to occur on individual campuses would indicate otherwise. Some of the newest courses and programs to evolve are reviewed below.

### Ashland College

Grants from the Gund Foundation and OARBAC have enabled the Department of History and Social Science to establish two programs in oral history. One of the programs is in Ethnic Studies while the other deals with Local History.

### Hiram College

Kimon Giocarinis and John Strassburger are offering a course on "The Architecture of the Western Reserve: What It Is and How To Save It." On the theoretical side, the course examines the elements of the classical language of architecture with a focus on the Federal and Greek Revival styles of the Hiram College area. The course aims to turn students into connoisseurs, not only of architecture, but of the decorative and practical arts of the period also. Students in the course participate, as well, in the restoration of a house belonging to the Geauga County Historical Society in Burton.

### Kent State University

A \$35,000 grant from the Rockefeller Foundation will allow the Ethnic Heritage Program to become a repository for the ethnic materials that record the histories, cultures, and contributions of the Baltic peoples from Finland, Estonia, Latvia, and Lithuania.

Specifically, the \$35,000 grant will allow a professional staff to concentrate on a coordinated program to collect and catalog Baltic Material from interested individuals and organizations. The preservation of Baltic materials will greatly strengthen Kent's current Ethnic Heritage Major, its Program for the Study of Ethnic Publications, its Critical Language Program, and its Center for International and Comparative Programs.

### Kenyon College

Several new courses were taught during the current year at Kenyon. An adult education class financed by a grant from the Ohio Program in the Humanities was entitled "Human Rights and Human Values in a Democratic Society." Roy Wortman of the History Department taught this course jointly with a colleague from Political Science. Wortman and Peter Rutkoff have just completed offering

"Europe and America: The Impact of Peoples, Ideas, and Institutions."

Michael Jay Evans has developed some new seminars dealing with Florentine urban history, Dante, and Machiavelli.

### Muskingum College

Taylor Stults led a group of seventeen students to Europe during the Winter Interim Term. The group, based in London, studied the history of the city through architecture. Conferences were arranged with representatives from the National Trust, the Greater London Council, and the Society for the Preservation of Ancient Buildings.

A one day conference was held on April 1 of representatives of the history faculties of the seven colleges in the East Central College Consortium (Bethany, Heidelberg, Hiram, Marietta, Mount Union, Muskingum, and Westminster). The purpose of the meeting was to share ideas, concerns, and techniques related to the curricula of the seven institutions.

### Ohio State University

An innovative format for an established course is being tried Spring Quarter. The course, History 658N, focuses on the social, intellectual and economic factors of the Revolution. Students will attend only one on-campus class a week for two hours and additionally view two television presentations per week shown in evening hours.

### Ohio University

Two team taught courses will be offered during the Spring Quarter. The first coordinated by John Gaddis is a Freshman level course entitled "Contemporary World Problems in Historical Perspective." Marvin Fletcher coordinates the second offering which is "Film and History: Warfare Through the Ages." Nine feature films on war viewed through the eyes of the historian will be shown.

### Xavier University

During the current year Paul Simon and Roger Fortin are working under an HEW \$21,830 grant to the Ethnic Heritage Program. The project, "Greater Cincinnati's Ethnic Heritage Studies Program: Cherish Our Differences," consists of two parts. The first portion involves the production of seven, one-hour-long television programs dealing with the Germans, Irish, Jews, Appalachians, Blacks, Asians, and Southern and Eastern Europeans. The second part of the project will be the publication of a source book or annotated bibliographical guide to materials on these various groups available in Greater Cincinnati libraries.

**FALL MEETING**  
**October 20**  
**Ashland College**

## Awards, Grants, Leaves, Honors, and Offices

### Antioch College

ROBERT S. FOGARTY has been selected to be the Director of the Humanities Seminar - 1978-1979 at the Newberry Library

### Bowling Green State University

The American Philosophical Society has awarded a research grant to THOMAS KNOX for work on late 18th century radicalism in Newcastle-on-Tyne.

