Letter from the Chair

It is a privilege to return once again as chair of the department, though the tenure will be brief. I follow Antonette Burton, who was a wonderful chair in difficult times, and I precede Diane Koener who will take over for three years in August 2011. Good luck to her! Given the historical context, the department is doing extremely well. The reasons for this success are important because they give you some idea of how a place like this actually works.

In terms of growing the faculty, we have already recruited Bob Morphew in Early American history, a field that we have been hoping to strengthen for many years now. And, in this newsletter page to press, Mierya Loo has accepted our offer for a joint appointment between History and Latin/o Studies in Mormon American history, again a high priority for some time now. Finally, we are searching for our new Jorge Paulo Lemann Chair in Brazilian History, a major hire that will enhance the field that has been a perennial strength in our department. In this case, the key to our success was strong support from the college and the provost (and, of course, constant budgeting from the department). The administration continues to authorize searches in History at a time when many other units are shrinking.

The department has been extremely active in research and publication, award-winning teaching, and programming of all kinds. I should take the time to mention every deserving person, but the quality of the faculty makes that impossible. This year Kristin Hoganson was named a University Scholar (she joins a rather long list of historians in that honor), and Kristin also received a Fulbright, while Peter Fritzsch was named Towbridge Professor of History. The graduate students have won so many awards that I cannot begin to list them. You will find details regarding some of these activities elsewhere in the newsletter. The key here is the splendid faculty we have assembled and the students with whom we work.

The best department staff at the university allows us to do all of this work. This year they did so amidst major demolition and reconstruction inside Gregory Hall (Don’t ask... Picture the entire Department of History inside one former classroom or over five months,) We managed to lures back a familiar face, Janet Ahriman, and to add a new one, Heather Gram. Scott Bartlett, our wonderful undergraduate advisor, his now also become a maven of commencements. Elaine Sampson continues to serve our graduate program, while Shannon Wurmnest handles a broad range of bookkeeping and other tasks. I would like to thank all of them and especially Jon Landengard who saved me over and over again and Tom Bedwell who oversees the whole operation with a sense of humor and a precision that is quite remarkable. We could not thrive without their talents and efforts. All faculty and students (or at least the smart ones) understand this.

Not all the news is positive. Despite remarkably strong applications, we have had to cut back on graduate admissions in order to keep up financial aid and continue to place our new PhDs. Talented undergraduate applicants from middle and working-class families find it hard to afford the increasing tuition rates. (If these conditions had applied when I was entering college and then graduate school, I would not be here today.)

As state funds dwindle, departments rely more and more on the support of friends and alumni. We have been fortunate. A bequest from the Freeman family has allowed us to launch several new scholarships this year for undergraduate majors who demonstrate both outstanding academic achievement and need. Another gift from an anonymous donor (I know who you are!) has allowed us to provide research support for our amazing honors students writing senior theses. Carol Symes, our Director of Undergraduate Studies, has helped to implement all this and has done much more. (See Carol’s article on p. 6 below.) An unrestricted gift of $5,000 from the Virginia G. Piper Charitable Trust in honor of Emeritus Professor Winston Sollberg will help with a number of ongoing projects.

Perhaps the most important development of potential has come through the Friends of History. This group, which has organized a number of activities for alumni and friends over the past year or so, has provided resources for both graduate and undergraduate endeavors and has the potential to establish a solid base of support for many years to come.

In closing I want to thank a truly wonderful executive committee: Kristin Hoganson, Mark Leff, Terri Barnen, Mark Steinberg, and, of course, Dana Rahm who has also helped me constantly as Associate Chair and Director of Graduate Studies. Likewise, Leslie Reagan who has overseen the activities of the Center for Historical Interpretation, Fred Heinz, Peter Fritzsch, and Adrian Burger who played key roles in our job searches, Clair Brownson and Ali who hosted all those parties at their home, and Mark Micale and Ken Cuno for their work on this newsletter.

Just as the proportion of women on the faculty was reaching respectable levels, three wonderful colleagues retired—Lillian Hedges and Caroline Hilliard last May and my friend Liz Pleck this spring. Congratulations to them all.

I cannot thank everyone here who deserves it, nor tell you everything that should be told. You have to come by Gregory Hall one day for the full story—just wear a dust mask because the saga continues.

History & Illinois Editors:
Mark M. Micale
Kenneth Cuno

Cover photographs: Michael Hogan, eighteenth President of the University of Illinois, standing in the library of the President’s House on Florida Avenue.

History & Illinois
Mark M. Micale
Kenneth Cuno

Photographs by Jerry Thompson
Historian Presidents at Illinois

by KRISTIN HOGANSON

When prospective majors inquire about the lasting value of a history degree, we now tell them "seek the president."—President Mike Hogan, that is—the next time you see him on campus.

Although Hogan's appointment as the eighteenth president of the University of Illinois received considerable attention across the state and in academic circles last spring, less well known was his simultaneous appointment as the Harry E. Preble Chair and Professor in the department.

Hogan came to Illinois via several administrative posts, most recently serving as the President of the University of Connecticut and, previously, Vice President and Provost at the University of Iowa. From 1999 to 2003, he had been dean of the College of Humanities at Ohio State University. Yet before turning his considerable energies to campus governance, he established a reputation as a leading scholar of U.S. foreign relations history. Hogan's first two monographs—Informal Empire: The Private Structure of Cooperation in Anglo-American Economic Diplomacy, 1915-1925 (1977) and The Marshall Plan: America, Britain and the Reconstruction of Western Europe, 1947-1951 (1984)—are among the economic aspects of U.S. foreign relations. His third book, A Cross of Iron: Harry S. Truman and the Origins of the National Security State, 1945-1954 (1998), considers the making of the national security state during the Truman administration and the concerns that sparked among small-government advocates. During his long tenure at Ohio State, Hogan won a reputation as a stellar teacher and dedicated mentor. He played a major role in making his department one of the places in the country to study foreign relations history, in part through the lively speakers' series he ran. An entire generation of foreign relations historians has had memories of being grilled by his group until it was time to head to the China Dynasty restaurant, there to continue the conversation, chopsticks waving wildly in hand.

But it wasn't just his skill with people that made Hogan such a program builder—it was also his intellectual expansiveness. As the long-time editor of Diplomatic History, Hogan knew what everybody in the field was up to. He also knew what they weren't up to. When social and cultural history became two of the most dynamic fields of inquiry in the discipline, Hogan took the lead in urging his colleagues in foreign relations history to broaden their approaches. Most notably, in his keynote address as the outgoing president of the Society for Historians of American Foreign Relations (SHAFR) in 2003, Hogan urged his listeners to venture beyond their traditional archives, topics, and methods so as to better elucidate issues such as globalization, colonialism, and empire. Today, SHAFR continues to advance traditional scholarship on diplomatic and international relations history. Yet its current vibrancy stems in large part from Hogan's plea for more intellectual openness and inclusiveness.

Hence it is no surprise that shortly before he took office at Illinois, he told his colleagues "we must not approach history in the same old way." Instead, he urged a focus on the question of "how the United States turned in a much more activist, more generous, more interventionist way after World War II." Hogan emphasized that the "challenge of Obama was to elude the expectation of the generals, to work within the constraints of international law, to be able to do what we were trained to do, to be able to work within the international system, the UN system, the WTO system, to be able to use the United Nations, to be able to use the International Criminal Court.

While the current era presents many challenges, with the need for a new emphasis on foreign relations history, Hogan has continued to make the case for the centrality of the discipline. He has also worked toward the goal of universal education by establishing a preparatory year for poorly prepared students. Nearly a third of the student body pursued the extra year of elementary work in the early 1970s. As he might imagine, based on his views of civilizational hierarchies, racial and ethnic diversification had to wait for other champions.

Nevertheless, according to the standards of his time and place, Gregory had grounds to regard himself as a rather cosmopolitan figure. He made multiple trips to Europe to investigate higher education and to purchase books, scientific apparatus, and art for the University. Evidence of democratic instincts can be seen in his support of the university's increased student government. And this is a time when the society requested the book of materials that were used in his time as a student at the University of Illinois. Evidence of democratic instincts can be seen in his support of the university's increased student government. And this is a time when the society requested the book of materials that were used in his time as a student at the University of Illinois.

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History Faculty Books, 2009–2011

Eugene M. Avrunin, Jesus and the Imperial State: Identification Politics in Tsarist Russia (Cornell University Press, 2010).

Antoinette Burton and Tony Ballantyne, Moving Subjects: Gender, Mobility, and Intimacy in an Age of Global Empire (University of Illinois Press, 2009).

Theodore Kordichek, Sundiata Keita Cha-Jua, and Helen A. Neville, editors, Race Struggles (University of Illinois Press, 2009).

Terence Walz and Kenneth Cano, editors, Race and Slavery in the Middle East: Histories of Trans-Saharan Africans in Nineteenth-Century Egypt, Sudan, and the Ottoman Mediterranean (American University in Cairo Press, 2010).


Matthew Sukiennik, Gilbert, Education beyond the Museum: Papi Students at师范大学, 1982-1989 (University of Nebraska Press, 2010).


Ralph W Mathiesen and Daranta Shanzer, Romans, Barbarians, and the Transformation of the Roman World (Ashgate 2011).

Leslie J. Beanon, Dangerous Pregnancies: Mothers, Disabilities, and Abortion in Modern America (University of California Press, 2010).


Morgan McLaughlin, Sex, Gender, and Episcopal Authority in an Age of Reform, 1000-1222 (Cambridge University Press, 2010).

Megan L. McLaughlin, Sex, Gender, and Episcopal Authority in an Age of Reform, 1000-1222 (Cambridge University Press, 2010).


Sharron Vastu et al., editors, Feminist Technology (University of Illinois Press, 2010).

Caroline Goodson, Anne Lester, and Carol Symes, editors, Cities, Texts, and Social Networks, 400-1500: Experiences and Perceptions of Medieval Urban Space (Ashgate, 2010).


