



The Ohio Council for the Social Studies

NEWSLETTER

educating tomorrow's citizens

October, 2005

editor: Linda McKean Logan

Mark your calendars now! Announcing 2006's
conference:

Patriot Acts: From Nathan Hale to John Ashcroft; Citizen Rights and Responsibilities

April 6-8, 2006

The Radisson Hotel
Worthington, Ohio

In This Issue

Dateline Columbus
.....pages 2-3

Great Lakes Conf.
.....page 3

Letter to the Editor
.....page 4

History Day
.....page 5

Conference Proposal
Forms
.....pages 6-7

Elementary Corner
.....page 8

In Memory of Lora V.
Murphy
.....page 8

Announcements and
Opportunities
.....pages 9-11

Take this opportunity to grow as a professional and present a session at the conference. The presenter's proposal forms can be found on pages 6-7 of this Newsletter.

We look forward to seeing you at the conference!

Dateline Columbus...

William J. Muthig, Ohio Department Columbus

OCSS Mission Statement:

The Ohio Council for the Social Studies serves as the premier voice for social studies professionals in Ohio. We advocate for the vital role of social studies and assist educators through professional development for the delivery of effective and innovative instruction. Our conferences and publications provide a network of services to members throughout the state.

Social Studies Institute of Ohio Offers Professional Development

A new round of the Social Studies Institute of Ohio (SSIO) is being conducted at several sites this summer. The institute will address Ohio's social studies standards for the ninth and tenth grades. A special focus will be on economics content and how to integrate that content into the instructional expectations for those grades. Preparation for the Ohio Graduation Test will also be addressed.

Each institute is seven days in length with five consecutive days during the summer and the equivalent of two full-day sessions during the 2005-06 school year. There may be additional requirements to earn college credit.

Registration is limited and several sites are close to capacity. Priority will be given to teachers from high-need school districts and those needing to meet highly qualified teacher status. For dates, locations, and registration information, go to the STARS registration system at <http://webapp2.ode.state.oh.us/stars>.

Fifth- and Eighth-grade Achievement Tests Continue Development

The Fifth-grade and Eighth-grade Content Advisory Committees will be meeting over the summer to review possible test items for field-testing in the spring of 2006. Committee members will be checking to see that items are aligned to the appropriate benchmarks and contain material appropriate for the grade level at which the test will be administered.

A test blueprint for each test should be available later this summer. The test blueprints will outline the standards encompassed by each reporting category as well as the number and types of items to be used in each category. The total number for each type of item on the test will also be provided.

Social Studies Resource Center Underway

The new Ohio Social Studies Resource Center (OSSRC) has begun its work to provide social studies teachers with valuable teaching resources. It plans to post its first instructional resources this summer.

The Ohio Social Studies Resource Center is a collaborative effort of eleven partnering agencies, funded by a grant from the Ohio Board of Regents, and supported in-kind by the Ohio Historical Society. The OSSRC will identify and disseminate effective instructional and professional development resources and best practices to schools, school districts, and higher education institutions. It will also foster an integrated educational research and development capacity through a collaborative approach with Ohio's schools, school districts, and colleges and universities involved in teacher preparation.

Before the OSSRC posts any instructional resources on its web site, each resource must be peer reviewed. To do this the Center employs review boards. Review board members verify that each resource is in alignment with the academic content standards for social studies, is of strong quality and usability, and meets other considerations such as reflecting high expectations for all students for acquiring and applying knowledge.

The first review boards are evaluating instructional resources for 9th and 10th grade teachers. As the Center's work expands, the OSSRC will be organizing review boards for the 6-8 and 3-5 grade bands. Teachers wishing to serve on a review board can complete an on-line application at www.ossrc.org.

continued on next page

Dateline Columbus...

continued from previous page

OGT Cut Scores Recommended

Executive Director
James Sheehan
President
Chad Doll
President Elect
Theresa
Mengerink
Secretary
Ro Eckman
Treasurer
Abbejean

Standard setting to determine achievement levels on the social studies portion of the Ohio Graduation Tests took place on April 25, 26 and 27, 2005. Committee members received training on standard setting procedures, reviewed test materials, engaged in a process to associate test items with achievement levels and discussed the relationship between standards and achievement levels.

