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Notes on Contributors

James Shiveley is Chair of the Department of Teacher Education and an Associate Professor of Social Studies Education at Miami University. His research interests include the integration of literature and the social studies and the application of educational technology into the classroom.

Joseph Hutchinson is a social studies teacher at Toledo Technology Academy and is Co-Director of the Toledo Area Writing Project. He received his Master of Arts in secondary Education from the University of Toledo.

Ronald G. Helms is an Associate Professor in the College of Education and Human Services and is currently the Social Studies Education Program Director at Wright State University. He has taught social studies for 37 years and has been an active member in both NCSS/OCSS organizations for 37 years. He is an active NCSS/NCATE Program Review Evaluator and also serves as the Ohio Director for NCSS/NCATE Program Review.

Marjorie L. McLellan is an Associate Professor in the Department of History at Wright State University and serves as the Director of Public History Program. She is an active member of the American Historian Association and the Organization of American Historians. She has received several grants from Ohio Humanities Council, the Martha Holden Jennings Foundation Grant, and the National Endowment for the Humanities.

Jeanne Kish taught in the Cleveland School district for thirty-one years. She is trained as an archivist. She currently works for the Center of Learning as a writer, editor, and project manager.

Carole Feddersen has been a classroom teacher for over twenty years. Currently, she is a doctoral student at Cleveland State University.

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Contents

Notes on Contributors	3
Editor's Page	5
<i>Peer-Reviewed Articles</i>	
Using Children's Literature To Teach About Ohio.....	8
J. Shiveley	
Letters Home: Ohio Soldiers' Civil War Reflections Help Students 'Find Themselves' In The Past.....	16
J. Hutchinson	
Ohio's Bicentennial: Exploring Nearby History.....	24
R. Helms and M. McLellan	
Garrett Augustus Morgan and The 1916 Waterworks Disaster.....	32
J. Kish	
Florence Ellenwood Allen: Ohio's First Woman Judge.....	40
C. Feddersen	

Editor's Page

Dr. James Sheehan

As I finish my second year as editor of *The OCSS Review*, I would like to thank the membership - social studies teachers, practitioners, academicians, and enthusiasts for your continued patronage. It is because of your support and commitment to the social studies profession that this publication continues to thrive. In addition, I would like to thank the members of the editorial board who generously give of their time to review articles for our readership.

This year's theme, "Ohio's Bicentennial: People, Places, and Events" could not have been timelier in light of Ohio celebrating its two hundredth birthday. Examples of the "signature" events that highlight Ohio history include the following: Inventing Flight: The Centennial Celebration, Celebration of Lake Erie Heritage: Ohio Bicentennial Tall Ships, Tall Stacks on the Ohio River, The Path to Statehood: Bicentennial Wagon Train, and Columbus Celebrates Ohio's Bicentennial. These select events illustrate the rich cultural heritage that all Ohioans share.

Contributors to this year's *OCSS Review* wrote articles that focus on Ohio's people, places, and events. The authors wrote about the teaching of Ohio history through literature, Ohio Civil War soldiers, a local history institute, and famous Ohioans in the pages of our collective history.

J. Shiveley's "Using Children's Literature To Teach About Ohio" provides a rationale for teaching children's literature in the social studies classroom. Specifically, Shiveley illustrates how to integrate Ohio's past into the K-12 curriculum. He also provides an analysis of select pieces of literature in light of the new Ohio social studies standards.

J. Hutchinson's "Letters Home: Ohio Soldiers' Civil War Reflections Help Students 'Find Themselves' In The Past" provides an interesting approach to teaching Ohio history through the use of poignant letters written by Civil War

soldiers. Hutchinson proposes the use of primary sources in teaching Ohio history where personal stories of Civil War soldiers are used to connect the historical era to students' lives.

R. Helms and M. McLellan's "Ohio's Bicentennial: Exploring Nearby History" promotes the Ohio bicentennial celebration by reviewing a local history project in Dayton, Ohio. Helms and McLellan describe the dynamic and enriching collaboration between local schools, higher education institutions, and the community to strengthen the teaching of American history in the Miami Valley.

J. Kish's "Garrett Augustus Morgan and The 1916 Waterworks Disaster" provides an analysis of Garrett Augustus Morgan's heroic participation in the Cleveland's waterworks disaster. Morgan, perhaps best known for inventing the traffic light, is shown leading the effort to save lives during this tragedy. Kish illustrates the events leading up to the disaster and the subsequent lack of recognition Morgan received in the aftermath.

C. Feddersen's "Florence Ellenwood Allen: Ohio's First Woman Judge" provides a descriptive biography of Florence Ellenwood Allen and her contributions to the women's suffrage movement and the bench as Ohio's first female supreme court judge.

The theme of next year's *OCSS Review* is "Social Studies Standards, Evaluation, and Assessment." This topic is very relevant in light of the state of Ohio's new content standards for the social studies. Submissions are due May 1, 2004. Manuscripts should be clear, succinct, well documented, and conform to the APA guidelines. Citations and quoted materials should be accurate. Authors should submit five printed copies and mail them to the Editor for dissemination to the members of the *OCSS Review* editorial board. Authors with manuscripts accepted for publication should submit the article in a Word file via e-mail.

Finally, I wish to thank those who have contributed articles in the past and I welcome your continued participation. I would also like to strongly encourage our membership (social studies teachers, practitioners, academicians, and enthusiasts) to contribute manuscripts to *OCSS Review* germane to the broad discipline of social studies.

Interested authors should contact:

James J. Sheehan, Ph.D.
301 McGuffey Hall
Miami University
Oxford, Ohio 45056
(513) 529-1661
E-mail: sheehajj@muohio.edu

Using Children's Literature to Teach About Ohio

Dr. James Shiveley
Miami University

The use of children's literature to assist in the teaching of social studies content has a long established history. Social studies methods books have advocated the use of such books to supplement textbooks for over forty years (Sandmann & Ahern, 2002). In recent years, some teachers and school districts have moved more toward using children's literature as the primary or even sole resource in the teaching of social studies content. This trend is supported by the research and literature on the topic as well as by a significant increase in the past decade of the number, quality, and variety of the relevant children's literature available to the social studies classroom teacher.

DeAn Krey, in the *Bulletin for the National Council of the Social Studies, Children's Literature in Social Studies: Teaching to the Standards* (1998), summarizes many of the potential benefits of using children's trade books when teaching the social studies. She makes the case that trade books are able to: expand a learner's knowledge of human events by transporting the reader to places, times, and cultures not otherwise possible; provide an insider's perspective to the emotions of a human event; offer more of a holistic picture of events than the typical survey approach provided by most textbooks; give a better balance between the facts of a particular occurrence and the human characteristics of the people involved; and, provide learners with the opportunity to connect events and characters to their own personal experiences (Krey, 1998).

Similarly, proponents of literature-based social studies instruction argue that the use of such books in the classroom provide the extra detail to allow students to "flesh-out" the skeleton of the social studies that is provided by most textbooks (McClure & Zitlow, 1991). Trade books can enable young readers to make important links between past and present events (Fuhler, 1991; Owens & Nowell, 2001; Palmer & Burroughs, 2002), help students to better visualize the past (Harms & Lettow,

1993), and contribute to a more complete understanding of critical social studies concepts (Farris & Fuhler, 1994; Findlay, 2002; Guzzetti, Kowalinski, & McGowan, 1992; Smith, 1993). Children's literature can assist students in their grasp of key geographic and economic concepts (Lorrie, 1993; Savage & Savage, 1993), promote civic competence (Hicks, 1996), and help foster critical thinking and problem solving skills (Brozo & Tomlinson, 1986; Davis & Palmer, 1992; Donoghue, 2001).

Yet another essential component of the social studies is the appreciation of social and cultural differences. Here again, children's literature can be a powerful tool in assisting young readers to grasp multicultural concepts (Pugh, Garcia, & Margalef-Boada, 1994). Children reading multicultural trade books have demonstrated both greater social sensitivity and an enhanced ability to view issues through multiple perspectives (Garcia, Hadaway, & Beal, 1988; Tunnell & Ammon, 1996; Kim & Garcia, 1996). They are also exposed to wider insights into new worlds, ideas and cultures that more traditional media often struggle to provide (VanFossen, 2003).

All of these areas are vital to the social studies and, not surprisingly, embedded in the various strands of the newly adopted Academic Content Standards for the Social Studies. For good measure, evidence suggests that the use of high quality children's literature can be helpful for middle school and secondary students as well for those in the primary grades. At the upper levels it can be used to increase motivation, improve concept attainment, aid aesthetic appreciation, and provide easier material for less able readers (Carr, Buchanan, Wentz, Weiss, & Brant, 2001).

The recent explosion of social studies children's literature available to the classroom teacher (as exciting as this may be) has another side to it. All of the books and articles that make the case for the use and value of using children's literature to teach social studies describe these benefits as being dependent upon two factors - the quality of the books being used and the proper connections of these books to the classroom curriculum. In other words, while the potential and opportunity for improving social studies learning is certainly there, the ultimate success remains dependent upon the already busy classroom teacher finding the time to locate, edit, cull, and sort the "right" books from the thousands of available choices each year, and then to connect those books selected to one's course of study or state standards.

One can find resources that help to connect children's literature to the national standards. The Notable Social Studies Books link on the National Council for the Social Studies website (www.ncss.org) and several NCSS Bulletins quickly come to mind for this purpose. I have found few such resources that help teachers do this at the state level, however. With this in mind, I have listed a few of my favorite children's literature books that have connections to Ohio. With each I have included some sample Academic Content Standard grade level objectives that could be easily covered with content found in the book.

Examples of Children's Literature**Warm as Wool**

Scott Russell Sanders (1992). Bradbury Press. Helen Cogancherry, illustrator.

