



The National History Education Network, headquartered at the University of Tulsa, is a coalition of organizations committed to strengthening history education in the schools. It serves as both a clearinghouse for information related to the teaching of history and an advocate for improved history education at the primary and secondary levels.

This directory of Network organizations gives information about the educational programs of its members. In addition, the Network published a quarterly newsletter, *The Network News*, that provides more detailed descriptions of materials, (magazines, books, pamphlets, videos, lesson plans) and opportunities (conferences, fellowships, workshops, summer institutes) available to history and social studies teachers. The newsletter is distributed to both organizations and individual members.

In its role as an advocate for history education, the Network undertakes to influence policy-making in the following areas:

- high school graduation requirements
- teacher certification requirements
- textbook adoption policies
- course and curriculum content requirements and guidelines
- history teaching and learning in community and cultural institutes

The Network promotes the professional development of history teachers by publishing information and coordinating activities that:

- support closer collaboration among primary and secondary school teachers, college and university history departments, schools of education, museums and historical organizations, libraries and archives, and other educational institutes.
- encourage colleges, universities, and professional organizations to recognize contributors to the promotion of history education
- publicize and promote professional and educational opportunities for precollegiate history teachers
- increase the services offered to precollegiate history teachers by professional association and other organizations
- identify and support strong preservice and graduate-level teacher certification programs
- identify and promote resources that foster deeper understanding of the histories of women and people of color

NATIONAL HISTORY EDUCATION NETWORK

American Association for Higher Education
American Association for State and Local History
American Council of Learned Societies
American Historical Association
American Studies Association
California History-Social Science Project CHART
Friends of International Education History Teaching Alliance
James Madison Memorial Fellowship Foundation
National Archives and Records Administration
National Center for History in the Schools
National Center for the Study of History
National Council for History Education
National Council for the Social Studies
National Council for Public History National History Day
National Museum of American History, Smithsonian Institution
National Register of Historic Places
National Trust for Historic Preservation
Organization of American Historians
Organization of History Teachers Phi Alpha Theta
PATHS/PRISM
Social Studies Development Center
Society for History Education
Southern Historical Association
Southwestern Pennsylvania Heritage Preservation Commission
U.S. Department of Education
Woodrow Wilson National Leadership Program for Teachers
World History Association

AMERICAN ASSOCIATION FOR HIGHER EDUCATION (AAHE)

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The Education Trust was created within the American for Higher Education to work toward simultaneous reform of the educational system on all levels, from kindergarten through postsecondary. Through its various initiatives, the Trust aims to strengthen the connections between K-12 and higher education at the local, state, and national levels and to increase significantly the number of poor and minority students in the nation's urban communities who successfully complete four years of higher education. Current goals include: connecting reform-minded educators with each other and with education activists from business and community groups; focusing higher education institutions on needed changes in the way they do business in order to support K-12 reform and improve student outcomes at the postsecondary level; improving government policy to provide support for collaborative systems reform.

AMERICAN ASSOCIATION FOR STATE AND LOCAL HISTORY (AASLH)

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AMERICAN COUNCIL OF LEARNED SOCIETIES (ACLS)

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The American Council of Learned Societies is a private organization that represents humanities scholarship in the United States, both domestically and internationally; that specifically represents over fifty constituent societies; and that seeks and provides support for research in the humanities. The members of its constituent societies include historians, literature specialists, economists, anthropologists-the full range of scholars in the arts, humanities and social sciences. For seventy-five years ACLS has supported the best research in the arts, humanities and social sciences, providing fellowships, organizing conferences, sponsoring publications. ACLS helped found the National Endowment for the Humanities. It manages the Fulbright Scholar program through the Council for International of Scholars, annually sending about one thousand scholars abroad and bringing an equal number here. Through the Committee on Scholarly Communication with China, ACLS has an office in Beijing. ACLS has equipped a library in Hanoi and trained its librarians and has recently begun a specialist institution for higher education in Ho Chi Minh City. ACLS has been particularly active in Central and Eastern Europe during the recent transition, adding conferences and publications on constitutionalism there to its usual provision of specialty studies and language training in and for the area.

The ACLS Elementary and Secondary Schools Teacher Curriculum Development Project, now in its second year of actual work with

teachers, schools, and universities, can be described as follows:
The project

- familiarizes teachers with current research and methodologies in the humanities;
- encourages their development as teachers who have "the habit of scholarship;"
- disseminates those materials and supports its teacher-fellows as facilitators or similar efforts by their colleagues.

