



National History Club

Newsletter and Forum



Fall 2004

For Secondary Students of History

Issue V

The Legend of George Washington

James C. Rees is the Executive Director of George Washington's Mount Vernon Estate & Gardens.

Just a few months ago, David McCullough, the best-selling author of several important biographies of American leaders, remarked to me that "we are raising a generation of historically illiterate children." These are powerful words and, sadly, they can be supported by a number of recent surveys.

For instance, in a recent survey of fourth graders, seven of ten students thought that Illinois, California or Texas were among the 13 original colonies. Six of ten students had no idea why Pilgrims came to America, and only seven percent could identify what important event occurred in Philadelphia on July 4, 1776.

The news is no more encouraging at the university level. When graduating seniors at the nation's top 55 colleges were asked to name the American general who won the Battle of Yorktown, 34 percent named George Washington. But 37 percent selected Ulysses S. Grant, and six percent chose Douglas MacArthur!

We know that modern textbooks are among the causes of the problem. Some history books include one-tenth the coverage of George

Washington that appeared 40 years ago. One particular social studies textbook includes a modest 34 lines on Washington and 213 lines on Marilyn Monroe. Still another devotes four pages to explaining the democratic form of government, while providing 18 pages on socialism and 47 pages on communism.

Recognizing that George Washington was being short-shrifted in the classroom, Mount Vernon educators decided more than a decade ago to fight back. We developed a George Washington Biography Lesson for fifth graders, which now has been sent, at least once, to every fifth-grade classroom in America.

In some states, more than 90 percent of the teachers who received this lesson used its contents in their classrooms. This tells us that most history teachers still believe, as we do, that Washington is a superb example of character and leadership. When given the creative materials they need to transform Washington, the myth, into Washington, the man, teachers rise to the occasion. Starved for legitimate heroes, most of their students welcome Washington with open arms.

Fortunately, the true stories from the life of Washington are far more exciting than any work of fiction. Because Washington was not simply the most important of the

founding fathers—he was also the most adventurous, the most athletic, and the most fascinating.

In his teens, he surveyed land on the western frontier that few white settlers had ever seen. In his early twenties, Washington led a small group of soldiers who killed a French diplomat, lighting the fuse which sparked the French and Indian War. By the time he was 23, Washington had been promoted to full colonel—the highest rank a colonist could achieve. The young Washington was courageous to a fault, and he made a number of serious blunders. But the lessons he learned in the French and Indian War would serve him well two decades later, when he became commander in chief of our revolutionary forces.

In the war against England, Washington faced the strongest and best-trained army in the world. At one point, King George III sent to America 35,000 men—a force larger than the entire population of Philadelphia, America's largest city. During certain periods of the war, Washington's army of volunteers dwindled to less than 5,000, yet his determination never wavered. Over a period of eight and a half years, Washington was the only officer who never rested. He returned to Mount Vernon only once, to plan the strategy for Yorktown.

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At the close of the war, some of Washington's officers were prepared to overthrow the new civilian government and establish their commander in chief as king. To modern Americans, this sounds far-fetched. But in Washington's day, grabbing power was more the rule than the exception for revolutionary leaders. Julius Caesar and Oliver Cromwell (and in later years, Napoleon Bonaparte and Fidel Castro) rallied the people around the ideals of liberty and freedom, but in the end, they stepped into the vacuum of power and took total control. But Washington would not follow this course. He convinced his men to support the civilian government, and to underline his point, Washington resigned from the army entirely. Like the classical hero Cincinnatus, he put down his sword and returned to his plow.

When King George III heard this news, he supposedly commented that Washington was the "greatest man on earth." Just a few years later, a defeated and forlorn Napoleon, not far from death, exclaimed, "They expected me to be another Washington." Who could possibly live up to this incredibly high standard?

Washington's retirement was short-lived, of course. He was drafted to serve as President of the Constitutional Convention, where he brokered the compromises required to bring 13 disparate states together. And the office of President of the United States was designed with the knowledge that Washington's character would establish the precedent for all future executives to follow.

Washington's critical role in the founding of America requires that his life and legacies be passed on to future generations. But the authors of textbooks, and history teachers in classrooms across the nation, should not look upon this task as a burden or a chore. Washington's life is full of excitement, intrigue and moments of cliff-hanging suspense. If young Americans think Washington was as boring and sedentary as he may appear on the dollar bill, it certainly is not his fault—it is ours.

~ The National History Club and George Washington's Mount Vernon are co-sponsoring the "History Student of the Year" award this coming Spring.

