

# GATEWAY ON THE GULF

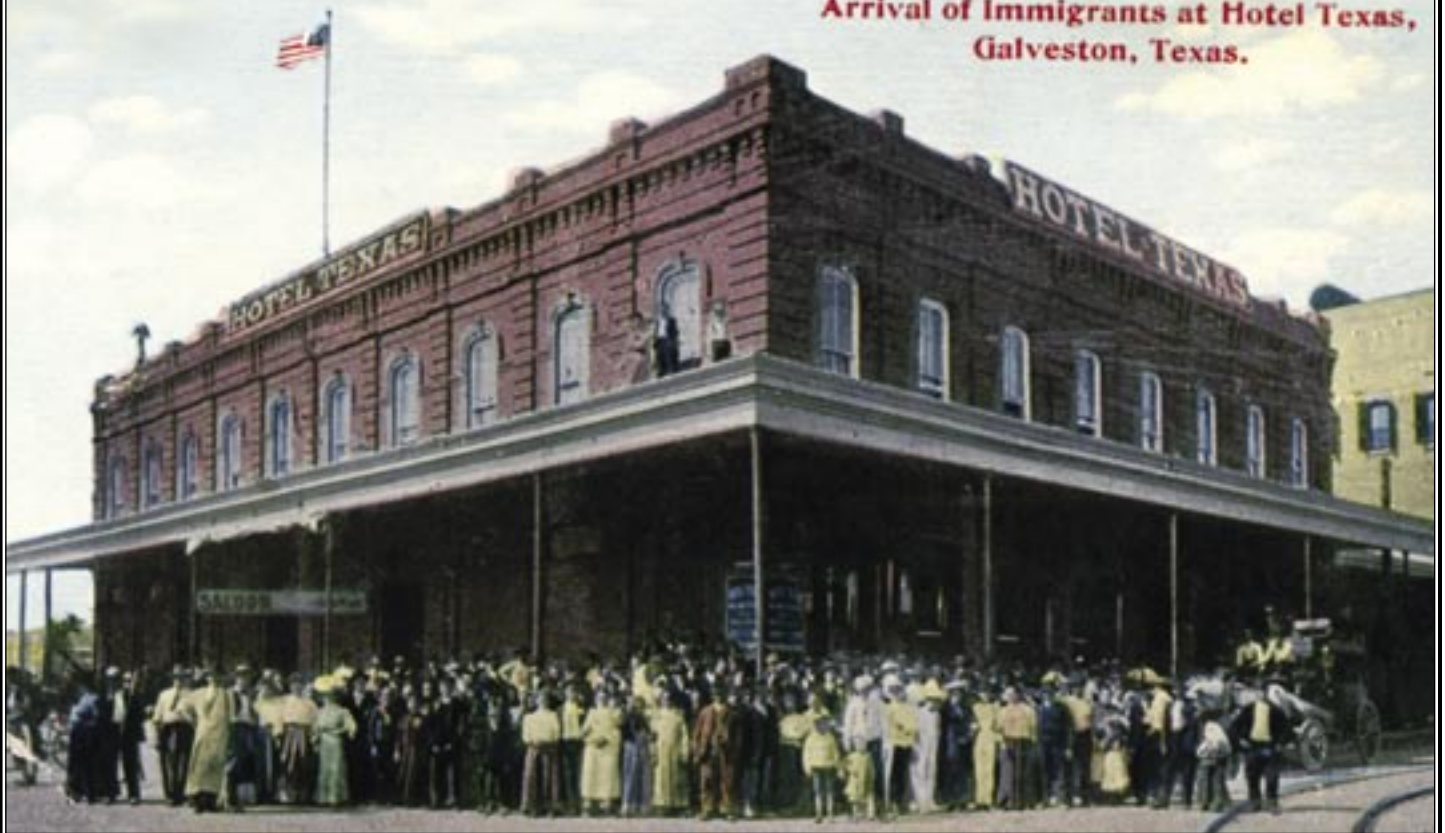
## **GALVESTON AND AMERICAN IMMIGRATION**

† **1845-1915** †

AN INSTITUTE FOR TEXAS TEACHERS

Sponsored by Humanities Texas and The Bob Bullock Texas State History Museum

*Arrival of Immigrants at Hotel Texas,  
Galveston, Texas.*



GALVESTON, TEXAS ❁ JUNE 15-18, 2005



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# GATEWAY ON THE GULF

## GALVESTON AND AMERICAN IMMIGRATION

1845-1915

AN INSTITUTE FOR TEXAS TEACHERS



## FINAL REPORT

### PARTNERS

NATIONAL ARCHIVES AND RECORDS ADMINISTRATION

ROSENBERG LIBRARY

TEXAS SEAPORT MUSEUM

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THE UNIVERSITY OF TEXAS MEDICAL BRANCH

THE UNIVERSITY OF TEXAS INSTITUTE OF TEXAN CULTURES AT SAN ANTONIO

**A *We the People* INITIATIVE OF THE NATIONAL ENDOWMENT FOR THE HUMANITIES  
WITH ADDITIONAL SUPPORT FROM THE HARRIS AND ELIZA KEMPNER FUND**

## GATEWAY ON THE GULF: GALVESTON AND AMERICAN IMMIGRATION, 1845-1915



WITH MAJOR SUPPORT FROM THE NATIONAL ENDOWMENT FOR THE Humanities *We the People* initiative, Humanities Texas and the Bob Bullock Texas State History Museum held a four-day teacher institute in June 2005 examining Galveston's history as an immigration port during the late nineteenth and early twentieth centuries, when the city was known as the "Ellis Island of the West." 

### CURRICULUM

The institute curriculum had two primary goals: to illuminate immigration patterns distinct to Texas and the Galveston point of entry, thereby broadening participants' understanding of Texas and U.S. history; and to provide opportunities for participants to use historic sites, museums, and primary sources in teaching local, state, and national history.

Historian David G. McComb, whose *Galveston: A History* remains the authoritative account of the city, set the scene by delivering the institute's opening lecture. McComb described Galveston's social, political, and economic conditions in the nineteenth and early twentieth centuries, from the city's incorporation in 1839

to the devastating storm of 1900, one of the deadliest natural disasters in the nation's history. Over the course of the following three days, faculty lectures examined Galveston's immigration history within the broader contexts of state, national, and international history. Given the complex nature of the subject, presentations drew upon a diverse range of perspectives. Historian John B. Boles traced the contours of Texas's migration history over the past five centuries. Armando C. Alonzo, Clinton Machann, and Barbara J. Rozek explored the dynamics of European immigration in the late nineteenth century, as well as the conflicts that erupted when immigrants claimed land that

Tejanos once thought theirs. Alwyn Barr, Izola Ethel Fedford Collins, and Maceo C. Dailey Jr. spoke about the forced migration of Africans to Texas before the Civil War and their eventual freedom on Texas soil. In a public lecture on Friday evening, historian H. W. Brands surveyed the political conditions in Texas in 1845, examining immigration patterns that shaped the state's founding and, in particular, the forces that brought Stephen F. Austin, William B. Travis, James Bowie, and Sam Houston to Texas. Sociologist Stephen Klineberg and museum educator Mary Grace Ketner brought the immigration story up to the present by addressing contemporary demographic trends in Texas and their cultural, economic, and political implications.

A range of activities and workshops complemented these presentations. Each afternoon, the institute moved out of the lecture hall and into the city, where participants explored Galveston's libraries, museums, neighborhoods, and festivals as resources for both learning and teaching. Rabbi James Kessler and Ellen Beasley led tours of historic Galveston sites and neighborhoods, highlighting aspects of the city's immigration history. Archivists from the National Archives and Records Administration (NARA) and Galveston's Rosenberg



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**"In twenty-two years of teaching I have never attended or been a part of such an educational, informative, and exciting conference. Every minute was a pleasure."**

**VICKI SMITH, BONDY INTERMEDIATE SCHOOL, PASADENA, TX**

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*right:*  
Lectures took place at the Open Gates mansion, built in 1891. The University of Texas Medical Branch donated the use of Open Gates to the institute.

*Photographs by Michael L. Gillette, Eric Lupfer, and Kathryn Tovo.*



*Institute participants gather on the steps of Open Gates.*

Library introduced participants to immigration-related holdings in local, regional, and federal archives. In an especially popular workshop, members of the institute faculty led small-group tutorials, training participants to interpret historical documents such as ship manifests, naturalization records, railroad advertisements, and newspapers. On the final day of the institute, participants attended a public reading of the Emancipation Proclamation at Ashton Villa, an event that commemorates Major General Gordon Granger’s issuance of the proclamation in Galveston in 1865, ending slavery in Texas.

To maximize the program’s coherence—and to aid participants in making connections among the lectures and activities—Suzanne Sheriff, curator of the Texas State History Museum’s Galveston Immigration Project, gave daily presentations identifying central themes and concepts. Master teachers Sally Partridge and Vickie Bauerle led activities designed to develop and share innovative strategies for teaching Texas’s immigration history.

Even the institute meals presented opportunities to learn about immigration. Each day participants had a chance to taste the family recipes—and hear the personal stories—of Galveston’s first- and second-generation migrant chefs and restaurateurs. Featured menu items included Rosario Maceo’s muffaletta sandwiches, Clary Milburn’s Leonville Creole, and Gildardo Lopez’s homemade tamales. Not surprisingly, this aspect of the program proved especially popular. The participation of local caterers not only provided insight into Galveston’s immigrant history, but also demonstrated how to draw upon community resources when teaching about past and recent immigration to Texas.

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**“I intend to use what I have learned to enrich my students’ study of late nineteenth and early twentieth century immigration and to encourage them to learn more about their own family history.”**

**RENEE LEE, MONSIGNOR KELLY  
CATHOLIC HIGH SCHOOL, BEAUMONT, TX**

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## **FACULTY**

Institute faculty members included professors from Colorado State University, Rice University, Texas A&M University, Texas Tech University, The University of Texas at Austin, and The University of Texas at El Paso, as well as archivists and museum professionals from the Texas State History Museum, NARA, Galveston’s

Rosenberg Library, the Texas Seaport Museum, and The University of Texas Institute of Texan Cultures at San Antonio.

Teachers gave high marks to the faculty. One teacher wrote, “The presenters and their information were wonderful! Each contributed so much to furthering my knowledge and teaching ideas on immigration.” Participants were especially pleased with the faculty’s professional and intellectual expertise. As one teacher noted, “All of the

lectures were excellent. I especially liked looking at immigration to Texas from various perspectives.”

