

Ohio Academy of History

Newsletter

February 1993

OHIO ACADEMY OF HISTORY NEWSLETTER

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Perspectives

At the Executive Council of 4 October 1991, it was agreed that "the winter issue [of the Newsletter] be devoted to various topics of interest." It was in light of that motion that the Council agreed to focus the 1993 winter issue on The National Council for History Education, Inc. at its 16 October 1992 meeting in Cincinnati. Special appreciation is given to Elaine Wrisley Reed, Executive Secretary who gave so generously of her time in making much of the contents of the Winter Newsletter possible.

Ms. Reed and I met in early December of 1992 and concurred that the most informative format for this edition of the Newsletter would be an interview. The results of that encounter follow.

Q: Elaine, what is your educational/professional background?

A: My background is in education, rather than in history - for me to be interviewed for a special issue of the Ohio Academy of History Newsletter is something I had never dreamed possible! I grew up in the small town of Canton, Pennsylvania; went to Mansfield University in Pennsylvania - a state school - where I majored in Elementary Education and Spanish.

Upon graduation, I taught at West Branch Elementary School in Bradford, PA; did some graduate work at Penn State, and finished up my Master's Degree at the Educational Research Council of America - headquartered in Cleveland. While at ERCA, I worked on an extremely innovative social studies textbook series for Kindergarten through Grade Eight that included a great deal of history, even at the early primary and intermediate grades.

Following my work there, I became the Administrative Director of the Bradley Commission on History in Schools, and currently serve as the Executive Secretary of the National Council for History Education, Inc., which is headquartered in a suburb of Cleveland - Westlake.

Q: The Bradley Commission on History in Schools, tell us something about that activity.

A: The Bradley Commission on History was funded by the Bradley Foundation in Milwaukee, Wisconsin in 1987. At that time, the first national assessment of history and literature had just been done with 17-year-olds, and the results showed that there was an appalling lack of historical knowledge on the part of the high school graduates. The Bradley Commission was set up to examine the status of history education, Kindergarten through grade Twelve, and make some constructive recommendations as to what could and should be done to solve some of the problems - in short, to reform history education.

Q: What was the outcome of the Bradley Commission?

A: The commission arrived at a number of recommendations and published them. They are as follows: Recommendations of the Bradley Commission on History in Schools from Building A

History Curriculum: Guidelines for Teaching History in Schools. In recognition of the critical value of historical study to the education of Americans, the Bradley Commission has adopted the following resolutions, addressed to all citizens who bear responsibility for designing and implementing courses of study in our schools:

1. That the knowledge and habits of mind to be gained from the study of history are indispensable to the education of citizens in a democracy. The study of history should, therefore, be required of all students.
2. That such study must reach well beyond the acquisition of useful information. To develop judgment and perspective, historical study must often focus upon broad, significant themes and questions, rather than short-lived memorization of facts without context. In doing so, historical study should provide context for facts and training in critical judgment based upon evidence, including original sources, and should cultivate the perspective arising from a chronological view of the past down to the present day. *Therefore it follows . . .*
3. That the curricular time essential to develop the genuine understanding and engagement necessary to exercising judgment must be considerably greater than that presently common in American school programs in history.
4. That the kindergarten through grade six social studies curriculum be history-centered.
5. That this Commission recommends to the states and to local school districts the implementation of a social studies curriculum requiring no fewer than four years of history among the six years spanning grades 7 through 12.

The Commission regards such time as indispensable to convey the three kinds of historical reality all citizens need to confront: American history to tell us who we are and who we are becoming; the history of Western civilization to reveal our democratic political heritage and its vicissitudes; world history to acquaint us with the nations and people with whom we shall share a common global destiny. It follows . . .

6. That every student should have an understanding of the world that encompasses the historical experiences of the peoples of Africa, the Americas, Asia, and Europe.
7. That history can best be understood when the roles of all constituent parts of society are included; therefore the

history of women, racial and ethnic minorities, and men and women of all classes and conditions should be integrated into historical instruction.

8. That the completion of a substantial program in history (preferably a major, minimally a minor) at the college or university level be required for the certification of teachers of social studies in the middle and high schools.

The Commission is concerned by the minimal, frequently insubstantial, state requirements for historical studies in the education of social studies teachers. The kind of historical instruction we believe to be indispensable requires prior study of the subject in depth.

9. The college and university departments of history review the structure and content of major programs for their suitability to the needs of prospective teachers, with special attention to the quality and liveliness of those survey courses whose counterparts are most often taught in the schools: world history, Western civilization, and American history.

The Commission is concerned that the structures and requirements of the undergraduate history major are too frequently inchoate, and that insufficient attention is paid to courses demonstrating useful approaches to synthesis, selection, and understanding of organizing themes.

Q: Who served on the Bradley Commission?