The hardships of an early pioneer family who have just migrated to northern Ohio are described in this book. Not accustomed to the harsh winters, a young mother is able to buy a few sheep from a passing herdsman and to keep most of the sheep alive, despite multiple threats, through the summer and fall. The wool is put to good use, and, in time, new lambs are born. In the process a vivid picture of life on the Ohio frontier is provided.

Standard - History

Grade one objectives:

- Raise questions about how families lived in the past and use photographs, letters, artifacts, and books to clarify what is known and what is unknown.
- Compare past and present, near and far, with emphasis on daily life including:
 - a. The roles of men, women and children;
 - b. The identification of basic human needs;
 - c. Various ways people meet human needs.

Grade two objectives:

- Identify the work that people performed to make a living in the past and explain how jobs in the past are similar and/or different from those of today.

Standard – Economics

Grade one objectives:

- Explain that wants are unlimited and resources are scarce, thereby forcing individuals to make choices.

Grade two objectives:

- Explain how people are both buyers and sellers of goods and services.

Grade three objectives:

- Define opportunity cost and give an example of the opportunity cost of a personal decision.
- Categorize economic activities as examples of production or consumption.

The Floating House

Scott Russell Sanders (1995). Macmillan. Helen Cogancherry, illustrator.

In 1815, the McClure family floats down the Ohio River in a flatboat loaded with all their worldly possessions. They are looking for Jeffersonville, Indiana where they will build their new home. With the map provided on the front and back cover, students are able to follow their route past many of the towns located along the Ohio River. The book includes a painting of Cincinnati as well as vivid descriptions of what the Ohio territory might have looked like almost 200 years ago.

Standard – History

Grade four objectives:

- Explain how Ohio progressed from territory to statehood, including the terms of the Northwest Ordinance.
- Explain how canals and railroads changed settlement patterns in Ohio and Ohio's economic and political status in the United States.

Standard - Geography

Grade three objectives:

- Use political maps, physical maps and aerial photographs to ask and answer questions about the local community.
- Use a compass rose and cardinal directions to describe the relative location of places.
- Identify ways that physical characteristics of the environment (i.e., landforms, bodies of water, climate and vegetation) affect and have been modified by the local community.
- Identify systems of transportation used to move people and products and systems of communication used to move ideas from place to place.

The Scrambled States of America

Laurie Keller (1999). Henry Holt and Company.

This book personalizes each of the 50 states giving them faces and personalities. It seems that the states are bored with their usual locations. At a party held by one of the states they all become friends and decide that they would like to switch spots for a while. Problems began almost immediately as states deal with the unique problems of each state's location. Finally, everyone decides that they were better off in their original spots. Interesting specific information about Ohio is presented and the concepts of location, place, and movement may be taught.

Standard - Geography

Grade four objectives:

- Describe the location of Ohio relative to other states and countries.
- Describe and compare the landforms, climates, population, vegetation and economic characteristics of places and regions in Ohio.

Grade five objectives:

- Use maps to identify the location of:
 - a. The three largest countries of North America;
 - b. The 50 states of the United States;
 - c. The Rocky and Appalachian mountain systems;
 - d. The Mississippi, Rio Grande and St. Lawrence rivers;
 - e. The Great Lakes.

Paperboy

Mary Kay Kroeger and Louis Borden (1996). Ted Lewin, illustrator.

Willie Brinkman is proud to be helping his family with the money he earns as a paperboy. The setting is in Cincinnati in 1927, the major story of the day is the Jack Demsey/Gene Tunney heavyweight fight, and the story is of a young boy who knows the value of an honest effort despite the disappointments he encounters.

Standard - Citizenship Rights and Responsibilities

Grade one objectives:

- Demonstrate accountability for actions.
- Demonstrate pride in personal accomplishments.

Teammates

Peter Golenbock (1990). Gulliver Books. Paul Bacon, illustrator.

Here is the story of Jackie Robinson's difficult first season with the Brooklyn Dodgers in 1947 as he endures being the first African-American to play professional baseball. The strength and perseverance of Jackie Robinson is retold as well as the courage of Pee Wee Reese, a southern-born white teammate, who was among the first to publicly support his friend. One of the key events occurs in Cincinnati during a game with the Reds.

Standard - People in Societies

Grade two objectives:

- Explain how contributions of different cultures within the United States have influenced our common national heritage.

Standard - Citizenship Rights and Responsibilities

Grade three objectives:

- Demonstrate effective citizenship traits including:
 - a. Civility;
 - b. Respect for the rights and dignity of each person;
 - c. Compassion;
 - d. Persistence in achieving goals.

B is for Buckeye: An Ohio Alphabet

Marcia Schonberg (2000) Sleeping Bear Press. Bruce Langton, illustrator.

Providing A through Z connections to Ohio with great illustrations, this book brings Ohio history and information to life and is an enjoyable read. Students of all ages will be surprised at how much they will learn about their home state.

Standard - History

Grade four objectives:

- Explain the importance of inventors such as the Wright Brothers, Charles Kettering, Garrett Morgan, Granville Woods, and Thomas Edison.

Standard - Government

Grade two objectives:

- Explain the importance of landmarks in the United States and the ideals that they

represent.

To Fly: The Story of the Wright Brothers

Wendie Old (2002). Clarion Books. Robert Andrew Parker, illustrator.

Broken down into chapters, this book traces the work of the two brothers from their earliest days of dreaming about flight, through their work with kites, bicycles and gliders, and culminating in their development of the first machine-powered aircraft.

Standard - History

Grade two objectives:

- Recognize the importance of individual action and character and explain how they have made a difference in others' lives with emphasis on the importance of: Explorers, inventors, and scientists.

Grade four objectives:

- Explain the importance of inventors such as the Wright Brothers, Charles Kettering, Garrett Morgan, Granville Woods, and Thomas Edison.

Just Plain Fancy

Patricia Polacco (1990). Bantam Doubleday.

Kaleb's two daughters, Naomi and Ruth, sometimes question why their lives are so different from many of the people who live nearby. They are also concerned about one of their chickens, Fancy, who is so different from the others. The girls are surprised when Fancy turns out to be a peacock instead. Throughout the story, the simple life and simple pleasures of their Amish community are revealed.

Standard - People and Societies

Grade four objectives:

- Describe the cultural practices and products of various groups who have settled in Ohio

over time:

- a. Amish and Appalachian populations.

When I Was Young in the Mountains

Cynthia Rylant (1982). Puffin Unicorn. Diane Goode, illustrator.

This book depicts the everyday happenings of the lives of an elderly Appalachian couple as seen through the eyes of their granddaughter. This provides an excellent opportunity to view the concept of region through multiple lenses (cultural, physical, and economic). The Appalachian experience is presented from a very positive, yet realistic perspective allowing students to gain a better appreciation for this culture than is typically portrayed in the media. No direct reference is made to Ohio, yet one can easily use this book to refer and teach about the large Appalachian constituency in our state.

Standard - People and Societies

Grade four objectives:

- Describe the cultural practices and products of various groups who have settled in Ohio

over time:

- a. Amish and Appalachian populations.

The Tin Heart

Karen Ackerman (1990). Macmillan Publishing. Michael Hays, illustrator.

Two young girls, one living on the Ohio side of the Ohio river and one on the Kentucky side, are connected by a ferryboat run by one of the girl's father. They grow up the best of friends in the mid-1800s not knowing of the tensions that would soon split the country, separate their two families, and test their determination to remain friends.

Standard - History

Grade two objectives:

- Identify the work that people performed to make a living in the past and explain how

jobs in the past are similar and/or different from those of today.

- Identify and describe examples of how science and technology have changed the daily lives of people and compare:

- a. Forms of communication from the past and present;
- b. Forms of transportation from the past and present.

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Letters Home: Ohio Soldiers' Civil War Reflections

Joseph Hutchinson
Toledo Technology Academy

In this era of fast-paced telecommunications, faxes, e-mails, cell phones and messaging services have all but replaced what is quickly becoming a lost art: letter writing. People in general are rarely exposed to letter writing on a personal level and may never experience the wide range of emotions and captivating power of written words in this format. I felt it was necessary to demonstrate the value of written letters and to make an attempt to resurrect this fading practice with my students. I must emphasize that my focus was process *and* product oriented. In other words, the research component was just as integral to the successful implementation of this project as the letters students ultimately composed.

I needed a context in which to introduce this practice, one that would prove to be significant, intriguing, and hopefully unforgettable in nature. My American history classes were studying the Civil War and I saw this as the perfect opportunity to introduce letter writing into the curriculum. Since 2003 is Ohio's bicentennial year, I thought it would be interesting to concentrate more intently on some of the lesser-known individuals from our state and their role in this conflict. Therefore, letters authored by Ohio soldiers were the focus of attention in this endeavor.

Primary Sources That Work

Before describing the Civil War letter-writing project, I think it is necessary to make a clarification regarding primary sources. Too often, primary sources are perceived as "long, dry, boring documents" that students will never even look at, let alone read. Educators may espouse this unfortunate misconception as well, based on past exposure to such materials. As a result, valuable resources that serve as highly effective teaching tools go unused, or worse yet, are ignored completely. Everyone loses in this worst-case scenario. I realize many educators are avid proponents of primary sources and have great success utilizing them in their

classrooms. This project is geared toward those social studies teachers *and* educators not quite convinced as to the value these materials offer.

My approach to teaching history has always been one of “connecting” students to the past so it becomes relevant and more interesting to them. My goal is to replace cold facts and dates with personal touches that bring the subject to life, if only for a short while. As Ken Burns noted in a foreword he wrote for *Ordinary Americans*, “We must in our historical excavations be more like emotional archaeologists than clinical scientists, exposing to modern air not just the dry facts of life before us, but the moving undercurrent of real human affections and failings. History, especially personal, ordinary Americans’ kind of history...is alive, breathing, contemporary. This is the way history should be told” (Monk, 1994, p. v).