The achievement levels, recommended cut scores, applicable percent of total points for each level based on the recommended cut scores, and percent of sampled students at each level based on the recommended cut scores follow:

ACHIEVEMENT LEVELS

SOCIAL STUDIES

	Cut Score (Out of 48)	Percent of Total Points for Level	Percent of Students at Level
Limited	—	—	9.4
Basic	15	31%	11.1
Proficient	21.5	45%	32.1
Accelerated	33	69%	22.1
Advanced	39	81%	25.3

The recommendations of the committee were forwarded to the State Board of Education for consideration at its May meeting. The State Board approved a motion of “intent to adopt” the recommended achievement level cut scores at that meeting.

School districts will be receiving student scores during the latter part of May. Although the final achievement level cut scores will not have been determined, the cut scores included in the “intent to adopt” are available. School districts will be able to make planning decisions based on received scores and the proposed cut scores. The State Board is scheduled to vote on adoption of achievement level cut scores at its June meeting.

Great Lakes Regional Conference

The Michigan Council for the Social Studies is hosting the Great Lakes Regional Social Studies Conference January 30-February 1, 2006 in Grand Rapids Michigan. This will be the 50th State Conference for Michigan Council for the Social Studies. The Conference will be held at the Amway Grand Plaza and DeVos Place. Anticipated attendance is 2000 people. There will be 200 breakout sessions, over 100 exhibitors and numerous networking opportunities in addition to the Golden Anniversary Celebration. Mark your calendar for this great event.

The conference theme is: **Preparing Global Citizens: Promoting Literacy, Environmental Stewardship, and Cultural Awareness**

Any questions about the Great Lakes Conference or for exhibit information please contact, Jennifer Dickie, MCSS Business Manager 734-975-2811, jdickie@ucia2.com

Letter to the Editor and the Membership of OCSS

Greetings, OCSS Colleagues!

I would like to take a moment to bring to light a couple of issues regarding OCSS.

First, the **OCSS Annual Conference**: let me begin by saying that I think it is an exceptionally well-managed and organized activity. I don't expect that the Council membership has any idea of the long hours required to prepare and deliver this event. Consider that someone is responsible for researching locations, coordinating with the hotel, securing exhibitors, and attending to the physical arrangements required to deliver the conference. These are activities that fall to the Conference Director, and must be done in a very timely manner – many months, if not a year or more, ahead of time – regardless of the demands of the Director's "real" career.

Next, consider that someone must develop the conference program itself – which is all that the majority of members and other conference attendees see. Most conference sessions are provided to OCSS and on an entirely voluntary basis. Presenters offer their time and share their knowledge and talents with OCSS members, knowing they will *not* be paid or reimbursed for their expenses, registrations, or the materials they provide to conference attendees. The remaining keynote conference sessions are specifically arranged; the invited speakers for these have only their expenses reimbursed. The scheduling of presenters and speakers for the entire program is a massive job, all the more so when one takes into account the reorganization that must be done when presenters have personal or family emergencies that arise unexpectedly – or when a speaker or presenter simply doesn't show, as sometimes happens, unfortunately. All of this development and scheduling and coordination falls to the OCSS President – who, by the way, does this for *two years*, and is not compensated for the enormous investment of time and effort it requires.

There are numerous other vital tasks to consider as well: pre-conference registration, finances, organizing meals, tickets, raffle items, elections, equipment, handling walk-in registrations, solving program problems, supporting exhibitor requests, following up on refunds, payments and keeping accurate records for the

organization with regards to this huge event – all of which is overseen by volunteers. Virtually everyone you see working at the conference (hotel staff aside) is doing the work **VOLUNTARILY**.

Which brings me to my point: we need your help. Consider jumping in, volunteering to work on the conference, to provide a session, or just fill out an evaluation form *in a professional and meaningful manner*. Please don't berate the volunteers when something goes awry – for example, when a scheduling error is made – in many cases the problem is beyond anyone's ability to foresee, and for the volunteers are doing their best to fix things. That said, we do need and want your feedback: How can we make the conference better? What speaker(s) would you like to have come back? What session(s) might you be willing to present?

Second, the **OCSS Executive Board**. The Executive Board is elected, but there is no one to elect if there are no candidates. OCSS is a membership organization of professional educators. Every so often in your, yes, **YOUR** career, you must take a turn, step up to the plate, and say "I'll help." There is no magical well from which we draw up an endless supply of leaders and colleagues! This organization has a life because you participate: you read the newsletter, attend conferences, share professional strategies, work on the Board, submit articles to the OCSS Review and/or participate in any number of other activities that are a match for your skills and talents. You know, birds fly in a chevron (V-shaped) formation for a reason: it is aerodynamically efficient. All the birds expend less energy and can thus travel for longer distances at a stretch. However it is not possible for the lead bird to hold that position forever without tiring. The lead position rotates among all the birds, so that they all can fly easier and further. Make 2005-2006 your year to try out a new position in the chevron! You don't have to start out as lead bird, but come give it a try. Volunteer, and thank those working hard on the Board and the Conference!

