

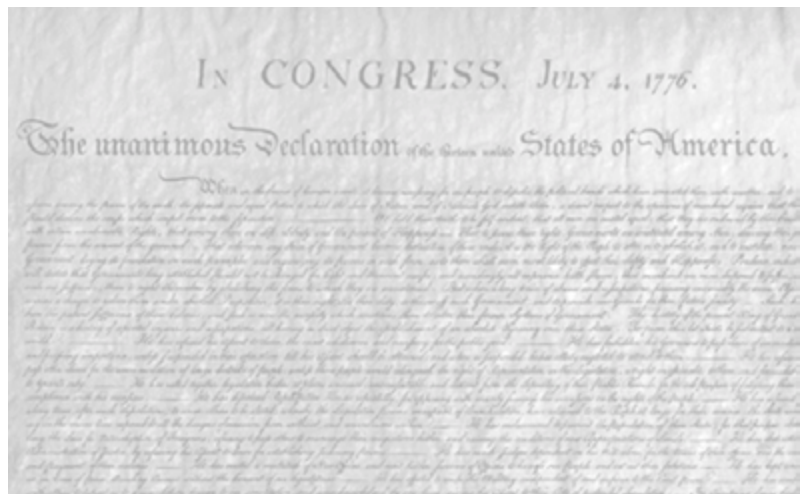
We the People

*A Resource Guide to Promoting
Historical Literacy for Governors,
Legislators, Teachers and Citizens*

compiled by the
American Council of Trustees and Alumni

in support of the White House Forum
on American History, Civics and Service

July 2003



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INTRODUCTION

Despite growing public alarm about historical illiteracy and a Congressional Resolution calling for action, not a single one of America's top 50 colleges and universities now requires the study of American history of its graduates. And only 10% of these same colleges require any study of history at all.

A Roper survey conducted in 2000 for the American Council of Trustees and Alumni revealed that seniors from our elite colleges could not identify Valley Forge, words from the Gettysburg Address, or even the basic principles of the U.S. Constitution. Given high-school level questions, 81% of the seniors would have received a D or F.

Disturbed by these results, the U.S. Congress unanimously adopted a bipartisan concurrent resolution in July 2000, calling on trustees, state administrators, and citizens across the country to address America's historical illiteracy. Prominent historians—including David McCullough, Gordon Wood, and Oscar Handlin—endorsed the effort.

Citing these precedents, on September 17, 2002, President George W. Bush announced a major initiative to restore historical and civic understanding. In pursuit of that pledge, on May 1, 2003, historians, educators, and civic leaders from across the country convened in Washington, DC for the White House Forum on American History, Civics and Service to build coalitions and promote an understanding of America's history and civics.

The American Council of Trustees and Alumni has prepared this *Resource Guide* in support of the President's initiative. This report includes citations to ACTA's two studies on historical illiteracy, the Congressional Concurrent Resolution, and a toolkit that can be used on the local level to draw attention to America's historical amnesia.

The *Guide* also lists premier websites that bring America's history to life. Through these sites, teachers, students and the public at large can gain access to hundreds of other sites with unique resources—primary documents, personal letters from figures in our history, facsimiles of the foundational documents of this nation, photographs and other illustrative material. The *Guide* seeks to focus on outstanding programs and projects in American history and civics, based on their substantive content, pedagogical effectiveness, delivery systems, and ability to reach a wide and diverse range of students, including underserved and nontraditional students. The resources cited feature not only print materials, but also films, tapes, computer software and the internet. In many cases, descriptions are drawn directly from their own websites.

It is our hope that this booklet, while not exhaustive, will serve as a helpful guide for students of all ages seeking to learn more about America's unique history and heritage and to policymakers who are interested in ensuring that we restore America's memory.

Special thanks go to the Daniels Fund for supporting the compendium of web resources for teachers and students.

ACTA is an educational nonprofit organization dedicated to academic freedom, quality and accountability. If you have any questions about our work, you can write or call us at 1726 M Street, NW, Suite 800, Washington, DC 20036; 1-888-ALUMNI-8.

Anne D. Neal
President



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I. THE PROBLEM OF HISTORICAL ILLITERACY



**Reports on Historical Illiteracy
by the American Council of Trustees and Alumni**



Restoring America's Legacy: The Challenge of Historical Literacy in the 21st Century

Authors: Anne D. Neal and Jerry L. Martin
(September 2002)

This eye-opening report reveals that, despite growing public alarm about historical illiteracy and a Congressional Resolution calling for action, not a single one of America's top 50 colleges and universities now requires the study of American history of its graduates. And in a continuing decline, only 10% of these same colleges require any study of history at all, a drop from 22% just three years ago. President Bush cited information in the report when he announced his national history and civics initiative in the Rose Garden on Constitution Day, September 17, 2002.

A complete copy of the report is available on ACTA's website, www.goacta.org.



Losing America's Memory: Historical Illiteracy in the 21st Century

Authors: Anne D. Neal and Jerry L. Martin
(February 2000)

This report reveals that 81% of seniors from the top 55 U.S. colleges and universities failed high-school level history questions; even worse, none of the institutions surveyed requires a course in American history, and three-quarters require no history at all. The report inspired Congress to pass a joint resolution calling for a national response and prompted the Education Leaders Council to adopt a resolution calling for action. Over 800 news stories reported on the study.

A complete copy of the study is available on ACTA's website, www.goacta.org.

Executive Summary

*Restoring America's Legacy:
The Challenge of Historical Literacy in the 21st Century*
(issued September 16, 2002, by the American Council of Trustees and Alumni)

TOP COLLEGES FLUNK AMERICAN HISTORY No Improvement Despite Growing Public Alarm — Colleges requiring any history drop from 22% to 10%

Not a single one of America's top 50 colleges and universities now requires the study of American history of its graduates, according to a study released September 16, 2002, by the American Council of Trustees and Alumni. And in a continuing decline, only 10% of these same colleges require any study of history at all, a drop from 22% in 2000.

In February 2000, ACTA issued a Roper survey and report entitled *Losing America's Memory: Historical Illiteracy in the 21st Century*. The survey revealed that seniors from America's elite colleges and universities were graduating with an alarming ignorance of their heritage and a profound historical illiteracy. Little more than half of college seniors knew general information about American democracy and the Constitution. Fewer than four in ten correctly identified the Battle of the Bulge as being fought during World War II; and 40% were unable to locate the American Civil War in the correct half-century. Given high-school level questions, 81% of the seniors would have received a D or F. Despite this lack of knowledge, ACTA found that students could graduate from 100% of the top colleges without taking a single course in American history. At 78% of the institutions, students were not required to take any history at all.

Alarmed by these results, the U.S. Congress unanimously adopted a concurrent resolution in July 2000, calling on trustees, state administrators, and citizens across the country to address America's historical illiteracy. The bipartisan resolution was introduced by Sen. Joe Lieberman (D-CT), Sen. Slade Gorton (R-WA), Rep. Tom Petri (R-WI) and Rep. George Miller (D-CA).

Despite this outcry, ACTA's 2002 study *Restoring America's Legacy: The Challenge of Historical Literacy in the 21st Century* reveals that colleges and universities have utterly ignored the call for action. Although many institutions claim requirements in history, in fact, the requirement may often be satisfied by courses in other fields, including English, psychology, education and music. For example, at Dartmouth, "Music of Southeast Asia" and "From Hand to Mouth: Writing, Eating, and the Construction of Gender" both meet the World Culture requirements. At Washington University in St. Louis, "Race and Ethnicity on American Television" is classified as a "Textual and Historical Studies" course. To rule out courses such as "The History of College Football" offered in a physical education department, the study defines a history course as a course taught in the history department.

Executive Summary

Losing America's Memory: Historical Illiteracy in the 21st Century

(issued in February 2000, by the American Council of Trustees and Alumni)

In *Losing America's Memory: Historical Illiteracy in the 21st Century*, the American Council of Trustees and Alumni reports that four out of five—81%—of seniors surveyed from the top 55 colleges and universities in the United States received a grade of D or F on history questions drawn from a basic high school curriculum.

Seniors could not identify Valley Forge, words from the Gettysburg Address, or even the basic principles of the U.S. Constitution.

The survey results were compiled by the “Roper Organization,” Center for Survey Research and Analysis at the University of Connecticut.

Despite this lack of knowledge, today’s colleges and universities no longer demand that their students study American history.

Based on surveys conducted in 2000, students can now graduate from 100% of the top colleges without taking a single course in American history.

Here are some of the key findings of the report:

Only 34% of the students surveyed could identify George Washington as an American general at the battle of Yorktown, the culminating battle of the American Revolution.

Only 42% were able to identify George Washington as “First in war, first in peace, first in the hearts of his countrymen.”

