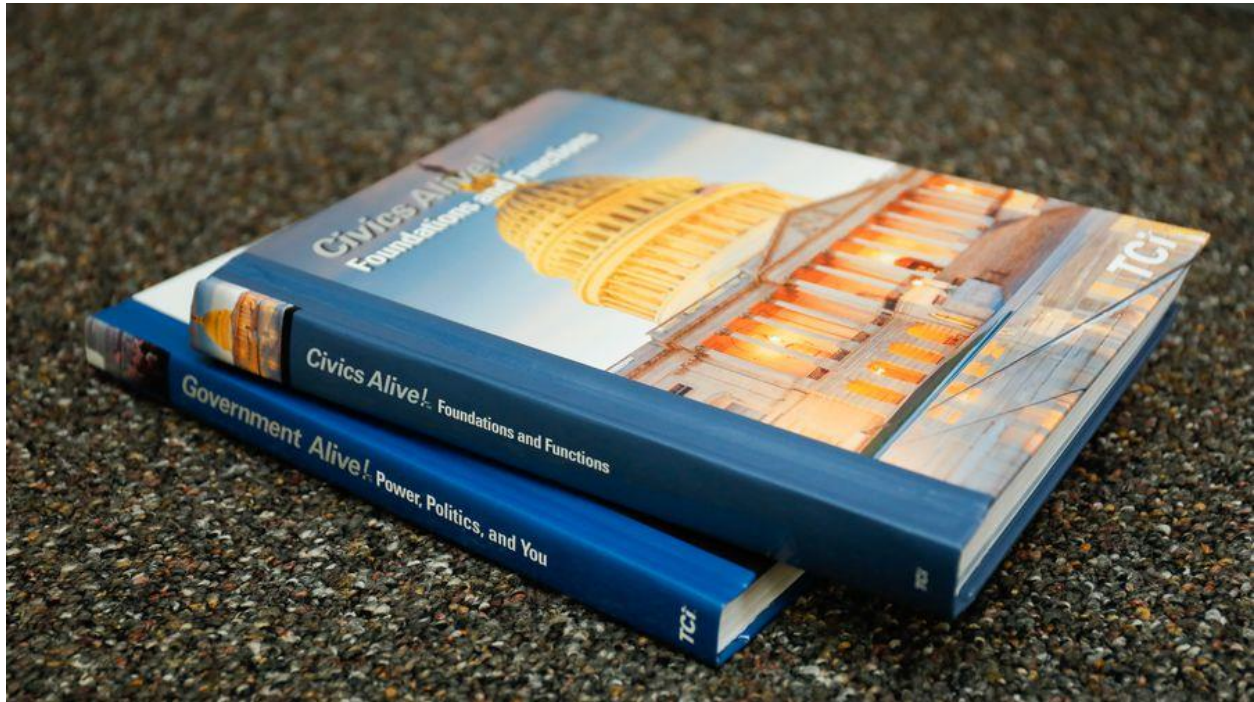


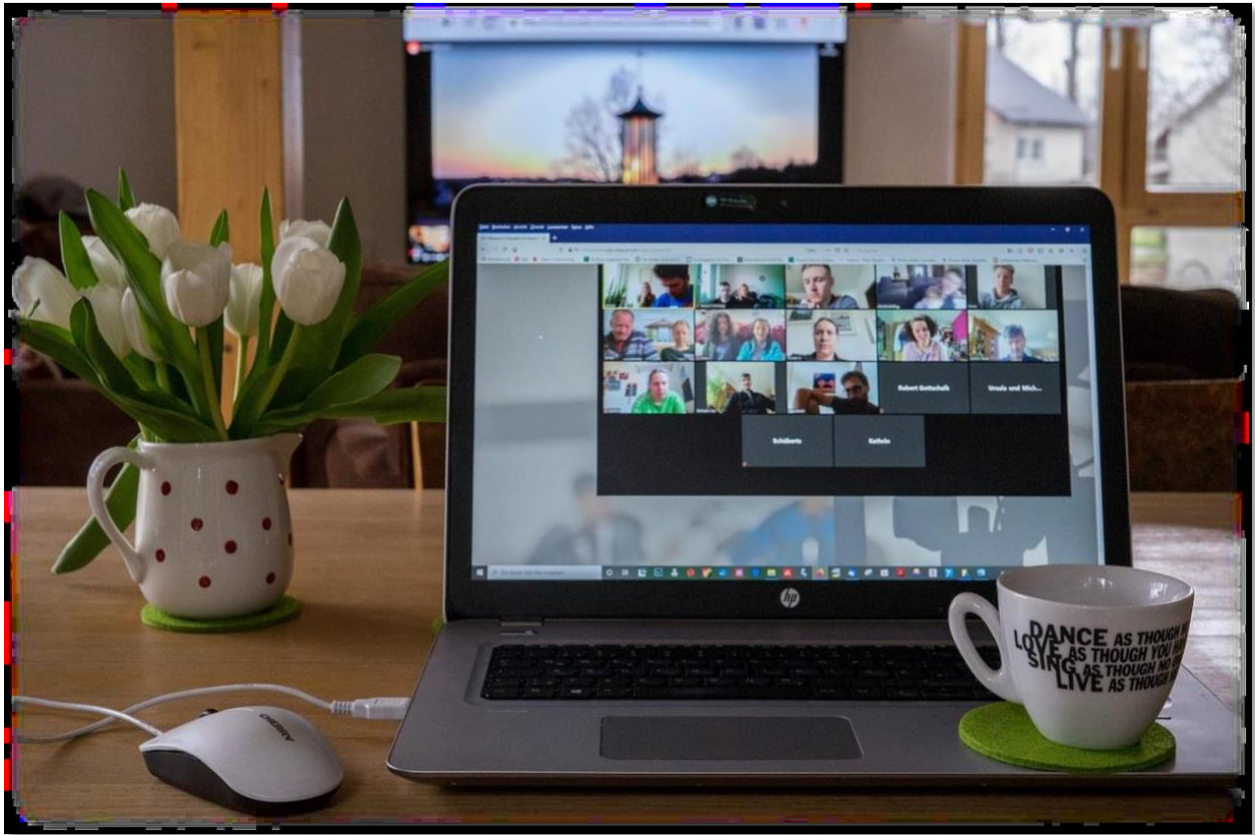
SEPTEMBER 29 & 30, 2023



Partner or Intruder? Revisiting the Historical Role of
Government in Education

ORGANIZATION OF EDUCATIONAL
HISTORIANS 2023 ANNUAL MEETING

VIRTUAL CONFERENCE



ORGANIZATION OF EDUCATIONAL HISTORIANS

"Partner or Intruder? Revisiting the Historical Role of Government in Education"

**2023 Annual Conference
Virtual Conference and Synchronous Online Experience
September 29 & 30, 2023**

CENTRAL STANDARD TIME

Acknowledgement: Many thanks to Information Age Publishing (IAP) for their ongoing support of the OEH Annual Meeting.

Presidential Welcome



Dr. Vanessa Garry

Welcome and thank you all for joining the Organization of Educational Historians for this year's conference as we convene to deliberate on the research topic, "Partner or Intruder? Revisiting the Historical Role of Government in Education." Using federalism as a lens to reflect on the theme, I argue the government serves as both a partner and intruder. As an example, for centuries, the federal government sought to level the playing field for many Americans through education. Conversely, state governmental agencies accept federal educational grants in support of targeted populations only to impose their will that may place the goals of the federal programs at risk. It is the age-old argument about the Federalists' support for a robust central government and the Jeffersonians' backing for states' rights. The push-pull between the two forces hampers the federal government's goal of closing the education gap between children at the top and bottom of the socio-economic spectrum. The perceived heavy hand of the federal government and the diluting of federal programs by states, wishing to flex their political muscles, remain the culprits.

