



# Ohio Academy of History Newsletter

Winter 1999

OHIO ACADEMY OF HISTORY NEWSLETTER

Vol. XXX No. 1

## PERSPECTIVES

At the Executive Council 4 October 1991, it was agreed the "Winter issue [of the NEWSLETTER] be devoted to various topics of interest." Based on this motion the Council agreed unanimously, at the fall meeting, held on the campus of Ohio Wesleyan University, to focus the Winter 1999 edition on the certification of history teachers in Ohio. Two Academy members, Professor William Jenkins of Youngstown State University and Professor Donald Ramos of Cleveland State University are involved in activities related to this important matter.

**Q:** How did you get interested in the issue of social studies?

**A:** Bill Jenkins: I taught high school for one year and also supervised social studies student teachers for about five years. In 1992 Kent Minor of the State Department of Education asked me to serve on a state advisory committee to assist in the creation of a new social studies model.

I had followed the widespread concern regarding our schools and the debate over national standards. It seemed especially important to me that members of our profession become involved. Although curriculum reform might have a far greater impact than publication in the dissemination of historical knowledge, too many historians simply ignore teacher training or curriculum development. While serving on that advisory committee, I brought my concerns regarding the teaching of history under the new model to the Ohio Academy of History and wrote letters to department chairs throughout the state.

For three years I served on the Standards Committee of the Ohio Academy of History.

**A:** Don Ramos: I came at this issue from the perspectives of both a historian and a parent. As a professor I was concerned that students were moving on to become teachers with no more history education than the minimum required for a major. Specifically I was concerned that a teacher would be certified to teach world history with, for example, Colonial Latin American and Contemporary Japanese history. Thus I was frustrated that good students were being sent to fulfill a crucial societal role with incomplete preparation. I had tried to be helpful in other ways. As many others do, I had tried to work with individual high school teachers and social studies departments. For many reasons, these efforts had been interesting but not crowned with great success.

As a parent, I was concerned that my daughter did not see the drama and excitement of history -- for her it had not come to life, despite some excellent teachers. These two threads came together with Peter Stearn's Meaning over Memory to force a rethinking of my, and my discipline's, relationship to teacher training. That brought me to an examination of the relationship of history to social studies and the place of both in pre-university education.

**Q:** What is Social Studies?

**A:** Social studies is a term often applied to the series of courses on the 7th through 12th grade level which examine the society -- either local, national, or world -- in which the student lives. It has traditionally been organized around the study of the history of western civilization, Ohio, and the United States and the government of Ohio and the United States, and includes the disciplines of history, political science, sociology, anthropology, economics, geography, and psychology.

One of the primary objectives of social studies is to educate students to be good citizens. Until the past few years a student preparing to teach social studies could major in history, political science or economics, and obtain a social studies certificate. There was also an option for the student to take social studies courses that totaled one-half of the hours required for graduation. The student took one-third of those hours in history, and one-third in each of two other disciplines; or one-third in history, one-third in a second discipline and one-third spread across the remaining disciplines. The student earning certification in any of these ways could teach any of the courses in social studies.

**Q:** What changes are taking place in Ohio in the teaching of social studies?

**A:** About five years ago the State Board of Education adopted a new model for the teaching of social studies. Social studies coordinators of the State Board wanted to transform the curriculum, and had appointed an advisory committee to assist in the drafting of a new model.

Among their many goals was a more interdisciplinary approach to social studies, an emphasis on critical thinking, student exposure to the ways in which the social studies disciplines gather and interpret data, the teacher acting as facilitator rather than source of information, more emphasis on world civilization, and the inclusion of minorities. The document produced by the State Board represented compromise because of opposition within the advisory committee.

One example was the choice allowed local school districts in regard to which courses might be taught from grades

7 through 12. The Supervisors' desire to integrate the social studies led to one suggested course of study that included Social Studies 1, 2, 3, and 4. Other courses of study divided world history and U.S. History courses chronologically rather than repeating the same materials as at present in junior high and high schools.