I enjoy using primary sources as supplemental materials in order to enhance classroom studies. Always excited and fascinated by the wealth of documentation related to “average people” and their role in history, I desired to convey this enthusiasm to my students. In this “bottom up” approach to learning history, students acquire a better understanding and appreciation for what is being covered, because in essence they are able to “find themselves” in the past. Once this connection is established, research and learning take precedence over questions about relevance and whether or not the assignment is boring. The desire to find out more information supersedes all else.

When primary sources are used effectively, students take over and run with them because they want to, not because I tell them to. That is integral to attaining and maintaining a scholarly atmosphere. Furthermore, students often cannot get enough and desire to discover more information related to what’s being covered. This spawns a reciprocal process, as pupils become “teachers” sharing newly acquired knowledge; we learn from each other. In this manner, a higher value is placed on what is learned because ownership of the project is in the student’s hands. The Civil War letter-writing project provides the perfect forum for the implementation of primary sources in the classroom.

Civil War Letter-Writing Project

Letters from the Civil War era come in a variety of styles and syntax. Some are easy to read while others are extremely difficult to transcribe. But every one of them speaks to the reader, reveals an unknown entity from another time and place. From the mundane, routine details of camp life to vivid descriptions of battles fought in, they convey eyewitness accounts whose validity is unquestionable. “Few eyewitnesses see it all...yet what they see is essential. History begins with people caught in the moment-by-moment rush of events...the eyewitness’s story evokes unforgettable urgency and energy, and a sense of truth” (Colbert, 1998, p. xxix). That true story, a more complete picture of what life during the Civil War was really like, is depicted in those bits and pieces of history. Discovering, or actually *rediscovering* Civil War letters, those fragments from the past, and putting the pieces together, is the key to gaining a better understanding of that age. Most importantly,

students are able to relate to the variety of emotions expressed in these primary sources; in essence they *feel* history.

To begin the project, I read Union Major Sullivan Ballou's touching letter (Monk, 1994, pp. 87-88) to his wife, Sarah, to my students. The eloquent manner in which he expresses his thoughts and conveys his feelings to Sarah is remarkable, as the following excerpt illustrates:

"...I have, I know, but few and small claims upon Divine Providence, but something whispers to me – perhaps it is the wafted prayer of my little Edgar – that I shall return to my loved ones unharmed. If I do not, my dear Sarah, never forget how much I love you, and when my last breath escapes me on the battlefield, it will whisper your name.

Forgive my many faults, and the many pains I have caused you. How thoughtless and foolish I have oftentimes been! How gladly would I wash out with my tears every little spot upon your happiness, and struggle with all the misfortune of this world, to shield you and my children from harm. But I cannot. I must watch you from the spirit land and hover near you, while you buffet the storms with your precious little freight, and wait with sad patience till we meet to part no more.

But, O Sarah! If the dead can come back to this earth and flit unseen around those they loved, I shall always be near you; in the garish day and in the darkest night – amidst your happiest scenes and gloomiest hours – always, always; and if there be a soft breeze upon your cheek, it shall be my breath; or the cool air fans your throbbing temple, it shall be my spirit passing by. Sarah, do not mourn me dead; think I am gone and wait for thee, for we shall meet again..."

This citation is taken from a beautiful letter composed one week before the battle at First Manassas. The content becomes all the more poignant when students learn that Sullivan Ballou died in that battle. A letter home was the last contact and final expression of love that Sarah would ever receive from her husband. This highly personal text is a "gut wrenching" piece that sets the tone for the rest of the project as students are thrust into the reality of life and death circumstances prevalent during the Civil War.

Phase One: Research

Letters have always intrigued me, because as Ken Burns affirmed, a common person, someone we all can relate to, wrote them. He states further, "...Myriad voices remind us that history is not just the story of wars and generals and presidents, but of ordinary people, like you and me, who form the real fabric of our history and society" (Monk, 1994, p. v). There are plenty of primary source materials that highlight the roles Ulysses S. Grant, Robert E. Lee and Abraham Lincoln assumed during the Civil War. But who was Sullivan Ballou? How did he die? What happened to his family? These are the types of questions generated as students begin to walk down a path seldom trod. Once "hooked," they are determined to find out more and begin searching, trying to shed some light on other "hidden," or

in some cases forgotten, individuals who took part in the Civil War.

In an interesting juxtaposition, modern technology via the Internet proved to be a valuable tool in unlocking the past. The biggest “problem” I encountered was that there was *too much* information available on various Civil War websites. The abundance of primary sources is wonderful, but can be overwhelming for educators as well as students. For this reason and in recognition of our state’s bicentennial, I asked my American history classes to limit their research to Civil War letters written by soldiers from Ohio. Even with this limitation, there was still a tremendous amount of first-hand accounts to choose from.

The excitement level was high as students located and read letters authored by Ohioans so long ago. Many were intrigued by the stories told, while other students were amazed to learn that people close to, and in some cases the exact same age as them, composed the letters being examined. Series of letters written over a period of years also made for compelling reading. Students learned about the everyday struggles, concerns, passions, fears and convictions held by many of the soldiers. They also gained a better understanding about why these men chose to fight, as soldiers’ characters were revealed in each letter studied. Most certainly, students appreciated learning the “real details” about battles, truths shared by men who were there often related in vivid terminology, far removed from the cold facts found in textbooks.

In addition, students were able to read letters written by a wide range of family members to those taking part in the conflict. Sometimes, after having read a series of letters containing various expressions of familial love, a sterile dispatch home informing loved ones of their family member’s death concluded a sequence of letters. Interestingly, I noticed that students seemed to gravitate toward letters composed by soldiers close to their own age, especially the ones who never came home again. These were the primary sources that seemed to touch them most deeply.

For instance, when they read Eli Barrick’s letters home, some students related how they had become “caught up” in the stories reflected in this series of correspondences. Eli, in Company F, 126th Ohio Volunteer Infantry, wrote many letters home to different family members throughout the war. Those addressed to his younger sister Emma are especially typical of sibling relationships in any era. Big brother moves from sarcasm to subtle expressions of caring and affection, as the following passage demonstrates:

“Dear sister, I seat myself to drop a few lines to let you know that I still remember you. I have not got a letter from home for about two weeks but I hope this evening there will be about one dozen for me...

Well Em I will send you a treat for New Years...I will send fifty cents – I think that will get all the candy you can eat.

I suppose you are going to school these times. If you are I want you to learn fast and be a good girl for till I get home I want you to be able to be teaching yourself.”

That excerpt comes from a letter written in December 1863. On April 27th, 1864, Eli wrote a letter to his brother and closed by saying, “Tell Em I will write her a letter in a few days.” Unfortunately, Emma never received another letter from her brother. Those few days were all Eli Barrick had left. This young Ohioan was killed at the Battle of the Wilderness on May 6th, 1864.

Similar examples can be found in the numerous letters written by David Close to his Aunt, Rachel Close-Dunbar, and the rest of his family throughout the Civil War. His Aunt and Uncle had helped raise David after his mother’s untimely death. David was a Private in the 126th Ohio Volunteer Infantry, Company D. Readers became enthralled with the day-to-day information shared in these pieces of history. From light-hearted routine remarks about mischievous comrades to more serious topics such as thanking his Aunt for preventing his brother Jasper from volunteering for the army, David’s story came “back to life” for a brief span of time. Regarding his younger brother, David commented, “...I don’t mind the hardships that I have to endure but the thoughts of my dear brother going to the army distresses me very much for he is too young and small and inexperienced for soldiering.” Following is an extract from what is believed to be the last letter Rachel Dunbar ever received from her nephew. It was not as neatly written as his others and seems to have been composed in a hurried fashion. The text and punctuation appear as drafted in the original.

“...My dear Aunt it is altogether likely that I shall be in a tremendous fight before the close of another week and it is also likely that you will not hear from me for a good while but I request you not to be uneasy about me for I shall write to you as soon as I can after the approaching contest is over if I am so fortunate as to escape I have no fear for my personal safety but still I may fall if I do remember dear Aunt that I always remembered and loved you to the last moments of my life...

...Dear Aunt Uncle & Cousins I hope to meet you once more on these earthly shores but if it is otherwise decreed I hope to meet you in the skies.”

David Close survived the “approaching contest,” the Battle of the Wilderness, but was captured and sent to the notorious Andersonville Prison, where he died in October 1864. He was 20 years old. To further tug at one’s heartstrings, a photograph of David accompanies these letters. Students see a uniformed handsome young man, someone just like them in many respects, eerily staring at them from across the ages. Immediately, they are thrust into the reality of the Civil War era and can more easily relate to what someone very close to their own age experienced back then. Incidentally, the complete collection of letters written by Eli Barrick and David Close can be perused on the website www.iwaynet.net/~lsci/hometext.htm, in addition to other officer’s recollections.

In each letter examined, long ago forgotten tales are told once more, which helps to create a deeper, more complete and meaningful understanding of history for students. “If history is to be creative, to anticipate a possible future without denying the past, it should, I believe, emphasize new possibilities by disclosing

those hidden episodes of the past..." (Zinn, 1984, p. xi). These "lost" stories are crucial to igniting interest; sparks grow into flames as a tone is set, one that ultimately provides students with a unique opportunity to *feel* history.

Phase Two: You Are There

After they have analyzed at great length letters written during the Civil War, students are in the proper mindset to embark on the next phase of this project. As a culmination to our studies, they compose *their own* Civil War era letters home. For some, the task is easy, for others it is a very difficult matter to accomplish. Many people rarely are comfortable expressing their true feelings when they speak, let alone in writing. Letting down one's guard, saying what is truly felt to family members, especially for teenagers, takes a lot of courage.

After implementing this lesson over the years, I have found that student letters cover a wide spectrum of styles and emotional levels. Some draft light-hearted accounts about their lives during the war, while others choose to write moving "last" letters home. Some even compose a series of correspondences that span a specific period of time. Once students are in this realm of historical fiction, any style and format are acceptable. *What* is written takes precedence over *how* the letters are composed; structure matters little; meaningful content is my goal. The only "rule" is that historical accuracy must be maintained, such as battle dates, outcomes, where particular Companies were encamped, when and so on.

