



Ohio Academy of History Newsletter

Winter 1995

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 1995 winter issue on the United States history Advanced Placement Program at its 21 October 1994 meeting at the Wright Patterson Air Force Museum in Dayton, Ohio. Special thanks is given to Professor Joanna Schneider Zangrando, Chair of the American Studies Department, Skidmore College.

Professor Zangrando and I had discussed the feasibility of such an issue for some years. We both agreed it would be best that this be done when she was no longer Chief Faculty Consultant in United States history, a position held by her from 1990-1993. Due to the distance between us, we also concurred to use the interview format. The results of our endeavor follow.

Q: Joanna, when and how did you first become involved with the Advanced Placement Program?

A: I first became involved in the Advanced Placement Program in the mid-1970's. As I recall, the first Reading in which I participated was at Rider College in New Jersey in June of 1975. I became a Reader in United States History (then referred to as American History) at the urging of Robert Zangrando, [Dr. Robert Zangrando is a long-time member of the Ohio Academy. He recently retired from Akron University], who had been a Reader a couple of times. I believe Allen Davis had suggested my name to the ETS staff in Princeton, probably in an attempt to include more women Readers in history. His suggestion certainly worked; almost two decades later I am still involved in the Advanced Placement Program, having "moved through" several positions, from Reader, to Table Leader, to Chief Reader (now referred to as Chief Consultant), and back to Reader again. As Chief Reader elect for one year and Chief Reader for four, I also served, ex officio, on the Test Development Committee for the United States History examination. This committee consists of a chair (currently David Kennedy of Stanford University) and six members who represent high schools, colleges and universities throughout the United States, in addition to the Chief Faculty Consultant and two ETS consultants. The primary task of the committee is to devise the examination that is given to AP candidates in secondary schools each year. Each question, whether multiple choice, the Documents Based Question, or the free response essay, is given careful scrutiny before the members of the committee approve it. During my years sitting on the committee, I developed a great deal of confidence in the integrity and good judgment of its members and welcomed the assistance of the ETS consultants who put in long hours before, during, and after the committee meetings to as-

sure quality of the final product—the exam itself.

I should mention, also, that when I first became a Reader the total number of high school and college/university historians in United States history was in the 70 range and the number of women could be counted on one hand (with one Table Leader, Betty Unterberger) and the number of African American Readers on one finger. One of the reasons I decided to return year after year is that I thought (and still think) the historians who read the AP examinations should be representative of the teachers who teach AP history and college/university history. I had begun in the late-1960's and early-1970's to incorporate the experiences of women into my research and teaching interests and I had lamented the lack of representation of women historians in history and American Studies professional associations, on panels at the annual meetings of those associations, as participants in a whole range of scholarly, and professional activities. The AP program had attempted to recruit women as Readers and I felt an obligation to "put my money where my mouth was," so to speak. As a student of history, I know how easy it is to "backslide" or to fall into old habits (or "old boy" habits as the U.S. History Readers struck me in the 1970's) or to be answered when I ask "Why are there not more women Readers?" with "We tried to include more, but we just do not seem to be able to attract them." One person cannot prevent old habits from reappearing, of course, but I continue to think that there are scores of women Readers, themselves committed to the AP program and to making sure that women are an active presence in the Reading process. To be sure, there are many men likewise committed; Robert Bannister and Frank Warren, former Chief Readers, and John Belohlavek, the current Chief Faculty Consultant. Though the participation of racial and ethnic minorities in the Readings and on the Test Development Committee has increased, their numbers should increase a good deal more.

One final comment on my initial involvement in the AP Reading is in order. I recall mentioning to Bob [Zangrando] and several other people that if I were invited to read a second time, I should be reminded of the six grueling days of reading hundreds of exams. Somehow, the negative memories diminish from one June to the next and I always look forward to meeting old friends, finding new ones, and exploring the particular venue of the Reading sites.

Q: Tell us a little about the United States history Advanced Placement Program?

A: The AP program is designed to provide an opportunity to students (and faculty) in secondary schools throughout the country (and some foreign countries) for enhanced study (and for faculty, teaching) of United States history from the earliest European settlements to the recent past. The AP U.S. History course is often considered an honors level course and in many ways resembles introductory college/university courses. Aside from the intellectual and academic challenge of an AP course, students may qualify for college credit from hundreds of participating colleges and universities in the United States. Some institutions of higher education grant credit for a grade of 3; typically, a grade of 4 or 5 is granted credit. Colleges and universities assume that the AP history course meets the challenge of the first-year college history course and the AP examination grade, on a 1 to 5 scale, helps determine how well an AP candidate has met the challenge.

Unlike a college or university course, however, the AP history student has no way of knowing just what specific focus or time-period he or she will face when actually taking the examination. For example, when an 11th-grade student takes the U.S. History AP exam in May, she or he may face an essay question on a topic studied as far back as early-September in the academic year. The composite test score is based upon eighty-five multiple-choice questions, a documents based essay question that all candidates must respond to, and a choice of two out of four free response essay questions. Each college or university determines what score it will accept as the equivalent of college credit. Admittedly, the AP grades are not exactly synonymous to college course grades. (The AP staff engages in on-going studies to assure comparability between the AP grading standards and college and university grading standards for introductory history courses.)

Each June faculty consultants score hundreds of essays over a six day period. In my last year as Chief Faculty Consultant almost 300 historians met at Trinity University in Texas to score around 115,000 exam booklets. I urged them to be fair, consistent, and to base their scores on the standards for each question that Table Leaders devised over several days of discussion prior to the six-day reading. Throughout the Reading, Table Leaders check the scores and faculty consultants engage in on-going discussion to assure that they are scoring individual responses fairly, and consistently. (Each essay is read by a different faculty consultant.)

If any of the Newsletter readers are interested in the types of questions asked, the standards for scoring devised, and some samples of student responses to the questions, the Advanced Placement Program publishes a "Free-Response Scoring Guide and Sample Student Answers" edited by the Chief Faculty

Consultant after each Reading. (For this and other publications contact: Advanced Placement Program, Department E-22, P.O. Box 6670, Princeton, New Jersey 08541-6670; or phone (609) 771-7243.)

Parenthetically since I alluded to this at the end of the previous question, historians must be a masochistic lot. Not only do we spend the better part of each of six days ranking examinations, but we willingly participate in evening seminars on 'state of the art' scholarship. We discuss new ways of looking at traditional subjects, for ourselves and for our students, as well as new topics and new teaching techniques. Why? I suspect because most of us view our week together as a grand opportunity to extend sincerely felt camaraderie, developed during reading, eating, and socializing activities, to discussions about our passion - history - in its various manifestations: teaching, researching, and publishing.

Q: What do you think are the advantages/disadvantages of the Advanced Placement curriculum in United States history?

A: The advantages of the Advanced Placement curriculum, where it compares favorably with an introductory college-level course, is that students who elect it have an opportunity to be challenged in a variety of ways. Ideally, the teaching of the course should be inclusive of approaches beyond the lecture format: active student participation, discussion, research in primary materials, emphasis on analysis, selectivity, research and writing skills, documentation of views, use of oral history, material culture sources, etc. Beyond diverse approaches to teaching and learning, the content of AP courses should reflect the most recent scholarship in a given field or on a given topic, as well as the "classics." Attention to issues of race, class, gender, and ethnicity should be included. An AP U.S. history course that attempts to incorporate what I have mentioned cannot help but have advantages (depending, of course, on a committed, talented teacher and an attentive, actively engaged student!). Disadvantages of an AP curriculum might be "teaching to the test," by which I mean that an AP teacher might merely "add to" or "enhance" a U.S. History course by having students go through the exercise of responding to questions asked in previous AP examinations. Perhaps, an AP teacher might "enrich" a course by having students read an additional book or two, possibly write a book report, but not engage in on-going critical thinking and analysis nor engage in writing assignments that test those skills. Because I have indicated that an advantage of an Advanced Placement curriculum, one that includes recent scholarship, approaches and methods, and includes constituencies traditionally absent-from-history as actors-in-history, the disadvantage would be any AP U.S. History course that was the obverse, that merely did business-as-usual—but with a new name. Another disadvantage would be for school systems to "mandate" that an AP curriculum be devised but not provide the requisite time, training opportunities, travel-to-meetings funds for prospective, and willing, AP teachers to develop first-rate courses. An excellent way of "honing" one's skills as an AP teacher is to become a faculty consultant in U.S. History, of course!