Given its broad intentions, the project varies enormously from place to place, but its essence is a system of workshops at university campuses, where teachers from public schools become familiar with contemporary objects of scholarly study and current methods by which those studies take place, learn how to remain in touch with those matters, and learn how to put their colleagues in touch with them also. The ACLS workshops provide teachers with an opportunity for reflection on their practice and their subjects; most importantly, the experience of scholarship is central to the design of each workshop. The content focus of this project has best taken advantage of the specific resources of ACLS as the organization has gained experience working with the public schools.

ACLS collaboratives are housed at Harvard, the University of Minnesota, the University of Colorado, and the University of California campuses at Los Angeles and San Diego. Sites at the University of Milwaukee-Wisconsin and the University of British Columbia are to be added for the 1994-95 academic year, the last year of funding under current grants. The collaboratives involve teachers in a broad range of districts: the Brookline Valley, Cherry Creek, Denver, and Weld school districts in Colorado; the Los Angeles and San Diego districts; Milwaukee; and a set of districts in British Columbia.

AMERICAN HISTORICAL ASSOCIATION

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Organized in 1884 and chartered by Congress in 1889, the American Historical Association is the nation's largest and oldest professional historical organization, bringing together nearly 5,000 institutions and 16,000 individuals from all geographical, chronological, and tropical specializations and all work contexts.

Early evidence of the Association's concern with K-12 teaching was the role played by AHA leadership in the Committee of Ten (1893), the Committee of Seven (1889), the Committee of the Social Studies (1916), the AHA Commission (1929-34), and the establishment in 1969 of the AHA's Education Project, funded by the Office of Education. The revision of the AHA's constitution in 1974 included the establishment of the Teaching Division, the only elected body in the profession specifically charged with developing teaching programs.

Current efforts under the direction of the Teaching Division include:

- A special joint K-12 membership packet with the Organization of History Teachers and the Society for History Education.
- Adopting a statement on diversity in teaching and guidelines for the preparation of secondary school history teachers.
- Sponsoring the Eugene Asher Distinguished Teaching Award (with the Society for History Education), the Nancy Lyman Roelker Mentorship Award, and the James Harvey Robinson Prize (for outstanding teaching aid)

- Sessions on teaching and a luncheon for Advanced Placement history teachers at the annual meeting and a special invitation and registration category for K-12 teachers
- Cosponsorship of regional teaching conferences
- Publication of pamphlet series—"The New American History," "Global and Comparative History," "The Columbian Encounter," "Diversity within America," and "Bicentennial Essays on the Constitution"—as well as individual pamphlets such as "Teaching History with Film and Television"
- The "Teaching Innovations" column in *Perspectives* and the publication of an anthology of columns in *History Anew: The Teaching of History Today*
- Special projects such as the Historian and the Moving-Image Media Project (funded by NEH), which included workshops, a video compilation and the teacher's guide, and a monograph
- Cosponsorship (with the American Political Science Association) of the Bill of Rights Education Collaborative (funded by the Pew Charitable Trust)
- Participation in the development of the framework for the 1994 National Assessment of Educational Progress and of national history standards
- Participation in various collaborative projects including the National Commission on the Social Studies and the Social Science Associations Task Force
- Establishment with the Organization of American Historians of the National History Education Network
- Cosponsorship with the Organization of American Historians and the National Council for the Social Studies of the History Teaching Alliance
- Cosponsorship of National History Day, including certificates for all teachers in the state and national contests and complimentary memberships to the teachers of all first place winners at the national contest

Related projects include:

- The development and publication of *Liberal Learning* and the History Major, which addresses the preparation of K-12 history teachers, as part of the Association of American Colleges and Universities' project on Liberal Learning, Study in Depth, and the Arts and Sciences Major
- Participation in Syracuse University's project on Institutional Priorities and Faculty Rewards, including the publication of "redefining Historical Scholarship," the report of the AHA Ad Hoc Committee on Redefining Scholarly Work, which addresses the rewards for school/university collaboration

The Teaching Division is trying to develop two new prizes for teaching (one for K-12), has begun planning for a conference and related programs on conceptualizing the world history course, and is working on several new pamphlets, including a revision of *Preparation of Secondary School Teachers*.