A: You probably know many of the Bradley Commissioners, for they were nationally known expert historians in their fields: Kenneth T. Jackson of Columbia University was the Chair; other historians included C. Vann Woodward, Gordon Craig, William McNeill, Michael Kammen, Leon Litwack, William E. Leuchtenburg, Hazel Hertzberg, the late Nathan Huggins, Diane Ravitch, and Robert H. Ferrell. It also included five master classroom teachers of history from the elementary, junior high, and high school levels. Paul Gagnon, Professor of History at the University of Massachusetts-Boston was the Chief of Staff, and I worked as the Administrative Director out of our national office in Westlake. My colleague Joe Ribar and I wrote the grant proposal, so it seemed natural for us to have the headquarters of the Bradley Commission here in Ohio.

One of the greatest thrills of my life was the opportunity to work with these marvelously gifted historians who really cared about what was going on at the precollegiate levels. The Commission had its meetings and prepared its report, **Building a History Curriculum: Guidelines for Teaching History in Schools**, and it also put together a 17-chapter book of essays called **Historical Literacy: The Case for History in American Schools**, which was published in hardback by Macmillan in 1989, and in softcover by Houghton Mifflin in 1990.

Q: How did the National Council for History Education come into being, and what does it encompass?

A: The National Council for History Education (NCHE) was designed as a new organization to take up where the Bradley Commission left off - to see that the recommendations of the Commission were actually implemented. It was incorporated as a private, nonprofit organization in the summer of 1990, so it is in its infancy, but already we have over 1500 members who are working to promote history in schools and society at large. Our first Chair was Kenneth T. Jackson, the former

Chair of the Bradley Commission, and our current Chair is Theodore K. Rabb of the Department of History at Princeton University. Our Board of Trustees includes historians and teachers: William McNeill, Marjorie Bingham, and Gary B. Nash as Vice Chairs and Earl Bell as Treasurer. Other Trustees include Mary Beth Norton, David McCullough, William E. Leuchtenburg, Lawrence W. Levine, and one Ohioan, Betty B. Franks, who teaches U.S. History at Maple Heights High School.

Perhaps our best-known effort is our monthly newsletter, *History Matters!* It is a national publication with a circulation of over 10,000 persons who are interested in history education: academic historians, precollegiate teachers of history, historical museum and society personnel, educational policy makers at state and national levels, publishers of historical materials, and others who are concerned about history and how it is taught in the United States. The newsletter keeps people informed about what's happening around the nation regarding history education in our schools. Other publications of the NCHE are called Occasional Papers, and they deal with assorted topics such as *The Nature of Contemporary History*, by John Lewis Gaddis of Ohio University.

Another one of our projects is in teacher education: last summer at Ohio State University we held an Academy for forty Ohio teachers grades Kindergarten through Twelve. We were hosted by the History Department of Ohio State, Joseph Lynch, Chair. Our Academic Director was Samuel Chu, Vice Chair of the Ohio State History Department. Several of our guest speakers were from Ohio universities and colleges: Peter Rutkoff, John Lewis Gaddis, Susan Hartmann, Dixie Bartholomew, John Rothney, Robert Tierney, Kenneth Andrien. The four week summer institute and nine month follow-up program was funded by a \$415,000 grant to NCHE from the U.S. Department of Education. Ohio's Teacher Academy was one of only four in the nation that were funded in the discipline of History (the other three were held at BYU, SUNY-Buffalo, and UCLA).

To aid us with our teacher education project, the NCHE organized an *Ohio Historians Network*. This was done with the help of the Ohio Academy of History. I want to say an especially big **THANK YOU** to all those historians who volunteered to work with one of the forty teachers prior to our summer program, to help them narrow down their topics for their independent study projects, and to make recommendations for reading. Also, to work with the teacher in a partnership role in this, our follow-up year, to make suggestions on the new teaching units which participants drafted in the summer and are now field-testing in their classrooms during the follow-up phase. We look forward to having a reunion of our participants and their partner historians sometime this spring. We hope that members of the OAH who have so graciously volunteered their time to work with a teacher in this NCHE project will be able to come to this event.

Another one of our projects in the area of teacher education is to provide Inservice Workshops for teachers in history during the school year. This is done in the location of their own school district or as nearby as possible. We call this our History Colloquium Project. It's funded by a special grant from the U.S. Government's Fund for Improvement of Postsecondary Education. Last school year we conducted several of

these history workshops at the invitation of states of Massachusetts and California. During the third year, we'll be traveling to yet other states in the nation. One of the special features of our workshops is that they are led by an NCHE team composed of an historian, a master classroom teacher of history, and a college of education specialist. Some of the historians who have participated as workshop leaders are members of the Ohio Academy, and we are very grateful to them: Carl Ubbelohde, Peter Rutkoff, John Lewis Gaddis, and David Kyvig. In all instances of the Colloquia, we provide assistance to teachers who have indicated a willingness and desire to implement the recommendations of the Bradley Commission's report.

Outreach/Advocacy is another area of NCHE activities; it is our mission to promote history as core of the social studies curriculum in schools. In this regard, we operate a Speaker's Bureau, whereby we respond to calls for speakers on topics dealing with both history and history curriculum, and its role in school and society. Sometimes we receive a call from a school district's social studies curriculum committee. They want to know more about the recommendations of the Bradley Commission, or want some help in designing and writing their curriculum around the principles embodied in the report. There is no monetary gain to the NCHE from the Speakers' Bureau - we simply act as a kind of educational "booking agent." People who have used our service tell us that they didn't know who else to call, or that they didn't know how to get in touch with a particular speaker that they had in mind, or they didn't know if a particular historian or history teacher would be available on the dates of their event. They liked being able to pick up the phone and call NCHE to receive help.