As early as the late 1800s, the federal government attempted to remove barriers that prevented Black children from receiving a public education. In 1865, after the Civil War, it granted full citizenship rights to formerly enslaved Black people, enabling them to attend public schools. States, that made it illegal to teach Blacks to read prior to the Civil War, imposed on their civil rights by creating Black segregated schools that were inferior to the schools for White children. In 1954, the landmark case, *Brown v. Board of Education of Topeka*, that was to mediate the inequities of segregation, could not force states to desegregate schools. Although the Brown decision did not quickly eradicate segregated schools, the federal government helped ameliorate the system while states across the country resisted.

In 1965, Lyndon B. Johnson's War on Poverty was legislation created to provide equal opportunities for the poor in urban and rural America. Its Title 1 program of the Elementary and Secondary Education Act provided states with grants intended to reduce the education gap between children living above and below the federal government's poverty threshold. As the politics changed over the years, so did the program's name and its authorization criteria. Initially, schools received monies for ancillary programs for children designated low socioeconomic status, while years later districts could designate a school as a free and reduced lunch school.

In 2001, the federal government's No Child Left Behind law held public school districts

accountable for children's end-of-year progress by instituting an annual assessment. It enlisted state governments to implement the assessments. The disaggregated test data exposed the inequities between student populations across the country. It was the first time Americans could witness how children attending public schools, performed on an end-of-year assessment, by race and school districts. Imposing consequences on schools for failing to meet the test criteria, federal and state governments forced schools, continuously not meeting requirements, to reconstitute and gave parents the opportunity to move their children to other schools.

