



HumanitiesTexas

Humanities Texas, the state affiliate of the National Endowment for the Humanities, conducts and supports public programs in history, literature, philosophy, and other humanities disciplines. These programs strengthen Texas communities and ultimately help sustain representative democracy by cultivating informed, educated citizens.

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www.lbjlib.utexas.edu

A *We the People* initiative of the
National Endowment for the Humanities,
with support from Houston Endowment,
a philanthropy endowed by Mr. and Mrs. Jesse H. Jones

Cover image: Barry Faulkner (American 1881–1966), *The Constitution*, 1936.
Oil on canvas. The National Archives.

THE U.S. CONSTITUTION & AMERICAN HISTORY

AUSTIN June 7–10, 2009

SAN ANTONIO June 14–17, 2009



INSTITUTES FOR TEXAS TEACHERS



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HUMANITIES TEXAS

COLLEGE OF LIBERAL ARTS AT THE UNIVERSITY OF TEXAS AT AUSTIN

THE UNIVERSITY OF TEXAS AT SAN ANTONIO

THE LYNDON BAINES JOHNSON LIBRARY AND MUSEUM



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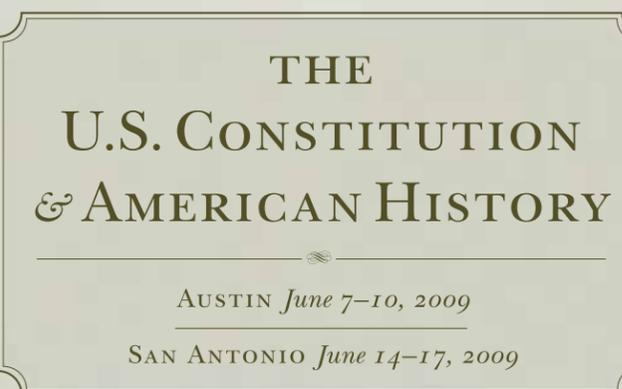
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**INSTITUTES FOR TEXAS TEACHERS
FINAL REPORT**



SPONSORED BY
HUMANITIES TEXAS
COLLEGE OF LIBERAL ARTS AT THE UNIVERSITY OF TEXAS AT AUSTIN
THE UNIVERSITY OF TEXAS AT SAN ANTONIO
THE LYNDON BAINES JOHNSON LIBRARY AND MUSEUM



A *We the People* initiative of the National Endowment for the Humanities,
with support from Houston Endowment,
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Any views, findings, conclusions, or recommendations expressed in this publication
do not necessarily reflect those of the National Endowment for the Humanities.

THE UNITED STATES CONSTITUTION is the foundation of our federal system of government, defining both the principal organs of government and the basic rights of U.S. citizens. Despite differing interpretations of its provisions, the Constitution has proven remarkably durable as the nation has evolved over the span of 220 years. In June 2009, Humanities Texas partnered with the College of Liberal Arts at The University of Texas at Austin, The University of Texas at San Antonio, and the Lyndon Baines Johnson Library and Museum to present a pair of residential teacher institutes in Austin and San Antonio entitled “The U.S. Constitution and American History,” which examined this founding document, its history, and its contemporary relevance.

BACKGROUND

Since 2004, Humanities Texas has held summer teacher institutes around Texas with the support of the National Endowment for the Humanities *We the People* initiative. The 2004 “Institute on Congress and American History,” organized in partnership with the LBJ Library, the National Archives and Records Administration (NARA), and UT Austin’s College of Liberal Arts and Dolph Briscoe Center for American History, explored Congress’s role in the pivotal events of U.S. history. The following year, Humanities Texas collaborated with the Bob Bullock Texas State History Museum to hold “Gateway on the Gulf: Galveston and American Immigration, 1845–1914,” which examined the history of nineteenth-century U.S. immigration from the perspective of Galveston, the “Ellis Island of the West.”

In 2006, Humanities Texas partnered with the University of Houston and The University of Texas at El Paso to hold “Southwest Vistas: The Border in American History.” An exploration of

Charles Flanagan leads a primary source workshop in San Antonio examining the Bill of Rights.



Photographs by Charles Bogel, Michael L. Gillette, and Lindsey Wall



Austin institute participants gather on the steps of the LBJ Library's Great Hall.

the history and culture of the U.S.-Mexico border, “Southwest Vistas” represented a significant expansion of Humanities Texas’s educational programs, as it included two teacher institutes—one in Houston, the other in El Paso, both sharing the same curricular goals. In 2007 and 2008, Humanities Texas followed the same model, partnering in 2007 with Texas Christian University, Texas Tech University, and the Amon Carter Museum to hold “The West and the Shaping of America,” two institutes in Fort Worth and Lubbock that explored the history and culture of the American West. In 2008, Humanities Texas, Trinity University, and the University of North Texas held “From Disunion to Empire: The United States, 1850–1900,” a pair of institutes in Denton and San Antonio exploring U.S. history in the second half of the nineteenth century.

Through these institutes, Humanities Texas has developed a formula for intellectually stimulating summer programs for the state’s classroom teachers. Participants work closely with leading scholars and colleagues from around Texas, exploring topics central to the state’s humanities curricula. Evaluations have been superlative, with many teachers reporting that they returned home inspired to share what they learned with students and colleagues.

PROGRAM DEVELOPMENT

The late Roy Mersky, former Humanities Texas chair and director of the Jamail Center for Legal Research at the UT School of Law, first proposed a teacher institute examining the U.S. Constitution. The basic plans for the 2009 institute developed from a series of meetings that Humanities Texas Executive Director Michael L. Gillette held with Alan Tully, chair of UT’s history department, and Randy Diehl, dean of UT’s College of Liberal Arts. Tully and historian George Forgie helped shape the program and identify core faculty. Betty Sue Flowers, then director of the LBJ Library, agreed that the Library would host the Austin institute and serve as a co-sponsor.

Ricardo Romo, president of UTSA and a member of the Humanities Texas board of directors, and Jude Valdez, UTSA’s vice president for community services, worked with Humanities Texas to bring a companion institute to San Antonio. Valdez, along with Daniel

Although I found each particular speaker’s presentations and materials relevant to my teaching, what I think will make the most impact is the broad message of the institute—that the Constitution is a living document that has shaped and been shaped by the course of our nation.

Elizabeth Chapman, Westbrook Intermediate School (Friendswood)



San Antonio participants gather on the UTSA campus.

Gelo, dean of UTSA's College of Liberal and Fine Arts, and James Schneider, chair of the UTSA history department, were instrumental in shaping the San Antonio institute program and faculty.

The four institutional partners worked through the spring of 2009 to develop the Austin and San Antonio programs. Humanities Texas had primary responsibility for promoting the institutes among the state's teachers, educational administrators, and the Texas Congressional delegation; soliciting and reviewing teacher applications; and preparing all print materials. UT's College of Liberal Arts, the LBJ Library and Museum, and UTSA managed many of the program logistics, which included arranging participants' lodging, transportation, and parking and videotaping the faculty presentations.

Each institute benefited from the strengths of its sponsors. The programs featured the outstanding faculty and facilities of UT and UTSA. The LBJ Library provided not only a wealth of staff support for the Austin institute, but also an inspiring setting for learning. NARA's Center for Legislative Archives also supported the program, sending educational specialist Christine Blackerby to serve on the institute faculty and provide participating teachers with a wealth of instructional resources.

The institutes were supported with a major grant from the National Endowment for the Humanities *We the People* initiative, with additional support from the Houston Endowment for the participation of twenty-two teachers from Brazoria, Chambers, Fort Bend, Galveston, Harris, Liberty, Montgomery, and Waller counties.

CURRICULUM

"The U.S. Constitution and American History" curriculum explored the Constitution's antecedents, the compromises leading to its adoption, and the amendments and decisions that expanded its authority over time. The document that defined the course of our democracy was itself influenced by the perspective of each historical era. Faculty aligned their presentations with the Texas Essential Knowledge and Skills (TEKS) for Social Studies and addressed topics central to courses in U.S. history and government, including the design of the Constitution; the Bill of Rights;

This experience, much more so than most professional development programs, is deeply satisfying to me as both a teacher and as a life-long learner. I feel challenged by the material and eager to research on my own. Even more telling, even though it is only June, I can't wait to apply what I have learned to my classroom in August!

Kathleen Reid, Memorial High School (San Antonio)

the separation of powers; the achievements of the Marshall Court; the War of 1812 and the War Powers Clause; important amendments to the Constitution; and significant civil rights cases of the nineteenth and twentieth centuries.

Afternoon workshops with faculty introduced innovative strategies for teaching history, placing special focus on using and interpreting primary sources. Participants received an impressive collection of teaching resources, including books by institute faculty, classroom-ready handouts, and dozens of digital facsimiles of historical documents and photographs.

Participants in the Austin institute enjoyed a reception in the Great Hall of the LBJ Library and were introduced to the Library's educational resources by Marsha L. Sharp. The Austin participants also attended a lovely dinner that Humanities Texas board member Mickey Klein and his wife Jeanne hosted at their lakefront home. In San Antonio, institute participants toured UTSA's Institute of Texan Cultures with its director, Timothy J. Gette, and later spent an evening along the city's famed Riverwalk.

FACULTY

Institute faculty members were selected on the basis of their intellectual and professional expertise and their presentation skills. Faculty included professors from not only UT and UTSA but also a range of educational institutions in Texas and beyond, including the Institute for Constitutional History, the Johns Hopkins University, Stanford University, Texas A&M University, Texas Christian University, Trinity University, the University of Houston, and The University of Texas School of Law. Three outstanding high school teachers—Charles Flanagan of the Key School of Annapolis, Maryland; Shelley Sallee of Austin's St. Stephen's Episcopal School; and Jay McCusker of San Antonio's International School of the Americas—also served on the institute faculty.

Several scholars participated in both the Austin and San Antonio programs. Charles Flanagan examined the War of 1812 within the context of debates over which branch of government has the power to declare war. George Forgie analyzed the Reconstruction Amendments to the Constitution. H. W. Brands spoke about FDR, the Constitution, and the Judiciary Reorganization Bill of 1937. Monica Perales highlighted important Supreme Court cases that advanced Mexican Americans' struggle for civil rights, and Christine Blackerby introduced participants to NARA's "Our Documents" project, an online resource with extensive teaching materials related to 100 milestone documents of American history.

Jack N. Rakove opened the Austin institute with a public lecture on the compromises that were central to the design of the Constitution. Over the following three days, the Austin institute faculty, anchored by scholars from UT Austin, examined key constitutional issues in



Humanities Texas board member Mickey Klein (l) speaks with teachers Jermaine Thibodeaux (Houston) and Alison Wood (Fort Worth) at a reception at Klein's home in Austin.

The institute showed me some additional ways to approach U.S. history topics and gave me additional info that I could share with students. . . . In addition, the institute reawakened my interest in learning. Many times as teachers we get so lost in the methodology and the transferring of information we forget the thrill of learning new material for ourselves.

William Daugherty, J. Frank Dobie High School (Houston)

Jack N. Rakove leads a primary source workshop in Austin examining the Bill of Rights.



Humanities Texas board member William S. Livingston speaks in Austin on antecedents to the U.S. Constitution.

the nation's history. William S. Livingston discussed important precursors to the Constitution. Rakove delivered a second talk exploring assumptions central to the Bill of Rights. Maeva Marcus discussed the Marshall Court and the establishment of judicial review. In a luncheon lecture, the Hon. Diane P. Wood discussed strategies for addressing constitutional issues in the classroom, focusing on Supreme Court cases that involved and directly affect students at the primary and secondary levels.

Gretchen Ritter surveyed constitutional cases related to women's rights. David Oshinsky discussed moments in U.S. history when individual rights were curtailed in direct response to national crisis. Albert S. Broussard reviewed important civil rights cases from *Plessy v. Ferguson* (1896) to *Brown v. Board of Education of Topeka* (1954). Mark Lawrence used examples from the Watergate scandal to explore debates over the limits of executive power. Sanford Levinson closed the Austin program with a provocative discussion of those sections of the Constitution that are rarely litigated, such as its provisions for conducting presidential elections and overturning presidential vetoes.

Joseph Cooper delivered the opening presentation in San Antonio, analyzing how the Framers' central concerns are reflected in the design of the Constitution. In the days that followed, the San Antonio institute faculty examined many of the same topics addressed in Austin. John and Jay McCusker surveyed significant antecedents to the Constitution such as the Magna Carta and the 1689 English Bill of Rights. Steven R. Boyd discussed the achievements of the Marshall Court. Lawrence Sager explored crucial concepts and assumptions undergirding the Bill of Rights, and Patrick Kelly spoke about the political and social significance of the *Dred Scott* case.

Mary L. Volcansek examined Supreme Court cases and constitutional amendments that advanced women's rights in the nineteenth and twentieth centuries. LaGuana Gray and John F. Reynolds explored the history of Progressive-era Supreme Court decisions regarding labor and big business. On the institute's final day, Gregg Michel surveyed important civil rights cases of the twentieth century, and James Schneider focused on issues relating to executive power from the past four decades.

Teachers at both institutes praised the faculty in the highest terms. An Austin participant wrote in his final evaluation, "I was flabbergasted by the quality of the people and resources that were available to us at the institute. . . . I am still amazed at being able to converse with such a diverse and knowledgeable faculty." San Antonio participants were similarly enthusiastic. One wrote that "the selection of the speakers and their expertise in the subjects made the program top notch." Another noted that he "felt like a student being taught by some of the most knowledgeable experts, authors, scholars, and professors on the U.S. Constitution."



Joseph Cooper leads a primary source workshop in San Antonio.



David Oshinsky leads a workshop on Justice Oliver Wendell Holmes's opinion in *Schenck v. United States* (1919).

PARTICIPATING TEACHERS

Program directors collaborated with administrators at the Texas Education Association (TEA), the state's regional Educational Service Centers, and the teacher network maintained by Humanities Texas to solicit institute applications from humanities teachers across the state. Program directors also invited each member of Texas's congressional delegation to nominate exemplary U.S. history and government teachers in his or her district.

149 teachers applied to attend the institute. Selection decisions were based on applicants' experience in leadership, curriculum design, and peer professional development, as well as their years of experience, the number of students they teach, and whether their teaching environment includes underserved regions or populations. Program directors ultimately selected forty teachers to attend each institute, taking care to ensure a diverse mix of participants from all regions of the state.

Teachers received housing, full travel reimbursement, most meals, and a \$300 stipend. They represented twenty-eight of Texas's thirty-two congressional districts. Seventeen teachers were nominated by their congressional representatives. Among the participants—who teach more than 5,000 Texas students each year—were history, social studies, government, and civics teachers. Their classroom experience ranged from one year to thirty-three, with thirty participants in their first six years of teaching. 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.

EVALUATION

In order to assess the quality of the institute experience, program directors conducted daily evaluations, asking participants to rate the program and its relevance to their work in the classroom. At the end of the institute, participants completed a summative evaluation in which they considered the program's quality and made specific suggestions for future institutes.

Evaluations confirmed that teachers found both institutes meaningful and enriching. "This was by far the best workshop that I have ever attended," noted one Austin attendee. "I have attended a few different types of workshops and conferences, but this institute from the day we arrived was first class. I really appreciate the opportunity to attend." Another Austin attendee wrote, "This institute was above and beyond what I would call the typical professional

I was flabbergasted at the quality of the people and resources that were available to us at the institute. In the workshops and lectures we covered every possible aspect of the Constitution from its development and implementation through the Civil War and up to the present time. I am still amazed at being able to converse with such a diverse and knowledgeable faculty.

Kelly Fife, Nolan Middle School (Killeen)



Alan Tully, Randy Diehl, and Michael L. Gillette (l to r) at the Austin institute.

development. I felt treated as a 'professional' in all aspects of the program from day one. . . . The teachers who were invited were top notch and were peers to bond with in the profession." The San Antonio participants had similarly enthusiastic reviews. One teacher described the program as "the best professional development I have attended in fourteen years. . . . I cannot wait to get back into the classroom this year. I am inspired to prepare better lectures and discussion groups in class and to have activities that really challenge my students."