Maria Todorova, editor, Remembering Communities: Genres of Representation (Social Science Research Council, 2010).

Maria Todorova and Zsuzsa Gille, editors, Post-Communist Nostalgia (Berghahn Books, 2010).

Adrian Burgos, Jr., Cuban Star: How a Negro-League Owner Changed the Face of Baseball (Hill and Wang, 2011).

Adrian Burgos, Jr., et al., editors, Beyond El Barrio: Everyday Life in Latin/o Americas (New York University Press, 2010).


Kenneth M. Cuneo and Manisha Desai, editors, Family, Gender, and Law in a Globalizing Middle East and South Asia (Synapse University Press, 2009).
Major Undergraduate Achievements

by CAROL SYMES, DIRECTOR OF UNDERGRADUATE STUDIES

How can we track Southerners' changing attitudes toward "the Cause" during the Civil War? What was the relationship between British imperialism, Parliamentary politics, and royal authority in the early seventeenth century? How do the life experiences of a single World War II veteran complicate our understanding of "the Greatest Generation? What can a comparison of poteen houses in Boston and St. Louis reveal about the social and cultural assumptions of the Gilded Age? Why were printing presses, public preaching, and entertainment all regulated in the same ways during the reign of Mary Tudor? What did Theodore Roosevelt and Jane Addams have in common?

These are just a few of the compelling questions that recently engaged the energies of some remarkable undergraduate historians: the small number of Seniors (class of 2010) who elected to spend an entire academic year working toward the completion of an Honors Thesis. While all History majors at Illinois conduct original research in our capstone course, History 498 (Research and Writing Seminar), the students admitted to the Honors Program take on an additional challenge. After completing a special Honors seminar on "Historiography and Methodology" (History 492) in the spring of the Junior year, they will embark on a year-long independent project under the guidance of a faculty advisor. Along the way, they will meet regularly with the DUS and with fellow thesis writers to discuss shared problems and strategies. And in the beginning of May, each thesis will be evaluated by the faculty advisor and a second faculty reader, both of whom will meet with the writer for a formal discussion of the project.

Sound intense? You bet it is. And it became even more intense last year—my first year as DUS—when I offered students the option to turn their biweekly thesis seminar (History 492) into a full-fledged weekly writing workshop. Traditionally, this seminar has met regularly only during the fall; in the spring, thesis writers would instead hunker down to work on their own, although they'd come together again at the end of April to present the results of their research. As an advisor to thesis writers in years past, I recognized the reasoning behind this approach; but I also wondered whether it would be possible to borrow the model employed in our first-year graduate seminar, or even in our ongoing dissertation-writing workshop, venues where graduate students read and critique one another's work, keep each other motivated, and help one another through what is usually a solitary process. I had a hunch that something like this could work for undergraduates, too. Quite by accident, a few years ago, I had three thesis students all working on medieval history and had found it expedient to meet with them as a group—and I'd seen how much it helped them to swap sources, share anxieties, and offer feedback during the writing process. But would this approach be suitable for ten thesis writers, all exploring very different historical eras and problems?

Thanks to the commitment and collegiality of last year's cohort, it was a resounding success—and, incidentally, one of the most memorable experiences I've had as a teacher. Every week, three or four members of the group circulated a draft chapter (or substantive portion of a chapter) a few days prior to our meeting, and every member was responsible for acting as the primary reader for two of these segments. Often, I would pair students working in similar fields, or dealing with similar methodological challenges, but the larger goal was to practice reading and commenting on historical scholarship (regardless of one's own area of expertise) while, at the same time, learning to frame the results of specialized research in ways compelling to an informed, but non-specialist, audience. This year's cohort of thesis writers will be engaging in the same exercise and with reference to a whole new set of topics: how racial segregation was mapped onto the Illinois Union in the early to mid-twentieth century, the changing meanings attributed to a key moment in the history of Islam (the "Abbasid Revolution") over the past 1200 years, fictional accounts of future military conflict in the decades prior to World War I, intermarriage violence in the rebellious American colonies... I relish the prospect.

In the coming years, thesis writers will be able to draw on an even wider network of peer support, thanks to the success of our recent efforts to expand access to the Honors program for qualified students. Prior to this year, anyone wishing to pursue an Honors degree had to maintain an overall GPA of 3.5, as well as a major GPA of 3.5; s/he also had to begin Honors coursework no later than the fall of the Junior year, since we used to require two research and writing seminars in addition to History 492. Combined with the thesis project, this made for a five-course sequence spread out over two to two-and-a-half years—a regimen that many excellent students simply could not manage to fit into their schedules. Upper students, for example, were out of luck, as were students wishing to study abroad, or those enrolled in the Secondary Education minor (which has its own intricate set of requirements). We now require only one research and writing seminar, and in some cases that can be taken concurrently with History 492. We also place more emphasis on the major GPA: although a student must still maintain a 3.5 in History, an acceptable overall GPA is 3.25. Such small adjustments have enabled us to double the number of Juniors enrolled in the program, from the usual ten to twenty. Given that we graduate some 125 to 140 students each year, this means that Honors students will soon represent 10 to 15 percent of their class.

An additional 10 to 15 percent of our most ambitious students already belong to the Epsilon chapter of Phi Alpha Theta, the national honor society. Thanks to the strong leadership of student officers in the classes of 2009 and 2010—and the wise stewardship of my predecessor in this position, Dana Ihlan—membership in PAT has not only reached record highs in the last few years, it has generated a host of new social and intellectual activities. These include a bi-weekly History Workshop for less seasoned students seeking advice on paper-writing, study techniques, and exam preparation. Our students' energies also power the History Club, founded just last year and open to everyone in the campus community, and they have prompted the department to increase undergraduate representation on key committees, notably the Undergraduate Studies Committee and a newly-formed History Student Council.

Regardless of whether or not they write a thesis or involve themselves in any of these extracurricular activities, all History majors at Illinois have numerous opportunities to practice the historian's craft at first hand. Indeed, many of the successful research papers produced in History 498 make use of local archives, from the excellent repositories here on campus to those in Chicago, Springfield, St. Louis, and beyond. Anyone who has ever done...
Teaching Outside the Academy

Now in its eighty year of operation, the AHTC is a national program designed to enhance the teaching of American history in public high schools.

The university lecture hall and college classroom are the standard venues for teaching in higher education. But three members of the history department, spurred on by a sense of adventure and an interest in social service, have recently been exploring other pedagogical worlds.

Jim Barrett, for instance, the current chair of the department and a specialist in U.S. labor history and the history of American immigration, has been teaching in the American History Teachers’ Collaborative (AHTC). The AHTC is a local professional development project for teachers, which has been funded by a series of Teaching American History Grants since 2003. The Teaching American History Grants, administered through the U.S. Department of Education, are designed to increase the American history content knowledge of K-12 teachers and encourage them to work with historians, curators, and archivists.

The program includes a rich variety of educational activities, such as evening history film showings, guest lectures, group discussions, book readings, on-line training, summer workshops for teachers, field trips to historical sites, and an annual summer workshop lasting several days. Inevitably, topics in the history of Illinois are frequent, but a great many other subjects are also presented. One recent outside speaker for a summer workshop on the history of American civil rights was Julian Bond. The local home of AHTC is Urbana-Springfield District, but it serves social studies teachers and school librarians at various grade levels and from several rural and small urban school districts in central Illinois. Furthermore, for some activities the Urbana collective partners with other state institutions, such as the Illinois State Archives in Springfield, the Macon County Historical Museum in Decatur, and the Chicago History Museum.

For Barrett, whose collaboration with other state institutions in the AHTC has contributed regularly to the Collaborative and last year was designated the project’s “lead university historian,” he has helped to design yearly programs, propose conference themes, host visiting scholars, supervise field trips, and teach workshops. Not surprisingly, given the strength of the U of I School of Education, quite a few undergraduate alumni are also involved in the AHTC, as are a number of other departmental faculty members.

In contrast, Mark Micale, a historian of science and medicine in the department, has become interested in higher education in prison. In recent years several states across the country, Illinois among them, have pioneered programs that bring upper-level courses offered through public universities to select prison inmates. Sociological studies indicate that this sort of educational experience is more effective in reducing rates of prison recidivism than work therapy, vocational training, or rehabilitation programs. UIUC’s version of this idea is the Education Justice Project, which operates at Danville Correctional Center, a medium-security prison located about 30 miles east of Urbana-Champaign. EJP is currently in its third highly successful year. Out of a total inmate population of roughly 1,200, almost 70 students at DOC are enrolled after a semester of academic and disciplinary qualifications.

Several history department graduate students had already served as writing tutors and library assistants in EJP. Inspired by their volunteer work, Micale was the first faculty member in the department to teach in the program when in the spring of 2010 he offered a semester course on the history of madness and psychiatry to fifteen student-prisoners. Classes met weekly, on Friday evenings, for three hours.

Micale emphasizes how utterly unique the experience of teaching in EJP was from his many previous years of college instruction. Needless to say, this was the first teaching he had done that required urine and tuberculosis tests as well as a criminal background check. His real surprise, though, was the passionate student responses in the classroom. Micale’s students range in age from their early twenties to their mid-sixties. Not just conscious of the course work, they seemed thrilled each week to have the opportunity to discuss the assigned reading in depth. It was routine to have five or six hands raised for each question. Students after student read every assigned word, and one student, misunderstanding the directions, read the entire course packet of photocopied articles for the first day of class! The short in-class student reports that Micale required of each participant often evolved into 40-minute meditations that were more thoughtful and creative than the presentations he receives from his ex-campus students. “Intelectual stimulation,” he notes, “speaks for some remarkable classroom discussions.”