Naturally, there are many unique ways educators can enhance this particular assignment. Quill pens with inkwells, parchment or unlined paper and various relics from the era all serve as effective mood setters. Music of the period is an especially useful motivational tool. Of course, teachers know what works best for their pupils. Utilize anything that assists students on their journey to the past.

I am fortunate to share a cross-curricular collaboration with Louise Lowenstein, a superb English educator I have had the pleasure of teaching with for thirteen years. Since this project encompasses her subject area as well, she has provided valuable assistance over the years. Louise is able to focus on letter styles, syntax, grammar, transcribing, phonics, and others with the students. Once they understand these aspects of letter writing, students are better prepared to create more authentic pieces. This social studies-English connection helps establish a solid foundation for the Civil War letter-writing project. A realistic timeframe for this project varies from three days to one week, dependent upon how much time is devoted to research.

When finished, students have the option to share their letters with the rest of the class. The average portion that typically reads what they have composed is about fifty percent; everyone usually turns in their letter. Be forewarned. Student letters may elicit varying levels of emotional responses from some individuals. The humbling power of written words affects people in different ways. Patience and

the help of friends may be necessary in making it all the way through some of the letters read.

“Just as no man lives or dies to himself, so no experience lives and dies to itself. Wholly independent of desire or intent, every experience lives on in further experiences” (Dewey, 1938, p. 27). From the outset, I make it clear that this assignment does not even have to be turned in if it makes students uncomfortable. In my opinion, grades on this type of work are unimportant. The experience is what matters most. That is what will remain in the minds of my pupils long after this assignment is completed, not the grade received. As the reader will see, students concur with this observation.

Student Reactions

Due to the highly personal nature of the letters written by my students, I will not share their contents. However, in order to fully appreciate the impact this project has had on my pupils, I felt it was necessary to include their voices as an assessment tool. Following are some of their responses to the Civil War letter-writing experience:

“This was an exciting experience. We read letters from soldiers that were very touching. I would hate to say goodbye to my family on a piece of paper.” - *Jennifer*

“The Civil War letters were interesting and helped me visualize, actually feel like I was there. They made me think how I would feel if I had to go through what those soldiers did. In fact, writing my own last letter home was actually the most difficult assignment I have ever done in my entire school career. I felt like I was there and had to imagine all the things I would say if I didn't think I was going home again. Tears flowed as I wrote my letter and it was very difficult reading it to the class.” - *Brandon*

“Writing the letters enabled us to see how hard it was for those who actually wrote their last letters home. It was emotionally difficult to write how you truly feel and it would be even harder if it was your last goodbye to the ones you love with all your heart.” - *Sarah*

“The letters home during the Civil War were absolutely heartbreaking and I can't believe how some people were able to express themselves so well in their letters.” - *Scott*

“When I wrote my letter home, that really struck me hard. It sort of put me in the position of the soldiers and helped me know how they felt during the war. It also allowed me to use what I learned about people's lives back then.” - *Ken*

“The letters home were interesting because they gave me a good perspective of what it would be like to be there. The stories gave me a chance to think about what I would say to my family if there was a chance I would never get to see them again.” - *Louis*

“The Civil War letters put you in the mind-set of a person who was really there and gave a glimpse into the thoughts of a soldier, someone who knew that they could die in any given battle.” - *Josh*

“The letters really brought the reality of the war and its consequences home to us.” - *William*

“The letter home gave the best perspective. It made you actually consider how being in the war would affect you.” - *Mark*

“When we studied the Civil War letters it was an experience that I will never forget. The letters were heartfelt, yet left you with a tragic mind-set because they described love for family members that may never be seen again. Some of the letters made me feel sad while others made me extremely happy. These different emotions helped tie me to other people’s emotions from the past. As I wrote my letter, I couldn’t help but put myself in an American soldiers current situation in Iraq, and the experience made me cry.” - *LaJuanda*

These reactions come from a variety of ability and maturity levels. I think this lesson transcends those components of teaching, and thereby allows students to achieve at their own rate. As John Dewey (1938) asserted, every experience is a moving force, which lives on in further experiences. In this assignment, each participant came away with something that touched him or her in a unique manner, and they will always remember that special impression, even if they never shared it with me.

Oscar Wilde once quipped, “the only duty we owe to history is to rewrite it” (Andrews, Biggs, and Seidel, 1996, quote # 64334). After the memorable teaching and learning experiences fostered in this project, I definitely think he was onto something there! For a brief period of time, my students were able to connect with the past, to *feel* history. Therein lies the success of the Civil War letter-writing project.

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Ohio's Bicentennial: Exploring Nearby History

Ronald G. Helms and Marjorie L. McLellan
Wright State University

Clearly, the Ohio Bicentennial is an important event for celebration. This article seeks to promote the Ohio Bicentennial by reviewing a project devoted to the local or public aspect of history. The focus of the project was the study of the history of Dayton, Ohio. Wright State University developed the Nearby History Institute, which brought public historians, social studies professors and researchers from area archives and museums together with faculty from the public schools, to rethink and strengthen American history teaching in the Miami Valley. The Ohio Humanities Council and the Martha Holden Jennings Foundation funded the institute.

This project may be replicated in other areas of Ohio to extend the value of work done in many communities as part of the Bicentennial. Replication of the Nearby History Institute by other interested Ohio institutions of higher education will involve a collaborative effort with the Liberal Arts College and the College of Education. Central to the collaboration is the direct involvement of one or more school district partners. The institute served social studies educators at all grade levels. Replication might also involve funding from the Ohio Humanities Council and the Martha Holden Jennings Foundation or some other funding agency.

The mission of the Ohio Humanities Council is to encourage all Ohioans to become explorers of the human story, to use history, philosophy, and the other humanities as the means to arrive at new insights. Please visit <http://www.ohiohumanities.org/>The Martha Holden Jennings Foundation provides educational opportunities for students and teachers in the state of Ohio. Please visit <http://www.mhjf.org/>.

Wright State University plans to offer a similar summer institute in 2005.

Wright State University offered a Great Migration summer institute and City Folk institute in the summer 2003. Both institutes were offered for social studies educators as part of Dayton's centennial events named the "Celebration of Flight" (Ohio Bicentennial-Signature Events. Available from <http://www.ohio200.org/signature/>).

The Nearby History Institute focused on integrating local history resources and research across the K-12 social studies and language arts curriculum. Given the area's history and the exciting public history partners, this project viewed Dayton and the surrounding Miami Valley area as a laboratory for engaging students in an exciting and meaningful exploration of the American experience. Local schools, the History Department of Wright State University, the College of Education at Wright State University, and the Montgomery County Historical Society collaborated to offer the Nearby History Institute as part of an ongoing program of the Teaching American History Grant, for the years 2002-2005.

The institute was offered to teachers in Southwest Ohio during June 2002. The Nearby History Institute is an integral part of this process of assisting teachers to connect local history resources and research with Ohio's Academic Content Standards: K-12 Social Studies.

Background and Purpose of the Project

Dayton is an excellent location for active learning about significant developments in American history. In 2003, Dayton celebrated both the invention of flight and Ohio's Bicentennial. The Dayton "signature event" is described in greater detail at Ohio Bicentennial - Signature Events, <http://www.ohio200.org/signature/>.

The Bicentennial year is an especially favorable time to examine, reflect upon, and reinvigorate the teaching of American history in the Dayton Public Schools. The city of Dayton thrived as a mercantile and industrial center at the turn of the last century; central city streets were paved, electric trolleys (which still run on overhead lines in Dayton) replaced horse drawn streetcars, and electric interurban lines connected Dayton with nearby towns. Tall buildings rose up around Dayton's Old Courthouse, a fine example of Greek revival public architecture.

Dayton was home to the Wright brothers whose invention of manned flight in 1903 fostered the globally interrelated world we know today. They attended high school with and printed early works by African American poet and essayist Paul Laurence Dunbar.

The purpose of the Teaching Nearby History Institute was to provide K-12 teachers of social studies the opportunity to explore the rich history of the Miami Valley while learning research skills and strategies. The summer institute provided model information and approaches that are standards based as specified in the *Curriculum Standards for Social Studies* (1994 and 2000) of the National Council for Social Studies and Ohio Department of Education's *Academic Content Standards K-*

12 Social Studies.

The Teaching Nearby History Institute was designed to invigorate the teaching of local, public history. Much national and state debate has focused on the dynamics of a social studies curriculum. In the 1960's some studies found that public school students had little or no interest in social studies (Herman, 435-436). Other studies called for improvement in the social studies method courses (Dewitt, 522). Other studies called for more social science content for elementary social studies teachers (Hahn, 2986-89). The Teaching Nearby History Institute addressed each of these issues. By pairing a historian and a methods professor, the Teaching Nearby History Institute provided solid content with solid teaching methodology.

Local history activities fostered significant skills across many disciplines: reading with understanding and fluency, writing to communicate for a variety of purposes, listening and speaking effectively in a variety of situations, and using language arts to acquire, assess, and communicate information. While at least 80% of the students were teachers, public historians and professionals enrolled in the institute learned to develop educational programs for archives, museums, and historical organizations, which will meet current curriculum goals and provide effective resources for students and teachers.

Nearby History Institute Goals

- 1) to offer a graduate level professional development experience not normally found in more traditional courses;
- 2) to introduce new inquiry based, interdisciplinary approaches to teaching;
- 3) to help teachers gain a greater understanding of the multicultural, economic, social, and political history of Dayton and the Miami Valley;
- 4) to integrate local history research and resources in line with the standards of the National Council for the Social Studies and the Ohio Department of Education;
- 5) to foster collaboration between area museums, archives, and school systems;
- 6) to promote effective educational programs in museums and archives;
- 7) to serve as a model for subsequent Teaching Nearby History Institutes on a variety of topics.