Welcome New Chapters

Abraham Lincoln High School (Brooklyn, New York)

Alexander Dreyfoos School of Arts (West Palm Beach, Florida)

All Hallows High School (Bronx, New York)

Archbishop Carroll High School (Miami, Florida)

B.B. Comer Memorial High School (Sylacauga, Alabama)

Cattaraugus-Little Valley School (Cattaraugus, New York)

Chillicothe High School (Chillicothe, Missouri)

Christian Heritage School (Trumbull, Connecticut)

Cypress Bay High School (Weston, Florida)

Dunbar High School (Lexington, Kentucky)

Frederick Douglass Academy (New York, New York)

Glasgow Middle School (Alexandria, Virginia)

Hastings Senior High School (Hastings, Nebraska)

Horace Mann School (Riverdale, New York)

Howe Military School (Howe, Indiana)

Lookout Mountain Homeschoolers (Chattanooga, Tennessee)

Manlius Pebble Hill School (DeWitt, New York)

McAuley High School (Cincinnati, Ohio)

Monte Vista High School (Danville, California)

Ottawa-Glandorf High School (Ottawa, Ohio)

Patchogue-Medford High School (Medford, New York)

Perkiomen School (Pittsburgh, Pennsylvania)

Pittston Area High School (Yatesville, Pennsylvania)

Plainedge High School (North Massapequa, New York)

Randolph High School (Randolph, New Jersey)

Ravenscroft School (Raleigh, North Carolina)

Saint John's High School (Shrewsbury, Massachusetts)

Southwestern High School (Piasa, Illinois)

Spotswood High School (Spotswood, New Jersey)

St. John's Preparatory School (Danvers, Massachusetts)

The International School (Karachi, Pakistan)

United Nations International School (New York, New York)

Chapter Activities

Here is the latest information on what chapters have been doing over the past few months. E-mail addresses of the chapter Advisors are listed in order for other clubs to contact them if they have questions or seek additional details regarding a club's activities. Clubs are encouraged to communicate with each other to explore new history-related opportunities.

★ The **History Honor Society at Archbishop Coleman Carroll High School** (FL) started off its year with a voter registration drive, where they attempted to get every student old enough to vote to register. In addition to this, they also held a mock election in which every student and faculty member at their school was able to vote for elected officials as well as the eight Amendments on the Florida ballot. Club members had the job of counting (and recounting) votes, tallying them, and looking at voting patterns based on gender and ethnicity...Contact: **Roger Zollo** (RCZollo@aol.com)

★ **B.B. Comer's Time Travelers Club** (AL) is working on a few fundraisers and will be taking a trip to the Horseshoe Bend Military National Park (<http://www.nps.gov/hobe>)...Also in their plans is the formation of a mini-history museum at their high school. They are planning to ask students, teachers, and alumni to donate or lend artifacts related to the history of the school and community. These items will then be placed inside a trophy case in the front lobby, and an information card will be placed next to each artifact...Contact: **Keith George** (keithdgeorge@bellsouth.net)

★ **Chanute High School** (KS) constructed a bulletin board display on the 35th anniversary of the Woodstock Festival, and six of their members attended a lecture by Senator **George McGovern** at the Robert J. Dole Institute of Politics (<http://www.doleinstitute.org/>) on the Kansas University campus. McGovern was awarded the 2004 Dole Leadership Prize at the event...Contact: **Mike Bruner** (brunerm@usd413.k12.ks.us)

★ **Christian Heritage's History Club** (CT) has taken on the name "Radicalis," from the Latin word "root." On election night, they hosted a major all-night political party, tracking the election returns and discussing government. During this event, the club elected new student representatives: **David Hannibal** ('07), **Andrew Hutton** ('07) and **Alan Olson** ('06)...This Winter and Spring, students will be visiting the Hancock Shaker Village (<http://www.hancockshakervillage.org/>) and Fort Ticonderoga (<http://www.fort-ticonderoga.org/>), and they will be also be taking the Gilded Age Tour at the mansions in Rhode Island...They are in the final planning

stages for their Europe trip. In February 2006, students will be spending ten days and nine nights in Greece and Italy...Contact: **Andrew Potter** (apotter@kingsmen.org)

★ Congratulations to **Meghan McHale** of the **Conrad Weiser History Club** (PA) for winning the local Voice of Democracy essay contest sponsored by the Veterans of Foreign Wars...A few things that the group is currently working on for this coming year include their Mock Trial Team, National History Day projects, and their county's World Quest Competition...Contact: **Ann Schmidt** (a_schmidt@conradweiser.org)

★ **Dover's History Club** (DE) heard **Dr. Samuel Hoff** of Delaware State University speak on presidential scandals in October...They have continued their "After School Theater," showing such films as *The Lewis and Clark Expedition*, *Wild Women of the West*, and *Queen Elizabeth*...Their officers this year are President **Brittany Culver**, Vice President **Stephani Kubico**, Treasurer **Hope Shiber**, and Secretary **Kathleen Charlot**...Contact: **Ray Braverman** (rbraver@capital.k12.de.us)

★ **Dulaney High School** (MD) has devoted the semester to studying the Holocaust. Members watched and discussed *The Pianist*, and were also able to hear Nobel Prize winner **Eli Wiesel** speak at the Lyric Opera House (<http://www.lyricoperahouse.com/>). Recently, the club visited the U.S. Holocaust Memorial Museum (www.ushmm.org) to see permanent exhibits and the current exhibit on Nazi medicine...Contact: **Brandy McDaniel** (bmcdaniel@bcps.org)