AMERICAN STUDIES ASSOCIATION (ASA)

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Chartered in 1951, the American Studies Association has approximately 4,000 members representing many fields: history, literature, religion, art, philosophy, music, science, folklore, ethnic studies, anthropology, material culture, museum studies, sociology, government, communications, education, library science, gender studies, and popular culture. Members approach American culture from many directions but have in common the desire to view America as a whole rather than from the perspective of a single discipline. One goal of the Secondary School Task Force of the ASA is to become a clearing house for information about program development and curriculum at the secondary level. In 1993 this Task Force began a project of surveying secondary school faculty to gather information about content and format of American Studies curricula. The ASA annual meeting includes a day's worth of workshop presentations by secondary school teachers. The ASA in collaboration with the Organization of American Historians, the European Association for American Studies, the others to establish an international clearinghouse newsletter, *Connections*, that will link public historians, museum scholars, archivists, teachers and others involved with the study of American history and culture. The newsletter will list a wide variety of opportunities: for exchanges of housing and teaching responsibilities; for collaborative research projects; for graduate study abroad; for sharing books, ideas, exhibition materials, and course syllabi.

CALIFORNIA HISTORY-SOCIAL SCIENCE PROJECT (CH-SSP)

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The California History-Social Science Project (CH-SSP) is dedicated to the professional development of teachers of history-social science. Our programs provide teachers with time and resources to engage in research in history, geography and other social sciences. Post secondary faculty work closely with the teachers, collaborating as a team in a collegial environment. Techniques of active inquiry are incorporated into the teachers' research and resulting lesson plans, in order to bring history-social science to life for their knowledge, experience, and exemplary teaching strategies. We believe that both the post-secondary and K-12 teachers benefit from this collaboration; each group has much to contribute to the professional development of the other. The project places special emphasis on meeting the needs of teachers and students from tradition-ally underrepresented groups, and of students with limited English proficiency. We also look for ways to draw upon the strengths inherent in the diversity of our society, and look in depth at the diverse backgrounds of the students in California schools, their cultures, and the historical forces that created our modern multicultural society. Like the other California Subject Matter Projects, we are centrally concerned with developing and supporting teacher leadership. Fellows of the CH-SSP go on to take leadership roles in their schools and districts, in professional organizations and statewide committees, and within the CH-SSP itself. The ten regional sites of the CH-SSP are located at university campuses across California, where teachers have access to campus resources, such as the libraries, multi-media labs, and archives. Each site runs a three-week summer institute for teachers' many also offer a variety of year-round activities such as workshops, seminars, and extension courses. If you would like to learn more about the California History-Social Science Project and opportunities for teacher involvement in creating a dynamic educational environment, tell us about yourself and we'll put you on our mailing list.

COLLABORATIVES FOR HUMANITIES AND ARTS TEACHING (CHART)

CHART NETWORK MEMBER

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Sponsored by the Connecticut Humanities Council, and Hartford, New London, and Norwich School Systems, the Connecticut Humanities Alliance (CHA) is a collaboration among university scholars, teachers, and the professional staff of area museums to strengthen professional development for teachers and curriculum development in the humanities with a particular emphasis on history. CHA is state-wide program promoting innovative approaches to teaching the humanities in Connecticut schools. Begun in 1989, the project seeks to build formal alliances between urban school systems, universities, museums, and other cultural institutions and philanthropies. These alliances seek significant educational change at the local level through curriculum reform that is interdisciplinary in nature, focused in orientation (i.e., which abandons the notion of "coverage" in favor of in-depth consideration of a more manageable number of important topics and themes), directly relevant to the interests and backgrounds of the student served, and perhaps, above all, teacher-centered in construction and implementation. Currently, the CHA consists of two programs: the Hartford Humanities Alliance and the New London/Norwich Humanities Alliance. The Hartford program, winner of the National Council for the Social Studies' 1992 National Award for Excellence and the Schwartz Prize for the best humanities council project in the nation in 1993, involves system-wide professional development for teachers and implementation of new curricula on local history to 1865 (fourth grade), migration in the United States, 1865-present (fifth grade), and cities as windows into world history (sixth grade). In New London and Norwich similar professional development in the humanities has led to the development of "World History, Language and Culture," an interdisciplinary world history, literature, art, and music curriculum for ninth-grade students. CHA also holds summer implementation institutes for programs already in place and is preparing to expand those programs to other communities in the State. Major funders of the Connecticut Humanities Alliance include the Rockefeller Foundation, the Hartford Foundation for Public Giving, the Old State House Association, the National Endowment for the Humanities, the Aetna Foundation, the Travelers Foundation, the Ensworth Charitable Trust, and the Palmer Fund.