Nearby History Institute: Course Content

- 1) presentations on topics in local history by various specialists;
- 2) inquiry-based learning workshops to develop research skills for nearby history;
- 3) opportunities for discussion of teaching strategies;
- 4) tours of area historic sites and archives.

Nearby History: Resource Presenters

Dr. John Fleming, Vice President for Museums, Cincinnati Museum Center
Brian Hackett, Executive Director, Montgomery County Historical Society
Claudia Watson, Research Center Director, Montgomery County Historical Society
Curt Dalton, Photograph Curator, Montgomery County Historical Society
Glenn Harper, Historic Preservation Office, Ohio Historical Society
Laverne Sci, Director, Dunbar House

Anne Honious, Dayton Aviation Heritage National Historic Park
 Mary Ellen Mazey, Dean, College of Liberal Arts and Professor of Urban Affairs
 Jack Dustin, Professor, Urban Affairs
 Carol Baugh, Sinclair Community College
 Dawne Dewey, Head of Archives and Special Collections, Paul Laurence Dunbar Library, Wright State University.

Nearby History Institute: Topics and Locations (June 24 —June 28, 2002)

Monday: Wright State University

Living and Working in the Miami Valley, 1890-1945

Using and Evaluating Internet Resources: workshop

(The American Memory Project, the Ohio Memory Project, U.S. Census, and the Digital Media Collections)

Tuesday: Wright State University

Migrations and Immigration

Dayton Neighborhood Histories 1913 Flood, flood control, Dayton politics, and urban planning

Evening Dinner and Dessert Reception

Guest Lecture: "The Struggle of African Americans to Acquire an Education Following the Civil War," Dr. John Fleming, Vice President for Museums, Cincinnati Museum Center

Wednesday: Dayton Aviation Heritage National Historic Park

African American history in the Miami Valley tour:

Bus tour beginning with the Dayton Aviation Heritage National Historic Park, followed by a stop at the Paul Lawrence Dunbar House and concluding at the National Afro-American Museum.

Thursday: Montgomery County Historical Society Research Center

Skills for nearby history reading artifacts and photographs

Invention and Industry in the Miami Valley

Dayton Goes to War: the Miami Valley in the World Wars

Friday: Wright State University and Patterson Homestead

Appalachian Migration and Miami Valley History

Women's Lives in the Miami Valley

The Nearby History Institute: Future Collaboration

Through a partnership with Wright State University and local historical organizations, Dayton's Teaching American History project provides for sustained, ongoing interactions among teachers, academic historians, and public historians. The organizations that have agreed to participate in Dayton's Teaching American History project include the U.S. Air Force Museum, the Dayton Aviation Heritage National Historic Park, the Montgomery County Historical Society, the National Afro-American Museum, the Ohio Historical Society's Paul Laurence Dunbar Historic Site, Wright State University Special Collections and Archives, the Dayton and Montgomery County Public Library, the Boonshoft Museum of Natural History, the Dayton Art Institutes, and Carillon Historic Park. The Dayton initiative will revitalize history teaching and learning in the Dayton Public Schools while aligning

historical content with state and national standards for the social studies.

Conclusion

The Nearby History Institute received outstanding reviews and student evaluations. Twenty-two Dayton area teachers benefited from the content and methodology of the Nearby History Institute. Participants were offered either a two graduate credit hour option with the completion of a resource unit or a four graduate credit hour option with the completion of a resource unit and a research project.

The success of the Nearby History Institute and the collaborative efforts between the history department, the education department, and the Dayton Public schools encouraged the authors to apply for a federal grant, Teaching American History. The authors and Patricia Allen Day, Dayton Public Schools were the co-authors of a \$915,000.00U.S. Department of Education, Teaching American History Grant, for the years 2002-2005.

The Nearby History Institute World Wide Web Resources

Ronald Helms Web site

This site provides a wealth of content and materials for the social studies teacher.

<http://www.ed.wright.edu/~rhelms/home.html>

Marjorie McLellan Web Site

This site serves as a guide for a public history program. The site focuses on content and materials for teaching public history.

<http://www.wright.edu/~marjorie.mclellan/>

American Memory Project; Historical collections for National Digital Library.

<http://memory.loc.gov/>

Ohio Memory Project

An online scrapbook of Ohio history.

<http://ohiomemory.org/>

Wright State University Special Collection and Archives

Many historical resources for the social studies teacher.

<http://www.libraries.wright.edu/special/>

Montgomery County Historical Society

Resources of local community over 100 years.

<http://www.daytonhistory.org>

Dayton VA Virtual Museum

National military home, Dayton, Ohio.

<http://www.dayton.med.va.gov/museum/intro.html>

How Much? Economic History

EH.Net operates the Economic History Services file server and several electronic discussion lists to provide resources and promote communication among scholars in economic history and related fields.

<http://eh.net/ehresources/howmuch/dollarq.php>

Ohio Digital Media Collection (Access from WSU or a library)

e-Journals, e-Books and e-Media.

<http://www.libraries.wright.edu/libnet/ewss/multimedia.html>

Dunbar House

The Ohio Historical Society is a nonprofit organization incorporated in 1885 "...to promote a knowledge of archaeology and history, especially in Ohio." The society exists to interpret, preserve, collect, and make available evidence of the past, and to provide leadership on furthering knowledge, understanding, and appreciation of the prehistory and history of Ohio and of the broader cultural and natural environments of which Ohio is a part.

<http://www.ohiohistory.org/places/dunbar/>

National Afro American Museum and Cultural Center

The mission of the Center is to educate the public about African American history and culture from the African origins to the present by collecting, preserving, and interpreting material evidence of the Black experience.

<http://www.ohiohistory.org/places/afroam>

Dayton Aviation Heritage National Park

Dayton Aviation Heritage commemorates three exceptional men - Wilbur Wright, Orville Wright, and Paul Laurence Dunbar - and their work in the Miami Valley.

<http://www.nps.gov/daav/>

Dayton and Montgomery Public Library Local History Collections

Twenty-one locations and outreach service offer a rich collection of printed and electronic materials, including audio and video recordings. They offer a continuing schedule of programs, ranging from pre-school story hours to programs of interest to senior citizens.

<http://www.daytonmetrolibrary.org/>

Preservation Dayton

Preservation Dayton, Inc., a grassroots historic preservation alliance of historic neighborhoods and individuals, continually invents new ways to look at our city and world.

<http://www.preservationdayton.com/>

Cincinnati Memory Project

The online database of 5,884 images. Next phase will add additional content. Continuing with the theme of pre-1940 photos, postcards, and slides of area landmarks and events, the Project has been expanded to include images of Cincinnati area people.

<http://memory.gclc-lib.org>

Cincinnati Museum Center

Where learning and fun come together.

<http://cincymuseum.org/>

National Underground Railroad Freedom Center

A \$110-million facility, the Freedom Center will feature three pavilions, celebrating courage, cooperation and perseverance. The story of freedom is woven through the heroic legacy of the Underground Railroad and the American struggle to abolish human enslavement and secure freedom for all people.

<http://www.undergroundrailroad.org/>

Ohio Historical Society Teacher Resources

A Catalog of Educational Programs, Services, and Resources for the 2001-2002

School Year.

<http://www.ohiohistory.org/resource/teachers/>

Ohio Humanities Council

The mission of the Ohio Humanities Council is to encourage all Ohioans to become explorers of the human story, to use history, philosophy, and the other humanities as the means to arrive at new insights.

<http://www.ohiohumanities.org/>

Martha Holden Jennings Foundation

Educational opportunities for students and teachers in the state of Ohio.

<http://www.mhjf.org/>

Center For History and New Media

Designed for high school and college teachers of U.S. History courses. This site serves as a gateway to Web resources and offers useful materials for teaching U.S. history.

<http://historymatters.gmu.edu/>

Evaluating Internet Research Sources

The highly recommended reading for teachers whose students use the Internet for research.

http://64.226.212.131/03_educators/teach99/web/evaluate.htm

National Endowment for the Humanities EdSitement

The best of humanities on the web.

<http://edsitement.neh.gov/>

Oral History Association

Oral History Association, Dickinson College, Carlisle, PA.

<http://omega.dickinson.edu/organizations/oha/>

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Garrett Augustus Morgan and The 1916 Waterworks Disaster

Jeanne Kish

In 1916, Cleveland's skyline was clouded with smoke belching from industrial smokestacks. With a rapidly growing population being fed by a steady stream of immigrant labor, Cleveland suffered from many of the same problems facing most expanding industrial cities. Overcrowding, deteriorating central housing stock, and an inadequate city infrastructure often led to outbreaks of epidemics particularly those which were water-borne. As early as 1832, cholera was a major problem in the city. Soon typhoid and yellow fever joined the pantheon of epidemic diseases. Residential and industrial sewage emptied into the Cuyahoga River and Lake Erie through a system of downhill pipes, which used gravity to move the waste. This resulted in an increasingly unreliable water supply.

Beginning in 1856 Cleveland's leadership made the first effort to combat the problem of an inadequate and contaminated water supply. Since the shoreline was heavily polluted, city leaders authorized the construction of a water tunnel, which was to extend 300 feet into the lake. Water would be pumped through the tunnel to the new Kentucky Street Reservoir on the city's Westside. No efforts were made to curb pollution and by 1874 it was necessary to extend the tunnel an additional 300 feet into the lake. In 1880 two additional reservoirs were constructed east of the Cuyahoga River. But the epidemics continued unabated, four occurring in the first decade of the 20th century, and this encouraged the city to establish a water-treatment program. By 1904 an additional nine-foot wide pipe was extended 26,000 feet from the Kirtland Street Reservoir [now East 49th Street]. The pumping station at the lake terminus of the tunnel came to be known as the "Five-Mile Crib." In 1911 the city water department began to chlorinate water drawn from the lake into the Kirtland Street Reservoir. In 1914 a decision was made to extend the 1856 tunnel an additional 20,000 feet into the lake to Crib # 5, approximately 5 miles from the mouth of the Cuyahoga River (Van Tassel & Grabowski, 1996a).