In their evaluations, participants consistently emphasized that the institute deepened their understanding of the subjects they teach. A first-year teacher wrote that the Austin institute provided her with

"knowledge and better reference tools to show my students. I particularly enjoyed taking note of the primary resources available and the web sites teachers can go to for additional materials." Another Austin participant observed that the "depth and background information provided by the speakers" will help him "assign much better research questions and facilitate better discussions with my students." One teacher made special note of the Austin institute's rigor, writing that the faculty posed provocative questions "that can be used with our own students in our classrooms. . . . I like being challenged and not being treated as someone who simply needs facts."

San Antonio participants described their experience in similar terms. One noted, "I learned so much about my specific content area. . . . I know that the personal knowledge gained through the institute will be reflected in my ability to enhance the depth and breadth of my content and concepts with my students." Another wrote, "I gained so much good information from all the institute presenters. . . . I plan on using the primary sources and some of the information presented to add to my lessons and in some cases will design some lessons around them completely. I feel that this institute will make me a better teacher this next school year."

As in past years, the afternoon workshops drew an especially enthusiastic response. Participants worked in small groups with institute faculty to examine historical documents and photographs related to the morning presentations. An Austin participant identified these workshops as the highlight of his experience, noting that the "interaction and scholarly debate" helped to "clarify points" and "allowed in-depth synthesis of constitutional topics." Another Austin attendee wrote, "It was great being able to ask questions one-on-one. The faculty all were extremely knowledgeable and so willing to engage in conversations." A San Antonio participant described the afternoon workshops as "the perfect forum to ask questions and get answers from the various faculty relating specifically to their topics." Another San Antonio participant noted that the workshops' virtues were twofold: they "allowed me to ask deeper questions on various topics and also gave me the opportunity to discover how other teachers present a particular topic."

Teachers made several suggestions for the improvement of future institutes. They noted that, with such a full schedule, presenters occasionally seemed rushed, and time for questions was limited during the morning sessions. Several teachers recommended that faculty place even greater emphasis on providing participants with ready-to-use classroom resources. Others recommended scheduling more time during the program for participants to trade ideas and strategies for incorporating institute materials in their lessons.

Overall, however, the evaluations were overwhelmingly positive, with many participants describing the institute as the best professional development program they had ever attended. One San Antonio participant concluded, "This experience, much more so than most professional development programs, is deeply satisfying to me as both a teacher and as a life-long learner. I feel challenged by the material and eager to research on my own. Even more telling, even though it is only June, I can't wait to apply what I have learned to my classroom in August!"



Texas State Representative Michael Villarreal joins teachers Larisa Castro and Jennifer Rodriguez at the San Antonio program's closing luncheon.

There is no doubt that the institute will enhance my teaching of U.S. history. I cannot wait to get back into the classroom this year. I am inspired to prepare better lectures and discussion groups in class and to have activities that really challenge my students.

Joseph Watts, Caddo Mills Middle School (Caddo Mills)

MEDIA COVERAGE

"The U.S. Constitution and American History" received significant media attention. Thirty-one newspapers around the state featured stories about the institute and the teachers who participated. These papers include the Anna-Melissa *Tribune*, the Bandera *Bulletin*, the Chandler and Brownsboro *Statesman*, the Clear Lake *Citizen*, the Cleveland *Advocate*, the Coleman *Chronicle and Democrat Voice*, the Conroe *Courier*, the Coppell *Citizen's Advocate*, the Corpus Christi *Caller-Times*, the Corsicana *Daily Sun*, the Dallas *Morning News*, the Dayton *News*, the Denton *Record Chronicle*, the Fort Bend *Herald and Texas Coaster*, the Houston *Chronicle*, the Junction *Eagle*, the Laredo *Morning Times*, the Leakey *Star*, the Liberty County *Vindicator*, the McAllen *Monitor*, the McAllen *Valley Town Crier*, the Orange County *Record Live*, the Orange *Leader*, the Palacios *Beacon*, the Pearland *Journal*, the San Angelo *Standard-Times*, the South Belt *Leader*, the Springtown *Epigraph*, the Terrell County *News Leader*, the Waxahachie *Daily Light*, and the Weslaco *Mid-Valley Town Crier*. Several of the participating teachers' school districts published articles about the institute in their newsletters and on their websites.

FUTURE PLANS

"The U.S. Constitution and American History" 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's website, where digital facsimiles of historical documents and other teaching resources are available to download. The institute's sponsors will also make selected sections of the faculty presentations available on their respective websites via streaming video.



Ricardo Romo, UTSA president and Humanities Texas board member, welcomes participants to the San Antonio institute.



April Clements (Dallas), Ginger Postert (Bandera), and Kate Gengo (Denton) enjoy a reception in Austin hosted by Humanities Texas board member Mickey Klein and his wife Jeanne.

The information provided by the presenters enhanced my knowledge of the Constitution and events that have shaped it. That newfound knowledge can be incorporated into lectures and activities that will make the Constitution more relevant to my students.

Joel Whitaker, Fairmont Junior High (Pasadena)

SUNDAY, JUNE 7

Unless otherwise specified, events took place on the tenth floor of the Lyndon Baines Johnson Library and Museum.

OPENING PROGRAM

- 5:00–6:00 p.m.** Welcome and introductions
Marsha L. Sharp, Michael L. Gillette
- 6:00–6:15 p.m.** Opening remarks
Randy L. Diehl
- 6:15–7:00 p.m.** “The Constitutional Convention: Will the Real Interests Please Stand Up?”
Jack N. Rakove

Great Hall, LBJ Library

- 7:00–8:30 p.m.** Cocktails and dinner

MONDAY, JUNE 8

MORNING PROGRAM

- 8:00–8:45 a.m.** Breakfast
- 8:45–9:00 a.m.** Announcements
- 9:00–9:30 a.m.** “Constitutional Antecedents”
William S. Livingston
- 9:30–10:15 a.m.** “The Bill of Rights”
Jack N. Rakove
- 10:15–10:30 a.m.** Break
- 10:30–11:00 a.m.** “Implementation and Judicial Review”
Maeva Marcus
- 11:00–11:30 a.m.** “The Power to Declare War”
Charles Flanagan
- 11:45 a.m.–1:15 p.m.** Lunch
- “Contemporary Constitutional Questions in the Classroom”
Diane P. Wood

AFTERNOON PROGRAM

- 1:30–3:30 p.m.** Primary source workshops
- 3:30–4:00 p.m.** “Introduction to NARA’s ‘Our Documents’ Initiative”
Christine Blackerby

TUESDAY, JUNE 9

MORNING PROGRAM

- 8:00–8:45 a.m.** Breakfast
- 8:45–9:00 a.m.** Announcements
- 9:00–9:30 a.m.** “From *Dred Scott* to the Fifteenth Amendment”
George Forgie
- 9:30–10:00 a.m.** “The Constitution and Women”
Gretchen Ritter
- 10:00–10:30 a.m.** Break
- 10:30–11:00 a.m.** “Individual Liberties in Times of Crisis”
David Oshinsky
- 11:00–11:30 a.m.** “LBJ Library and Museum Resources for Educators”
Marsha L. Sharp
- 11:30 a.m.–1:15 p.m.** Lunch
- “FDR, the Courts, and the Constitution”
H. W. Brands

AFTERNOON PROGRAM

- 1:30–3:30 p.m.** Primary source workshops

EVENING PROGRAM

- 6:00–8:00 p.m.** Dinner

WEDNESDAY, JUNE 10

MORNING PROGRAM

- 8:00–8:45 a.m.** Breakfast
- 8:45–9:00 a.m.** Announcements
- 9:00–9:30 a.m.** “Civil Rights Cases from *Plessy* to *Brown*”
Albert S. Broussard
- 9:30–10:00 a.m.** “Mexican Americans and the Constitution in the Twentieth Century”
Monica Perales
- 10:00–10:15 a.m.** Break
- 10:15–10:45 a.m.** “The Constitution and the Limits of Executive Power: The Pentagon Papers and Watergate”
Mark Atwood Lawrence
- 10:45 a.m.–12:30 p.m.** Primary source workshops

CLOSING PROGRAM

- 12:30–2:00 p.m.** Lunch
- “A New Constitutional Convention?”
Sanford Levinson
- Closing remarks

SUNDAY, JUNE 14

Unless otherwise specified, events took place in the University Room of the Business Building on UTSA’s 1604 Campus.

OPENING PROGRAM

- 5:00–6:00 p.m.** Welcome and introductions
Michael L. Gillette
- 6:00–6:15 p.m.** Opening remarks
- 6:15–7:00 p.m.** “Constitutional Design”
Joseph Cooper
- 7:00–8:30 p.m.** Dinner

MONDAY, JUNE 15

MORNING PROGRAM

- 8:00–8:45 a.m.** Breakfast
- 8:45–9:00 a.m.** Announcements
- 9:00–9:30 a.m.** “Constitutional Antecedents”
John J. McCusker, Jay McCusker
- 9:30–10:00 a.m.** “The Marshall Court”
Steven R. Boyd
- 10:00–10:30 a.m.** Break
- 10:30–11:15 a.m.** “The Bill of Rights”
Lawrence Sager
- 11:15–11:45 a.m.** “The Power to Declare War”
Charles Flanagan
- 11:45 a.m.–1:15 p.m.** Lunch
- “*Dred Scott v. Sanford*: Slavery and the Constitution”
Patrick J. Kelly

AFTERNOON PROGRAM

- 1:30–3:30 p.m.** Primary source workshops
- 3:30–4:00 p.m.** “National Archives and Records Administration Resources for Educators”
Christine Blackerby

TUESDAY, JUNE 16

MORNING PROGRAM

- 8:00–8:45 a.m.** Breakfast
- 8:45–9:00 a.m.** Announcements
- 9:00–9:30 a.m.** “The Constitution and Women”
Mary L. Volcansek
- 9:30–10:00 a.m.** “The Civil War Era Amendments”
George Forgie
- 10:00–10:30 a.m.** Break
- 10:30–11:00 a.m.** “Labor Cases: *Debs*, *Lochner*, and *Muller*”
LaGuana Gray
- 11:00–11:30 a.m.** “The Progressive Era: The Supreme Court and Business”
John F. Reynolds
- 11:30 a.m.–1:15 p.m.** Lunch
- “FDR, the Courts, and the Constitution”
H. W. Brands

AFTERNOON PROGRAM

- 1:30–3:30 p.m.** Primary source workshops

EVENING PROGRAM

- 4:30–5:30 p.m.** Tour of the Institute of Texan Cultures
Timothy J. Gette

WEDNESDAY, JUNE 17

MORNING PROGRAM

- 8:00–8:45 a.m.** Breakfast
- 8:45–9:00 a.m.** Announcements
- 9:00–9:30 a.m.** “Civil Rights Cases from *Plessy* to *Brown*”
Gregg L. Michel
- 9:30–10:00 a.m.** “Mexican Americans and the Constitution in the Twentieth Century”
Monica Perales
- 10:00–10:15 a.m.** Break
- 10:15–10:45 a.m.** “The Constitution and the Limits of Executive Power: The Pentagon Papers and Watergate”
James C. Schneider
- 10:45 a.m.–12:15 p.m.** Primary source workshops

CLOSING PROGRAM

- 12:15–2:00 p.m.** Lunch
- Closing remarks
Joseph R. Krier, Ricardo Romo,
Rep. Michael Villareal

AT THE AUSTIN AND SAN ANTONIO INSTITUTES, faculty and participating teachers addressed topics central to courses in U.S. history and government, including important precursors to the U.S. Constitution; the design of the Constitution; the Bill of Rights; the separation of powers; the achievements of the Marshall Court; the War of 1812 and the president's power to declare war; important amendments to the Constitution; and significant civil rights cases of the nineteenth and

twentieth centuries. The following excerpts from the faculty's presentations offer a taste of the program's substance.

NARA's Center for Legislative Archives provided teachers with digital facsimiles of materials from the National Archives, including the signed copy of the Constitution of the United States (1787). Records of the Continental and Confederation Congresses and the Constitutional Convention, 1774–1789; Record Group 360; National Archives and Records Administration.



The Hon. Diane P. Wood speaks in Austin about addressing constitutional issues in the middle and high school classroom.

THE HON. DIANE P. WOOD

"CONTEMPORARY CONSTITUTIONAL QUESTIONS IN THE CLASSROOM" (AUSTIN)

Although at first glance it might seem that the law is too inaccessible, too specialized, or too erudite for the average high school student, that impression would be quite mistaken. In fact, the Supreme Court and the lower federal courts deal regularly with problems that any student would recognize immediately as pertinent to his or her life. . . . Properly handled, [an examination of these cases] can demonstrate to them that law isn't just for lawyers, that the Constitution matters deeply to them, and that they have a responsibility (just as all citizens do) to live up to, and to uphold, the finest traditions of American government.

WILLIAM S. LIVINGSTON

"CONSTITUTIONAL ANTECEDENTS" (AUSTIN)

Jefferson, in the Declaration of Independence, writes of the unalienable rights of life, liberty, and the pursuit of happiness. Where did he get this idea? The common phrase was life, liberty, and the pursuit of *property*. Above all, that is the phrase in John Locke's Second Treatise of Government. Through all the debates, why not property? Why was Jefferson opposed to property? Well, I do not know the answer to this. I hope you can discover an answer. I think your students should be asked about this. All of the sudden life, liberty, and *property* becomes life, liberty, and *happiness*. . . . Why did Jefferson change it? Was he trying to avoid defending the propertied groups? That is a common thesis, and it may well be the best solution. Was it also because he was a revolutionary who thought he might be taking people's property away from them? If so, he would not want to sanctify property as an unalienable right, would he? He also said he thought there should be a bloody revolution every twenty or thirty years just to keep everyone sound and safe and make the government work. Or was it because he thought personal happiness sounded better? It conveyed a sense of calm, serene happiness and was more beautiful. It provided more, somehow, than simply saying "property."



John J. McCusker (l) and his son, Jay McCusker, speak in San Antonio about important antecedents to the U.S. Constitution.

JOHN J. MCCUSKER

"CONSTITUTIONAL ANTECEDENTS" (SAN ANTONIO)

I argue that property rights are the cement that ties together the Magna Carta, the English Bill of Rights, the Articles of Confederation, the Constitution, and our own sense of what government can and can't do. . . . Government has a job to do; we all agree it has a job to do, and it needs our support. It comes in two ways—we agree to alienate, to hand over to this agency, some of our property rights in ourselves and in our possession. We agree to give government the right to call upon us for military service in defense of government, and government as the agent in protecting our property rights. We agree to be taxed, handing over some of our real property to government. We agree to do this under a set of terms and conditions. And then we have one more clause in that agreement, that contract, that compact, that social contract. Should government somehow get it in its head that it can take more than we as the organizers of government have agreed to give it, should it act in a tyrannical and usurpatious fashion, then we have a duty—not a right—we have an absolute duty to stop government from doing that. Peacefully if we can, by force of arms if we must.

JACK N. RAKOVE

“THE CONSTITUTIONAL CONVENTION: WILL THE REAL INTERESTS PLEASE STAND UP?” (AUSTIN)

I got to thinking about the Resolution of 1845 by which Texas is admitted into the Union. . . . One part of the agreement between Texas and the federal government is the provision that Texas should be divided into as many as five, but not more than five, states. Nobody takes seriously the idea that Texas would divide itself up into five states. Suppose you did, though. Suppose you put that as a question to your students and asked them to think about this issue. Would it be a good idea or a bad idea? . . . It is an interesting question to think about because it goes to one of the recurring problems of American political thinking. . . . What does it mean to be a member of a state? What is a state itself? Is a state a community with some kind of inherent integrity and identity of its own? Is it a community bound up by a set of traditions and values that have somehow integrated and coalesced its population so they all feel a deep common sense of identity? Or is the interest of a state nothing more or less than the aggregated interests of its individuals or of its sub-communities based upon majoritarian principles?



Joseph Cooper leads a primary source workshop in San Antonio on the Framers' design of the Constitution.

JOSEPH COOPER

“CONSTITUTIONAL DESIGN” (SAN ANTONIO)

The Framers [of the Constitution] believed that the principles and mechanisms they relied upon promised to solve the problems they desired to solve. As we shall see, since the problems the Framers identified were complex and overlapping, so too was the application of the principles and mechanisms that characterized their constitutional design. The first problem was tyranny or oppression by governmental institutions. Here, the primary principle they relied on was shared power, institutionalized not simply through a separation of powers, but more importantly through a complex system of checks and balances and bicameralism. In addition, there was a written constitution supplemented by a bill of rights . . . and an independent judiciary to limit the abuse of power by governmental officials. Last but not least, dividing power between the states and the nation limited the capacity for and consequences of arbitrary action on the part of both the states and the nation.