CHART NETWORK MEMBER

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New Mexico Currents is a public, nonprofit organization incorporated in 1983 to identify, preserve, and enhance the arts and humanities rooted in New Mexico's 400 year-old Hispanic heritage through programs of education and technical assistance. The Hispanic Culture Foundation is compiling a document based on units, lesson plans, and other curriculum materials developed over the past three to four years by the eleven elementary, middle, and high schools participating in the New Mexico Currents program; the document will be submitted to the New Mexico State Department of Education for dissemination statewide after June 1994. Much of the material contained in this document will relate to history education since the

original theme of the Currents program was "Streams of History: Our Schools, Our Communities, Ourselves."

CHART NETWORK MEMBER

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The International Education Consortium (IEC) is a not-for-profit agency providing St. Louis Metropolitan area staff development programs and resources in the arts and humanities that emphasize international and multicultural education. IEC projects include:

- A resource center of print and video materials for teachers and classroom use; a catalogue of items is available
- Programs for teachers ranging from after school seminars on timely topics to one-day workshops to summer institutes of varying length
- A newsletter
- The world since 1850: Reconceptualizing World History"—a four-week summer institute offered in cooperation with Washington University and funded by the National Endowment for the Humanities
- A curriculum project, funded by the United States—Japan Foundation, to develop curriculum on Japan by providing seminars and travel to Japan for twenty teachers from St. Louis and East St. Louis
- The Nineteenth Century: A Global Perspective"—week-long institute for thirty teachers funded by the Woodrow Wilson National Fellowship Foundation
- An examination of the implications of national standards for St. Louis and Missouri
- Free at Last: African American History through Documents"—supported by the Woodrow Wilson National Fellowship Foundation and presented by Leslie Rowland, Freedman and Southern Society Project
- History Reading Seminary on Race in America—three after school sessions using published works

FRIENDS OF INTERNATIONAL EDUCATION (FIE)

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HISTORY TEACHING ALLIANCE (HTA)

Christine Compston, Director

The History Teaching Alliance supports the development and implementation of content-based collaboratives that bring together elementary and secondary school teachers, museum educators, public historians, and college and university faculty. The Alliance assists with designing collaboratives, drafting proposals, identifying potential funders, implementing pro-grams, and evaluating projects. The Alliance serves as a clearinghouse for information about history collaboratives and plans to publish a handbook on how to establish and sustain a local collaborative.

FELLOWSHIP JAMES MADISON MEMORIAL FOUNDATION (JMMFF)

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The James Madison Memorial Fellowship Foundation, a federally endowed program designed to strengthen instruction about the Constitution in the nation's schools, awards fellowships for graduate study of the framing and history of the U.S. Constitution to outstanding in-service secondary school teachers of American history, American government, and social studies in grades 7-12 and to outstanding college seniors and college graduates who intend to become secondary school teachers of the same subjects. At least one fellowship is awarded annually through nationwide competition to a recipient in each state, the District of Columbia, the Commonwealth of Puerto Rico, and taken together, the other territories. Fellows are required to teach American History, American Government or social studies in secondary schools for not less than one year for each full year of study for which assistance was received under a fellowship. Candidates apply directly. Teachers must have taught or be teaching full time to qualify for a fellowship. Fellowships carry a maximum stipend of \$24,000 over the period of study (up to two years full-time for would-be teachers, up to five years part-time for in-service teachers) to cover the costs of tuition, fees, books, room and board. Fellows must enroll in graduate programs leading to master's degrees in history, political science, or education at accredited universities of their choice. Participation in an accredited four-week summer institute on the principles, framing, ratification, and implementation of the Constitution and Bill of Rights is required of all fellows normally during the summer following their first year of study under fellowships. The annual deadline for applications is March 1. Detailed information may be obtained from: James Madison Memorial Fellowship Program.

NATIONAL ARCHIVES AND RECORDS ADMINISTRATION (NARA)

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Education Branch (NEEE) National Archives and Records Administration
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The National Archives preserves and makes available to the public the records of the federal government that have enduring value and advance the knowledge of the history of the nation. The National Archives is located at more than thirty sites across the country, including the National Archives Buildings in Washington, DC, and College Park, MD, twelve regional archives, fourteen federal records centers, and nine Presidential libraries. The National Archives brings its rich and varied resources to the public through educational workshops, publications, exhibitions, film programs, lectures, dramatic productions, archival training, commemorative celebrations, genealogy workshops, and tours. In the Education Branch, the staff focuses on (1) developing educational materials and publications based on archival documents for upper elementary through adult learners; (2) conducting courses for educators and other members of the research public on how to effectively research primary sources in archival institutions, create customized teaching units from historical sources, and apply classroom strategies in teaching with documents;

and (3) publishing feature articles on associated topics in professional journals.