Part of our Outreach activities include staying on top of what's happening around the nation with state curriculum framework documents in the social studies. Frequently we are asked by our members to provide help to state committees who want to include more history in their curriculum. Sometimes members call us when they feel that history in their state is being threatened. For example, some states need support to get more world history in their curriculum. Others need help just to maintain the current status of U.S. History without losing ground for state high school graduation requirements.

Q: What do you think are the most important of these NCHE activities, and why?

A: If I had to make choices, I'd say teacher education and outreach/advocacy. But it's hard not to include the newsletter *History Matters!* in my list, because it's our "face" that is part of our organization that everyone sees and uses for networking - it's how people who care about history education stay in touch with each other and find out what others are doing. The newsletter "feeds" our outreach/advocacy activities as well, because it publishes a list of speakers and their topics. This gives people ideas for presentations they could have or attend, and then they contact us. *History Matters!* also reports which states and local school districts are using the Bradley Commission guidelines, so that people can call them up and get more information about what they're doing and how they're improving their history curriculum.

Q: What does the NCHE actually do in regard to outreach/advocacy?

A: To answer this question, I'm going to give you an example that might be of special interest to readers of the Ohio Academy Newsletter: what NCHE is doing as an advocate of history right here in Ohio, though we are active in other states as well. Last April, the Ohio State Board of Education, made up of 21 elected representatives at that time - now reduced to a smaller number - decided that there should be a Model Curriculum for Social Studies in the State of Ohio. We've never had one before, so this is a first-time experience. The State Board asked the State Superintendent, Ted Sanders, to appoint an Advisory Committee that is supposed to be broadly-based and representative of the various constituencies around the state: parents, school administrators, scholars, teachers at precollegiate levels, members of labor and business communities, and representatives of professional associations. As some of you know, I have been appointed to the Advisory Committee as Executive Secretary of NCHE. Likewise, Carl Ubbelohde has also been appointed to the Committee; in fact, he serves as Co-chair. The rest of the group is composed of persons concerned with geography, economics, global studies, civics, government, law-related education - how to get their students to pass the citizenship proficiency tests.

A number of issues regarding the composition of this committee displease me. In the first place, Carl is the only historian serving (Bill Jenkins is on the committee, but as a member of a local school board.) One historian out of thirty is not enough representation for the core discipline of history. In the second place, the Ohio Academy of History does not have an *official* representative on the committee. And finally, no world historian serves as a member.

I want to make it very clear that we serve in an advisory capacity only; the actual document that will contain learner outcomes for social studies at every grade level K-12 is being written by an in-house writing committee of the State Department of Education. Kent Minor, Bill Muthig, and Frank Schiraldi are members of that committee. Our Advisory Committee meets once a month (beginning this past September). We discuss such fascinating topics as the philosophy of social studies, whether or not there is a core or spine or framework or hub to the social studies. I've been speaking up on behalf of history and I'll continue to do so. My hope is that whatever comes out of the writing committee will have a positive impact the role of history in the school of Ohio. But I'm not terribly optimistic because of what happened to Ohio History in recent years (it got changed to Ohio Studies - watch for the possibilities of U.S. History being changed to American Studies or World History being changed to World Studies, with the same ensuing lack of history focus.) The state curriculum could very well end up with something that advocates teachers *not* to teach history. It might present current issues or do some continent-hopping with a study of all the current cultures of the world. I believe this will happen if we do not constantly monitor the process of curriculum development this year in Ohio. I certainly will do everything I can as a member of the Advisory Committee, but it's a committee of over thirty persons involved in a political process - and only advisory at that. I intend to keep you informed as the work of the Advisory Committee moves along - watch for pro-

gress reports in the **Ohio History Info Overview (OHIO)** newsletter, which NCHE has just this Fall started publishing for our Ohio network. If you're not on our mailing list and want to receive complimentary copies, call.

Q: How can individual historians be of assistance in NCHE activities, especially those you have deemed most important?

A: Many thanks to all the members of the Ohio Academy of History who have already been involved in NCHE activities - to those in our teacher education initiatives such as the inservice workshops and the forty teachers in our summer project at OSU, including the pre- and follow-up-phases of that project.