JACK N. RAKOVE

“THE BILL OF RIGHTS” (AUSTIN)

What happened in 1776 is, I think, one of the great accidents in American history. In the course of declaring independence and breaking off from British Imperial rule, the Americans came up with the not wholly but largely novel idea of a written constitution. . . . What happens in the mid 1770s is that as British rule in America collapses and as Americans get closer to independence, the more anxious they grow over the absence of legal government. In order to restore legal government—meaning normal representative assemblies and the courts and things like that—Americans have no choice but to write constitutions of government. They do so without fully accepting or adopting or developing the idea that becomes the essential core definition of the American Constitution—the idea that a written constitution is supreme fundamental law empowering government, and at the same time limiting government, and that it has superlegal authority because it derives its power directly from some act of a consenting people.



Jack N. Rakove delivered two lectures at the Austin institute.

LAWRENCE SAGER

“THE BILL OF RIGHTS” (SAN ANTONIO)

In a certain way, a well-functioning, fair-minded court is exquisitely democratic. It is democratic in the sense that it is every person's forum. When the American Nazis or a person who is suspected to be a terrorist goes before the Supreme Court of the United States and sues the Secretary of Defense, courts (if they are doing their job) don't ask how popular the cause is, how many votes the decision will garner, or how many dollars stand behind the position. Judges doing their job are simply asking how the person who stands before them is correct or incorrect in invoking the regime of principle to which the court is committed. Now that's a remarkably democratic thing. That makes courts every person's forum in an important way and views them with a certain kind of democratic fairness.



Lawrence Sager speaks in San Antonio on the Bill of Rights.

CHARLES FLANAGAN

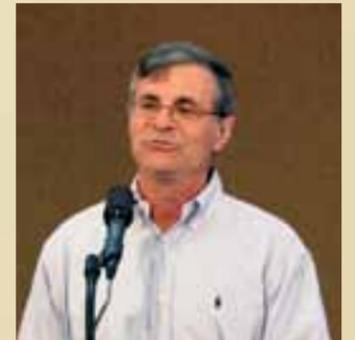
“THE POWER TO DECLARE WAR” (AUSTIN AND SAN ANTONIO)

By what process should a Republic go to war? Ultimately, we might decide that the system of executive leadership that has evolved best serves the needs of our country in the contemporary world, but as informed citizens, we and our students have an obligation to evaluate this constitutional state of affairs for ourselves. As citizens, by voting, we will contribute to the next interpretation of the Constitution.

DAVID OSHINSKY

“INDIVIDUAL LIBERTIES IN TIMES OF CRISIS” (AUSTIN)

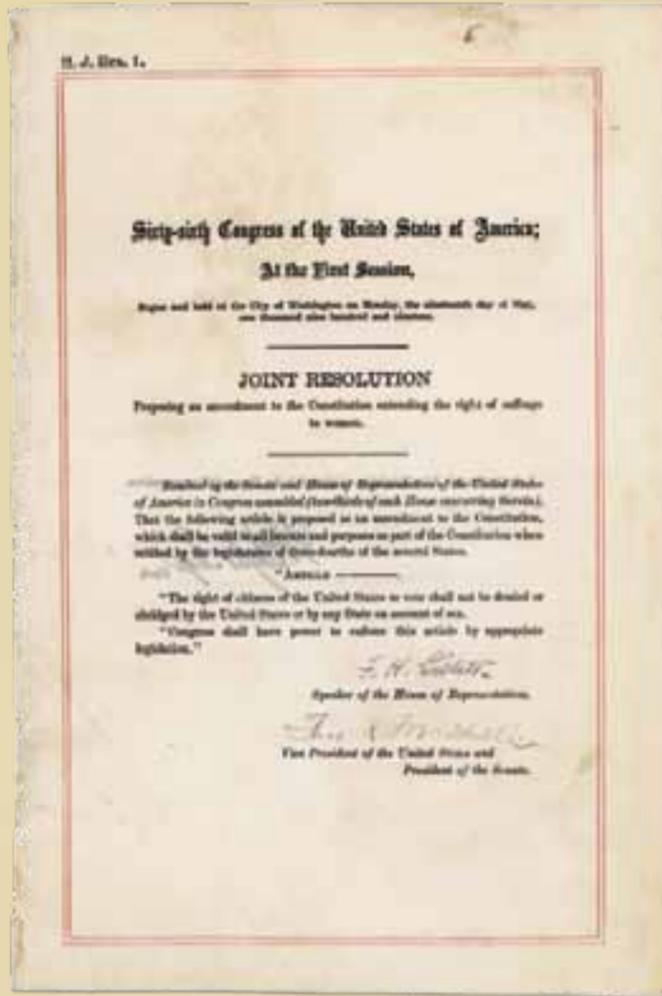
Wars are cauldrons; they demand national unity and sacrifice and, as you know, the government takes on additional powers in wartime. It takes on the power to constrict, to take over railroads, mines, steel mills, to ration food and gasoline, and it also can constrict civil liberties in what we have seen to be very destructive and shameful ways. I think the American people on the whole have readily accepted the notion that in times of crisis you have a shift from freedom on the one hand to order on the other. In some cases, I think the American people have accepted that idea too readily, and it's quite clear that various administrations—if you look back in history to John Adams, Abraham Lincoln, Woodrow Wilson, Franklin Roosevelt, Harry Truman, Lyndon Johnson, and Richard Nixon—have all really played hardball with civil liberties and these issues. They really did try to restrict the freedoms of their opponents, and they really did try to bring about a kind of national unity in very rigorous and rigid ways.



David Oshinsky spoke in Austin about the curtailment of individual liberties in the U.S. during times of national crisis.



Senate revisions to the version of the Bill of Rights passed by the House of Representatives, September 9, 1789. Records of the United States Senate; Record Group 46; National Archives and Records Administration.



Joint Resolution of Congress proposing a constitutional amendment extending the right of suffrage to women, May 19, 1919. Ratified Amendments, 1795–1992; General Records of the United States Government; Record Group 11; National Archives.



Humanities Texas board member
Mary L. Volcansek speaks at the
San Antonio institute.



Gretchen Ritter leads a workshop in
Austin exploring constitutional issues
that pertain to women's rights.

GRETCHEN RITTER

“THE CONSTITUTION AND
WOMEN” (AUSTIN)

The Constitution roots itself in “the people,” and it provides the principles and the means, the inspiration, for democratic inclusion over time. So I want to suggest that we think of the Constitution as a living document that sets out a relationship between people and the government. The purpose of the Constitution is concerned with liberty and the welfare of the people, and it rests on certain foundational principles like popular sovereignty. With that in mind, I want to offer a view of constitutional development—that is, how the Constitution changes over time—that is rooted in struggles over democratic inclusion. Whom do we mean when we invoke “we the people?” . . . [Asking this question] is a way of teaching constitutional history to your students, of thinking about constitutional history as a set of struggles over democratic inclusion.

MARY L. VOLCANSEK

“THE CONSTITUTION AND WOMEN” (SAN ANTONIO)

Abigail Adams wrote her husband a letter as he went off to write the Articles of Confederation, requesting that he “remember the ladies.” He didn’t. The ladies weren’t remembered either in the Articles of Confederation or in the Constitution. . . . There were three main reasons why. The first is the concept of *coverture*—that a woman’s legal rights were merged with her husband’s—which was drawn from the Common Law of England. The second is the issue of federalism. In the Articles of Confederation, the power over most domestic issues was left with the states. Under the Constitution, because of the Tenth Amendment, the state had control over what are called the “police powers”—health, safety, morals, and public welfare. That meant that states, not the federal government, determined issues such as marriage and the rights of children. Thirdly, citizenship. Who are citizens? What are citizens? . . . The Constitution in its original part did not define citizenship. Rather, it refers to “citizens” and “persons” and makes very little distinction between them. . . . Whether women were considered citizens under the law was not clear.



Maeva Marcus leads a primary source
workshop in Austin on the Marshall
Court and Marbury v. Madison (1803).

MAEVA MARCUS

“IMPLEMENTATION AND JUDICIAL REVIEW” (AUSTIN)

Everybody talks about *Marbury v. Madison* as the first case of judicial review. It isn’t. What is interesting and significant about it is that John Marshall wrote it down. In the other opinions, it’s obvious that the Court is exercising judicial review, but in *Marbury*, Marshall spells out a rationale for the Court having this power. . . . In 1803, nobody cared that Marshall said that section 13 [of the Judiciary Act of 1789] is unconstitutional. *Marbury v. Madison* was talked about because Marshall gave President Jefferson a lecture on how he should conduct his business and how he must give the commission to Mr. Marbury, but we the court don’t have the power to tell you to do that. The fact is, they didn’t have the power. They didn’t have the jurisdiction to consider this. The Court never should have decided the merits of the case, whether Mr. Marbury deserved his commission. But Marshall, being the smart man that he was, spelled it all out so that the whole country could argue about what Jefferson was doing.

STEVEN R. BOYD

“THE MARSHALL COURT” (SAN ANTONIO)

Think again about the idea of judicial activism. Because in fact it’s far more complicated than we tend to believe. . . . Yesterday people were commenting on the deficiencies of the Constitution with regard to the rights of various groups in American society. Overwhelmingly, the remedy to those defects came by what we might call judicial activism. It was the Supreme Court that nationalized much of the Bill of Rights. It was the Supreme Court that led the charge to solve some of the problems of rights in this society. And those were judicial activists. . . . My point is simply that Marshall was an activist. He was using his power to promote his vision of what the American nation should be and therefore what the Constitution must require in order to achieve that end. We think that John Marshall was arguably one of the best chief justices of the Supreme Court. And therefore while we think that activism is inherently bad, I would suggest that it’s far muddier than that.

PATRICK J. KELLY

“DRED SCOTT V. SANFORD: SLAVERY AND THE CONSTITUTION” (SAN ANTONIO)

What led the Scotts to sue? A new book by Professor Lea VanderVelde at the University of Iowa argues that historians have forgotten the role of Harriet Scott, Dred’s wife. Most likely Dred Scott sued for his freedom at Harriet’s insistence. Harriet was 28 in 1846, and she had the most to lose after the death of Dr. Emerson [the Scotts’ owner]. . . . Harriet was the primary caretaker of her family, and according to VanderVelde, Harriet was very worried that her daughters would be taken from her and sold to other slave owners because Dr. Emerson had died, and it was now unclear who owned them. Now I am sure you know the breaking up of families was very routine in antebellum America. Slave women had a double burden: not only were they slaves, but their children were slaves, and their children were often sold out from under them. VanderVelde is convinced that Harriet Scott was a co-litigator with her husband in the original lawsuit. But because Harriet’s lawyer left Missouri, Harriet’s lawsuit was folded into Dred’s lawsuit as it passed through the Missouri court system, and it kind of got lost. Originally, both Harriet and Dred sued for their freedom, but Harriet may have had the better case for freedom than did her husband. VanderVelde argues that this case was based on family dynamics. When we talk about Dred Scott, we often see it as this individual male trying to gain freedom. What we need to do, and VanderVelde is very convincing on this point, is to see this is a family decision. It’s the effort of a family to gain freedom in order to keep the family together because of the very real threat of separation.



Patrick J. Kelly leads a primary source
workshop in San Antonio on the
Constitution and slavery.



George Forgie speaks in Austin about the Thirteenth, Fourteenth, and Fifteenth Amendments to the U.S. Constitution.

GEORGE FORGIE

“THE CIVIL WAR AMENDMENTS” (AUSTIN AND SAN ANTONIO)

The Founding Fathers created a constitution that protected slavery. The word slavery doesn’t appear in the Constitution but it is clear that slaves are referred to in various parts—the fugitive slave clause, for example. At the same time they were silent on the question of whether a state could get out of the Union if it chose to do so somewhere down the road. So in a way there were two time bombs planted in the Constitution, one by silence—can a state get out when it wishes?—and the other, the time bomb of putting into a founding document guarantees for slavery when the overall thrust of the document is clearly to protect and perpetuate liberty.

LAGUANA GRAY

“LABOR CASES: DEBS, LOCHNER, AND MULLER” (SAN ANTONIO)

The late nineteenth century is often cast as an idyllic period of governmental *laissez-faire* with business reaching new heights of growth and profit-making under the leadership of so-called captains of industry like Andrew Carnegie and John Rockefeller. However, I always tell my students that that notion is not necessarily true. It’s not that government didn’t intervene, it’s just that it typically intervened on the side of big business. . . . Government was active in supporting high tariffs, land grants to railroads (about 185 million acres, actually), Native American removal, and the prosecution of labor agitators. All of these are going to help the growth of the second industrial revolution and the growth of industry throughout the century.

JOHN F. REYNOLDS

“THE PROGRESSIVE ERA: THE SUPREME COURT AND BUSINESS”

[Teddy] Roosevelt’s political party, the Republicans, had been largely indifferent to the existence of trusts. But with the Northern Securities Case in 1904, Roosevelt successfully prosecuted a railroad merger and got the Supreme Court to back off its earlier interpretation and, in fact, revived the Sherman Act, which at that point had been almost dead. Yet, Roosevelt himself was never a believer in the Sherman Act. He always maintained that if it were ever strictly enforced it would be a disaster. Big business, he insisted, was an inevitable consequence of America’s modernization, and businesses were fundamentally benign. By establishing economies of scale, they were helping grow the American economy. Roosevelt’s solution was to create something called the Bureau of Corporations, a government agency that was supposed to oversee these corporations.

John F. Reynolds leads a primary source workshop in San Antonio examining key Supreme Court decisions during the Progressive Era



Humanities Texas board member Albert S. Broussard leads a primary source workshop in Austin on significant civil rights cases of the twentieth century.

ALBERT S. BROUSSARD

“CIVIL RIGHTS CASES FROM PLESSY TO BROWN” (AUSTIN)

Brown v. Board of Education was one of the most important Supreme Court decisions in the twentieth century. The Supreme Court struck down the 1896 *Plessy v. Ferguson* decision, but more importantly had reaffirmed the Fourteenth Amendment’s equal protections clause in the area of civil rights. African American leaders throughout the nation took the *Brown* decision as a favorable sign, as encouragement to press on in their quest for full equality and for civil rights. The South, of course, would drag its feet, and it would take hundreds of other legal suits before most school districts would implement the Court’s order. . . . Indeed, some school districts would simply shut down their schools for four or five years rather than implement these decisions. . . . These Supreme Court decisions over the long span of time really showed that it not only took many individuals and numerous organizations, but it also took a noticeable change in public opinion for the courts to modify or strike down racial segregation.

GREGG L. MICHEL

“CIVIL RIGHTS CASES FROM PLESSY TO BROWN” (SAN ANTONIO)

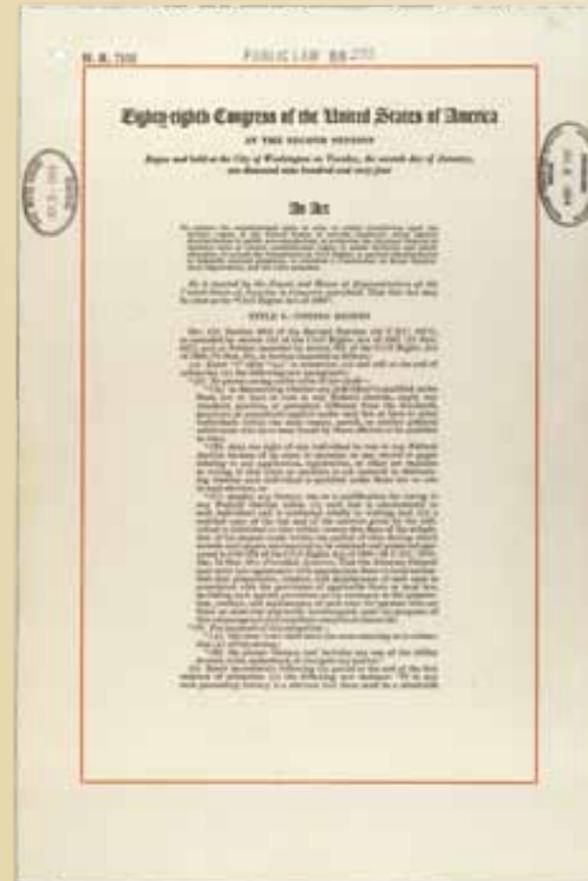
You can’t understand *Plessy* or *Brown* or any of those cases in a vacuum apart from what is going on in the rest of society. In 1896 America, to talk about separate railroad cars was hardly seen or hardly thought of by the mass majority of white



Gregg L. Michel leads a workshop in San Antonio.