Q: Has the program changed over the year of your involvement? If so, explain.

A: I suspect that the program has most changed over the years of my involvement in that the new scholarship on women, on minorities, on interpretations of the "frontier experience," on the environment, on foreign policy/diplomatic history, on social movements as agents of change—to name a few—has gradually been included in the multiple-choice and essay questions for U.S. History AP examinations. There is, to be sure, healthy inclusion of political and economic history topics, but the "new" (no longer new, of course) social history, is incorporated within the questions. On occasion, of course, someone laments what he/she perceives as a decrease in attention to the "real" or "traditional" historical issues. I would disagree for the questions strike me as balanced and representative of the concerns of contemporary historians. I believe this is true in colleges and universities or in secondary public and private schools. It is ironic, in my view, that academicians who focus on history—change over time—are themselves reluctant to change their perspective on what history "really is."

Q: Given the thrust toward national standards, do you think the Advanced Placement Program could be used as a type of model for improved standards and thus a higher level of nationwide educational quality?

A: I must confess to being somewhat nervous about national standards, especially with those recently announced. My concern is that they need to be given sufficient, fair, and open opportunities for consideration. The Advanced Placement Program might serve better as an entire process model in the following ways: (a) devising questions on a yearly basis for a national audience, (b) devising scoring standards for each year-end evaluation of all the individual essays written by students across the nation; and, (c) orienting teachers and historians to apply those standards in a fair and consistent way as they read the essays. Admitting that each step of this process is not perfect, it might well be an initial model for evaluation.

Q: Why is it advantageous for history educators at all levels to participate in the Advanced Placement Program?

A: One of the most advantageous aspects of participating in the AP Reading, and other aspects of the Program, is that historians from all across the country from various educational institutions, come together as one. People from secondary, college, and university levels have the opportunity to meet, to share teaching approaches/strategies, to discuss research interests, and to learn about the "cutting edge" of scholarship. Often it is necessary to learn from one another something about what it is we do in our profession - how better to teach, how better to reach students today, and in the 21st century.

I believe there is something basically very democratic about several hundred men and women that spend the better part of six days doing the same thing: reading hundreds of essays written by high school students and doing so as fairly, as cheerfully, and as diligently as possible. Bizarre as it may

sound, there is individual satisfaction one derives from this task. There is pleasure in meeting other historians and discussing history—something many of us are too busy to do in our daily professional lives. The AP program, too, benefits from the suggestions, the insights, even the complaints, of so many historians gathered at one site and focussed on the AP exam questions and the process of assessing the AP candidates. Some of us may complain about teaching, about students, about the state of the history profession on our individual campuses, in our individual faculty lounges. The AP Reading gives us a larger arena where we can consider our complaints and derive inspiration, good ideas, renewed commitment to teaching, to students, and to the history profession. I suspect that these are the reasons I have continued my involvement in the AP Program. That, and the realization that the program is only as good as those of us who participate in it, in any manner and at any level, make it.

FEATURE ARTICLES: FOR AND AGAINST THE NEW NATIONAL STANDARDS FOR AMERICAN HISTORY

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"The End of History"

Thursday, October 20, 1994

by Lynne V. Cheney

Imagine an outline for the teaching of American history in which George Washington makes only a fleeting appearance and is never described as our first president. Or in which the foundings of the Sierra Club and the National Organization for Women are considered noteworthy events, but the first gathering of the U.S. Congress is not.

This is, in fact, the version of history set forth in the soon-to-be-released National Standards for United States History. If these standards are approved by the National Education Standards and Improvement Council—part of the bureaucracy created by the Clinton administration's Goals 2000 Act—students across the country, from grades five to 12, may begin to learn their history according to them.

The document setting forth the National Standards divides American history into 10 eras and establishes two to four standards for each era, for a total of 31. Each "standard" states briefly, and in general terms, what students should learn for a particular period (e.g., "Early European Exploration and Colonization: The Resulting Cultural and Ecological Interaction"). Each standard is followed, in the document, by lengthy teaching recommendations (e.g., students should "construct a dialogue between an Indian leader and George Washington at the end of the [Revolutionary] war").

Paradoxical Constitution

The general drift of the document becomes apparent when one realizes that not a single one of the 31 standards mentions the Constitution. True, it does come up in the 250 pages of supporting materials. It is even described as "the culmination of the most

creative era of constitutionalism in American history" - but only in the dependent clause of a sentence that has as its main point that students should "ponder the paradox that the Constitution side-tracked the movement to abolish slavery that had taken rise in the revolutionary era."

What Midnight Ride?

The number of times certain historical subjects are cited in the National Standards for U.S. History.

Paul Revere	0
Seneca Falls	9
"Declaration of Sentiments"	
Lincoln's	1
"Gettysburg Address"	
American Fed. of Labor	9
J.P. Morgan	0
Harriet Tubman	6
Ulysses S. Grant	1
Sen. Joseph McCarthy	19
McCarthyism	
Thomas Edison	0
The Wright Brothers	0
Ku Klux Klan	17

The authors tend to save their unqualified admiration for people, places and events that are politically correct. The first era, "Three Worlds Meet (Beginnings to 1620)," covers societies in the Americas, Western Europe and West Africa that began to interact significantly after 1450. To understand West Africa, students are encouraged to "analyze the achievements and grandeur of Mansa Musa's court, and the social customs and wealth of the kingdom of Mali."

Such celebratory prose is rare when the document gets to American history itself. In the U.S. context, the kind of wealth that Mansa Musa commanded is not considered a good thing. When the subject of John D. Rockefeller comes up, students are instructed to conduct a trail in which he is accused of "knowingly and willfully participat[ing] in unethical and amoral business practices designed to undermine traditions of fair open competition for personal and private aggrandizement in direct violation of the common welfare."

African and Native American societies, like all societies, had their failings, but one would hardly know it from National Standards. Students are encouraged to consider Aztec "architecture, skills, labor systems, and agriculture." But not the practice of human sacrifice.

Counting how many times different subjects are mentioned in the document yields telling results. One of the most often mentioned subjects, with 19 references, is McCarthy and McCarthyism. The Ku Klux Klan get its fair share, too, with 17. As for individuals, Harriet Tubman, an African-American who helped rescue slaves by way of the underground railroad, is mentioned six times. Two white males who were contemporaries of Tubman, Ulysses S. Grant and Robert E. Lee, get one and zero mentions, respectively. Alexander Graham Bell, Thomas Edison, Albert Einstein, Jonas Salk and the Wright brothers make no appearance at all.

I have abundant reason to be troubled by the way that the history standards have turned out. When I was chairman of the National Endowment for the Humanities, I signed a grant that helped enable their development. In 1992, the NEH put \$525,000 and the Department of Education \$865,000 toward establishing standards for what students should know about both U.S. and world history. The grantee was the National Center for History in the Schools at UCLA, an organization that had produced some fine work, including a highly regarded publication called "Lessons From History" that was also an effort to set standards for the teaching of history. It was this publication, the Center for History said in its application, upon which the government sponsored standard-setting effort would build.

But a comparison of "Lessons From History" with the National Standards shows only a distant relationship between the two. "Lessons," while rightfully including important Americans, like Sojourner Truth, who have been ignored in the past, also emphasizes major figures like George Washington, who is not only described as our first president but even pictured, as is Robert E. Lee.

"Lessons" conveys the notion that wealth has sometimes had positive cultural consequences in this country, as elsewhere. For the period between 1815 and 1850, students are asked to consider how "the rise of the cities and the accumulation of wealth by industrial capitalists brought an efflorescence of culture-classical revival architecture; the rise of the theater and the establishment of academies of art and music; the first lyceums and historical societies; and a 'communication revolution' in which book and newspaper publishing accelerated and urban dwellers came into much closer contact with the outside world."

"Lessons" is honest about the failings of the U.S., but it also regularly manages a tone of affirmation. It describes the American Revolution as part of the "long human struggle for liberty, equality, justice, and dignity." The National Standards, by contrast, concentrates on "multiple perspectives" and on how the American Revolution did or did not serve the "interests" of different groups.

"Lessons" emphasizes the individual greatness that has flourished within our political system and in our representative institutions. It refers twice to "congressional giants" like Henry Clay and Daniel Webster and the "great debates" in which they participated. The National Standards, which mentions Clay once and Webster not at all, gives no hint of their spellbinding oratory. It does, however, suggest that students analyze Pat Buchanan's speech at the 1992 Republican convention. The only congressional leader I could find actually quoted in the document was Tip O'Neil, calling Ronald Reagan "a cheerleader for selfishness."