Less than one-quarter (23%) correctly identified James Madison as the “Father of the Constitution.”

Even fewer—22% of the college seniors—were able to identify “Government of the people, by the people, and for the people” as a line from the Gettysburg Address.



Congressional Resolution

106TH CONGRESS

2^D SESSION

S. CON. RES. 129

Expressing the sense of Congress regarding the importance and value of education in United States history.

(Passed unanimously by the Senate on June 30, 2000.

Passed unanimously by the House of Representatives on July 10, 2000.)

IN THE SENATE OF THE UNITED STATES

JUNE 30, 2000

MR. LIEBERMAN (for himself, Mr. GORTON, Mr. SMITH of Oregon, Mr. CLELAND, Mr. BYRD, Mr. CONRAD, Mr. BENNETT, and Mr. GRAMS) submitted the following concurrent resolution; which was considered and agreed to

CONCURRENT RESOLUTION

Expressing the sense of Congress regarding the importance and value of education in United States history.

Whereas basic knowledge of United States history is essential to full and informed participation in civic life and to the larger vibrancy of the American experiment in self-government;

Whereas basic knowledge of the past serves as a civic glue, binding together a diverse people into a single Nation with a common purpose;

Whereas citizens who lack knowledge of United States history will also lack an understanding and appreciation of the democratic principles that define and sustain the Nation as a free people, such as liberty, justice, tolerance, government by the consent of the governed, and equality under the law;

Whereas a recent Roper survey done for the American Council of Trustees and Alumni reveals that the next generation of American leaders and citizens is in danger of losing America's civic memory;

Whereas the Roper survey found that 81 percent of seniors at elite colleges and universities could not answer basic high school level questions concerning United States history, that scarcely more than half knew general information about American democracy and the Constitution, and that only 22 percent could identify the source of the most famous line of the Gettysburg Address;

Whereas many of the Nation's colleges and universities no longer require United States history as a prerequisite to graduation, including 100 percent of the top institutions of higher education;

Whereas 78 percent of the Nation's top colleges and universities no longer require the study of any form of history;

Whereas America's colleges and universities are leading bellwethers of national priorities and values, setting standards for the whole of the United States' education system and sending signals to students, teachers, parents, and public schools about what every educated citizen in a democracy must know;

Whereas many of America's most distinguished historians and intellectuals have expressed alarm about the growing historical illiteracy of college and university graduates and the consequences for the Nation; and

Whereas the distinguished historians and intellectuals fear that without a common civic memory and a common understanding of the remarkable individuals, events, and ideals that have shaped the Nation, people in the United States risk losing much of what it means to be an American, as well as the ability to fulfill the fundamental responsibilities of citizens in a democracy: Now, therefore, be it

Resolved by the Senate (the House of Representatives concurring), That it is the sense of Congress that—

(1) the historical illiteracy of America's college and university graduates is a serious problem that should be addressed by the Nation's higher education community;

(2) boards of trustees and administrators at institutions of higher education in the United States should review their curricula and add requirements in United States history;

(3) State officials responsible for higher education should review public college and university curricula in their States and promote requirements in United States history;

(4) parents should encourage their children to select institutions of higher education with substantial history requirements and students should take courses in United States history whether required or not; and

(5) history teachers and educators at all levels should redouble their efforts to bolster the knowledge of United States history among students of all ages and to restore the vitality of America's civic memory.

*Continuation of House Proceedings of June 29, 2000, Issue
No. 85; and Proceedings of June 30, 2000, Issue No. 86*

Vol. 146

WASHINGTON, FRIDAY, JUNE 30, 2000

Nos. 85-86

Congressional Record



United States
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(2) in the name of an child who has not received such a blood lead screening test, ensure that each enrolled child receives such a test either by referral or by performing the test under contract or otherwise).

AMENDMENT NO. 317

(Purpose: To allocate appropriated funds for programs for early detection and treatment regarding childhood lead poisoning at sites providing Early Head Start programs.)

On page 27, line 24, strike the period and insert the following: " *Provided further*, That the funds made available under this heading for section 517A of the Public Health Service Act may be made available for programs operated in accordance with a strategy developed and implemented by the Director for the Centers for Disease Control and Prevention to identify and target resources for childhood lead poisoning prevention to high-risk populations, including ensuring that any individual or entity that receives a grant under that section to carry out activities relating to childhood lead poisoning prevention may use a portion of the grant funds awarded for the purpose of funding screening assessments and referrals at sites of operation of the Early Head Start programs under the Head Start Act."

AMENDMENT NO. 318

(Purpose: To provide for a study into sexual abuse in schools.)

At the appropriate place add the following:

(a) Whether sexual abuse in schools between a student and a member of the school staff or a student and another student is a cause for concern in America;

(b) Whereas relatively few studies have been conducted on sexual abuse in schools and the extent of this problem is unknown;

(c) Whereas according to the Child Abuse and Neglect Reporting Act, a school administrator is required to report any allegation of sexual abuse to the appropriate authorities;

(d) Whereas an individual who is falsely accused of sexual misconduct with a student deserves appropriate legal and professional protections;

(e) Whereas it is estimated that many cases of sexual abuse in schools are not reported;

(f) Whereas many of the accused staff quietly resign at their present school district and are then rehired at a new district which has no knowledge of their alleged abuse;

(g) Therefore, it is the Sense of the Senate that the Secretary of Education should initiate a study and make recommendations to Congress and state and local governments on the issue of sexual abuse in schools."

AMENDMENT NO. 320

(Purpose: To provide increased funding for school construction under the Impact Act program, with an offset.)

On page 58, line 3, strike "\$5,000,000" and insert "\$5,000,000."

Amounts made available under this Act for the administrative and related expenses of the Department of Health and Human Services, the Department of Labor and the Department of Education shall be further reduced on a pro rata basis by \$10,000,000.

AMENDMENT NO. 322

(Purpose: To increase funding for adoption incentives.)

On page 41, lines 11 and 12 strike "\$7,881,586,000, of which \$1,791,000" and insert "\$7,855,723,000, of which \$55,928,000."

Amounts made available under this Act for the administrative and related expenses of the Department of Health and Human Serv-

ices, the Department of Labor, and the Department of Education shall be further reduced on a pro rata basis by \$13,137,000.

AMENDMENT NO. 323

On page 59 on line 24 insert the following: "*Provided further*, That of the amount made available under this heading for activities carried out through the Fund of the Improvement of Education under part A of title X, \$50,000,000 shall be made available to enable the Secretary of Education to award grants to develop, implement and strengthen programs to teach American history (not social studies) as a separate subject within school curricula."

LOSS OF AMERICA'S CIVIL MEMORY

Mr. LIBBERMAN. Mr. President, I come today to the floor of this Chamber, which is so rich with history, which has been the setting of some of the most determinative moments for our democracy, to talk about the state of our civil memory.

Thomas Jefferson once famously said, "If a nation expects to be ignorant and free, it expects what never was and never will be." I am saddened to say that this Nation, the guardian of the Jeffersonian ethic, seems well on the way today to testing his proposition.

One of the findings of a recent survey of America's college graduates would suggest. That survey reveals that our next generation of leaders and citizens is leaving college with a stunning lack of knowledge of their heritage and the democratic values that have long sustained our country.

The University of Connecticut's Roper Center found that 81 percent of seniors from America's elite institutions of higher education received a grade of D or F in history questions drawn from a basic high school examination. Many seniors could not identify Valley Forge, words from the Gettysburg Address, or even the basic principles of the U.S. Constitution. By comparison, 99 percent of them knew who Beavis and Butt-head were and 98 percent knew who the rapper Snoop Doggy Dogg was.

The Roper survey also shows that most major colleges no longer require their students to study history, which helps to explain why historical illiteracy is growing in this country. Students can now graduate from 100 percent of the top colleges and universities without taking a single course in American history. And students at 78 percent of those institutions are not required to take any form of history at all.

The American Council of Trustees and Alumni, a nonprofit group dedicated to the pursuit of academic freedom, has compiled and analyzed these findings in a provocative report entitled "Losing America's Memory: Historical Illiteracy in the 21st Century." I would encourage my colleagues to examine this report, a copy of which has been sent to every Member's office. I ask unanimous consent to have the report printed in the RECORD.

The PRESIDING OFFICER. Without objection, it is so ordered.

(See exhibit 1.)

Mr. LIBBERMAN. I do so because I believe all of us—elected officials, educators, parents, the whole of our citizenry—should be alarmed by findings, by the Nation's growing ignorance of our past and what it implies for America's future. When we lose the memory of our past, when we lose our understanding of the remarkable individuals, events, and values that have shaped this Nation, we are losing much of what it means to be an American. We are losing touch with the civic glue that binds our diverse Nation into a single people with a common purpose. And, I fear, we are losing sight of the lessons our history teaches us and the fundamental responsibilities we share as citizens in a free democracy.