★ **Dysart's History Club** (AZ) started off the school year by holding their annual 9/11 ceremony. They perform this in conjunction with ROTC, and it is a school-wide event. During the ceremony there is a color presentation, a speaker, and a moment of silence...For winter break, members are planning a trip in Arizona that focuses on Arizona Native-American History...Contact: **Robyn Leonardi** (RLeonardi@Dysart.org)

★ **George Washington High School** (CO) paid a visit to the University of Colorado at Boulder to hear a lecture on influential people in Colorado around the turn of the 20th century from professor **Tom Thomas**. Professor Thomas also visited the group and discussed the Colorado miners' strike that occurred during the Gold Rush...Members also dressed up as famous Coloradans who are buried at a local, history-enriched cemetery. They joined a tour group and read brief "autobiographies" to people on the tour...Contact: **Bonnie Guggenheim** (Bonnie_Guggenheim@dpsk12.org)

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- ★ **Greensburg Salem's History Club** (PA) participated in a History Hayride at Bushy Run Battlefield (<http://www.bushyrunbattlefield.com/WelcomePage.html>) near Greensburg, PA. In August of 1763, Bushy Run was the site of a battle between Native-Americans and 400 British Regulars and local militia. This battle was part of Pontiac's Rebellion. Students traveled around the darkened site on a hay wagon, witnessing the battle and the scene from the French and Indian War period hospital...On November 15, students traveled to the Heinz Regional History Center (<http://www.pghhistory.org/>) in Pittsburgh to tour the exhibits...Contact: **Aimee Manning** (amanning@wiu.k12.pa.us)
- ★ **Happy Hill Farm Academy** (TX) is preparing individual historical papers and displays for the regional Texas History Day competition. In addition to this, members are writing research papers for the Barbara Jordan Historical Essay Competition (<http://www.utexas.edu/world/barbarajordan/>). The club has had much success over the past two years as they have won multiple awards and gone on to State level competition in each of the above mentioned events. Four members took home awards in the historical research paper category at Texas History Day last March: **Lucas Shipman, Katherine Shipman, Kayla Helton, and Laura Barber**. Students conduct their research at the University of Texas at Arlington Library (<http://library.uta.edu/Main/home.uta>)...Contact: **Carol Busse** (carolbusse@msn.com)
- ★ Members of **Irondequoit's History Club** (NY) promoted and hosted a school-wide Student Election Forum after school. Eighty students and faculty members were in attendance as two teams (Red and Blue) debated five key campaign issues. Audience members quizzed the teams during several questioning rounds. This was the third student debate that the club has produced or co-produced...Contact: **Joyce Nagle** (Joyce_Nagle@westiron.monroe.edu)
- ★ **Katy High School** (TX) recently held elections for officers. The President is **Brent Lanier**, Vice President **Ryan Derong**, Treasurer **Rosie Marsh**, and Secretary **Rachael Gleason**...Some members went to the Texas Renaissance Festival in November, and plans are in the works to view the Dead Sea Scrolls in Houston...Contact: **Hope Bordelon** (elizabethbordelon@KATYISD.ORG)
- ★ One of our most recent chapters to join is from Tennessee, the **Lookout Mountain Homescholars** (TN). Their first event was a debate where students discussed the leadership qualities of Julius Caesar and Alexander the Great...In October, the group traveled to the Sequoyah Caverns in Alabama (http://www.tourdekalb.com/history_Sequoyah_Caverns.htm) where they attended a medieval festival and learned about medieval history, crafts, and jousting...Contact: **Joyce McPherson** (McPclan@comcast.net)
- ★ The **Lynn Classical High School History Club** (MA) heard a recent graduate of their school who had just returned from Iraq speak during the annual Veteran's Day assembly...Former club President, **Adam Donachie**, visited to discuss the Salem witchcraft trials with the students...Contact: **Gayle Richardson** (RichardsonG@lynnschools.org)
- ★ **Manlius Pebble Hill School** (NY) decided to begin their activities this semester by watching historical films and then discussing them afterwards. One of the films they viewed was *The Return of Martin Guerre*. This film is set in medieval France during the Hundred Years' War, and it follows the alleged homecoming of a soldier after many years of absence...Congratulations to member **Stefania Ianno**, who recently won the National JFK Lancer Scholarship (www.jfklancer.com). This award is given each year to one student who has demonstrated an avid interest in the Kennedy assassination through a research paper...Contact: **Peter Wozniak** (pwozniak@mph.net)
- ★ **Marshfield's History Club** (MA) reports that it has elected **Caitlin Greene** as their new President and **Nichole Fletcher** as the Vice President...The group also created their annual Veteran's Day display, which shows primary resources and pictures from past wars...They have held a few debates the past semester on topics ranging from the presidential election to Iraq...Contact: **Kim McGourty** (mcgourtyclan@adelphia.net)
- ★ Students from **McAuley High School** (OH) are designing history club t-shirts that will say "Alexander Hamilton, July 11, 1804" on the front, to commemorate the 200th anniversary of the Hamilton/Alexander Burr duel...For outside school activities, plans are in the works for a visit to the Freedom Center (<http://www.freedomcenter.org/>) in Cincinnati...Contact: **Jim Schneider** (schneiderj@mcauleyhs.net)
- ★ Check out **Millbrook High School's** (NC) *Bridges Newsletter* at <http://mhs.wcpss.net/academics/poling/index.htm>. This issue of *Bridges* has numerous important and interesting articles that are a pleasure to read. Club Historian **Jessica Rowley** reports that students were able to link up with former soldiers, POWs, journalists, refugees, and authors who were involved or lived through the Vietnam era. These people share their experiences with the students and help them understand more about