What went wrong? One member of the National Council for History Standards (the group that oversaw the drafting of the standards) says that the 1992 presidential election unleashed the forces of political correctness. According to this person, who wishes not to be named, those who were "pursuing the revisionist agenda" no longer bothered to conceal their "great hatred for traditional history." Various political groups, such as African-American organizations and Native American

groups, also complained about what they saw as omissions and distortions. As a result, says the council member, "nobody dared to cut the inclusive part," and what got left out was traditional history.

The standards for world history are also soon to be made public. By all accounts, the sessions leading to their development were even more contentious than those that produced U.S. standards. The main battle was over the emphasis that would be given to Western civilization, says a second council member. After the 1992 election, this member reports, the American Historical Association, an academic organization, became particularly aggressive in its opposition to "privileging" the West. The AHA threatened to boycott the proceedings if Western civilization was given any emphasis. From that point on, says the second council member, "the AHA hijacked standards-setting." Several council members fervently protested the diminution of the West, "but," says the second council member, "we were all iced-out."

Official Knowledge

UCLA's Center for History suggests that its document on standards be viewed as a work in progress rather than a definitive statement. But there is every reason to believe that the certification process put in place by the Clinton administration will lead to the adoption of the proposed standards more or less intact as official knowledge—with the result that much that is significant in our past will begin to disappear from our schools.

Preventing certification will be a formidable task. Those wishing to do so will have to go against an academic establishment that revels in the kind of politicized history that characterizes much of the National Standards. But the battle is worth taking on. We are a better people than the National Standards indicate, and our children deserve to know it.

Mrs. Cheney, who was chairman of the National Endowment for the Humanities from May 1986 to January 1993, is a fellow at the American Enterprise Institute.

"Reprinted with permission of Albert Shanker, President of the American Federation of Teachers. The following article appeared in Mr. Shanker's New York Times column 'Where We Stand,' on 6 November 1994."

"The History Standards"
Sunday, November 6, 1994

When the new National Standards for American History were released a couple of weeks ago, there were some indignant and alarming comments. We heard that the standards are politically correct "garbage," which elevate the founding of the John Muir Society over the creation of the U.S. Constitution. We heard, too, that the standards are destined to become "official knowledge," and that when they do, American students will no longer learn to be proud of their country. Is this true? Are George Washington and Abraham Lincoln about to go the way of Christopher Columbus?

Admittedly, the history standards have some serious flaws. They also offer much that is worthwhile. Issued under the name "Exploring the American Experience," the standards are

part of an effort to establish "world-class" national standards in core subjects. They are there to serve as models—not mandates—for states wishing to set their own standards. This is in accordance with the Goals 2000 legislation, which was passed this spring.

The first piece of good news about the history standards is that they are substantive and demanding. This should reassure people who fear that any so-called national standards will shy away from demanding real knowledge or skills (the way many of the outcomes-based education [OBE] goals do). Students are expected to absorb a great deal of information about U.S. history, and they are also asked to use what they have learned to think about historical issues. For example, the standard dealing with the Constitution goes way beyond asking students to learn its provisions: They are expected to analyze the other plans presented at the Constitutional Convention and discuss the continuing relevance of issues debated by the Convention participants.

Are the standards marred by political correctness? They give more attention to groups like African-Americans or Native people that were largely ignored by traditional history, but that in itself is not a problem. This change in emphasis reflects a rethinking of history to include more social history. And, more important, it is an attempt to correct previous distortions.

When I was in school, U.S. history was largely political history, and groups that did not play major roles in politics were nearly invisible. This distortion was especially unfortunate in the case of African-Americans. They have been in our country from the beginning and have played an enormous role in shaping our democracy even when they themselves were disenfranchised. This is something that we are just beginning to look at squarely. Creating standards that reflect this recognition is not a matter of political correctness but of accuracy. On the other hand, there is no question that the picture of U.S. history the new standards present is grim.

The same set of facts can lend itself to different historical interpretations. Those who want to show that American history is largely negative can do it by taking current standards of behavior and applying them to the past, when those standards were not in effect in the U.S.—or anywhere else. Then, our history looks like a history of oppression. This is unfair, and these same people do not apply current standards when they are judging the histories of other countries or groups.

But if we apply the standards of the time to our history, we see that the U.S. has always been remarkable for having democratic ideals and institutions and attempting to live by them. Seen through this lens, U.S. history is a dramatic story of progress, a 225-year struggle in which various groups have fought to achieve the rights promised to U.S. citizens—and been largely successful.

Who's right? The people who think that U.S. history should portray a rotten country with phony ideals? Or the ones who think that though the U.S. has made some tragic mistakes, its story is positive and even inspiring? Historians and philosophers can argue over this question forever, but I think the best way to decide is by the fact that few people who've come to the U.S. have wanted to leave while millions have wanted to come—and still want to. Our history standards should reflect that fact, and the standards contained in "Exploring the American Experience" do not.

Fortunately, the new standards are not set in stone. Nor will they ever become "official knowledge." Federal law does not require that states use them, and if states are smart, they will not adopt the history standards without making some basic changes.

The next step is for knowledgeable historians to critique and rework the standards to provide the balance that is lacking. Teachers should also be provided with materials to help them restore the balance in the classroom. The standards are a good first draft of an extremely difficult assignment. But they are not good enough to be the basis for teaching American history to our kids...yet.

GRANTS OPPORTUNITIES AND DEADLINES

The Western Reserve Historical Society announces the second Virginia P. and Richard F. Morgan Research Fellowship. This grant is a one-time stipend of \$500.00 to support research in pre-Civil War Ohio history.

Specifically, this fellowship is available to researchers who, as part of their study, use pre-Civil War literature—books, pamphlets, or broadsides—printed in Ohio. The focus may be, but is not limited to, bibliographical, historical synthesis, history of the book, publishing, and book illustration.

To date, more than 8,000 items dating prior to 1850 have been identified and located in Ohio libraries and selected national repositories. These include religious tracts, children's books, local histories, biographies, government documents, and guide books. More than half of all known pre-1850 Ohio imprints are available in the Library of the Western Reserve Historical Society! A copy of the bibliography of 8,000 imprints, in progress by Richard P. Morgan, is also available to researchers in the Library.

The Western Reserve Historical Society comprises one of the largest American history research collections in the Midwest. Its holdings include more than 235,000 volumes dealing with virtually every aspect of Ohio history, including architecture, education, exploration, farming, population, immigration, politics, religion, and transportation.

To apply for the Morgan Fellowship, send a letter describing

the research project (being as specific as possible), how the grant will be used, one letter of recommendation, and a resume to:

Kermit J. Pike
Library Director
The Western Reserve Historical Society
10825 East Boulevard
Cleveland, OH 44106-1788

The deadline for applications is March 1, 1995. Announcement of the award will be made on or about March 15.

Ohio Arts Council Grant Guidelines for FY1996-1997 are now available. Call 614/466-2613.

Over the next two years, the Ohio Humanities Council will seek proposals that use newspapers as a window on community life.

OHC announces this initiative in response to NEH Chair Sheldon Hackney's National Conversation theme, which asks state humanities councils to encourage citizens to explore "what unites us as a country, what we share as common American values in a nation comprised of so many divergent groups and beliefs."

According to Eleanor Kingsbury, OHC director, when it comes to learning more about memorable experiences in communities across the state, we are especially fortunate. "Thanks to recent major grants from the National Endowment for the Humanities to preserve Ohio's old newspapers, the Ohio Historical Society has hundreds of Ohio's dailies and weeklies on microfilm. The Ohio Humanities Council wishes to promote public examination of this important source of information about Ohio's past."

In particular, OHC invites nonprofit groups to apply for grants to support the use of newspapers in panel discussion, exhibits, and other programs which highlight and examine events that proved critical to community life. Through focusing public attention on newspaper accounts of unifying moments in their community history, OHC hopes to engage Ohioans in conversations about what brings us together as a people and what divides us.

For further information about OHC's application process call (614) 461-7802.