Earlier this week I had the privilege of joining with my colleague from Washington, Senator GORTON, Congressman TOM PETRI of Wisconsin, the leaders of the ACTA, and assemblage of distinguished historians at a press conference to underscore the import of this report. With the Fourth of July in the offing, we wanted to seize the opportunity of this moment of patriotism to in a sense play Paul Revere, and to begin ringing the alarm bells about the growing ignorance of the contributions that Revere and many other great men and women made to this Nation.

Among the scholars who attended were Gordon Wood, Professor of History at Brown University; John Patrick Diggins, Distinguished Professor of History, The Graduate Center, City University of New York; James Rees, Director of George Washington's Mount Vernon, Jeffrey Wallis, president, American Academy for Liberal Education, and Paul Reber, Executive Director of Decatur House, National Trust for Historic Preservation. With us in spirit if not in body, were David McCullough, the prize-winning author of the illuminative biography of Harry Truman, and the great Oscar Handlin, Professor Emeritus at Harvard.

Each of these historians, as well as several others, issued statements expressing their concerns about the consequences of losing America's memory. I ask unanimous consent to have a collection of these statements printed in the RECORD.

The PRESIDING OFFICER. Without objection, it is so ordered.

(See exhibit 2.)

Mr. LIBBERMAN. I will read a few excerpts because I think they uniquely speak to the ramifications of the problem.

Gordon Wood explained: "We Americans have a special need to understand our history, for our history is what makes us a nation and gives us our sense of nationality. A people like us, made up of every conceivable race, ethnicity, and religion in the world, can never be a nation in the usual sense of the term. . . . Up until recently almost every American, even those who were new immigrants possessed some sense of America's past, however rudimentary and unsophisticated. Without

some such sense of history, the citizens of the United States can scarcely long exist as a united people."

Theodore Rabb, Professor of History at Princeton, and Chairman of the National Council for History Education, quoting historian Kenneth F. Jackson, added: "Our guiding heritage is a democratic vision of liberty, equality, and justice. If Americans are to preserve that heritage and bring it to daily practice, it is imperative that all citizens understand how it was shaped in the past . . . Indeed the office of citizen cannot be properly filled in today's democratic society without an understanding of American history."

Stephen H. Bolch, President of the National Association of Scholars, concluded: "More than most nations, America is defined by shared memories. Great deeds, stirring moments, inspiring heroes, hard-won victories, occasional defeats, and, most significantly, lofty ideals—declared, attacked, and ultimately vindicated—map our collective identity. ACTEA's study, *Losing America's Memory*, thus strongly suggests that we are also in danger of losing America itself. Its findings should be a wake-up call for our educators who have been clearly striking their responsibilities."

And David McCullough issued this succinct condemnation: "The place given to history in our schools is a disgrace, and the dreadful truth is very few of those responsible for curriculum seem to care, even at the highest level of education."

These wise men have more than convinced me that this is a national problem deserving national attention. In that spirit Senator GORTON and I today are introducing a resolution that we hope will help call public attention to America's growing historical illiteracy and ideally begin to mobilize a national response. This bipartisan resolution, which is sponsored by Senators BYRD, GORDON SMITH, and CLELAND, reaffirms the value we place on our truly exceptional history and makes an appeal to begin work immediately on rebuilding our historical literacy.

Our call goes out primarily to America's colleges and universities to recommit themselves to the teaching of history, particularly America's national history. Specifically, it urges college trustees, administrators, and State higher education officials around the country to review their curricula and reinstate requirements in U.S. history. It also encourages students to select colleges with history requirements and to take college courses in history whether required or not.

We also cannot ignore the role of our public schools in contributing to this historical ignorance, so we must ask educators at all levels to redouble their efforts to bolster our children's knowledge of U.S. history and help us restore the vitality of our civic memory. This point was reinforced at our press conference by Mount Vernon Director

James Ruef, who noted with despair that George Washington's presence in elementary school curricula has been gradually disappearing. As an example, he related that the textbook being used today at the elementary school he attended contained 10 times fewer references to the father of our country than the textbook he used in his youth.

Mr. President, I hope our colleagues will join us in supporting and adopting this resolution and making an unequivocal statement. As we prepare to celebrate the Fourth, I can think of no finer birthday present to the Nation, no better way to honor the anniversary of America's independence, than for us first to remember what moved that determined band of patriots to lay down all for liberty, what has sustained our democracy for these many years, and for us to act so that our children and those who follow them will never forget.

EXHIBIT I

LOSING AMERICA'S MEMORY: HISTORICAL ILLITERACY IN THE 21ST CENTURY

(Issued for Presidents Day, February 21, 2000.—Prepared by Anne D. Neal and Jerry L. Martin, American Council of Trustees and Alumni.)

"If a nation expects to be ignorant and free, it expects what never was and never will be."—Thomas Jefferson

"We cannot escape history."—Abraham Lincoln

INTRODUCTION

Who are we? What is our past? Upon what principles was American democracy founded? And how can we sustain them?—These are the questions that have inspired, motivated, perplexed since the beginning. And they are questions which still elude our full understanding. Yet they underscore a belief that a shared understanding, a shared knowledge, of the nation's past unifies a people and ensures a common civic identity. Indeed, the American system is uniquely premised on the need for an educated citizenry. Embarking on the experiment of a democratic republic, the founders viewed public education as central to the ability to sustain a participatory form of government. "If a nation expects to be ignorant and free," Thomas Jefferson said, "it expects what never was and never will be."

But the importance of a shared memory appears to have lost its foothold in American higher education. As we move toward the 21st century, our future leaders are graduating with an alarming ignorance of their heritage—a kind of collective amnesia—and a profound historical illiteracy which bodes ill for the future of the republic.

There is a widespread, though unspoken, assumption that if not all citizens, at least college graduates—certainly those from the elite institutions—have a basic understanding of this country's history and founding principles. Colleges themselves rarely if ever, test this assumption. The American Council of Trustees and Alumni (ACTA) decided to do so. What do seniors at the nation's best colleges and universities know and not know about the history of this Nation? What grade would they receive if tested?

ACTA commissioned the Roper organization, The Center for Survey Research and Analysis at the University of Connecticut, to survey college seniors from the nation's best colleges and universities as identified

by the U.S. News & World Reports annual college rankings. The top 55 liberal arts colleges and research universities were sampled during December 1999. (For a list, see Appendix A.)

The questions were drawn from a basic high school curriculum. In fact, many of the questions had been used in the National Assessment of Educational Progress (NAEP) tests given to high school students.

How did seniors from our nation's top colleges and universities do? They flunked. Four out of five—88%—of seniors from the top 55 colleges and universities in the United States received a grade of D or F; they could not identify Valley Forge, or words from the Gettysburg Address, or even the basic principles of the U.S. Constitution.

Scarcely more than half knew general information about American democracy and the Constitution.

Only 33% of the students surveyed could identify George Washington as an American general at the battle of Yorktown, the culminating battle of the American Revolution.

Only 42% were able to identify George Washington as "First in war, first in peace, first in the hearts of his countrymen."

Less than one quarter (23%) correctly identified James Madison as the "father of the Constitution."

Even fewer—22%—of the college seniors were able to identify "Government of the people, by the people, and for the people" as a line from the Gettysburg Address—arguably one of the three most important documents underlying the American system of government.

Over one-third were unable to identify the U.S. Constitution as establishing the division of power in American government.

Little more than half (52%) knew George Washington's Farewell Address warned against permanent alliances with foreign governments.

What do they know? They get an A+ in contemporary popular culture.

93% know who the cartoon characters Beavis and Butthead are.

88% can identify the rap singer Snoop Doggy Dogg.

Beavis and Butthead instead of Washington and Madison; Snoop Doggy Dogg instead of Lincoln? How did it come to this? Students and parents are paying \$30,000 a year at elite institutions. For what?

What Happened to American History?

To find out what our nation's top colleges and universities demand of students in the area of American history, ACTEA conducted a study of graduation requirements at the same 55 colleges and universities surveyed by the Roper organization. These are the institutions, such as Harvard and Amherst, which set the standard for all the rest. (See Appendix B.)

For each school, the most recent undergraduate course catalog or Internet course listing was used to define the graduation requirements and to determine what history or American history courses are required of students before they graduate.

The results are worse than could have been imagined. Students can now graduate from 100% of the top colleges without taking a single course in American history.

Novelist Milan Kundera once said that, if you want to destroy a country, destroy its memory. If a hostile power wanted to erase America's civic heritage, it could hardly do a better job—short of actually prohibiting the study of American history—than America's elite colleges and universities are doing.