Micale was most impressed by the quality and integrity of his incarcerated students’ written work. To prepare the end-of-the-semester essay required in the course, students could order books from the main U of I library system as well as consult the expanding resources of the prison library, which are composed entirely of donated books. (Students are forbidden access to the internet.) Micale’s students brought their life experiences—often very different profoundly from those of students in “the free world”—to bear on the assignments. One student, who as a young man had fought in the Viet Nam War and was later diagnosed with PTSD, wrote an account of psychiatric facilities at four Illinois state prisons. Another student studied the construction of the mid-twentieth-century diagnosis of “sociopathic personality type”; in his teen years, the student had once been slapped with this label by a high school guidance counselor. Not all paper topics were autobiographical in inspiration: another student applied the ideas formulated in two classic “anti-psychiatric” texts—Erving Goffman’s Asylums and Michel Foucault’s Madness and Civilization—to understanding the homicidal insanity of the French Marxist philosopher Louis Althusser. Time and again, EJP students found the course to be personally illuminating as well as historically interesting. For his part, Micale calls the experience the most fascinating and challenging teaching of his entire career. “I was deeply gratified,” he adds, “to discover that as experienced teachers we possess a set of pedagogical skills that can be used to great effect in institutional settings dramatically different from the usual open university.”

The most exotic teaching experience outside the academy recently performed by a history faculty member, however, took place far afield than Urbana-Champaign or Danville. Much farther afield. During the fall semester of 2007, Associate Professor Augusto Espiritu taught in the Semester at Sea program. The Semester at Sea program, founded in 1965, currently operates out of the University of Virginia where the Institute for Shipboard Education is located. It offers courses in a rich variety of disciplines—economics, politics, religion, anthropology, history, and literature—as well as access to interested students from colleges and universities across the country and beyond. All of the teaching takes place on board ships during voyages with various itineraries that extend from one to three and a half months. Espiritu took leave from his regular campus teaching duties and sailed on a midwinter cruise, the H.V. Explorer, for a 110-day expedition that mostly circumnavigated the globe: he departed San Diego and traveled to Miami—northeast by airplane but westward by sea. He traveled with his wife Anna, associate vice-chancellor of students affairs here at UIUC, who worked during the trip as the Director of Student Life.

The ship’s mission was exclusively educational. A scholar of Asian American history, transnationalism, and post-colonialism, and comparative race and gender studies, Espiritu was ideally suited for the experience. To classes of 20-30 undergraduates, he taught three courses on subjects such as Global Migration, the American Empire, and Nationalism in the Twenty-First Century. Parroted stories and articles for his courses were available from the ship’s bookstore; a small onboard library offered relevant reference works and electronic reserves as well as access to computers. The main idea behind college instruction at sea, Espiritu explains, is to connect intensive instruction with first-hand visits to foreign cultures and natural settings. From southern California, the Explorer sailed to the Pacific coast of Mexico, then headed westward to Honolulu, Hawaii, and on to two Japanese ports. It continued to China and Hong Kong, then made several Southeast Asian port calls in Vietnam, Thailand, Burma, India, and Indonesia, before heading toward the coast of East Africa. After passing through the Suez Canal, students and crew made stops at Cairo, Alexandria, Istanbul, and

Mark Micale, Jim Barrett, and Augusto Espiritu

Micale was most impressed by the quality and integrity of his incarcerated students’ written work.
The trip in fact was not without its challenges: pirate raids out of Somalia were then at their height. So as a precaution the Mission was escorted by British Royal Navy vessels as it transited through the Red Sea between Yemen and Ethiopia. Espiritu, however, firmly declares the voyage "a once-in-a-lifetime experience." Furthermore, his time on this floating university affected his professional view of the subjects he teaches, sometimes in a powerful, transformative way that he had not anticipated. Most foreign travel today targets one or two destinations quickly reached by airplane during a relatively short trip. Three-and-a-half months of travel to over twenty locations on four continents makes for a profoundly different kind of experience.

Espiritu honed his knowledge of global geography and developed a new, maritime perspective on the successive countries that he visited. He was struck by the beauty and bounty of approaching some of the world’s greatest cities by water. He developed a much greater appreciation of trade and transportation by sea. And the artificial nature of man-made political borders superimposed over the natural geography of rivers, coasts, islands, and mountains became overwhelmingly clear. Educationally, his opportunity to lecture on board about site-specific historical events and cultural practices and then to accompany students on land to the actual locations they had studied was unsurpassed. Even some practical arrangements during the trip reflected the change in cultural scenery: as the voyage progressed, the ship’s chefs used different local products and spices to prepare the meals. The experience of working on board ship for a common purpose with the ship’s officers and crew, the academic and administrative staff, as well as with 700 students from all over the United States and other parts of the world was truly gratifying for Espiritu. It is clear that for any universe interested in Global Studies, transnationalism, and many comparative and interdisciplinary studies, the Semester at Sea program is a stunning opportunity.

Based on the department’s recent history, the possibilities for history teaching beyond the traditional campus seem limited only by the human imagination. Semester-in-space anyone?

For more information about the American History Teachers’ Collaborative, see www.amh16.org/ProvDev/AHTC/ahtc.html. For the Education Justice Project, see www.educationjustice.net/contact-us/. For the Semester at Sea Program, see www.semesteratsea.org.

Hearing History

by JOHN RAN DOLPH

How can historians tell their stories through the spoken word and sound? What other forms of oral presentation might exist, besides the lecture?

Until quite recently, too few historians (inside or outside academia) had access to the sort of studio equipment and distribution channels that make such questions worth pondering. Aural history stayed in the classroom. But that has changed in the past ten years. Digital audio, desktop editing suites, and the rise of the Internet are combining to create new genres and audiences for historians to explore. Audiobook clubs like Audible.com, open source audio archives like Libri Vox, and free audio tools such as Audacity are making it easy for anyone to produce an audio presentation or podcast. The number of people who consume such audio files (through mp3 players and mobile phones) has exploded. Meanwhile, historians in and outside academia are experimenting with new audio genres—from the ‘talk show’ format produced by the University of Virginia’s Blockley to audio essay formats such as The Memory Palace, to historical audio tours such as Invisible Cities, an environmental history of the corridor linking San Francisco and Los Angeles.

But how might historians learn to work in such media? What sort of opportunities and challenges do they pose? Most basically, what happens, when we add sound to history? Last fall, I offered a new course meant to provide students with a chance to explore these questions. Like many academic departments, it should be said, Illinois is caught in something of a chicken-and-egg situation when it comes to the digital realm. Although the intellectual and creative questions it poses are fascinating, launching such new areas of expertise requires considerable start-up input, particularly in terms of organizational labor and outside consulting.

New course materials must be prepared and new methods of assessment created; faculty and students alike need to spend extra effort to retain themselves for these fields. So the new courses we need remain untapped, and the students therefore lack opportunities to learn about technologies that may well be essential to their futures, as readers, authors, professionals and citizens.

Fortunately, last Fall’s audiobooks course was made possible by a grant from the Provost’s Initiative for Teaching Advancement, or PITA, grant. Using it, I hired Derek Attig (a Ph.D. candidate in the Department) to help prepare a bibliography on audio historical resources and technologies. Derek and I also created a website (AudioHistory@Illinois) to organize materials so that undergraduates could use them and also as a placeholder for future efforts.

Next come the trial course, History 200, “Audio History: Coming to Illinois” asked students to study the history of the University through the prism of movement. How have the myriad transportation networks, migration patterns, and forms of mobility in which Illinois is embedded shaped the University’s past? Gathered together into small groups, the students used materials from the University’s unique Student Life and Culture Archive in order to develop half-hour audio presentations about different facets of this story. One group considered the history of access to the University and the actions the University has taken to promote and structure this access; another studied the relative roles of such icons of the post-war experience as the G.I. Bill, Spuntik, and the Civil Rights movement; and a third group created an audio-historical tour of Green Street, studying the competing visions of “campus town” over time. In creating their presentations, students both employed existing audio materials and learned to voice written archival material.

Teaching the course posed interesting intellectual (as well as technological) puzzles at every point. We are always talking to students about finding their ‘voice’ as historians, but here they needed to find their actual voices! How do you want to sound as a historian? While the final student projects are not yet posted online, I hope that they will soon be archived through the University’s Ethnography of the University Initiative. In the meantime, I want to develop this experiment further in the coming semesters, both with more courses and through a website that can house and distribute podcasts created throughout the Department. Please contact me at prov@illinois.edu if you would like to hear more.

Digital audio, desktop editing suites, and the rise of the Internet are combining to create new genres and aural histories for historians to explore.
A Word from the Friends of History

by CRIC ROSENBERG and JACQUELINE DAVIS

A group of alumni and friends of the Department of History—friends who were impressed by the passion, excellence, and dedication of both the Department’s faculty and students and who are determined to support its efforts—established the Friends of History a few years ago. Support takes several forms, whether it is sponsoring lectures, establishing new grants and awards for undergraduates and graduate students, or serving as ambassadors to the public for this great department.

The Friends of History have already sponsored a number of events and are planning more in the near future. One recent event entitled “History at the Palmer House” was a great success, providing alumni and other friends with a fascinating program about this Chicago landmark. Well-known columnist George Will described the Grecian frescoes, created by French painter Louis Pierre Rigal, that adorn the ceilings of the lobby of Chicago’s Palmer House hotel as “A wonderful protest of romance against the everydayness of life.” It was in this elegant and historic setting that members of Friends of History and their guests gathered this past October for brunch and an interesting and informative lecture by local historian Ken Price followed by a walking tour of the hotel.

The Palmer House reflects the taste and vision of its namesake Potter Palmer and his remarkable wife Bertha. The original hotel celebrated its grand opening in 1871 just thirteen days before it was destroyed in Chicago’s Great Fire. The hotel was quickly rebuilt across the street from its original location. The Palmer House is considered to be North America’s oldest hotel in continual operation. It has recently undergone a $70 million dollar restoration.