Some attempted to combine world history and U.S. History in a single course. These courses were to take a more interdisciplinary approach to ensure that economics, government, sociology, and geography were also taught.

**Q:** Why is this reform occurring?

**A:** The specter of declining SAT and ACT scores since the 1960's has frightened Americans and caused them to demand educational reform. The public has not accepted the fact that a greater percentage of the student population is now attending college, thereby constituting an important portion of the decline. Instead they have blamed the educational bureaucracy, unprepared teachers, and disinterested parents for student failure to improve.

In an effort to improve these areas and to hold educators accountable, the state of Ohio Board of Education, along with the state legislature, has, within this decade, remodeled the curriculum, instituted proficiency tests, and recently called for a new system of teacher licensure.

**Q:** What is happening in regard to teacher licensure?

**A:** Formerly known as certification, the new teacher licensure process begins with the courses that student teachers must take. Within the field of social studies the student no longer has an option of majoring in a particular discipline, such as history. Rather the student must take the integrated social studies major, whose course composition depends on the university or college which he or she is attending. The old social studies majors were typically defined by disciplines. The new integrated social studies majors generally have specific courses chosen to meet very broad objectives. Complicating the problem is that in some of our universities the social studies major is administered by colleges of education and the connection to departments of history seems to vary dramatically.

It is extremely important that each history department contact its education department or college. With the emphasis on an interdisciplinary approach it is possible for the student to take very little history unless the history department asserts itself within its own institution. At a minimum no student prepared to teach in social studies should take less than one-third of the hours in history. The prime argument to be made is that history is inherently interdisciplinary. The narratives and examples available from history are both important and entertaining and can provide concrete illustrations of how concepts drawn from the other social studies apply.

The second reform in teacher licensure is the path by which the student, once a teacher, gains a permanent teaching certificate. Under the new process, they will go through a series of licenses. A beginning teacher will apply for a provisional

license for the first two years. The first year of teaching has been labeled an entry year during which the teacher is provided with a mentor and assessed. After successful completion of that year, the teacher may apply for a five-year professional license. At the end of those five years the teacher may seek renewal of the professional license dependent upon completion of 6 semester hours of courses either in the academic subject or in the practice of classroom teaching. The teacher may also substitute 18 CEU's designed by a local professional development committee of the employing school district. After the second five years, the teacher who applies for renewal must have completed a master's degree, or thirty semester hours of graduate credit, in classroom teaching and/or an area of licensure.

**Q:** What are our professional concerns?

**A:** Our first concern is that the interdisciplinary approach may lead to amorphous courses not organized around history. This potential weakening of the study of history is occurring at a time when the public is demanding more historical coverage. It is also occurring at a time when other states and some school districts within Ohio are seeking to build social studies curricula around history. The second concern is the distancing of departments of history from the preparation of teachers and the content of social studies courses in the schools.

Unfortunately, historians are partly to blame because of their lack of involvement in primary and secondary education. The void has been filled by an amorphously defined social studies. The situation would be far worse were it not for the values and actions of many social studies teachers and courageous school boards. Finally, we will be receiving the students educated under the new curriculum in our classes and we wonder whether the new system will produce students better prepared.

Additionally, we are concerned about the new licensure process. Although it is a step forward to require the master's degree by the end of ten years, it still permits the teacher who remains in the classroom to take a master's degree that focuses only on classroom teaching. It is also of concern that simple renewal can occur if the teacher takes 18 CEU's designed by a local professional development committee. There are no grades and only local standards. The rigor of such "activities" is subject to question.

**Q:** What should we as historians do?

**A:** We are all very busy, but this issue is very important, requiring broad-based involvement. There are two levels of approaches. The first is more focused. Take a look at what is happening on your campus. What is the relationship of your department to teacher training under the new licensure program? Look at the new social studies proposals and check how they are being implemented at your institution. Was your department involved? We are also concerned that university student teachers will be asked to do the impossible - our institutions. We will be demanding that our students be prepared to teach an integrated curriculum based on the bits and pieces they have ac-

quired from four or five disciplines. Our fear is that such training may lead to courses which do not have historical content and rigor and instead cater to pressures for transit relevancy. The new Ohio plan makes it easier for schools to move away from rigor, content, and critical thinking in social studies.