More shocking still is that at 78% of the institutions, students are not required to take any history at all. The best that can be said is that they are permitted to take history to satisfy other requirements at such

areas as social sciences or diversity. Only the fact that many students find history useful and interesting saves the subject from extinction.

It is not surprising that college seniors know little American history. Few students leave high school with an adequate knowledge of American history and even the best colleges and universities do nothing to close the "knowledge gap."

The abandonment of history requirements is part of a national trend. In 1988, the National Endowment for the Humanities published the first troubling indication that America was losing its historic memory. NEH issued a report concluding that more than 50% of colleges and universities permitted students to graduate without taking a course in American history while 37% of those institutions allowed students to avoid history altogether. Now, thirteen years later, as outlined in Appendix B, standards have fallen further—100% do not require American history, and 78% require no history at all.

The problem is not limited to history. In 1995, the National Association of Scholars issued another seminal report, *The Dissolution of General Education*, which concluded that, during the last thirty years, the curriculum of American higher education in providing students with a broad and rigorous exposure to major areas of knowledge has virtually vanished. In its stead, students pick and choose from a smorgasbord of courses that are too often on narrow, specialized topics. As the widely-acclaimed study by the Association of American Colleges, *Integrity in the College Curriculum*, concluded in 1999, "As far as what passes as college curriculum, almost anything goes." Is it any wonder that students end up with an understanding that is equally narrow, fragmented, and less than the sum of its parts?

In the country that gave birth to Jefferson's conception of an educated citizenry, colleges and universities are failing to provide the kind of general education that is needed for graduates to be involved and educated citizens.

Why Does American History Matter?

Other than our schools and institutions bear greater responsibility for the transmission of our heritage than colleges and universities. They educate almost two-thirds of our citizens, including all our school teachers, lawyers, doctors, journalists and public leaders. They set the admissions and curricular requirements that signal to students, teachers, parents, and the public what every educated citizen in a democracy must know.

What happens in higher education thus relates directly to what happens in K-12. If colleges and universities no longer require their students to have a basic knowledge of American civilization and its heritage, we are all in danger of losing a common frame of reference that has sustained our free society for so many generations.

As ACTA Chairman and former NEH Chairman Lynne V. Cheney observes, in *Telling the Truth*: "[I]t is from our colleges and universities that messages radiate—or fail to radiate to schools, to legal institutions, to popular culture, and to politics about the importance of reason, of trying to overcome bias, of seeking truth through evidence and verification." If our graduates leave school without knowing the foundations of American society, children they teach will certainly do no better.

It is sometimes said that historical facts do not matter. But citizens who fail to know basic landmarks of history and civics are unlikely to be able to reflect on their meaning.

They fail to recognize the unique nature of our society, and the importance of preserving it. They lack an understanding of the very principles which bind our society: namely, liberty, justice, government by the consent of the governed, and equality under the law.

As Lynne Cheney has also written, "Knowledge of the ideas that have molded us and the ideals that have mattered to us functions as a kind of civic glue. Our history and literature give us symbols to share; they help us all to marshall how diverse our backgrounds, feel part of a common undertaking."

What Should Be Done?

Immediate steps must be taken to ensure that the memory of our great nation and its remarkable past is passed on to the next generation. The following actions should be taken by colleges and universities, students and their families, alumni and donors, state and federal governments, and accrediting agencies.

By colleges and universities

Colleges and universities should make improving students' historical memory and civic competence an urgent priority. Boards of trustees and state agencies with higher education oversight should take steps to ensure that institutions of higher education have adequate requirements in American history and history in general. Faculty whose personal interest often draws them to specialized topics, should teach what students need to know, not what faculty desire to teach.

The most direct solution is a strong core curriculum with a broad-based, rigorous course in American history required of all students. The course should include the breadth of American history from the colonial period to the present, and the long struggle to defend liberty against all foes domestic and foreign and to expand democratic rights at home and abroad. Students should be required to study the great civic documents of the nation, beginning with the Declaration of Independence, Constitution, the Bill of Rights, the Federalist papers, and the Gettysburg Address. Such a course gives students a sense not only of where the country has been, but what it has meant.

By students and their families

The first challenge for students and their families is selecting a college. Some colleges have strong core curricula that ensure that every graduate will be well-grounded in the full range of basic subjects, including American history. Most have loose cafeteria-style requirements that let the students choose for themselves. Some no longer even offer traditional, broad-based courses in American history.

Before selecting a college, students and their families should look at catalogues, examining requirements and course descriptions and ideally accessing course syllabi on the web. College is a big investment, and it deserves as much research as any other major purchase. A hot reputation and fancy student center are no guarantee of a solid academic program.

Students who are already attending a college can make up for college deficiencies by selecting for themselves those courses, including American history, that will prepare them for successful participation in our civic as well as economic life. Parents should help their students understand that trendy courses that may strike their short-term fancy will not well serve their long-term needs.

By alumni and donors

Alumni should take an active interest in whether their alma maters have strong re-

quirements in American history and other basic subjects. They should not allow their degrees to be devalued by a decline in college standards.

Those who give can be especially helpful, since it is possible to target gifts to outstanding programs and projects in American history and civic understanding. The American Council of Trustees and Alumni has established a program, the Fund for Academic Renewal (FAR), that assists donors, free of charge, in identifying outstanding programs and directing their gifts to support them.

By State and Federal Governments and accrediting agencies

Consumers in the higher education market cannot make wise choices if they have no information. Most college guides and rankings give little or no information about the curriculum. The U.S. Department of Education and state government for accreditation in their states, should publish and disseminate a national report on collegiate standards listing which colleges require such basic subjects as English, history, mathematics, and science, and which do not. Federal and state governments should target some of the funds from existing grant programs to support outstanding core curricula that include American history and civics.

Accrediting agencies, which have so often neglected issues of academic quality, should include adequate requirements in American history and other basic disciplines among their criteria for assessing colleges and universities.

CONCLUSION

On this President's Day 2000, it is indeed ironic that many if not most of our college seniors are unfamiliar with and ignorant about the individuals we celebrate. The time is ripe for citizens, parents, families and policymakers to demand a renewed exploration and examination of our history. It is not too late to restore America's memory.

EXHIBIT 2

STATEMENTS SUBMITTED IN CONNECTION WITH THE CONGRESSIONAL PRESS CONFERENCE ON HISTORICAL ILLITERACY IN AMERICA, JUNE 27, 2000

David McGrathough, Historian, West Tisbury, MA

The place given to history in our schools is a disgrace, and the dreadful truth is very few of those responsible for curriculum seem to care, even at the highest level of education. Anyone who doubts that we are raising a generation of young Americans who are historically illiterate needs only to read *Loving America's Memory*.

Great Handlin, University Professor Emeritus, Harvard University

History is a discipline in decline. There is a profound ignorance not only among students but among their teachers as well. This study (*Loving America's Memory*) confirms that.

Lynne V. Cheney, Former Chairman, National Endowment for the Humanities

It is regrettable that over the last decade we have seen a continuing decline in emphasis at the college level on core subjects such as literature, math and history. ACTA's recent report, "Losing America's Memory: Historical Illiteracy in the 21st Century," confirms this disturbing trend and underscores a profound historical illiteracy amongst our future leaders that bodes ill for the future of the Republic. Sen. Lieberman and Cong. Preez deserve our praise for raising this important issue. We must begin to restore America's memory. If our best and brightest are graduating without a grounding in the past, we are on our way to losing the understanding that makes us all feel part of a

common undertaking, no matter how diverse our backgrounds.

John Patrick Higgins, Distinguished Professor of History, The Graduate Center, City University of New York

"We cannot escape history." Abraham Lincoln warned Americans more than a century ago. According to the American Council of Trustees and Alumni report, students have escaped it and remain happily ignorant of their own ignorance in an educational establishment that has suspended its mission to popular culture.

Gordon Wood, Professor of History, Brown University

We Americans have a special need to understand our history. For our history is what makes us a nation and gives us our sense of nationality. A people like us, made up of every conceivable race, ethnicity, and religion in the world, can never be a nation in the usual sense of the term. Instead, we have only our history to hold us together. McDonald's can never do as it's our history, our heritage, that makes us a single people. Up until recently almost every American, even those who were new immigrants, possessed some sense of America's past, however rudimentary and unsophisticated. Without some such sense of history, the citizens of the United States can scarcely long exist as a united people.