The above federal educational programs reveal how the federal government partners with state governments and educational institutions in the hopes of cultivating productive citizenry and improved economies. State government agencies, though not all, on many occasions intrude in school matters by diluting federal policies meant to create education equity for all children. The previous statement certainly rings true today as we witness states use politics to interfere with schooling by determining the books in school libraries, whose history is taught, and what is included in curriculum. All of these interferences, facilitated by those who may not be experts in the educational field, usurp the progress of the federal government and keep children, whose schools are under-resourced, from reaching their potential and positively contributing to America's economy.

Vanessa Garry, Ph.D.
OEH President

ORGANIZATION OF EDUCATIONAL HISTORIANS
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Keynote Speaker:
Dr. David E. Wilkins
University of Richmond

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ORGANIZATION OF EDUCATIONAL HISTORIANS 2023 Annual Meeting

FRIDAY, SEPTEMBER 29, 2023

- 8:00-8:30** Website Check-In, Grab Your Favorite Coffee & Get Ready
(see “Town Square” link below)
- 8:30-8:45** Welcome (TOWN SQUARE)
- 8:45-10:00** Sessions 1-3
- 10:00-10:15** Break: More Pumpkin Spice
- 10:15-11:30** Sessions 4-6
- 11:30-1:00** Lunch: Time to Munch & Refresh
- 1:15-2:30** Sessions 7-9
- 2:30-2:45** Break: Frappuccino Break
- 2:45-4:00** Keynote Address: Dr. David E. Wilkins (see “Town Square” link below)
- 4:00-5:00** BYOB Social/Hangout (TOWN SQUARE)

SATURDAY, SEPTEMBER 30, 2023

- 9:00-9:05** Website Check-In
- 9:05-9:30** Editor’s Session: Dr. S. Marie McCarther
(TOWN SQUARE)
- 9:30-10:15** Presidential Address: Dr. Vanessa Garry
(TOWN SQUARE)
- 10:15-10:30** Break: Replenish With Your Favorite Tea
- 10:30-11:45** Sessions 10-12
- 11:45-12:45** Business Meeting (TOWN SQUARE) (see “Town Square” link below)
- 12:45-1:15** Closing (TOWN SQUARE)

FRIDAY, SEPTEMBER 29, 2023

Session One (8:45-10:00)

Strained Relations: State and Community Governance and the Struggle for Inclusion in Education

Chair: Kevin S. Zayed – Email: kevinzayed@gmail.com

Silencing the Children: How Early 'Cancel Culture' Affected the Children of South Louisiana
Heather K. Caldwell, Texas A&M University - Central Texas

(En)Countering the Persistent Eurocentrism of World History Textbooks and state standards in Texas, and 1970-2016
Stephen Jackson, University of Kansas

School Activism 1830-1930: A Sampling of Social Conflict that Shaped American Education Legislation
Debbie Schaefer-Jacobs, Smithsonian Institution

Session Two (8:45-10:00)

Vocational and Industrial Education: Changing Sentiments, Populations, and Locations

Chair: Robert K. Poch - Email: pochx001@umn.edu

The Industrial Education Movement in Michigan, 1890s-1910s
Glenn P. Lauzon, Indiana University Northwest

The Rise of Vocationalism: Re-Examining the Discourse Around the Passage of the Higher Education Act of 1965 and its Impact on Community Colleges
Antonia Bacigalupa Albaum, Indiana University, Bloomington

Accessing the Science of Death: Joseph Clark, Jesse Leach, and the origins of African American Mortuary Education in the American South
R. Eric Platt, Sam Houston State University

Session Three (8:45-10:00)

Power, Networks, and Resistance: The Effects of - and Responses to - Institutionalized Racism

Chair: S. Marie McCarther – Email: McCartherS@umkc.edu

Formal and Informal Good Ol' Boy Networks: Wielding Power within our Public Institutions
Theresa Harrison, University of South Carolina

A Tale of Educational Injustices is not Due to Government Interference but Power Brokers' Lack of Fair Play: St. Louis Public Schools—A Case Study of Discrimination
Vanessa Garry, University of Missouri-St. Louis

Outside the Lines: How Moberly Junior College Basketball Players Negotiated Social and Racial Norms of Little Dixie On and Off the Court, 1955 – 1967
James Byland, Kansas State University

Session Four (10:15-11:30)

Government, Curriculum, and Education for Citizenship

Chair: Eric Platt - Email: eep032@shsu.edu

The Emergence of a Curriculum of Assimilation: Educating for Citizenship
Mark Groen, California State University, San Bernardino