Americans as being an affront, unfair, or inappropriate. Indeed, many thought of this as a great advance: non-whites are allowed to ride the railroad cars. Well, you fast-forward sixty years to *Brown*, what has changed? How is it that you have judges, some of the most learned intellectuals in society, deciding one thing in 1896 and in 1954, though the issue changes slightly, [deciding] more or less the opposite? Why is it that *Plessy* is regarded as one of the most unfortunate Supreme Court decisions ever passed and *Brown* is celebrated as one of the greatest? So what changed? Ask your students, what changed between 1896 and 1954 in the United States? What kinds of things are different?

An act to enforce the Fifteenth Amendment to the Constitution of the United States and for other purposes, August 6, 1965. Enrolled Acts and Resolutions of Congress, 1789–; General Records of the United States Government; Record Group 11; National Archives.



Christine Blackerby leads a primary source workshop in San Antonio using materials from the National Archives.



H. W. Brands speaks in San Antonio about FDR, the Supreme Court, and the Judiciary Reorganization Bill of 1937.

H. W. BRANDS

“FDR, THE COURTS, AND THE CONSTITUTION” (AUSTIN AND SAN ANTONIO)

Roosevelt was convinced that the economic crisis [he faced as president] was a crisis akin to war, and the only way to deal with it was by the strong executive leadership that the nation expected during wartime. He also thought that by a consolidation of federal power as in the First World War, the federal government would be able to reorganize the economy, get the economy working efficiently and effectively, and put the country back on track to prosperity. During the next three months, which come to be called Roosevelt’s “Hundred Days,” Congress gave over all the powers that he asked for and more. It was the most astonishing abdication of legislative authority, handing over to the executive various responsibilities that the legislature had generally kept to itself. But Congress did it voluntarily. Roosevelt sent up fifteen pieces of major legislation, and Congress passed every single one. So by the end of this period the President, the executive branch, wielded power unlike and much greater than the power ever exercised by the federal government during peacetime but very much like the power the federal government had exercised during war.

MONICA PERALES

“MEXICAN AMERICANS AND THE CONSTITUTION IN THE TWENTIETH CENTURY” (AUSTIN AND SAN ANTONIO)

Why is incorporating Mexican Americans into the civil rights narrative important? Why does it matter? There are several key reasons why. The first, and probably the most obvious, is that it reflects important changes in national, state, and local demographics. The reality is that the face of our nation is changing and our classrooms are changing, and so it is really important to bring in different stories and engage students in a way that reflects the experiences of our students. . . . It also transforms how we think historically about civil rights, that it is a very complex process that engaged a number of people in different ways. Finally, by incorporating Mexican Americans into the civil rights narrative we emphasize that Mexican Americans are citizens, not just immigrants.



Monica Perales leads a workshop session in San Antonio examining Mexican Americans’ struggle for civil rights in the twentieth century.



Mark Atwood Lawrence leads a workshop in Austin examining historical documents related to the Watergate investigation.

MARK ATWOOD LAWRENCE

“THE CONSTITUTION AND THE LIMITS OF EXECUTIVE POWER: THE PENTAGON PAPERS AND WATERGATE” (AUSTIN)

Numerous historians have called attention to the enormous growth over the second half of the twentieth century of presidential power and authority. Arthur Schlesinger Jr. gave us the term “the imperial presidency,” and the point of course is that the presidency had assumed more power over the course of history than was actually delegated to the institution in the Constitution. As a consequence, the president was making too many decisions without adequate oversight, especially from Congress, but from the courts as well. . . . Yet the point I want to make about the [Watergate] ruling is that the Supreme Court did not reject the idea of executive privilege absolutely out of hand. In fact the Court noted the “valid need for protection of communications between high government officials and those who advise and assist them in the performance of their duties.”

JAMES C. SCHNEIDER

“THE CONSTITUTION AND THE LIMITS OF EXECUTIVE POWER: THE PENTAGON PAPERS AND WATERGATE” (SAN ANTONIO)

The flipside of the [Watergate] decision is that the Court did explicitly recognize executive power and privilege. There were just limits on what it could cover. And the response to all of this is extensive: the War Powers Act, campaign finance reform, and the Freedom of Information Act. . . . It seems to me that the fundamental imperatives driving a stronger executive remain with us. We saw in the last administration powerful evidence of that: the importance of foreign affairs, the perceived need to act decisively, the power of the president to rally public support in times of crisis, the effective use of mass media. All of those remain with us as powerfully today as they were before. . . . Hence, Watergate is a cautionary tale more than it is a turning point in the history of the relationship of the executive to the Constitution.



James C. Schneider discusses the limits of executive power with participants in the San Antonio institute.



Sanford Levinson closes the Austin institute with a lecture examining the significance of the less frequently litigated sections of the Constitution.

SANFORD LEVINSON

“A NEW CONSTITUTIONAL CONVENTION?” (AUSTIN)

Our students, just by growing up in America, view the president as far more than a public and political official. The president is also the incarnation of the American nation. And this has very important implications for American politics; it has very important implications for the willingness of people to criticize the president. I think we have a system that is in fact tipped very, very far in favor of the American president as a mythic and symbolic figure. . . . As a result, in a very real way we have a tri-cameral political system in our country. It means you can’t understand the American legislative process without paying attention to the role the president plays not merely in suggesting legislation but being able to shape legislation by threatening to veto it if he doesn’t like it.



JULIA AGUILAR

Julia Aguilar joined Humanities Texas in August 2003. She graduated from The University of Texas at Austin with a B.A. in the Plan II Honors Program and a B.S. in advertising with a minor in business. She serves as principal assistant to Executive Director Michael L. Gillette, supporting the activities of the board of directors, the capital campaign, and the development of promotional materials for council-conducted programs and events.



JUDY ALLEN

Judy Rosemary Presha Allen is the events coordinator at the Lyndon Baines Johnson Library and Museum. She has been with the Library for twenty years. Judy was born in Bronx, New York. She is a U.S. Air Force veteran and met and married her husband of thirty-nine years, Herman Allen (SMSgt, USAF, Ret.), when she was stationed at Clark Air Base, Republic of The Philippines. Judy and Herman have a daughter, Adrienne, who is an aircraft electrician in the U.S. Navy. Judy has lived in California, Arkansas, and Louisiana. Prior to joining the LBJ Library staff, she was a Department of Defense employee at Lindsey Air Base, Wiesbaden, Germany.



STEPH BATES

Steph Bates joined Humanities Texas in September 2008. A fourth-generation Texan from Lubbock, she graduated from The University of Texas at Austin with honors and a B.A. in English and history in 2007. She tutored students in writing at UT's Undergraduate Writing Center and through the Writing Across the Curriculum initiative for three years. She also edited for various UT publications and doctoral candidates and interned at *Texas Monthly* magazine. In spring 2006, Steph was a Normandy Scholar, studying WWII for a semester at UT and in Europe. She then studied and performed in the Shakespeare at Winedale program for two summers. At Humanities Texas, she serves as an assistant to Executive Director Michael L. Gillette and is the editor for the organization's electronic newsletter.



CHRISTINE BLACKERBY

Christine Blackerby is the education specialist at the Center for Legislative Archives at the National Archives and Records Administration in Washington, D.C. She identifies and makes available documents from the historical records of Congress that help classroom teachers integrate the history of Congress into American history and government classes. She has conducted teacher workshops on using historical congressional documents in the classroom in Washington and around the nation. She received her B.A. in history and political science from the University of Illinois at Urbana-Champaign and her M.A. in education from the University of Kentucky. Before coming to the Archives in 2002, she taught high school social studies in Lexington, Kentucky.

LIZ BOHMAN BARGER

Liz Bohman Barger joined Humanities Texas in September 2008. Originally from Austin, she attended Vanderbilt University and graduated *summa cum laude* with a B.A. in art history in May 2008. In spring 2008, Liz served as events administration assistant for Nashville Area Arts, a website designed to connect Nashville to the international contemporary visual art scene. As an undergraduate, she developed a passion for education through her involvement with ArtReach, a program designed to bring art and education programs to the underprivileged Nashville community. Liz supports both the Humanities Texas exhibitions and education programs and coordinates the Outstanding Teaching Awards.



STEVEN R. BOYD

Steven R. Boyd (B.A., M.A., Ph.D.) is professor of history at The University of Texas at San Antonio with a specialization in U.S. constitutional history. He is the author of *The Politics of Opposition: Antifederalists and the Acceptance of the Constitution* and the editor of *Alternative Constitutions for the U.S.* His articles have appeared in various academic journals including *Publius: The Journal of Federalism*, *The William and Mary Quarterly*, and *State and Local Government Review*. His current research is on Civil War-era patriotic envelopes. His *The Civil War in Miniature: Civil War Patriotic Envelopes* is tentatively scheduled for publication in 2010. At UTSA, he teaches early American and constitutional history.



H. W. BRANDS

H. W. Brands was born in Oregon, went to college in California, was a traveling salesman with territory that spanned the American West, earned graduate degrees in mathematics and history in Oregon and Texas, and has lived in Texas since the 1980s. He taught at Texas A&M University for sixteen years before joining the faculty at The University of Texas at Austin, where he is the Dickson Allen Anderson Centennial Professor of History. He writes on American history and politics, with books including *Traitor to His Class: The Privileged Life and Radical Presidency of Franklin Delano Roosevelt*; *Andrew Jackson: His Life and Times*; *The Age of Gold: The California Gold Rush and the New American Dream*; *The First American: The Life and Times of Benjamin Franklin*; and *TR: The Last Romantic*. Several of his books have been bestsellers; two, *Traitor to His Class* and *The First American*, were finalists for the Pulitzer Prize. He speaks regularly on historical and current events and is a frequent guest on national and international radio and television programs. His writings have been translated into Spanish, French, German, Russian, Chinese, Japanese, and Korean.



ALBERT S. BROUSSARD

Albert S. Broussard is professor of history at Texas A&M University, where he specializes in Afro-American history and has received several university awards for distinguished teaching. He is author of *Black San Francisco: The Struggle for Racial Equality in the West, 1900–1954*; *American History: The Early Years to 1877*; and *African-American Odyssey: The Stewarts, 1853–1963*; and is coauthor of *The American Republic to 1877* and *The American Vision*. A former president of the Oral History Association, he earned his B.A. from Stanford University and his M.A. and Ph.D. from Duke University.





BROOK A. DAVIS

Brook A. Davis holds a B.A. in history and political science from Texas State University-San Marcos. She joined Humanities Texas in September 2002 as an intern and in January 2003 was hired as a full-time administrative assistant. In January 2004 she was promoted to grants program officer and now supports the administration of Humanities Texas's grants program. She maintains the grants database system, tracks grant-funded programs, compiles program-related statistics, and assists Texas-based nonprofit organizations in developing effective grant proposals.



JOSEPH COOPER

Joseph Cooper is professor of political science at The Johns Hopkins University. He is the author of *The Origins of the Standing Committees and the Development of the Modern House, Congress and its Committees*, and "The Previous Question: Its Status as a Precedent for Cloture" as well as several edited works including *The House at Work* and *Congress and the Decline of Public Trust*. His work has appeared in articles in *The American Political Science Review*, *The Journal of Politics*, *Political Science Quarterly*, *Legislative Studies Quarterly*, and *Congress and the Presidency: A Journal of Capital Studies*. He has served as provost at Johns Hopkins, dean of social sciences at Rice University, and staff director of the U.S. House Commission on Administrative Review (Obey Commission). His current research concerns the decline of the traditional party system and the rise of presidential power in the period from 1869 to 1921.



RANDY L. DIEHL

Randy L. Diehl is dean of the College of Liberal Arts at The University of Texas at Austin. He served as chair of the Department of Psychology from 1995 to 1999, leading a period of expansion that included the construction of the state-of-the-art Sarah M. and Charles E. Seay Building. Prior to assuming the leadership of UT's College of Liberal Arts, he served as the department's graduate adviser. Diehl is a well-respected psychology researcher in the area of cognition and perception. As a member of the Center for Perceptual Systems, he researches perception and production of speech sounds and auditory category learning. He earned his B.S. in psychology from the University of Illinois and a Ph.D. in psychology from the University of Minnesota-Twin Cities.



CHARLES FLANAGAN

Charles Flanagan is the upper school humanities department chair at The Key School in Annapolis, Maryland. He has been a high school teacher for thirty years. Since his arrival at Key in 1987, he has developed and taught interdisciplinary courses in European civilization and American civilization. He received his B.A. from Assumption College, his M.A. from St. John's College, and his Ph.D. from The University of Maryland. His dissertation, "The Sweets of Independence: A Reading of the James Carroll Daybook, 1714–1721," detailed the social context and commercial career of a colonial Maryland merchant. He has served as a master teacher at several teacher institutes. He served on the faculty of Humanities Texas-sponsored teacher institutes in 2004 and 2008. During the summers of 2006 and 2007, he helped lead the House Fellows Program, which was sponsored by the Office of the Historian of the U.S. House of Representatives. In 2005, he taught at a teacher institute entitled "Teaching Congress and the Presidency" held at the Howard H. Baker Jr. Center for Public Policy. He and his wife, Jane, live in Annapolis and are the parents of two sons.

GEORGE FORGIE

George Forgie is associate professor of history and associate chair of the history department at The University of Texas at Austin, where he has taught since 1974. He received his undergraduate degree from Amherst College and a J.D. and Ph.D. from Stanford University. At UT he teaches courses in American history from the Revolution through the Civil War and Reconstruction. He also teaches a course on the history of the U.S. Constitution, from its drafting to the present. He is the author of *Patricide in the House Divided: A Psychological Interpretation of Lincoln and His Age*. He is currently working on a book-length study of Northern political writing during the American Civil War.



DANIEL J. GELO

Daniel J. Gelo is dean of the College of Liberal and Fine Arts and professor of anthropology at The University of Texas at San Antonio. As dean he oversees the largest UTSA college, with 6,400 students, 348 full- and part-time faculty, an annual budget of over \$18 million, and gift income in excess of \$2 million. Prior to serving as dean, he served as interim dean (2002–2004), chair of the Department of Anthropology (2001–2002), and interim director of the Division of Behavioral and Cultural Sciences (1999–2001). Gelo holds Ph.D., M.Phil., M.A., and B.A. degrees in anthropology from Rutgers University. His scholarship concerns cognitive anthropology and the symbolic analysis of expressive forms such as myth, ritual, language, music, and visual materials. He is a recognized authority on the culture of the Plains Indians and has conducted fieldwork with the Comanche people of southwest Oklahoma since 1982. Gelo is also the only anthropologist to have conducted fieldwork in all four main Indian communities in Texas: the Tigua, Kickapoo, and Alabama-Coushatta reservations, and the urban Indian enclave in Dallas. His publications include several books and articles about the Comanches, including the premier entry on the tribe in the Human Relations Area Files, and three award-winning film documentaries on Texas Indians. Gelo is also co-author of six national and state social studies textbooks for grades three through six. His professional affiliations include the Council of Colleges of Arts and Sciences, American Folklore Society, American Society for Ethnohistory, and Plains Anthropological Society.



TIMOTHY J. GETTE

Timothy J. Gette is executive director of the Institute of Texan Cultures (ITC), a part of The University of Texas at San Antonio located in downtown San Antonio on the UTSA HemisFair Park Campus, a short walk from the Alamo and the Riverwalk. The 182,000-square-foot complex features 65,000 square feet of interactive exhibits and displays that tell Texans' stories. Prior to joining ITC, Gette served as executive director of the Virginia Museum of Natural History, chief operating officer at the Dallas Museum of Natural History, and director of operations for the Sixth Floor Museum at Dealey Plaza in Dallas. He holds an M.A. from the University of Arkansas and a B.A. from Angelo State University. Gette and his wife, Kristi, have been married since 1977 and maintain residences in both San Antonio and Arlington. They have two adult children, Brent and Rebecca.