In addition to the above ongoing activities, the National Archives' Education Branch plans to:

- Contribute articles to Cobblestone Magazine, The Mini Page, and other publications relating to teaching and learning with primary sources at the elementary level
- Publish additional units in the new Primarily Teaching Series, featuring document-based units created by participants in the annual Primarily Teaching institute for use in the classroom
- Promote the new CD-ROM featuring the World War II propaganda posters on display in the Powers of Persuasion exhibition in the National Archives
- Develop a cosponsored national teacher education institute in 1995 with The Constitution Project to improve teaching about the U.S. Constitution and the government created by this Great Charter
- Collaborate with college and university history faculty on the importance of using primary sources, especially federal records, in historical research and on the most effective way to incorporate these sources in undergraduate and graduate classes on historical research methodology and skills development.

NATIONAL CENTER FOR HISTORY IN THE SCHOOLS (NCHS)

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The National Center for History in the Schools has been funded over a period of five years to accomplish two major charges: (1) To conduct research on the status of history teaching and learning in U.S. elementary and secondary schools, including the development of improved approaches and resources for history teaching, in-service workshops in the implementation of these resources and the national dissemination of the Center's research and curricular resources; (2) To administer the development and dissemination of national achievement standards for U.S. and world history for the nation's schools, grades K-12, under the guidelines of the National Education Goals adopted by President Bush and the nation's fifty governors in 1989, and by President Clinton currently. Publications include progress reports and sample standards, Lessons from History, forty teaching units, and newsletters. The Center is sponsored by the National Endowment for the Humanities and OERI, Department of Education.

NATIONAL CENTER FOR THE STUDY OF HISTORY

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The National Center for the Study of History was founded in 1984 as a nonprofit educational institution under the provisions of section 501(c)(3) of the Internal Revenue Code. The Center promotes the study of history, encouraging its application in nonacademic settings.

To this end, the NCSH publishes educational material, advises teachers and students, and otherwise supports projects with compatible concerns. NCSH publishes a variety of charts, guides, texts and circular—many of them relating to careers for history majors and the value of history in the business world.

NCHS is engaged in a number of programs and activities:

- **Promoting History:** NCSH receives and responds to inquiries from students and teachers across the country regarding the uses of history. The Center advocates the study of history in forums unfrequented by traditional history associations, such as industry-education alliances, career education groups, businesses and business schools. It contributes expertise, material, and funds to educational ventures that further the study of history.
- **Industry Education Initiative:** NCSH maintains that knowledge and understanding history is needed for a successful career in any field. With this in mind, NCSH is working with industry-education alliances to strengthen the teaching of history. To further support this effort, a problem-solving publication preparation. Guidelines explain how, why, when and where supportive History Advisory Councils may be organized by schools and universities.
- **Inventory America:** Inventory America enlists students, senior citizens, and community associations in studying and producing accurate records of memorable neighborhood houses. The project encourages scholarship and serves a practical need. During a two-week mini-course, participants' enthusiasm for history is stimulated by demanding, hands-on research. Students, local libraries, historical societies, State Historic Preservation Offices, and the public all benefit from the completed work.
- **Main History Day:** NCSH is the principal provider of financial and administrative support for Main History Day, the statewide component of National History Day.
- **Business Management Instruction:** Recognizing the need for liberal arts students to acquire business skills, NCSH produces material to teach current business management techniques and relate them to core academic subjects. Introduction to Financial Projection Models, consisting of text, software, and a teachers' guide to the first of this series. The Center is preparing advanced material for this field.

NATIONAL COUNCIL FOR HISTORY EDUCATION

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National Council for History Education is a national professional association of individual members: historians, K-12 teachers, historical society and museum personnel, and others who are interested in history education reform. Principal publications include History Matters! (a six page monthly newsletter), Building a Curriculum: Guidelines for Teaching History in the Schools (a thirty-two page booklet prepared by the Bradley Commission on History in Schools). Doing History: A Report on the Ohio Academy for History Teachers and Portfolio Evaluation as History (booklets), and 1993 Conference Proceedings (a video and print package.) Through its History Colloquium Program, NCHE provides in-service workshops for K-12 teachers throughout the United States. NCHE staff regularly participate in conferences and serve on committees relating to history education, curriculum, and standards.