Academy Participant	Cooperating Historian
Vicki Ayotte	Philip C. Brown
Carol S. Berg	Roy Wortman
Janet M. Burton	James L. Burke
Clyde Chapman	Michael O'Brien
Linda Clark	Robert Wheeler
Jeanne Coler	James H. O'Donnell III
Joseph Domitrovich	Marvin Fletcher
Carolyn L. Dougherty	Samuel Chu
Tim Dugan	Arthur Zilversmit
Susan Fribley	Kenneth Heineman
Cheryl Furst	Donna Van Raaphorst
Doris Gaddis	Lee A. Makela
Victoria A. Gersbacher	Merry Merryfield
Sharon Grapski	Merry Merryfield
Joseph Griesenbrock	Roy Wortman
Catherine A. Griffin	James H. O'Donnell III
Darlene Harp	R. Bruce Hitchener
William Harris	Richard Shiels
Cornelia M. Holloway	James Borchert
Martha Klingshirn	Arthur Zilversmit
Mary Ann Knoop	Lorle Porter
Lina Love	Barbara L. Green
Virginia M. McClincy	George H. Carroll
Joan McKnown	David Kyvig
Meredith Ann Melragon	Samuel Chu
Jean Mulrane	Bruce Way
Kathleen Nemann	Michael J. Graham
Georgianne Orbany	Merry Merryfield
Sr. Nancy Petrucci	Frederick J. Blue
Mary Ann Pohlmeier	Michael B. Loughlin
Mary Beth Rush	James L. Burke
Bonny L. Shiplet	Roy Wortman
David L. Simpson	David C. Hammack
Jennifer Anne Smallwood	Philip C. Brown
Michelle Stasa	Susan Hartmann
Richard A. Thorpe	Terry Barnhart
Marcelyn M. Wanner	Kenneth Heineman
Wendy E. Webb	Arthur Zilversmit
Sandy White	Barbara Green
Michelle Hines Wilson	James Borchert

Thanks also to those of you who have already begun to monitor the development of the Ohio Model Social Studies Curriculum. The best thing you can do is to stand "at the ready" in case we need to "rally the troops" in support of history. While part of the development of the curriculum deals with substantive content, you may be called upon to help review the draft document dealing with history. Is it good history - does it represent the kind of history we want our students in Ohio to know and be able to do at the precollegiate level? Will they be able to bring this knowledge with them to the

"office of the citizen" of Ohio, to your college classrooms, and to their own lives for personal fulfillment?

As you've probably sensed by now, another part of the development of the Ohio Model Curriculum doesn't have anything to do with substantive content, but has more to do with the political process of supporting history in the schools - we may need you desperately to get involved in the politics of this project. I know that's not the normal activity of a historian, but I hope you will see the benefits for all of us in getting involved.

Q: How can the Ohio Academy of History and other professional organizations do the same as above?

A: Thanks for this special issue of the OAH Newsletter devoted to history education and the attention the Academy has already paid to education issues. More thanks to all of you for you who were involved with the participants of our summer academy. But you've probably already guessed what I'm going to say now: more is needed. Everyone can be involved in outreach and advocacy of history; it's in our own professional, personal, and institutional interests to be involved, partly because of college enrollment numbers, but also because of the quality of knowledge our students bring to our college/university classrooms.

For those of you who agreed to serve as consulting historians, but who did not get a call from one of our teacher-participants, don't feel that your offer to serve was in vain. We keep getting requests from school committees and teachers who want speakers on historical topics, or people to review their history curricula, so we still use the booklet that contains all the names of historians from around the state who have volunteered. In fact, if there are any who would like to have their names added to the Ohio Historians Network listing, just call. We still need to be able to refer teachers to historians that they can work with in their own neighborhood.

If you could only do one thing, just one, my "pick" would be for you to talk with just a single school teacher about history. Many of them are dying to discuss real history, to hear about the research and writing you've been doing, to argue the issues of historical interpretation with you. They don't often have the opportunity to do that - invite a teacher to your office, or to your class. If you don't have the phone number or name of a teacher in your neighborhood, call me at 216-835-1776. You will receive a phone number from our huge computerized database. NCHE's network of historians and history teachers and historical society/museum personnel keeps on growing every week.

Q: What has been the most discouraging aspect of this endeavor? What has been the most encouraging aspect? What are your hopes/prognosis for the future of history and the role of the NCHE in that future?

A: One of the discouraging aspects is the lack of understanding on the part of educational policy makers and administrators on the nature of the discipline of history, and by that I mean its integrative nature, whereby it brings truths from economics, political science, sociology, philosophy, geography, anthropology, and other social sciences and humanities. Policy makers often confuse history with social studies, or think that history is merely *one more of the special interest groups* that make up the social studies.

On the other hand, the most encouraging aspect is that people are coming out of the woodwork to promote and sup-

port history in the schools. Not only historians, either! If the "wave" of history education reform was begun in the 1980's, then we are certainly further along than the start of a wave, but we're not yet at that crest. We're building the strength of the wave, and my crystal ball says there's enough work to be done for this wave to carry us through the 1990s and into the 21st century. We can't afford to have our youth enter the 21st century ignorant of everything that preceded their own time and ignorant of the history and culture of other nations. An education in history prepares youngsters to understand not only their own society but other societies and civilizations around the world.

NCHE History Academy at Ohio State

From June 28 through July 24, forty history teachers from all parts of the state took part in the NCHE's History Academy for Ohio Teachers at Ohio State University in Columbus. The group included teachers from all grade levels K-12 and they earned five graduate credits in History from OSU.

The demanding syllabus included a course in U.S. History; another in World History; a third in the Philosophy and Methods of History. In addition each participant researched and wrote an independent project including primary source documents, and developed two teaching units out of that research.