The second approach is broader. Redouble your efforts to work with K-12 teachers. Look for ways to establish programs of mutual benefit. History is taught at all school levels and professional historians need to be aware of what is going on. Within a context of mutual respect for the social studies teacher, and recognition that they are members of the historical profession, historians at the university or college level have pressing reasons for getting involved. We all have much to gain by cooperating.

## ARCHIVIST CORNER

Herb Society of America  
9019 Kirtland Chardon Road  
Mentor, Ohio 44060  
(216) 256-0514

The Herb Society of America's archives contains material pertaining to the history and the records of the Society since it was founded in Boston in 1933. Of very special interest are the records of the organization that document the role the Herb society played during World War II in the coordination information about medicinal herbs. The collections also include the records of the work on the National Herb Garden at the National Arboretum in Washington, DC., which was dedicated in 1980; reports of the Annual meeting from 1930 to the present; and the Society's annual publication The Herbalist (1935-present).

Hours of the Herb Society of America are by appointment only.

## FOR YOUR INFORMATION

### RECENT ACCESSIONS

The Ohio Historical Society recently acquired a number of manuscript items associated with the life and times of Thomas Worthington, including a fourteen-page autobiographical sketch drafted by Worthington in 1821. Also acquired were the Civil War papers of Harrison Kerr, who served in the 58th Ohio Volunteer Infantry. Among other items, the collection includes six views of Camp Chase, pencil sketches drawn by Kerr, two of which show the camp hospital and prison stockade.

Recent accessions of the State Archives of Ohio include admission and death registers (1946-1997) of Cleveland Hospital; legal files (1987-1993) of the Treasurer of State; regimental rosters (1875-1917) of the Ohio National Guard; minutes (1913-1959) of the Civil Service Commission; Kent State University

correspondence and litigation files (1970-1985) of the Adjutant General; master license files (1974-1980) of the Department of Natural Resources; impact statements (1972-1988) of the Environmental Protection Agency; and automobile registrations (1908-1912) of the Secretary of State.

### Et cetera

New staff joining the Archives/Library Division of the Ohio Historical Society include Thomas House, curator of audiovisuals, and Elizabeth Plummer, assistant head of the Research Services Department.

Staff of the Archives/Library Division of the Ohio Historical Society recently mounted optically scanned death certificate indexes covering the years 1928 through 1932 on the historical society's World Wide Web site. The entire database, which indexes death certificates of the years 1913 through 1937, is available at [www.ohiohistory.org](http://www.ohiohistory.org). The Ohio Division of Vital Statistics formerly held the original records on which the database is built.

The Ohio Electronic Records Committee, the objectives of which include framing guidelines for the management of electronic records created by offices and agencies of state government, recently submitted a draft of its policy recommendations to the Ohio Department of Administrative Services for review and endorsement by that department's Office of Policy and Planning. Additional information about the Ohio Electronic Records Committee is found on the World Wide Web at [www.ohiohistory.org/erc/](http://www.ohiohistory.org/erc/).

## EMPLOYMENT OPPORTUNITIES

### Collections management Project Coordinator.

This nine-month position will help the Cleveland Police Historical society in Cleveland inventory and organize its museum collections, implement a computer database collection management system, develop an oral history program, and assist with a federal grant award. Requirement include: Bachelor's degree in history, museum studies, or related field. Experience in collections and/or archival work is preferred. There is potential for a permanent position at the Cleveland Police Museum at the conclusion of the nine-month project period. Resumes can be faxed to (216) 623-5145 or mailed to the Cleveland Police Historical Society, Inc., 1300 Ontario Street, Cleveland, Ohio 44113.