NATIONAL COUNCIL FOR THE SOCIAL STUDIES (NCSS)

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National Council for the Social Studies, which defines social studies as "the integrated study of the social sciences and humanities to promote civic competence," engages and supports educators in strengthening and advocating the social studies. Founded in 1921, NCSS has grown to be the largest association in the country devoted solely to social studies education. The Council membership is organized into a network of over 110 affiliated state, local and regional councils and associated groups representing social studies supervisors and college and university faculty members. NCSS publishes two journals, Social Education, which addresses all levels of the profession, providing information ranging from practical classroom ideas to the latest research, and Social Studies and the Young Learner, devoted exclusively to elementary social studies education, meeting teachers' needs for new information and effective teaching activities. The membership newsletter, The Social Studies Professional, provides coverage of NCSS activities, education reform, student competitions, professional development opportunities, social studies meetings, new resources, and education meetings. Through the College and University Faculty Assembly, NCSS publishes Theory and Research in Social Education. In addition, NCSS produces other books called bulletins (an NCSS comprehensive member benefit), which provide in-depth coverage of important social studies topics, and joins with outside publishers to produce other in-depth coverage publications. NCSS regularly sponsors or cosponsors international, national, regional, state and local meetings and summer professional development workshops. Through information services, NCSS provides invaluable research assistance and information about curriculum, assessment, scope and sequence, academic freedom, and more. To provide guidance for social studies education, NCSS issues position statements and curriculum guidelines. NCSS has participated in numerous projects throughout its existence that provide instructional resources for the teaching of history. In addition to collaboration on the National History Standards Project, NCSS is working with the Center for Educational and Associational Services to develop and implement an Earth Shuttle program for social studies. The program is similar to the Earth Shuttle program currently implemented at EPCOT Center and utilizes the unique resources of Colonial Williamsburg, Jamestown, Yorktown, and the Washington, DC, area. NCSS periodicals regularly feature articles and inserts that address topics in teaching history, and sessions and workshops during annual conferences address issues in history education.

NATIONAL COUNCIL ON PUBLIC HISTORY (NCPH)

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The NCPH was organized to encourage a broader interest in professional history and to bring together those people, institutions, agencies, businesses, and academic programs associated with public history; seeks to stimulate interest in public history by promoting its use at all levels of society. The NCPH publishes The Public Historian, a quarterly journal, and Public History News, a quarterly newsletter. It holds an annual conference in order to promote the uses of public history.

NATIONAL ENDOWMENT FOR THE HUMANITIES (NEH)

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The National Endowment for the Humanities is a federal grant-making agency promoting humanities education. NEH sponsors summer institutes, collaborative projects, and masterwork study projects that deepen precollegiate teachers' knowledge of humanities topics and texts.

NATIONAL HISTORICAL PUBLICATIONS AND RECORDS COMMISSION (NHPRC)

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The National Historical Publications and Records Commission is a federal funding agency that provides support for projects to preserve and make available for use documents significant for American History. In addition to providing support for the publication of historical documentary editions that may be used in the classroom, the NHPPRC also provides funding for projects to increase documents use by teachers, students, scholars, and the public. Eligible activities addressing this objective might include development of packages of documents and special courses and workshops that introduce teachers at all levels to instructional techniques based on historical documents as well as support for the evaluation or development of innovative teaching methods or multimedia document-based teaching materials. The application deadline for projects is February 1. Projects to be supported are determined by the Commission at its June meeting.

NATIONAL HISTORY DAY

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National History Day is an independent educational program that features a national contest for students and summer institutes for teachers. The national contest allows students in grades 6-12 to express themselves through research papers, projects, performances, and media presentations. These entries must be based on original research. History Day has produced a teacher supplement that explains how to use the contest in a classroom setting as well as a number of booklets for teachers based on the results of summer institutes. Up-coming publications include booklets on World War II and conflict resolution in Asia, Africa, Europe, and Latin America.