Tunnel construction was a dangerous and often fatal occupation. Between 1897 and 1903, thirty-seven men died in the construction of Cleveland Water Works tunnels. Two gas explosions in 1898 and one each in 1901 and 1902 resulted in 28 deaths. A fire in 1901 at a temporary pumping station killed an additional 9 (45 Killed, 1916).

The Waterworks Disaster

It was a hot, dry July night when workers prepared to enter the 1914 extension project work elevator, which would carry them to a 10 foot wide pipe 120 feet below the surface of the lake. There had been problems with the air quality in the shaft the previous day. Work had been suspended because of the presence of highly explosive methane gas and the workers of the previous shift on July 24th had left off digging after only five hours. By the night shift's turn, it was believed that the gas had dissipated and that it was safe for the next shift to enter (Gas Explodes, 1916).

Gustav Van Duzen, an experienced "sand hog" was a director of the Water Works project. Van Duzen had experience digging the subways and tunnels of New York City and had promised to complete the job on schedule with no loss of life. On July 23, Van Duzen had reported to Charles P. Jaeger, the director of the Water Department, that the air quality in the tunnels was poor and that the air compressor that pumped air into the tunnels was not working. Van Duzen informed Jaeger that this should not present a problem as the gas would eventually clear enough to permit work to resume. Jaeger ordered Van Duzen not to allow workers to enter the tunnels until the quality of the air could be certified and the compressor repaired. Van Duzen saw little need for the use of the compressor. He regarded it as a nuisance and was frequently quoted as believing that it was "an explosion waiting to happen." Air samples were taken to the city chemist's office. There had been ill feeling between the chemists and the Water Department for many years and after explosions in 1898, 1901, and 1902, accusations had been made that the chemists had deliberately failed to analyze gas samples. An official from the City Chemist's office testified as the coroner's inquest that the air samples could not be analyzed because they were contained in glass bottles, from which the office had no equipment to extract the gas (City Officials Feud, 1916).

Around 8 o'clock in the evening on Monday, July 24, 1916, the night shift under the direction of assistant shift foreman Harry Vokes was preparing to enter the shaft. They would never make it out alive. Van Duzen would later testify that he left orders that no one was to enter the shaft before midnight, testimony he would later recant. (Widow Clears Vokes' Name, 1916). At 9:40 p.m. a tremendous explosion rocked the crib. Smoke and gas erupted out of the tunnel and John Johnston, the construction supervisor ordered that fireworks be shot off. This was the only available method of communication with the city. No boat was permanently assigned to the crib, no doctor was present, no breathing apparatus, such as pulmotors or fire hoods were available, and no telephone or telegraph lines connected the crib with the customs house at the mouth of the river. No facilities were available to test for gas and there were no firefighters present (Gas Explodes,

1916). Van Duzen had been quoted as saying that. “In my thirty-five years of experience in tunnel work,...such a thing as providing helmets and pulmotors was never thought of...” (City Officials, 1916). On July 26, he probably wished he had insisted on the presence of these safety devices. Van Duzen immediately organized a rescue party from among the men remaining on the crib. Fourteen men entered the shaft. Only three would return alive. The twelve men of the original work shift were already dead, the victims of gas, fire, and falling earth and rock. Van Duzen and his men managed to enter the air lock portion of the tunnel, but were overcome by fumes. They lay on the ground where the gas was less potent and hoped for the best. Within minutes, they were unconscious. The first rescuers arrived from shore on the tugboat, the *St. Clement*. On board the *St. Clement* was Thomas Clancy, Gustav Van Duzen’s stepson and James Keating, another “sand-hog.” They were told that safety devices and other rescuers were on their way to the crib. They immediately demanded that they be allowed to enter the shaft in search of Van Duzen and the others. Reluctantly, permission was granted and Clancy and Keating wrapped their heads in wet towels and descended into the air gate. The gas presence was beyond belief and Clancy and Keating returned to the surface, only to re-enter the shaft after gasping for air. They managed to break the glass in the air lock door and hoped that it would allow the entombed workers to breathe a little easier. They did not return to the shaft again until later (Heroes Risk Lives, 1916).

Shortly after Clancy and Keating returned to the surface, the *St. Clement* returned carrying fire personnel and Mayor Harry L. Davis. Garrett A. Morgan, the owner of a Cleveland business which manufactured fire hoods, arrived aboard the tug, the *George A. Wallace*. It was Morgan who was to play a crucial part in the rescue of Van Duzen and his men.

Garrett Augustus Morgan: A Brief Biography

Garrett Augustus Morgan was born in Paris, Kentucky in 1877 and moved to Cincinnati at the age of 14. Armed with a sixth grade education, Morgan was insatiably curious about all things mechanical. He used some of the money he made, working for a sewing machine manufacturer as a mechanic, to hire a tutor to expand his education. When he arrived in Cleveland, in June, 1885, he worked for various sewing machine manufacturers. By 1907 Morgan had saved enough money to open a business, which sold and repaired sewing machines. He was an active and well-respected member of Cleveland’s African-American community. In 1908, Morgan was one of the principal founders of the Cleveland Association of Colored Men, an outgrowth of the National Negro Business League, founded by Booker T. Washington. Its stated purpose was to promote African-American businesses and fight discrimination against business owners (Van Tassel & Grabowski, 1996b). By 1909, Morgan had prospered to the point where he opened a tailoring shop, which employed 32 people. A hair-refining [straightening] solution, which Morgan discovered by accident led to the creation of the G.A. Morgan Hair-Refining Company in 1913. The previous year, Morgan had applied for a patent of a gas safety hood. When the patent was granted in 1914, Morgan established the National Safety Device Company. A number of prominent Clevelanders, including Rabbi

Barnett R. Brickner, leader of the Euclid Avenue Temple, invested in Morgan's company. By 1915, Morgan had been awarded a government contract to supply safety hoods to U.S. naval vessels (Morgan May Land U.S. War Contract, n.d.).

Garrett Augustus Morgan and the Waterworks Disaster

At 3 a.m. on July 25, 1916, Garrett Morgan was awakened by a series of telephone calls. John Chafin, a Cleveland police officer, a marine officer, and the city detectives office all called to request that he come with equipment to the scene of the Water Works explosion and join the rescue efforts. Morgan woke his brother Frank, gathered equipment, and quickly left for the mouth of the Cuyahoga River. There, Morgan boarded the tug, George A. Wallace. He arrived at the disaster scene, barefoot and shirtless, approximately eight hours after the initial explosion. Morgan was ready to enter the tunnel. After asking for volunteers, he and his brother descended the shaft and opened the door to the tunnel, where they discovered a body. Thomas J. Clancy and Thomas Castleberry accompanied the Morgan brothers (Carnegie Hero Fund, 1916). Morgan proceeded further down the tunnel and opened the second air lock door. There he discovered another body. This time the man was alive. Later identified as Gustav Van Duzen, Thomas Clancy remained at his side and did not return to the tunnel. After returning to the surface with the two bodies. Morgan and his brother returned to the tunnel. Two more dead bodies were discovered, as well as another man who was still alive. Later other rescuers equipped with Morgan's safety hoods continued to bring up dead bodies (Carnegie, 1916). The pictures of the first bodies recovered, resting on the mine truck, and accompanied by Morgan, appeared on the front pages of Cleveland's newspapers. The photos show Morgan holding his safety helmet. He was not identified by name, even though he was prominently featured in the photo (Pulmotor Used, 1916; Tunnel Disaster, 1916). Only a single mention of Morgan's contribution to the rescue appeared in the Cleveland newspapers, "G. A. Morgan was in charge of a party from the National Safety Device Co., 5204 Harlem Avenue, S.E." (21 Dead, 1916). Neither Morgan nor his brother was called upon to testify at the hearings which investigated the cause of the disaster. The hearing determined that no one was guilty of negligence in the disaster. Van Duzen originally testified that Harry Vokes had entered the tunnel before it was safe to do so, in direct violation of orders given to the rig superintendent. Vokes wife later demanded a retraction of Van Duzen's statement. Van Duzen subsequently testified that he had told Vokes only to take in the midnight shift in place of the regular foreman. Later Superintendent Johnston testified that Van Duzen had told him only to warn the men of the possibility that gas was present (Exonerate, 1916).

Morgan was recognized as a hero by numerous civic groups in the area. He was encouraged to apply to the Carnegie Hero Fund Commission for recognition of his bravery. Morgan acquired affidavits and letters of support from individuals who were present at the rescue scene. E. F. Kisner, Business Manager of the Compressed Air Workers stated, "... [I] was present when Garrett A. Morgan arrived after the explosion and heard Garrett A. Morgan make a request for volunteers to accompany him into the Tunnel....Garrett A. Morgan was the first to return with

bodies removed from said Tunnel after said explosion... (E.F. Kisner, 1917 February 7). Testimony by Harry Kiehl, a Cleveland police officer, also supported Morgan's claims to heroism. Kiehl stated, "Garrett A. Morgan led a rescue party of four persons into said tunnel and that said rescue party of four as lead by said Morgan were the first persons to enter said tunnel at that time and come out alive and bring with them other persons found in the tunnel. Affidavit further says he took from the arms of Garrett A. Morgan the first man rescued from said tunnel" (Henry Kiehl, 1917 February 7). Morgan attempted to solicit support from Harry L. Davis, Cleveland's mayor, a man Morgan admired and had supported in his bid for election. Davis had been an eyewitness to Morgan's heroics. Morgan asked for a letter to the Commission supporting Morgan's award, a letter Davis initially declined to write. Davis would write a rather neutral letter to the Carnegie Commission six months after the disaster, only after much urging by the local branch of the NAACP (Harry L. Davis, 1917, October 26). Over time, several prominent organizations such as the Pi Chapter of the Alpha Phi Alpha Fraternity called upon Davis to support Morgan's claim (Alpha Phi Alpha, 1928 September 27). Cleveland's newspapers focused on the "heroics" of Thomas J. Clancy, Gustav Van Duzen's stepson and Thomas Castleberry and made no mention of Morgan's actions (Heroes Strive, 1916). Davis chose to support the application of Clancy and Keating to the Carnegie Commission. Clancy and Castleberry were recognized as "heroes" and received medals and a monetary reward of \$500. Because Morgan lacked support from the city's administration, his application to the Carnegie Commission was denied (Denies Morgan, 1929 March 23).