## PARTICIPATING TEACHERS

With the help of administrators at the Texas Education Association, the state’s regional Educational Service Centers, and the teacher networks maintained by both Humanities Texas and the Texas State History Museum, project directors solicited applications for the institute from Texas and U.S. history teachers across the state. Project directors also invited each member of Texas’s Congressional delegation to nominate exemplary Texas and U.S. history teachers in his or her district.

More than sixty teachers applied to participate in *Gateway on the Gulf*; forty were selected. Participants were selected on the basis of their experience in leadership, curriculum design, and peer professional development, as well as their experience in

integrating primary sources, museums, and historical sites into their teaching. Project directors also considered applicants’ years of experience, the number of students they teach, and whether their teaching environment includes underserved regions or populations.

Participants represented twenty-four of Texas’s thirty-two Congressional districts, with thirteen nominated by their Congressional representatives. Among the participants were history, social studies, government, and civics teachers, many of whom work directly with students from recently immigrated families. The teachers’ classroom experience ranged from one year to thirty-eight. Some came from urban areas, while others teach in suburban and rural communities. Nearly all had distinguished themselves as leaders in their schools and communities, serving as department chairs, curriculum writers, and school board members.

Participants received housing, a full travel reimbursement, most meals, and a \$300 stipend, and they earned twenty-six Continuing Professional Education credit hours. They also received an impressive collection of teaching resources, including dozens of paper and digital facsimiles of historical documents; model curricula; annotated bibliographies; and *Collecting Community History*, a handbook published by the Oakland Museum of California that shows educators and students how to conduct original historical research in their communities.

## PARTNERS

*Gateway on the Gulf* was a collaborative endeavor of Humanities Texas, the state partner of the National Endowment for the Humanities, and the Texas State History Museum. The National Endowment for the Humanities provided Humanities Texas with a *We the People* grant of \$65,000 to support the institute. *We the People* Director Richard Fonté attended a portion of the institute and discussed the goals and achievements of the *We the People* program. The Texas State History Museum contributed in-kind support of more than \$10,000 to the institute. The Harris and Eliza Kempner Fund awarded *Gateway on the Gulf* a grant of \$4,000 for faculty honoraria.



*Rabbi James Kessler leads a bus tour of sites associated with the Galveston Movement, which brought more than 10,000 Eastern European Jews to the United States through Galveston in the early twentieth century.*

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**“It’s easy when you write social history to get swept up in the statistics and forget that every statistic has a story. So the question—why did all of those Americans leave the United States and go to Texas [in the early nineteenth century]—really boils down to 30,000 different questions and 30,000 different stories.”**

**H. W. BRANDS, “TEXAS AND THE STRUGGLE FOR DEMOCRACY”**

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NARA underwrote all travel and lodging expenses of its two participants and provided each participant with three CD-ROMs of scanned immigration-related documents. The Institute of Texan Cultures provided each institute participant with a copy of *New Texans*, an innovative set of teaching resources featuring video interviews with recent immigrants who have come to Texas from all corners of the world.

A number of Galveston organizations also contributed significantly to the institute's success. The University of Texas Medical Branch (UTMB) donated the use of Open Gates, the grand, nineteenth-century mansion that now serves as the university's conference center. UTMB also

provided all audiovisual services necessary for the institute at no cost. The Rosenberg Library, which hosted one of the afternoon sessions, provided participants with copies of historical documents from its collections. The Texas Seaport Museum hosted an afternoon session and offered participants an opening day tour of

Galveston's harbor aboard the SEAGULL II, its modern forty-eight-foot touring vessel. The Galveston Historical Foundation donated the use of the 1861 Custom House, the state's oldest nonmilitary federal building, for the H. W. Brands lecture.

The participation of the Galveston community was not limited to cultural institutions. Teachers stayed in dorms on the campus of Texas A&M University Galveston (TAMUG). The local, migrant-owned businesses that catered institute meals included Catering by Benno, Maceo Spice & Import Company, Casey's Seafood Café, El Gusto del Pueblo, Leon's World's

Finest In & Out Barbecue House, and Clary's Seafood Restaurant. Due especially to the participation of these restaurants, *Gateway on the Gulf* had a unique level of community engagement.

## EVALUATION

At the end of each day, participants rated the institute program and logistics on a scale ranging from "missed the mark" to "above expectations." Teachers also commented on the relevance of each presentation to their work in the classroom. At the end of the institute, participants completed a summative evaluation in which they evaluated the program's quality and made specific suggestions for future institutes.

Evaluations were uniformly positive. Nearly all respondents ranked each day's program as either "above expectations" or "met expectations." Excerpts from the summative evaluations and follow-up letters demonstrate that teachers found the institute

to be an enriching and enjoyable experience. In fact, several teachers identified the institute as the most valuable professional development experience of their careers. "In twenty-two years of teaching I have never attended or been a part of such an educational, informative, and exciting conference. Every minute was a pleasure," wrote one participant. Another wrote, "I have come away with increased knowledge and multitudes of ideas to use in class about immigration to



Teachers nominated by U.S. Representative Henry Bonilla pose with historian H. W. Brands (center) and Richard Martinez, director of Rep. Bonilla's district office (second from right).

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**"Having attended this conference, I have developed some great ideas for using primary source documents such as census records, naturalization papers, historical maps, photographs, and newspapers in my classroom, thus allowing my students to truly become historians."**

**DAVIDA GATLIN, HOLLAND MIDDLE SCHOOL, HOUSTON, TX**

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**"[In the nineteenth century] people poured through Galveston. . . . And they brought with them their cultures, their ideas, their dreams. Why didn't they stay here? Most of them didn't, though Galveston picked up some of them. Galveston was the largest city in Texas in 1870 and also 1880. But Galveston was like a sieve. . . . It was a gateway. People were coming through here to go someplace else. They were after the land. They wanted to become farmers."**

**DAVID G. MCCOMB, "GATEWAY ON THE GULF: GALVESTON AND TEXAS IN THE NINETEENTH CENTURY"**

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left: Historian Armando C. Alonzo (center) discusses nineteenth-century Tejano land claims with institute participants.

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**“I felt immersed in Galveston history by the way the institute used the local community to help educate us about immigration.”**

**CINDY MCKIE, BOULTER MIDDLE SCHOOL, TYLER, TX**

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Galveston and Texas. . . . Thank you so much—this has been a great experience!” Many participants commended the design of the institute, noting that the sequencing of lectures and activities was especially effective. One participant concluded her evaluation thus: “An excellent program—superbly thematic, well thought out and organized, and most appropriately facilitated by all of the program’s staff!”

As a whole, the evaluations suggested two areas for improvement: first, participants felt that the institute program was too full. Several noted that they would have appreciated a small amount of free time to explore Galveston on their own. Second, the institute’s modest budget necessitated double occupancy in TAMUG dormitory rooms. While aware of the challenges posed by securing economically priced accommo-



David H. O’Neal Jr., vice president of the Galveston Independent School District Board of Trustees, welcomes institute participants to Galveston.

inations in Galveston during tourist season, teachers nevertheless recommended that, in future teacher institutes, project organizers secure housing where each participant may have a single room with a private bath.

In their evaluations, teachers described in specific terms how *Gateway on the Gulf* will improve their work in the classroom. Many emphasized that the institute provided them with crucial insight into U.S. immigration history, a subject that textbooks often address by focusing exclusively on the upper East Coast. One teacher wrote, “I will now be able to teach my students with confidence about immigration in Texas and

the U.S.” Another noted, “It was so good to look at immigration here and not just Ellis Island.” Teachers also appreciated the institute’s focus on the use and analysis of primary sources. As one teacher wrote, “The Rosenberg Library activity inspired me so very much. . . . I enjoyed examining the documents with the individual scholars and feel more knowledgeable about them and their usefulness.” Another wrote, “Having attended this conference, I have developed some great ideas for using primary source documents such as census records, naturalization papers, historical maps, photographs, and newspapers in my classroom, thus allowing my students to truly become historians.” Many teachers added that they plan to have their students begin conducting original historical research exploring immigration history in their own communities.

Finally, several teachers noted that the institute will help them teach immigrant students more effectively. As one wrote, “I can use the history of immigration into Galveston to relate to many of my students’ recent immigration stories. It will be interesting to compare their experiences with the documents and experiences of Galveston immigrants provided to us by NARA.”

## **MEDIA COVERAGE**

*Gateway on the Gulf* has received significant media attention. U.S. Representatives Henry Bonilla, Michael C. Burgess, Eddie Bernice Johnson, and Ted Poe featured stories on their websites about the teachers they nominated. More than twenty newspapers across the state published feature stories about the institute and the teachers who participated. These papers include the *Alpine Avalanche*, the *Amarillo Globe News*, the *Bayshore Sun*, the *Beaumont Enterprise*, the *Bryan-College Station Eagle*, the *Corpus Christi Caller-Times*, the *Corrigan Times*, the *Corsicana Daily Sun*, the *Del Rio News-Herald*, the *East Texas Catholic*, the *Forney Messenger*, the *Frisco Enterprise*, the *Galveston County Daily*

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**“All over Texas, aspects of the past suggest the complexity of our immigrant background. . . . There are all kinds of little reminders that make us realize we have been the beneficiaries of substantial migration from all over the world, from all over the nation, and it has fundamentally transformed this state. . . . It’s easy to get students to see and to realize that just by thinking about the things they experience and see unthinkingly, that immigration has fundamentally changed this state.”**

**JOHN B. BOLES, “THREE CENTURIES OF MIGRATION TO TEXAS”**

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“American history is usually taught in terms of the migration of the English into North America to found what became the thirteen colonies. About 100 years ago, Herbert E. Bolton—the founder of borderlands history—challenged this view, arguing that in fact there were three great frontier movements in what is now the United States of America. And Texas of course is part of the borderlands. It’s not one of the thirteen [British] colonies. But it was a colony—one of the many that Spain had in what is now Mexico and the Southwest. . . . Spaniards migrated into the area as early as the late sixteenth century.”