Sincerely,

Abbejean Kehler, President, the Ohio Council on Economic Education

Serving as elected OCSS Treasurer since 1996

National History Day in Ohio

Many Ohio teachers use the History Day program in their classroom to help their students develop research, analytical and presentation skills and to achieve many student, school, district, and state goals and standards. When students participate in National History Day, they develop the knowledge and skills outlined in the Ohio academic content standards for Social Studies, as well as English Language Arts, Fine Arts and Technology.

History Day is an exciting co-curricular program that encourages young people to explore a historical subject related to an annual theme, which for 2006 is “**Taking a Stand in History: People, Ideas, Events.**” Students make history come alive as their research leads to imaginative exhibits, original performances, media documentaries and papers in junior and senior divisions of seven different categories. Students in grades 6-12 participate in History Day events at the district, state and national levels. Historians, educators and professionals in related fields evaluate students’ work at each stage.

History Day is a highly regarded national academic program; the state affiliate National History Day in Ohio is coordinated by the Ohio Historical Society and funded in part by Honda of America Mfg., Inc., Cargill and AEP Ohio. For more information about the National History Day in Ohio program, to request material and to learn about workshop opportunities, visit www.ohiohistory.org/historyday, or contact us at historyday@ohiohistory.org or (614) 297-2618.

The following was written by **Daniel Rudary**, a junior at Independence High School, about his experience participating in the History Day program in 2005:

Having decided to merge my interests in history and literature for this year’s theme of Communication in History, I chose to write about William Shakespeare, and how his plays, ripe with the historical context in which they were written, communicate many of the social, political, and religious tensions of the English Renaissance to us today.

I began my research with many trips to the Cleveland Public Library, where I came back with bags of books running the gauntlet of Shakespeare’s plays and social climate. While I did not read every book I eventually incorporated into my bibliography, I used each resource carefully to pinpoint Shakespeare’s works with the social undercurrents that helped to inspire his unique telling of each story performed in the Globe.

One of the most rewarding experiences of the research I conducted was the ability to connect primary sources from Shakespeare’s own time with the works he wrote. I was even able to read some of the books Shakespeare read while composing his plays, giving me a unique insight into how the currents of social interactions during the English Renaissance eventually made their ways into Shakespeare’s work. Entering the district competition at Case Western Reserve University in Cleveland, Ohio, I faced my first panel of judges, defending my paper, insights, and research while answering varied questions about my interest in Shakespeare and the inspirations from which I derived my topic. Learning at the awards ceremony that I had placed high enough to attend the state competition, I began to refine my paper yet again for its next trial.

Having traveled to Ohio State University in Columbus for the state competition, I met with another judging panel, and made sure that the months of effort in researching and understanding my topic were communicated to the judges during my interview. My research and effort paid off once again when I was shocked to learn that I had come in first place at the state competition and was to compete amongst the nation’s top young historians at the national competition.

The highlight of my experience at the national competition was the opportunity to spend a week in Washington D.C., where I was able to take a private tour of the Folger Shakespeare Library and see many of the works I had written about firsthand. While privately touring the Folger, I was able to see original portraits of Queen Elizabeth I, as well as the Folger’s vaults, which hold thousands of original copies of books, manuscripts, pamphlets, and playbills from the 15th, 16th, and 17th centuries. Being able to see and touch firsthand the history that had inspired me to get to the national competition was worth the experience in itself. My next stop in Washington was to visit my congressional representative, Congressman Dennis Kucinich.

My history day adventure, however, could not be complete without another grueling round of judging. Sitting before a panel of expert judges from universities and government agencies, I engaged in a thorough conversation with them on my paper, my historical topic, and my personal views on the historical material I had researched. In the end, this final leg in the competition not only tested my ability to defend and announce on my paper and research, but gave me invaluable insight into the world of academic competition and historical research and writing.