Potter Palmer was instrumental in the development of Chicago into one of the world’s major cities. Palmer was an extremely successful merchant and real estate developer. In 1871, he lost more than thirty-five properties in the Chicago Fire. He is credited with developing Chicago’s retail properties along State Street and the Gold Coast neighborhood.

Bertha Palmer was a woman ahead of her time and very interested in women’s rights. She was well-educated, traveled the world, and was involved in business, the arts, and community service. She filled the Palmer House with artistic pieces that reflected her French heritage along with Tiffany twenty-four karat gold chandeliers, bronze statues and brass door handles and hardware. After meeting Claude Monet, Bertha began collecting French Impressionist paintings, and these works eventually became the foundation for the world famous Impressionist collection at the Art Institute of Chicago. In 1899, the Palmers undertook the cost of the Women’s Pavilion at the Colombian Exposition. Bertha hired a female architect to design the pavilion and asked the Palmer House chef to create a special dessert to be served there. The result was the invention of the Brownie! (Reproduced on the facing page is the actual original recipe.)

For more information on the Palmers, you might want to read The Jewel of the Gold Coast: Mrs. Potter Palmer’s Chicago, written in 2009 by Sally Sexton Kalmbach.

All of us involved in the Friends of History have been inspired by the talent and dedication of the primary research of this kind knows how exciting it is to come into contact with the material remains of the past, and I only wish that all of our students could have this experience. But it is often logistically challenging to visit an archive—especially one situated relatively close by—and expenses for travel and lodging are usually beyond the means of our students. I am so grateful, then, that a recent donation will make it possible for us to support undergraduate historians who seek access to specialized collections elsewhere or who have the opportunity to present the results of their research at academic conferences.

Looking ahead, I hope to foster the ties that bind current History majors to those who are now Friends of History. A recent meeting between graduating Seniors and representative alumni showed that opportunities to exchange ideas and experiences can be mutually beneficial, in all sorts of ways. Our students are eager to share their knowledge, but they are also eager to learn from the History majors of the past—and to expand their ideas about the ways they can put their skills to work in the world. Would you be willing to write a few lines about what you’ve done with your degree, for posting on a new page of our website? Could you house a student who wants to do archival work in your area? Would you be willing to mentor a student, or are you able to arrange for an internship or job-shadowing opportunity? I am always looking for ways to broaden students’ awareness of our discipline’s far horizons, practical applications, and future possibilities. I would be glad to hear from you!

Department of History, first year graduate student of Antionette Burton and now that of Jim Barrett. We are passionate about encouraging and supporting the work of this faculty and its talented undergraduate and graduate students. We invite you to follow the happenings of Friends of History, learn about future programs, and join us by going to www.history.illinois.edu or to our Facebook page at www.facebook.com/pages/History-at-

University of Illinois at Urbana-Champaign

A Taste of History

Original brownie recipe created for the Chicago 1893 World’s Fair by the Palmer House pastry chef.

**Brownie Ingredients:**
- 1 lb. 2 oz. of semi-sweet chocolate
- 1 lb. of butter
- 12 oz. of granulated sugar
- 8 oz. of flour
- 1 tablespoon of baking powder
- 9 eggs
- 2 cups of crushed walnuts

**Directions:**
Preheat oven to 300 degrees. Melt chocolate and butter in a double boiler. Mix sugar, flour, and baking powder together in a bowl. Combine chocolate and flour mixtures. Stir 4-5 minutes. Add eggs and continue mixing. Pour mixture into a 9x13 inch pan. Sprinkle walnuts on top, pressing down slightly into the mixture with your hand. Bake 30 to 40 minutes. Brownies are done when the edges begin to crisp and have risen about 1/4 of an inch. When brownies are properly baked, it will remain "goopy" with a toothpick in the middle due to richness of the mixture.

**Glaze Ingredients:**
- 1 cup of water
- 1 cup of apricot preserves
- 1 teaspoon of unflavored gelatin

**Directions:**
Mix together water, preserves, and unflavored gelatin in a sauce pan. Mix thoroughly and bring to a boil for two minutes. Brush hot glaze on brownies while still warm. Enjoy!
Graduate Awards and Honors

Frederick S. Rodkey Memorial Prize in Russian History
Rachel Koroloff

Laurence M. Larson Scholarship for Studies in Medieval or English History
Jacob Baum

Joseph Ward Swain Seminar Paper Prize
T.J. Tollef, "Limits of Benevolence: Mapping Gendered Multiculturalism in Colonial Natal, 1846-1872"

Joseph Ward Swain Publication Prize

William C. Widener Teaching Appointments in History
Martin Smith
Seminar: "Bodies of War: Rethinking Vietnam from All Sides" (Fall 2010)

Rebecca Mitchell
Seminar: "Music, Power, and Resilience in History" (Spring 2011)

Emily Skidmore
Seminar: "National Bodies" (Spring 2011)

Graduate and Faculty Teaching Awards

John G. and Evelyn Hartman Heiligenstein Award
Long Bao Bai

George S. and Gladys W. Queen Excellence in Teaching Award
Tamara Chaplin
Do You Want Your Daughter
To Marry A Farmer?

It's 1800's, a daughter of a farmer asks her father to let her bless her life in marriage to a child from a city. He said, "If the farmer is willing to live in the city, and the city is willing to accept the farmer, then yes." The daughter replied, "But how can I be sure that the city really wants me?"

"I don't know," the father replied, "but I do know that the farmer is willing to live in the city, and the city is willing to accept the farmer. That's enough for me."

The daughter took her father's advice and married the city boy. And so, the story goes.
by Dana Rabin

It is a privilege to serve as Director of Graduate Studies, and it has been tremendously rewarding to work with our graduate students since I took up this position in August 2010. Their energy, creativity, and collegiality, and the tremendous initiative they bring to the department make it a pleasure to work with them and to advocate for them across campus. I am grateful to my predecessor, Diane Koenker, for her dedication, commitment, and organizational skills. The graduate program is strong thanks to the sensitive transition process Diane oversaw. Thanks also to our interim chair, Jim Barrett, for his constant support.

This year the faculty and graduate students who serve on the Graduate Committee continue to build on the program reforms begun by Kathy Oberdeck and Diane Koenker. We have standardized the guidelines for the dissertation pre-defense, generally scheduled three to six months before the final defense date. The pre-defense is an occasion for dissertation and committee to come together over a substantial amount of the text and to discuss the main arguments of the thesis as well as structure and organization. At this juncture committee members can advise the student about major revisions and additions to the tasks of research and revision that need to be accomplished before the final defense.

When I became Director of Graduate Studies, I was aware of both the challenges and the rewards of the position. The biggest challenge for our students was finding funding in an era of budget cuts and shrinking resources. The PhD program generally takes 4–5 years to complete, but the department can guarantee only four years of funding. Despite a decrease in the number of teaching assistantships, our students have proven resilient and resourceful in finding ways to fund their research. They have actively sought internal and external fellowships, research assistantships, and other work across campus.

The entering class of 2007 numbered 14 students drawn from colleges and universities across the United States, Europe, and Asia. In August 2010 we welcomed ten new graduate students from over 200 applicants. (See p. 9.) These rigorous, innovative, and thoughtful scholars-in-training are a diverse group, a testament to the consistent and diligent efforts of our Committee on Diversity, which has been connecting our graduate program with students from under-represented groups for the past ten years.

Over the past two years our students have held an array of external and internal grants that have funded their research and writing. Funding has come from the Social Science Research Council, the German Academic Exchange Service, the Social Science and the Humanities Research Council of Canada, the Council on Library and Information Resources funded by the Mellon Foundation, the Institute for European Research, the Wabash Center at the University of Virginia, the Association of American University Women, and the University of Rochester. On campus our students have also won competitive grants including Graduate College Dissertation Completion Grants, Graduate College Dissemination Travel Grants, Foreign Language and Area Studies Fellowships, and fellowships from the Illinois Program for Research in the Humanities and the Center for Democracy in a Multicultural Society.

Graduate students engage in activities all over campus that bring faculty and students together to discuss shared thematic, geographic, and chronological interests. They organize reading groups and speakers, exchange and comment on the work of their fellow graduate students in dissertation proposal and dissertation chapter writing workshops, critique one another’s conference papers, and mentor undergraduate students. Graduate students from the Department of History also serve as leaders of the Graduate Employees Organization (GEO), and they are prominent among civic engagement groups. Several students have worked with the Education Justice Project, an education program at Danville Correctional Center, a men’s medium-high security prison about thirty-five miles from the Urbana-Champaign campus. They tutor prisoners and teach courses there.

History graduate students and faculty have also collaborated on Focal Point, a program sponsored by the Graduate College to encourage the design of projects that address critical national and human need. This initiative, now in its second year, features historians in three of the seven interdisciplinary projects selected, including “Public Histories of Social Struggles against Inequality and ‘Downstate’ Landscapes,” “Race, Religion, and Sexual Diasporas,” and “Reinventing East Asia: The Global Political Economy of Information.” More details on each project are available at: www.grad.illinois.edu/focalpoints/projects.

The eleventh annual Graduate Symposium in Gender and Women’s History was held March 4–6, 2010. (See p. 20 below.) The plenary speaker was Kevin Floyd (Kennesaw State University) who spoke on “The Importance of Being Childish: Futurity, Death, and Utopia in Eddelton and Adorno.” The conference featured graduate students from disciplines across campus, from all over the country, and from Canada and Great Britain. Panels focused on the themes of religion and feminism, social activism, patriotism, and family. Check out the program for the 2010 Symposium as well as progress on the planning for this year’s event at wgsa.history.illinois.edu.