PROPOSAL DEADLINES FOR 1995 PROJECTS

TYPE OF GRANT	DEADLINE	COUNCIL REVIEW	TO BEGIN ON OR AFTER
SPEAKERS BUREAU	Any time	Within ten days	Five weeks after submission
QUICK (\$600 max.)	Any time	Within ten days	Five weeks after submission
MINI (\$1,500 max.)	First business day of month	By end of month	Eight weeks after submission
MEDIA (\$25,000 max.)			
Preliminary	September 15	1st week of Dec.	February 1, 1995
Final	November 1		
REGULAR (\$15,000 max.)			
Preliminary	September 15	1st week of Dec.	February 1, 1995
Final	November 1		
REGULAR (\$15,000 max.)			
Preliminary	March 15	1st week of June	August 1, 1995
Final	May 1		

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H-NET: HUMANITIES ON-LINE

I. The Information Revolution is happening now. Dramatic changes are underway in the electronic communications infrastructure worldwide, especially the Internet system that links academics together in a fast, free and friendly environment. H-Net is an international initiative to assist humanists to go on-line, using their personal computers. It operates daily newsletters for humanists, moderated by some 80 scholars in the US, Australia, Canada, Italy and Japan. H-Net has financial support from the National Endowment for the Humanities, and is hosted by the University of Illinois-Chicago and Michigan State University.

II. H-Net sponsors 43 electronic discussion groups or "lists" by and for professional scholars in the humanities. Subscribers automatically receive messages in their computer mailboxes. These messages can be saved, discarded, downloaded to a PC, copied, printed out, posted to local bulletin boards, or relayed to someone else. Best of all, the reader can immediately REPLY. The lists are email newsletters that are published daily. Currently our lists have 14,500 subscribers in 54 countries. They receive an average of 15-40 messages a week. Subscription applications are solicited for scholars, college professors and graduate students. We especially welcome librarians and archivists. Each list is moderated by one or more scholars and has a board of editors. The moderators control the flow of messages and reject those unsuitable for a scholarly discussion group.

The goals of H-Net lists are to enable scholars to easily communicate current research and teaching interests; to discuss new approaches, methods and tools of analysis; to share information on electronic databases; and to test new ideas and share comments on current historiography. Each list is especially interested in methods of teaching in diverse settings. The lists feature dialogues in the discipline. They publish book reviews, job announcements, syllabi, course outlines, class handouts, bibliographies, listings of new sources, guides to online library catalogs and archives, and reports on new software, datasets and cd-roms. Subscribers write in with questions, comments, and reports, and sometimes with mini-essays of a page or two.

Regarding Book Reviews, please contact Professor Mark Kornbluh, dept. of History, dept. of History Michigan State U, East Lansing MI 48224. (517) 355-7500, fax=(517) 353-5599 Internet=H-Net@uicvm.uic.edu.

H-Net operates 2-day training workshops for humanities faculty on their campuses, and one-day workshops for NEH Summer Institutes for College Faculty. Interested college departments should contact H-Net's Executive Director, Richard Jensen (professor of history, U. of Illinois-Chicago), at (615) 552-9923, fax=(615) 572-1024 email=Richard.Jensen@uicvm.uic.edu.

III. The H-Net lists in operation are:

[@msu.edu = Michigan State lists; others = @uicvm.uic.edu]

1. H-Albion British and Irish history

2. H-AmStdy American Studies
3. H-AntiS Antisemitism
4. H-Asia Asian History
5. H-Business Business History
To subscribe to H-Business, send this message to lists@cs.muohio.edu
subscribe H-Business Firstname Surname, College
6. H-CivWar US Civil War
7. H-Diplo diplomatic history, international affairs
8. H-Ethnic ethnic & immigration history
9. H-Film scholarly studies & uses of media
10. H-German German history
11. H-Grad for graduate students only
12. H-Ideas intellectual history
13. H-Italy Italian history and culture
14. H-Judaic Judaica, Jewish History
15. H-Labor labor history
16. H-LatAm Latin American History
17. H-Law legal and constitutional history
18. H-Mac@msu.edu Macintosh users
19. H-Pol US political history
20. H-PCAACA Popular Culture Assoc & American Culture Assoc.
21. H-Rhetor history of rhetoric & communications
22. H-Rural rural and agricultural history
23. H-Russia Russian history
24. H-SHGAPE US Gilded Age & Progressive Era
25. H-South US South
26. H-State Welfare State; "putting state back in"
27. H-Survey@msu.edu Teaching US Survey
28. H-Teach teaching college history
29. H-Urban urban history
30. H-W-Civ@msu.edu Teaching Western Civ
31. H-Women women's history
32. H-World@msu.edu World History & world survey texts
33. HOLOCAUS Holocaust studies
34. IEAHCnet Colonial America

Affiliated email lists:

- HABSBURG@purccvm Austro-Hungarian Empire
 ECONHIST@CS.MUOHIO.EDU Topics in Economic History
 ECONHIST.TEACH@CS.MUOHIO.EDU Issues in Teaching Economic History
 ECONHIST.MACRO@CS.MUOHIO.EDU Macroeconomic History
 QUANHIST.RECURRENT@CS.MUOHIO.EDU Comparative Analysis of Recurrent Phenomena
 GLOBAL.CHANGE@CS.MUOHIO.EDU Economic History Dimensions of Global Change
 Planning stage: (fall 1994)
35. H-Africa African History
 36. H-Demog Demographic history
 37. H-France French History
 38. H-Japan Japanese history & culture
 39. H-Local State and local history

- 40. H-MMedia@msu.edu High tech teaching; multimedia; cd-rom
- 41. H-NZ-OZ New Zealand & Australian history
- 42. H-War Military History
- 43. H-West US West, Frontier

To subscribe: send this 1-line email message to address
LISTSERV@UICVM.UIC.EDU SUBSCRIBE H-xxxx Firstname
Surname, Yourschool where H-xxxx=list [or to Listserv@msu.edu
for the MSU lists or to LISTS@cs.muohio.edu for the Cliometric
society lists]

And from the Fall 1994 History Microcomputer Review:
NETWORK HISTORY LISTS Review Editor Leslie Gene Hunter
distributed a list of online discussion groups at the Eleventh In-
ternational Conference on Technology and Education held in Lon-
don last March. The following comes from him. Contact Dr.
Hunter for more on this subject.

1. Afro-American, Ethnicity, Latino, Third World

- a. AfAm-L@UMCVMB African-American research
- b. AfAS-L@KENTVM African-American studies
& librarianship
- c. AfroAm-L@harvarda African-American studies
- d. CANALC@YORKVM1 Latin American and the
Caribbean
- e. China@PUCC Chinese studies
- f. EMedCh-L@uscvm Early medieval China
- g. EthnoHis@hearn Ethnohistory
- h. H-Ethnic@uicvm Ethnicity, immigration
- i. H-LatAm@uicvm Latin America
- j. Lastnet@emx.utexas.edu Latin American Studies
Network
- k. MCLR-L@MSU Latino research
- l. NAHUAT-L@fauvaz Aztec history, language,
and culture
- m. ORTRAD-L@MIZZOU1 Oral traditions
- n. SEAsia-L@MSU Southeast Asia studies

2. Ancient and Medieval History

- a. Agor@une.edu.au AGORA=e-journal in
classics
- b. Ancien-L@ULKYVM History of the Ancient
Mediterranean
- c. ANE Ancient Near East
send SUB message to majordomo@oi.uchicago.edu
- d. AnSAX-L@WVNVM Anglo-Saxon History
- e. Bmcr-l@cc.brynmawr.edu
Bryn Mawr Classics Review (e-journal)
- f. Bmmr-l@cc.brynmawr.edu
Bryn Mawr Medieval Review (e-journal)
- g. Classics@UWAVM Classical Greek and Latin
- h. IBYCUS-L@uscvm Ibycus (Ancient Greek)
- i. Interscripta@morgan.ucs.mun.ca
Medieval seminar topics
- j. IODAIOS@yorkvm1 First Century Judaism
- k. MedFem-L@UWAVM Medievalist feminists
- l. MEDIEV-L@ukanvm Medieval
- m. MEDTEXTL@uiucvmd Medieval text, philology,
codicology