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the important lessons that can be learned from studying this tumultuous period. Members also have heard this semester a diverse group of speakers talk about the Vietnam period, including an Army Ranger, a former POW, and Vietnamese refugees...Congratulations to club Advisor **Lindy Poling**, who was recently chosen by *USA Today* as a member of its All-USA (First) Teacher Team...Contact: **Lindy Poling** (lgpoling@juno.com)

★ The **Monte Vista History Club** (CA) spent their first couple of months focusing on studying World War II. To further their knowledge of this war, students viewed select episodes of the HBO mini-series *Band of Brothers*, and Steven Spielberg's *Schindler's List*. After each movie, the club holds meetings to discuss the material covered and to analyze the historical events. They will also soon be reading Stephen Ambrose's *Band of Brothers*...Continuing with their discussion of historical events, students have also talked about such topics as the Lewis and Clark expedition and Andrew Jackson's presidency... Congratulations to club President **Kevin Zhou**, whose essay on Great Britain's culpability in the Irish Potato Famine was just published in the Winter Issue of *The Concord Review*...Contact: **Shelley Cummins** (scummins@mvhigh.net)

★ **Jacqueline Kruse** reports that the **Twin Elm History Club** at **Ottawa-Glandorf High School** (OH) held a fundraiser this Fall to fund the restoration of a memorial statue that honors two local firemen who died at the turn of the century...They are also in the process of helping their local genealogical society in preparing family biographies for inclusion in their most recent book on the families of Putnam County. Each member is drafting a biographical sketch of their family...Students also created their own Fall Newsletter, which dealt with the Jeffersonian period. Several of the school's history teachers utilized the Newsletter in their classrooms...Contact: **Troy Yant** (yantt@oghs.noacsc.org)

★ Thirty students from **Patchogue-Medford High School** (NY) visited the New York Historical Society (<http://www.nyhistory.org/>) for a tour of the Alexander Hamilton exhibit. This exhibit helped to acquaint the students with the statesman whose life inspired discussion and controversy, and shaped the America we live in two hundred years after his death...Contact: **Bill Carpluk** (William_Carpluk@admin.pat-med.k12.ny.us)

★ The **Ben Franklin Honor Society** at **Plainedge High School** (NY) held its first ever induction ceremony on October 29. The Society has spent its first year in existence working on a Constitution and developing plans for the year. So far, members have established and

maintained a "Current Events" bulletin board in the front hallway at the school, adopted a soldier in Iraq to whom to send care packages, and maintained an informational display concerning November's election...The group also helped educate their peers in the days preceding the election, as they visited classes to describe the voting process and discuss the candidates...Contact: **Doug Abrams** (dabrams@plainedgeschools.org)

★ **Richard Montgomery's History Club** (MD) reports that they paid a visit to the United States Naval Academy in Annapolis, Maryland on October 23. The group, including many of its new members, toured the Academy with a former Richard Montgomery graduate who is currently a senior midshipman...Activities planned for the future include a trip to the National Museum of the American Indian (<http://www.nmai.si.edu/>) and a return to the Antietam Civil War battlefield (<http://www.nps.gov/anti/>)...Congratulations to club co-President, **Saul Carlin**, who received the Marian Greenblatt award, which is given to one junior in each Montgomery County Public Schools high school who has demonstrated excellence in social studies...Contact: **Bob Hines** (rphines@aol.com)

★ **S.V. Marshall High School's History Club** (MS) held a mock election on November 2 for students, faculty, and staff. Students took sample ballots and passed them out, encouraging their peers to get more involved in the voting process. Also, club Sponsor **Sallie Williams** assigned members of the club to different voting precincts in the Holmes County area. Here, members had the chance to witness election day up close, hearing voters comment on the issues and even meeting with a few of the local candidates to hear their thoughts.