**ARMANDO C. ALONZO, “TEJANO LEGACY: THE REAL AND THE MYTHIC OVER LANDHOLDING”**



*Institute participants enjoy the opening night fish fry on the beach.*

*News, The Hutto News, the Progress Times (Mission), The Monitor (McAllen), the Polk County Enterprise, the Round Rock Leader, The Sealy News, The Springtown Epigraph, the Taylor Daily Press, The Waller County News Citizen, The Weatherford Democrat, and the Westlake Picayune (Austin). In addition, the Houston, Tyler, Eanes, Del Valle, and Round Rock Independent School Districts featured the institute in their monthly newsletters.*

## **FUTURE PLANS**

*Gateway on the Gulf* will reach a much larger audience than the teachers who attended the institute. Participants have agreed to share what they learned with colleagues and to promote the institute website, which will make facsimiles and teaching resources available for download. All institute lectures were videotaped for subsequent viewing; these lectures will also be available online in streaming video via UTOPIA, The University of Texas at Austin’s popular educational web resource. The institute will also serve as the basis for HoustonPBS’s parallel documentary on the same topic. Finally, a series of related projects will amplify the themes of *Gateway on the Gulf*: a major exhibit at the Texas State History Museum, two Austin-based teacher workshops, and a traveling exhibit about immigration through Galveston organized as a collaboration between Humanities Texas and the Texas State History Museum.

“When I asked archivists around the state to direct me to items related to immigration, I soon learned I was using a twentieth-century term and definition for a nineteenth-century phenomenon. I quickly found out that in nineteenth-century Texas, the word ‘immigrant’ meant any warm body that crossed the state line. They would call anybody—anyone who came from Minnesota, New York, or Bremen, Germany—an immigrant. Immigration meant the movement of people into the state. It didn’t matter where you came from.”

**BARBARA J. ROZEK, “BEING A PRIMARY SOURCE DETECTIVE”**



*Left: The institute’s closing dinner was held in the grand dining room at Open Gates.*

# SCHEDULE OF EVENTS

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**"I teach seventh grade Texas history. I will incorporate the immigrant experience with the personal histories of my students to make history more meaningful."**

**MARIE NEUMAN GOTTFRIED, ROYAL MIDDLE SCHOOL, PATTISON, TX**

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## WEDNESDAY, JUNE 15

- 1:00-4:00** Arrival at Texas A&M University at Galveston (TAMUG) dormitory  
**4:00-4:15** Dorm orientation at TAMUG physical education building  
**4:15-5:30** Channel crossing and transportation to Open Gates

### EVENING PROGRAM

#### OPENING DINNER AND PROGRAM

*The University of Texas Medical Branch's Open Gates Conference Center*

- 5:30-5:45** Welcome and introductions (Lynn Denton and Michael L. Gillette)  
**5:45-6:30** "Gateway on the Gulf: Galveston and Texas in the Nineteenth Century" (David G. McComb)  
**6:30-6:45** Transportation to Galveston County Beach Pocket Park #2  
**6:45-8:30** Flavor of Galveston dinner from Catering by Benno  
**8:30-8:45** Transportation from Pocket Park to TAMUG

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## THURSDAY, JUNE 16

- 8:00-8:15** Transportation from TAMUG to Open Gates  
**8:15-9:00** Breakfast at Open Gates

### MORNING PROGRAM

#### CHANGING PATTERNS OF MIGRATION TO TEXAS

*Open Gates Conference Center*

- 9:00-9:15** Welcome (William S. Livingston)  
**9:15-9:45** "Setting the Stage: Defining Terms" (Suzanne Seriff)  
**9:45-10:45** Participant introductions: "Coming to America"  
**10:45-11:00** Break  
**11:00-11:45** "Three Centuries of Migration to Texas" (John B. Boles)  
**11:45-1:30** Guided tour: "Rabbi Henry Cohen and the Galveston Movement" (Rabbi James Kessler) with lunch from Maceo Spice & Import Company

### AFTERNOON PROGRAM

#### IN THE ARCHIVES: TEACHING WITH PRIMARY SOURCES

*Rosenberg Library*

- 1:45-2:15** "Being a Primary Source Detective: Using Archival Documents for Immigration Research" (Barbara J. Rozek)  
**2:15-3:30** "Documenting Changing Patterns of Migration through Galveston" (Casey Edward Greene, Meg Hacker, and Constance Potter)  
**3:30-3:45** Break  
**3:45-5:00** Workshop: Using primary sources in the classroom (Vickie Bauerle and Sally Partridge)  
**5:00-5:30** Focused writing  
**5:30-5:45** Transportation from Rosenberg Library to TAMUG



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## FRIDAY, JUNE 17

- 8:00-8:15** Transportation from TAMUG to Open Gates  
**8:15-9:00** Breakfast at Open Gates

### MORNING PROGRAM

#### TEXAS AS A DESTINATION

*Open Gates Conference Center*

- 9:00-9:30** "Weaving the Stories" (Suzanne Seriff)  
**9:30-10:00** "Tejano Legacy: The Real and the Mythic Over Landholding" (Armando C. Alonzo)  
**10:00-10:15** Break  
**10:15-10:45** "European Immigration to Texas in the Nineteenth Century" (Clinton Machann)  
**10:45-12:30** Guided tour: "The Immigrants' World in Texas: Reading the Landscape" (Ellen Beasley)

## SCHEDULE OF EVENTS

### AFTERNOON PROGRAM

#### IN THE MUSEUM: TEACHING WITH PRIMARY SOURCES

##### *Texas Seaport Museum*

- 12:30-1:15** “The National Endowment for the Humanities *We the People* Initiative” (Richard W. Fonté); with lunch from Casey’s Seafood Café
- 1:15-1:45** Introduction to the Texas Seaport Museum and its immigration database (Kurt Voss)
- 1:45-3:30** Workshop: Interpreting primary sources (Armando C. Alonzo, Ellen Beasley, Clinton Machann, Barbara J. Rozek, and Kurt Voss)
- 3:30-4:00** Break with snacks from El Gusto del Pueblo
- 4:00-5:00** Workshop: Interpreting primary sources in the classroom (Vickie Bauerle and Sally Partridge)
- 5:00-5:45** Transportation from Texas Seaport Museum to 1861 Custom House

### EVENING PROGRAM

#### PUBLIC LECTURE

##### *1861 Custom House*

- 6:00-7:00** “Texas and the Struggle for Democracy” (H. W. Brands)
- 7:00-7:15** Transportation from 1861 Custom House to TAMUG

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## SATURDAY, JUNE 18

- 7:30-7:45** Transportation from TAMUG to Open Gates
- 7:45-8:30** Breakfast at Open Gates

### MORNING PROGRAM

#### FREEDOM ON TEXAS SOIL

##### *Ashton Villa and Open Gates Conference Center*

- 8:30-9:30** Emancipation Proclamation ceremony
- 9:30-10:00** “From Slavery to Freedom: African American History in Galveston in the Nineteenth Century” (Alwyn Barr)
- 10:00-10:30** “Island of Color: A Family Narrative of African American Galveston” (Izola Ethel Fedford Collins)
- 10:30-10:45** Break
- 10:45-12:00** Juneteenth parade
- 12:00-1:00** Lunch from Leon’s World’s Finest In & Out Barbecue House

### AFTERNOON PROGRAM

#### IN THE COMMUNITY: TEACHING WITH TRADITION

##### *Open Gates Conference Center*

- 1:00-1:30** “Weaving the Stories” (Suzanne Sheriff)
- 1:30-2:00** “Celebrating Juneteenth in Texas” (Maceo C. Dailey Jr.)
- 2:00-2:15** Break
- 2:15-3:30** Workshop: “Teaching with Expressive Culture: Documenting History When Documents Are Scarce” (Suzanne Sheriff)
- 3:30-4:00** Introduction to The Institute of Texan Cultures *New Texans* program (Mary Grace Ketner)
- 4:00-5:00** Program evaluation and looking ahead
- 5:00-5:15** Transportation from Open Gates to TAMUG

### EVENING PROGRAM

#### CONCLUDING DINNER AND PROGRAM

##### *Open Gates Conference Center*

- 6:15-6:30** Transportation from TAMUG to Open Gates
- 6:30-7:30** “The Changing Face of Texas in the Twenty-First Century: Perspectives on the New Immigration” (Stephen L. Klineberg)
- 7:30-9:00** Concluding dinner from Clary’s Seafood Restaurant
- 9:00-9:15** Transportation from Open Gates to TAMUG

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“The experience has provided me with the opportunity to grow on a personal academic level as well as the ability to fit Texas into the U.S. immigration story.”

**CARY GOEMANS, PATRICK HENRY MIDDLE SCHOOL, HOUSTON, TX**

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“I gained a deeper appreciation for immigration both past and present and will be able to incorporate what I learned in next year’s lesson plans!”

**PAULA SEIPP, SPRINGTOWN MIDDLE SCHOOL, SPRINGTOWN, TX**

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## ADVISORS, FACULTY, AND STAFF

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### JULIA AGUILAR



Julia Aguilar joined Humanities Texas in August 2003. She graduated from The University of Texas at Austin with a B.A. in Plan II Honors and a B.S. in advertising with a minor in business. As a program officer, she coordinates the circulation of Humanities Texas exhibits and assists with special projects with a focus on content development and research.

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### ARMANDO C. ALONZO



Armando C. Alonzo is a borderlands historian at Texas A&M University. His book, *Tejano Legacy: Rancheros and Settlers in South Texas, 1734–1900*, published by the University of New Mexico in 1998, is a revisionist study of Tejano land tenure and cultural adaptation. His present monograph project examines the social and economic transactions between Texas and Northern Mexico during the eighteenth and nineteenth centuries.

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### ALWYN BARR



Alwyn Barr is a professor of history at Texas Tech University and a former chair of the history department. Among his five authored books are *Black Texans: A History of African Americans in Texas, 1528–1995* (2nd ed. University of Oklahoma Press, 1996) and *African Texans* (Texas A&M University Press, 2004). He is a former president of the Texas State Historical Association and a former board member of Humanities Texas.

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### VICKIE BAUERLE



Vickie Bauerle is currently a social studies secondary curriculum specialist for Austin Independent School District. Her most recent teaching experience was at Small Middle School in Austin, Texas, where she taught seventh grade Texas history for six years. Her experiences as a Smithsonian National Faculty member (class of 2000) presented her with in-depth experiences using primary source documents and artifacts. As a result of her National Faculty experience, she has become involved in the development of curriculum that uses primary source documents and artifacts in secondary classrooms. She continues to train teachers and to share strategies on how to effectively use these sources. She has a B.A. from The University of Texas at Austin and an M.Ed. from the University of Houston.