NATIONAL MUSEUM OF AMERICAN HISTORY (NMAH), SMITHSONIAN INSTITUTE

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NATIONAL REGISTER OF HISTORIC PLACES/NATIONAL PARK SERVICE (NRHP)

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Teaching with Historic Places is a program of the National Park Service's National Register of Historic Places and the National Trust for Historic Preservation. The goal of this program is to enrich classroom instruction of social studies and other required subjects through the use of historic properties listed in the National Register. The National Register offers an ongoing series of lesson plans that "bring history to life" by using real historic properties to help teach history, geography, and other required subjects. The lesson plans convert information from the National Register into materials directly usable in the class-room. Activities encourage students to look in their own communities for places relating to the historical theme discussed in the lesson. The lesson plans help students make connections between their daily lives and surroundings and the history they study in the classroom. The National Register has educational kits that include lesson plans on the thematically-linked properties as well as audio-visual materials and an overall teachers guide. (By 1995, they expect to complete kits relating to the themes of work and conflict.) In addition, they have a curriculum framework designed to help schools of education, state agencies, community organizations, and school districts conduct graduate courses, workshops, and curriculum development projects using the Teaching with Historical Places approach. During the coming year, the Register will be holding a variety of workshops: (1) for educators and State Historic Preservation Offices to learn how to disseminate Teaching with Historic Places in their states. (2) for National Park Service and National Trust employees to develop draft lesson plans, and (3) for Civil War battlefield managers, preservationists, and educators to develop additional lesson plans on specific Civil War battle sites.

NATIONAL TRUST FOR HISTORIC PRESERVATION (NTHP)

Kathleen Hunter, Director of Education Initiative
National Trust for Historic Preservation
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The National Trust for Historic Preservation, chartered by Congress in 1949, is a nonprofit organization with over 250,000 members. As the leader of the preservation movement, it is committed to saving America's diverse historic environments and to preserving and revitalizing the livability of communities nationwide. It has seven regional offices, owns eighteen historic house museums, and works with thousands of local community groups in all fifty states. The National Trust is working closely with the National Register of Historic Places to develop lesson plans and curriculum kits and to introduce these materials through workshops with various groups. (See listing for National Register of Historic Places).

ORGANIZATION OF AMERICAN HISTORIANS

Anita A. Jones, Executive Secretary
Organization of American Historians
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The Organization of American Historians is a 12,000-member professional association for scholars and others interested in American history. Its primary educational activity is the publication of the quarterly Magazine of History. Each issue is developed around a specific topic, providing insightful articles, reviews of recent scholarship, and lesson plans. The OAH allocates one day of its annual conference to "Focus on Teaching." Sessions explore successful teaching strategies, innovative materials and approaches, curriculum revisions, and school/college collaborations. Registration is waived for K-12 teachers. The OAH is participating in the National History Standards Project.

ORGANIZATION OF HISTORY TEACHERS (OHT)

Earl P. Bell, President
University of Chicago Laboratory School
1362 East 59th Street
Chicago, Illinois 60637
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PHI ALPHA THETA

Graydon A. Tunstall, Jr., International Secretary-Treasurer
Phi Alpha Theta
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Allentown, Pennsylvania 18104
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PHILADELPHIA ALLIANCE FOR TEACHING HUMANITIES IN THE SCHOOLS (PATHS/PRISM)

Linda Friedrich
PATHS/PRISM
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PATHS/PRISM provide professional development to teachers to renew knowledge of the arts and sciences and introduce teaching strategies that engage students through "hands-on" activities. They work with elementary and middle schools on whole school renewal. A major project for PATHS/PRISM has been the World History Project. P/P has collaborated with teachers, school administrators, and local university faculty to create a two-year, thematic world history curriculum. Funded by the Rockefeller Foundation, the Pew Charitable Trusts and others, the curriculum will be published under the auspices of CHART. Additional projects over the past few years have included:

- Exploring the City, Understanding the Nation: American History through the Philadelphia Experience" (1987-91)—This NEH-funded project provided summer staff development for 180 teachers in the School District of Philadelphia. The teachers formed collaborative relationships with a number of local university faculty and museum personnel. They also learned how to use Philadelphia's rich archival and architectural resources to teach American history to students in grades 1-12. The project produced four "newsletters," which published teachers' research, and three teaching guides, which contain lesson plans and primary documents based on the school-based projects carried out by participants. Copies of the school-based project guides are available.
- Discovering Our Fundamental Freedoms: The Bill of Rights in the Early and Middle Grades" (1991)—This project, funded by the U.S. Commission on the Bicentennial, provided staff development for elementary and middle school teachers from across the United States. As a result of their summer experiences, the teachers (1) led sessions at a regional symposium for teachers on the Bill of Rights

and (2) created lesson plans for use with elementary and middle school students. Copies of "Discovering Our Fundamental Freedoms" teachers' guide are available free of charge.