Participants kept journals and assembled portfolios that documented their intellectual journeys in ways that multiple choice or essay tests never could.

The Academy was led by Academic Director **Arthur Zilversmit**, Professor of History at Lake Forest College (IL) and Associate Director **Samuel Chu**, Vice Chair of the History De-

partment at Ohio State. A unique part of the Academy faculty were the four Mentor Teachers (master classroom teachers) who worked as co-equal members of the Academy faculty. The mentor teachers included **Betty Franks**, Maple Hts. H.S. (OH); **Nancy Taylor**, St. Michael Elementary School, Worthington (OH); **Allan Damon**, Horace Greeley H.S., Chappaqua (NY); and **Bob Duffy**, Steinmetz H.S., Chicago (IL).

Participants learned how to use the research libraries at Ohio State and at the Ohio Historical Society and had demonstrations and lab sessions with computers using the data analysis and charting of the **Excel** spreadsheet and the history processor **Point of View** from Scholastic.

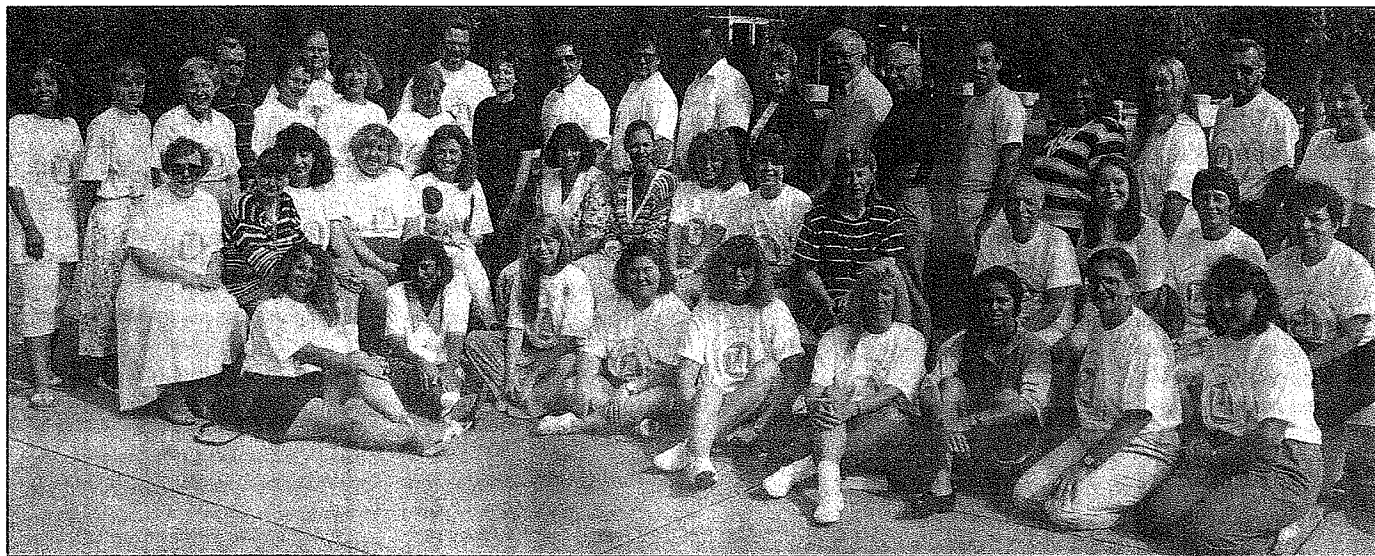
The Academy includes a follow-up during the '92-'93 academic year during which participants will field test and revise the teaching units developed last summer, work with their consulting historian, and continue to keep up their journals and collect items for their history portfolios.

The Academy is a program of the National Council for History Education with major support from the U.S. Department of Education, Secretary's Fund for Innovative Education. It was one of our only four History Academies in the country. Participating teachers received, in addition to the graduate credits, a \$1,000 stipend, room, board, five books, and a travel allowance.

Academy staff will visit the participants during the year and there may be a reunion next spring.

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History Academy teachers and faculty pose outside Ohio State's Fawcett Conference Center in the Academy T-shirts they designed and had printed.

Feature Article: Academic Historians Need New Ways to Work with School Teachers

Special appreciation is given to Professor Arthur Zilversmit and The Chronicle of Higher Education for their permissions to include the following article. Professor Zilversmit was the Academic Director of the NCHE's History Academy for Ohio Teachers at Ohio State University from June 28 - July 24, 1992. Zilversmit is Professor of History at Lake Forest College [IL], former chair of the Organization of American Historians Committee on Teaching, and author of the forthcoming book entitled Changing Schools: Progressive Education, 1930 - 1960 (University of Chicago Press).

Americans have good reason to be concerned about the ways history is taught in elementary and secondary schools. Our political system depends on an educated electorate, and history, which uniquely provides the essential context for political choices is a crucial part of each citizen's education. Yet those of us who teach the discipline at colleges and universities know that many students graduate from high school not only lacking in basic historical information, but also failing to understand how historical knowledge is accumulated and constructed, leaving them prey to propaganda masquerading as history.