## ELLEN BEASLEY

Ellen Beasley is author of *The Alleys and Back Buildings of Galveston: An Architectural and Social History* and co-author and photographer of the *Galveston Architecture Guidebook*, both published by Rice University Press. She served as guest curator of *The Corner Store* exhibit at the National Building Museum in Washington, D.C., in 1999–2000 and wrote the accompanying catalog, *The Corner Store: An American Tradition, Galveston Style*. A nationally recognized preservationist, her current community projects are in Independence, Texas, and the National Historic Landmark village of Arrow Rock, Missouri. She belongs to the Cynthia Woods Mitchell Fund for Historic Interiors grants committee of the National Trust for Historic Preservation. She has a B.A. in history from the University of Wisconsin and an M.A. from the Winterthur Program in American Studies. She is the recipient of a Loeb Fellowship to the Harvard Graduate School of Design and a Rome Prize in Urban Planning and Design to the American Academy in Rome.



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## JOHN B. BOLES

John B. Boles, the William Pettus Hobby Professor of History at Rice University and the managing editor of the *Journal of Southern History*, received his undergraduate training at Rice (B.A., 1965) and his doctorate from the University of Virginia (Ph.D., 1969), where he was a Thomas Jefferson Foundation Fellow and a Woodrow Wilson Dissertation Fellow. He is the author of seven books—*The Great Revival, 1787–1805: Origins of the Southern Evangelical Mind* (1972); *Religion in Antebellum Kentucky* (1976); *Black Southerners, 1619–1869* (1983); *Rice University and the 1990 Economic Summit of Industrialized Nations* (1991); *A University So Conceived: A Brief History of Rice* (1992); *The Irony of Southern Religion* (1994); and *The South Through Time: A History of an American Region* (1995, 3rd ed., 2004)—and the editor or coeditor of ten other books, including *Interpreting Southern History* (1987), *A Companion to the American South* (2002), and *Shapers of Southern History: Autobiographical Reflections* (2004). He has written many reviews and articles and spoken widely on history, editing, and teaching, and he directs a large graduate training program in Southern history at Rice. In 1991 he was awarded the Meritorious Service Award by the Association of Rice Alumni, and in 2004 he received their Distinguished Alumni Award; in 1994 and 2004 he received the Graduate Student Association Teaching Award. During the spring semester of 2000 he held the Robert Foster Cherry Distinguished Teaching Professorship at Baylor University, and in the fall of 2005 he will hold the Fulbright-Leipzig Chair in American Studies at the University of Leipzig. He is an associate of Will Rice College and a member of the Houston Philosophical Society, the Philosophical Society of Texas, and the Southern Historical Association. He currently is working on a biography of Edgar Odell Lovett, Rice University's founding president.



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**“I suggest that you look at buildings and landscapes—be they urban or rural, and no matter what size your community or town is—as other kinds of documents to use when you’re trying to learn about a place, its history, and its people.”**

**ELLEN BEASLEY, “THE IMMIGRANTS’ WORLD IN TEXAS: READING THE LANDSCAPE”**

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### H. W. BRANDS

H. W. Brands was born in Portland, Oregon, where he lived until he went to California for college. He attended Stanford University and studied history and mathematics. After graduating he became a traveling salesman, with a territory that spanned the West from the Pacific to Colorado. His wanderlust dulled after several trips across the Great Basin, and he turned to sales of a different sort, namely teaching. For nine years he taught mathematics and history at the high school and community college levels. Meanwhile he resumed his formal education, earning graduate degrees in mathematics and history, concluding with a doctorate in history from The University of Texas at Austin. He worked as an oral historian at UT's School of Law for a year, then became a visiting professor of history at Vanderbilt University. In 1987 he joined the history faculty at Texas A&M University, where he taught for seventeen years. At the beginning of 2005 he returned to The University of Texas, where he is the Dickson, Allen, Anderson Centennial Professor of History. ∞ He has written nineteen books, coauthored or edited five others, and published dozens of articles and scores of reviews. His books include *Lone Star Nation*, *The Age of Gold*, *The Strange Death of American Liberalism*, *The First American*, *TR*, *What America Owes the World*, *The Reckless Decade*, and *The Devil We Knew*. His articles have appeared in *The New York Times*, *The Wall Street Journal*, *The Washington Post*, *The Atlantic Monthly*, and many other newspapers, magazines, and journals. ∞ His writings have received critical and popular acclaim. *The First American* was a finalist for The Pulitzer Prize and the *Los Angeles Times* Prize, as well as a *New York Times* bestseller. *The Age of Gold* was a *Washington Post* Best Book of 2002 and a *San Francisco Chronicle* bestseller. *What America Owes the World* was a finalist for the Lionel Gelber Prize in international affairs. *The Wages of Globalism* was a *Choice* Outstanding Academic Book winner. *Lone Star Nation* won the Deolece Parmelee Award. He is a member of various honorary societies, including the Society of American Historians and the Philosophical Society of Texas. He is a regular guest on national radio and television programs and is frequently interviewed by the American and foreign press. His books and articles have been translated into Chinese, Japanese, German, Russian, and Korean. He lives in Austin with his wife and their two youngest children.



### RON CARSON

Ron Carson has served as director of The University of Texas Medical Branch's Institute for the Medical Humanities since 1982. Over the course of his career, he has collaborated with colleagues around the world working to make health care more humane. In Norway, Sweden, Scotland, and China, he has spoken on bioethics and the evolution of the medical humanities in the United States. He addressed the first World Conference on Ethics Codes in Medicine and Biotechnology, held in Freiburg, Germany, in 1997 to mark the fiftieth anniversary of the Nuremberg trials. Traveling to La Plata, Argentina, in June 1998, he gave a day-long seminar on the use of patient narratives to help practicing and future physicians understand the experiences of illness. Among the publications he has coedited are *Practicing the Medical Humanities: Engaging Physicians and Patients* (University Publishing Group, 2003), *Behavioral Genetics: The Clash of Culture and Biology* (Johns Hopkins University Press, 1999), *Philosophy of Medicine and Bioethics: A Twenty-Year Retrospective and Critical Appraisal* (Kluwer Academic Publishers, 1997), and *Chronic Illness: From Experience to Policy* (Indiana University Press, 1995). He received his Ph.D. in religious studies from the University of Glasgow.

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**"Migrations are produced by complicated sets of factors in both the countries that people leave and the countries where they arrive. . . . We can study those factors. We can look and see why there were so many people coming [to America] from England in the 1840s, why there were so many people coming from Eastern Europe in the late nineteenth century, why America advertised for people at certain periods of time and then restricted immigration at other times."**

**SUZANNE SERIFF, "SETTING THE STAGE: DEFINING TERMS"**

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**IZOLA ETHEL FEDFORD COLLINS**

Izola Ethel Fedford Collins was born in the family home in Galveston, Texas, on October 26, 1929, and educated in the Galveston school system. She received a Bachelor of Arts degree from Prairie View A&M University and a Master of Music degree from Northwestern University in Illinois. She organized and directed three school bands in Texas—Bay City, Hitchcock, and Galveston Catholic. Retiring from Galveston Independent School District as an award-winning choir instructor, she then was elected to the GISD Board of Trustees and served nine years, the last as president. She has published articles in *Southwestern Musician* (Texas Music Educators Association) and *Fanfare* (Northwestern University School of Music); written the story of St. Mary’s Hospital (Galveston); and published poems in “The National Library of Poetry” and in her own book of poetry, *Divine Light Never Goes Away*. She was married to Roy Lester Collins Jr., now deceased, and has three children—June, Roy III, and Cheryl—who have given them eight grandchildren.



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**STEPHEN CURLEY**

Stephen Curley is Regents Professor and an award-winning teacher of literature, writing, and film at Texas A&M University at Galveston. He received a B.A. from Fordham University in New York and a Ph.D. from Rice University in Houston. He has published books about Coastal Texas, American war films, and women and minorities in Texas history. He is a popular after-dinner speaker and has released an audiocassette of sea chanteys.



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**MACEO C. DAILEY JR.**

Maceo C. Dailey Jr. is associate professor of history and director of the African American Studies Program at The University of Texas at El Paso. In addition to serving two terms as chair of the Humanities Texas board of directors, he served on the advisory committee for the Bob Bullock Texas State History Museum and the boards of the Texas Emancipation Juneteenth Cultural and Historical Commission, the McCall Neighborhood Center, the Child Crisis Center of El Paso, and the Twelve Travelers Memorial of the Southwest. He currently serves on the boards of the El Paso Symphony Orchestra and the Burnham Wood Charter School in El Paso. He edited the forthcoming *Booker T. Washington Encyclopedia*, coedited a revised edition of Bernice Love Wiggins’s *Tuneful Tales* with Ruthe Winegarten, and is completing a biography of Emmett Jay Scott. He received a B.S. from Towson University, an M.A. in history from Morgan State University, and a Ph.D. in history from Howard University.



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**LYNN DENTON**

Lynn Denton is a native Texan. She grew up in Lubbock, where her first museum “job” was as a high school volunteer at the Museum of Texas Tech University. Her B.A. degree in archaeology was completed at The University of Texas at Austin, after which she returned to Texas Tech to complete a master’s degree in museum studies. She joined the planning team for the Bob Bullock Texas State History Museum in 1997, after serving for sixteen years as both assistant director and curator of history and anthropology at the Texas Memorial Museum, The University of Texas at Austin. She is a past president and former board member of the Texas Association of Museums and a visiting committee member for the national accreditation program of the American Association of Museums. As the director of the Bob Bullock Texas State History Museum, she leads a team of almost 100 extremely talented staff members who are dedicated to presenting The Story of Texas.





### RICHARD W. FONTÉ

Richard W. Fonté joined the National Endowment for the Humanities in January 2004 as director of *We the People*, the agency's initiative to increase Americans' public awareness and understanding of their heritage, culture, and political ideals. He has implemented new projects through *We the People*, including teacher workshops at historic sites, electronic-based educational materials, and a public education program entitled *America's Historic Places*. ☞ For the previous seven years he served as president of Austin Community College in Austin, Texas. He was also president and administrator of two other community colleges in Illinois. In these capacities, he has worked on projects to strengthen humanities programs in undergraduate education. ☞ He received a degree in international affairs from Georgetown University in 1967 and completed a master's program in American democratic theory at Indiana University two years later. He has maintained a life-long interest in the *Federalist Papers* and early American history and has taught American government classes. In 1988 he earned his Ph.D. in higher education from the University of Michigan, where he received the Dissertation of the Year award. His dissertation focused on state government controls of local college autonomy.