Overall, I am confident that my experience in National History Day, while far from over, will continue to impact me as I grow in my academic pursuits and continue to chart my course to the future through our history.

www.ocss.org conference proposal form

THE ELEMENTARY CORNER

Linda Graham

Show Me the Money: Tips & Resources for Successful Grant Writing

Many educators have found that outside funding, in the form of grants, allows them to provide their students with educational experiences and materials their own districts can't afford. Learn how they get those grants — and how you can get one too. Included: Practical tips to help first-time grant writers get the grants they need.
www.educationworld.com/a_curr/profdev/profdev039.shtml

The Elementary Corner is a new addition to the OCSS Newsletter. Books annotated and discussed here have been selected from Notable Children's Trade Books in the Field of Social Studies. The list is published annually in the spring issue of Social Education. Each newsletter we will focus on books for Primary, Intermediate and Middle Grades.

George Washington's Teeth Deborah Chandra and Madeleine Comora, illustrated by Brock Cole 40pp., ISBN 0-374-32534-0

A delightful tale of George Washington's lifelong struggle with bad teeth, the book is based on his diaries, letters and historical records.

Primary students will love this bouncy rhyming story of our Founding Father as he fights the Revolution and leads his men to victory losing teeth all along the way! An excellent timeline at the end

Curriculum connections: A good bet for Dental Health Week, Washington's birthday in February or pair it with *George Washington's Mother* by Jean Fritz.

The Daring Nellie Bly Bonnie Christensen, illustrated by the author 32pp., ISBN 0-375-81568-6

Elizabeth Cochrane was a daring young woman who became a star newspaper reporter in an age when career choices for women were very limited. Known as Nellie Bly, she attempted to

beat Jules Verne's fictional Phileas Fogg's journey around the world. Delightful pen and ink drawings, a map of her journey, a timeline and a bibliography make this a delightful read aloud, or independent reading for the intermediate set.

Curriculum connections: Include this in a study of the time period (late 19th century), or Women's History Month. If your school has a career day, use this book to introduce career opportunities for women, then and now.

The Wright Sister: Katharine Wright and Her Famous Brothers Richard Maurer 127pp, ISBN 00-7613-2564-6

Did you know the Wright Brothers had a younger sister named Katharine? Did you know that she devoted most of her life caring for Orville and Wilbur? Do you know her connection to a famous college in northern Ohio? Middle grade students will find answers to these questions and other fascinating facts about this little known Ohioan. The book is richly illustrated with photographs, and includes quotes from Katharine and excerpts from her letters. Author's notes, sources and index.

Curriculum connections: Tie this in with a study of the Wright Brothers or Women's History Month. Have students do research to find out more about Oberlin College and its history.

In Memory of Lora V. Murphy

During last year's annual conference, the leadership of OCSS learned that Lora V. Murphy had passed after her struggle with congestive heart failure.

Lora was a past president of OCSS and was in integral part of its founding.

Lora had retired from the Cleveland Public Schools in 1987. She then became a consultant for the Center for Learning, a nonprofit educational publisher. She had graduated from

what was then Indiana State Teachers College in Pennsylvania. She received her master's in history from Western Reserve University. She won a Rotary International grant that allowed her to study teaching methods used in England and earned a postgraduate degree from the University of Nottingham.

OCSS offers its condolence to her friends and family.

A Teacher's Quandary

The Creation of a Bill:
Mr. Smith and You**
Find this lesson posted
on CongressLink at:
[www.congresslink.org/
print_lp_mrsmith.htm](http://www.congresslink.org/print_lp_mrsmith.htm)

In this lesson, students view an excerpt of the classic film "Mr. Smith goes to Washington" to learn how a bill is created and presented in Congress. Students then work in groups to develop and present their own bills to the class. Students will be able to review the steps required for a bill to become a law, learn how to prepare and present a bill, write and explain a bill they have created, debate and decide which bill out of class has most potential for success, and identify issues of concern in the community and nation.

Imagine a teacher who wants to incorporate the Holocaust into her classroom. She has not taught it before and feels overwhelmed by the subject and the perceived difficulty of teaching it. Typical of many she worries about it being too grim, worries that an event perceived as a Jewish experience may be somehow inappropriate for a public school setting. The teacher finds little material on the Holocaust in available textbooks even though the Holocaust is referenced in state standards, and he has no idea how to find classroom resources in a cost-sensitive environment.