In 1986, a comprehensive survey of the historical knowledge of typical American 17-year-olds found that they knew very little history. Only one out of three students knew that Abraham Lincoln had issued the Emancipation Proclamation; even fewer knew when he had been President.

Of course, historians are not the only scholars to lament the poor grounding in their disciplines of American students. In the wake of a series of reports on the failures of our schools, most Americans recognize that school reform is an urgent necessity.

How best can college and university faculty members become involved in this effort? It is important to avoid the mistake of the scholars in the late 1950's who, in promoting school reform, talked of devising "teacher-proof" curricula. We need to talk with teachers, not to dictate to them.

A number of professional historians have begun this dialogue, working with school teachers through such joint efforts as the Bradley Commission for History in the Schools, committees of the American Historical Association and the Organization of the American Historians, and the National Council for History Education. These groups are now considering recommendations for curricular reform. But making recommendations is not enough. We must find new and productive ways to work together with school teachers for change.

That is why I agreed to serve as academic director of the History Academy of Ohio Teachers, a project designed to provide 40 Ohio social-studies teachers with a four-week immersion in world and United States history. Sponsored by the National Council for History Education, the Ohio academy is one of four such programs financed this year (1992-1993) by the U.S. Department of Education.

As a historian of American education, I was aware of the pitfalls of educational reform. Throughout the years we have witnessed a recurring pattern: a period of public outcry and intense agitation, followed by some changes in the schools (many of them merely cosmetic), and then business as usual. In the wake of the Sputnik crisis, for example, university scholars developed new curricula in many disciplines without much thought to who would teach the new material. Within a

few years, these curricula were gathering dust on school shelves.

To have a lasting impact on the ways in which history is taught in the schools, we at the Ohio Academy wanted to reach a wide spectrum of teachers, not only those with a rich background in our discipline, but also who had taken few or no history courses in college. We wanted to include teachers who had been hired as coaches and saw social studies as their secondary obligation. So we cast our net widely, choosing applicants primarily for their willingness to learn, not for their previous accomplishments.

Because we know that school reform can only take place in the context of a supportive environment - when several teachers are engaged in the process together, discussing and reinforcing each other's efforts - we encouraged applications from several teachers from the same school. Too often teachers return to their schools refreshed after a summer seminar, only to have their enthusiasm blunted because they have no one with whom to share their new ideas.

We also were convinced that artificial lines have been drawn between history teaching at the elementary, secondary, and collegiate level. The increasing specialization of university-based historians, coupled with the emphasis on teaching methods in schools of education has caused many teachers to feel insecure about their preparation to teach history and to avoid teaching history as much as possible. When they do teach it, they often are burdened with teaching schedules that make it difficult for them to keep up with new scholarship. Further, the separation between elementary teachers and history teachers in the secondary schools has led to high-school courses that do not build on students' previous exposure to historical themes and approaches. To bridge these gaps, we defied conventional wisdom and typical practice by opening our program to both elementary and secondary teachers. And our faculty was composed of both academic historians and outstanding teachers from elementary and secondary schools.

Many previous programs have faltered because they created only superficial relationships between school teachers and scholars, relationships that lasted only for the duration of a short seminar or summer program. To address this issue, we established the Ohio Historians Network - a group of volunteer college and university historians who were not members of our faculty for the summer session but who volunteered to work with individual teachers on independent study projects. We asked each participant to begin consulting with one of these scholars on an independent study project even before the summer program began. During the follow-up year, the participants (working with these professional historians) are developing teaching units based on their own original research, passing on to their students their sense of how history is written from a critical examination of sources.

The network, therefore, provides a structure for scholars to continue to advise individual teachers, and for them to work with school districts on curriculum reform. At the same time, it gives academic historians a sense of what is going on in elementary and secondary school history teaching. This can serve as one model for overcoming the split between academic historians and the schools that has weakened history teaching at all levels.

In determining the curriculum for our summer institute, we recognized that the key to effective history teaching is an understanding of how historians think and evaluate evidence. Many previous efforts to bring school teachers and academic historians together did not entirely succeed because they emphasized making teachers aware of new areas of history and

new interpretations, without discussing the process through which historical thinking develops.

Thus we added a course on historical theory and methods to the courses on world and U.S. history that we had originally proposed. In the added course we discussed the different kinds of evidence historians use - written documents and records, oral history, photographs, paintings - and the ways in which historians use these sources to construct a credible narrative.

At the same time, we asked participants to engage in independent historical research projects, evaluating primary sources and making historical judgments - doing history for themselves. The teachers thus could see that history is not an inert body of facts, passed on by authoritative and objective textbooks, but rather that it is constructed by historians who use a variety of tools to test the reliability of their narratives.

Although we cannot make a definitive evaluation of the academy until after the follow-up year is over, we have seen some encouraging signs that our approach is successful. A number of participants have been working closely with "their" historians, receiving invaluable help in defining topics for their independent-study projects and teaching units. Several teachers have invited the historians to visit their classroom when they teach their units. We also found that elementary and secondary teachers worked together not only in formal discussion groups, but in sharing ideas and information in countless informal sessions.