MICHAEL L. GILLETTE

Michael L. Gillette is executive director of Humanities Texas. Prior to his appointment in 2003, he held the position of director of the Center for Legislative Archives at the National Archives and Records Administration in Washington, D.C. 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 has served on the advisory board of the Law Library of Congress's National Digital Library Program and currently 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* and editor of *Texas in Transition*. He has also published numerous articles on politics and civil rights and has been an active member of the oral history profession.



YVONNE D. GONZÁLEZ

Yvonne D. González joined Humanities Texas as fiscal officer in May 1988. She served as director of finance from 1995 until October 1999, at which time she was promoted to the position of associate director and chief financial officer. She served as interim executive director for Humanities Texas from April through July 2002. A Texas native from Brownsville, she worked previously as a fiscal officer and consultant for nonprofit organizations funded in part by city, state, and federal grants. From 1980 to 1985, she served as fiscal agent for two City of Austin social service and housing grant award recipients. She holds a B.L.S. degree in accounting from St. Edward's University in Austin. As deputy director of Humanities Texas, she is responsible for the organization's finances, auditing, human resources administration, grant reporting, and compliance.



LAGUANA GRAY

LaGuana Gray, assistant professor of history at The University of Texas at San Antonio, received a B.A. and Ph.D. from the University of Houston and an M.A. from Louisiana Tech University. She teaches courses on recent American history, African American history, women's history, and race. She plans to also teach courses in labor history. Her current research areas include the South, black women's history, labor history, and black-brown relations. Her research interests lie in centering the roles women of color play in social movements, social policy, feminism, and the creation of alternative media. She is currently revising a manuscript that chronicles the history of the lives and labors of black women in the Southern poultry processing industry.



TINA HOUSTON

Tina Houston is acting director of the Lyndon Baines Johnson Library and Museum, assuming her duties following the departure of Dr. Betty Sue Flowers. Houston, who is also the deputy director of the Library, took on the additional duties of acting director on May 23, 2009, and will remain in this position until a director is named. Houston joined the Library as an archivist in 1972, became supervisory archivist in 1976, and was appointed deputy director in 2003. Houston has a B.A. in history and government and an M.L.S. from The University of Texas at Austin.

PATRICK J. KELLY

Patrick J. Kelly, associate professor of history at The University of Texas at San Antonio, received a Ph.D. from New York University. Before coming to UTSA in 1997, he served as lecturer in social studies at Harvard University and visiting professor of history at Tufts University. His first book, *Creating a National Home: Building the Veterans' Welfare State, 1860–1900*, focused on the National Home for Disabled Volunteer Soldiers, the direct bureaucratic precursor to the medical arm of the Department of Veterans Affairs. His current project is an examination of the economic, military, and ideological connections between the U.S. Civil War and French intervention into Mexico. Dr. Kelly has received fellowships from the National Endowment for the Humanities and the American Council of Learned Societies, as well as two faculty development leaves from The University of Texas at San Antonio.



JOSEPH R. KRIER

Joseph R. Krier, counsel at Bracewell & Giuliani L.L.P. and former president and CEO of the Greater San Antonio Chamber of Commerce, has advanced the humanities through many civic and educational activities. As founding president of the Foundation for the National Archives, he played a critical role in shaping that agency's identity as a leading cultural institution. As a member of the Texas Higher Education Coordinating Board from 1994 to 1999, he formulated strategies for the expansion of the state's colleges and universities. He has chaired both Humanities Texas and the Arts Council of San Antonio, served on the San Antonio Fiesta Board of Directors, and participated in the Library and Literacy Campaign. He has been a member of the M.D. Anderson Cancer Center's Board of Visitors. A graduate of The University of Texas at Austin and the UT School of Law, he has served the university in numerous capacities, including the recent Commission of 125. He is married to former state Senator Cyndi Taylor Krier.



MARK ATWOOD LAWRENCE

Mark Atwood Lawrence is associate professor of history at The University of Texas at Austin. He earned his Ph.D. from Yale University in 1999. Lawrence is author of *Assuming the Burden: Europe and the American Commitment to War in Vietnam*, which won two prizes from the American Historical Association in 2007—the George Louis Beer Prize for European international history and the Paul Birdsall Prize for European military and strategic history. His publications also include *The Vietnam War: A Concise International History* and *The First Vietnam War: Colonial Conflict and Cold War Crisis* (co-edited with Fredrik Logevall), as well as numerous chapters and articles on the international history of the twentieth century. He is now writing a book on U.S. policymaking with regard to third world nationalism in the 1960s. At UT, Lawrence teaches the history of U.S. foreign relations. He won the President's Associates Teaching Excellence Award in 2004.



SANFORD LEVINSON

Sanford Levinson is W. St. John Garwood and W. St. John Garwood Jr. Centennial Chair in Law at The University of Texas School of Law, where he has taught since 1980. He is also professor of government at UT. He has been visiting professor at, among other places, the Harvard, Yale, New York University, and Georgetown law schools. His most recent book is *Our Undemocratic Constitution: Where the Constitution Goes Wrong (and How We the People Can Correct It)*.





WILLIAM S. LIVINGSTON

Political scientist William S. Livingston is formerly the senior vice president at The University of Texas at Austin, where he was a faculty member from 1949 to 2007. He served as vice president and dean of graduate studies from 1979 to 1995, acting president of the University 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 his B.A. and M.A. 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.

ERIC LUPFER



Director of grants and education at Humanities Texas, Eric Lupfer received a B.A. from Bowdoin College (1991) and a Ph.D. in English (2003) and an M.S. in information studies (2004) from The University of Texas at Austin. He worked at UT's Harry Ransom Center from 2002 to 2004, where he codirected the center's summer teacher institute. He has taught courses in literature and composition at both the high school and college levels. In the past several years he has published articles and book reviews on U.S. literature and publishing history, including an essay in the five-volume, collaborative scholarly work, *A History of the Book in America*.

MAEVA MARCUS



Maeva Marcus is director of the Institute for Constitutional History (formerly Institute for Constitutional Studies) located at the New-York Historical Society and research professor of law at The George Washington University Law School. She is the author of *Truman and the Steel Seizure Case: The Limits of Presidential Power*, editor of the eight-volume series *The Documentary History of the Supreme Court of the United States, 1789–1800*, and editor of and contributor to *Origins of the Federal Judiciary: Essays on the Judiciary Act of 1789*. Currently, she is serving as president of the American Society for Legal History. For four years, she taught at Georgetown University Law Center as visiting professor of law.

Because of the education I received during the four-day institute, I have a better understanding of the U.S. Constitution. As a government teacher, this understanding will enable me to improve the teaching and learning experience in my classes. I will be able to use more primary sources in my lesson plans. For example, using the edited copy of the Bill of Rights will help my students understand the thought processes of the early politicians as they were crafting the first ten amendments to the Constitution.

Leonidas Patterson, Madison High School (Dallas)

JAY McCUSKER

Jay McCusker is a social studies teacher at the International School of the Americas (ISA) in the North East Independent School District, located in San Antonio, Texas. He has taught AP U.S. history, AP U.S. government, and AP macroeconomics at the school for the past twelve years since completing his internship at ISA. This year he had the pleasure of creating a new course for graduating seniors, a macroeconomics class for students who wanted to continue their studies of the subject after taking the AP course. Currently serving as the school's National Honor Society sponsor since 2003, McCusker has also served as a mentor to several teaching interns from nearby Trinity University and its yearlong internship program. He is married to Ms. Bak See Lau and is proud to share with her two wonderful daughters.



JOHN J. McCUSKER

John J. McCusker is the Ewing Halsell Distinguished Professor of American History and professor of economics at Trinity University in San Antonio. Before moving to Texas in 1992, he taught for twenty-four years at the University of Maryland. At Trinity University he offers classes in the general history of the U.S., U.S. economic and business history, and the history of seventeenth- and eighteenth-century British America. Since 1994 he has also served—in an honorary capacity—as adjunct professor of early American history at The University of Texas at Austin. In his research and writing he focuses on the economy of the Atlantic world during the seventeenth and eighteenth centuries. Dr. McCusker has lectured and taught in Austria, Belgium, Canada, China, England, Finland, France, Ireland, Italy, and the U.S. and has held fellowships from, among others, the Fulbright Senior Scholar Program, the Smithsonian Institution, Harvard University, Katholieke Universiteit Leuven (Belgium), the University of Oxford, the University of Cambridge, and the National Endowment for the Humanities. He has published numerous works in several languages. Among his many books is *The Economy of British America, 1607–1789*, which he co-authored with Russell R. Menard. His next book, now in progress, is tentatively titled *The Price of Sugar and the Economic Integration of the Early Modern Atlantic World*. Dr. McCusker is married to Ms. Ann Van Pelt. They share five children and eleven grandchildren.



GREGG L. MICHEL

Gregg L. Michel, associate professor of history at The University of Texas at San Antonio, received a B.A. from the University of Chicago and an M.A. and Ph.D. from the University of Virginia. Dr. Michel's scholarly work focuses on movements for social change in post-World War II America, particularly in the 1960s South. He has published several articles and delivered numerous papers on this topic. His book, *Struggle for a Better South: The Southern Student Organizing Committee, 1964–1969*, examines the turbulent history of the leading progressive white student organization in the 1960s South. His current research examines government surveillance of progressive and leftist white activists in the South in the 1960s and 1970s.





MARJORIE CAMPBELL MORTON

Marjorie Campbell Morton is a fifth-generation Texan. She began her career at the LBJ Library thirty-three years ago as social secretary to Mrs. Lyndon B. Johnson. In 1990 she relocated to the Library's administrative offices as special assistant to the director and events coordinator. She is married to Charles Morton, and they have two children: Marjorie McKinnon and Charles Campbell.



DAVID OSHINSKY

David Oshinsky holds the Jack S. Blanton Chair in History at The University of Texas at Austin and is a Distinguished Scholar in Residence at New York University. His books include *A Conspiracy So Immense: The World of Joe McCarthy*, which won the Hardeman Prize for the best book about the U.S. Congress and was a *New York Times* "notable book of the year"; *Worse Than Slavery*, which won the Robert Kennedy Book Award for its "distinguished contribution to human rights" and was also a *New York Times* "notable book of the year"; and *Polio: An American Story*, which was awarded the Pulitzer Prize for History in 2006. His reviews and essays appear regularly in the *New York Times* and other national publications. In 2009, PBS aired the documentary "The Polio Crusade" based on *Polio: An American Story*. Oshinsky delivered the main commencement address at UT in 2007. He is a member of the university's Academy of Distinguished Teachers.



MONICA PERALES

Monica Perales is assistant professor in the Department of History at the University of Houston. She received her Ph.D. in history from Stanford University in 2004 and holds a B.A. in journalism and an M.A. in history from the University of Texas at El Paso. She has been the recipient of various fellowships and was the 2006–2007 Summerlee Fellow in Texas History at the William P. Clements Center for Southwest Studies at Southern Methodist University. Perales is currently completing her first book titled *Smelertown: Making and Remembering a Border Community*, which explores the creation, evolution, demise, and collective memory of Smelertown, the predominantly ethnic Mexican "company town" for the American Smelting and Refining Company (ASARCO) copper smelter located in El Paso. She is also co-editing a volume, *The Hispanic History of Texas*, which contains essays by new and established scholars exploring new dimensions in the history of ethnic Mexicans in the state. Her recently published article "Fighting to Stay in Smelertown: Lead Contamination and Environmental Justice in a Mexican American Community" received the 2008 Article Award from the Oral History Association. Perales' general research and teaching interests include Chicana/o labor and social history, memory and history, immigration, race and ethnicity in the American West, borderlands, and oral history.

By attending this institute I now have new ideas and opportunities to improve the celebration of our Constitution and provide for a more meaningful learning experience for the entire student body. Also, Women's History Month activities will be revised as well as Law Day activities. Activities on the Bill of Rights, Civil Rights, and Mexican Americans will be revised as well.

Deborah Magnon-Nolting, Randolph High School (Universal City)

JACK N. RAKOVE

Jack N. Rakove is the W. R. Coe Professor of History and American Studies and professor of political science at Stanford University, where he has taught since 1980. He was educated at Haverford College, where he earned a B.A. in history in 1968, Edinburgh University, and Harvard University, where he received his Ph.D. in history in 1975 and studied under Bernard Bailyn. At Stanford, he teaches courses in early American history and the origins and interpretation of the Constitution. He is the author of four books: *The Beginnings of National Politics: An Interpretive History of the Continental Congress*; *James Madison and the Creation of the American Republic*; *Original Meanings: Politics and Ideas in the Making of the Constitution*, which won the 1997 Pulitzer Prize in History, the 1997 Fraunces Tavern Museum Book Award, and the 1998 Society of the Cincinnati Book Prize; and *Declaring Rights: A Brief History with Documents*. He is the editor of *Interpreting the Constitution: The Debate over Original Intent*; *James Madison: Writings*; a collection of scholarly essays on *The Unfinished Election of 2000*; and *The Federalist: The Essential Essays*. His research continues to revolve around the era of the American Revolution and the adoption of the Constitution. His current project is a book entitled *Revolutionaries: Inventing an American Nation, 1773–1791*, to be published by Houghton Mifflin in 2009. His next book after that is *Beyond Belief, Beyond Conscience: The Radical Significance of the Free Exercise of Religion*, to be published by Oxford University Press as part of its new series on unalienable rights.



JOHN F. REYNOLDS

John F. Reynolds, professor of history at The University of Texas at San Antonio, received a B.A. and M.A. from Michigan State University and a Ph.D. from Rutgers University. Dr. Reynolds' main field of expertise is U.S. political history, with particular attention to the Gilded Age and Progressive Era. In 1988 he published *Testing Democracy: Electoral Behavior and Progressive Reform in New Jersey, 1880–1920* with University of North Carolina Press. His second book on the origins of the direct primary was published by Cambridge University Press in 2007. His focus is on electoral systems (voting behavior, election laws, political campaigns), but he teaches courses with a methodological or technical bent. He offers the occasional course in quantitative methods and multimedia. He was among the original editors to H-Net's electronic discussion list devoted to multimedia (H-MEDIA) and has given a number of presentations and written an article on using multimedia in the classroom.



GRETCHEN RITTER

Gretchen Ritter is professor of government and a fellow of the Alma Madden Professorship at The University of Texas at Austin. Ritter received her B.S. in government from Cornell (with Distinction in All Subjects) and her Ph.D. in political science from MIT. Her research focuses on women's political activism, democratic movements, constitutional law and history, and work-family policy in the United States. She is the recipient of several fellowships and awards, including a National Endowment for Humanities Fellowship, the Radcliffe Research Partnership Award, and a Liberal Arts Fellowship at Harvard Law School. She has taught at UT Austin, MIT, Princeton University, and Harvard University. She is the author of two books—*Goldbugs and Greenbacks: The Antimonopoly Tradition and the Politics of Finance in America, 1865–1896* and *The Constitution as Social Design: Gender and Civic Membership in the American Constitutional Order*—as well as numerous articles and essays. She is also the co-editor of a forthcoming volume entitled, *Democratization in America: The Development of U.S. Democracy and Comparative Historical Analysis*.





RICARDO ROMO

Ricardo Romo became the fifth president of The University of Texas at San Antonio in May 1999. He graduated from Fox Technical High School and is a native of San Antonio's West Side. He attended The University of Texas at Austin on a track scholarship and holds an M.A. in history from Loyola Marymount University and a Ph.D. in history from UCLA. In 1980, he returned to The University of Texas at Austin to teach history before becoming vice provost for undergraduate education. From 1987 to 1993, he directed the Texas office of the Tomás Rivera Center, housed at Trinity University, where he evaluated the impact of governmental policies on Latinos. In 2002, President Bush appointed him to the President's Board of Advisers on Historically Black Colleges and Universities. He has also been appointed to the Federal Reserve Bank Board of Directors and to the Board of Commissioners to UNESCO. A nationally respected urban historian, he is the author of *East Los Angeles: History of a Barrio*, which is now in its ninth printing. His photographs have been the subject of several regional art exhibits, including Havana, a collection of images taken in Cuba. He is married to Dr. Harriett Romo, associate professor in social and policy sciences at UTSA. They have one son, Carlos, and a daughter, Anadelia.