Holocaust Museum Houston has a comprehensive answer for all these issues. Since 1998, it has offered Holocaust Curriculum Trunks. These 20x31x19 inch or 6.8 cubic foot trunks are full of books, posters, CD's, DVD's and other material for use in the classroom. Some of the items come in class sets of 25 or 30, others in sets of 5 or single copies. Broad reference items and teacher resources supplement the student resources.

There are five different types of trunks, one for elementary grades, one for middle school and three at the high school level including one for social studies, one for language arts and one for advanced placement language arts. For the teacher who would like a head start in lessons plans, each trunk comes with a curriculum rich with lesson plan ideas. Whether the Holocaust module is to last a couple of days or a couple of weeks or even longer, the curriculum trunk provides all the resources necessary dealing with the Jewish genocide and the other

victims of the Holocaust. It provides ample material to teach the historical context of the Holocaust, an understanding of the perpetrators, rescuers and bystanders and a study of the issues of individual responsibility and moral courage that bedevil every student of this watershed time in human history.

Perhaps most important of all, there is no charge for use of the trunks. Holocaust Museum Houston loans its 100 plus trunks for periods of three to five weeks. There is no fee for the loan, and the Museum pays the cost to ship the trunk anywhere in North America for delivery to the school and pickup from the school. The Museum asks only that the school issue a letter committing to fund the replacement of any of the trunk contents that are lost during the loan. There is never a charge for wear and tear.

Finally this fall the Museum will be adding 20 Spanish language trunks for use in the United States as well as Latin America.

Contents of the trunks can be found at the Museum's website, www.hmh.org where reservations can also be initiated. Click on the Education button to get to the curriculum trunk material. Should you have questions not answered online, contact trunks@hnh.org or call Colleen LaBorde at 713 942-8000, extension 118. The Museum will also provide onsite teacher training workshops upon request.

This curriculum trunk program is the largest of its kind in the world, and the Museum diligently seeks underwriting support to keep the program free to the classroom teacher and school. Take advantage of it.

The Elementary Corner

Economics On the Web

Country Reports

CountryReports.org is provides historical, cultural and statistical information on the countries of the world. We provide:

- Over 26,000 pages on over 260 countries
- Histories from Ancient to Modern times
- National Anthems and Lyrics
- Ethnic Recipes
- Common Phrases Translated
- Compare and Contrast Countries
- Country Holiday Calendar
- Maps and Flags
- Thousands of Related Links

The website address is www.countryreports.org

www.econedlink.org - over 412 lessons, it's a Marco Polo linked site

www.italladdsup.org - personal finance lessons

www.ncee.net/ei/lessons - lesson plans from around the world

www.ncee.net - select data link for fast and accurate, recent data and statistics

Economics Challenge - As a part of the celebration and opening of a new exhibit on the History of Money and the Role of the Federal Reserve, the 2006 Ohio Economics Challenge will be held at the Federal Reserve Bank of Cleveland. The Ohio Council on Economic Education is pursuing funding to off set expenses for teams who may need travel assistance. The competition will be held February 27, 2006. For a flyer contact Michael at 614-292-1178, or visit our web site www.ocee.org

Free membership - GATE the Global Association of Teachers of Economics sign up at www.ncee.net/gate Benefits - 20% discount on purchases of teaching materials. Reduced registration fee for NCEE annual conference free newsletter and lesson plans.

Virtual Economic 3.0 - it's here finally! A complete revision of the very popular Economics library and resource disk. Don't toss your old version — there are still many good items on it, add this one to your library! It truly is a huge bargain. If your purchase the disk through OCEE, we can save you 10%! On this disk you will find a full correlation to Ohio Academic Content Standards! 1200 activity based economics and personal finance lessons, full library of over 80 NCEE publications.

New features include:

- * video demonstration lessons
- *glossary
- *search engine

Contact Michael @ 614 292-1178 or cocee1@juno.com

Bill of Rights Institute's *The Bill of Rights for Real Life*

The Bill of Rights Institute's *The Bill of Rights for Real Life* curriculum has been recognized by the prestigious Campaign for the Civic Mission of Schools to be a "High Quality" Civic Learning Practice.