### Executive Director

The Amherst Historical Society and Sandstone Center, located in Amherst, Ohio, is seeking a full-time executive director. This position will be responsible for implementing a master plan for the development of a living history museum. The director will also be responsible to the board of trustees for the day-to-day operations of recently renovated historical buildings and a museum, collections and exhibits, internal operations, and

volunteers. Successful candidate must have dynamic leadership qualities, public relations and people skills, experience with historical society experience, and curatorial skills. Qualifications include a minimum of a bachelor's degree, but a master's degree is preferred; historical society experience; experience in conservation of artifacts or related field; and computer literacy. Position available immediately. Compensation includes a salary between \$30,000-\$40,000, based on experience and education. Send resume with references and three letters of recommendation to Ruth Haff, Chairperson of Search Committee, 114 Idlewood Drive, Amherst, Ohio 44001.

## EDITOR'S NOTES

Many thanks to Don Ramos of Cleveland State University and Bill Jenkins of Youngstown State University for their help in making this Winter edition possible. Thanks also to Vlado Steffel for his patience and understanding in light of my accident last November. My apologies to the Academy membership for the tardiness of this edition, but with two broken wrists I was a most limited person for two months. I also want to thank my colleague, Catherine Rokicky for all the time she spent being an extra pair of eyes in the proof reading to this edition and for the Fall edition as well. Hopefully the feature article herein will be of special interest to the members in light of its importance to our profession.

## AROUND AND ABOUT THE PROFESSION

### Miami University

Folks familiar with Miami University might say a book based on the lectures of Dr. Phillip R. Shriver is long overdue.

However, those same folks are likely to forgive Shriver, Miami president emeritus and professor of history, for waiting until 1998 to publish *Miami University: A Personal History*.

Seems Shriver's been busy in the classroom - for the past five decades.

In that time, thousands of students, from the first wave of the G.I. Bill to Generation X, passed through his classroom - if they were lucky. His course on the history of Miami is notoriously standing room only, known as much for the depth of the lecture material as for the inimitable appeal of the lecturer himself.

Fortunately, Shriver's Lectures are now available in book form.

"The history of Miami is a great American success story," said William Pratt (English emeritus), editor of the book.

"Phil Shriver, as both a former president of Miami and a professor of history, is the one person who should be telling it. The stamp of his personality is on every page."

Shriver, a Cleveland native, earned his bachelor's degree at Yale University in 1943, served in the Navy from 1943-46, earned a master's in history from Harvard University in 1946 and earned a doctorate in American history from Columbia University in 1954. He was president of Miami from 1965-81.

Shriver has taught at least one class a year for the past 51 years - including the years during which he was Miami president and the years when the Vietnam War incited student unrest at dozens of university, including Miami. Fall semester 1998, he says, will be his last in the classroom.

### Ohio University

Dr. Robert L. Daniel, a late professor of history at Ohio University, received an American Association for State and Local History's (AASLH) Certificate of Commendation, post humously, for his book *Athens, Ohio: The Village Years*. The award was given to the Athens County Historical Society in his behalf at the Association's Annual Meeting, held this year in Sacramento, California.

Daniel earned a Ph.D. in history from the University of Wisconsin in 1953 and began his career as a history professor at Ohio University in 1957. Early on, Daniel had an interest in local history as he assisted University of Wisconsin professor Merle Curti write and publish *An American Community: A Case Study of Democracy in a Frontier County*. His book on Athens was his final local history publication.

Daniel was respected in the academic world for his teaching and publications. Judging from letters of support and editorials for *Athens, Ohio*, the residents of southeast Ohio appreciated his work too. OAHSM also noted his contributions and gave its 1998 Education Excellence Award to him for *Athens, Ohio*.