LAWRENCE SAGER



Dean of The University of Texas School of Law, Lawrence Sager is one of the nation's preeminent constitutional theorists and scholars. He came to Texas from New York University School of Law, where he was the Robert B. McKay Professor and co-founder of the Program in Law, Philosophy, and Social Theory. He has also taught at Harvard, Princeton, Boston University, UCLA, and the University of Michigan. Dean Sager is the author or co-author of dozens of articles, many now classics in the canon of legal scholarship. He is the author of two books: *Justice in Plainclothes: A Theory of American Constitutional Practice* and *Religious Freedom and the Constitution*, coauthored with Christopher Eisgruber.

FRANK A. SALAZAR

Frank A. Salazar serves as the director of the Office of Extended Education and director of the Downtown Special Events Office at The University of Texas at San Antonio (UTSA). He has served in this capacity since July 2001. Before joining UTSA, Frank had a twenty-year career with the United States Air Force. He held such positions as superintendent of the 59th Medical Training Squadron at Wilford Hall Medical Center, Lackland Air Force Base, Texas, and armed services administrator and lead instructor for resuscitative medicine programs at the Uniformed Services University of the Health Sciences (DoD Medical School) in Bethesda, Maryland. Frank holds a B.S. in computer information systems management from the University of Maryland and an M.B.A. from the University of Redlands.

SHELLEY SALLEE

Originally from Cookeville, Tennessee, Shelley Sallee attended Smith College in Northampton, Massachusetts and graduated with a B.A. in American studies in 1990. After working for a year at the American Political Science Association in Washington, D.C., she enrolled in the graduate program in history at The University of Texas at Austin and earned her Ph.D. in 1998. Currently she teaches history and serves as department chair at St. Stephen's Episcopal School in Austin, where she lives with her husband and two children. She is the author of the book *The Whiteness of Child Labor Reform in the New South*.



JAMES C. SCHNEIDER

James C. Schneider, associate professor of history at The University of Texas at San Antonio, received a B.A. from St. Lawrence University and an M.A. and Ph.D. from the University of Wisconsin-Madison. He has taught courses in his areas of professional specialization—twentieth-century America and American foreign relations—as well as both halves of the introductory readings courses in U.S. history. His dissertation on the foreign policy debate in America prior to Pearl Harbor was subsequently published to favorable reviews. Since then he has published a number of short pieces on a variety of topics, while working on a major project concerning the inception, development, and demise of the Model Cities program of the Great Society era. Until fairly recently, Dr. Schneider was the only specialist on U.S. history after the Progressive Era at UTSA. The arrival of several additional faculty members with strengths in the twentieth century has allowed him to focus more directly on U.S. foreign relations and the wider subject of American interaction with other nations, peoples, and cultures. One of his goals is to incorporate a more comparative perspective into the study of those subjects.



MARSHA L. SHARP

Marsha L. Sharp, education specialist at the Lyndon Baines Johnson Library and Museum, has been at the Library since November 1999. She uses primary documents and artifacts in the Library's textual and museum archives to design curriculum and activities for teachers and students and conducts workshops, seminars, and presentations for education professionals, other adults, and children. She holds a B.F.A. from The University of Texas at Austin, and master's degrees in education from both Southwest Texas State University (now Texas State University) and The University of Texas at Austin. She is also a certified mediator and a trained facilitator. After teaching art and counseling in the Austin and Round Rock school districts for twenty-nine years, she retired. Before working at the Library, she conducted training for financial advisors and collaborated with a fabric designer to create unique handmade articles.



ALAN TULLY

Alan Tully is professor of history and chairs the history department at The University of Texas at Austin. A scholar of early American history, he is the author of *Forming American Politics: Ideals, Interests, and Institutions in Colonial New York and Pennsylvania* (1994). He received his Ph.D. from The Johns Hopkins University.



JUDE VALDEZ



Jude Valdez is vice president for community services at The University of Texas at San Antonio, where he oversees the university's outreach services and extension programs, including the Institute for Economic Development, the Institute of Texan Cultures, the Office of Community Outreach, the Office of Extended Education/Special Events, the UTSA Mexico Center, and the Child and Adolescent Policy Research Institute. He was responsible for the planning and development of the university's downtown campus. His twenty-year career at UTSA has included serving as the associate dean of the College of Business, assistant to the president of the university, and founding director for the Institute of Economic Development. While Dr. Valdez's principal duties at UTSA are in the area of administration, he has taught and continues to teach in the Department of Management. He sits on the editorial board for two national small business and entrepreneurship journals. He obtained his Ph.D. from The University of Texas at Austin, where he later served as assistant dean in the College of Liberal Arts.

MICHAEL VILLARREAL



State Representative Michael Villarreal was born in San Antonio in 1971. A first-generation Mexican-American, he was the first in his family to graduate from college. After graduating from Central Catholic High School in San Antonio, he attended San Antonio College, went on to receive an economics degree at Texas A&M University, and later earned a master's degree in public policy from Harvard's John F. Kennedy School of Government. Rep. Villarreal's professional background is in financial and economic research. He has worked as a research fellow for the Board of Governors of the Federal Reserve System and currently works for SAMCO Capital Markets, Inc. in San Antonio, specializing in municipal finance. Rep. Villarreal has served in the Texas House of Representatives since 2000. He represents residents of District 123, which is in and around downtown San Antonio. He is the vice chair of the House Committee on Pensions and Investments and serves on the House Committee on Appropriations and the House Committee on Ways and Means. Additionally, he serves as co-chair of the Women's Health Caucus and belongs to the Air Quality Caucus, Community College Caucus, and others.

MARY L. VOLCANSEK



Former dean of Texas Christian University's AddRan College of Humanities and Social Sciences, Mary L. Volcansek is professor of political science who came from Florida International University in Miami in 2000. While at Florida International University, she served as department chair, associate dean of arts and sciences, and acting assistant vice president for academic affairs. She has written, edited, or coauthored nine books on aspects of law, courts, and politics in the U.S. and in Europe, including *Constitutional Politics in Italy: The Constitutional Court*. Her most recent article appeared in the *European Journal of Political Science* in June 2001. With John F. Stack Jr., she coedited *Courts Crossing Borders: Blurring the Lines of Sovereignty*. She is currently working on the role of judiciaries in the consolidation of democracy.

LINDSEY WALL

Lindsey Wall is exhibitions coordinator at Humanities Texas. She graduated from Carnegie Mellon University with a B.A. in architecture. Prior to joining Humanities Texas in September of 2008, she worked as the curatorial assistant for the Mattress Factory, a contemporary art museum and artists' residence program in Pittsburgh, PA. There she helped coordinate the fabrication of exhibits and collaborated with artists, curators, staff, and contractors. She has also handled exhibits at the Regina Gouger Miller Gallery and the Pittsburgh Cultural Trust's Wood Street Galleries. As exhibits coordinator, she manages the circulation of exhibitions and the promotion of related programs.



DIANE P. WOOD

Diane P. Wood is a circuit judge on the United States Court of Appeals for the Seventh Circuit and senior lecturer in law at the University of Chicago Law School. Judge Wood attended The University of Texas at Austin, earning her B.A. in 1971 (highest honors), and her J.D. in 1975 (Order of the Coif). After graduation from law school, she clerked for Judge Irving L. Goldberg on the U.S. Court of Appeals for the Fifth Circuit (1975–76), and for Justice Harry A. Blackmun of the U.S. Supreme Court (1976–77). She then spent a brief period at the Office of the Legal Adviser in the U.S. Department of State. In 1980, she began her career as a legal academic at Georgetown University Law Center. She moved to the University of Chicago Law School in 1981, serving as a full-time professor until 1995 and as associate dean from 1989 through 1992. In 1990, she was named to the Harold J. and Marion F. Green Professorship in International Legal Studies, becoming the first woman to hold a named chair at the school. From 1993 until she was appointed to the Seventh Circuit in 1995, she served as Deputy Assistant Attorney General in the Antitrust Division of the U.S. Department of Justice. Judge Wood is a fellow of the American Academy of Arts & Sciences and is on the Council of the American Law Institute. She is married to Dr. Robert L. Sufit. She has three children and three stepchildren. She enjoys playing the oboe and English horn in several Chicago-area amateur orchestras.



Photo: Lloyd DeGrane



Shelley Sallee leads a primary source workshop in Austin on important antecedents to the Constitution.



ROBERT AMOS

Robert Amos is a lifelong resident of central Texas who graduated from Angelo State University in 1991 with a B.A. in history and a minor in government. For years he was paid to be opinionated, earning his keep as a columnist for *The Eden Echo*, a weekly, family-owned newspaper. Upon meeting the love of his life, Rob realized it was time to grow up and get a real job, so he returned to ASU and earned a teaching certificate. As a classroom teacher, he manages 150 freshmen and seniors in geography and economics and also coaches several UIL academic events. In the summer, he likes to take advantage of being married to the world's most beautiful travel agent and has subjected numerous classes to pictures of himself visiting several historic sites.



ANTONIO AYALA

Antonio Ayala is a native of the Rio Grande Valley and has lived in the towns of Mission and Donna most of his life. He is a graduate of Mission High School and currently teaches world geography and world history at Weslaco High School. For the past twenty-six years he has participated in and is continuously involved with athletics. In 1995, he earned an M.A. in education from the University of Texas-Pan American. When he isn't at school, he enjoys jogging, reading about and participating in athletic events, and spending time with family and friends.



LAURA BAGWELL

Having just graduated from The University of Texas at Austin last May with a double major in history and sociology and currently nearing the end of her first year of teaching (six classes, ranging in academic ability from pre-AP to remedial), Laura Bagwell's personal teaching history is brief. A loyal Longhorn and proud graduate of the UTeach-Liberal Arts program, she returns to Austin and the university as often as she can. This past year, she coached volleyball and was selected to serve as a tutor for "at risk" ESL students needing additional TAKS preparation. (She just learned that her school attained a 95% social studies passing rate, the highest rate ever attained by a junior school in her district). She is a member of the National Council for Social Studies, the UTeach-Liberal Arts Student Alumnae Association, and the Association of Texas Professional Educators.



DEBBIE BRININSTOOL

Debbie Brininstool is a native of New Mexico but has lived in the Flower Mound area for the past twenty years. She currently teaches American studies at Marcus High School, a public school in Flower Mound. She is currently pursuing an M.A. in American studies at the University of Dallas. When she is not at school, she enjoys traveling with her husband on his motorcycle, reading, and watching football.

ED CABALLERO

Ed Caballero is a history teacher at Trinity Valley School in Fort Worth. He also volunteers as the middle school student council sponsor, boys' varsity golf coach, and assistant varsity girls' basketball coach. Prior to beginning his teaching career, Ed served twenty years in the Air Force. His hobbies include traveling, reading, and relaxing.



ADRIAN E. CANTU

Adrian E. Cantu is a native of the Rio Grande Valley and has lived in the town of Alamo most of his life. He is a graduate of Pharr-San Juan-Alamo High School and currently teaches U.S. history and AP U.S. history at Weslaco High School. For the past eight years he has served as the sponsor for the National Honor Society. In 2008, he earned an M.A. in history from the University of Texas-Pan American. When he isn't at school, he enjoys reading, working with computers, and spending time with friends.



RAUL CARDENAS

Raul Cardenas is a native of Texas and has lived in Edinburg his whole life. He currently teaches at W. A. Todd Ninth-Grade School in Donna, Texas, where he teaches world history and world geography ESOL. After school he coaches football and soccer for the Donna Redskins. This year the Redskins football team went 10-0 and the Redskins soccer team went 18-0-2. When he isn't teaching or coaching he spends his time fishing, hunting, or camping with his family: wife, Lisa; sons, Brandon and Bryan; and daughter, Brooke.



JEANALINE CELIS

Jeanaline Celis was born in Cd. Juarez, Chihuahua, Mexico. At the age of nine she moved to the U.S. with her mother and relocated to El Paso, Texas. Her first language was Spanish, and learning a new language and adapting to a different culture was not easy for her, as she had to adjust to a completely new lifestyle. She is a first-generation college graduate. In 2003, Jeanaline received her B.A. in public relations from the University of Texas at El Paso. After five years of working in the field of public relations at a non-profit organization, Jeanaline decided to become a teacher. She went back to school to get her teaching certification and is currently pursuing her M.A. in bilingual education. She has a sincere interest in her students and in becoming the best educator she can be. Jeanaline is married to her husband of three years, Sergio, and they have a beautiful two-year-old son, Johan Alessandro. Together they enjoy spending time as a family traveling, cooking out, and reading.





ELIZABETH CHAPMAN

Elizabeth Chapman just completed her third year of teaching seventh-grade English and Texas history at the Westbrook Academy for Visions in Education, the same program she attended as a student. Last summer, Elizabeth participated in a National Endowment for the Humanities summer seminar on the Great Plains in Fargo, North Dakota. She is currently working on her M.A. in future studies at the University of Houston.



APRIL CLEMENTS

April Clements is currently in her seventeenth year of teaching. Her current teaching assignment is eleventh-grade U.S. history, but she also teaches courses on the Holocaust and the 1960s. After realizing how interested students were in these topics and knowing there was never enough time to spend on either, April received permission to offer these classes as electives under the Special Topics title. They have been well received. One of the most exciting events is the annual trip to the Dallas Holocaust Museum, where the students get to hear a survivor speak about his or her experiences. History truly comes alive! When she is not teaching (or grading papers) she is spending time with her husband, Bill, and daughter, Claire.



CLAYTON COOK

Clayton Cook, born in Beirut, Lebanon, to American parents temporarily working and residing overseas, has lived in Frost, Texas, for nearly two years with his wife of twenty-nine years and his five-year-old daughter. He currently teaches world geography and American history at Corsicana High School, where he also served as the freshman volleyball coach. Prior to joining the teaching profession, he spent fifteen years in the international insurance industry and sixteen years in the trucking industry as a driver/trainer and safety director. Currently serving as clerk and executive secretary, he is active in his local church and enjoys being able to serve others in need. When not involved in any of the foregoing, he enjoys being with his wife and family.



WILLIAM DAUGHERTY

William (Bob) Daugherty moved throughout the U.S., Caribbean, Europe, and Canada as a child but finally found Texas when his father retired in Houston. He has lived there for the past thirty years and teaches U.S. government and AP U.S. history at J. Frank Dobie High School, a public suburban Houston school. He tutors Dobie's Academic Decathlon team and is active in a local political party. He enjoys reading, watching films, and traveling throughout the U.S. and Europe (when he gets there) with his wife, Nannette. He is also a national-award-winning home brewer and certified National Beer Judge. (Yes, such a thing does exist!) When his bad knees allow it these days, he does long distance running.

RAFAEL DE LUNA JR.

Rafael De Luna Jr. grew up in Reynosa, Mexico, but has lived in the Rio Grande Valley for the past twelve years. He is currently working on his M.A. in history at The University of Texas Pan-American. He works at Brewster Elementary teaching sixth-, seventh-, and eighth-grade history in Edinburg, Texas, where he currently resides with his wife, Mercedes Cahue. He is an active member at his church and is a member of the support team with Catholic Engagement Encounter. He enjoys traveling, playing the piano, and recording music.



JORGE ESTRADA

Jorge Estrada was raised in the Rio Grande Valley before attending Baylor University in the early 1990s. He returned in 1996 and taught in Harlingen until he moved to The Woodlands, where he has taught senior government and junior history since 2002. In his spare time he enjoys visiting presidential libraries and professional baseball parks. He was recently married and now has a newborn daughter.



CATHY EVANS

Cathy Evans is proud to say she is a native Texan. Her love of "all things history" stems from the importance her grandmother and grandfather gave to telling the stories of past relatives. Presently, she teaches eighth-grade pre-AP and academic U.S. history at Keller Middle School in Keller ISD near Fort Worth. During the 1990s she spent ten years at the high-school level in Grapevine-Colleyville ISD. She has taught Texas history, pre-AP world history, government, and TAFE (a class for future teachers). She has been married to Steve Evans for the past twenty-one years. They have two beautiful daughters, Elizabeth, 15, and Emily, 10.