GARY HESS is the recipient of a NEH Research and Study Fellowship for 1978-79. The grant will enable him to continue work on American relations with Asia. He will be on leave from July 1 to January 1, 1979.

Faculty Summer Research Associateships have been given for 1978 to LARRY DALY, DON KARL ROWNEY, and JACK THOMAS. Summer grants have been extended to EDWARD CHEN, FUJI KAWASHIMA, THOMAS KNOX, DON ROWNEY, DAVID CURTIS SKAGGS, JACK THOMAS, and DAVID WEINBERG.

BERNARD STERNISHER has been appointed to the editorial board of **Ohio History**.

### Hiram College

KIMON GIOCARINIS is on leave so he may serve as Director of the College-Year-in-Athens. On leave to work on his book on 17th century England is WILSON HOFFMAN.

### John Carroll University

March saw the publication of GEORGE J. PRPIC'S book **South Slavic Immigration in America** by Twayne Publishers.

### Kenyon College

PETER M. RUTKOFF will be on sabbatical to research the origins of The New School of Social Research.

A previously published article by Roy Wortman on "Denver's Anti-Chinese Riot, 1880" is being included in the Arno Press anthology of **Anti-Chinese Violence in North America**. International Publishers have issued KAI PETER SCHOENHAL'S translation of Karl Marx's Cologne newspaper articles.

### Lakeland Community College

An historical essay entitled "Oh! The Joys of Pioneering!" by HARRY F. LUPOLD appeared in the Winter issue of **The Western Reserve Magazine**.

### Miami University

JACK T. KIRBY and GILBERT CHAN will both be on research leaves during the second semester of 1978-79.

### Muskingum College

LORLE PORTER HESLER directed the research and

writing of the recently published **New Concord, Norwich, Bloomfield, and Rix Mills: Stations on the National Road - A Sesquicentennial History, 1828-1978**.

On sabbatical leave during the second semester 1977-78, RON MULDER continues to work on the New Deal Period: Hiram Johnson and the Insurgents in the 1930's.

### The Ohio Historical Society

ROBERT HARTJE of Wittenburg University, in conjunction with the marketing department of Ohio State, is working on a \$50,000 NEH grant. The grant will enable the OHS to conduct a self study of the corporation and its public programs.

### The Ohio State University

For the year 1977 MICHAEL LES BENEDICT will be a Fellow of the Woodrow Wilson International Center for Scholars in Washington.

MERRITT ROE SMITH has been awarded a Research Fellowship for 1978-79 at the Regional Economic Research Center which is sponsored by the Eleutherian Mills-Hagley Foundation.

March to December 1978 will find WARREN R. VAN TINE in residence as a Fulbright Senior Scholar at the University of New England in Australia.

Spring Quarter 1978 will be spent by EUGENE J. WATTS on an NEH supported Fellowship in research-curriculum development at the Newberry Library.

### Ohio University

ROBERT WHEALEY is on leave from January to September on an Hispanic-American Foundation Grant. He is doing research in Madrid on Spain's energy crisis between 1927 and 1941.

Research on a book will take WILLIAM FREDERICK to Southeast Asia under a Fulbright Grant for all of 1978.

JOHN GADDIS will spend the Summer on a Naval War College Research Grant to complete a book on Cold War strategy. The 1978-79 academic year will be spent in Washington on a NEH Grant.

### Wright State University

In June Greenwood Press will issue DONALD SPIVEY'S **Schooling for the New Slavery: Black Industrial Education, 1868-1915**.

**SPRING MEETING**  
**Ohio Academy**  
**April 28-29**  
**Fawcett Center**  
**For Tomorrow**  
**Columbus**

## Appointments, Promotions, and Resignations

### Antioch College

Newly appointed as Assistant Professor is FREDERICK E. HOXIE who specializes in American social and political history.

### Ashland College

STANLEY DEWEY and JOHN CHAE have both been promoted to the rank of Professor. The title of Professor Emeritus has been bestowed upon RAYMOND BIXLER.

### Hiram College

ROLAND LAYTON has taken over as Chairman of the department.