Theodore K. Rabb, Chairman, National Council for History Education, Professor of History, Princeton University

Since the focus of the National Council for History Education (NCHE) is on the improvement of history education in the schools, indeed, our one postsecondary initiative has been to recommend that teachers of history be certified only if they have a college major or at least a minor in the subject—we are not in a position to comment on the findings of *Losing America's Memory* except to add our voice to those who are concerned about the growing problem of historical illiteracy in the United States. We have long argued that history should occupy a large and vital place in the education of both the private person and the public citizen. As historian Kenneth T. Jackson has written, "Unlike many people of other nations, Americans are not bound together by a common religion or a common ethnicity. Instead, our binding heritage is a democratic vision of liberty, equality and justice. If Americans are to preserve that vision and bring it to daily practice, it is imperative that all citizens understand how it was shaped in the past, what events and forces either helped or obstructed it, and how it has evolved down to the circumstances and political discourse of our time." Indeed, the office of citizen cannot be filled properly. In today's democratic society without an understanding of American history, nor can students afford to go into the twenty-first century ignorant of the history and culture of other nations.

Eugene W. Hickok, Secretary of Education, Commonwealth of Pennsylvania

ACTA's recent study, *Losing America's Memory*, is deeply troubling for many reasons. The findings suggest to me that the teaching of our nation's history has taken a back seat in our elementary and secondary schools, likely replaced by failed fads or trends that have permeated our education system for decades. But we cannot expect K-12 education to take full responsibility; our higher education institutions often have replaced the study of our American culture with watered-down programs and curricula that focus more on our popular culture. It is time for Americans from all walks of life—parents, educators, students, and local, state, and national leaders—to step up their efforts to reverse this disturbing trend and

to make sure our nation's history is a key part of the curriculum at every level. I applaud Senator LIBERMAN and Congressman PETER for their strong commitment and bold efforts to reverse this trend and to make sure every student knows and appreciates our Republic's rich history.

James C. Rees, Executive Director, Historic Mount Vernon

With each year that passes, it becomes more and more evident that the people entering our gates at Mount Vernon know next to nothing about the first George Washington. They usually recognize his image from the dollar bill, and sometimes they're familiar with the age-old myths about the cherry tree and the silver dollar test across the Appahannock River. But when it comes to even the most rudimentary facts—what war he was in and when he was president—it is incredible how many people draw a blank. And it's not just the kids in grade school who have somehow lost touch with George Washington. It is their parents as well. This most recent survey of college students confirms our worst fear: that the next generation of parents will continue this trend of ignorance. To put it as simply as possible, it would be naive to think that George Washington could be born in the hearts of this generation because it simply doesn't know and appreciate his remarkable leadership and character.

Walter A. McIlwain, Pulitzer prize-winning professor of history, University of Pennsylvania

The findings of this excellent ACTA report are disheartening. "Shocking." In fact, they are all too predictable, which is why they deserve the widest dissemination. Americans simply cannot expect rigorous history instruction in their K-12 schools so long as the nation's elite colleges and universities delete history from their curricula.

Thomas Egan, Chairman of the Board, State University of New York

ACTA's recent report, "Losing America's Memory," is alarming proof that our graduates are failing to receive a strong grounding in their past. At SUNY, we are pleased to be among the vanguard of university boards to require U.S. history as part of a core curriculum demanded of our graduates. Congressional action today confirms what we have already concluded: students must be familiar with their history in order to be engaged participants in the civic life of our nation.

Steph H. Bach, President, National Association of Scholars

More than most nations, America is defined by shared memories. Great deeds, stirring moments, inspiring heroes, hard-won victories, occasional defeats, and most significantly, lofty ideals—declared, attacked, and ultimately vindicated—map our collective identity. ACTA's study, "Losing America's Memory," thus strongly suggests that we are also in danger of losing America itself. Its findings should be a wake-up call for our educators who have been clearly shirking their responsibilities.

Candace de Russy, Member of the Board, Chairman, Academic Standards Committee, State University of New York

As part of their duty to ensure the academic excellence of their institutions, the nation's higher education governing boards are beginning to promote U.S. history requirements. We trustees of the State University of New York have accomplished this by mandating the study of American history as part of a larger core curriculum which all SUNY undergraduates must now pursue. This mandate is consistent with our determination to raise academic standards. It also reflects our commitment to help ground stu-

dents in the fundamental norms and ideals we as citizens need to hold in common in order that this free society endures.

Dr. Balazs Vadasz, Founder and Director, Center for the American Founding

Having grown up in Hungary. In turn under German National Socialist and Russian International Socialist terror, I have learned the absolute need of socialists to erase the national memory as a precondition for its remaking their own fictitious history. The so-called National Standards for U.S. History demonstrate that the second stage of this process is already under way. Alternative identification of the ideology that mandates the erasure of national memory can provide a meaningful response to the crisis. It is then up to the advocates of that ideology whether they desire continued identification with it. Incorporating more of the current, mostly fraudulent histories in the curriculum only serves those who have created the crisis in the first place.

Mike Berley, President, Foundation for Academic Standards & Tradition

While students may not know as much as they should about American history, they do know what they're missing. And they want their colleges to do exactly what Senator Joseph I. Lieberman and Congressman Thomas E. Petri are urging in "Student Life," a national survey of 1886 randomly selected college students conducted by Zogby International and released last week by the Foundation for Academic Standards and Tradition. 3 out of 10 college students said their schools need to do a better job teaching students the basic principles of freedom in America.

Michael C. Quinn, Executive Director, James Madison's Montpelier

America is forgetting its heritage, and it does matter. The American Council of Trustees and Alumni has recently taken a survey of college seniors, and has exposed the failure of our universities to teach our nation's history. Only 23 percent of the college seniors surveyed could correctly identify James Madison as the "Father of the Constitution." Why does this matter? It matters because the American nation exists through its heritage. Americans have only one thing that unites them as citizens: a shared vision of democracy. Citizens of almost every other country are united by a shared language, a shared religion, a shared geography, or a shared ethnicity. In America, we join together as a people because of nothing more than an idea. Yet the idea we share as a people—the constitutional democracy pioneered by James Madison and other founding fathers—is one of the most powerful ideas on earth. No other form of government has guaranteed so much individual liberty and economic opportunity to its citizens. The failure to teach American history, with its lessons of struggle and idealism, of inspiring leaders like James Madison, is failing our nation. Each generation has an obligation to instill the shared idea of democracy into the next generation. And American history—the story of the birth and success of that vision of democracy—makes our shared idea a lasting, meaningful part of every new citizen's life.

THE PRESIDING OFFICER: The question is on agreeing to the managers' amendments Nos. 3700 through 3731.

The amendments (Nos. 3700 through 3731) en bloc were agreed to.

Mr. SPECTER, Mr. President, if there is any issue about the pendency of the Baucus amendment, I think it is in the managers' package. I ask unanimous consent to vitiate the request for

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breaking vote to increase gas taxes, adding to the tax burden of seniors and working families in this country.

When it comes to keeping gas prices reasonable, the Clinton-Gore administration has failed the American people, and now, unfortunately, the American people are paying at the pump for this administration's mistake.

SUPREME COURT DECISIONS CONFUSING AMERICA

Mr. TRAFICANT asked and was given permission to address the House for 1 minute and to revise and extend his remarks.

Mr. TRAFICANT: Madam Speaker, the courts have struck again. First, it is now perfectly legal to jab scissors into the brain of a full-term baby being delivered until the baby dies. Second, Internet pornography is now perfectly legal, even for kids.

Think about it. The courts have ruled Communists can work in our defense plants, full-term babies can be killed, pornography, even for kids, is legal, but you cannot pray in school.

Beam me up. No wonder America is confused and screwed up.

I yield back the brains of these judges that evidently they have been sitting on for a long time.

TAX RELIEF FOR MARRIED AMERICANS

Mr. WELLER asked and was given permission to address the House for 1 minute and to revise and extend his remarks.

Mr. WELLER: Madam Speaker, let me ask a basic question of fundamental fairness: Is it right, is it fair, that under our Tax Code, 25 million married working couples on average pay \$1,400 more in taxes just because they are married?

Is it right that under our Tax Code that a husband and wife who are both in the workforce are forced to pay higher taxes if they choose to get married and the only way to avoid the marriage tax penalty is either to get divorced or just not get married?

Madam Speaker, that is wrong, and I am so proud this House of Representatives passed overwhelmingly legislation to wipe out the marriage tax penalty for 25 million married working couples. This week we are going to pass legislation, agreement with the House and Senate, which will wipe out the marriage tax penalty for 25 million married working couples. I was proud to see that every House Republican supported H.R. 6, and 48 Democrats broke with their leadership to support our efforts.

I want to extend an invitation to my Democratic friends on other side of the aisle to join with us and make it a bipartisan effort to eliminate the marriage tax penalty. It is unfair; it is wrong. It is wrong to tax marriage. Let us eliminate the marriage tax penalty.

ANNOUNCEMENT BY THE SPEAKER PRO TEMPORE

The SPEAKER pro tempore: Pursuant to clause 8 of rule XX, the Chair announces that she will postpone further proceedings today on each motion to suspend the rules on which a recorded vote or the yeas and nays are ordered or on which the vote is objected to under clause 6 of rule XX.

