In Memoriam

Dear History Alums and Friends:

It is always a pleasure to write to you about new developments in the History Department at UM-St. Louis. In my last letter, I described how retirements and new faculty hires have changed the face of the department. In this letter, I would like to discuss the major curricular changes we are making in our expanding graduate program.

The MS program in history has grown steadily in recent years. The Museum Studies, directed by Dr. Jay Rounds, attracts talented students from across the country. The regular MA program continues to grow as well. At the undergraduate level, UM-St. Louis trains more secondary education social studies teachers than any other institution in the state; increasingly, the History Department provides these teachers with their graduate training as well. We are proud of the high quality of this program. Two teachers currently enrolled in the MA program have been awarded prestigious James Madison Fellowships.

Graduate training will remain an important part of what we do as part of the region’s public research university. Dr. Winston Hsieh, Director of Graduate Studies, is working with a select group of faculty at Missouri Southern State University (formerly Missouri Southern State College) in Joplin to make graduate work in history available to secondary educators in rural regions of the state. This effort is supported by a major grant from the United States Department of Education.

Our graduate program promotes a transnational and global historical perspective. To strengthen this perspective, we have redesigned the curriculum to identify Metropolitan history, Regional history, National history, and Transnational history as distinct areas of study. The revised MS curriculum will help us to meet the educational needs of graduate students in the early twenty-first century by promoting connections between local communities and the wider world.

Growth continues in other areas as well. Since I last wrote to you, UM-St. Louis has become the home of the Western History Association, one of the nation’s leading regional history organizations. When the WHA held its annual meeting in St. Louis in October 2006, it formally opened its UM-St. Louis office with Dr. Kevin Fernlund as the Association’s Executive Director.

The Virtual City Project continues to receive national recognition. The Project received a major National Leadership grant from the Institute for Museum and Library Services to work in partnership with the Campbell House Museum, the Museum of Westward Expansion (at the Arch), and a museum being developed by the Old North St. Louis Development Group. The partnership will provide small museums around the country (indeed, around the globe) with the capacity to locate their institutions in three dimensional environments that replicate lost landscapes of the past.

As always, I encourage you to contact Timelines editor Kevin Fernlund regarding your own activities and accomplishments. I also encourage you to visit the campus to see the new residential housing facilities, the Millennium Student Center, the Touhill Performing Arts Center, and the St. Louis Mercantile Library. Let me close by reminding you that UM-St. Louis hosts the St. Louis Regional History Day competition. The event will be held on campus on Saturday, February 24, 2007. Dr. Peter Acsay is the History Day Coordinator. The event brings more than three hundred students, parents, and teachers to campus, and Dr. Acsay would greatly appreciate your participation as an organizer, guide, or judge.

Best wishes,

Louis S. Gerteis
Professor and Chair

Louis S. Gerteis

Kevin J. Fernlund
Beyond preservice education, historians’ collaboration with K–12 teachers must be built on a commitment to the needs of practicing teachers and must encourage the development of professional communities that include historians as well as teachers. Participants in the 2005 OAH session, “Tear Down this Wall: Building Collaboration between Schools of Education and Departments of History,” confirmed what I have observed in my work: classroom teachers are hungry for content-specific professional development (which has been seriously compromised in many school districts), and they welcome interaction with practicing historians. This interaction has been the strength of the U.S. Department of Education’s Teaching American History grants. Gilder Lehrman Institutes, NEH seminars, and National Council on History Education programs, all of which bring historians and teachers together. Opportunities offered by such interaction is magnified when historians are committed to ongoing work with teachers and are attentive to the challenges teachers face in turning content knowledge into workable and engaging lessons. Indeed, as a profession, we historians miss a valuable opportunity to impact history education when we take what some have described as a “parachute approach” to our interactions with teachers: dropping in to offer a lecture when called upon, but without engaging in real dialogue with classroom teachers about their needs and ideas about how to teach history. This approach does not build the kind of collaboration likely to positively impact history education. While we might include scholarly concerns in our interactions with teachers, we might also discuss how we wrestle with questions of what content and skills to emphasize in our own courses, what primary sources we draw upon to do so, and how we pique our students’ interests in seemingly remote events and cultures. Making the intellectual processes surrounding research and teaching more transparent not only models them for teachers, but also invites us to reflect on our own practices as we build professional communities that value rigorous standards for history education. Listening to college of education faculty and to teachers might even help us become more cognizant of our own approaches to teaching, more aware of what works and what does not in our college classrooms, and more articulate in expressing our own teaching goals.