In October 1917, Morgan wrote a scathing letter to Davis demanding an explanation for his actions. Morgan said,

"I have voted and worked for your election to public office each time you have been a candidate and feel that some of my friends have supported you because of my effort. At this time I do not feel that I can conscientiously support or work for you or ask my friends to vote for you.... I believe you have caused me to be deprived of the rewards which my work has merited, in connection with the recent Lake Erie Tunnel disaster of July 24, 1916.

...I am interested in knowing why it was that you and your Director of Law, Mr. Fitzgerald, would not permit me to testify at the investigation of the...disaster; when you knew and was an eyewitness to the fact that I positively lead the first successful rescue party that entered the tunnel and came out alive, bringing with me dead and alive bodies, among them Supt. Van Dusen. (sic)

...Why was it you remained silent and allowed...awards [to be given] to men who either followed me into the tunnel, or if they went in at all, went in after my return in your presence with dead and alive bodies...when I returned you congratulated me and told me you would see that I was treated fairly and would be commended for my bravery. You also knew that the police, fireman and lifesavers had worked nearly all night without success and that they looked upon my effort as a last hope of saving persons imprisoned in the tunnel.

...why [did you wait] six months after the disaster to write a letter to the Carnegie Hero Fund Commission in my behalf, which letter did not fully state the facts to which you were a witness.”

Perhaps most telling was the last paragraph of Morgan’s letter, “The treatment accorded me in the particulars set out...above is much as to make me and the members of my race to feel that you did not give a colored man a square deal” (Letter, Harry L. Davis, 1917, October 26).

Failing to achieve his goal of being recognized for his bravery, Morgan devoted himself to business and community activities. Like other Cleveland business owners, Garrett A. Morgan was hurt by the Great Depression. Morgan’s losses were compounded by his generosity and faith in his products. When others were paying their employees \$30 a week, Morgan paid his \$75. When Morgan established *The Cleveland Call* to serve the city’s African-American community, he allowed others to operate the paper. When advertising revenues failed to meet the paper’s needs, Morgan used his own money to keep the paper going (Jedick, 1980). In 1929, with his brother Frank in declining health, Garrett Morgan applied to the city of Cleveland for a pension of \$25,000.00 in recognition of their heroism at the time of the Water Works disaster. Thomas J. Clancy was called upon to testify before the City Council at the time and said, “Morgan was not an outstanding figure in the rescue as he claims to be...and did not arrive until about 8 a.m., nearly 12 hours after the explosion and after I and others had made six or eight trips into the submarine chambers of death.” Mayo Fesler, the Secretary of the Citizen’s League testified that Clancy’s testimony was supported by newspaper accounts at the time of the disaster (Denies Morgan, 1929). However, both former Mayor Harry L. Davis and Thomas J. Farrell, Cleveland’s Director of Public Utilities testified as to Morgan’s bravery. City Manager W. R. Hopkins stated in a letter to Cleveland City Council that based on testimony before council, “...My conclusion is that there is a sum of money due Morgan for a service which he was asked to perform...that the circumstances under which the service was rendered...would justify a generous amount which should be paid...” (Letter to City Council, 1929, February 25). Hopkin’s letter was referred to the city finance committee, where it went no further. Objections were raised by Mayo Fesler of the Citizen League in committee that public funds could not be used to pay any compensation to Garrett A. Morgan (Fesler, 1929). Several civic organizations took it upon themselves to honor Morgan for his heroism. The NAACP nominated him for the Springarn Award and honored him with a gold medal and a citation commemorating his bravery (Van Tassel & Grabowski, 1996b).

Garrett A. Morgan continued to hold a prominent position in Cleveland’s African-American community. His safety hood was adopted by the U. S. armed forces during World War I and became the prototype for the fire safety hoods which were used around the world. A modern version is still used by firefighters battling oil well fires. Morgan invented the first stoplight to use a caution signal between red and green lights. In 1923, he sold his patent to the General Electric Company for the sum of \$40,000. Several months later, a string of traffic lights based on Morgan’s invention were installed along Euclid Avenue in downtown Cleveland.

Again, Morgan's work went unrecognized. None of the newspaper articles, which heralded this advancement, mentioned Morgan (Jedick, 1980). That same year, Morgan purchased land in rural Wakeman, Ohio and founded the Wakeman Country Club, the first African-American country club in Ohio. Morgan traveled throughout the south, selling his company's products. Morgan died in July 27, 1963, three days after the forty-seventh anniversary of the Waterworks Disaster. He is buried in Lakeview Cemetery (Van Tassel & Grabowski, 1996b).

The 1917 investigation into the 1916 Water Works disaster raises more questions than it answers. Morgan was not called to testify at any of the hearings. The conclusion was that no blame was to be assigned. The heroism of Garrett A. Morgan is undisputed, but because Cleveland's leadership refused to support his application to the Carnegie Commission, his heroism went unrecognized. Why did the city of Cleveland's leadership fail to recognize his bravery? Several conclusions might be reached. Perhaps racism reared its ugly head and those in the city administration did not believe it politically expedient to honor Morgan, when documented evidence supported the claims of other white rescuers. Might Morgan's heroism been documented as well if he were not African-American? Remember Garrett A. Morgan was a successful entrepreneur and inventor. He was married to a white woman, Mary Hasek and had biracial children. Perhaps jealousy over his business success was at the root of the failure to recognize Morgan.

What is interesting is that in death Garrett A. Morgan has become famous. His papers, in the collection of the Western Reserve Historical Society, are one of the most used collections in the Society's archives. The science magnet school of the Cleveland Municipal District is named in his honor and the original patent model of his gas hood rests in Cleveland's African-American Museum.

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Florence Ellenwood Allen: Ohio's First Woman Judge

Carole Feddersen
Cleveland State University

In 1920, Florence Ellenwood Allen was the first woman to be elected to a judgeship in Ohio. This article shows how her early education and experiences contributed to her lifelong quest for justice as she moved from the Court of Appeals in Cleveland to being the first female Chief Justice of the Ohio Supreme Court.

During the nineteenth century, Ohio was an epicenter for growth in industry, particularly steel and rubber, farming, and civil rights. There were colleges and libraries in many towns which contributed to promoting the development of people and ideas. Furthermore, Women's Suffrage Movements were expanding and used many locations throughout Ohio as stages to promote the cause.

By 1914, the Suffrage Amendment seemed close to passing which inspired many women to increase their efforts to influence voting in favor of the amendment. It was into this climate that Florence Allen began her career as a lawyer. She was surrounded by influential and motivating women that gave her the courage to speak on behalf of justice in all 88 counties of Ohio.

Florence Ellenwood Allen's Childhood

Clarence Emir Allen, suffering from a respiratory ailment, decided to move his wife and two children from New York to Salt Lake City because he thought it would be a good place to die. However, the climate proved restorative and he fathered four more children with his wife, Corrine Marie. Florence Allen, the first of these four children, was born March 23, 1884, in Salt Lake City, Utah, into a family that had renewed health and vigor, looking forward to opportunities for growth (Wittke, 1942).

Florence Allen's education in the classics and fine arts prepared her to strive for justice for others by giving her a solid education and a desire to study law. Her father had enthusiasm for the classics and taught his children history, Greek mythology, and classical Greek. As a birthday present to her father, she recited the Greek alphabet when she was four. While learning the classics from her father, Florence's mother taught piano and creative writing to the children. She also had "nuggets of advice" which became invaluable later. One time, Florence's mother told her to make her point and sit down rather than apologizing for making a poor speech. Her mother said, "Others will soon know it" (Allen, 1965). Even though Florence Allen lived in a small, three-room abode, she experienced a rich education that prepared her for further academic studies.

While in Utah, Florence Allen's father studied law, passed the bar, and was elected to the territorial legislature in 1888, 1890, and 1892. He helped include a clause for women's suffrage that made Utah the second state to grant women the right to vote (Klyver, 1986). Growing up in an environment that recognized women and their ability to contribute to society was to have an influence on Florence Allen's choice of career and contributions to the judicial branch throughout her career.

Florence Ellenwood Allen's Formal Education

Because there were no public schools in Salt Lake City at that time, and only a few Protestant schools, Florence Allen was educated primarily at home. She attended high school at Salt Lake Academy (Klyver, 1986). When her father was elected to the House of Representatives in Washington D.C. in 1888, Florence and two of her sisters attended New Lyme Institute in Ashtabula, Ohio, where her grandfather was the superintendent rather than live in Washington D.C. This gave Florence Allen an attachment to Ohio that lured her back after college.

Florence Allen began college at age 16 and felt that, in some respects, had the equivalent of a college education because of her background in the classics and writing verse. While attending Western Reserve University, she participated in activities that were to further pave the way for her future work in the judicial branch. She lived in Guilford Cottage dormitory, was elected Freshman President and was a member of the Phi Beta Kappa academic sorority. As editor of "Folio," the college literary magazine, she wrote with remarkable candor. In her senior year, for her final editorial, Florence Allen wrote an attack on sororities, claiming they were discriminatory and undemocratic, yet she was a member of the Sigma Psi social sorority (Klyver, 1986). In 1904, she received a degree in music from Western Reserve University. Her activities for open-mindedness, in addition to speaking and writing on issues of fairness for all reflected the independent spirit characteristic of her family (Allen, 1965).