## POTPOURRI

### ANNOUNCING H-OHIO

#### H-NET LIST ON HISTORY AND STUDY OF OHIO

Sponsored by

H-Net, Humanities & Social Sciences On-line, Michigan State University; and Department of History, The Ohio State University

H-Ohio is an electronic discussion group for scholars and teachers interested in the history and culture of the state of Ohio. The list allows university and college professors, secondary school teachers, archivists, librarians, local historians, and independent scholars to discuss current research, new books and articles, and innovative teaching techniques. The editors will also post job and fellowship announcements, calls for confer-

ences, book and software reviews, and other material that they feel will be of interest to the list. H-Ohio will attempt to facilitate the teaching of Ohio history by publishing syllabi, reading lists, and course handouts and assignments.

In the future H-Ohio hopes to set up a peer review system and electronically publish scholarly works as well as to create digital collection of primary sources that will be available on the World Wide Web. Additionally, H-Ohio's web page will contain an archive of syllabi, paper assignments, bibliographies, and other materials used in the teaching of Ohio history.

The H-Ohio list is sponsored by the Department of History at The Ohio State University. Information about Ohio State's history program can be found at:  
<http://www.cohums.ohio-state.edu/history/>

H-Ohio is free and open to anyone with a serious and abiding interest in the history of Ohio. The H-Ohio list is coedited by Michael Pierce <pierce.11@osu.edu> and Warren Van Tine <vantine.1@osu.edu>, both of the History Department at The Ohio State University. Like all H-Net lists, H-Ohio is moderated to edit out material that, the editors' opinion, is not germane to the list, involves technical matters (such as subscription management requests), is inflammatory, or violates evolving, yet common, standards of Internet etiquette.

Message logs and more information about H-OHIO may be obtained at its website, linked from the H-Net website:  
<http://www.h-net.smu.edu/>

#### ABOUT H-NET

H-OHIO is owned by H-Net, an international network of scholars in the humanities and social sciences that creates and coordinates electronic networks, using a variety of media, and with a common objective of advancing humanities and social science teaching and research. H-Net was created to provide a positive, supportive, equalitarian environment for the friendly exchange of ideas and scholarly resources. H-Net sponsors dozens of email lists and Web sites for them in a variety of disciplines and fields, publishes reviews of scholarly books and articles on the internet, and provides a weekly Job Guide. Our host is Michigan State University. More information can be obtained by sending an email message to [h-net@h-net.msu.edu](mailto:h-net@h-net.msu.edu) or by browsing our Web site at:  
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### Looking for Speakers? OHC Speakers Bureau

The Ohio Humanities Council (OHC) has revised its popular Speakers Bureau. New to the program is its "The Ohio Frontier Speakers Bureau." Using the issues raised in Emily Foster's anthology, *The Ohio Frontier*, as a starting point, thirteen speakers from around the state are available to talk about life in early Ohio. Topics include the lives of women, Native Americans, frontier military history, and the Underground Railroad.

In addition to the Ohio Frontier Speaker Bureau, the Humanities Council continues its regular Speakers Bureau. Eleven speakers address thirty-two different topics. Programs include "Opening the Ohio Country to Settlement," "The Civil War: A Constitutional Crisis," "American Jazz History," and "Seeking God in the Wilderness."

#### AWARDS

The Oral History Association invites applications for its 1999 awards program. The awards will recognize outstanding work in oral history. The association will give prizes for a book that uses oral history to advance an important historical interpretation or that addresses significant theoretical or methodological issues; for a completed nonprint media project that addresses a significant historical subject or theme and exemplifies excellence in oral history methodology; and to a precollegiate educator who has made outstanding use of oral history in the classroom. In all cases, awards will be given for work published or completed between April 1, 1997 and March 30, 1999. The association welcomes entries and nominations from all who practice oral history. For guidelines and submission information, write Oral History Association, Baylor University, P.O. Box 97234, Waco, TX 76798-7234; email, [OHA\\_Support@Baylor](mailto:OHA_Support@Baylor), or see the OHA home page: <http://www.baylor.edu/OHA/> Deadline for receipt of all nomination materials is April 1, 1999.