The historian’s role in teacher education extends beyond coursework and professional development, however, into current political debates about assessment and standards. Teacher education programs and history departments must work together to assert a stronger response to the way that history education has been politicized at this particular moment. Indeed, debates about history curriculum and standards at the state level (like the controversy over the national standards in the early 1990s) have drawn historians into public conversations about the purposes and content of K–12 history education, and since its establishment in 1974, the AHA’s Teaching Division has put educational issues on the organization’s agenda. Furthermore, in today’s climate of high stakes testing, history instruction that values critical examination of such issues and that stresses historians’ scholarly concerns in our interactions with teachers, we might also discuss how we wrestle with questions of what content and skills to emphasize in our own courses, what primary sources we draw upon to do so, and how we pique our students’ interests in seemingly remote events and cultures. Making the intellectual processes surrounding research and teaching more transparent not only models them for teachers, but also invites us to reflect on our own practices as we build professional communities that value rigorous standards for history education. Listening to college of education faculty and to teachers might even help us become more cognizant of our own approaches to teaching, more aware of what works and what does not in our college classrooms, and more articulate in expressing our own teaching goals.

Leonard S. Gerteis Department of History University of Missouri-St. Louis One University Boulevard St. Louis, MO 63121-4400
M. James “Jim” Kedro passed away October 13, 2006. He was 59 years old. Jim was a senior research evaluator for St. Louis Public Schools and an associate professor of History at St. Louis Community College at Meramec. He graduated magna cum laude with a BA and an MA from UMSL. Jim then earned his PhD in psychobiology from the University of Denver. Born in St. Louis, Jim earned the rank of Eagle Scout with Boy Scout Post 319. He served as a captain in the Marine Corps, earning the National Defense Service Medal and an expert rifle award. Jim’s book, “Aligning Resources for Student Outcomes: School-Based Steps to Success,” was published in 2004. His research has appeared in several education journals and professional publications. While teaching at St. Louis Community College, Jim encouraged his students to learn the value of accountability from the lessons of the past and to shape their own expectations for the future. He was a member of the Alfion Alumni Association and American MENSA, as well as a supporter of the American Legion and other veterans groups. Jim is survived by his wife, Prudence, four children, and his parents and two sisters.

IN MEMORIAM


Chuck Korr has conducted research since 1997 on how South African political prisoners on Robben Island (known throughout the world as the place where Nelson Mandela was imprisoned) used sports as a way to continue their struggle against apartheid even while in prison. Sports was a way to maintain their morale, create a sense of community, and take control over some aspects of their lives, and to gain the administrative skills they would need when they were part of a free, democratic South Africa. They gained the right to play soccer, but before they kicked a ball, they created a highly organized set of leagues and made sure everything met the standards that would apply in the world outside the prison.

In November, Anant Singh, the leading film maker in South Africa announced that his company was starting production of a documentary/docusrama, “More Than a Game,” which will tell this remarkable story. The film is based on Chuck’s research in the documents left by the prisoners and the interviews he has conducted since 2001. He is the historical consultant and co-producer for the film. The project has gained the support of FIFA (the international governing body of soccer) and is scheduled to be previewed in November 2007 as part of the ceremonies leading up to the 2010 FIFA World Cup in South Africa.

Steven Rowan will be on faculty of the University of Graz, Austria, from the beginning of March to the end of June 2007, occupying the “Karl Kraenzen Fullbright Distinguished Chair of Cultural Studies.” By mid-July, Steve will be back to resume teaching at UMSL in the Fall 2007 semester.

Also, Steve is currently completing a German-language article on the history of law for an Austrian publication. He has completed work on an article about Baron Friedrich Wilhelm van Egelovstein and his images of the mountain West for the University of Missouri Press. It will use images at the Mercantile Library and published by the Library in conjunction with the UM Press.