- n. PERSEUS@brownvm Ancient Greek world
program discussion
- 3. European History
 - a. Balzac-L@cc.umontreal.ca
French culture
 - b. C18-L@psuvm.psu.edu 18th Century history and
culture
 - c. CELTIC@irlearn.ucd.ie Celtic culture
 - d. deutsche-liste@ccu.manitoba.ca
German literature and culture
 - e. Durkheim@cso.uiuc.edu European social thought
 - f. EMHist-L@rutvm1 Early modern Europe
 - g. ESPORA-L@ukanvm Spain/Portugal
 - h. Ficino
Renaissance/
Reformation
enquires to Editor@epas.utoronto.ca
 - i. FranceHs-@UWAVM French history
 - j. GrmnHist@uscvm German history
 - k. H-Albion@uicvm British history
 - l. HABSBURG@purccvm Austrian history since
1500
 - m. HISLAW-L@ulkyvm History of law (feudal,
common, canon)
 - n. history-vasco (see UK) 15th-16th C Portugal &
discoveries
 - o. Low Countries
medieval & early
modern: interdiscipli-
nary
apply to walter.p.simon@dartmouth.edu
 - p. RENAISS-L@ULKYVM Renaissance
 - q. RUSHIST@uscvm Russian history 1462-
1917
 - r. RUSHIST@CSEARN Russian history forum
(peered)
 - s. RUSHIST@UMRVMB Russian history forum
(peered)
 - t. SOVHIST@uscvm Soviet history
 - u. SOVHIST@CSEARN Soviet history forum
(peered)
 - v. SOVHIST@UMRVMB Soviet history forum
(peered)
- 4. Economic History
 - a. EconHist
Economic; Cliometric
History Association
write Cliomets@miamiu.acs.muohio.edu
 - b. Essex-history (see UK) Historical data archives
at ESRC
 - c. H-Labor@uicvm Labor History
 - d. history-econ (see UK) Economic history;
excellent newsletter
- 5. Military History, Wars
 - a. H-CivWar@uicvm U.S. Civil War
 - b. MilHst-L@ukanvm Military history
 - c. VWar-L@UBVM Vietnam War
 - d. WWII-L@UBVM World War II
- 6. Gen.: National & Professional Groups
 - a. AHC-L@DGOGWG1 (European) Assoc for
Hist & Computing

- | | | | |
|--|--|-------------------------------|--|
| b. CLIOLOGY@MSU | Theories of history | b. H-COSTUME | Historic costume |
| c. CLIONET | Australian quarterly e-journal | enquires to | h-costume-request@andrew.cmu.edu |
| reach through HNSOURCE | see below under RESOURCES/ Europe & Asia | c. CTICH | Computers in teaching history |
| d. history-ihr (see UK) | Institute of Historical Research | ewrite: | CTICH@glasgow.ac.uk |
| e. history@psuvm | Generic history | d. H-Grad@uicvm | Graduate students only |
| f. L-CHA@uqam | Canadian Historical Association | e. H-Teach@uicvm | Teaching history |
| g. OMHR | Online Modern History Review | f. history-methods (see UK) | History methods |
| | | g. history-teaching (see UK) | History teaching |
| | | h. HUMANIST@brownvm | Humanists |
| | | i. MUSEUM-L@unmvma | Museums |
| | | j. Humgrad (see UK) | Graduate students in humanities |
| send e-note to editor at | | k. PUBLHIST | Public history list |
| | ua832@freenet.victoria.bc.ca | send SUB message to | MAILSERV@HUSC3.HARVARD.EDU |
| h. SOCHIST@ | New social history | | |
| enquires to | bob@halfdome.sf.ca.us | l. Roots-L@NDSUVM1 | Genealogy |
| i. WORLD-L@UBVM | non-European world history | m. SEdit-L@UMDD | Editors of scholarly editions |
| 7. Religion | | n. SHARP-L@IUBVM | History of authorship, reading |
| a. AmerCath@UKCC | History of American Catholicism | 10. U.S. History | |
| b. HISTEC-L@ukanvm | History of Evangelical Christianity | a. American-studies (see UK) | American studies |
| c. HLIST@oneb.almanac.bc.ca | | b. AMERSTDY@miamiu.muohio.edu | American studies |
| d. HOLOCAUS@uicvm | Holocaust research list | c. AmWest-H@uscvm.usc.edu | American West |
| e. H-Judaic@uicvm | Holocaust studies, anti-Semitism | d. EarAm-L@KENTVM | Society of Early Americanists |
| f. Islam-L@ulkyvm | Judaica and Jewish studies | e. FOLKLORE@TAMVM1 | Folklore |
| g. PERSIA-L@EMUVM1 | History of Islam | f. H-AmStdy@uicvm | American studies |
| h. Shaker@ukcc | Jewish literature & hist in Persian ... | g. H-CivWar@uicvm | U.S. Civil War |
| 8. Science, Technology, Computing | Shakers | h. H-South@uicvm | U.S. South |
| a. ASEH-L@TTUVM1 | Am. Soc of Environ mental Historians | i. H-Pol@uicvm | U.S. political history |
| b. Caduceus | Medical history; email to ibowman@utmbeach | j. IEAHCnet@uicvm | Early American history and culture |
| c. DARWIN-L@ukanaix.cc.ukans.edu | | k. Native-L@tamvm1.tamu.edu | Native Amer net, includes 1492, ed., lang. |
| d. EPP-L@BUACCA.bu.edu | History and theory of historical sciences | l. PrezHist@kasey.umkc.edu | U.S. Presidential history, 1789-1992 |
| e. HASTRO-L@WVNVM | Albert Einstein papers and discussion | 11. Other Topic List | |
| f. HOPOS-L@UKCC | History of astronomy discussion group | a. AERA-F@asuacad | Education history |
| g. HOST | History of philosophy of science | b. ASTR-L@UIUCVMD | Theatre history discussion list |
| h. HTech-L@SIVM | Hist of Science and Technology (e-journal) | c. CAAHWPucc.princeton.edu | Consortium of art & arch (art history) |
| i. MedSci-L@brownvm | History of technology | d. COMHIST@RPITSVM | History of human communication |
| j. SHOTHC-L@SIVM | Medieval and Renaissance science | e. H-Diplo@uicvm | Diplomatic history; foreign affairs |
| 9. Teaching, Public History & Ancillary Fields | History of computing | f. H-Film@uicvm | Scholarly studies & uses of media |
| a. Archives@arizvm1.ccit.arizona.edu | Archives | g. H-Law@uicvm | Legal and constitutional history |
| | | h. H-Rhetor@uicvm | History of rhetoric |

- i. H-Rural@uicvm Rural, agricultural history
- j. H-Urban@uicvm Urban history
- k. H-Women@uicvm Women's history
- l. KANSAS-L@ukanvm.cc.ukans.edu Kansas history and life
- m. MUSEUM-L@UNMVMA Museum, library collections, curators
- n. Pol-Sci@RUTVM1 Political Science Digest
- o. PSRT-L@MIZZOU1 Pol Science/constitutional law book reviews
- p. Victoria@IUBVM Victorian studies
- q. WHIRL@PSUVM Women's history in rhetoric and language
- r. World-L@UBVM World History
- 12. History Discussion Lists (Peered)
 - a. HIST-L@UKANVM History-Peer distribution list
 - b. HISTORY@CSEARN History (peered)
 - c. HISTORY@DGOGWDG1 History (peered)
 - d. HISTORY@IRLEARN History (peered)
 - e. HISTORY@MCGILL1 History discussion forum (peered)
 - f. HISTORY@PSUVM Discussion of hist as a science, computers
 - g. HISTORY@RUTVM1 History discussion forum (peered)
 - h. HISTORY@UBVM History discussion forum (peered)
 - i. HISTORY@UMRVMB History discussion forum (peered)
 - j. HISTORY@UWAVM History Department
 - k. HISTORY@UWAVM LISTNAME history faculty
 - l. HN-ASK-L@UKANVM History network forum
 - m. HN-ORG-L@UKANVM
- THE HISTORY NETWORK
 - n. KUHIST-L@UKANVM History at KU
 - o. STUDIUM@BLEKUL1 University history and higher education

HNSOURCE History Gopher Service at U Kansas (MALIN) telnet hnsourc.cc.ukans.edu

Menu option RESOURCES: DATABASES includes direct access to databases; RESOURCES/America includes access to Byrd Historical Data Archives and Mississippi State History Data Archive; RESOURCES/Europe and Asia includes access to GHETA.