Moreover, participants told us that they surprised themselves by their ability to do significant historical research. We had asked them to keep a journal to reflect on what they were learning: One teacher confided in her journal that she had never felt comfortable teaching history as part of the social-studies curriculum. By the third week of the summer program, however, she wrote that she was eager to bring history into her elementary classroom.

Since her students may one day end up in my classroom, I'm doubly gratified!

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EDITOR'S NOTES

The Ohio Board of Regents plans to make some rather significant changes in the state's system of higher education. These alterations are clearly outlined in a lengthy report entitled Managing for the Future: Challenges and Opportunities for Higher Education in Ohio. Of particular interest to many Academy members are the recommendations regarding tenure; that regents get new powers, largely at the expense of local boards of trustees and administrators; that some branch campuses of four-year universities may be merged with nearby technical or community colleges; and that only two universities in the state - Ohio State University and the University of Cincinnati - are designed as premier research institutions. If you have not read the report, I urge you to do so. The Ohio Board of Regents is planning on taking action in the coming months.

Equally important is the year-long project underway by the Ohio Department of Education to write a model social studies curriculum for the state. Major decisions will be made, in the course of this process, concerning the place of history in the Ohio's K-12 classrooms. The finished model curriculum in the social studies will eventually affect the courses taught in each and every school district throughout the state. In turn, it will be the driving force behind all revisions of proficiency tests. To date, outcomes are defined as "what a student

should know, be able to do, and be like." The Advisory Committee was chosen by the Superintendent and is working with the ODE Staff Committee. Kent Minor, Bill Muthig, and Frank Schiraldi of the ODE, comprise the Writing Sub-Committee. Keep apprised of this extremely important activity.

ARCHIVIST CORNER

The Cuyahoga County Archives
The Robert Russell Rhodes House
2905 Franklin Blvd., N.W.
Cleveland, OH 44113
(216) 443-7250

In the summer of 1975, a department of the Board of County Commissions organized the Cuyahoga County Archives. A research library, storage areas, and offices are all located in the Robert Russell Rhodes House, a Victorian Italianate mansion constructed in 1874.

The following records of interest are housed in the Cuyahoga County Archives: Board of County Commissioners Journals, 1810-1984; Tax Duplicates, 1819-1986 (not inclusive); Common Pleas Journals, originals; and index, 1810 to the present, available on microfiche; Divorce case files, 1876-1882; Court of Common Pleas Special Docket files, 1876-1922; Naturalization records, 1818-1971; Court of Common Pleas; also Probate Court naturalization records, 1852-1901; Birth records, 1849-1908, Death records, 1840-1908; Abstract of votes, 1893-1974, Board of Elections List of Electors, 1893-1945; Board of Elections Coroner's case files, 1833-1900 (not inclusive); Township and ward maps, 1860, 1870, 1880, and 1890. Atlases: Cuyahoga County, 1852, 1874, and 1892; also City of Cleveland, 1881 and 1898 County Building Commission Journals, including County Court House, Soldiers and Sailors Monument, and certain other County buildings and bridges; Probate Court estate case files, 1812-1913; index, 1811-1896 Registration and Charters of Religious and other Societies, 1845-1906 (not inclusive); Journals of Cuyahoga County Justices of the Peace, circa 1829-1906 (not inclusive) Road Records, 1802-1898 County Surveyor's Records, 1823-1893; Cleveland City Directories, 1837-1937 (not inclusive); Necrology File, 1850-1950; 1951-1975.

The Cuyahoga County Archives serves as a major repository for the historical records of the county and also for current records needing temporary maintenance. The archives encourages the use and the scholarly research for all county records and makes staff assistance available to achieve this end. The department, furthermore, provides records management services for all Cuyahoga County officers and agencies.

A research library is available for persons wishing to use the records housed in the archives. Trained personnel are always on hand to provide advice and assistance. Open Hours: Monday through Friday, 8:30 a.m. to 4:00 p.m. Call Judith Cetina for additional information at (216) 443-7250.

SYMPOSIA, WORKSHOPS AND EXHIBITS

The Mahoning Valley Historical Society, The Arms Museum and Library located at 648 Wick Avenue, Youngstown, Ohio has a number of interesting exhibits currently on display. These include the following:

"Smoky Hollow: the World in One Neighborhood," through June 1993.

"Keeping the Faith: Communities of Worship in Youngstown, Ohio," through 1994.

"City on Wheels: Trolleys and Buses," through 1993.

"Industrial Images: Man and Steel," through 1993.

Contact: The Mahoning Valley Historical Society, 648 Wick Avenue, Youngstown, Ohio 44502 for additional information.

Of interest to historians are the following exhibits at the Cleveland Museum of Art:

Fans: East and West, December 15 - March 7, 1993.

The Forge of Vulcan: European Arms and Armor, through May 30, 1993.

The Lure of Italy: American Artists and the Italian Experience 1760-1914, opening February 3, 1993.

Henrik Goltzius and the Netherlandish Chiaroscuro Woodcut, opening February 9, 1993.