The excellence of our graduate students and their intellectual and personal integrity is evident both on and off campus. They have proven resourceful and creative in meeting the challenges and opportunities facing higher education today. The department pledges to advocate on their behalf in order to ensure the successful completion of their doctoral degrees and their passage to the next phase of their careers.
Recent Department of History Dissertations

May 2009
Morris, William Oegerwartbevölkerung: Drug Users and the Making of Postwar West Germany, 1968-1983

October 2009

December 2009

May 2010
Corrado, Sharyl The "End of the Earth": Sakhalin Island in the Russian Imperial Immigration, 1849-1906 Guillano, Jennifer An American Spectacle: Collegiate Mascots and the Performance of Tradition Phoenix, Karen 'Not By Might, Not By Power, But By Spirit': The Global Reform Efforts of the Young Women's Christian Association of the United States, 1895-1939 Wood, Mihaela Supercoron: Romanian Women's Gymnastics During the Cold War

August 2010
DeMushk, Andrew The Lost East: Sileanian Expelles in West Germany and the Fantasy of Return 1945-1970 Hansen, Jason Where Lies Germany?: Science and the Visualization of the German Nation, 1848-1914

December 2010

Recent Graduate Job Placements and Post-Doctoral Fellowships

Dills, Randall (Russia) Visiting Assistant Professor, University of Alabama in Huntsville Ford, Eileen (Latin America) Assistant Professor, California State-Los Angeles Guillano, Jennifer (U.S.) Research Assistant Professor, University of California at Los Angeles Hansen, Jason (Germany) Visiting Assistant Professor, Western Washington University Hobson, Maurice (Africa) Assistant Professor, Princeton University Kinsey, Daneile (Europe) Assistant Professor, Carleton University (Ottawa) Phoenix, Karen (U.S.) Visiting Lecturer, Georgia State University, Atlanta Tillman, Ellen (Latin America) Assistant Professor, U.S. Military Academy, West Point Williams-Black, Joy (Africa) Assistant Professor, Guilford College, North Carolina Brian, Amanda (Modern Europe) Assistant Professor, Coastal Carolina University, South Carolina Corrado, Sharyl (Russia) Assistant Professor, Pepperdine University, Malibu, California

Fraser, Erica (Russia) Assistant Professor, Goucher College, Maryland Hill, Karlos (African America) Assistant Professor, Texas Tech University Hobson, Maurice (African America) Assistant Professor, University of Mississippi, and a Post-Doctoral Fellowship, W.E.B. DuBois Center, University of Massachusetts-Amherst Iddrissu, Abdulai (Africa) Assistant Professor, St. Olaf College, Minnesota Kyong-McClain, Jeffrey (China) Assistant Professor, University of Arizona Morris, William (Modern Europe) Visiting Assistant Professor, Illinois Wesleyan University Yates, Brian (Africa) Post-Doctoral Fellowship, Oberlin College, Ohio Hoffman, Brian (U.S.) Post-Doctoral Fellowship, University of California-San Francisco Buric, Pedja, (Eastern Europe) Post-Doctoral Fellowship, European University Institute, Florence, Italy Morithew, Carolyn, Five College Women's Studies Research Center, Mount Holyoke, Massachusetts, Post-Doctoral Fellowship and Research Assistantship
Annual GSHWG Conference Enters Second Decade

On March 4-6, 2010, the graduate students of the Department of History hosted the Eleventh Annual Graduate Symposium on the History of Women & Gender. The conference—which featured presentations by graduate students from across North America, as well as talks by scholars in the field—was organized by an executive committee led by co-coordinators David Greenstein and Derek Atig, and including graduate students drawn from the departments of History and English: Rachel Heeter Smith, T.J. Tallie, Archana Prakash, Ashley Hetrick, Ariana Ruiz, Tyler Carrington, Elizabeth Quick, and Nicole Rivera. It was made possible by generous contributions from the History Department, the Journal of Women's History, and a wide variety of other programs and organizations, from the School of Labor & Employment Relations to the Graduate Employees' Organization and the Beckman Institute.

The theme for the 2010 conference—"Mysterious Things," drawn from Karl Marx's description of the strange life of commodities—invited graduate students from a variety of disciplines to come together in order to discuss the role that "things" (from blankets to paper to comic books to narratives to bodies) have played in the construction and experience of gender and sexuality. Appropriately for the theme, the conference included a keynote presentation by Kevin Floyd, Associate Professor of English at Kent State University and author of The Resistance of Desire Toward a Queer Marxism (University of Minnesota Press, 2009). Floyd's talk, "The Importance of Being Childless: Futurity, Death & Utopia in Edelman and Adorno," drew an enthusiastic crowd and prompted spirited discussion and debate about the usefulness of utopia in queer politics.

Also fitting the capaciousness of the conference theme were the nearly thirty papers presented by graduate students who came from institutions as varied as Harvard Divinity School, Florida State University, the University of Toronto, and the University of New Mexico. The presentations dealt with a broad and impressive range of topics, from Latina activism to paper data storage to ultrasound technology to Swarming Thing. Carla Hustak, a doctoral candidate in History at the University of Toronto, examined the philosophy and politics of Mabel Dodge, who ran a radical salon in early twentieth-century Greenwich Village, and Dodge's search for ways to "spiritually dynamite[d] the gender[ed] self." Hustak won the prize, sponsored and selected by the journal Gender & History, for best paper submitted to the conference.

In collaboration with the History Department's Diversity Recruitment Committee, the symposium also included a luncheon and discussion, "Evidence of Things Not Seen: Intersections of African American Studies and Women's & Gender History," featuring Valinda Littlefield (Ph.D., Illinois, 2000), Associate Professor of History at the University of South Carolina, and Minshak Makulani (Ph.D., Illinois, 2004), Assistant Professor of History at Rutgers University. The luncheon presentations provided a wonderful opportunity to show off the Illinois History Department to prospective students, as well as a chance for valuable dialogue about the intersections of race and gender in the historical profession today and in the wider world.

From its origins as an opportunity for Illinois History graduate students to present their work to its status today as widely respected international conference, the Graduate Symposium on the History of Women & Gender has played a role in offering a venue for graduate students to come together and discuss major issues facing the field. Planning for the twelfth annual symposium, under the direction of T.J. Tallie and Rachel Heeter Smith, is in full swing. Under the theme of "Genealogies," it will be held March 3-5, 2011 and looks to continue the tradition of innovative scholarship and intellectual community.

Record of Graduate Achievement: UIUC Dissertations Recently Published

Aaslestad, Katherine B., Place and Polity: Local Identity, Civic Culture, and German Nationalism in North Germany during the Revolutionary Era (Brill, 2005).


Ganaway, Bryan, Toys, Consumption, and Middle-Class Childhood in Imperial Germany, 1871-1918 (Peter Lang, 2009).


Mappes, Kathleen, Sweet Tyranny: Migrant Labor, Industrial Agriculture, and Imperial Politics (University of Illinois Press, 2009).


continued on page 24
Dissertations Recently Published, continued

Murphy, David T., The Heroic Earth: Geopolitical Thought in Weimar Germany, 1918-1933 [Kent State University Press, 1997].


Palmer, Scott W., Dictatorship of the Air: Aviation Culture and the Fate of Modern Russia [Cambridge University Press, 2006].

Penny, H. Glenn, Objects of Culture: Ethnology and Ethnographic Museums in Imperial Germany [University of North Carolina Press, 2002].


Sahadeo, Jeff, Russian Colonial Society in Tashkent, 1865-1923 [Indiana University Press, 2007].

Sandberg, Brian, Warrior Pursuits: Noble Culture and Civil Conflict in Early Modern France [Johns Hopkins University Press, 2010].


Saxe, Robert Francis, Settling Down; World War II Veterans' Challenge to the Postwar Conformity [Palgrave Macmillan, 2007].

Smith, Jeffrey, J. 'People's War: Germany's Political Revolution, 1913-1918 [University Press of America, 2006].


West, Sally, 'I Shop in Moscow: Advertising and the Creation of Consumer Culture in Late Tsarist Russia [Northern Illinois University Press, 2011].

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Robert Morrissey to Join the Department

by FRED HOXIE

Despite budget pressures, the History Department was authorized this fall to search for a historian of Early America. Because there has been no full-time person in this important area for two years, we were eager to fill the position as quickly as possible. A field of more than 100 candidates narrowed in late November and by early December the department voted to extend an offer to Robert Morrissey of Lake Forest College. He quickly accepted, and we expect him to join us this coming fall.

Robert Morrissey is a native Midwesterner having grown up in Ernest Hemingway's home town of Oak Park, Illinois, and attended Carleton College (as an undergraduate he also spent a semester studying at Chicago's Newberry Library). Bob entered the doctoral program at Yale immediately following his graduation from Carleton in 1999. There he pursued an interest in early American frontiers under the guidance of John Faragher and John Demos, ultimately producing a dissertation on the French colonial outpost of Kukakakik, in what eventually became southwestern Illinois, and receiving his Ph. D. degree in 2006. He is now revising that project and expects to publish it as "Bottomlands and Borderlands: Empire and Identities in the Illinois Country, 1675-1783" with the University of Pennsylvania Press.

In addition to scholarly interests that fit well with the department's strengths in cross-cultural interaction, global history and the history of race, Bob brings to us important skills as a teacher and mentor. (In fact, in his application Morrissey confessed that "I went to graduate school to become a teacher.") He was an Assistant Professor at the University of Tennessee from 2006 to 2009 before moving back to Chicago to teach at Lake Forest. As a consequence he brings broad experience with large lecture classes, intimate seminars, and student advising. We are delighted to have him join us and are eager for him to become an advocate for the study of early America at the U of I.

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Recent Faculty Promotions

Clarence E. Lang
Associate Professor of History
twenty-first-century African American social movements; urban history; the history of black communities and class

Mark S. Micale
Professor of History
modern comparative European intellectual and cultural history; the history of science and medicine, especially psychiatry; the history of masculinities

Leslie J. Reagan
Professor of History
twentieth-century U.S. social and cultural history; the history of medicine and public health; women, gender, sexuality, and the law
The Founder: John Milton Gregory (1822–1898)

by WALTER L. ARNSTEIN

Although Evarts Boutell Greene (1870–1947) became in 1894 the first full-time historian at the University of Illinois, he was not the first faculty member to teach history there. That distinction is borne by John Milton Gregory, who served as the first Professor of History, the first Professor of Economics, and the first Professor of Philosophy, as well as the first President (then known as "Regent") of the brand new institution that was founded in 1867 and whose first classes began a year later.