TOWER GROVE PARK STATUARY REPAIRED AND RETURNED

Donald Bergmann, a friend of the History Department at UMSL, is currently a member of the Campbell Scholarship board and President-Emeritus of the St. Louis Chapter of the Victorian Society in America. He also serves on the boards of the German-American Heritage Society and the Friends of Tower Grove Park. During a May 2004 storm, the two statues on the limestone pillars inside the north entrance of Tower Grove Park were smashed. Don collected the insurance for safekeeping and then supervised the restoration of these handsome sculptures the following September.
The 2006 James Neal Prim littc Mistr was given by T. JTI. Stiles, on "The War on Terror, 1865. The Civil War in Missouri and the Rise of Jesse James." The 2006 Thomas J. Knapp Memorial Scholarship winner was Aleksey Kazakevich. The 2006 Arthur H. Shaffer Memorial Scholarship went to Colleen Buckley. The 2006 George Rawick Award in History wen to Suzanne Love. The 2006 R. Gene Burns Scholarship winner was Jason Troke. The History Alumni Award winner was Rebecca Joy Mantia.

AWARDS

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ALUMS

Tracy Hardgrove-Baird, BA '95, earned a MA from Washington University in 1998 in Art History & Archaeology. She is the Vice President of Operations and Administration with the Better Business Bureau. Tracy is presently studying for the exam to qualify her as a Certified Association Executive.

Katharine Corbett, BA '74, MA '77, co-authored the essay, "A Shared Inquiry into Shared Inquiry" with Dick Miller in *The Public Historian*, vol. 28 (Winter 2006). Dick is a Professor Emeritus of UMSL's History Department. There has been a bi-coastal collaboration since Kathy lives in Maine and Dick is in California.

Irene Cortinovis, BA, MA and TA, teaches history at the Lifelong Learning Institute, a program at Washington University designed for seniors.

Robert D. Cowger, BA '91, is currently employed with BNSF Railway as a switchman.

Josh Newby-Harpole recently accepted the position of Historical Museum Preservation Director for the city of Mountain Home, Idaho. Josh says that he is very excited about this career opportunity, and appreciates the opportunities that UMSL, Louis's History Department provided him.

Jack and Dorothy Hitt still volunteer for the Missouri Historical Society as Lewis & Clark tour guides. Dorothy also volunteers as a Senior Instructor at the Missouri Botanical Gardens, a position she has enjoyed for over 20 years. She is also an active member of the Hazlewood Historic Preservation Commission. Jack is also involved with AARP Assistance for low income people.

Rebecca Mantia wishes to thank the History Department for awarding her the History Alumni Scholarship that will enable her to continue her education.

Joshua Meyers, MA '06, is a history teacher at Clayton High School, hired right out of college. This is his tenth year as a teacher. Josh's MA is his second master's degree, after receiving his MAT from Truman State in '01. Josh serves as the Academic Director of Clayton High School, a position to which he was appointed two years ago. He also currently serves as the Potential Co-Chair of the Missouri Department of Education's Assessment Process and chairs the Leadership Council of the High School. Josh teaches a collaborative English-History films course called "Film in American Society," a current issues class, as well as a World History class. Josh and his wife, Amy, are the proud parents of 3-year-old Ana, and the expectant parents of identical twins, due later this year.

Carol Hennessey Novak, BS '68, is employed by the City of New York as a Computer Specialist and web administrator. She works as a project manager for NYC's Citywide Technology Emergency Preparedness.

Diane Rademacher, BA '72, is employed with the National Archives/National Personnel Records Center as a Management Analyst. In October 2003, Diane had her book "Still Shining! Discovering Lost Treasures from the 1904 St. Louis World's Fair" published by Virginia Publishing.

Bruce A. Reznick, AB '70, is currently employed with Southwest Securities in Austin, TX as a Vice President and Branch Manager. In October 2003, Bruce was appointed a manager of a 10-employee branch specializing in risk arbitrage, special situation, and recapitalization.