CAITLIN FARLEY

Caitlin Farley is a proud teacher and coach from Austin, Texas. She was born in Stafford, Kansas, and grew up in Cloudcroft, New Mexico, and Austin. She graduated from The University of Texas at Austin *cum laude* with a B.A. in history and a minor in psychology. She currently teaches American government to seniors and coaches JV volleyball and JV track at her *alma mater*, Austin's McCallum High School. She has taught for three years at McCallum and loves the diversity and uniqueness of the school. Whenever Caitlin is not teaching, she enjoys running, hiking, rock climbing, traveling, and learning during the summer vacation, taking care of her Jack Russell terrier, and spending time with friends and family. She comes from a long line of educators, including a principal father and English-professor mother. She lives by her favorite quote from Mahatma Gandhi: "Be the change you wish to see in the world."





KELLY FIFE

Kelly Fife has lived in Texas since 1979, except for a brief tour in the U.S. Army. He is currently a teacher at Nolan Middle School, an urban public school in Killeen, where he currently teaches seventh-grade Texas history and eighth-grade technology applications. As well as teaching, he is the golf coach and an eighth-grade football coach. In 2008, he was recognized as a *Killeen Daily Herald* Excellence in Education teacher. While not at school, he enjoys traveling around the U.S. with his wife, Julie, and his son, Nathan, and playing golf.



JIM FURGESON

Jim Furgeson is a native of Lubbock and has lived in Austin for the past thirty-plus years. He received a B.A. from Texas Tech and an M.A. from the University of Georgia. He has taught at both private and public schools and at both the elementary and secondary levels in his thirty-two-year teaching career. For the past sixteen years he has taught at McCallum High School in Austin. He currently teaches U.S. history, practical law, and constitutional law. His wife, Barbara Anderson, teaches at The University of Texas School of Social Work. They have three sons: Will, who lives and works in Austin; Andy, who lives and works in Portland, Oregon; and James, who is a senior at Pomona College.



KATHARINE GENGO

The product of a military family, Kate Gengo moved more than ten times before marrying and settling in Denton. She currently teaches world geography at Guyer High School in Denton, Texas, and is a member of the ninth-grade task force. A lifelong student, she finished her second M.A. this spring. After a long day at school, Kate can be found out in the yard with her family or planning their next travel adventure.



GABE GRANT

Gabe Grant, who has been teaching for the last seven years around the Greater Houston area, graduated *magna cum laude* from Sam Houston State University in 2002. He currently teaches world history at Glenda Dawson High School, a brand new public school in Pearland, Texas. He is also proud to carry the title of “coach,” while coaching varsity football at Dawson High School. When not at school, he enjoys spending time with friends and family, working out, and spending time with his wife, Leslie.

JENNIFER GREER

Jennifer Greer is a native Texan who has been living in the Houston area for most of her life. She is currently teaching sixth-grade world cultures and geography and eighth-grade American history at Clear Lake Intermediate, a public school in southeast Houston. She is the social studies department head and is involved in the Teaching American History Grant for Clear Creek ISD. When she isn't at school, she enjoys eating out and traveling throughout the U.S. and Europe.



ANN HALE

Ann Hale is a native of Texas, venturing outside the state only for a three-year stint during graduate school at Wake Forest University in North Carolina and occasionally on vacation or to attend scholastic journalism conventions. A teacher for thirty-two years, she has taught English and journalism at Haltom High School in suburban Fort Worth for the past twenty-four years. She is a former Haltom High Teacher of the Year, Birdville ISD High School Teacher of the Year, Region 11 Association for Supervision and Curriculum Development High School Teacher of the Year, and University Interscholastic Press League Max Haddick Journalism Teacher of the Year. When she isn't at school, Ann enjoys writing, reading, watching movies, taking pictures, antiques, participating in church single-adult activities, and making brief forays across the Red River to visit relatives in Oklahoma and Arkansas with her sister. She lives in Arlington.



SAMMY JOHNSON

Sammy Johnson is a native Texan, grew up in Houston, and still lives in the Houston area. He is a social studies teacher at Houston Heights High School, a charter school located in the Heights vicinity. When he is not at school, he enjoys spending time with his beautiful wife, Mindora; together they attend worship services at their local church, study the Bible, travel, exercise, attend plays and cultural events, and have a good time with friends. He also works with the Positive Black Male Association, building, empowering, and strengthening the lives of young inner-city males. In addition, he received an M.A. in education with an emphasis in curriculum and instruction from the University of Phoenix in 2008.



STEPHEN KOHAN

Stephen Kohan is a graduate of Great Neck North High School located in Great Neck, New York. He graduated from the State University of New York at Binghamton with a B.A. in history in May 2002. He currently teaches both Pre-AP and regular world history at La Marque High School, where he is also the head baseball coach and the teacher-sponsor for the Key Club. When not teaching, Stephen enjoys playing baseball and golf and exercises regularly. He is married to Kristin Jobe and has a nine-month-old daughter, Brooke.





KIRK R. LOWE

Kirk R. Lowe is a native Texan who has lived in Friendswood for the past sixteen years. He has taught in Deer Park ISD for all of his years in the field of education. He currently teaches U.S. history at Deer Park High School and is also the varsity assistant coach for the boys' basketball team. He was named Deer Park ISD's Special Educator of the Year in 2004. When he is not teaching or coaching, he enjoys spending time with his wife, Traci, and participating in the many activities of his two children Justin, 12, and Lauren, 8.



ALLISON MCKELVY

Allison McKelvy is a native of Texas and has lived in Dallas for the past eleven years. She currently teaches U.S. history, government, and economics at Lincoln High School, a public school in urban South Dallas, and serves as the social studies department chair. When she isn't at school, she enjoys yoga, cooking, cinema, and traveling.



MIKE McLELLAN

Mike McLellan earned a B.A. in U.S. history from the University of Missouri-Columbia in 1994. After a ten-year career in the financial services business, he decided to follow his first academic interest: U.S. history. He is currently an AP U.S. history teacher at Liberty High School in Frisco ISD. He and his wife, Jenny, have two boys, Brett, 8, and Jack, 3, and a girl, Kate, 1. When he is not teaching or preparing to teach, Mike enjoys running with his two dogs, Abbey and Apex, and occasionally participates in marathons or half-marathons.



TRISHA NICHOLS

Trisha Nichols graduated with honors from Texas Tech University. She resides in Sanderson, Texas, and teaches economics, government, Texas history, world geography, and art at Sanderson Junior High. She is head coach for girls' cross country and track and also coaches JV basketball and JV tennis. When she isn't at school, she enjoys hiking and camping, traveling, and taking in a good movie.

JAMES OVERTON

James Overton is an educator and coach for Palacios ISD. He currently teaches government and economics, coaches junior high football and basketball, and assistant coaches soccer. He has taught every secondary social studies course except one, working at both the junior-high and high-school levels. When not teaching or coaching, James likes to spend time with his family, fishing, hunting, and listening to music. James is married to Melony and has two boys, Bryce, 9, and Ayden, 5.



MARY PACHECO

Mary Pacheco was born in Laredo and raised in El Cenizo, a small rural town on the outskirts of Laredo. She currently teaches world history at Martin High School, a public school in Laredo's inner city. She is the freshman class and Sideline Star (football team student trainers) sponsor. When she is not at school, she enjoys traveling, dining out, spending time with her family, going to the movies, playing games, or watching sports.



KIMBERLY POPE

Kimberly Pope has been a resident of Texas all her life, growing up in Wichita Falls and traveling to Denton to attend the University of North Texas. She currently teaches Texas history and coaches volleyball, cross country, and track at Coppell Middle School North in Coppell ISD, a public school district in a suburb of Dallas. She currently holds an M.A. in curriculum and instruction and is working on her principal certification. When she is not in school or coaching, Kimberly enjoys time with her husband, Tony, and two boys, Kaleb and Lennon; riding bikes; running; and having family game night.



GINGER POSTERT

Ginger Postert is a graduate of The University of Texas at Austin and remained in Austin after graduation to teach. After working there for three years, she decided to return to her hometown of Bandera to teach at her *alma mater*, Bandera High School. She currently teaches a little bit of everything for the social studies department, advises the local chapter of the National Honor Society, and coaches basketball and tennis.



I have never attended another professional development program that offered this kind of small group interaction. I enjoyed every minute of it!

Donna Tolbert, Springtown Middle School (Springtown)

CHERYL J. ROYAL



Cheryl J. Royal has been a social studies teacher at Bridge City High School for the past nine years. She is a retired stay-at-home mom who is the proud mother of three teenagers. She teaches U.S. history and psychology. She is also the student council advisor and is very active in promoting good citizenship and civic pride in the community. When she isn't at school, she enjoys traveling with her husband, Keith, going on mission trips with her church, and spending time with her family. In 2007, she was honored by her school as Educator of the Year.

DAVID A. RUFFIN



David A. Ruffin is the son of teachers and has been teaching in Texas for seventeen years. He holds a B.A. from Bob Jones University and has done graduate work at the University of North Texas. He currently teaches AP U.S. history at Fort Worth's Green B. Trimble Technical High School. He is one of the school's sponsors for the Jostens Renaissance program, a Link Crew sponsor, and directs the school's Freshman Transition Camp. He is married to Sarah, a financial professional, and they have five grown children. They travel as often as possible and participate in local theatre in Fort Worth. David was Trimble Tech's Teacher of the Year in 2007–08 and is a member of a professional musical-comedy pirate band, The Bilge Pumps, and performs extensively.

Humanities Texas board member Mary L. Volcansek leads a workshop in San Antonio examining Supreme Court decisions that have had significant bearing on women's rights in the U.S.



CRAIG SANDERS



Craig Sanders teaches U.S. history and is the AVID coordinator at Dobie High School in Houston. He is a graduate of the University of California at Los Angeles and is currently working on an M.A. in humanities from the University of Houston at Victoria. Before becoming a teacher, he worked in professional sports with both the Houston Astros and New York Mets and also has run public relations departments for a pair of cable television networks. An expert on twins, he has been interviewed on such diverse programs as *The Oprah Winfrey Show*, *The Montel Williams Show*, BBC, CNN, and in numerous publications on twin-related stories.

JOSEPH SCHILLER



Joseph Schiller is a native of Pennsylvania but has resided in Houston, Texas, for the past nine years. He currently teaches world history at South Houston High School, a public school in Pasadena ISD. Additionally, he coaches the campus UIL Current Issues and Events team. When not in the classroom, he enjoys playing tennis, traveling, reading, watching movies, and spending time with his wife, Maiko.

JENNIFER SEALE



Jennifer Seale is a native Austinite who has been sharing her passion for history with students for nine years. Currently, she is teaching eighth-grade U.S. history at Bailey Middle School. She feels she was born to teach and decided in fourth grade that teaching history was her destiny. With her free time, Jennifer enjoys spending time with her family, especially her nephew, and her two four-legged children (dogs). She hopes to travel to see the sights of U.S. history in the near future.

JERMAINE THIBODEAUX



Jermaine Thibodeaux is a native Houstonian who has lived in Andover, Massachusetts; Nashville, Tennessee; and Ithaca, New York. He is currently a seventh-grade U.S. history teacher at the St. John's School, an independent day school in the heart of Houston. He advises the middle school student council and is a sponsor of a lunch debate roundtable. In the summer of 2008, Jermaine was selected to attend the Klingenstein Summer Institute through the Teachers College at Columbia University. When not teaching, Jermaine indulges in gourmet dining, music, politics, and good company!

As a first-year teacher, I have learned more in-depth history about the Constitution and U.S. history. I feel that after this institute I have a better knowledge and better reference tools to show my students. I particularly enjoyed taking note of the primary resources available and the websites teachers can go to for additional materials.

Jeanaline Celis, Magoffin Middle School (El Paso)

JOE THOMASSON



Joe Thomasson is a native of Big Spring, Texas, but has lived in Leakey, Texas, for the past two years. He teaches world history, Texas history, and U.S. history in both the high school and middle school. He is also the head basketball coach for the boys' program, and when not at school will spend lazy days at the river with wife, Cara, and four children: Callie, Barrett, Blake, and Caleb.

DONNA TOLBERT



Donna Tolbert currently teaches American history and Pre-AP American history to eighth graders at Springtown Middle School. She co-sponsors the National Junior Honor Society and student council, helping to organize many enjoyable events for all students throughout the year. Additionally, Donna coaches UIL competition teams in Social Studies and Maps, Charts, and Graphs. When she isn't teaching, Donna enjoys traveling and spending time with her family and friends.

JUDITH TREVINO



Judith Trevino has lived in the Rio Grande Valley all of her life. She currently teaches at Edinburg North High School. She loves teaching U.S. history and being able to make a difference in her students' lives. When she isn't inspiring young minds at school, she enjoys going for long walks at the park with her dog, traveling, and spending time with family and friends.

PATTY WEDDING



Patty Wedding considers herself a true Texan even though she has lived in Ohio, North Carolina, and Florida. She has lived in Bastrop, Texas, since 1990 and has taught in Bastrop ISD for sixteen years. She was nominated by her campus for Teacher of the Year in 2004. Currently she teaches eighth-grade pre-AP U.S. history and the Peer Assistance Leadership (PAL) class. She is proud of her family: husband, Mike; daughter, Alison, a jazz singer in New York; daughter, Jo Beth, a student at Texas Lutheran University; and recently married son, Matt. In addition, she loves working with her beautiful conformation and performance Golden Retrievers.

ALLISON WOOD

Allison Wood was born in Tulsa, Oklahoma, but has lived in Texas most of her life. Upon graduation from Oklahoma State University, where she received her B.A. in history, she came back to Texas and completed an alternative certification program. Allison has just completed her second year teaching sixth-grade world cultures in Fort Worth ISD at Handley Middle School, an urban public school in east Fort Worth. When Allison isn't at school she enjoys spending time with family and friends, jogging, reading, going out to eat, traveling, and watching too many reality TV shows.



Far Left: Humanities Texas former chair Joseph R. Krier speaks at the San Antonio institute.

Left: Christine Blackerby spoke in Austin and San Antonio about NARA's "Our Documents" project.



ALFREDO BECERRA JR.

Alfredo Becerra Jr. graduated from Del Rio High School in 1972 and left to serve for eight years in the U.S. Air Force. He returned home to Del Rio and started a second career working for the Texas Department of Transportation. In 2005, Alfredo retired from TxDOT and started his third career as a social studies teacher for the San Felipe Del Rio CISD. In 2008, the Del Rio Freshman Campus recognized him as Outstanding Teacher of the Year. When not teaching world history at school, he enjoys working in his vegetable garden, traveling, and visiting his children with his wife, Martha.



RAFAEL CASTORENA JR.

Rafael Castorena Jr. is a native Texan of Hispanic descent and has lived in Del Rio, Texas, for more than thirty years. He's a graduate of Sul Ross State University and Del Rio High School. He currently teaches eighth-grade U.S. history at Del Rio Middle School, a public school in San Felipe Del Rio CISD, and coaches middle school football and, formerly, high school boys' soccer. When he isn't at school, he enjoys watching soccer, listening to music, traveling throughout Texas, and working on computer programs.



LARISA CASTRO

Larisa Castro is a native of Los Angeles, California, and moved to Texas in 2005. She currently teaches sixth-, seventh-, and eighth-grade social studies at the Northside Alternative Middle School in San Antonio. This school helps at-risk students learn skills to grow socially and behaviorally. In 2006, Larisa was named First-Year Teacher of the Year on her campus. When she is not working with students or colleagues, she enjoys traveling, hiking, cooking, and reading.



LARRY CONDRA

Larry Condra is a Texas native currently teaching social studies, Peer Leadership, and psychology/sociology at Abilene High School. When he isn't at school he enjoys bird hunting, fishing in tournaments and for fun, and traveling the U.S. in search of Civil War and other historical sites. Larry and his wife, Tevyan, also enjoy their three granddaughters and one grandson.

NANCY COOPER

Nancy Cooper has lived in San Angelo for the past seven years. Prior to moving to San Angelo she lived in Alaska; Louisiana; Lajes Field, Azores, Portugal; and New Mexico. She currently teaches U.S. history to 1865, U.S. history since 1865, world geography, world history, government, economics, and is the yearbook advisor in Veribest ISD, a small, rural school district located south of San Angelo. Nancy has been happily married to her husband, Jim, for twenty-three years and has four children and one grandson. She loves to read, garden, and teach!