Leadership of adult education has been assumed by RICHARD DRESSNER. He has been appointed the new Dean of the Weekend College.

The following new faculty members have been appointed. MICHAEL STARR in American history, DANIEL LESNICK in European (a one year replacement for Kimon Giocarinis), and part time MICHAEL MCTIGHE in American history and DANIEL ORWA in African history.

### Lakeland Community College

The promotion of JOHN C. KESLER to Associate Professor for 1977-78 came to late for inclusion in the Fall Newsletter.

### Miami University

DEWITT S. CHANDLER has been promoted to the rank of Associate Professor.

### Ohio State University

Two new faculty appointments for 1978-79 have been announced. In the field of Latin American/Iberian history is KENNETH J. ANDRIEN. In the area of Russian history the new addition is ALLAN K. WILDMAN.

### Xavier University

JOHN LA ROCCA, S.J. was appointed last Fall as an Assistant Professor. He is teaching in the advanced areas of Renaissance and Reformation as well as handling survey courses in Western Civilization.

## Retirements

### Cincinnati Historical Society

After many years of outstanding service to the historical profession and to Cincinnati, STEPHEN Z. STARR is retiring as Director of the Cincinnati Historical Society on April 30th.

### Xavier University

In August 1978 AUGUST SEHER will retire after

almost ten years at Xavier. Seher had spent twenty-five years in the business world before he entered the academic profession. In retirement, he will continue to teach one course each semester in his area of specialization - Eastern Europe. Remarkably, he also plans to complete his work on the Ph.D. degree.

## CLIO'S CORNER

### Collegians Look at the Past

--Roland Layton of Hiram sent along this contribution. He said it came from one of his better students who consistently made mistakes with semi-colons. He sent her to **Strunk and White**, and added that he would not grade her term paper until she had submitted six sentences correctly using the semi-colon. The first installment appears below:

--Commas are nice; semi-colons, better.

--One day Nicholas II and his hemophiliac son, Alexis, were walking to the boy's grammar class when poor little Alexis fell down on his tailbone. Nicholas, in a fit of utter panic, began screaming for help; whereupon, Rasputin, the Tsaravich's personal healer, came running to their aid. He told Nicholas that the boy needed immediate attention due to his serious hemophiliac condition.

Upon placing young Alexis in bed, Rasputin realized that part of the lad's colon would have to be removed. Nicholas ordered him to do what was necessary to save the only heir to the throne. Rasputin proceeded with the delicate procedure and upon removing half of the colon, held it up to Nicholas exclaiming, "Alas, a semi-colon!"

--While on the subject of Russia you might be interested in knowing that the Bullsheviks made some progress, but Stalin was a Communist and killed off the people who did not do things his way.

--A student commenting on two books read in Canadian history said that they were both from a Canadian point of view. Caught up in the need for objectivity, he went on to say that a person should see the American point of view and then decide for himself.

--The race problem began early in American history. In 1619 the first black man came to the colonies. The first Blacks were believed not to be slaves but indentured servants. This began ratio antagonism.

--Apparently sexual politics has been with us for a while. A student wrote that through the aid of his secret six friends John Brown raised money and planned the attack on Harper's Fairy.

--If you accept the maxim that a good cigar is a smoke, maybe you will like this. The Belgian Revolution of 1830 really lighted up their Dutch masters.

--In conclusion, one reason for the success of the Roosevelt Coalition was his ability to hold the support of the urban workers in the cities.



# ONE MAN'S VIEW

Emory Evans

Chairman - University of Maryland, College Park

The views expressed below appeared first in a paper presented by Dr. Evans at the AHA meeting in Dallas in December of last year. They appeared under the title of "New Developments in the Ph.D. Program with Reference to the Training of Teachers."

One of the strange things about graduate education in history in this country is that up until about ten years ago departments provided little or no formal or informal training in teaching for their students. And this was the case despite the fact that the products of these Ph.D. programs went out to spend most of the remainder of their academic lives in the classroom. The attitude, by in large, was that good teachers are born, not made, and if the student is trained well as a research scholar the rest will follow. I do not believe that either one of those assumptions is necessarily true and fortunately in recent years there has been a distinct change in the training of professional historians.