John Milton Gregory was born on July 6, 1822, in a village ten miles east of Albany, New York, one of eleven children whose father owned and operated a local tannery. It was his father's expectation that this fruit and sturdy lad would follow the family business. His mother, who died when John Milton was only four, had named him after her favorite poet, however, and the boy soon developed an "insatiable appetite for books." Elder siblings ultimately persuaded their father to permit the youth to leave the tannery. As soon as he could read and write himself, he supported himself as a teacher in a nearby elementary school. Financial support provided by an elder sister and an older brother enabled him to learn enough English grammar, Latin, and Greek to win admission to Union College (Schenectady), the first college to be chartered by the Board of Regents of the State of New York.

Although Gregory found time to play the flute (Puritan hymns and old English folk melodies were his specialty), he read incessantly; he also joined the Philanthropic Literary Society and gained admission to Phi Beta Kappa at Union College. Once he received his B.A. degree in 1846, he began legal study in a Schenectady law firm, but an invitation in a nearby town led him to become a pastor, and a year thereafter he was ordained as a Baptist minister. Ultimately the clergy was not to become his prime vocation either, but in the course of his life he was to serve as guest preacher in numerous churches. In 1848, his marriage to a second cousin, Julia Gregory (the daughter of a physician and active abolitionist), led him into a full-fledged career in education, first in Akron, Ohio, and then from 1854 on in the state of Michigan. There he served first as principal of Detroit's first teacher training school and then as editor of the new Michigan Journal of Education. In 1859, he was elected for a two-year term as Michigan's Superintendent of Public Instruction and later twice reelected. During those years, he traveled widely, inspected schools, organized institutes, wrote, and lectured. His prime concern included moral and religious education, vocational (especially agricultural) training, the promotion of higher educational opportunities for women, and the setting up of teacher training institutions. "It is the grand educational problem of the times," Gregory declared, "how shall we obtain the men and women, wise, commanding, and pure, fitted by grace of character and grace of manners, to train the millions of children in this land?"

By the mid-1860s Gregory had won a wide reputation as a vibrant orator as well as an influential educator. As the husband of a wildly wife and the father of four children, he did it himself between 1861 and 1865 to become a soldier, but he was an inspirational champion of the Union cause during the Civil War. In 1864 he agreed to become the president of a small Baptist institution, Kalamazoo College. Then, in 1866, Madison University (the future Colgate) conferred upon him an honorary doctorate of letters, and he came generally to be known as Doctor Gregory. By 1867, he was being considered as the possible president of several eminent institutions, and it was in February, 1867, that the Board of Trustees of the new Illinois Industrial University asked Gregory to become Regent (i.e. chief executive officer). The institution was being established under the auspices of the federal Morrill "Land Grant" Act of 1862; numerous Illinois towns subsequently bid for the location, but amid much political controversy, Champaign-Urbana won out.

At the request of the trustees, Gregory set forth a detailed plan of organization for the new institution. According to one sentence in the Morrill Act, "The leading object of the University shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts." Although many Illinoisans detested "book learning" and visualized the new institution as primarily a vocational trade school, from the start Gregory sought to encompass far more than agriculture and mechanics alone. He proposed curriculum included engineering and military tactics, as well as trade and commerce, chemistry, natural history, English language and literature, ancient languages and literature, history and social sciences, and philosophy, intellectual and moral. His long-term goal was a university comparable to those to be found in the Ivy League or in modern Europe, but he recognized from the start that the semi-literate farm boys he initially attracted would also require remedial courses. The first classes were held in March 1860, in the odd, isolated five-story building ("The Elephant") that the twin cities had provided. It was situated on a bare piece of prairie land, half way between Champaign and Urbana amidst a scattering of large farm plots but mar a single sheltering tree. The structure was to house the classrooms, the dormitory rooms, the kitchen, the dining-room, and the chapel. Students had to be at least fifteen years old, and the annual tuition was to be $15 for in-state students, $20 for out-of-state. The dormitory rooms cost students $12 a year, the meals $2.25 a week. The initial student body involved only fifty students and three professors (including Gregory himself), but by September 1868, the student body had grown to 125, and by 1871 to 350. The number of faculty members expanded accordingly.

After the admission of women students in 1870—a Gregory daughter among them—the Regent insisted on finding and appointing a Professor of Household Science and a Lady Principal (i.e. Dean of Women). In 1874 those tasks were undertaken by the twenty-three-year-old Louisa Catherine Allen, the "sometime milkmaid" (as she defined herself), a teacher-training graduate and state-wide lecturer. By then Allen had briefly attended Harvard as a "special student" and had made exploratory visits to Vassar and Wellesley. With Gregory's enthusiastic support, she fostered among her students discipline, decorum, and simple decorum, as well as required callisthenics. Five years later, Louisa Allen also became the second wife of the widowed John Milton Gregory. In the meantime, Gregory had hastily admitted new students, appointed new faculty members, and coped with often quarrelsome members of the Board of Trustees. As he helped plan new university buildings and proposed new courses, he also chose the university motto, "Labor and Learning," and composed a four-verse "University Anthem." He encouraged the inscription of student clubs and societies as well as a monthly magazine, The Illini, but he strongly discouraged social fraternization. He deplored them as to the existence and sectarian entities that undermined the development of a single university community. In loco parentis, he regarded it as his responsibility to guard his students from smoking, drinking, gambling, "and other immoral practices," and he therefore initiated a form of selective student government that included judicial student officers who were granted genuine authority to penalize fellow students who violated the established rules of conduct. He began each school day with a brief assembly in "the Old Chapel," and on Sunday afternoons he provided nonsectarian "Chapel Talks" on questions of the day as well as problems of social ethics. As one alumni recalled, "Chapel building was usually the theme—good habits, good manners, love of the true and the beautiful, interwoven with touches of humor...."
John Milton Gregory, continued

Gregory's expanding administrative duties did not prevent him from continuing to teach. His lectures on economics were to lead to his longest book, The Political Economy (1882), a work that he described as "a modest contribution to the growth of that science which seeks to explain and promote the industrial progress of the world." The book was widely used for two decades as a college and university text. His favorite subject, however, was history—both the history of the United States and the History of Civilization. Even before his arrival at Illinois, he had published his Handbook of History and Chronology and The Map of Time (1887), a chart of all the principal events in all the major European powers from 1500 to 1861 and the names of the leading rulers, scholars, artists, and writers. Although he used that publication in his highly popular courses, the book was not republished after the plans burned up during the Great Chicago Fire of 1871. In 1905, however, the University of Michigan Library Press reprinted the book. Gregory insisted that "History, wisely read, is one of the most fruitful sources of knowledge and of pleasure." Let students of history emulate a painter who first sketches an outline and later systematically fills in the colors and a myriad of details. Then let them "assume more and more the character of the investigator, following out the new historical questions which will constantly arise...We never so profitably, or with such intense interest, as when we tend to satisfy a doubt, or answer our own questions."

The outgrowth of his teaching career was The Seven Laws of Teaching (1886), a brief volume that was translated into French, German, Spanish, and Chinese, and repeatedly reprinted (with minor revisions by later authors), and it remains in print as well as freely available via Google Books. In the year 1880, however, Gregory resigned as Regent. The immediate grounds involved a complex dispute about military training at the university (as required by the Civil War era Morrill Act), but his new wife felt certain also that Gregory was literally wearing himself out. Yet he was to live on for another eighteen years and to assume a series of other responsibilities. Thus he became the first President of the Board of Health of the State of Illinois and later the General Superintendent of the American Baptist Home Mission Society—where he advocated better education for black ministers in the South. Gregory's one-time Union College classmate, President Chester A. Arthur, appointed him one of the first United States Civil Service Commissioners after the passage of the Pendleton Act in 1883. That latter post caused Gregory and his wife to move to Washington, D.C., but in subsequent years they also traveled widely in Western Europe, and in the 1890s, when his estranged Illinois colleague, George W. Atherton, fell ill, Gregory for two years became Acting President of Penn State University.

Gregory never forgot, however, the institution that in 1885 had officially become the University of Illinois. In 1892, he returned to Urbana to give the Baccalaureate Address and in 1896 once more to provide the Commencement Address. After Gregory died on October 19, 1898, his will provided that at the University of Illinois scholarships be established in his name and his wife's name after the luster's death. He also asked that he be buried in the grounds of his beloved university. And so, above the tomb an engraved bronze plate was affixed to a glacial boulder half way between Abdellah Hall and what is now the Henry Administration Building—not far from his longtime house on East John Street. On that gravestone, President Edmund J. James inscribed his name and the words, "If you would seek his monument know it is you."

Forty years later an additional monument was erected in the form of Gregory Hall, the academic home of the Departments of History and Philosophy ever since 1970. (Prime sources: Winston U. Selberg, The University of Illinois, 1857-1984: An Intellectual and Cultural History (1968); Allene Gregory, John Milton Gregory: A Biography (1923))

Faculty Profiles, 2003-10

Eugene Averlin published Jews and the Imperial State: Identification Politics in Tsarist Russia (Cornell, 2010), and co-edited Photographing the Jewish Nations: Pictures from S. Tsvakly's Ethnographic Expedition to Russia, 1909, which was a finalist for the National Jewish Book Award. His article "Jewish Neighbourly Relations and Imperial Russian Legal Culture" appeared in the Journal of Modern Jewish Studies, 9 (2010), 146-160. He also was awarded fellowships from the National Council for Eurasian and East European Research and the American Philosophical Society and gave invited talks in the U.S. and Europe.