★ There are eighteen new "Members with Distinction" at **Santa Catalina School** (CA). To be recognized as such, members need at least three out of four of the following criteria: "A" grades in junior and senior year history department courses; qualifying scores on the A.P. history exams; a demonstrated willingness to always put forth her best effort; and, a genuine enthusiasm for history...Recently, the school's annual Howell-Hughes award for distinguished achievement in historical research and writing was shared by two chapter members, **Marina Barcelo** and **Anna Greenfield**...Contact: **Broeck Oder** (Broeck_Oder@santacatalina.org)

★ **Spotswood's History Club** (NJ) held their annual elaborate Veteran's Day assembly program. Highlights of the event included a short address by **Joe Hems** (Commander of the Purple Heart Veterans of America & Korean War Veteran) on the history and meaning of

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Veteran's Day and a keynote address by **Walt Nagle**. Mr. Nagle is a German Jew who fled the Nazis in the 1930s and was trained to interrogate captured POWs during World War II. He ended up becoming General George S. Patton's personal interrogator and interpreter. Also during the ceremony, a veteran from each war since World War II sat on the stage...Contact: **Frank Yusko** (FYusko@Spotswood.k12.nj.us)

★ Formed last June, the **St. John's Prep History Club** (MA) has 20 active members and has been meeting regularly. In October, students traveled to Boston and toured Beacon Hill with a National Park Service ranger, learning about the 54th Massachusetts Infantry Regiment (one of the first black units organized in the North during the Civil War) and the rich history of abolitionism within the African-American community on Beacon Hill...Contact: **Charlie Newhall** (cnewhall@stjohnsprep.org)

★ The **St. Martin History Honor Society** (MS) has made membership contingent upon high grades or good scores on the A.P. history exam, and so far has allowed only members of the senior class to be in the society. Last Spring during graduation, their seniors proudly wore red, white, and blue honor cords during the ceremony...Two things they have planned for the coming year are designing a t-shirt for members to wear and an April trip to the D-Day Museum (<http://www.ddaymuseum.org/>) in New Orleans...Contact: **Dieter Miller** (dmiller@jaco.k12.ms.us)

★ President **Bryan Furman** and Treasurer **Jessica Jacaruso** of **Suffern High School** (NY) attended a conference titled "Ethics in High School, College, and Beyond," at West Point this Fall...Public Relations officer **Jon Salt** was instrumental in helping to organize a "Drive for Supplies" to send to troops overseas. This drive was initiated by the honor society (with help from local Veterans), as they set up posters and flyers around the school and manned a collection table for two weeks. After collecting loads of supplies, they were packaged and shipped off overseas...Contact: **Kim Cleary** (kcleary@ramapocentral.org)

★ The **Shorecrest Preparatory School Clio Club** (FL) started the year with a "History Horror Hop," where students dressed up as historical figures from the last five decades of the 20th century. Costumes included Presidents Richard Nixon and Bill Clinton...The club is busy preparing for the district competition of National History Day in March 2005...Contact: **Ron Heller** (rheller@shorecrest.org)

★ **Warwick's History Club** (PA) took approximately 150 ninth graders to tour the Gettysburg Battlefield (<http://www.nps.gov/gett/>) in Adams County, Pennsylvania. At this historic site, they got see where the largest battle ever waged during the Civil War was fought. Fought in the first three days of July 1863, the Battle of Gettysburg resulted in a hallmark victory for the Union Army, and ended the second invasion of the North by General Robert E. Lee's "Army of Northern Virginia." It was also the bloodiest single battle of the war, resulting in over 51,000 soldiers killed, wounded, captured, or missing. The chapter even had two members get up and recite the Gettysburg Address at the national cemetery, as Abraham Lincoln did on November 19, 1863...Contact: **Maurice L. Blose** (mblose@warwick.k12.pa.us)

★ The **West Morris Central High School History Club** (NJ) created an election bulletin board highlighting the presidential candidates and their views on the issues to share with fellow students and staff members. Keeping with this theme, students attended a lecture on presidential campaign memorabilia presented by a local history buff. Some of the materials shown dated back to the election of 1904, where Teddy Roosevelt defeated Alton Parker...One student committee of the club is responsible for a weekly radio announcement that focuses on "This Day in History"...Recent visits were made to the New York Historical Society and to the American Museum of Natural History (<http://www.amnh.org/>) to view the IMAX movie on Lewis and Clark...Contact: **Rosanne Lichatin** and **Michelle Mongey** (mongey@wmchs.org)

★ **Jessica Stamper** of the **Gilbert Van Zandt History Club** at **Wilmington High School** (OH) reports that their club is holding meetings every Thursday for forty-five minutes. The club is currently working on researching the person their club is named after, Gilbert Van Zandt. Van Zandt was from Port William, Ohio, and he was only ten years old when he went to war as a drummer with his father during the Civil War. He eventually ended up with General William Sherman on his march to the sea in Georgia at the end of the war. Historian **Gary Kersey** has helped them learn more about Van Zandt, as he met with the students in November...The club is also actively planning field trips to the Clinton County Historical Society (<http://www.clintoncountyhistory.org/>), the historic Murphy Theater, and Wright Patterson Air Force Museum (<http://www.wpafb.af.mil/museum/>)...Contact: **Loren Stuckert** (Loren.Stuckert@wilmington.k12.oh.us)

Book Corner

We would like to find out what history books students are reading to share them with their peers. These are a few reviews of books read by history club members. If you have a book to recommend, please e-mail us at nasson@tcr.org and it will be considered for the Spring Newsletter.

William I. Hitchcock's *The Struggle for Europe*. New York: Random House Inc., 2002.