Developed for non-college bound youth, *The Bill of Rights for Real Life* met the Civic Mission of Schools' advisory group of respected civic learning experts criteria for Civic Knowledge, Civic Intellectual and Participation Skills, and Civic Dispositions, including:

- Key historical periods, episodes, themes and experiences of individuals and groups in U.S. history
- Structures, processes, functions, branches, and levels of government and the U.S. legal system
- Critical thinking, active learning, identifying public problems and assets, and understanding multiple perspectives
- Communicating through public speaking, letter, writing, petitioning, canvassing, lobbying, or protesting
- Developing tolerance, respect, and appreciation of difference
- Developing attentiveness to civic matters and a desire to become involved

Written at the 8th-grade reading level, *The Bill of Rights for Real Life* leads students toward a stronger and more explicit engagement in civil society. Each of the 21 lesson plans is tied to national history and civics standards and features reading tips to improve literacy, as well as a "Real Life Portal" to demonstrate the lesson's application to everyday life.

The Bill of Rights for Real Life and the Bill of Rights Institute's website, www.BillofRightsInstitute.org have been added to The Campaign for the Civic Mission of Schools' website, www.civicmissionofschools.org. This resource-rich website is part of The Campaign for the Civic Mission of Schools work to reinvigorate civic learning in our nation's schools, and the Bill of Rights Institute is proud to be part of their efforts.

For more information, visit us on the web at www.BillofRightsInstitute.org.

Japan Fulbright Memorial Fund Teacher Program

Global Awareness Web Site

Check out www.globalawareness.com/ Global Awareness is an educational program sponsored by the American Institute for Foreign Study designed to promote multi-cultural understanding and appreciation in elementary and middle school classrooms. Click on "For Kids" to find Kids Culture Corner, a fun site to learn about our world. You will find interesting facts, music, folktales, games and activities, recipes, history, holidays, famous people and languages from around the world.

The Japan Fulbright Memorial Fund Teacher Program (JFMF) provides U.S. primary and secondary school teachers and administrators with the opportunity to participate in three-week study visits to Japan and to return home with a follow-on plan designed to introduce Japanese culture to American students. Each year, up to 600 teachers and administrators, including participants from all 50 states and the District of Columbia, are selected to participate in the JFMF program. The JFMF Program features an orientation to Japan followed by visits to primary and secondary schools, teacher training colleges, cultural sites, and industrial facilities. Meetings with Japanese teachers and students and a homestay with a Japanese family are also key components of the program. Participants return home to share their new knowledge with students, colleagues, and the local community, ensuring that more than just the individual participants profit from the experience. As an additional benefit to participants, graduate level credits are also available. The deadline for applications for the 2006 program is December 10, 2005.

www.iie.org/jfmf

Wright State's Educational Resource Center

Wright State University's Educational Resource Center houses a collection of materials donated by the Dayton Holocaust Resource Center. This nationally recognized collection of Holocaust teaching materials, i.e. books, curriculum guides, videos and education files, is one of the most extensive collections of its kind in the Midwest. These cataloged items raise awareness of the dangers of prejudice and social injustice.

Of special interest, Faces of the Holocaust, is a unique series of videos produced at Wright State University. Each video is done in an interview format. Some interviews are eyewitness accounts told by survivors or observers. Other stories are told by descendants of survivors. Some offer first-hand reports by liberators and by protectors of Holocaust Jews.

These items are available for local checkout or may be requested through OhioLink. Additional information is available at:

[www.cehs.wright.edu/
resources/erc/erc-imc](http://www.cehs.wright.edu/resources/erc/erc-imc)

If you are interested in getting your social studies message to Ohio teachers, consider using our Newsletter. The rates are:

Full page:	\$250.00
1/2 page:	135.00
1/4 page:	75.00
Classified:	.50 per word

We reserve the right to refuse advertising which is not appropriate. For further information, contact Linda McKean Logan at 614/527.9079 or e-mail: llogan@columbus.rr.com

**Deadline for submissions for the next OCSS Newsletter:
November 18, 2005**

PLEASE JOIN US!

_____	Professional Membership	\$25.00
_____	New NCSS Regular/New OCSS	65.00
_____	First-time NCSS Comprehensive/New OCSS	80.00
_____	Full-time Student	5.00
_____	Retired Educator	5.00

New Renewal

Name _____ Home Phone _____
Home Address _____ County _____
City _____ Zip _____
Institution/School District _____
Position/Grade Level _____
Fax/Internet _____
e-mail _____

**Send check payable to OCSS to: Linda McKean Logan
3258 Scioto Farms Drive
Hilliard, OH 43026**



Ohio Council for the Social Studies

Linda McKean Logan, Newsletter Editor
3258 Scioto Farms Drive
Hilliard, OH 43026

**Non Profit Org.
U.S. Postage
PAID
Columbus, Ohio
Permit No. 4416**

Change Service Requested