Jovita Saber published "Empire, Indians and the Negotiation for Status in the City of Tehuantepec, 1521-1550" in Negotiation within Domination: New Spain's Indian Pueblos Confront the Spanish State, ed. Ethelina Ruiz Modrano and Susan Kellogg (Colorado, 2010), and "Governing Self Representation and the Construction of Indios," in the Journal of Spanish Cultural Studies, 10, 1 (2009), 27-44. She has continued to use wiki technology in her course on the history of Mexico, in which students write original work on a collaborative internet wiki site and publish it electronically. This site will soon be publicly accessible. She is incorporating digital technology in her other courses as well while making campus presentations on the use of wiki technology in the classroom.

Teresa Barnes coedited The Restructuring of South African Education: Rocky Roads from Policy Formulation to Institutional Mergers, 2001-2006 (University of South Africa, 2009). She was elected to the Board of Directors of the African Studies Association in 2009 and continues to serve on the editorial advisory boards of the Journal of African History and Kronos (South Africa). In October 2010 she co-organized a conference in honor of Professor Terence Ranger, "Memory History: Terence Ranger and African Studies," that brought scholars from the U.S., Britain, and Zimbabwe to Illinois.

Jim Barrett took over as chair of the department in August. In addition, he continued working as lead historian with Urbana's American History Teachers' Collaborative, gave talks in Chicago, Denver, and at the University College of Ireland in Galway; published "Rethinking the Popular Front" in Rethinking Marxism: A Journal of Economics, Culture and Society, 21, 4 (2009), 531-50; and won the Dean's Award for Excellence in Undergraduate Teaching.


Marcelo Bucoli received an award for the Article of the Year by the Petroleum History Institute for "Canadian Multinational Corporations and Economic Nationalism: The Case of Imperial Oil Limited in Alberta (Canada) and Colombia, 1939-1948", which appeared in Enterprise et Histoire, 9 (2004), 67-85. He published additional articles in Business History Review; Enterprise and Society; Management International Review; Journal of Management Studies, and Harvard Business Review. He also became an associate editor at Enterprise and Society and at the International Journal of Organizational Analysis, and gave an invited lecture at Oxford University.

for her new project, "Agent Orange, Activism, and Film in the United States," supported by an Arnold O. Beckman Research Award. Her book Dangerous Pregnancies: Mothers, Disabilities, and Abortion in Modern America (California, 2010) appeared over the summer. Her article "Rashes, Bights, and Wrongs in the Hospital and in the Courtroom: German Measles, Abortion, and Malpractice," appeared in the *Jewish Interests Yearbook*, 22, 2 (2008), 241-70, won the inaugural Family Award for Research in the Humanities for 2010 from the Illinois Program for Research in the Humanities (IPRH). The article was also recognized by the Society for Legal History and awarded Honorable Mention for the Samenow Award. Her chapter on "Law and Medicine" appeared in The Cambridge History of Law in America (Cambridge, 2008), and her guest co-edited a special issue on "Reproduction, Sex, and Power" for the *Journal of Women’s History*, 22, 3 (2010). Leslie gave several invited presentations and served on the Governing Council for the American Association for the History of Medicine. She also appeared on the List of Teachers rated Excellent.

After publishing *How Race Survived U.S. History* (Verso) just before the 2008 election, David Roediger spoke extensively in the U.S. and internationally along the Obama presidency in context. He authored over twenty articles over the last two years have appeared in *South Atlantic Quarterly*, *Historical Materialism*, *Studies in Symbolic Interaction*, *Dialectical Anthropology*, and *Alternatives*. Roediger’s co-edited collection *Listening to Beauford*: Selected Writings of George Washington (Krohn) appeared in 2010.

Dorothea Schneider recently completed her book *Crossing Borders: Migration and Citizenship in the Twentieth Century United States* (Harvard University Press, 2011). She is busy teaching American social history from the MRI Girls to Wolfram and the history of migration in the United States and beyond.

Mark Steinberg has recently completed work on a number of books and articles. Appearing in 2010 will be *Petersburg na Dne Stile* (Yale) and Interpreting Emotion in Russia and Eastern Europe, a co-edited volume (Northern Illinois University). Recent major publications include the 8th edition of *A History of Russia* (Oxford, 2010), with Nicholas Roxancky, and *Urban Cultures in the Russian Empire at the Turn of the Century*, an edited collection published in Russian in 2010, along with several articles and book chapters, in both Russian and English, on urban Russian decadence, melancholy, and masquerade.

Carolyn Syms is now in her second year as the department’s Director of Undergraduate Studies and has launched a number of curricular and pedagogical initiatives, among them the growth of the Honors Program (see p. 6 of this issue). She is also in her second year as co-chair of the campus General Education Board and has completed her term on the editorial board of the journal *French Historical Studies*. Recent publications include *Cities, Texts, and Social Networks, 1400-1600: Experience and Perceptions of Medieval Urban Space*, a co-edited volume (Ashgate, 2010), and articles on the medieval reception of classical Greek tragedy, the devotional use of the French Renaissance’s most famous poem, and the active possibilities of medieval historical documents. In addition, she and co-author have completed work on a new edition of the highly successful Western Civilization (2010) published by W. W. Norton. She was honored to be chosen as the Twenty-third Annual Burkhardt Lecturer at Ball State University in 2010 and to have been involved in a recent workshop on the performance of medieval literature at the National History Museum of Wales in Cardiff.

Maria Todorova was invited as a Gaussell Endowed Professor in the College of Liberal Arts and Sciences in 2008. She also was a visiting professor at the European University Institute, Florence. She published *Borders of Contestation: The Living Archive of Vital Lectki and the Making of Bulgaria’s National Hero* (Central European University, 2009) and an updated, revised, and enlarged edition of her earlier book *Imagining the Balkans* appeared (Oxford, 2009). She co-edited *Postcommunist Nostalgia* (Berghahn, 2010) and edited *Remembering Communities: Genres of Representation* (Columbia, 2010). Several articles and chapters appeared in English and other languages. She also organized the second conference on "Remembering Communism" in Sofia in September 2008, and gave several invited lectures in Europe.

Richard W. Burkhardt, Jr. gave invited lectures at the University of Minnesota and Virginia Tech University. He also contributed papers to a conference entitled "Transformations of Lamarckism," held in Israel, and to the *Dissertation Celebration* held at the University of Chicago. He additionally presented the History of Science Society’s biannual Joseph H. Hazen lecture at the New-York Academy of Sciences, choosing for his subject "Lamarck at the Zoo." His paper "Ethnology’s Traveling Facts" appeared in the journal *How Well Do ‘Facts’ Travel?* ed. Peter Howlett and Mary S. Morgan (Cambridge, 2010), 195-222.

In 2008 Vernon Burton published *The Age of Lincoln* and took early retirement, returning to his hometown of Nasco, Six, South Carolina. He was the Burnbark Distinguished Professor of Southern History and Culture at Coastal Carolina University until August 2010 and is now Professor of History and Computer Science and Director of the Cyberscience at Clemson University. As an emeritus professor Vernon served the Chancellor as a consultant for the University of Illinois during the past two years and currently chairs the Advisory Board of the Institute for Computing in Humanities, Arts, and Humanities (ICHASS) where he was the founding director. The *Age of Lincoln* was featured in several of three historical associations, one of which was published as an issue in *The Journal of the Historical Society*, 9, 3 (2009). Vernon enjoyed speaking about Lincoln (including to the Congressional Black Caucus) during the Biennial celebration and wrote a monthly blog for LAS (*www.las.illinois.edu/news/lincoln*). He co-authored with Georgann Barton "Abraham Lincoln’s Beardsotn Trial: The Play," which premiered Sept. 29, 2009, in Beardsotn, IL. (*www.lincolnbeardons. net/calender/beardstown-trial-11-10-09.aspx; www.debatoor.org/aboutus/events/grandreview/2009/ almanac-theater.html*). He also served as the interim President of the Abraham Lincoln Biennial Foundation (ALBF) and is now vice-chair of the ALBF, as well as vice-president and president elect of the Southern Historical Association.

A number of Vernon’s essays have recently appeared in print, including "Abraham Lincoln at Two Hundred," in the *OAH Newsletter*, 87, 4 (2009) and "Cyberscience and Cyberspace for the Humanities, Arts, and Social Sciences," in *ECAH/Educator Center for Applied Learning* Bulletin, 9, 1 (2009). He edited *The Emerlids Lincoln* (Hill and Wang, 2009) and *Slavery in America: Civil Law of Daily Life* (Yale, 2008), and co-edited *Remembering Brown at Fifty: The University of Illinois Commemorative Brown v. Board of Education (Illinois) and the Meeting of the Waters: Currents in Southern History* (South Carolina, 2008). Vernon continues as the Editor in Chief of the Gale digital archive, *Slavery and Anti-Slavery: A Transnational Archive*. Part 1 of the archive’s "Debates Over Slavery and Abolition," appeared online in 2009 and received both the *Choice* Outstanding Academic Title and the ECAH’s Editors’ Choice Title awards. He was also featured on television and radio, including on CNN and NPR.

Caroline Hibbard spent the academic year 2008-09 on an NEH Research Fellowship at the Folger Library in Washington, D.C., living right on Capitol Hill through the presidential election and inauguration, and observing close up the bare a power and the behavior it evokes—which also happens to be a major theme of her book on European court politics in the early seventeenth century. In addition to completing several chapters of that book while there, she co-authored an article on the creation of the postmortem inventory of Queen Henrietta Maria and wrote a review article on recent studies on modern queens, which appeared in the *Journal of Women’s History* (Summer 2010). Returning to Urbana-Champaign for her last year of teaching in 2009-2010, she managed to make two international escapes. The first was to a conference on Henrietta Maria and the European context of the British court in London and Oxford in November, where she delivered a paper, derived from her book manuscript, on the politics of the Queen's bedchambers. Caroline also travelled to Venice, Italy, to give a paper at the Renaissance Society of America conference in April 2010. She enjoyed a wonderful dinner to mark her retirement last May, since then she has spent a lot of time dismantling and packing up her office and trying to get most of those accumulated books and papers into her small home.