Hitchcock's European Cold War history centers largely around, as its title suggests, the struggle for Europe during the Cold War, not just between the United States and the Soviet Union, but also between internal European political forces, and the ways in which this struggle has led to the formation of Europe as it is today. Hitchcock uses four key ideas which are tied to the development of Europe, the first of which is that Western Europe "had a good Cold War." That is to say that the division of Europe caused the United States to take a vested interest in the progression of that division, and also that the division caused a strong sense of cohesion (economic and political) among the nations of Western Europe. The second idea is that the destruction incurred by World War II resulted in the necessity of the rebuilding of Europe, both structurally and politically. The third key idea is that the fight for freedom in Eastern Europe was also essential in that it established a strong sense of the importance of freedom from domination. Finally, the fourth idea is that Europe was helped by the fact that it did not experience extremely violent and bloody revolutions in Eastern block countries, and in former dictatorships, which were liberated in the 1970s and 1980s.

The book offers both a fairly detailed historical narrative and a solid theory as to the relevance of Cold War history in present day Europe. I believe it could be useful and interesting for those studying and learning the writing of history, precisely because it is an example of analysis of history, in addition to being a narrative.



Jason Stigliano,

St. John's Preparatory School History Club (MA)

Chuck Carlock's *Firebirds*. Texas: Bantam Books, 1995.

This book is a collection of helicopter war stories during the Vietnam War, told in the first person by Warrant Officer Chuck Carlock and several of his cohorts.

The narrative is well-written and engaging, and the book gives the reader a good idea of what it must have been like to fly Helicopter Gunships and Medevac Choppers during the Vietnam War. The stories that are told are entertaining, but I wish the author went a little further into explaining the history of Vietnam.



James Theesfeld,

Williams Bay High School History Club (WI)

William Manchester's *A World Lit Only By Fire*. United States of America: Back Bay Books, 1992.

William Manchester does a wonderful job of describing the tumultuous life Europeans endured during the Middle Ages, as well as the continent's rebirth during the Renaissance. The book provides a remarkably detailed account of the revolutionary works of Martin Luther, and also the impact that Ferdinand Magellan had on society. *A World Lit Only By Fire* is truly a must read for all.



Kevin Zhou, President

Monte Vista High School History Club (CA)

Janet and Geoff Benges's *George Washington Carver: From Slave to Scientist*. Washington: YWAM Publishing, 2001.

This biography covers all of George Washington Carver's life, beginning on a farm in Diamond, Missouri. It details how his mother and George—at the time a sickly baby—are kidnapped by some bushwhackers and, when rescued, George is inches from death. His mother was never seen again. The book then delves into George's trials trying to gain an education, reliving the troubles that he encountered, from racism to paying for school. It finishes by exploring his careers (Director of Agriculture at Tuskegee Institute) and inventions, such as the development of the crop rotation method.

After reading this biography of George Washington Carver's life, I was inspired by the fact that a poor slave could rise to become such a renowned scientist. The epitaph on his grave sums up his life: "He could have added fortune to fame, but caring for neither, he found happiness and honor in being helpful to the world."



Ryan Gregornik

Williams Bay High School History Club (WI)



Looking For Activities?



For those clubs seeking ideas for future plans, this section offers information about some of the Historical Societies, Presidential Libraries, and History Museums around the country. If you are interested in a particular Museum, please check out their website and then e-mail the Contact listed. Many thanks to all the Museums and Libraries that provided contact information. If you have additional ones to offer please let us know at nasson@tcr.org and they will be included in the Spring Newsletter. Also, for a complete list of Museum websites, please visit www.tcr.org.

