



Dear Friends of CSWS,

Brisk activity is the order of the day at the center. Our phones constantly ring with inquiries about how to donate wartime letters. We had an undergraduate intern transcribe an interview with a Vietnam combat veteran. Each day, so much good news crosses our desks and reenergizes our efforts for public service education and outreach. Kate Landdeck, Center fellow and associate professor of history at Texas Woman's University, was quoted in the *New York Times* about the WASPS, heroic woman pilots of World War II. She also published an article in *The Atlantic* magazine on the subject. Center fellow Robert Citino begins his new position as historian at the National WWII museum. Paul Coker, who was a Wilson fellow at the Center while completing his dissertation, began a new teaching position at Walters State Community College. Finally, a German documentary film company is flying me to Lithuania for an interview for a film about the First World War. Thanks to all of our Center's supporters for sharing our vision and activity!

- Vejas Gabriel Liulevicius, Director

UT Alum and Center Fellow **John C. McManus** Honored for Scholarly Achievement

At the annual College of Arts and Sciences alumni and philanthropy awards ceremony in April, John C. McManus ('96) received the Scholarly Achievement Award.

The purpose of the award is to recognize alumni who have achieved a high degree of success. The recipient must have a record of notable accomplishments and a history of outstanding contributions to their profession. McManus earned a doctorate in US history at UT. As a graduate student under the mentorship of our founder Charles W. Johnson, McManus served as the assistant director of the Center for the Study of War and Society. He is an internationally-recognized authority on US military history and an award-winning scholar whose research focuses on the human element of the history of conflict, primarily World War II. As one of the nation's leading military historians and the author of eleven well-received books on the topic, he is in frequent demand as a speaker and expert commentator. In addition to dozens of local and national



radio programs, he has appeared on CNN.com, Fox News, C-Span, the Military Channel, the Discovery Channel, the Smithsonian Network, the History Channel, and PBS. He also served as historical advisor for the bestselling book and documentary *Salinger*, the latter of which appeared nationwide in theaters and on PBS's "American Masters Series." The University of Missouri Board of Curators bestowed the Curators' Professor title upon McManus, a distinction awarded to outstanding scholars with established reputations in their field of study. He is the first Missouri University of Science and Technology faculty member in a humanities or social sciences field to be named Curators' Professor. We are proud that he continues to utilize and publicize our rich collection of World War II documents and veteran oral histories.

LOCAL TEACHER
AND UT ALUM BRINGS

History to Life

WITH WWII ORAL HISTORY
COLLECTION

BY GUEST CONTRIBUTOR ALEX SHAFFER



My name is Alex Shaffer and I am a teacher at Farragut High School. I worked as an intern at the Center for the Study of War and Society while I was at the University of Tennessee, which helped me decide to go into the teaching field. Work at the center provided access to a multitude of first-hand accounts that I can use in my classroom for a variety of activities.

In today's social studies classroom, we are focused on teaching students how to make historical arguments using evidence from primary and secondary sources. This is a shift I'm happy to see because it reinforces the fact that if you are going to write a paper or discuss a topic, you need to have evidence to back it up. This also helps to line up our curriculum and teaching with the new TNReady tests, which require writing that includes, you guessed it, evidence from a text or other source.

Over the last four years, I've used an interview from the CSWS collection in my classroom for a number of activities related to the shift I just described. Specifically, I used the interview with Charles H. Coolidge, a Medal of Honor recipient who grew up in Chattanooga, Tennessee. The interview covers his life before, during, and after World War II, which gives us a huge amount of information to work with in the classroom. I always pull out certain sections to help the students when it comes to reading and to focus them in on a few key ideas that we're studying at the time.

The CSWS interviews tell a story; a true-to-life story from a person with a name and a family. This is immensely eye-opening in a classroom because of how personal the interview is to the students. In general terms, they read broad, over-arching narratives about World War II that take a look at things from a macro scale. By having students read the Coolidge interview, we are able to put them in the shoes of someone who was there. This type of reading grabs their attention in ways a textbook cannot. To paraphrase one student: *It's like hearing my grandpa talk about his time in the war.* This type of parallel cannot be understated for helping students wish to learn more in history.

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In addition to being a personal account, the interview is a great vehicle for teaching how to write with evidence. By having students go back to the text of the interview and use Coolidge's words to answer questions with evidence, we're able to use the interview as a tool that allows students to methodically work their way up to writing full essays with evidence from other sources as well. When we pose questions about how they would describe pre-World War II education in Chattanooga, the student can answer using a direct quote from the interview with an explanation of what the quote means to him or her.

The interviews have also been a great way to tie history into their lives and today's world. By using Coolidge's interview, as well as others on the CSWS website, a high school class can engage in a dialogue about war and its impact on society. Contemporary questions from female students about having to go into the draft is only one example of how students read the first person accounts and come into class with their own ideas for what they want to learn and what strikes them most. By giving students this ownership and sense of empathy with someone from the past, history comes alive, which is really the best way to teach students.



The Center for the Study of War and Society is a great resource and an easily-accessible way to bring the personal stories of our veterans to high school students.

In Memoriam

JACK K. WESTBROOK, World War II, U.S. Air Force, Retired, P-51 pilot; 458th Fighter Squadron, 506th Fighter Group; Pacific Theater

TWO UNDERGRADUATE STUDENTS RECEIVE FIRST HOP BAILY PRIZE JR. ESSAY PRIZE

At a public celebration in April, two outstanding undergraduate students were awarded the first annual Hop Bailey Jr. Essay Prize. Desiree Dube received the first place award and Taylor Griffin was presented second place. This award honors Hop Bailey Jr., a distinguished pilot of the Second World War who took part in the invasion of Normandy. The contest was open to all current undergraduates in any major.

For the essay, they were required to use two of the oral histories posted on our World War II Oral Histories project

(from two different service branches), online at digital.lib.utk.edu/collections/wwiioralproject and had to address the following questions:

1. What were the three most important features in the experience of Americans serving in World War II as a global conflict?
2. How did the war change Americans who served?

It was a wonderful evening. Our guests included Fay Bailey Carr and members of the Bailey family, Betsey Creekmore, Harold and Joyce Difter, veterans, and other friends of CSWS. Alesha Shumar, an archivist in the Special Collections Library, who was instrumental in completion of the digitization project, spoke of how the project was conceived and won a federal National Archives and Records Administration grant. He also discussed plans for its future as a national teaching and research resource. Desiree and Taylor read their essays and gained valuable public speaking experience. Fay Bailey Carr established the endowment in 2011 in honor of her late husband. With continued support from our wonderful donors, this prize competition could be endowed well into the future. It has the potential to be extended beyond UT and open to undergraduate students at other universities in order to gain maximum publicity and broad national attention for the CSWS.

If you would like to contribute, please contact Cynthia Tinker at 865-974-0128 or ctinker@utk.edu.



Pictured from left to right are Taylor Griffin, Fay Bailey Carr, and Desiree Dube.

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