Any recorded votes on postponed questions will be taken after debate has concluded on all motions to suspend the rules, but not before 6 p.m. today.

SENSE OF CONGRESS REGARDING IMPORTANCE AND VALUE OF EDUCATION IN UNITED STATES HISTORY

Mr. PETRI: Madam Speaker, I move to suspend the rules and commit to the Senate concurrent resolution (S. Con. Res. 129) expressing the sense of Congress regarding the importance and value of education in United States history.

The Clerk read as follows:

S. CON. RES. 129

Whereas basic knowledge of United States history is essential to full and informed participation in our life and to the larger vitality of the American experiment in self-government;

Whereas basic knowledge of the past serves as a civil glue, binding together a diverse people into a single Nation with a common purpose;

Whereas citizens who lack knowledge of United States history will also lack an understanding and appreciation of the democratic principles that define and sustain the Nation as a free people, such as liberty, justice, tolerance, government by the consent of the governed, and equality under the law;

Whereas a recent Roger survey done for the American Council of Trustees and Alumni reveals that the next generation of American leaders and citizens is in danger of losing America's civic memory;

Whereas the Roger survey found that 82 percent of seniors at elite colleges and universities could not answer basic high school level questions concerning United States history, that scarcely more than half knew general information about American democracy and the Constitution, and that only 71 percent could identify the source of the most famous line of the Gettysburg Address;

Whereas many of the Nation's colleges and universities no longer require United States history as a prerequisite to graduation, including 100 percent of the top institutions of higher education;

Whereas 78 percent of the Nation's top colleges and universities no longer require the study of any form of history;

Whereas America's colleges and universities are leading bellwethers of national priorities and values, setting standards for the whole of the United States' education system and sending signals to students, teachers, parents, and public schools about what every educated citizen in a democracy must know;

Whereas many of America's most distinguished historians and intellectuals have expressed alarm about the growing historical illiteracy of college and university graduates and the consequences for the Nation; and

Whereas the distinguished historians and intellectuals fear that without a common civic memory and a common understanding

of the remarkable individuals, events and ideals that have shaped the Nation, people in the United States risk losing much of what it means to be an American, as well as the ability to fulfill the fundamental responsibilities of citizens in a democracy. Now, therefore be it

Resolved by the Senate (the House of Representatives concurring): That it is the sense of Congress that—

(1) the historical literacy of America's college and university graduates is a serious problem that should be addressed by the Nation's higher education community;

(2) boards of trustees and administrators at institutions of higher education in the United States should review their curricula and add requirements in United States history;

(3) State officials responsible for higher education should review public college and university curricula in their States and promote requirements in United States history;

(4) parents should encourage their children to select institutions of higher education with substantial history requirements and students should take courses in United States history whether required or not; and

(5) history teachers and educators at all levels should redouble their efforts to bolster the knowledge of United States history among students of all ages and to restore the vitality of America's civic memory.

The SPEAKER pro tempore: Pursuant to the rule, the gentleman from Wisconsin (Mr. PETRI) and the gentleman from California (Mr. GROSS MILLER) each will control 10 minutes.

The Chair recognizes the gentleman from Wisconsin (Mr. PETRI).

GENERAL LEAVE

Mr. PETRI: Madam Speaker, I ask unanimous consent that all Members may have 5 legislative days within which to revise and extend their remarks on S. Con. Res. 129.

The SPEAKER pro tempore: Is there objection to the request of the gentleman from Wisconsin?

There was no objection.

Mr. PETRI: Madam Speaker, I yield myself such time as I may consume.

Madam Speaker, I rise today in support of Senate Concurrent Resolution 129, which is identical to House Concurrent Resolution 365, a resolution introduced in the House before the Independence Day recess.

I would like first to thank the gentleman from Texas (Mr. ARNEY), the House majority leader, and the gentleman from Pennsylvania (Mr. GOSLING), chairman of the House Committee on Education and Workforce, whose cooperation has expedited the consideration of this resolution. I would also like to thank Senators LISBERMAN and GORTON for their support of this resolution and commend the Senate for passing it on the Friday before the 4th of July holiday.

I am pleased to be here today with my colleague from California as co-sponsor to offer this resolution to draw attention to the troubling historical illiteracy of our Nation's next generation of leaders. Senate Concurrent Resolution 129 expresses the sense of Congress regarding the importance and value of education in American history.

The need for this resolution is demonstrated by a Roper Center survey commissioned by the American Council of Trustees and Alumni. The Roper Center surveyed college seniors from the Nation's best colleges and universities as identified by the U.S. News & World Report's annual college rankings.

Specifically, the top 35 liberal arts colleges and research universities were sampled during the month of December 1999. The results of this survey revealed that seniors from America's elite colleges and universities received a grade of D or F on history questions drawn from a basic high school exam. Seniors could not identify Valley Forge, words from the Gettysburg Address, or even the basic principles of the United States Constitution.

Despite this lack of knowledge, according to reports by the American Council of Trustees and Alumni, many of today's colleges and universities no longer demand that their students study U.S. history. Students can now graduate from all of the top colleges and universities without taking a single course in U.S. history. At 78 percent of the institutions, students are not required to take any history at all.

Madam Speaker, I believe we should be alarmed by the findings of this study. When we lose our civic memory, when we lose our understanding of the remarkable individuals, events, and values that have shaped our experiment in self-government, we are losing much of what it means to be an American. We are losing sight of the responsibilities we share as citizens in a free democracy.

Having just celebrated the 4th of July, our Nation's day of independence and freedom, a day that evokes strong emotions and feelings of pride in our country, I believe it is particularly appropriate to emphasize our need to know and to understand U.S. history.

Madam Speaker, I include the following material for the RECORD:

[From the New York Times, June 28, 2000]
BASIC HISTORY TEST STUMPS MANY COLLEGIANS

WASHINGTON, June 27—Nearly 80 percent of seniors at 55 top colleges and universities, including Harvard and Princeton, received a D or an F on a 31-question high school level test on American history.

More than a third of the students did not know that the Constitution established the division of power in American government, said the Center for Survey Research and Analysis at the University of Connecticut, which administered the test as part of a study to measure the teaching of American history.

Students were much more knowledgeable about popular culture—79 percent of the seniors tested identified "Beavis and Butt-head" as "television cartoon characters."

But confronted with four options in a multiple-choice test, only 3 percent could name who was president when the Korean War began. And only 23 percent identified James Madison as the principal framer of the Constitution.

Asked the era in which the Civil War was fought, 40 percent did not know the correct period, 1850-1900.

Senator Joseph I. Lieberman, Democrat of Connecticut, said that he and other members of Congress would introduce resolutions calling on college and state officials to strengthen American history requirements at all levels of the educational system.

The study, sponsored by the American Council of Trustees and Alumni, found that none of the 55 institutions required American history for graduation. And only 74 percent of them required students to take any history classes, said Terry Martin, one of the report's authors.

The history test was given by telephone to 55 college seniors chosen at random. The questions were drawn from a basic high school curriculum, and many had been used in the National Assessment of Education Program tests given to high school students.

[From the New York Times, July 2, 2000]

HISTORY 101: SNOOP DOGGY ROOSEVELT

(By Scott Vaale)

Listen up, class. We have to spend your holiday weekend, but an alarming new survey of American History knowledge—released just days before Independence Day—no less—suggests that the nation is in desperate need of summer school. The report, sponsored by the American Council of Trustees and Alumni, a Washington-based nonprofit group that promotes liberal-arts study, posed 31 high-school level questions randomly on 55 seniors at 55 leading colleges and universities including Harvard, Princeton and Brown.

Only one student answered all the questions correctly and the average score was a sobering 51 percent—even with a couple of gimmies about cartoon characters and rap stars tossed in. But maybe it's not too surprising, according to the survey, none of the schools examined require American history courses for graduation.

So put down those rule books and sharpen your pencils. It's time to march with tomorrow's leaders.

1. When was the Civil War?
 - a. 1756-1800
 - b. 1800-1850
 - c. 1850-1900
 - d. 1900-1950
 - e. after 1950
2. Who said "Give me liberty or give me death?"
 - a. John Hancock
 - b. James Madison
 - c. Patrick Henry
 - d. Samuel Adams
3. What is the Magna Carta?
 - a. The foundation of the British parliamentary system.
 - b. The Great Seal of the monarchs of England.
 - c. The French Declaration of the Rights of Man.
 - d. The charter signed by the Pilgrims on the Mayflower.
4. The term Reconstruction refers to
 - a. Payment of European countries' debts to the United States after the First World War.
 - b. Repairing of the physical damage caused by the Civil War.
 - c. Reinstatement of the Confederate states and the protection of the rights of black citizens.
 - d. Rebuilding of the transcontinental railroad and the canal system.
5. Are Beavis and Butt-head
 - a. A radio show.
 - b. Television cartoon characters.
 - c. A musical group.
 - d. Fictional soldiers.
6. The Scopes trial was about
 - a. Freedom of the press.
 - b. Teaching evolution in the schools.
 - c. Prayer in the schools.
 - d. Education in private schools.