- **Arkansas State University Museum** (<http://museum.astate.edu/>) - Contact: **Lynda Medlock** (lmedlock@astate.edu)
- **Maine Historical Society** (<http://www.mainehistory.org/>) - Contact: **Jane Foden** (jfoden@mainehistory.org)
- **Atlanta History Center** (www.AtlantaHistoryCenter.com) - Contact: **Wesleigh Reaves** (WReaves@AtlantaHistoryCenter.com)
- **Massachusetts Historical Society** (<http://www.masshist.org/welcome/>) - Contact: **Linda Smith Rhoads** (lrhoads@masshist.org)
- **George Bush Presidential Library and Museum** (<http://bushlibrary.tamu.edu>) - Contact: **Brian Blake** (brian.blake@nara.gov)
- **New Jersey Historical Society** (<http://www.jerseyhistory.org/>) - Contact: **Connie Jackson** (CJackson@JerseyHistory.org)
- **Chattanooga Regional History Museum** (www.chattanoogahistory.com) - Contact: **Donna Etkin** (dettkin@chattanoogahistory.com)
- **New York Historical Society** (<http://www.nyhistory.org/>) - Contact: **Anthony Napoli** (napoli@gilderlehrman.org)
- **City Museum of Washington, DC** (www.citymuseumdc.org) - Contact: **Mychaelene Giampaoli** (mgiampaoli@citymuseumdc.org)
- **Ohio Historical Society** (<http://www.ohiohistory.org>) - Contact: **Marilyn Davis** (mdavis@ohiohistory.org)
- **Colorado Historical Society** (<http://www.coloradohistory.org/>) - Contact: **Martha Dyckes** (martha.dyckes@chs.state.co.us)
- **Historical Society of Pennsylvania** (<http://www.hsp.org/>) - Contact: **Kathryn E. Wilson** (kwilson@hsp.org)
- **East Tennessee Historical Society** (<http://www.east-tennessee-history.org/>) - Contact: **eths@east-tennessee-history.org**
- **Franklin D. Roosevelt Presidential Library and Museum** (<http://www.fdrlibrary.marist.edu/>) - Contact: **Jeffrey Urbin** (Jeffrey.Urbin@nara.gov)
- **Eisenhower Museum** (<http://www.eisenhower.archives.gov/>) - Contact: **eisenhower.library@nara.gov**
- **South Carolina Historical Society** (<http://www.schistory.org/>) - Contact: **Carey Lucas Nikonchuk** (lucasc@schistory.org)
- **U.S. Holocaust Memorial Museum** (www.ushmm.org) - Contact: **Dan Napolitano** (DNapolitano@ushmm.org)
- **Tennessee State Museum** (<http://www.tnmuseum.org>) - Contact: **info@tnmuseum.org**
- **Indiana Historical Society** (<http://www.indianahistory.org/>) - Contact: **Carrie Wood** (cwood@indianahistory.org)
- **Texas Memorial Museum** (<http://www.tmm.utexas.edu/>) - Contact: **Dianne E. Folkert** (def@mail.utexas.edu)
- **John F. Kennedy Library and Museum** (www.jfklibrary.org/) - Contact: **kennedy.library@nara.gov**
- **Virginia Historical Society** (www.vahistorical.org) - Contact: **Maribeth Cowan** (maribeth@vahistorical.org)
- **Kansas Museum of History** (www.kshs.org) - Contact: **Bobbie Athon** (BAthon@kshs.org)
- **Wisconsin Historical Society** (<http://www.wisconsinhistory.org/>) - Contact: **John Lemke** (jwlemke@whs.wisc.edu)

» Historically Speaking «

Looking to challenge your knowledge of the words of historical figures? See if you can match these ten quotations with the famous person who delivered the line(s). The answers are on Page 10.

1) "I have nothing to offer but blood, toil, tears, and sweat."

- A. Winston Churchill
- B. Ronald Reagan
- C. Margaret Thatcher
- D. Rudolph Giuliani

2) "It did not take atomic weapons to make man want peace, a peace that would last. But the atomic bomb was the turn of the screw. It has made the prospect of future war unendurable."

- A. Kofi Annan
- B. Robert Oppenheimer
- C. Harry Truman
- D. Albert Einstein

3) "Where justice is denied, where poverty is enforced, where ignorance prevails, and where any one class is made to feel that society is in an organized conspiracy to oppress, rob, and degrade them, neither persons nor property will be safe."

- A. Yitzhak Rabin
- B. Susan B. Anthony
- C. Benjamin Franklin
- D. Frederick Douglass

4) "I came, I saw, I conquered."

- A. Alexander the Great
- B. Douglas MacArthur
- C. Genghis Khan
- D. Julius Caesar

5) "About the capitalist states, it doesn't depend on you whether or not we exist. If you don't like us, don't accept our invitations, and don't invite us to come and see you... We will bury you."

- A. Jefferson Davis
- B. Nikita Khrushchev
- C. Fidel Castro
- D. Ayatolla Ruholla Khomeini

6) "Courage is resistance to fear, mastery of fear—not absence of fear."

- A. Malcolm X
- B. Mahatma Gandhi
- C. Mark Twain
- D. John F. Kennedy

7) "Let there be no more war or bloodshed between Arabs and Israelis. Let there be no more suffering or denial of rights. Let there be no more despair or loss of faith."

- A. Anwar al-Sadat
- B. Ariel Sharon
- C. Salman Rushdie
- D. Jimmy Carter

8) "Let us do something beautiful for God."

- A. George Washington
- B. Martin Luther King, Jr.
- C. Mother Teresa
- D. Christopher Reeve

9) "That we here highly resolve that these dead shall not have died in vain; that this nation, under God, shall have a new birth of freedom; and that government of the people, by the people, for the people, shall not perish from the earth."

- A. Richard Nixon
- B. Abraham Lincoln
- C. Andrew Jackson
- D. John Adams

10) "Those who cannot remember the past are condemned to repeat it."

- A. George Santayana
- B. Thomas Paine
- C. Maya Angelou
- D. George Orwell

For Advisors

Thanks to the support of the Gilder Lehrman Institute, the **Organization of American Historians** has announced travel fellowships for pre-collegiate history teachers to attend their 2005 Annual Meeting in San Francisco, California, this year from March 31 to April 3. More than forty fellowships are available for travel-related expenses, and the conference affords a unique opportunity for teachers to enhance their professional development by attending sessions specifically geared to classroom teaching, as well as to scholarly research and public history. More information and an application link can be found at <http://www.oah.org/meetings/2005/index.html>.