## Exhibits

*Diego Rivera: Art and Revolution* opens next month at the Cleveland Museum of Art with assistance from the Ohio Arts Council. Rivera (1886-1957) is considered second only to Picasso among 20th-century artists in his productivity and influence. For this exhibition, nearly 120 works in a variety of media, including masterworks never before exhibited in the United States, are being lent by museums and private collectors in Europe, Japan and Mexico.

Rivera fused the innovations of European modernism with the traditions of Mexico's pre-Colombian past and its indigenous people. Famous and controversial in his own country and the United States, Rivera helped define the terms of a continuing Mexican-American cultural dialogue.

This exhibition follows Rivera's transformation from an academic painter trained in Mexico to his engagement with the European avant-garde. It explores Rivera's activities in Mexico and the United States, where he became legendary for his political art and his efforts to forge a new national identity for Mexicans of all races and backgrounds. The exhibition also examines Rivera's humanistic vision of progress toward a utopian society and the continuing dialogue in his art between political and aesthetic issues.

*Diego Rivera: Art and Revolution* is being organized by the Consejo Nacional para la Cultura y las Artes through the Instituto Nacional de Bellas Artes in Mexico and the Cleveland Museum of Art, in partnership with the Ohio Arts Council. The exhibition opens in Cleveland February 14 and runs through May 2, then travels to Los Angeles, Houston and Mexico City. For more information call the Cleveland Museum of Art at (216) 421-7340.

## CALENDAR

**Apr. 15-16. "The History of American Jewish Political Conservatism,"** a conference, will be held in Washington, D.C. For details, contact Murray Friedman, Feinstein Center, 117 S. 17th St., Ste. 1010, Philadelphia, PA 19103. Email: [isserman@astro.temple.edu](mailto:isserman@astro.temple.edu) or Pamela Nadell, 4400 Massachusetts Ave., NW, Washington, D.C. 20016-8042. Email: [pnadell@american.edu](mailto:pnadell@american.edu)

**Apr. 16-18. "Technology and Identity,"** a conference, will be held in Ithaca, N.Y. As a theoretical term, identity is being increasingly invoked by analysts in science and technology studies and other fields to order and explain actors' values, interests, practices, and world views. The conference will focus on the constructed boundaries of identity, including those between other identities, and investigate core questions such as how some identities are maintained or how a particular sociotechnical system can support multiple identities. For details, contact Dan Plafcan,

Abstract Coordinator, Science and Technology Studies, Cornell University, 726 University Ave., 2nd Fl., Ithaca, NY 14850. Email: [djp2@cornell.edu](mailto:djp2@cornell.edu) Website: <http://www.sts.cornell.edu>

**Apr. 18-19. "Anne Frank and the Holocaust: The Uses and Misuses of the Person and the Diary,"** the 19th annual Conference on the Holocaust, will be held in Millersville, Pa. For details, contact Jack Fischel, Dept. of History, Millersville University, Millersville, PA 17551-0302. Fax (717) 871-2485

**Apr. 24-26. "How Computing Technology will Transform Teaching, Learning, and Education,"** the 1999 annual meeting of the American Association for History and Computing, will be held in Philadelphia. For details, contact G. Mick Smith, P.O. Box 3009, Malvern, PA 19355-0709. (610)251-2716 Email: [gmsmith@cpcusociety.org](mailto:gmsmith@cpcusociety.org) Web page: <http://www.bnpages.com/history/gmsmith>.

## PLAN AHEAD

*Spring Meeting*  
**9 - 10 April 1999**  
*University of Dayton*

Name: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_

State: \_\_\_\_\_ Zip: \_\_\_\_\_

- Active Member - \$10.00
- Student Member - \$5.00 (available to undergraduate and graduate majors in a full-time student status.)
- Joint Member - Ohio Historical Society members or those who wish to have a joint membership. Initial fee is \$52 for Full membership; and \$30 for Student membership. Future billings on this membership are made by the Ohio Historical Society.

Occupation: \_\_\_\_\_

Place of  
Employment: \_\_\_\_\_

Areas of particular interest or specialization (*not more than three*)

\_\_\_\_\_  
\_\_\_\_\_

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