Victoria Rodriguez, MA '99, is an adjunct History instructor at Jefferson College in Hillsboro, MO. She delivered a paper on the history of试点工作 in China at a conference in England for the Renaissance Society of America. Vicky received her Ph.D. in August 2006.

Jerome Verba, BA '74, is retired from the federal government and still enjoys studying history.

Michael J. Whaley, MA '82, is an Associate Professor of History and the Chair of the Honors Program at Lindenwood University. He is faculty advisor to the History Club and is supervisor of History tutors at Lindenwood. Mike also participates at UMSL's History Day as a judge. Mike is currently ABD and is in the process of writing his dissertation.

Deborah Workman, after receiving both her BA and MA from UMSL, completed her defense of dissertation in French history at the University of Kansas. Her dissertation was entitled "Reconfiguring the Unacceptable: The Women of the Association Nationale des Anciennes Déportées et Intérimées de la Résistance (ADIR)." Debbie's advisor was the noteworthy senior scholar in 20th century France, John Sweets.

HISTORY STUDENT NEWS

Adam Michalski, a History Graduate Student, reports that a Graduate Student Organization is in the works!

A meeting was held in late January 2007 for those interested in creating a constitution and by-laws for the organization. In March, a group intends to send representaives to Columbia for the National Association of Graduate and Professional Students – South Central Region Conference.

For more information concerning the graduate student organization at UMSL, Louis, please feel free to contact Adam at atm556@umsl.edu.

Dave Reiter began his career in sales and sales management in health care. A strong interest in early American history emerged after Dave retired in February 2000 from Quest Diagnostics Clinical Laboratory and he began volunteering at the Museum of Westward Expansion in the Jefferson National Expansion Memorial (the Arch). After taking Louis Gertsch's class in early American history, Dave really immersed himself in history graduate studies. He also enjoyed Fred Fauss's course on Lewis and Clark, which he took after bicycling the Lewis and Clark trail from St. Charles to Seaside, Oregon. Dave writes, "My trip came to life in his class.

Over the last six years, he has enjoyed each course. A side study of Colonial Latin America helped him in the winter in Tucson, where Dave is a docent at the Tumacacori Mission National Park. That old Spanish Mission, for Dave, is a "beautiful, peaceful retreat to meet tourists and introduce them to the early history of the area.

Dave reports that he will continue to visit the campus after graduation, because the office of Gateway Hostelling International, of which he is a board member, is located in Netherland Hall. Gateway Hostelling International looks forward to its partnership with the University in providing inexpensive lodging and camaraderie for diverse people of all ages.

FACULTY

Deborah Cohen has a book under edition entitled Bordering Modernities: Race, Masculinity, and the Cultural Politics of Immigration; Deborah also an article published titled: "From Peasant to Worker: Migration, Masculinity, and the Making of Mexican Workers in the US," in International Labor and Working Class History 69:2006.

In July 2006, Deborah was invited as moderator of the 2o Coloquio Internacional de Francisco Villa y La Revolución Mexicana en el Norte en Durango, Mexico, from July 20-22, 2006.

Also during 2006, Deborah presented several papers. On October 13, 2006, at the Western History Association, she presented "The Desire for Modernity: Masculinity, Mexicanization, and the Dignity of the Indian Belief". On October 6, 2006, Deborah presented "Migration and the Production of Modern Citizens" at the XI Conference of Mexican, United States, and Canadian historians, which was held in Vancouver, British Columbia. She also presented "Sex, Loyalty, and Betrayal: The Long Arm of Patriotry in a Transnational US-Mexican Social World" at the Conference of the Society for Cultural Anthropology on May 6, 2006.

At the Missouri History Graduate Conference on April 5, 2006, Deborah presented a paper on "From Peasant to Worker: Migration, Masculinity, and the Dignity of the Indian Belief". During the Cold War: Women in the Armed Forces, Students Doing Drugs, and Farmworker Women. She also served as a commentator on the "Origins of Terrorism in Early America" and the "Missing Women of Martin's Hundred" were published on the History News Network website and The History Net.com, respectively. He also recorded details about his terrorism research for