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### MICHAEL L. GILLETTE

Michael L. Gillette became executive director of Humanities Texas (formerly the Texas Council for the Humanities) in June 2003. Prior to his appointment, he held the position of director of the Center for Legislative Archives, with responsibility for the official records of the United States Senate and the House of Representatives at the National Archives and Records Administration in Washington, D.C. In addition to the Archives position, which he held since 1991, he also served as liaison to the Foundation for the National Archives from its creation in 1992 until 1997. He received a B.A. in government and a Ph.D. in history from The University of Texas at Austin. After joining the staff of the Lyndon Baines Johnson Library and Museum in 1972, he directed the Library's Oral History Program from 1976 to 1991. He also directed the Presidential Election Research Project at the Lyndon B. Johnson School of Public Affairs from 1988 to 1991. He was a member of the board of directors of the Everett Dirksen Congressional Center from 1993 until 1999. He also served on the advisory board of the Law Library of Congress's National Digital Library Program and presently serves on the board of directors of the John Glenn Institute for Public Service and Public Policy at The Ohio State University. He is the author of *Launching the War on Poverty: An Oral History* (Twayne Publishers, 1996) and editor of *Texas in Transition* (LBJ School of Public Affairs, 1986) and *Financing Presidential Campaigns: 1982 to 1988* (LBJ School of Public Affairs, 1991). He has also published numerous articles on politics and civil rights and has been an active member of the oral history profession.

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### CASEY EDWARD GREENE

Casey Edward Greene serves as head of Special Collections at the Rosenberg Library, overseeing the staff of the Galveston and Texas History Center and the museum. He is active in the Society of American Archivists, chairing its Archives Management Roundtable, and is a charter member of the Academy of Certified Archivists. He is coeditor of the book *Through a Night of Horrors: Voices from the 1900 Galveston Storm*, published by Texas A&M University Press in 2000. He holds master's degrees in American history and library science.

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**"There are several things that African Americans have been grappling with in the aftermath of manumission in 1865. One is to set the record straight. Whose story is being told? Where do we find the data? What are the stories we would like to emphasize? . . . It is in this context that Juneteenth takes on a profound meaning to the African American community."**

**MACEO C. DAILEY JR., "CELEBRATING JUNETEENTH IN TEXAS"**

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**MEG HACKER**

Meg Hacker is director of archival operations for the National Archives and Records Administration Southwest Region, where she has worked for more than eighteen years. She completed her undergraduate work at Austin College. In 1986, she received an M.A. in American history from Texas Christian University. Her thesis, *Cynthia Ann Parker: The Life and the Legend*, was published by Texas Western Press in 1990.



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**RABBI JAMES KESSLER**

Rabbi James Kessler, a native Houstonian, is Rabbi of Congregation B'nai Israel of Galveston, the oldest Reform congregation in Texas. He holds a doctorate in American history, with a specialty in Texas Jewish history, and an honorary doctorate from the Hebrew Union College – Jewish Institute of Religion. ☺ He is the founder and first president of the Texas Jewish Historical Society, a member of the Philosophical Society of Texas, a director of the Abe and Annie Siebel Fund, a director of the Abe and Peggy Levy Fund, and the Jewish editor of the *Handbook of Texas*. He was the first chair of the Church State Relations Advisory Board of the Department of Human Resources, a member of the Board of Overseers of the Hebrew Union College – Jewish Institute of Religion, and a member of the Board of the Central Conference of American Rabbis. He has served as director of the Texas Hillel Foundation at The University of Texas at Austin and Rabbi of the congregation in Victoria, and currently is in his twenty-first year at B'nai Israel in Galveston. ☺ He is the author of *Songs for the Soul*, *Henry Cohen: Pioneer Rabbi*, *Temple B'nai Israel: The History of a BOI*, and the editor of *Deep in the Heart: The Lives and Legends of Texas Jews*. He is married with two children.



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**MARY GRACE KETNER**

Mary Grace Ketner is an educational specialist at the Institute of Texan Cultures, where she develops public programs and educational materials. She holds a B.A. and an M.Ed. from two schools whose new names she can't get used to: Texas Lutheran University and Texas State University, respectively. Before coming to ITC, she taught in public schools, directed a religious education program for her church, and facilitated religious education leadership workshops in the United States and Canada for her denomination. Cofounder of the San Antonio Storytellers Association and active in the state and national professional organizations, she presents storytelling workshops and programs featuring world folktales, fairy tales, and legends—the stories immigrants bring with them to Texas. She has produced two audiotapes, *Many Tricksters* and *YIKES! Scary Stories from the Texas Folklife Festival*, and is the author of one children's book, *Ganzy Remembers* (Atheneum Press, 1991).



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**STEPHEN KLINEBERG**

A graduate of Haverford College near Philadelphia, Stephen Klineberg received an M.A. in psychopathology from the University of Paris and a Ph.D. in social psychology from Harvard University. After teaching at Princeton University, he joined Rice University's Sociology Department in 1972. In March 1982, he initiated the annual Houston Area Survey, a systematic series of telephone interviews with representative samples of Harris County residents. Supported by a consortium of local foundations, corporations, and individuals, the surveys have been expanded in recent years to include much larger numbers of Anglos, African Americans, Hispanics, and Asians. The recipient of eight major teaching awards at Rice, he has written numerous journal articles and publishes a continually updated series of reports on the survey findings. The newest report, entitled *Public Perceptions in Remarkable Times*, was released in April 2005. He is also at work on a book that will cover the first quarter century of the Houston Area Survey, exploring through systematic survey research the way the general public is responding to the economic, demographic, and environmental challenges of our time.





### WILLIAM S. LIVINGSTON

Political scientist William S. Livingston holds a Ph.D. from Yale University and serves as senior vice president at The University of Texas at Austin, where he has been a faculty member since 1949. He served as vice president and dean of graduate studies from 1979 to 1995, acting president of the University for the period from September 1992 through January 1993, and in 1982 was named to the Jo Anne Christian Professorship in British Studies. His previous leadership roles also include serving as president of the Southern Political Science Association and the Southwestern Social Science Association, member of the Council of the American Political Science Association, and editor-in-chief of the *Journal of Politics*. He has written and edited six books and more than twenty-five articles on federalism, democracy, and education and has been presented with several distinguished awards, including the Ex-Students Association's "Distinguished Service Award," the highest award bestowed on a non-alumnus. A member of Phi Beta Kappa, he received bachelor's and master's degrees in 1943 from The Ohio State University and a Ph.D. from Yale University in 1950. During the Second World War, he was a field artillery officer in Europe and was awarded the Bronze Star and the Purple Heart for his service.

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### ERIC LUPFER

Eric Lupfer is director of grants and education at Humanities Texas. He received a Ph.D. in English (2003) and an M.S. in information studies (2004) from The University of Texas at Austin. Before joining the staff of Humanities Texas, Lupfer worked at UT's Harry Ransom Center (HRC), where he curated an NEH-funded traveling exhibit on Isaac Bashevis Singer and codirected the HRC's Summer Teacher Institute. Lupfer has taught courses in literature and composition at both the high school and college levels. He has published articles and book reviews on American literature and publishing history, including an essay in the five-volume, collaborative scholarly work, *A History of the Book in America*.

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### CLINTON MACHANN

Clinton Machann is a professor of English at Texas A&M University. Among his publications in the field of American ethnic literature and culture are *Czech-Americans in Transition* (1999), *Czech Voices: Stories from Texas in the Amerikán národní kalendář* (1991), *Krásná Amerika: A Study of the Texas Czechs, 1851-1939* (1983), and *Perilous Voyages: Immigration to Texas in the 1870s* (2004). He is chairman of the board of directors of the Czech Educational Foundation of Texas and editor of *Kosmas*, an academic journal that focuses on Czech, Slovak, and Central European studies. He also has many publications in the field of British Victorian literature and culture, with an emphasis on the poetry and criticism of Matthew Arnold.

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**"It's important to recognize just how significant this period from 1836 to 1860 really is in terms of the development of an African American population in Texas. . . . When we look at the African American migration—even though it's a forced migration—we're looking at the most rapidly growing ethnic group in the state of Texas during that period. If you consider 5,000 slaves in 1836; 180,000 in 1860; and possibly 240,000 to 250,000 at the end of the Civil War; we're talking about a growth that just from '36 to '60 increased thirty-six times its original size."**

**ALWYN BARR, "FROM SLAVERY TO FREEDOM: AFRICAN AMERICAN HISTORY IN GALVESTON IN THE NINETEENTH CENTURY"**

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### DAVID G. MCCOMB

David G. McComb grew up in Houston, Texas, and went to college in Texas and California. He became a teacher at Colorado State University in 1969 and is now an emeritus professor. He has written about Texas, Colorado, and sports—his most recent books are *Travels with Joe* (2001), a biography of Texas historian Joe B. Frantz, and *Sports in World History* (2004). Currently he is working on a series of historical essays about recreation in Texas. Pertinent to this workshop are his books *Galveston, a History* (1986); *Galveston, a History and Guide* (2000); and *The Historic Seacoast of Texas* (1999).



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### SALLY PARTRIDGE

Sally Partridge served as a social studies teacher in Austin Independent School District before becoming curriculum director for Artsvision, facilitating staff development and designing arts-integrated core curricula for the Indianapolis Symphony Orchestra, the Chorale Arts Society of Washington, D.C., and the Cleveland Orchestra. For the past two years, she has worked for the Office of Statewide Initiatives as an educational specialist and recently proposed and implemented a School Improvement Resource Center for Texas, dedicated to assisting low-performing schools across the state.



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### LINDA HO PECHÉ

Linda Ho Peché is the community outreach coordinator for the Galveston Immigration Exhibit project at the Bob Bullock Texas State History Museum. She also coordinates the Folk Arts in the Schools summer program for Texas Folklife Resources. She is a graduate student in anthropology at The University of Texas at Austin.