7. The Emancipation Proclamation issued by Lincoln stated that:

- a. Slaves were free in areas of the Confederate states not held by the Union.
 - b. The slave trade was illegal.
 - c. Slaves who fled to Canada would be protected.
 - d. Slavery was abolished by the Union.
8. The purpose of the authors of the Federalist Papers was to:
 - a. Establish a strong, free press in the colonies.
 - b. Confirm George Washington's election as the first president.
 - c. Win foreign approval for the Revolutionary War.
 - d. Gain ratification of the U.S. Constitution.
 9. Sputnik was the name given to the first:
 - a. Telecommunications system.
 - b. Animal to travel into space.
 - c. Hydrogen bomb.
 - d. Man-made satellite.
 10. The Missouri Compromise was the act that:
 - a. Funded the Lewis and Clark expedition on the upper Missouri River.
 - b. Granted statehood to Missouri but denied the admission of any other states.
 - c. Settled the boundary dispute between Missouri and Kansas.
 - d. Admitted Maine into the Union as a free state and Missouri as a slave state.
 11. Which document established the division of powers between the states and the federal government?
 - a. The Marshall Plan.
 - b. The Constitution.
 - c. The Declaration of Independence.
 - d. The Articles of Confederation.
 12. When was Thomas Jefferson president?
 - a. 1780-1800
 - b. 1800-1820
 - c. 1820-1840
 - d. 1840-1860
 - e. 1850-1850
 13. What was the lowest point in American fortunes in the Revolutionary War?
 - a. Saratoga.
 - b. Bunker Hill.
 - c. Valley Forge.
 - d. Fort Mifflin.
 14. In his farewell address, President George Washington warned against the danger of:
 - a. Expanding into territories beyond the Appalachian Mountains.
 - b. Having war with Spain over Mexico.
 - c. Entering into permanent alliances with foreign governments.
 - d. Building a standing army and strong navy.
 15. The Monroe Doctrine declared that:
 - a. The American blockade of Cuba was in accord with international law.
 - b. Europe should not acquire new territories in Western Hemisphere.
 - c. Trade with China should be open to all Western nations.
 - d. The annexation of the Philippines was legitimate.
 16. Who was the European who traveled in the United States and wrote down perceptive comments about what he saw in "Democracy in America"?
 - a. Lafayette.
 - b. Tocqueville.
 - c. Crevcoea.
 - d. Napoleon.
 17. Identify Snoop Doggy Dog.
 - a. A rap singer.
 - b. Cartoon by Charles Schultz.
 - c. A mystery series.
 - d. A jazz pianist.
 18. Abraham Lincoln was president between:
 - a. 1740-1800
 - b. 1800-1820

- c. 1820-1840
d. 1840-1860
e. 1860-1880
19. Who was the American general at Yorktown?
a. William T. Sherman
b. Ulysses S. Grant
c. Douglas MacArthur
d. George Washington
20. John Marshall was the author of
a. Roe v. Wade
b. Dred Scott v. Kansas
c. Marbury v. Madison
d. Brown v. Board of Education
21. Who was the "Father of the Constitution?"
a. George Washington
b. Thomas Jefferson
c. Benjamin Franklin
d. James Madison
22. Who said, "I regret that I have only one life to give for my country?"
a. John F. Kennedy
b. Benedict Arnold
c. John Brown
d. Nathan Hale
23. What was the source of the following phrase: "Government of the people, by the people, for the people?"
a. The speech "I have a Dream?"
b. Declaration of Independence
c. U.S. Constitution
d. Gettysburg Address
24. Who was the second president of the U.S.?
a. Thomas Jefferson
b. James Madison
c. John Adams
d. Benjamin Franklin
25. Who was president when the U.S. purchased the Panama Canal?
a. Theodore Roosevelt
b. Jimmy Carter
c. Franklin D. Roosevelt
d. Woodrow Wilson
26. Who was the leading advocate for the U.S. entry into the League of Nations?
a. George C. Marshall
b. Woodrow Wilson
c. Henry Cabot Lodge
d. Eleanor Roosevelt
27. Who said, "Speak softly but carry a big stick?"
a. William T. Sherman
b. Sitting Bull
c. John D. Rockefeller
d. Theodore Roosevelt
28. The Battle of the Bulge occurred during
a. The Vietnam War
b. World War II
c. World War I
d. The Civil War
29. Which of the following was a prominent leader of the Abolitionist Movement?
a. Malcolm X
b. Martin Luther King Jr.
c. W. E. B. Du Bois
d. Frederick Douglass
30. Who was the president of the United States at the beginning of the Korean War?
a. John F. Kennedy
b. Franklin D. Roosevelt
c. Dwight Eisenhower
d. Harry Truman
31. When the United States entered World War II, which two major nations were allied with Germany?
a. Italy and Japan
b. Italy and Poland
c. Italy and Russia
d. Russia and Japan
32. Social legislation passed under President Lyndon B. Johnson's Great Society program included
a. The Sherman Antitrust Act
b. The Voting Rights Act
c. The Tennessee Valley Authority

- d. The Civilian Conservation Corps
33. Who was "First in war, first in peace, first in the hearts of his countrymen?"
a. George Washington
b. Woodrow Wilson
c. Dwight Eisenhower
d. Abraham Lincoln
34. Who was the leader of the Soviet Union when the United States entered World War II?
a. Peter Ostrov
b. Nikita Khrushchev
c. Marshal Tito
d. Joseph Stalin

[From the Washington Post, July 2, 1997]

NEGLECTING HISTORY . . .

(By David S. Broder)

A question for you before you set off your fireworks: Who was the American general at Yorktown? You have four guesses: William Tecumseh Sherman, Ulysses S. Grant, Douglas MacArthur or George Washington.

When that question was asked here last year of 33 randomly chosen seniors at 33 top-rated colleges and universities, one out of three got it right. Stunningly, more of those about to graduate from great liberal-arts colleges such as Amherst and Williams and Cornell and world-class universities such as Harvard and Duke and the University of Michigan named Grant, the victorious general in the Civil War, then Washington, the commander of the Continental Army, as the man who defeated the British in the final battle of the Revolutionary War.

That was not the worst. Only 22 percent could identify the Gettysburg Address as the source of the phrase "government of the people, by the people, for the people." Most thought it came from the Declaration of Independence or the Constitution.

The results of this survey, using 34 questions normally asked of high school students, not elite college and university seniors, justify the term "historical illiteracy." That is what four members of Congress called the situation in a joint resolution they introduced last week warning that "the next generation of American leaders and citizens is in danger of losing America's civic memory."

Congress can do nothing but decrie the situation. As Sen. Joe Lieberman of Connecticut, one of the sponsors, said, "We are not here to establish a national curriculum." But the challenge to parents and to educators is not to be ignored.

The college student poll was taken for a private group, the American Council of Trustees and Alumni. Its report makes two points: If these high school questions were used as a college test, 85 percent of the college students would flunk. Equally troubling, it said, none of the 33 elite colleges and universities faced by U.S. News & World Report requires a course in American history before graduation.

This, I would add, despite the fact that it has been known for a long time that high school students aren't learning much about our history from their teachers. The most recent report from the National Assessment of Educational Progress (NAEP) was in 1994, and it too was devastating. That massive survey found that even though most students reported having taken American history in the eighth and 11th grades, little of it stuck. "Few students (33 percent) reached the proficient achievement level—defined as solid grade-level performance—and only 1 or 2 percent reached the advanced achievement level," the report said. Fully 37 percent of the high school seniors failed to demonstrate a basic level of understanding of American history and institutions—the lowest category in the test.

The Council of Trustees and Alumni, whose chairman is Lyone V. Cheney, is engaged in an ongoing debate with academics over a range of curriculum issues. But on this one, I found the heads of the major historical groups largely in agreement.

Dr. Arnita Jones, executive director of the American Historical Association, told me, "Of course, students should be taking American history, and I would extend that to world history as well." But she said that on too many campuses, resources are being pulled away from history and given to areas that seem to be more practical.

The reaction of Kenneth T. Jackson, the president of the Organization of American Historians and a professor at Columbia University, one of the elite schools whose students were surveyed, was more skeptical. He said, "The best colleges and universities have strong history departments and high enrollment. The smarter you are and the better college you attend, the more likely you are to take history."