UK lists are at mailbase@mailbase.ac.uk. For all British lists, send e-note (no subject) to mailbase@mailbase.ac.uk containing the single line: JOIN list Firstname Surname (i.e. JOIN History-econ Jane Doe). From inside Britain email to JANET% "MAILBASE@UK.AC.MAILBASE"

References

"8th Revision Directory of Scholarly Conferences" (March 13, 1994) ACADLIST INDEX and files by discipline at LISTSERV@KENTVM.KENT.EDU.
contact: mkovacs@mcs.kent.edu

"H-Net guide to History Lists on Bitnet/Internet" from H-Net@UICVM.UIC.EDU. (Distributed November 12, 1993, from CAMPBELLD@LYNX.APSU.EDU.) History Lists from the University of Illinois, Chicago, are managed by Richard Jensen (U08946@UICVM.UIC.EDU).

"History Lists" posted on new group "history" on February 25, 1994, by jay@NBNET.NB.CA.

"Listservs in History" at RiceInfo (Rice University CWIS) in gopherspace, by subject history.

TEACHING AND TECHNOLOGY The American Association for Higher Education (AAHE), according to the Social Science Computer Review, has established an Information Resources and Technology Action Community to encourage technology-rich projects focused on the theme "Teaching Materials of the Future." AAHE also hopes to apply information technology to current programs. To subscribe send an e-mail message to LISTSERV@GWUVM.GWU.EDU or LISTSERV@GWUVM.BITNET containing the message "subscribe aahesgit [your first name] [your last name]." Or contact Steven W. Gilbert, Director, Technology Projects, AAHE, One Dupont Circle, Suite 360, Washington, D.C. 20036-1110; phone 202-293-6440, ext.54; fax 202-293-0073; Internet AAHESG@GWUVM.GWU.EDU or AAHESG@GWUVM.BITNET.

SOCIAL SCIENCE COMPUTER REVIEW For historians who use social science methods or who would wish to know what related disciplines are doing with regard to computing, a subscription to the Social Science Computer Review is a must. Editor G. David Carson's regular "News and Notes" column is always valuable. For an overview of "Social Science Computer Simulation: Its History, Design, and Future" see Garson's article of that title in the Spring 1994 issue of SSCR. Annual rates for this quarterly are \$48 for individuals; send payments to "Duke University Press" at Journals Fulfillment, Duke University Press, Box 90660, Durham, North Carolina 27708-0660.

OHIO MODEL SOCIAL STUDIES CURRICULUM UPDATE

On November 17, 1994, the Ohio Board of Education adopted the Model Social Studies Curriculum constructed over the last two years by the Ohio Department of Education, assisted by an Advisory Committee of some thirty members, and many additional persons who reviewed various drafts of the document. The Model is precisely that — an example of a

social studies curricula, following suggestions of the Model they deem appropriate, and altering specific items where they social studies curriculum, pre-Kindergarten through grade 12. Local districts will be responsible for constructing their own believe their local circumstances make that advisable. The Model is flexible in terms of scope and sequences; many options are presented for consideration. One might note, however, that future revisions of the state proficiency examinations, especially the examination in Citizenship, presumably will be constructed to correlate with the Model Curriculum.

A historian reading the Model to measure how the discipline fares may be disappointed to discover that none of the disciplines that make up the social studies — not economics, nor geography, nor government, nor sociology, nor history — are easily discerned by their common names. Rather, the Model is structured around six “strands” or “themes” — each “interdisciplinary in nature” — American Heritage; People in Societies; World Interactions; Decision Making and Resources; Citizenship Rights and Responsibilities; and Democratic Processes. The disciplines are subsumed within these themes, and thus there is more or less history (or economics or any other discipline) in all six of them. It will be up to local districts to define the mix of disciplines as they prescribe the content of their curricula. And while the Model provides guidance, it is more a framework than a curriculum; districts will need to augment its suggestions with guides like the newly published National Standards in U.S. and World History, when developing their specific courses of study. What the Model does suggest is that all six strands or themes be incorporated at every grade level, pre-K through 12, articulated so that each level builds on the students’ previous learning experiences.

Historians will be especially interested in the four-year sequence of courses suggested in the Model for Grades 7 through 10. What is emphasized is the concept that four years be devoted to study of the past, either as combined U.S. and World History courses, discrete U.S. and World History courses, or some combination thereof. College-level history teachers, including those involved in certification programs, may want to consider the implications of this proposed parity between U.S. and World History.

The Model proposes to end the practice of returning to the beginning of the chronology at each grade level, and substitutes clearly defined chronological eras that can be taught by “free standing” topics. It is expected that this may overcome the common student — and instructor — complaint of never getting near the present in historical perspective courses. The Model also proposes that care and attention be directed to make the content teachable” within the time designated, emphasizing that “less” carefully chosen may, in fact, be “more” when skillfully taught. Fully developed explorations of fewer topics are preferred over superficially “covering all the terrain.” Finally, the Model puts emphasis on “active” learning — with students engaged in a variety of hands-on and group activities that allow engagement with the social studies in ways that complement more traditional learning of factual information in mastering the complexities of social studies perspectives. Most of us, and perhaps all of us, believed we could have constructed as good, or even a superior model, if

left to ourselves. But this was a democratic process, and when it was finished most of us endorsed the final product, believing that it will help advance the learning and teaching of social studies in Ohio schools in the 21st Century.

Copies of the Model may be obtained by contacting Kent Minor or Bill Muthig, State Department of Education, 65 Front Street, Columbus, OH 43215-4183, or call area (614) 466-2407.

Submitted by Bill Jenkins and Carl Ubbelohde, members of the Ohio Model Social Studies Curriculum Advisory Committee.

SYMPOSIA, WORKSHOPS AND EXHIBITS

The following exhibits at the Cleveland Museum of Art might be of interest to historians:

French Drawings from the Collection - through March 12. Prints and Drawings by masters from the 17th, 18th, 19th, and 20th centuries, from Claude to Matisse.

From Hand to Mouth: A History of Flatware - through March 26th.

The fork, knife, and spoon from antiquity to the 20th century.

Call (216) 421-7340 for additional information.

A Garden Party on July 29 marked the opening of a new exhibit at the Mahoning Valley Historical Society, “Children of the Valley: A History of Local Childhood, 1830-1930.” Images and artifacts relating to children in the Mahoning Valley tell the changes in a century of infancy, schooling, home and health, play and work.

It has been said that children are children the world over. But is it true that children are children the centuries over? History records changes in childhood, in the ways adults bring up children, in how children see their place in the world, and in the rights that a community or nation thinks children should have or not have.

In the century from 1830 to 1930, Youngstown changed from a small town with surrounding farms to a first-class city with huge steel mills. Along with those economic changes came great social changes, including the ways children were treated by families and by society. As the nineteenth century moved on, more and more thought and study and money were devoted to the happiness of the average child. People have not always agreed, however, on what should make a child happy.

Exhibited are powerful photographs of children both pampered and in poverty, at a birthday party or in a coal mine, cradled lovingly in mother’s arms or in an orphanage. Cradles, christening gowns, belly bands, rocking chairs, school equipment, sailor suits, toys and more evoke a century of change in childhood and society. Call (216) 743-2589 for details.

The Rutherford B. Hayes Presidential Center will feature original drawings and sketches by Thomas Nast, America’s most powerful, Gilded Age political cartoonist. These items, selected from the Center’s collection of over 200 original works, will be supplemented by published cartoons, family photographs, and memorabilia. “Thomas Nast: The Art of Political Cartooning,” will open February 6, 1995 and close June 23, 1995. For information, contact the Rutherford B. Hayes Presidential Center, Spiegel Grove, Fremont, Ohio 43420; (419) 332-2081.

"Sandusky County in the Civil War," an exhibit that captures the experiences of area men who served in the Civil War, is on display at the Rutherford B. Hayes Presidential Center in Fremont, Ohio. The exhibit features original letters, photographs, artifacts, maps, and military records of soldiers who enlisted from Sandusky County, Ohio. The display focuses on the 72nd Ohio Volunteers, known as the Ft. Stephenson Regiment, and on Captain Alvah Stone Skilton of the 57th OVI. "Sandusky County in the Civil War" will run through June of 1995. For information, contact the Rutherford B. Hayes Presidential Center, Spiegel Grove, Fremont, Ohio 43420; (419) 332-2081.

EDITOR'S NOTES

As the new year begins some interesting new issues are developing. Many of you may be aware that the Ohio Board of Regents has undertaken a review to force Ohio's twelve largest universities to justify nine of their Ph.D. degree programs. History is among them. A preliminary regent's recommendation is to cut Ph.D. programs in history by 20 percent to 40 percent across the state. Until October of this year the twelve universities affected by this review will be asked to respond to the criteria for sustaining the programs in question. All of us should follow this activity very carefully and take all due necessary action to protect our institutions and their respective programs.