Florence Allen's mother felt the children needed to continue a classic education and took them to Europe for two years. Subsequently, Florence Allen studied music at the University of Berlin. The first year, she worked as a music critic and stenographer for the Musical Courier in Germany and the second year she served as music critic for the German Times in Berlin, an English language

newspaper. She also gave music lessons (Allen and Welles, 1952). She did not like the German life style and blamed the Germans for starting World War I saying, “Nothing better could be expected of a country that confined its women to kitchen, church and nursery” (Klyver, 1986).

Florence Ellenwood Allen’s Law Studies

Upon returning to the United States, Florence Allen moved to Cleveland, Ohio and took a position at the Laurel School teaching Greek, German, geography, grammar and American history along with being involved in music activities. She also served as a music critic for the Cleveland Plain Dealer. A nerve condition in her hand discouraged her from pursuing a music career so she studied political science. In 1908, during the second year of teaching at Laurel School, she received her Master’s from Western Reserve University. Wishing to continue studying political science, she applied to Columbia Law School, but was turned down because females were not eligible. However, she was accepted at Chicago Law School (Allen, 1965). She was the only female student in a class of 100.

During a summer break, Florence Allen went to New York to work with immigrants. She worked for the New York League for Protection of Immigrants, living in the Henry Street Settlement House (Klyver, 1986). This gave her a personal and immediate experience with the challenges and needs of immigrants. Some of the vivacious, energetic women with whom she came into contact included Lilian Wald, head of the Henry Street Settlement; Florence Kelly, a pioneer crusader for labor laws for women; and Caroline Waters, a visiting nurse (Allen, 1965). Relishing life in New York and working with immigrants, Florence Allen transferred to New York University. She insisted on supporting herself by giving music lectures in the public schools and libraries. She worked part time as a secretary for Maude Wood Park, who became a life-long friend. Park was the Executive Secretary of the National College Women Equal Suffrage League, (Klyver, 1986). This marked Florence Allen’s formal introduction to the suffrage movement. In the summer of 1912, she participated joyfully in a whirlwind campaign for women’s suffrage by traveling through Ohio giving speeches. This whetted her appetite for participating in more events that promoted equality and justice for everyone. At the end of summer, she returned to school and received her law degree in 1913. She was admitted to the bar in June, 1914, in Ohio (Klyver, 1986). She returned to continue the fight for women’s suffrage.

Florence Ellenwood Allen and Ohio Suffrage

Sprinkled around Ohio were communities that fought for some aspect of equality for women, ranging from property rights to voting in local elections. For instance, South Newbury in Geauga County became known as a “Mecca of inspiration for suffragists” because the suffragists fought for legislation for property rights for women (Allen and Welles, 1952). Cincinnati had hosted suffrage events as long as the city existed. In the early 1900’s, women were permitted to vote in school elections. In Toledo, women could vote for individual issues such as ones concerning the library. It was into this atmosphere that Florence Allen entered in

1914. She came to Cleveland and established a law practice. She also volunteered for the Cleveland Legal Aid Society (Klyver, 1986).

Florence Allen spoke for women's suffrage in all 88 counties in Ohio. She established many acquaintances that would benefit her later when she ran for judge. When those opposed to suffrage spoke, she saw it as a challenge to speak on women's behalf. She used every opportunity to speak, whether it was a long or short time, large or small audience. Being stimulated by the suffrage movement and many devoted women, she considered Ohio a good place to live and practice law (Allen, 1965).

Having acquired confidence from women's suffrage activities at New York University, Florence Allen became involved with the 1914 Women's Suffrage campaign. The 1912 Women's Suffrage campaign had lost by a small margin and many Ohio suffragists were encouraged to believe that the 1914 campaign would be successful.

On October 3, 1914, Florence Allen led the Cleveland Women's Suffrage Party parade (Marten, 1995). Over 10,000 people participated. The parade was intended to rally support for the suffrage amendment. Having a parade in the center of Cleveland dramatized the women's activism. The parade reflected professionalism because the women had optimistic faith that suffrage would bring progress (Marten, 1995).

At this time, Cleveland provided a political climate that fostered the growth of the women's suffrage movement. Some women were married to wealthy men and had the means to support gatherings for the purpose of generating enthusiasm for the cause. Cleveland women often gathered together for luncheons and lectures where many topics were entertained. Mayors Tom L. Johnson and Newton D. Baker gave support that encouraged the suffragists to move forward and were listed as male advocates along with other community leaders (Suffrage Party Parade, 1914).

In the end, the 1914 campaign was unsuccessful because the suffrage issue became entangled with Prohibition referendum (Allen and Weber, 1952). Prohibition polarized many people to be strongly in favor of or oppose the use of liquor. As the saying goes, "money talks," the heavy financial support offered by the breweries influenced voters to turn down both Prohibition and Women's Suffrage. The suffragists received moral support and encouragement from newspapers and various social organizations but little monetary support.

In 1915, Florence Allen continued her participation in the women's movement by inviting English suffragette, Emmalene Pankhurst, to the United States for a speaking tour. Pankhurst had a lively personality and taught American women a few tactics for changing attitudes toward women's suffrage (Klyver, 1986). She took advantage of opportunities to work with leaders in the women's suffrage movement such as Mrs. Harriet Taylor Upton of Ohio and Mrs. Carrie Chapman Catt of Washington. Working with many enthusiastic women gave her experience and reinforced her commitment to social justice. Two years later, efforts of the

suffragists showed some results. East Cleveland acquired the vote on *April 5, 1917, followed by Lakewood and Columbus (Allen and Welles, 1952).*

During World War I, when many men went off to war, women took over as “conductorettes” on Cleveland’s streetcars. They did an admirable job of keeping public transportation functioning. There was little interest in having the women join the streetcar conductors’ union. After the war, when the men wanted their jobs back, the women were not willing to relinquish their positions. The men refused to allow women into their union, so with the assistance of Florence Allen, the Association of Women’s Street Railway employees was established as a way for the women to keep their jobs. The men claimed that during the war the idea of women filling in as conductors was fine, but they were not needed after the war. Angered by this exclusionary attitude, the women held a strike during the winter of 1918-1919 (Van Tassel, 1996). Florence Allen represented the strikers. Although the case was lost, she strengthened her reputation for creating a just workplace.

In 1919, Florence Allen was appointed Assistant County Prosecutor (Allen, 1965). The position also was in keeping with her desire to work for social justice. At this time she helped organize the Business and Professional Women’s Club of Greater Cleveland (Van Tassel, 1996) which gave the growing number of professional women an opportunity to support one another and develop professionally.

Florence Ellenwood Allen and the Judgeship

Florence Allen wanted to run for the judgeship in the Court of Common Pleas but had to wait for the Nineteenth Amendment to be passed. The day after the amendment was ratified, August 19, 1920, she allowed her band of loyal women workers to campaign on her behalf. They vigorously campaigned for her election. She won the judgeship in the Court of Common Pleas on November 6, 1920 (Allen, 1965). According to Florence Allen, this was the most gratifying experience of her political career (Klyver, 1986).

The passage of the Nineteenth Amendment provided women with a voice. For Florence Allen, it was using the law for justice and fairness. As judge, she was viewed as compassionate. There was a notion that because she was a woman, she would be soft and easy on criminals. However, her sense of justice influenced her decisions and she was the first woman judge to order the execution of a convicted robber/murderer. Even though the trial of Frank Motto had two women jurists, one being the foreman, he was executed.

The culture of the times expected women to be experts on domestic affairs since many of them were full time wives and mothers. Because Florence Allen was female, there was an attempt to put her in the Domestic Relations Court. She felt that her commitment to justice was more important than her gender. Her response to the request, “I told them I didn’t see why I should sit on the Domestic Relations Bench, when I am an old maid, and there are many fathers on the Bench” (Randolph, 1932).

With the success of the women's suffrage movement and the beginning of acceptance of women in public affairs, it was important for women to learn the ways of democracy and public participation that had been denied them because of their gender. Florence Allen was more concerned with what suffrage had done for women than what women had done for suffrage. Her loyalty to the women who supported her election influenced her work as judge. Her years of speaking around Ohio on behalf of women's suffrage gave her opportunities to become poised and speak clearly and passionately. She presented a persona that would not be swayed by any attitude but would be true to herself (Randolph, 1932). She traveled around the country and internationally, speaking about the law and human rights (Allen, 1965). She had a particular interest in female lawyers and opportunities to develop their careers.

In 1922, Florence Allen was elected to the Supreme Court of Ohio (Randolph, 1932). She moved to Columbus and continued working for justice. World War I had been over for nearly seven years but there was a strong feeling that if peace were to prevail, work needed to be done. The Women's Council Peace Parade for the Prevention of Future Wars was held on Sunday, May 18, 1924 (Van Tassel, 1996). As State Supreme Court Justice, she followed the police chief in leading the parade down Euclid Avenue in Cleveland. The parade was a controversial activity that was opposed by the American Legion and Chamber of Consumers. Participants in the parade were considered traitors and Soviet-inspired radicals. This is another example of Florence Allen emphasizing her beliefs rather than personal gain or comfort.

In 1926, Florence Allen ran for a United States senate seat from Ohio but lost the election. Undaunted, she ran again for the Ohio Supreme Court and was re-elected in 1928 with a 352,000-vote majority. She retained her seat for 25 years, the last one as the Chief Justice.

Conclusion

Trained as a lawyer Florence Allen used her legal knowledge to promote rights for women, particularly in professional and public life (*A Woman of Law*, 2003). She also used her expertise to write two works explaining the law in government, *This Constitution of Ours* (1940) and *The Treaty as an Instrument of Legislation* (1925). As an Ohio Supreme Court justice, she concentrated her work in the courtroom. Because of her keen interest in encouraging women lawyers, she served as an inspirational speaker and traveled around to speak about equality for women.

Towards the end of her life, Florence Allen wrote a volume of memoirs, *To Do Justly* (1965). She "valued opportunities to talk about unfairness" and took advantage of opportunities worldwide. She wrote that she had an "interest in social justice my entire life." She was consistent with her early experiences in college and the women's suffrage movement to work for fairness throughout her career as an Ohio Supreme Court Justice.

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