To determine what had actually taken place I wrote the 144 departments that grant the Ph.D. in history and asked them to fill out a simple questionnaire indicating what they were doing to provide training in teaching for their students. One hundred and five (72%) responded -- a very good percentage I am told. One hundred and three responses were usable. They were asked:

- 1) Does your program include formal training in teaching?
- 2) If the answer was yes they were asked if the course carried credit; was it required or voluntary; who taught the course; and what the course content was.
- 3) Is the only instruction available the formal/informal contact between teaching assistants and faculty?
- 4) There is no formal or informal program.
- 5) Were they planning to offer formal training?
- 6) Comments.

Fifty-two departments responded that they did offer formal instruction in teaching. Eleven other departments indicated that they were planning to offer a course in teaching in the near future. So 60% of those responding either offer a course or plan to do so. Furthermore, in most of the departments that responded that they offered no course, they also indicated a good deal of formal/informal discussion and instruction took place between faculty and students involving teaching.

The largest number of responses (62) came from the north-eastern and midwestern areas of the country where most graduate instruction in history takes place. But in all areas (Northeast, South, Midwest, Southeast, Rocky Mountain and Pacific) about fifty per cent of the departments offer some kind of formal instruction. More public institutions (35 out of 67) than private ones (12 out of 37) offer formal instruction, but a good many of the "prestige" private institutions including Columbia,

Princeton, Duke, Chicago and Stanford, also offer such instruction.

I carried the analysis further to see what the institutions were doing that were ranked in the 1971 Roose-Anderson report of leading history departments. There were 25 departments in the highest grouping (strong to distinguished) and another 33 in a second category (good to adequate). I arbitrarily cut both groups to 21 and 24 respectively in order to gain a rough comparable estimate of what they were now doing concerning instruction in teaching. Nine of the departments rated distinguished to strong and 13 of those in the good to adequate group were offering such instruction. So there is no appreciable difference between the two groups except for the fact that 3 of the highest ranked departments who offered no instruction were planning to do so while there were none with similar plans in the second group.

What is the character of the course that the departments are offering? Usually the course is for one term (two in a few) and the two areas most frequently emphasized are instructional methodologies and discussion techniques. Other topics which receive attention are curriculum development, test construction and professionalism. In most departments the students receive credit for the course, but only in about one-third of the departments is the course required. In the remainder it is either required of teaching assistants or is voluntary.

Is a one term course enough? My preliminary judgment is yes, if the course is required of all those who plan to teach (many now go into other professional work) and if it followed during their graduate education with a substantial teaching experience.

I have no special recommendation as to the particular character of such a course. Some persons who answered the questionnaire sent course syllabi which were quite elaborate and interesting, and there are obviously a number of satisfactory approaches. One course, which I am familiar with, is run on a seminar basis and requires the student to prepare an entire survey course except for writing lectures (they do write one lecture) and subjects each student's plan to criticism by the class. They also read a wide variety of material on college teaching; view and evaluate classroom presentations of four professors (on video tape with the instructor present); hear lectures on various types of teaching; and view and criticize video taped presentations of their own and their classmates.

Another more elaborate approach included topics on the nature of the discipline; objectives of and the selection of the content of courses; ways to organize a course; methods and strategies; discussion techniques; the development of skills; the use of audio and visual equipment; test construction and grading standards; and the role of the teacher as an advisor. The important thing, I think, is to

have the students think systematically, in the context of a class or seminar, about teaching early in their graduate careers and then have at least a year's experience in the classroom. Such an experience seems to me to be enough for it will provide the foundation from which the student can develop as a teacher in a sound and hopefully creative fashion.

There are other things that can be done that would be helpful. One of these is an internship program which allows students to teach a course in, for example, four year or junior colleges after they have completed their course in teaching. This teaching experience would be supervised by cooperating teachers from the participating institutions. Princeton Univ. indicated that it had such a program.