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### CONSTANCE POTTER

Constance Potter is a subject area expert in records of genealogical interest at the National Archives and Records Administration in Washington, D.C. She worked on preparing the 1920 and 1930 censuses. She has lectured at the Federation of Genealogical Society's conference, the National Genealogical Society conference, and the National Institute for Genealogical Research as well as NARA genealogical workshops. She has lectured on census records, the history of the National Archives, women in the American Revolution, and federal records relating to Laura Ingalls Wilder. She is a contributing editor to "Genealogy Notes" for *Prologue*, the quarterly journal of the National Archives. She has also published articles in *Prologue* about doing research at the Archives, Indian depredations, World War I, and Laura Ingalls Wilder.

## ADVISORS, FACULTY, AND STAFF

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### SARITA RODRIGUEZ

Sarita Rodriguez brings a broad base of experience in the field of education to her position as head of education at the Bob Bullock Texas State History Museum. For the past twenty-five years, she has worked in a variety of education settings including K-12 public school education, special education, bilingual education, higher education for migrant students, and museum education. From 1995–1999, she served as director of teacher services for the Smithsonian Office of Education, the Institution’s central office of education. She returned to Austin as executive director of the National Faculty, Austin, a museum-based teacher professional development program in partnership with the Smithsonian Institution and the Austin Independent School District. She has led the Texas State History Museum education department since December 2001.

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### ANYA ROUS

An undergraduate student at The University of Texas at Austin majoring in English and Plan II Honors, Anya Rous is currently an intern at the Bob Bullock Texas State History Museum on the Galveston Immigration Project.

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### BARBARA J. ROZEK

Barbara J. Rozek currently teaches advanced placement U.S. history at Memorial High School in the Spring Branch Independent School District in Houston. Born in Cleveland, Ohio, she attended schools in six different Florida cities before earning her bachelor’s degree at Valparaiso University in Indiana. Graduate school enticed her to Texas, where she studied at Southern Methodist University and began her teaching career in the Dallas area. She and her husband moved to Houston, where they raised three children who have all since moved to other parts of the country. Her interest in migration comes partly from these personal travels over the years and partly from the rich story of immigration embedded in the development of Texas. Her book, *Come to Texas, Attracting Immigrants, 1865–1915*, evolved from her dissertation while earning her Ph.D. at Rice University. She fine-tuned her research skills as an assistant editor on the documentary editing project, *The Papers of Jefferson Davis*, and has taught Texas history and U.S. history survey courses at several local universities and community colleges.

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### KATIE RUSH

Katie Rush works as a program specialist at Humanities Texas, assisting with summer teacher institutes and other council initiatives. She graduated from The University of Texas at Austin in 2004 with a B.A. in English and Plan II Honors, an interdisciplinary liberal arts program. As a student, she worked as a writing consultant at the Undergraduate Writing Center and as a campus recruiter for Teach For America.

**SUZANNE SERIFF**

Suzanne Seriff is an independent museum consultant, curator, and senior lecturer in anthropology at The University of Texas at Austin. She received her doctorate in 1982 from the Department of Folklore and Anthropology at The University of Texas at Austin and has published and lectured widely on the cultural history and immigrant arts of Texas. She served as the chief objects curator for the 34,000 square feet of permanent exhibits at the Bob Bullock Texas State History Museum, as well as the guest curator and catalog editor of this museum's first temporary exhibit, *It Ain't Braggin' If It's True*. She was the codirector and chief editor of the award-winning traveling exhibit and catalog *Recycled, Re-Seen: Folk Art from the Global Scrap Heap* for the Museum of International Folk Art in Santa Fe, New Mexico. She and her work have been the recipient of numerous awards and honors, including the National Endowment for the Humanities Independent Scholar's award; the annual American Association of Museums award for best exhibit; and the Fowler Texas Award for best publication from a Texas museum. She is currently working as guest curator and project codirector for TSHM's upcoming traveling exhibit, *Through Galveston's Gates: Immigration to Texas and America, 1845-1914*, slated to open in summer 2008.



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**KATHRYNE TOVO**

Kathryne Tovo is director of programs and communications for Humanities Texas. She holds a Ph.D. in American studies from The University of Texas at Austin and a B.A. with honors in journalism from the University of North Carolina at Chapel Hill. She has taught history, literature, and writing courses at the University of Puerto Rico and The University of Texas at Austin and has collaborated on K-12 and college-level instructional design projects and publications within the university and in the private sector. Her current projects include a cultural biography of American author Mary MacLane and a series of articles about the "See America First" tourism campaign of the mid-twentieth century.



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**KURT VOSS**

As Texas Seaport Museum director, Kurt Voss is responsible to the Galveston Historical Foundation (GHF) administration and board of directors for all operations at the museum, including all aspects of the ELISSA. Budgets, staffing, planning, ship maintenance and sailing, small boats, the 1937 shrimp boat SANTA MARIA, the educational tour boat SEAGULL II, exhibits, collections, visitor services, volunteers, and educational programs are all under his direction. His involvement with the museum dates to late 1980, when he became one of the original stateside ELISSA volunteers. He was a member of the sailing crew from 1982 to 1986 and vice chairman of the ELISSA Committee during 1986-1987. He joined the GHF paid staff in 1990, after spending fifteen years as a broadcast technical consultant, specializing in project management and governmental regulation. During 1992-1993 he was curator of the Frontiers of Flight Museum in Dallas, where he worked with several nationally recognized museum exhibit designers and consultants. He returned to the Texas Seaport Museum in 1993 as assistant director; he has been the director since September 1994. In addition to his experience with museums and traditional sailing vessels, he has also helped restore and maintain numerous classic aircraft.





### JOHN ALLEN

I was born February 16, 1959, to Hector and Shirley Allen in Little Falls, New York. I was raised near the Mohawk Valley and lived in two rural communities north of the valley: Kringsbush and Oppenheim. These areas are in the Adirondack foothills; economic activities consist of marginal dairy farms and logging. Most people who earned a decent living drove each day to the valley to work in the mills. I went to elementary and junior high school in St. Johnsville and to Little Falls High School. I graduated from the State University of New York, Potsdam with a liberal arts B.A. in political science in 1981. After spending a few years in Colorado and California, I moved back to upstate New York and completed an M.A. in social studies education from the State University of New York, Albany in 1989. I married my first wife in 1988, moved to Texas in 1989, and began teaching social studies in Galveston Independent School District, where I still live and teach. My first marriage ended in 1992. I remarried in 1995. I have three sons, ages thirteen, seven, and five.

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### JENNIFER BARNETT

Jennifer Barnett is a native Texan who currently resides with her husband and two sons in Round Rock, Texas, a bedroom community just north of Austin. Born in Houston, she grew up and went to school in Alvin and Clear Lake until moving to Austin to attend The University of Texas, where she earned a Bachelor of Music (1978) and an M.A. (1988). She has taught in the Round Rock Independent School District for twenty-two years, serving on numerous committees dealing with curriculum development and alignment, student interventions, and technology integration. She has been involved with the evolution of teaching Texas history through her husband's (Douglas Barnett's) work overseeing the revision of the *Handbook of Texas*: the web implementation of *The Handbook of Texas Online*.

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### PAUL F. BLUME JR.

I am involved in a large family that includes parents, in-laws, nieces, nephews, cousins, one spouse, two daughters, and two pugs. I have sought after my teaching career for eighteen seasons so far, beginning at Terrell and Key middle schools and continuing into my current position in the junior high social studies department at the Cypress-Fairbanks ISD-Alternative Learning Center. I enjoy the gym and beach and ride my Sabre motorcycle almost every day.

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### SUSAN BOWEN

My name is Susan Bowen, and I teach Texas history at Spring Branch Middle School. I have been teaching for thirteen years, starting with computer literature and moving to social studies seven years ago. Before that I worked for a life insurance company. I have a B.A. in history from Austin College in Sherman and an M.Ed. in secondary education from the University of Houston. I am a Texas history fanatic, though I also enjoy studying medieval history, and I am a longtime member of the Society for Creative Anachronism, Inc. I love reading, and I also enjoy singing and doing needlepoint. I have been married to my husband Bill for twenty-nine years. I also have two sons, Nick, age twenty-five, and Patrick, age twenty-one.

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## JAMIE BROWN

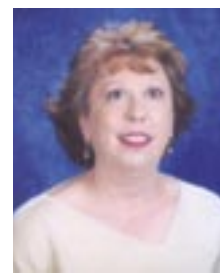
Jamie Brown was born in rural East Texas on December 25, 1973, and has spent the majority of his life within the state. An honors graduate of the class of 1992 at Paris High School in Paris, Texas, he went on to receive an Associate of Arts degree from Paris Junior College in 1996, a Bachelor of Science in history (with a minor in political science) from Texas A&M University-Commerce in 1998, and a Master of Arts in European history from Texas A&M University-Commerce in 2000. Having worked his way through college as a senior assistant manager at a restaurant, he went on to work as a graduate assistant in 1999 and was quickly hired as an adjunct professor of history in 2000—a job he held until transferring to the Yvonne A. Ewell Townview Academic Magnet Center within the Dallas Independent School District. He has taught university freshman survey courses in American history, preparatory courses for TExES/ExCET in social studies, advanced placement United States and world history, pre-advanced placement world history, and sociology. He is a member of several honor fraternities, including Phi Theta Kappa (a national honor society for two-year institutions), Alpha Chi (an honor society for four-year universities), and Phi Alpha Theta (a national historical honor society).




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## KAYLIN BURLESON

I have been a teacher at Corrigan-Camden High School for the past eleven years. Before that I taught at Mineola High School for nine years and actually began teaching at Ganado High School in 1983. I have taught government, United States history, and economics. At Corrigan, I have also taught theatre arts. I graduated from high school in Athens, Texas, in 1978 and received a B.S. in education from Baylor University in 1982.




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## SARA GRIFFITHS BUTLER

I began my teaching career in Mexico City at the American School in 1982. It was a wonderful way to live in another country and I stayed for three years. I also met my husband there. We then moved to Austin, where my husband pursued higher degrees and I taught and had our children. Two degrees and two children later, we packed up and moved to Ann Arbor, Michigan. As much as we loved Ann Arbor, we loved the climate, sun, and living conditions of Austin more. We returned to Austin eight years ago. My daughter has just finished her freshman year at The University of Texas, and my son has completed seventh grade. I am currently teaching eleventh grade United States history and ninth grade world geography and pursuing a degree in educational administration.




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## EVERARDO CHAPA

My name is Everardo Chapa, and I was born in McAllen, Texas. My parents are originally from Mexico and decided to come to the United States to give us a better life. I went to La Joya Independent School District all of my life. I attended the University of Texas-Pan American and received a bachelor's degree. I decided to come back to my alma mater and give back to my community by teaching. I've been teaching history in La Joya for eleven years and love it.