SAMUEL FLUTY

Samuel Fluty is a native of Indiana and grew up in Kansas. He has taught for seventeen years at the high school level in Kansas and Texas. He currently teaches in Junction, Texas, at Junction High School and coaches middle school football, boys' high school basketball, and boys' and girls' golf. Sam is married and enjoys playing golf and traveling with his wife, Kara.



NORA CASAS GARCIA

Nora Casas Garcia is a native of Corpus Christi, Texas. Although she has been a teacher for twelve years now, she still desires to be a learner. Taking advantage of every travel and educational opportunity, Nora has been invited to attend national conferences in Washington, D.C., Pennsylvania, and Hawaii. She actively participates in on-campus and district-wide workshops as well as local and state-wide in-services, and she has been named Teacher of the Year three times. Nora plans to continue being an instrument in the realm of education and strives to be an effective inspiration in the lives of both her own children and those she teaches. Nora is very proud of her school and the community where she lives with her husband, Romeo, and their three children: Romeo III, Victoria, and Isabelle.



LESLIE GRIFFIN

Leslie Griffin is a native Texan and has lived in Lubbock, Texas, most of her life. She attended elementary, junior high, and part of high school in Lubbock and then completed her education in Odessa, Texas, where she received her B.A. from The University of Texas of the Permian Basin. Leslie has taught at Monterey High School for nine years, serves on the SST Committee, and is a sponsor for the National Honor Society. When she isn't at school, she enjoys golfing, hiking, camping, whitewater rafting, and reading.



ARCHIE HADDOX JR.

Archie Haddox Jr., a native of Nacogdoches and resident of Martinsville, Texas, currently teaches government, economics, psychology, and sociology in his second year at Center High School in Center, Texas. Archie is a graduate of Nacogdoches High School and Stephen F. Austin State University. He is currently working to attain his M.A. in history at Stephen F. Austin State University as well. When not working, Archie is an avid outdoorsman, enjoying hunting, fishing, and gardening, as well as traveling with his wife, D'nese.



TINA HARPER



Tina Harper spent her childhood in San Antonio, Texas, and attended Trinity University for undergraduate and graduate school. She spent the early part of her career in North Carolina, teaching seventh- and eighth-grade English and history. She currently resides in Fort Worth, Texas, where she teaches seventh-grade U.S. history and Texas history at Trinity Valley School, an independent college preparatory day school. Tina loves to share her passion for learning and the outdoors with her students.

LANA HAYES



Lana Hayes has been a librarian for fifteen years and is currently the Library Media Specialist at DeBakey High School for Health Professions. She is a graduate of the University of Houston and has an M.L.A. from the University of St. Thomas in Houston. She is the yearbook instructor and sponsor of the Name That Book Team. In 2005 she was chosen as the Houston ISD Librarian of the Year. Her hobbies include gardening, reading, and spending time with her cockapoo, Sugar.

JENNIFER HOEFLER



Jennifer Hoefler has lived in the Houston area for nearly twenty years. She currently teaches government at Pearland High School in Pearland, Texas, a suburb of Houston, and is an advisor for the school's National Honor Society organization. She has recently been named a 2009 James Madison Fellow and will begin graduate study this fall. When not in the classroom, Jennifer enjoys spending time with her husband and their rambunctious dog (the schnauzer equivalent of Marley).

JOHN ERIC HOOD



John Eric Hood has lived in Dallas for ten years (uprooted from small-town Louisiana). He has served his country in the U.S. Army, the National Guard, and as a librarian and teacher for his academic profession. He is married and has three children. His life is full of challenges, twists, turns, and adventures, from his military career to teaching. He loves working with and imparting knowledge to our young citizens and has fun learning with them. He sees his students as apprentices to history, working with history and experiencing the triumphs and tragedies of our human endeavors.

STACY HRICKO



In her thirteen years as an educator, Stacy Hricko has taught every English and history class offered in grades seven through twelve, with a few electives thrown in. Currently she teaches English and leadership in Melissa ISD, where she is also the National Honor Society and Student Council advisor. She is a 2007 recipient of the Humanities Texas Outstanding Teaching of the Humanities Award. She is a native Texan and has lived in Grayson County for twenty-five years with her husband, daughter, and their three four-legged "children." When she is not at school or attending classes, she enjoys her niece and nephews, scrapbooking, and riding motorcycles with her husband and dad.

MOLLIE HUBER



Mollie Huber has taught and coached for fourteen years in the Texas Coastal Bend. Her career has taken her from Victoria to Palacios to Van Vleck, where she currently teaches U.S. history and AP U.S. history. In addition, she coaches softball and volleyball and lends a hand to the debate team when she can. In the off season, Mollie enjoys traveling across the U.S., working out, and playing with her Weimaraner, Bartok.

BRYAN JOHNSON



Bryan Johnson is a native Texan whose ancestors came to Texas in 1831 as part of Stephen F. Austin's second colony. He currently teaches U.S. history at Creekwood Middle School, a public school in Kingwood, a suburb of Houston. He also is a staff sergeant in the Texas Air National Guard. In his free time, he likes to watch baseball and football with his wife, Renee, and his two children, Luke and Caroline.

KIM KRIEGEL



Kim Kriegel has spent most of her career teaching the students of Waxahachie ISD. She currently teaches U.S. history to high school juniors and is the advocate for the seniors. As the 2009 Waxahachie High School Teacher of the Year, she is very involved in the lives of her students, attending their ballgames, plays, and concerts. She has twice been awarded the Sam Houston Award for Political Involvement. In her spare time, she and her husband love to travel around and explore this wonderful country of ours.

LEO "MARC" LANDRUM



Leo "Marc" Landrum started teaching in 1981 in Yorktown, Texas, where he was the American history and government/economics teacher for sixteen years. He was interested in helping students in UIL and worked with them in debate and theatre, along with several other contests such as Current Events. After several successful one-act play contests, he moved to El Campo and B. F. Terry High School as theatre director. He wanted to slow down as he approached sixty years of age and was offered a position in Terry's social studies department, first at the academic level, and for the last three years teaching all honors and AP American history.

DIANA LIRA



Diana Lira is a native of Crystal City, Texas. She attended St. Mary's University and Southwest Texas State University on a National Hispanic Fellowship. After her graduate work, she started working for Harlandale ISD and has been employed there for twenty-five years. During her service to Harlandale, she has taught gifted and talented students, taught in a drop-out prevention program, coached Special Olympics and cheerleaders at the middle-school level, and sponsored the National Junior Honor Society and Student Council. Currently, she teaches Texas history at Terrell Wells Middle School in Harlandale ISD and is the school's Teacher of the Year.

ROBERTO LUJAN



Roberto Lujan was born, raised, and educated in the small town of Alpine, Texas. He has lived in the small rural border town of Presidio, Texas, for the past seventeen years. He currently teaches ninth-grade world geography and tenth-grade world history at a rural public school situated in the Big Bend Region of Texas near the junction of the Rio Conchos and Rio Grande. When he is not in school he likes to 4-wheel off road, hike, golf, work on his '58 Chevy Apache pickup, and travel with his wife, Julia.

DEBORAH MAGNON-NOLTING



Deborah Magnon-Nolting is a resident of Seguin, Texas, and a former resident of San Antonio. She currently teaches social studies and is the social studies department chair at Randolph High School, a public high school on Randolph Air Force Base. When she is not teaching or attending school-related meetings and functions, she spends her time with her husband on their farm with the family pets and their four horses.

TOMMY MAYHOOD



Tommy Mayhood, a fifth-generation Texan, has lived in Liberty, Texas, and taught at Dayton High School for thirty-two years. He currently teaches U.S. history, U.S. government, economics, and TAKS remediation. Next year, he will teach a class in Academic Decathlon and a class in world conflict. He was named Secondary Teacher of the Year in 2000 and was recognized by the Region IV Educational Service Center. In addition to his work at school, Tommy does military research on Civil War veterans, supervises setting military markers, writes poems for special events, and is an officer in several historical organizations.

LEONIDAS PATTERSON



Leonidas Patterson currently teaches government and journalism at James Madison High in Dallas ISD. From 1989 to 2000, he worked for Mansfield ISD. As journalism teacher at Mansfield High, he advised the award-winning newspaper for eleven years and the yearbook for nine. In 2002, he received the ILPC's Edith Fox King Award for his distinguished contributions to journalism education in Texas. In 1998, the Dow Jones Newspaper Fund Inc. named Patterson one of four distinguished advisers in the U.S. He has been recognized as a distinguished educator also by Mansfield High School, the Texas Education Agency, Columbia University, The University of Texas, and Texas Christian University.

KATHLEEN REID



Kathleen Reid was born in Maryland, but spent most of her childhood in Germany. She has lived in San Antonio for the past twenty-five years. She teaches U.S. history, AP U.S. history, and Academic Decathlon at Memorial High School in Edgewood ISD. She is heavily involved in numerous extra-curricular activities, including sponsoring the senior class, coaching UIL and Academic Decathlon, and serving as advisor for the National Honor Society. She has received numerous awards for her teaching, including the 2006 Trinity Prize. She enjoys traveling to Alaska in the summer to visit her nephews.

JENNIFER RODRIGUEZ



Jennifer Rodriguez was born in Seattle, Washington, but has lived in Texas for six years. She has taught in Texas and in Mexico since 2001 and currently teaches eighth-grade U.S. history and non-fiction studies at KIPP Aspire Academy in San Antonio. She loves to travel, and one of the highlights of her professional career was traveling to Kazakhstan in 2008 through a program sponsored by the U.S. Department of State to lead professional development workshops for teachers there. When not busy with school, Jennifer enjoys reading, traveling, and watching her husband coach soccer and basketball.

NADINA SKINNER



Nadina Skinner is a resident of Port Isabel, Texas. She is a recent graduate of The University of Texas at Brownsville, where she received a B.A. in history/social studies. She is currently a national park guide for Palo Alto Battlefield, a tutor for Sylvan Learning Center, and a member of Phi Alpha Theta. During her free time, Nadina enjoys reading, walking on the beach, and spending time with family and friends.

VINCE SLATTON



Vince Slatton was born and raised in Birmingham, Alabama. He moved to Houston, Texas, to begin his career teaching social studies in Clear Creek ISD. He currently teaches American history at Space Center Intermediate School and coaches two after-school sports teams. In his spare time, he enjoys growing vegetables in his backyard with his wife, Katie, and his two young girls, Keegan and Bailey.

DAVID SMITHWICK



David Smithwick is originally from Georgia, where he earned his degree from Emory University. He has lived in Houston for thirty-four years. He teaches U.S. history at St. Francis Episcopal Day School in Houston, where he is also the sponsor of the Chess Club. He and his wife, Carole, have two grown sons, one living in The Woodlands, Texas, and one living in Richmond, Virginia. His favorite pastimes are touring back roads throughout the country and hunting down antique silver and antique paperweights.

RANDY C. SPRING



Randy C. Spring is a native of Texas and has lived in Laredo, Texas, for the past sixteen years. He currently teaches U.S. history at Lyndon B. Johnson High School, a public school in Laredo called "The Jewel of the South." When not at school, he enjoys fishing, hunting, volunteering as a police officer for the City of El Cenizo, and traveling throughout the U.S. on family trips during the summer.

TYLER ALAN WARREN



Tyler Alan Warren was born and raised in the great state of Texas. He was born in Crane, Texas, and attended school in Snyder ISD. He currently teaches seventh-grade Texas history at Wall Middle School, part of Wall ISD. When time permits, he enjoys fishing, hunting, and spending time with his daughter, Madison.

JOE WATTS



Joe Watts is a native of Texas and currently lives in Greenville. He teaches eighth-grade social studies at Caddo Mills Middle School, a public school in Caddo Mills, Texas. He also coaches boys' junior high athletics and is a UIL sponsor. For the past two years, Joe has taken thirty-one junior high students to Washington, D.C., on educational field trips during spring break. When he isn't at school, Joe enjoys playing golf, studying history, and engaging in family activities.

PAUL WENZLAFF



After graduating high school, Paul enlisted in the U.S. Air Force and served as a civil engineer. His active tour of duty included two deployments to Korea. After an honorable discharge, he joined Motorola Communications in Chicago as part of the Midwest management team. He held various executive positions until deciding to change his career field. While serving with the Texas Air National Guard in San Antonio, he attended both San Antonio College and The University of Texas at San Antonio, where he graduated with a B.A. and M.A. in history. Having completed his formal education, he went to work as a teacher with South San Antonio ISD and, later, Edgewood ISD.

JOEL WHITAKER

Joel Whitaker is a native of Oklahoma who has lived in Baytown for most of his life. For the past ten years he has taught seventh-grade Texas history and eighth-grade U.S. history at Fairmont Junior High School in Deer Park ISD. In 2008–09 he was Teacher of the Year at Fairmont Junior High School. When not teaching, Joel enjoys reading, spending time with family, and traveling through Texas with his wife, Jan.



ROY WIGEN

Roy Wigen is a native of Iowa but has been living in the Rio Grande Valley for the last ten years. He currently teaches world geography and AP U.S. history at Port Isabel High School, a public school in Port Isabel, and coaches cross country and track. When he isn't at school, he enjoys playing guitar, golfing, and traveling.



DENIS WISNER

Denis Wisner was born in Brooklyn, New York, but has lived in Corpus Christi for the past fourteen years. He currently teaches world history and world geography at Moody High School, an urban public school in Corpus Christi. He is a part of the Innovation Academy at Moody, which is funded by the Texas High School Project. He enjoys mentoring students and has participated in the school's robotics program. Outside of school, Denis enjoys dancing, working out, traveling, and spending time with his wife and two boys.



JULIE WOLFE

Julie Wolfe is an eighth-grade U.S. history teacher at Baker Middle School located in Corpus Christi, Texas. She also coaches seventh-grade girls' track and co-sponsors the student council. In 2008 at Baker Middle School, she was recognized as Teacher of the Year. When she isn't teaching, she enjoys spending time reading and traveling. She has a nine-year-old daughter and a six-year-old son.



JULIE WOOTEN

Julie Wooten was born in Dallas but has lived and worked in Henderson County for the past twenty years. She has a social studies composite degree from Sam Houston State University and a teaching degree from The University of Texas at Tyler. She currently teaches U.S. and world history at Brownsboro High School, in a small, rural 3-A district in East Texas. She also teaches world history for the SUPERNet Virtual High School. She is an active member of Delta Kappa Gamma and the Texas Council for the Social Studies.



PROGRAM EVALUATIONS

In order to assess the quality of the institute experience, program directors conducted daily evaluations, asking participants to rate each day's program and its relevance to their work in the classroom.

AUSTIN

MONDAY, JUNE 8

I found the day's activities relevant and professionally useful.

STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
0	0	0	15	27

I found the day's activities intellectually stimulating.

STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
0	0	0	7	36

My experience today compares favorably with other professional development programs I have attended.

STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
0	0	0	7	33

TUESDAY, JUNE 9

I found the day's activities relevant and professionally useful.

STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
0	0	0	7	30

I found the day's activities intellectually stimulating.

STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
0	0	0	6	31

My experience today compares favorably with other professional development programs I have attended.

STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
0	0	0	4	33

WEDNESDAY, JUNE 10

I found the day's activities relevant and professionally useful.

STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
0	0	0	7	29

I found the day's activities intellectually stimulating.

STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
0	0	0	6	31

My experience today compares favorably with other professional development programs I have attended.

STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
0	0	0	8	29

SAN ANTONIO

MONDAY, JUNE 15

I found the day's activities relevant and professionally useful.

STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
0	0	0	11	25

I found the day's activities intellectually stimulating.

STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
0	0	0	5	31

My experience today compares favorably with other professional development programs I have attended.

STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
0	0	0	7	29

TUESDAY, JUNE 16

I found the day's activities relevant and professionally useful.

STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
0	0	0	3	30

I found the day's activities intellectually stimulating.

STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
0	0	0	3	30

My experience today compares favorably with other professional development programs I have attended.

STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
0	0	0	3	30

WEDNESDAY, JUNE 17

I found the day's activities relevant and professionally useful.

STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
0	0	0	4	27

I found the day's activities intellectually stimulating.

STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
0	0	0	5	26

My experience today compares favorably with other professional development programs I have attended.

STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
0	0	0	4	27

THE U.S. CONSTITUTION & AMERICAN HISTORY

AUSTIN June 7-10, 2009

SAN ANTONIO June 14-17, 2009

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