The mounting challenge to the subject curriculum: A complex example of the role of government in education before World War II and beyond
Benedict Adams, Missouri Western State University
Kip Smilie, Missouri Western State University

Improving Access to Government Benefits: WPA Programs as Stepping Stones
Eliel Hinojosa, Jr., Blinn College
Lynn M. Burlbaw, Texas A&M University

Session Five (10:15-11:30)

Dismantling Segregation and Inequities

Chair: Robert K. Poch – Email: pochx001@umn.edu

Reform Reality: The Dismantling of One DC Public School Community (2001-2008)
Danielle Carrier, University of Southern Mississippi

Black Excellence Through School and Community in the Segregated North: Gary, Indiana's Roosevelt High School
Kendra Lowery, Ball State University

Foundations of Second-Generation Segregation: How School Desegregation Efforts Laid the Groundwork for Contemporary School Inequities
Roger A. Henery, Mercer University

Session Six (10:15-11:30)

Standards and Reforms

Chair: Glenn P. Lauzon, Indiana University Northwest – Email: glauzon@iun.edu

North Carolina History Standards: A Vast or Narrow Early American History?
Carrie Rogers, Western Carolina University

A Precursor to a Nation at Risk: 1980s Educational Reform in Tennessee
Shelby Carter, Indiana University Northwest

Historicizing the Origins of the School Prison Nexus in Minneapolis Public Schools 1966-1972
Christopher Getowicz, University of Illinois at Urbana-Champaign

Session Seven (1:15-2:30)

Place and Identity in Higher Education

Chair: Carrie Rogers - Email: cbrogers@email.wcu.edu

A Loud Landing on the Bandwagon: The Reform of General Education at Harvard, Columbia, and the University of Chicago, 1940-1952
Kevin S. Zayed, Bridgewater College

Feast and Famine: The place of Women in Higher Education
Micah Laz Davis, University of Minnesota

Sleight of Hand: How the Magic City Maintained the Illusion of Separate but Equal Education
James Byland, Kansas State University

Session Eight (1:15-2:30)

Abolition and Intersectionalism

Chair: Kendra Lowery – Email: kplowery@bsu.edu

Education in the afterlife of abolition: Black feminist (re)constructions

Amber M. Neal-Stanley, Purdue University

Friendly Foe: Black Industrial Education and The Smith-Hughes Acts of 1917

H.M. Kuneyl, University of Illinois

David Walker, Educationalist

Matt Bridges, University of Illinois Urbana Champaign

Session Nine (1:15-2:30)

Inclusion and Exclusion in the Curriculum

Chair: Danielle Carrier – Email: Danielle.Carrier@usm.edu

Origins: An investigative look into the term “First-Generation”

Jordan Kuneyl, University of Illinois

What is Precarity to Disability?: A Conceptual History of Vulnerability, Solidarity, and Education

David T. Bates, Stanford University

How California’s Proposition 8 Weaponized Education to Stall Marriage Equality

Taylor Masamitsu, University of Illinois at Urbana-Champaign

SATURDAY, SEPTEMBER 30, 2023

Session Ten (10:30-11:45)

All About the Benjamins- School Equity and Finances

Chair: Taylor Masamitsu – Email: tm21@illinois.edu

Teaching about Black Women’s Legacy of Philanthropy in Education: Mary

Bethune, Jean Fairfax, and Oseola McCarty

Andrea Walton, Indiana University Bloomington

From Little Rock to New York: Ernest Green and the A. Philip Randolph Educational Fund, 1968-1976

Robert K. Poch, University of Minnesota

Session Eleven (10:30-11:45)

Panel: The Educational Historian's Guide to Surviving the Culture Wars: A Discourse in Truth Telling

Co-Chairs: S. Marie McCarther & Donna Davis, University of Missouri-Kansas City

Emails: McCarther@umkc.edu, DavisDon@umkc.edu

Session Twelve (10:30-11:45)

Research and Praxis: Implications for History Education

Chair: H.M. Kuneyl - Email: hkuneyl2@illinois.edu

Student Historians: Youth Documentation of the History of Education during the COVID-19 Pandemic

Katlynn Cross, Mercer University

Katherine A. Perrotta, Mercer University

Reimagining the Role of History in Teacher Education: Towards a Theory of Historically Conscious Teaching/Teachers

Michael Hines, Stanford University

Ann Marie Ryan, University of Texas San Antonio

Charles Tocci, Loyola University Chicago

Historical Media Representation of the Hmong Diaspora in Minneapolis, Minnesota 1979-1989

Christopher Getowicz, University of Illinois at Urbana-Champaign

Victoria Siek, University of Illinois at Urbana-Champaign

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