### **KARENA CLINE**



My name is Karena Cline. I live in Dumas, Texas. I graduated with a B.A. in history from Northwestern Oklahoma State University in December 1997. I received my teacher certification from the University of Central Oklahoma in May 2000. I have taught for five years, all in Dumas. I am currently the lead social studies teacher at Dumas High School. While in Dumas, I have taught world geography, United States history, advanced placement United States history, government, and economics. I am single and have two cats, Screech and Gracie. In my spare time, I love to attend sporting events and to travel.

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### **LARITA JOI COURVILLE**



I was born in May 1977 at The University of Texas Medical Branch in Galveston, Texas. I attended La Marque public schools, and I am a proud 1995 graduate of La Marque High School. I attended Texas Woman's University and graduated in May of 1999, with a Bachelor of Science degree in history and government and a minor in English. I began teaching in 2000, and I currently teach seventh grade Texas history in the Dickinson Independent School District at McAdams Junior High School. I am a lifelong member of McKinney Memorial United Methodist Church, located in La Marque, Texas, and I am an active member of Alpha Kappa Alpha Sorority, Inc. My hobbies are scrapbooking and amateur photography.

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### **DAN DECKER**



My name is Dan Decker. I'm a fifty-eight-year-old Air Force retiree and Vietnam veteran. I have a B.A. in social studies (1987) and an M.A. in history (1996) from Sul Ross State University. I teach social studies at Kerrville's Tivy High School. My previous teaching assignments have been at Alpine High School in Alpine, Texas; Brownfield High School and South Plains College in Brownfield; and Kerr County Juvenile Detention Center. I have taught government, economics, United States history, college history and government, world geography, and world history. I'm married, and my wife, Annell, is a dual diagnosis counselor for La Hacienda in Hunt, Texas. Our children have all grown up and are on their own, so my wife and I now have four furbabies, miniature schnauzers named Heidi, Misty, Rascal, and Pepper. They pretty much rule the roost at our house.

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### **DEANNA DOVE**



I was born in Texarkana, a city in two states, on January 1st, the first baby of the new year. After high school graduation from Texas Senior High, I attended North Texas State University, then San Diego State College in California, and finally graduated with a B.S. in broadfield social studies from East Texas State University. I received a teaching assistantship to Ohio University and graduated with an M.A. in geography. After eight years with the Ohio Youth Commission, I moved to Florida and taught high school for five years before returning to Texas, where I have taught for the Dallas Independent School District for the past seventeen years. I enjoy teaching advanced placement United States history and advanced placement human geography at Yvonne A. Ewell Townview Magnet Center. I also built my own cottage on seven wooded acres in East Texas, where I have created a leisure landscape called "Doveland" for weekend getaways with an organic garden, plus fishing and hiking/orienteering opportunities. My children and grandchildren love to come there and experience the great outdoors.



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## JAMES DUNCAN

I grew up in Arlington, Texas, and graduated from Arlington High School in 1974. I attended The University of Texas at Arlington and graduated in 1978 with a B.A. in health and physical education and a minor in history. I taught one year at Mansfield Middle School, teaching physical education and U.S. history and coaching seventh-graders. Then I taught for five years at Hutchison Junior High in Arlington, teaching physical education, world and United States history, and coaching eighth grade football and basketball. I married Sheri Duncan, a fourth grade teacher at Little Elementary (Arlington Independent School District), in 1984. For one year I taught world history at Aledo High and coached junior varsity football and basketball. I went to Everman High in 1985, where I taught United States history and coached junior varsity basketball. There I became head basketball coach and coached for ten years. I am now out of coaching after twenty-two years and teach economics and government at Everman High, where I have been for the last twenty years. I live in Arlington and have two children: Amy, a sophomore at Martin High School, and Jay, a fifth-grader. I have a master's degree in physical education and completed my mid-management administrator's certificate. I also have a certification in driver's education (which I have taught for eighteen years) and a social studies composite certification. My hobbies are history, movies, watching the Texas Rangers, and going to my children's athletic events.




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## BRADLEY FORD

My name is Bradley Ford, and I am twenty-seven years old. I am a lifetime resident of Navarro County, where I currently teach United States history. I attended high school in Blooming Grove, Texas, received an associate's degree from Navarro College in Corsicana and a B.S. degree in education from Baylor University, and have almost completed an M.S. degree from Sam Houston State University in history. I have worked for several years with the Pearce Civil War Collection and Museum in Corsicana. My primary hobby is to attend and participate in Civil War reenactments. My ultimate goal is to obtain a Ph.D. and teach history at the university level.




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## CAROLINE FOX

My name is Caroline Fox, and I live in the remote town of Alpine, Texas. My husband's name is Doug, and he is the agriculture teacher at Alpine High School. We have one daughter named Adeline, who will be a sophomore next year. I enjoy teaching eighth grade history at Alpine Middle School and am the school's Junior Historian sponsor. I enjoy traveling to stock shows with my husband and daughter during the school year and the summer.




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## JEANNETTE FRANCOIS

I was born in Houston, Texas, in 1946 at St. Joseph Hospital. Both of my parents are native Texans, and my mother is a native Houstonian. During my school years, I attended school in Houston and graduated from college in Texas. My travels consist of a summer in Europe in 1969 and a tour of duty with my husband as a military wife in Germany. Our son was born in Germany, and after my husband's military duty was fulfilled we moved back to Houston, had a lovely daughter, and settled down to raise our family. I have worked as a schoolteacher for thirty-plus years, teaching all of the disciplines in social studies. Now that both of our children have graduated from college, we have been able to enjoy life and travel.



### DAVIDA GATLIN



I, Davida Gatlin, am a seventh grade Texas history teacher at Holland Middle School in Houston, Texas. Originally from North Carolina, I came to Texas last summer as a Teach For America corps member. Teach for America is a nationwide organization with the mission of closing the achievement gap and eliminating educational inequity in the nation's low-income communities. I am dedicated to this mission, and though it has been challenging, I have really enjoyed my first year as a teacher. I graduated from North Carolina State University in Raleigh, North Carolina, with degrees in political science and French language and literature, but am currently pursuing alternative teaching certification. I enjoy reading, traveling, and meeting new people.

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### JOHN J. GERMANN



I have lived in Houston for some fifty-five years now. I began teaching high school history at The Kinkaid School immediately after receiving my M.A. from the University of Houston in 1967. And I'm still there! Over the years my principle area of instruction has been United States history, but I have also spent a number of years teaching economics, modern European history, and many different three-week mini-courses. I am a Texas history enthusiast and have done a lot of research in Texas postal history. I collect Texas postal history items and stamps; that and my reading and research are my hobbies and, indeed, my therapy. I am married to a lower school librarian, and I have one grown daughter who lives in London.

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### CARY GOEMANS



I relocated from Wisconsin to Houston five years ago in a quest to avoid subzero temperatures! For the past five years I have worked at Patrick Henry Middle School in the North Central District of Houston Independent School District. I have had the opportunity to teach seventh grade Texas history, and for the past three years, have had the pleasure of being the history department chairperson and eighth grade history teacher at Patrick Henry Middle School. As the parent of two small children and educator to hundreds each year, I am always on the go! I enjoy taking the time to enhance my teaching strategies and am an avid reader and beach dweller.

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### CHRISTY GOODNEY



Hello! I'm Christy Goodney and have been teaching for six years. I currently teach eighth grade early American history (1500-1877) at Peet Junior High School. I have taught world history, world geography, and United States history (1877-present) at the high school level. While living in Washington state for two years, I taught kindergarten at a private school. I graduated with honors from Sam Houston State University with a degree in history and a minor in photography.

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## MARIE NEUMAN GOTTFRIED

Marie Neuman Gottfried, a fifth-generation Texan, lives on her family ranch near Pattison in south Waller County with three of her children. A graduate of Texas A&M University, she teaches seventh grade Texas history at Royal Middle School, Pattison. Marie has held various offices in state organizations such as the Czech Heritage Society of Texas, Texas German Society, and Polish Genealogical Society of Texas. She has membership in other cultural and historical organizations. She has self-published five local history books about Czech and German emigrants of Harris and Waller counties. She visited some of her ancestral villages in the Czech Republic in 1997.




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## CHERYL GREIF

Living in Frisco, Texas, the second-fastest growing city in the nation, definitely keeps my life busy. I am the proud mother of a teenage daughter, who is currently completing her first year of high school, and the wife of a wonderful husband who flies for Southwest Airlines. When I'm not playing chauffeur for my daughter's band practices and wrestling meets, I'm hard at work at Griffin Middle School. While teaching sixth graders in world cultures and geography has been quite enjoyable, I am truly looking forward to ending my continent hopping so I can settle back in the familiar curriculum of Texas history and seventh graders. Although I am a native Texan from Irving and graduated with a Bachelor of Arts in political science, French, and education from Southern Methodist University, my love for Texas history didn't blossom until my fifth year of teaching fourth graders, and there has been no looking back since then. Outside of teaching, I try to vary my activities. About two years ago I decided it was time to learn to play the guitar and began with an acoustic. This past year, I bought my first electric and love turning up my amp whenever I get a free moment. I enjoy exercising, although this year has been a bit more hectic than most, so my fitness schedule sadly fell by the wayside. I'm also an avid reader and love to cook. Dinnertime is extremely important in our home, so I'm always looking for new recipes. As a whole, I don't let just one thing take over my life—there's too much left in the world to learn about. I guess that's me in a nutshell.




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## KAY GULEKE

Kay Guleke is a seventh grade Texas history teacher at Hill Country Middle School in Austin, Texas. She holds a Bachelor of Arts in English from Oklahoma State University, a Master of Arts in English from Texas Tech University, and a Master of Library Science from The University of Texas at Austin. While working on her master's at Texas Tech, she worked in the Southwest Collection/Special Collections Library, where she developed a love for the history of Texas and the Southwest. After teaching language arts in the Dallas area, she returned to school to complete her library science degree and served as the librarian for the *Austin American-Statesman*. She returned to teaching and Texas history eight years ago. Kay and her husband, Jim, have four children.