The remainder of the student's experience must be spent learning and doing history. I say this because you cannot teach well if you do not know anything, and systematic and continuing research, in addition to providing new knowledge, is vital to good teaching.

I stress the research function because a major criticism of Ph.D. programs is that students who receive the doctorate know a great deal about research but nothing about teaching. The reason most often given for this deplorable situation is that these programs focus so glaringly on research that the student is not provided the opportunity to learn about teaching methodology and exposition. And the argument almost always suggests that research is really not so important in the training of teachers. In my opinion, this analysis raises a straw man. It is true that until recently Ph.D. programs have not provided instruction, per se, in teaching. But meeting that need should not -- indeed not -- imply relegating research training to a minor role. I say this because research and teaching are inseparable. Sustained research should, and most often does, enliven teaching. My own research on the problem of foreign debt in eighteenth century Virginia and on the life of a signer of the Declaration of Independence has caused me to ask questions and gain insights that I would never have asked or have gained. My understanding of social structure, intellectual life, economics and politics is much deeper and broader and as a result I am a better teacher. And I am also a better teacher because research

and the writing that follows develops and sharpens skills that are essential to good teaching. The process of gathering "raw material", organizing that material giving meaning to it in written form is one in which every teacher must be continually involved because it enhances those abilities that are crucial to every good teacher -- organization and exposition. Further, teaching is one of the most important ways -- besides publication and presenting papers at scholarly meetings -- of communicating one's research findings. Any effort to separate research and teachings harms both. Admittedly, we can define research more flexibly than we have in the past. One can pursue inquiry at different levels, and all of us can think of fine teachers who have never published a line. But I would argue that these teachers understand how history is done and pursue inquiry systematically. What I am saying is that good teachers have to understand their discipline and understanding comes, in a substantial part, from a rigorous research experience and a continuing interest in inquiry.

There is one other thing that should be stressed. One of the things that happened in the decade of the 60's was that graduate curriculum tended to become very narrow. Frequently students emerged from these programs with a substantial knowledge in a very limited field. They could teach, for example, only United States history, and not infrequently only one particular part. This, I think, is bad intellectually and also in a very practical sort of way limits their ability to get a job. I see some indication that this is changing.

Finally it does appear that many Ph.D. departments are moving to include instruction in teaching in their curriculum. This has been given impetus by the fact that persons who received their degrees in the late 60's and early 70's are more sensitive to the need to teach well and the fact that students now demand high performance. The job crisis has also caused departments to reexamine what they are doing. It is about time and through professional organizations and peer pressure the importance of instruction in teaching must be stressed until all departments are offering such training.

## CALENDAR

April 22: Regional meeting of Phi Alpha Theta at Ashland College.

April 22-23: First International Colloquium on Disraeli, Queen's University, Kingston, Ontario. Special guest will be Lord Blake. Contact: J.P. Matthews of Queens.

April 28-29: Spring meeting of the Ohio Academy of History. Fawcett Center for Tomorrow, Columbus.

April 29: All-day workshop on Canadian genealogy emphasizing research in Ontario. Sponsored by Western Reserve Historical Society. Per person fee of \$12.50

including box lunch. Contact: WRHS for information and reservations at 216/721-5722.

May: Two lectures to be given during May. 1) Benjamin Schwartz, Harvard, on "Maoism After Mao's Death" and 2) William H. McNeill, Chicago, on a topic to be announced. Contact: History Dept., OSU, 230 W. 17th Ave., Columbus, 43210 - 614/422-2674 for details.

May 5-6: Conference on "Women, Revolutions, and Wars in Western Societies: A Comparative Perspective," at Baruch College, CUNY. Contact: Carol R. Berkin, History Dept., Baruch, CUNY, N.Y. 10010.

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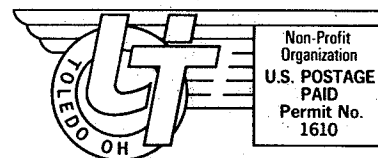
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