CALENDAR

Feb. 5-May 13, 1993 - The Department of History and Center for Neighborhood and Community Studies at the University of Cincinnati are co-sponsoring with the Cincinnati Historical Society, the Cincinnati Seminar on the City, co-chaired by Zane L. Miller and Roger Daniels. Committed winter and spring programs include: Lynn Hollen Lees, Professor of History at the University of Pennsylvania and President-elect of the Urban History Society, who will speak on the subject of women and urban welfare in Great Britain, Feb. 5, 1993. Kenneth T. Jackson, Department of History, Columbia University, who will present on May 13, 1993. His presentation is entitled, "Gentlemen's Agreement: Race, Poverty, and Suburban Discrimination in the Western World." Membership dues are \$10 (\$5.00 for graduate students) and non-members may attend presentations for a nominal fee. For additional information about the Cincinnati Seminar on The City, contact Geoffrey Gigierano, Cincinnati Historical Society, Education Department, 1301 Western Avenue, Cincinnati, Ohio 45203.

Feb. 19-20 - E.E. McClellan Symposium, "Contemporary Challenges in Eastern Europe: Historical Lessons of the Interwar Period." Contact: Sheldon Anderson, History Department, Miami University, Oxford, Ohio 45056.

Feb. 21 - Harrison Frech, "A Bridge Between Two Cultures: Anthony Shane, Metis Interpreter," Carnegie Rockford Public Library, 162 South Main, Rockford, Ohio. The lecture is part of the Christopher Columbus Quincentenary 1492-1992 sponsored by the Mercer County Civic Foundation and the Ohio Humanities Council. Contact: Joyce Alig, Project Director, Mercer County Historical Museum, The Riley Home, 130 East Market, Box 512, Celina, Ohio 45822.

March 3-6 - "Visionary Women: Challenging Assumptions, Inspiring Change." The National Association for Women in Education 1993 Conference, Seattle, Washington. For additional information write the National Association for Women in Education, Suite 210, 1325 18th Street N.W., Washington, D.C. 20036-6511.

March 10-11 - The United State Capital Historical Society will sponsor a symposium entitled, "A Republic for the Ages." For information contact Ronald Hoffman, Institute of Early American History and Culture, P.O. Box 220, Williamsburg, VA 23187.

March 14 - "The Miami Tribe," by Dr. Joseph Leonard and "The Miami Imprint on Ohio's Heritage," by Dr. Phillip Shriver, 2:00 p.m., Community Room, Diamond Savings Building, 205 West Market, Celina, Ohio. These lectures are part of the Christopher Columbus Quincentenary 1492-1992 sponsored by the Mercer County Civic Foundation and the Ohio Humanities Council. Contact: Joyce Alig, Project Director, Mercer County Historical Museum, The Riley Home, 130 East Market, Box 512, Celina, Ohio 45822.

March 14-15 - Millersville University's 12th Annual Conference on the Holocaust. Call for papers. Contact: Jack Fischel, Millersville University, Department of History, P.O. Box 1002, Millersville, PA 17551-0302.

March 19-20 - Swarthmore College will sponsor an academic conference to celebrate the bicentennial of the birth of Lucretia Mott. "Nineteenth Century Feminist Strategies for Non-Violence" will focus on the work of Mott and other women in the nineteenth century peace movement. For information contact Wendy E. Chmielewski, Swarthmore College Peace Collection, 500 College Avenue, Swarthmore, PA 19081-1399.

March 19-20 - "Contested Terrain: Power, Politics, and Participation in Suburbia," with a special focus on mature suburbs of the industrial Northeast. Contact: Mary Frances Klerk, Conference Coordinator, Hofstra Cultural Center, Hofstra University, Hempstead, NY 11550-1090.

March 25-26 - The Center for Congressional and Presidential Studies at the American University and the NASA History Division are co-sponsoring a symposium on "Presidential Leadership" at the American University in Washington, D.C. For information, contact Roger D. Launius, NASA History Division, Code ADA-2, Washington, D.C. 20546.

March 25-27 - "Asian Americans: Probing the Past, Living the Present, Shaping the Future." University of Wisconsin-LaCrosse, LaCrosse, WI 54601.

March 26-27 - "Illinois, Beginning with Women: Histories and Cultures." Call for Papers. Contact: Phyllis Vanlandingham, Women's Studies Program, University of Illinois, 708 S. Mathews, Urbana, IL.

March 26 - The Second Annual Women's History Month Conference for the northern Ohio area sponsored by the Women Historians of Greater Cleveland in conjunction with the Department of History and the Women Studies Program of Case Western Reserve University. The general theme of the conference is "Representations of Women in History." Of particular note is the conference's keynote speaker, Linda Kerber, May Brodbeck Professor in the Liberal Arts and Professor of History at the University of Iowa. Professor Kerber's presentation, based on her current research, is entitled, "Paradoxes of Women's Citizenship." Contact: Donna L. VanRaaphorst, Project Director, Department of History, Cuyahoga

Plan Ahead

Spring Meeting

*Friday & Saturday
April 23 - 24, 1993*

Wittenberg University
Springfield, Ohio

THE OHIO STATE UNIVERSITY
AT MARION
MARION, OHIO 43302

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