On the national level, the National History Standards Project has completed its work and published the results of two and a half years of work. Given our own concerns regarding the Ohio Model Social Studies Curriculum (passed by the State Board of Education this past November), I thought the members of the Academy might find the debate over the Standards interesting. Perhaps the only way to truly assess these Standards, and thus understand the controversy swirling around them, is to personally exam them. To that end I encourage you to write: National Center for History in the Schools, University of California, Los Angeles, 10880 Wilshire Blvd., Suite 761, Los Angeles, CA 90024-4108; FAX: (310) 825-4723. Having spent time recently with Professor Nash in Washington, D.C. at the American Association for Higher Education's Fifth National Conference on School/College Collaboration, I know personally that he is interested in receiving your comments.

Finally I wish to thank the many supportive individuals who made this edition of the Newsletter possible. First and foremost I am thankful to Professor Joanna Schneider Zangrando, who despite her impending trip to London for the remainder of the academic year, provided me with the necessary materials of the "Perspectives" feature. I also thank Ms. Lynne V. Cheney and the Wall Street Journal for granting me permission to reprint the 20 October 1994 article and Mr. Albert Shanker, President of the American Federation of Teachers for his permission to reprint the 6 November 1994 New York Times column entitled "The History Standards." Last but not least, I extend a note of gratitude to Ms. Nan Card at the Rutherford B. Hayes Presidential Center for providing me with the necessary information for this edition's Archivist Corner.

ARCHIVIST CORNER

Rutherford B. Hayes Presidential Center
1337 Hayes Ave., Spiegel Grove
Fremont, Ohio 43420-2796
(419) 332-2081 or (800) 998-7737

Honoring the memory of Rutherford B. Hayes, 19th President, the Hayes family established a presidential library, the first in the United States and the only one devoted to a 19th century President. Opened in 1916, this library preserves his 12,000-volume personal library along with archival material from his military and political career, particularly his presidency (1877-1881). Over the years, staff have expanded the collection to reflect Hayes' special interests, including genealogy and local history, and to provide a background covering the Gilded Age period in which he lived.

The Presidential Center receives no federal funding; it is primarily self-supporting, or privately funded. The Ohio Historical Society, with which the center is affiliated, funds the remainder.

The library's 70,000-volume Gilded Age general history collection focuses on the years from the advent of the Civil War to the eve of World War I, including material written about the period as well as books published during that time. The same is true of the newspapers and periodicals, which include hundreds of "old" titles as well as over 200 current subscriptions.

An emphasis on Ohio history, especially local history (Sandusky County and surroundings), makes this unique among presidential libraries, as does a large genealogical collection. There are special collections on topics as diverse as Great Lakes shipping, 19th century prison reform (a special interest of President Hayes), and Abraham Lincoln.

Approximately 70,000 photographs augment the library's book and manuscript holdings, primary topics being local history and the Hayes family.

In addition the Hayes Presidential Center provides a variety of programs and services including the following:

1. An active school visitation program that brings thousands of school children into the Center and Hayes Home each year. Each group receives a carefully scripted tour by a well-prepared guide or volunteer docent.
2. Publication of The Statesman, a quarterly newsletter containing information about the Center, its collections, and programs.
3. Maintenance of a Library containing a rich collection of published and unpublished sources that annually attract more than three thousand scholarly researchers and genealogists who make use of its historical and genealogical collections.
4. Maintenance of the Dillon House, a 19th Century Victorian mansion, which doubles as an example of gracious living for visitors and a place for scholars to stay overnight while doing research at the Center. Scholarly, cultural, and business groups use the Dillon House for quiet and gracious meetings.
5. Sponsorship of an active program of concerts, lectures, and other functions that demonstrate, illustrate, and explain life in the Gilded Age.

6. Establishment of an active volunteer program with volunteers assisting in every area of the museum, library, and historic site.

7. Creation by staff and volunteers of many indexing programs for local newspapers, scrapbooks, and other sources of value to the historian and genealogist that have been made readily accessible on the computer and computer-generated hard copy.

The research library is open to the public free of charge. Photo and microfilm prints are 25 cents per exposure. There is a limited research by mail request, with the basic research fee of \$10.00 per hour (\$5.00 minimum deposit required/plus copies and postage. The library is closed on Sundays and holidays. Hours Monday through Saturday are 9-5. Contact Nan Card or Tom Culberston for further information at the number provided above.

FOR YOUR INFORMATION

New Accessions

OHIO HISTORICAL SOCIETY

Recent accessions of the Ohio Historical Society include the correspondence (1862-1865) of Elisha Peairs, a soldier who served with the 122nd Ohio Volunteer Infantry during the Civil War; the records (1913-1991) of the Federated Democratic Women of Ohio; approximately twenty-five thousand safety negatives (1946-1985) showing scenes and citizens of Cincinnati taken by Jack Klumpe during his career as a photographer for the Cincinnati Post; and general orders and circulars (1881-1915, 1942-1945, 1947-1961) of the Ohio Adjutant General.

Court clarifies status of faculty records. In a case (94-833) brought against the Ohio State University by one of its own assistant professors, the Ohio Supreme Court ruled unanimously that the promotion and tenure files of faculty members at Ohio's state-supported colleges and universities are public records and that these documents are not exempt from the disclosure provisions of the state's public records law.

Public records legislation makes little progress. The most recent effort to revise and expand the scope of Ohio's existing public records law is floundering in the Ohio General Assembly. House Bill 696, key provisions of which were discussed in the fall 1994 issue of the Newsletter, has been under intense scrutiny since it was first introduced last March and is now the object of significant opposition by a broad spectrum of government agencies and officials and public employee unions, all contending that the legislation is both burdensome and unworkable as it is presently written.

Governor appoints new OHRAB members. Governor George Voinovich recently appointed Michael Lucas (State Library of Ohio), James Oda (Piqua Historical Society), and Carol Tomer (Cleveland Clinic Archives) to the Ohio Historical Records Advisory Board. Dennis Harrison (Case Western Reserve University) was reappointed for a second term. The board, which is administered by the Ohio Historical Society and affiliated with the National Historical Publications and Records Commission, is responsible for coordinating records preservation and publication activities in Ohio.

Library automation project planned. Funding received through the state's 1995-1996 capital appropriation will enable the Ohio Historical Society to begin a cataloging project designed to facilitate public access to the holdings of its Archives/Library Division. The two-part automation initiative will include (1) cataloging the state archives of Ohio and adding the resulting bibliographic information to the OCLC database and (2) converting the society's existing card catalog to a machine-readable format.

OHIO HISTORY DAY

The Ohio Historical Society recently took on the responsibilities of coordinating the Ohio History Day program which had been administered by the history department at Case Western Reserve University. The program is a part of Nation History Day, which is headquartered in Washington, D.C.

National History Day was originally created to encourage students, grades 6-12, to research and prepare papers, projects, and performances or media presentations on a historical theme. Each year student competitions take place in these categories culminating in a national contest held in the nation's capital.

Linda McKean Logan coordinates Ohio History Day, which operates from the Ohio Historical Society's Statehouse Education and Visitors Center in the Statehouse building in downtown Columbus. She is responsible for ensuring that Ohio's eleven district coordinators receive information from the National History Day office and for conducting workshops to explain the annual theme and encourage more teachers to become involved.

History Day is a tradition in Ohio. National History Day began at Case Western Reserve University and was launched as a statewide program in 1975. Since then it has expanded to include participants in forty-eight states. Each year, more than 5,000 students in Ohio participate. The program helps students expand their understanding of history, develop research skills, and provides public recognition for significant achievement.

In Ohio, at the district level, participants gather in the spring at a designated site where their entries are displayed and judged. The top winners from each district then progress to the state contest in Columbus. The top winners in each category will represent Ohio at the national competition, held on the campus of the University of Maryland.

If your organization wants to become more involved in Ohio History Day or if members of your historical society would be interested in serving as district judges, the state office, district coordinators, and district contest dates are listed below.