Also, the Gilder Lehrman Institute is offering summer seminars for teachers, which are designed to strengthen participants' commitment to high-quality history teaching. These week-long seminars provide intellectual stimulation and a collaborative context for developing practical resources and strategies to take back the classroom. Seminars are tuition-free, and offer stipends of \$500, books, room and board, and in-service and new-teacher credit. To find out more and apply, visit <http://www.gilderlehrman.org/teachers/seminars1.html>.

NHC Support

The National History Club would like to thank the **Gilder Lehrman Institute of American History** for their generous matching grant, to help support operations during this past year.

The Gilder Lehrman Institute (<http://www.gilderlehrman.org/>) was founded in 1994 to promote the study and love of American history. Gilder Lehrman's initiatives target audiences ranging from students to scholars to the general public. The Institute creates history-centered schools and academic research centers; organizes seminars and enrichment programs for educators; produces print and electronic publications and traveling exhibitions; and sponsors lectures by eminent historians.

As the number of history club chapters and members grows, it becomes increasingly difficult to cover the costs of printing our biannual Newsletter, attending conferences to disseminate information about our organization, and mailing various NHC materials. If any person or foundation would like to extend support to the National History Club, we would relish the chance to speak with you, and we hope that you will contact us.



History Student of the Year



In the Spring of 2005, the National History Club and **George Washington's Mount Vernon** (<http://www.mountvernon.org/>) will be awarding the first annual **History Student of the Year** award, which will be given to one student in each existing history club chapter. We want each club to set their own guidelines for how a student is selected for this award. It is expected that the members and/or the Advisor(s) will choose the recipient. Chapters should start discussing as soon as possible the criteria for receiving this award.

Each member who is recognized as their chapter's **History Student of the Year** will receive a copy of David Hackett Fischer's *Washington's Crossing* with his/her achievement noted on the inside cover. Their name will also be listed in the Spring Newsletter in a section highlighting award winners.

Answers: 1-A, 2-B, 3-D, 4-D, 5-B, 6-C, 7-A, 8-C, 9-B, 10-A

❖ *The Concord Review* ❖
Varsity Academics®

For those students who have written a history research paper, we would like to suggest the idea of submitting it to *The Concord Review* for possible publication. This unique quarterly journal remains the only one in the world to publish the history papers of high school students. Over the past seventeen years, *The Concord Review* has published 660 essays from authors in 43 states and 33 other countries.

Students who submit essays for publication are eligible to be published in the next four issues of the journal, and have the opportunity of winning a **\$3,000 Ralph Waldo Emerson Prize** if their paper is printed in *The Concord Review*. Many of our authors have sent reprints of their papers with their college application materials, and they have gone on to Berkeley (6), Brown (20), Columbia (13), Dartmouth (11), Harvard (76), Princeton (36), Stanford (22), Yale (59), and a number of other fine institutions. **William R. Fitzsimmons**, Dean of Admissions at Harvard, has said “We have been happy to have reprints of essays published in *The Concord Review*, submitted by a number of our applicants over the years, to add to the information we consider in making admission decisions.”

History essays may be submitted, with a fee of \$40, to *The Concord Review*, on any historical topic—domestic or foreign, ancient or modern. For the \$40 fee, the author receives the next four issues of the journal. Each essay must be accompanied by a Submission Form, which can be found on our website at <http://www.tcr.org>.

NHC

Membership Procedures

The **National History Club** was founded in March 2002 to promote the reading, writing, discussion, and enjoyment of history. There is no fee for a chapter to be granted a charter, as the NHC wants any school with a genuine interest in history to be part of our organization. Our goal is to connect students of diverse backgrounds and varying abilities in schools across the country. We now have chapters in thirty-two states and one foreign country, and there are over 3,000 students involved.

History clubs which join the NHC may be of several different kinds. Some may already be established, while others may be newly formed. Certain clubs will emphasize local history and site visits. Some will want to put their time into reading history books together and writing serious research papers. History clubs from the same region may even coordinate activities with each other. It is our plan to hold a National Convention in the coming years.

We provide members with a Newsletter twice a year, sharing information about club activities in chapters around the country. Schools looking to join the **National History Club** should send a letter on school stationery requesting chapter membership to Robert Nason, Executive Director, along with the names of the students and the Advisor, as well as the Advisor’s e-mail address.

Class Sets

Free offer: For a short while, the National History Club is willing to send any history club chapter who may have interest a complimentary class set (30 copies) of *The Concord Review*.

The journal provides teachers the opportunity to show their students examples of good historical research and writing being done by their peers. It is sure to stimulate the minds of all diligent history students.

For those clubs interested in receiving a class set please send your request, with your address, to Will Fitzhugh at fitzhugh@tcr.org.



Contact Information:

Will Fitzhugh, Founder - fitzhugh@tcr.org

Robert Nason, Executive Director - nason@tcr.org

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National History Club

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