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## KAREN HOWDEN

I have taught eighth grade American history at Flour Bluff Junior High for the past twenty-six years and have enjoyed every year. Last year I was selected as Campus Teacher of the Year, and then went on to "District Teacher of the Year" and finally "Regional Teacher of the Year" (Region 2 of the Education Service Center). I have been active in Girl Scouts and a docent for Heritage Park in Corpus Christi. For the past three years I have been a participant in the "Teaching American History" grant with the Region 2 Education Service Center. I am married with one child (a daughter) who is attending Texas A&M University at Corpus Christi. Corpus Christi has been my home since my birth forty-nine years ago.



## TEACHERS

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### **NANCY CHEANEY JACKSON**

Nancy Cheaney Jackson has taught in the Spring Branch Independent School District for thirty years. She currently teaches English as a Second Language world geography, advanced placement United States history, and American studies. She has served on her school's site-based decision team, chaired the district's site-based team, and is finishing her third term on the Alief Independent School District school board. She has two daughters; one is a graduate of Texas A&M University who teaches Texas history in Garland Independent School District, and the other just finished her freshman year at Texas A&M University. Both teaching history and participating in the organizations that shape what she teaches are important to her.

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### **ROGER KALLENBERG**

Roger Kallenberg was born on September 15, 1944, in New York City and moved to Dallas in March 1947. He received a B.A. in philosophy at Lafayette College in Easton, Pennsylvania, in 1966 and an M.A. in urban studies at The University of Texas at Arlington in 1973. From 1973 to 1993, he worked as a planning associate with the Greater Dallas Community Relations Commission while also teaching government, United States history, and sociology part-time at El Centro and Richland Colleges. In 1996, he was hired as a government teacher at W. H. Adamson High School and has been teaching there ever since. He lives near White Rock Lake with his three dogs. He has two children and two grandchildren.

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### **SHANNON KNITTEL**

I am a secondary social studies teacher in the Iola Independent School District. I graduated from Sam Houston State University in 1979. Upon my graduation, I went to work for General Telephone in Bryan as a business account representative. When my children reached school age, I began to consider teaching (making use of the degree I worked so hard for). I have been teaching at Iola for thirteen years. Because of the school size, I teach all junior high histories and high school world geography. I am the mother of Josh, twenty-three, and Lyndsey, twenty-one.

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### **MARY KRACKLAUER**

Mary Kracklauer has been living, reflecting on, and facilitating the immigrant experience for many years, not only as a descendant, but also as the wife of a more recent immigrant and the teacher of international students from across the globe. These life and professional experiences have led to a fascination in the topic of immigration and to a broader study of cross-cultural communication. She is currently teaching sheltered social studies classes at the International High School in Austin, Texas, and is a member of Teachers of English to Speakers of Other Languages (TESOL) and the Society for Intercultural Education, Training and Research (SIETAR).

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### RENEE LEE

I was born and raised in Beaumont, Texas. I graduated from Lamar University with a B.A. in history. I am married and have two sons, Kevin and Chris. I began my teaching career at St. Anne Catholic School in 1973, and currently I am completing my ninth year at Monsignor Kelly Catholic High School. My teaching assignments are United States history, advanced placement United States history, and advanced placement European history. My hobbies, when I have time, include reading and gardening. I love to work puzzles and spend time at the beach.




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### KELLY MARTIN

Kelly Martin, raised in Roswell, New Mexico, attended Lubbock Christian University and obtained a Bachelor of Arts degree in psychology. As a former child advocate for a domestic violence shelter in Fort Worth, she has much experience working with women and children who have witnessed and/or experienced domestic violence. She later obtained her teacher certification and now teaches seventh grade Texas history for Weatherford Independent School District. She just completed her first year of teaching and has enthusiasm for her students and the subject she teaches. She resides in Weatherford with her husband. She enjoys antiques, water sports, and learning Spanish.




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### GERALD MCCRARY

I was born on July 24, 1948, in Longview, Texas. I received my B.S. degree from Texas A&M University at Commerce in history and political science. My master's degree is from Sul Ross State University in school administration. I also served three years in the Army Security Agency on active duty from 1970 to 1973. In addition, I served in the Texas National Guard for nine and a half years. In regard to teaching, I have been a teacher for thirty-two years. Also, I have been teaching college courses in history and government part-time since 1987. In addition, I am a district administrator of Little League Baseball for District 35 of Texas. Last of all, I received a great honor in 1992, being selected "Teacher of the Year" (secondary education) in Del Rio.




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### CINDY MCKIE

I have taught at Boulter Middle School for twenty-six years. I cannot believe it! Time has gone by so fast! I teach seventh and eighth grade social studies. Traveling, reading, and watching movies and sporting events are activities I enjoy in my leisure time. Walking and jogging every day keeps me active and fit. I live in the heart of Tyler's Historic Azalea District. The home I live in was built in 1935. I have a terrific seventeen-year-old son who just graduated from high school.



### LARA NEWCOMER



I was born and raised in Austin. After high school, I attended The University of Texas, where I received a B.S. in education in 1991. Immediately after graduation I married a military man. We were fortunate enough to be stationed in Belgium for three years and were able to spend our free time exploring Western Europe. After my husband left the army in 1993, I got my first teaching job at Rayburn Middle School in Bryan, Texas. Our family spent several years following my husband's jobs, so I've had a variety of teaching experiences. I taught at Stephen F. Austin Middle School in Bryan, at the Alternative School in Huntsville, at Brazosport Junior College in Lake Jackson, and at Freeport Intermediate School. I have three children, and our family enjoys reading, singing, and camping together. I am currently teaching seventh grade Texas history at Del Valle Junior High and working on my master's degree in history at Texas State University.

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### PAULA SEIPP



Was raised in West Texas as you can see,  
Went to college, taught in Alpine where I received two degrees.  
Moved to Llano, then Burnet and taught many more years,  
Raised one son, one husband, cows and dogs those same years.  
Now in North Texas, where Springtown Porcupines rule,  
Teaching History and Language Arts at the Middle School.

- \*Raised in El Paso, Texas
  - \*B.S. and M.Ed. from SRSU in Alpine
  - \*30 years of marriage experience
  - \*27 years of teaching experience
  - \*22 years parenting experience
  - \*Still waiting for my book deal
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### VICKI SMITH



I am a native Houstonian now living in Seabrook. My education includes a B.S. and M.S. in education, and I have been an educator for twenty-two years. I currently teach eighth grade United States history at Bondy Intermediate in the Pasadena Independent School District. I am divorced and the mother of one daughter (a dissertation away from her doctorate in English) and one son (a high school orchestra director). I am an active member of my church, RESULTS (a grassroots organization dedicated to ending hunger and all aspects of poverty), and Delta Kappa Gamma. My life is interesting and full, and when I can, I travel anywhere, anytime.

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### KAREN TURNER



Karen Turner was born in Austin, Texas. She was raised in Lampasas, Texas, on a cattle ranch. She is a sixth-generation Texan, dating back to the days of the Republic on her father's side. She attended Texas Christian University in Fort Worth, where she earned a Bachelor of Arts in Spanish. After a brief stint in real estate development, she further pursued her education, receiving a master's degree in special education at Texas State University in 2004. She is currently teaching special education history at Burnet Middle School in Austin, Texas. The 2005-2006 school year will be her fourth. She is happily married with three dogs in Austin.

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**CARMEN TYDINGS**

While I grew up mostly in Texas, my family moved to Indonesia for my last two years of high school. My dad was transferred, and so we moved. I came back to Texas for college and graduated from The University of Texas at Austin. I am presently working on a master's degree in secondary education with a minor in geography at Texas State University. I have taught for seven years—five in middle school, the past two in ninth grade. This year during the first semester, I helped implement a reading program, with no reading training or background. The spring semester, I taught world geography to students who failed the first semester. It has been a very challenging year. I will be moving to teach eighth grade United States history next year. I have had a very difficult two years teaching the at-risk population; I am looking forward to teaching a mix of kids. I have been married for almost two years with no kids, yet. We have one kitty named Lacey. I enjoy scrapbooking and going with my husband to take pictures while he watches birds.



**LISA M. WALIGORA**

Lisa M. Waligora is a native Houstonian and has been teaching history in La Porte Independent School District for fifteen years. She received a B.A. in both English and history from Texas A&M University (1988). She has been fortunate enough to attend seminars on the American Revolution, the United States Constitution, and the Great Plains Indian Wars, as well as world history and cultural affairs in Moscow, Russia; Sofia, Bulgaria; and Ankara, Turkey; in affiliation with other humanities councils. Learning and traveling have become a priority for her as well as her classroom. She is currently a candidate for National Board Certification.



**TEACHER EVALUATION RESPONSES**

**THURSDAY, JUNE 16**

The information provided was current, instructive, and can be applied to my educational setting.

Above expectations	21
Met expectations	13
Below expectations	3
Missed the mark	0

The activities were relevant and beneficial, and I have a deeper understanding of immigration issues.

Above expectations	26
Met expectations	11
Below expectations	0
Missed the mark	0

The day was well organized and addressed my current needs.

Above expectations	25
Met expectations	9
Below expectations	3
Missed the mark	0

The materials provided were appropriate and well organized.

Above expectations	27
Met expectations	10
Below expectations	0
Missed the mark	0

**FRIDAY, JUNE 17**

The information provided was current, instructive, and can be applied to my educational setting.

Above expectations	27
Met expectations	11
Below expectations	0
Missed the mark	0

The activities were relevant and beneficial, and I have a deeper understanding of immigration issues.

Above expectations	26
Met expectations	12
Below expectations	0
Missed the mark	0

The day was well organized and addressed my current needs.

Above expectations	24
Met expectations	13
Below expectations	1
Missed the mark	0

The materials provided were appropriate and well organized.

Above expectations	26
Met expectations	12
Below expectations	0
Missed the mark	0

**SATURDAY, JUNE 18**

The information provided was current, instructive, and can be applied to my educational setting.

Above expectations	28
Met expectations	9
Below expectations	0
Missed the mark	0

The activities were relevant and beneficial, and I have a deeper understanding of immigration issues.

Above expectations	26
Met expectations	11
Below expectations	0
Missed the mark	0

The day was well organized and addressed my current needs.

Above expectations	24
Met expectations	11
Below expectations	2
Missed the mark	0

The materials provided were appropriate and well organized.

Above expectations	28
Met expectations	9
Below expectations	0
Missed the mark	0

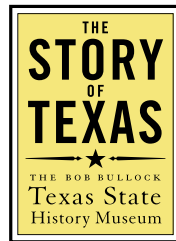


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