Joseph Love is finishing a two-year term as the first Director of the Latino/a Institute for Brazilian Studies, which was created thanks to a generous endowment from Jorge Paulo Lemann. In the past
Alumni News: Where They Are Now

Trevor Eisler earned his undergraduate degree with a major in history in 1995. He learned to fly airplanes at the U of I Willard Airport and is currently a pilot for a private business jet company. Trevor’s true calling, however, has turned out to be something completely different: his book Montessori Madness! A Parent to Parent Argument for Montessori Education was published by Serenoll Press in 2009.

Aaron Freeman graduated in 2005 with a bachelor’s degree in history. After teaching English at Université Paul Verlaine in Metz, France, he enrolled at UCLA in 2007, where he is now a Ph.D. candidate in history.

Robert Fritzelz received the Masters degree in European history in 1993 after which he took a position in a library director. He has worked at Illinois Wesleyan University, Hendrix College, and, for the past ten years, Northwest Missouri State University. He helped to plan and led the move into the new library building at Hendrix College, and in Missouri he served as a leader of MOBISU, the state academic library consortium. Fritzelz has not, however, abandoned history: in addition to teaching occasional classes on historical topics, he is the author of several scholarly articles and book reviews. Most importantly, in 2007, he published Independent Immigrants: A Settlement of Hessean Germans in Western Missouri with the University of Missouri Press. The book won a Governor’s Book Award from the Missouri Humanities Council. Post-retirement, Robert hopes to devote himself to further historical research.

Donald R. Hickey received his B.A. in 1966, his M.A. in 1968, and his Ph.D. in 1972, all from UIUC. Hickey continues to serve as professor of history at Wayne State College in Nebraska. In 2005, his fifth book, Don’t Give Up the Ship! Myths of the War of 1812, was published by the University of Illinois Press, and in 2009, his co-authored book The War of 1812 in the Chesapeake was published by Johns Hopkins University Press. He is also on the editorial boards of the Journal of War of 1812 and the War of 1812 magazine.

Eric James, who received his B.A. with a History major in 1995, completed his Ph.D. in International Development from the University of Manchester in 2008. He now serves as Emergency Coordinator for the International Rescue Committee as well as Adjunct Professor at the School of Public Service at DePaul University. His first book, titled Managing Humanitarian Rhetoric: An Operational Guide for NGOs appeared in 2008.

Dimitri D. Luzo, who received his Ph.D. from UIUC in 1977, continues as Professor of History and Director of the International and Inter-cultural Center at Alverno College in Milwaukee, Wisconsin. The International and Inter-cultural Center administers study abroad and student exchange programs and provides language services and support to all international students. His work allows him to interact with young people from around the world and to travel extensively. In the summer of 2008, he conducted workshops on studying abroad at universities in Belfast, Northern Ireland, and Lodz, Poland. He also served as Visiting Professor, teaching two courses on American history, in the School of International Studies at the Catholic University in Seoul, Korea. While in Asia, Dimitri gave lectures to students and faculty at the Tokyo Women’s Medical University and the Institute of International Education in Hong Kong.

Since graduating in 2009, Kyle Libbenton has been teaching history at St. Charles East High School. This summer he will be marrying Megan Berseabery, a fellow ’09 graduate and social studies teacher. He plans on pursuing his Ph.D. in history in the near future.

Completing his UIUC history doctorate in 2003, Robert R. Owen joined the Department of History at Wichita State University in 2004 after a visiting appointment for a year at Iowa State University. He now serves as Chair of the Department at WSU. Owen is completing his second book manuscript, tentatively titled Pur-Indians in Panic: Anglo-American Indian Policy, 1763-1815.

Chelsey Parrott-Shaffer received a B.A. in history at UIUC in 2004 and now works a trademarks paralegal at a law firm in downtown Chicago. She is married to a fellow alumnus, Adam Parrott-Shaffer, an administrator in the Chicago Public Schools. Chelsey is the author of two children’s books on American historical landmarks—The Gateway Arch and The Lincoln Memorial—that are published by Chelsea Press. She is also former membership Chairperson of the Hyde Park Historical Society in Chicago. Most importantly, Chelsey has completed the draft of a novel set at the History Department of the University of Illinois. She promises us it’s going to be a bestseller.

Kass A. Plain completed her undergraduate studies in Urbana-Champaign in 1980. Today she works as Assistant Public Guardian and Supervisor of the Appeals Unit in the Office of the Cook County Public Guardian in Chicago. Her office represents abused and neglected children, children in custody disputes, and disabled adults. She has also recently been elected one of the Directors of the Illinois Appellate Lawyers Association.

After graduating with his bachelor’s degree in history in 2010, William Reed is now working for Fullbright as an English teaching assistant at the Federal Secondary College for Agriculture and Food Economy in Ljaz, Austria. He plans to return to the U.S. in June 2011 and begin working in Chicago.

In 2009, after nearly 34 years, Keith A. Scullie retired from the Illinois Historic Preservation Agency. Scullie, who earned his Ph.D. from the University in 1972, was first drawn to historic site surveying by the enactment of the National Historic Preservation Act of 1966. His career has included historic site administration and participation in the program of the National Register of Historic Places. As Head of Research and Education, he founded and edited the Illinois History Teacher, a peer-reviewed publication of curriculum materials for teachers (grades 6-12) of Illinois history. Scullie has published numerous articles, for academic as well as general readers, and co-authored (with John Lennon) some seven books for university presses on aspects of America’s automotive landscape. Most recently, in 2009, the Illinois Geographical Society named him the Distinguished Illinois Geographer of 2009.

After completing his Master’s degree at the University of Chicago, Jordan Staslon, a UIUC undergraduate History major, received his Ph.D. in History from the University of California at Irvine in December 2009. Congratulations, Jordan!

Rose Stremlaus is presently Assistant Professor of History and American Indian Studies at the University of North Carolina at Pembroke. She won UNCP’s University Teaching Award in her first year of eligibility, and a few days later she won a fellowship from the American Association of University Women, which will enable her to complete her manuscript on Cherokee families during the allotment era. The following month, Rose married Stephen Herster in a boisterous ceremony at a vineyard in North Carolina’s Yadkin Valley. Her undergraduate mentor (class of 1999) Vernon Burton and his wife Georgianna were present and dominated the dance floor.

Wayne T. Temple’s University of Illinois degrees include a B.A. in 1949, M.A. in 1951, and Ph.D. in 1958. He is currently Chief Deputy Director of the Illinois State Archives, where he has worked for 45 years. For his lifetime of service, on February 7, 2009 Temple was awarded the award-winning Order of Lincoln. He is the highest award given by the state of Illinois bestowed, at a dinner in the Union Theater of the Abraham Lincoln Presidential Museum. He also participated in numerous activities commemorating the recent Lincoln biennial, including speaking to a full house at Illinois College on "Lincoln’s Unquiet Tomb." In "%enous quarters, Temple is now referred to affectionately as "the Dean of Lincoln Scholars," a designation he hopes his old mentor, Professor James Randall, would have been proud of.

Frank Valadez received his M.A. from the department in 1991. He now serves as Executive Director of the Chicago Metro History Education Center. CMHEC is a nonprofit organization that engages pre-collegiate students in the study of history by encouraging them to conduct research projects. The organization is best known for administering the Chicago Metro History Fair, an annual academic competition in which some 15,000 students from at least 100 Chicago area parochial schools participate. Students present research projects in the form of papers, exhibitions, documents, and performances or topics related to Chicago history. CMHEC relies on local volunteers—more than 400 in 2009—to serve as History Fair Judges. UIUC history alumni are invited to join us as judges for the upcoming season (fvaladez@chicagohistoryfair.org).
Dear Dr. Burton,

I have read the Spring 2009 issue of History of Illinois with much pleasure. In five days, I shall celebrate my 91st birthday. I am a World War II veteran (a rear maintenance R - man) on the retreating Army. I later served under Patton in the occupation.

I was a student assistant at the University of Illinois in June 1946. I received my Ph.D. in June 1950 and began teaching.

I also took a course with Randall on the Civil War and Reconstruction and learned much. Two of our distinguished lecturers, Storms and Newell, also stood out in my memory of the hour, plus his pocket watch on the podium beside his typed notes, to which I remember an experiment he conducted outdoors with weapons of the Thirty Years.

I was a TA for Ray Warner, and we monitored his exam. We became suspicious of some of our TA’s who were writing on their own notebooks during the exam. We were surprised to see that they were using the notes from the textbook. We reported this to the director of the course, and he conducted an investigation.

I also attended many lecture courses with Professor Newell, and it was a gem. His lectures were remembered for their depth and breadth. I took the course on Tudor England, and I remember the lectures as being particularly engaging. Newell had a great passion for his subject, and this was evident in his delivery.

On one day, we were discussing the impact of the Reformation on English literature. Newell mentioned a particular work that he felt was a masterpiece of the period. He then handed out copies of the work to the class and asked us to read it over the weekend. When we returned on Monday, Newell asked us to discuss our thoughts on the work. I remember being impressed by the depth of our class discussions, and I think this was due in large part to the quality of the work we were discussing.

Newell was a truly remarkable professor, and I feel fortunate to have had him as my teacher. I have come to realize that great teaching is not something that can be taught in a classroom. It is something that must be experienced, and I feel that Newell's lectures were a testament to this.

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University of Illinois at Urbana-Champaign

Editors Note: Of all the communications we received from alumni of the department this past year, one stood out. We are pleased to publish in slightly edited form this handwritten letter, addressed to the former department chair.