DISTRICT 1 - April 8, 1995

Jim Whiteman

Fulton Count Board of Education

602 S. School Avenue

Wauseon 43567

(419) 335-1070

*Allen, Auglaize, Defiance, Fulton, Henry,

Mercer, Paulding, Putnam, Van Wert, and Williams counties

DISTRICT 2 - March 4, 1995

Benson Tong
History Department
University of Toledo
Toledo 43606
(419) 537-2845

*Lucas and Wood counties

DISTRICT 3 - April 8, 1995

David Hogan
History Department
Heidelberg College
Tiffin 44883
(419) 448-2218

*Crawford, Erie, Hancock, Hardin, Huron, Ottawa, Richland, Sandusky, Seneca, and Wyandot counties

DISTRICT 4 - April 8, 1995

James F. Smith
Cuyahoga Community College
Western Campus
11000 Pleasant Valley Road
Parma 44130
(216) 987-5504

*Cuyahoga, Geauga, Lake, and Lorain counties

DISTRICT 5 - March 11, 1995

William Jenkins
History Department
Youngstown State University
Youngstown 44555
(216) 742-3452

*Ashtabula, Carroll, Columbiana, Mahoning, and Trumbull counties

DISTRICT 6 - March 18, 1995

Bill Sarris
900 E. Dayton-Yellow Springs Road
Fairborn 45324-3996
(513) 879-3611

*Champaign, Clark, Darke, Greene, Logan, Miami, Montgomery, Preble, and Shelby counties

DISTRICT 7 - March 25, 1995

Sharon Antle
OHS Education Services
1982 Velma Avenue
Columbus 43211
(614) 297-2653

*Delaware, Fairfield, Fayette, Franklin, Knox, Licking, Madison, Marion, Morrow, Pickaway, and Union counties

DISTRICT 8 - March 18, 1995

Gerald Newman
History Department
Kent State University
Kent 44242
(216) 672-2492

*Ashland, Medina, Portage, Stark, Summit, and Wayne counties

DISTRICT 9 - April 8, 1995

Dixie Wyler
Roscoe Village
381 Hill Street
Coshocton 43812
(614) 622-5235

*Harrison, Holmes, Jefferson, Monroe, Muskingum, Noble, Tuscarawas counties

DISTRICT 10 - April 1, 1995

Karen Regina
Cincinnati Historical Society
1301 Western Avenue
Cincinnati 45203
(513) 287-7054

*Adams, Brown, Butler, Clermont, Clinton, Hamilton, Highland, and Warren counties

DISTRICT 11 - April 22, 1995

Marvin Fletcher
History Department, Ohio University
Athens 45701
(614) 593-4334

*Athens, Gallia, Hocking, Jackson, Lawrence, Meigs, Morgan, Perry, Pike, Ross, Scioto, Vinton, and Washington counties

STATE OFFICE

Linda McKean Logan
Statehouse
Columbus 43215
(614) 728-2695

CALENDAR

Feb. 8-May 10, 1995 - The Department of History of the University of Cincinnati in conjunction with the Cincinnati Historical Society continue its series of programs and in its third year presents "The Cincinnati Seminar on the City." Remaining programs include: Feb. 8 - Henry Binford, Northwestern University, "The Invention of the Slums in America, 1840-1900; March 8 - Blanche M. G. Linden, University of New Hampshire, "Nature by Design: Spring Grove Cemetery and the City"; April 12 - Roger W. Lotchin, University of North Carolina at Chapel Hill, "Women, the Metropolis, and the Myth of War: Political Emergence in the Twentieth Century City"; May 10 - Michael Greenberg, San Antonio Express News,

The Dance of the Streets: Rhythm in Architecture." For additional information about "The Cincinnati Seminars on the City," contact Geoff Giglierano, The Cincinnati Historical Society, Education Department, 1301 Western Avenue, Cincinnati, Ohio 45203. (513) 287-7093 or Zane Miller, University of Cincinnati, History Department, Cincinnati, Ohio 45221-0373. (513) 556-2144

Feb. 14-18 - The National Association of African American Studies will hold its national conference at Virginia State University, in Petersburg. Contact: Samuel Berry, Jr., Executive Director, National Association of African American Studies, Virginia State University, P.O. Box 9403, Petersburg, VA 23806. (804) 524-5447. FAX (804) 524-6708.

Feb. 24-25 - "Children and the Family in the Middle Ages" will be the theme for the twelfth annual meeting of the Illinois Medieval Association. Contact: David Wagner, Dept. of History, Northern Illinois University, DeKalb, IL 60115.

March 16-18 - "The South and Maritime History," is the theme for the annual meeting of the North American Society for Oceanic History, which will be held in Wilmington, N.C. Contact: Harold D. Langley, Armed Forces History Division, National Museum of American History, Smithsonian Institution, Washington, D.C. 20560.

March 17 - The Women Historians of Greater Cleveland will host the 4th Annual Women's History Conference on the Western Campus of Cuyahoga Community College. UCLA professor Ellen Carol DuBois will be the keynote speaker. Contact: Donna L. VanRaaphorst, 11000 Pleasant Valley Road, Cleveland, Ohio 44130. (216) 987-5503 for further information.

March 16-18 - "Material London, ca. 1600" a conference sponsored by the Folger Institute Center for Shakespeare Studies, will be held in Washington, D.C. The conference will focus on the material structures and practices that distinguished London during the period of Shakespeare's theatrical career. Contact: Folger Institute, 210 E. Capitol St., S.E., Washington, D.C. 20003-1094. (202) 544-4600.

March 20 - "Southern Women and the Learning Experience" a conference sponsored by the North Carolina Museum of History, will explore, in the context of the South's multiple cultures, the ways women experienced education. Contact: Martha P. Tracy, North Carolina Museum of History, 109 E. Jones St., Raleigh, NC 27601-2807. (919) 715-0200. FAX (919) 733-8655.

March 24 - "A Variety of Tasks: Work in Early 19th Century America," the Hagley Fellows' Conference will be held in Wilmington, Del. Contact: Carol Lochman, Hagley Museum and Library, Center for the History of Business,

Technology, and Society, P.O. Box 3630, Wilmington, DE 19807. (302) 658-2400, ext. 243.

March 24-26 - "The Constitutions and Experience of Masculinities across Time and Culture," the annual conference of the Men's Studies Association, will be held at Northern Illinois University in DeKalb, Ill. Contact: Mark W. Mvesse, Rhodes College, Dept. of Religious Studies, 2000 N. Parkway, Memphis, TN 38112-1690. (901) 726-3589.

March 26-28 - "Museums for the Millennium," Ohio Museum Association Annual Conference. Call: (614) 297-2381 for more information.

March 30-31 - The newly formed Society for the Study of Early Modern Women will hold its 1995 meeting in New York City in conjunction with that of the Renaissance Society of America. Contact: Jane Donawerth, Society for the Study of Early Modern Women, Dept. of English, University of Maryland, College Park, MD 20742.

March 20-Apr. 2 - The Renaissance Society of America will hold its annual meeting in New York City. Contact: Renaissance Society of America, 24 W. 12th St., New York, NY 10011. (212) 998-3797. FAX (212) 995-4205.

Apr. 6-8 - "Hume and the 18th Century America," an interdisciplinary conference will be held at the College of William and Mary in Williamsburg, VA. Contact: Dorothy Coleman, Dept. of Philosophy, College of William and Mary, Williamsburg, VA 23187.

Apr. 7-8 - The American Catholic Historical Association will hold its spring meeting at Marquette University in Milwaukee. Contact: Steven M. Avella, Dept. of History, Charles Coughlin Hall, Marquette University, Milwaukee, WI 53233.

Apr. 8 - The Midwest Local History Society will hold its second annual conference at the University of Wisconsin, Oshkosh. Contact: Joseph Starr, History Dept., University of Wisconsin, Oshkosh, WI 54901. (414) 424-2156. FAX (414) 424-7317.

Apr. 9-10 - The 14th Annual Conference on the Holocaust will be held at Millersville University, in Pennsylvania. Contact: Jack Fischel, Dept. of History, Millersville University, Millersville, PA 17551.

Apr. 21-22 - "The Nature and Foundation of the Introductory History Course," a conference sponsored by the University of Wisconsin Centers, will be held in Waukesha, Wis. Contact: Robert B. McNulty, University of Wisconsin Centers, 1500 University Dr. Waukesha, WI 53188-2799.

PLAN AHEAD

**Spring Meeting
April 21-22, 1995
Otterbein College
Westerville, Ohio**

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MARION, OHIO 43302**

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