- Comparative Constitutions Directed Research Seminar" (1991)—Funded by the Bill of Rights Education Collaborative (BREC) and Pew Charitable Trusts, this project brought together twelve teachers from across the United States to conduct independent research projects comparing the rights statements in the constitutions of several nations. As a result of their summer experience, the teachers led sessions at a regional symposium for teachers on the Bill of Rights and wrote research papers with accompanying lesson plans for use with elementary and middle school students. Copies of the "Comparative Constitutions" publication are available free of charge.
- Diversity and the Bill of Rights: An Exemplary Partnership" (1991-93)—Also funded by BREC and Pew, this project helped middle schools and museums form ongoing partnerships for teaching and learning about the history of Philadelphia's diverse population. The project provides a model for ways in which schools and museums can form more meaningful and lasting partnerships.

SOCIAL STUDIES DEVELOPMENT CENTER (SSDC)

John J. Patrick, Director
Social Studies Development Center
Indiana University
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The Social Studies Development Center conducts projects to improve teaching and learning of history and the social sciences in elementary and secondary schools. The SSDC includes the ERIC Clearinghouse for Social Studies/Social Science Education, which builds and maintains a database on the teaching and learning of history and various social sciences in schools (K-12). This clearinghouse also disseminates information on the teaching and learning of history through a publications program. The SSDC has conducted conferences and institutes for history teachers.

SOCIETY FOR HISTORY EDUCATION (SHE)

Simeon Crowther, President
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SOUTHERN HISTORICAL ASSOCIATION (SHA)

William F. Holmes, Secretary-Treasurer
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The Southern Historical Association has the purpose of encouraging the study of the history in the South, with emphasis on the history of the South. The SHA is primarily an academic organization that works to encourage historical scholarship through the Journal of Southern History and an annual meeting, which usually takes place during the second week of November. Occasionally, sessions on teaching are offered at the annual meeting.

**SOUTHERN PENNSYLVANIA HERITAGE PRESERVATION
COMMISSION TECHNICAL ASSISTANCE CENTER (SPHPC) T.**

Allan Comp
Heritage Resources Manager
SPHPC Technical Assistance Center
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Johnstown, Pennsylvania 15901
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Southwestern Pennsylvania Heritage Preservation Commission, a government agency under the U.S. Department of the Interior, was established to foster economic development in a nine-county region of southwestern Pennsylvania through public-private partnerships involving historic preservation, development of cultural resources, and tourism. SPHPC works closely with many historical organizations to preserve the history of the nine-county region. Among the materials, programs, and activities offered by the SPHPC that relate to the teaching of history are HABS/HAER publications on industrial history in the region; an internship program by SPHPC to match college students with host organizations that will promote SPHPC themes and concerns; partnerships with Indiana University of Pennsylvania, area school districts, and intermediate units to develop local history curriculums, such as the efforts of the Allegheny Ridge State Heritage Park to develop elementary and secondary school curriculums on the history of the Allegheny Ridge region. Among the activities of its Folklife Division, SPHPC has conducted oral histories and workshops, cultural resource studies, and ethnographic surveys of the region; it is setting up archives and data bases of ethnographic materials and folklife curriculum materials, and a resource guide. The SPHPC Archeology Division has worked with a number of local teachers to develop student projects dealing with local history through archeological methods.

U.S. DEPARTMENT OF EDUCATION (USDE)

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**THE WOODROW WILSON NATIONAL FELLOWSHIP
FOUNDATION (WWNFF)**

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The Woodrow Wilson National Fellowship Foundation is a non-profit entity dedicated to the encouragement of excellence in education through the identification of critical needs and the development of effective programs to address them. The DeWitt-Wallace Reader's Digest National History Project is a part of the National Leadership Program for Teachers, the Foundation's comprehensive program of professional development activities for high school and middle school teachers. Now in its sixth year, it offers summer institutes and related activities in American and World History. Participants create classroom-ready activities, which are published and distributed free of charge. In the summer of 1994, the NLPT will hold a month-long institute for middle school teachers of American history and twenty-three week-long workshops taught by teams of Woodrow Wilson teachers across the country.

WORLD HISTORY ASSOCIATION

Marilynn Hitchens
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303.321.1615

The World History Association, an affiliate of the American Historical Association with an international membership of university historians and world history teachers, promotes and advances teaching and research in global, comparative, and cross cultural history. The WHA helps in the development of introductory courses from the pre-college through university levels that involve alternatives to the more traditional surveys. The Association sponsors local and national conferences on world history themes; the topic for the 1994 conference is "Environment in World History." A conference will be held in Florence, Italy, in the summer of 1995. The WHA also hopes to sponsor a summer institute in China in 1995. The WHA publishes a scholarly journal as well as semi-annual bulletin.