But he said that in his first message to his fellow academics as association president, "I said we don't take our teaching seriously enough. We may be too free to teach our own speciality, rather than what students need to know. If you have a big department, it usually works out, but sometimes the only course that's open may be a history of 19th-century railroads in Tennessee."

As Lieberman said, "With the Fourth fast approaching, I can think of no better way to celebrate the anniversary of America's independence than for us to remember what moved a determined band of patriots to lay down all for liberty and then to promise never to forget." Of course, you can't forget what you never learned.

[From World News Now, July 3, 2000]
A HISTORY SURVEY TAKEN AT 33 TOP COLLEGES IN U.S.

ANDERSON COOPER: A new survey shows that most college seniors don't know Jack about American history. Jim Sciutto here was an American history major but he'll talk to him about that later. Seniors at 55 top colleges and universities including Harvard and Princeton, almost 80 percent of them got a D or an F on a high school level history test. Apparently only 11 percent knew that James Madison was a principle signer of the Constitution. But on the upside, 88 percent knew who Heaves and Butthead were. Don't worry, sleep safely.

GEORGE WILL: Yes, Heaves—identify Heaves and Butthead. That was one of the questions.

DEREK MCGINTY: Three percent missed that, though, which I was wondering who they were.

GEORGE STEPHANOPOLUS: I'll—I'll—I'll confess I took the test and I got—I got two wrong. But I think George is on to something. I actually taught at—at Columbia the last couple of years, and they have a core curriculum which helps. What I saw among the students now is they're in some ways very—so much smarter than students in the past. Their SAT scores are through the roof, but they don't necessarily know as much because they're not getting this concentrated teaching in history and other subjects.

SAM DONALDSON: Derek, a lot of white Americans look at some courses that introduce African history at the expense of US history and they say, "They got it wrong."

Mr. MCGINTY WILL: I mean you're acting like there's only room for one. I think you have to have an inclusive view of history.

Mr. DONALDSON: I'm not acting any way but I'm asking you about that because what I told you is correct. A lot of white Americans look at these courses and say, "Well, I should be studying Texas history."

Mr. MCGINTY. Well, I think they should be studying history as it—as it goes. It shouldn't be African or anything else. It—it never was that before you know. Just when it was—to begin to become—become more inclusive, suddenly it is African or what ever. I think that there is room to have a wide-ranging knowledge without leaving out anybody's history.

Mr. COOPER. And that was some of "This Week" from yesterday.

Mr. SCILITTO. We have the quiz right here. And Anderson has not taken it, so I'm going to take this opportunity to ask him a couple of questions.

Mr. COOPER. Oh-huh. Do you know what they teach you in your first year of correspondence—of anchor school, by the way?

Mr. SCILITTO. Never be quizzed on air, right Mr. COOPER. Exactly.

Mr. SCILITTO. George W. Bush should have learned that lesson.

Mr. COOPER. Do you want to know what other questions you're never suppose to ask him a single question.

Mr. COOPER. I'm using up time as what I'm doing.

Mr. DONALDSON. I want to now come to something that has nothing to do with politics. It has to do with education. Published in the New York Times is an interesting history 101 quiz. It was not given by the Times but someone gave this to 55 universities. These are college seniors and Harvard and other prestigious schools were included. Here were some of the questions and some of the percentages of right answers.

Number one. Folks play along. Who was the American general at Yorktown? William T. Sherman, Ulysses S. Grant, Douglas MacArthur, George Washington, Derek.

Mr. MCGINTY. George Washington.

Mr. DONALDSON. Well, only 31 percent—34 percent—got that right.

Number two. John Marshall was the author of Roe vs. Wade. Dred Scott and Kansas Marbury vs. Madison. Brown vs. the Board of Education. George.

Mr. WILL. Marbury vs. Madison.

Mr. DONALDSON. That's correct. I mean, the great chief justice. Twenty-one percent of college seniors got that right.

Number three. The Battle of the Bulge occurred during the Vietnam War, World War II, World War I, the Civil War. I could add the Peloponnesian War. George Will.

Mr. WILL. World War II.

Mr. DONALDSON. World War II.

Mr. WILL. Sam.

Mr. DONALDSON. Well, let me just tell them—only 37 percent got that right. But what do you make of this?

Mr. WILL. Well, all of these seniors at some very prestigious schools, I don't know all of them but they included Harvard, Princeton and Brown. All these schools had one thing in common: none of them have an American history prerequisite requirement for graduation.

Mr. DONALDSON. Why not?

Mr. WILL. Well, that's an excellent question having seen that.

Mr. MCGINTY. If we're fair, though, some of those questions that had the lower percentages—because some of the answers 70 and 80 percent did get correct—some of the more obscure questions were.

Mr. SCILITTO. Who said "Give me liberty or give me death?"

Mr. COOPER. And my options are?

Mr. SCILITTO. Patrick Henry, James Madison, John Hancock, or Samuel Adams.

Mr. COOPER. Patrick Henry.

Mr. SCILITTO. Right on. You're watching World News Now.

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[From CNN Live Edition With Wolf Blitzer, July 2, 2000.]

WOLF BLITZER. Time now for Bruce Morton's "Last Word." On this holiday

weekend, when we celebrate America's past, some, it seems, may have to go back and hit the history books.

BRUCE MORTON. CNN correspondent. Independence Day is coming up—a good time to think about U.S. history, a subject America's young adults may not have a very good grasp of these days. A new survey asked randomly selected seniors from the country's top colleges and universities, among them Amherst, Harvard, Stanford, 31 multiple-choice questions about American history.

Ninety-nine percent knew that Beavis and Butt-head were TV cartoon characters. Eighty-nine percent knew that Sputnik was the first man-made satellite. Just one in four, 26 percent, knew that the emancipation Proclamation said that slaves in Confederate territory were free. Just 60 percent knew that the Constitution was the document which established the division of powers between the states and the federal government.

Thirty-eight percent correctly said Valley Forge was the lowest point in America's fortunes during the Revolutionary War. Twenty-four percent said Bunker Hill was asked who was the American general at Yorktown, where the British surrendered ending the Revolutionary War. 34 percent correctly said George Washington, but 37 percent picked Ulysses Grant, a Union general in the Civil War.

Only 33 percent correctly picked James Madison as the father of the Constitution. Fifty-three percent thought Jefferson, who instead wrote the Declaration of Independence, signed 224 years ago this week.

Forty percent knew it was accused spy Nathan Hale who said "I regret that I have only one life to give for my country." Just 22 percent knew that the phrase "government of the people, by the people, and for the people" came from Lincoln's Gettysburg Address. Thirty-one percent said the U.S. Constitution, 42 percent the Declaration of Independence.

One student of the 556 surveyed got all 34 questions right. Two students tied for worst—two questions right, the score of 6 percent. Overall, the average was 53 percent right. Put another way, if this had been a regular college test, 65 percent would have flunked, 16 percent gotten Ds and 19 percent C or higher. Why such poor scores? Maybe because 80 percent of the colleges and universities in this survey require no American history courses, 78 percent require no history at all.

A philosopher named George Santayana once wrote "Those who do not remember the past are condemned to repeat it." What if he was right?

Happy Independence Day!
I'm Bruce Morton.

[From the Chicago Tribune, July 2, 2000.]

JEFFERSON, NOT "THE JEFFERSONS"

(By William Hagen)

Another wave of college graduates is heading off into the real world armed with degrees and eager to make their mark. Just don't ask them anything about history.

The American Council of Trustees and Alumni recently commissioned a survey of more than 500 college seniors from some of the top colleges and universities in the U.S. According to the results, four out of five seniors quizzed received a grade of D or F on history questions drawn from a basic high school curriculum. How bad was it?

—Only 34 percent of the students surveyed could identify George Washington as an American general at the Battle of Yorktown, the culminating battle of the American Revolution.

—Only 22 percent knew the line "Government of the people, by the people, for the people" came from the Gettysburg Address.

Only 26 percent were familiar with the Emancipation Proclamation.

But all is not lost. Ninety-nine percent of the students knew who the cartoon characters Beavis and Butt-head are, and 95 percent could identify the rap singer Snoop Doggy Doggy.

On second thought, maybe all is lost.

[From the Boston Herald, July 2, 2000.]

HISTORY'S GREEN TE THEM

"Don't know much about history," goes the refrain to an old pop tune. According to a survey by the American Council of Trustees and Alumni, it should be the theme song at America's elite institutions of higher education.

In the survey of seniors at 55 of the nation's top schools, including Harvard and Princeton, nearly 50 percent received a "D" or "F" grade on a 34-question, high school level American history exam.

Most didn't know that the U.S. Constitution establishes a division of power in the national government, a real brain-teaser.

While 99 percent were familiar with the foul-mouthed cartoon characters Beavis and Butt-head, only 23 percent identified James Madison as the principal frame of the Constitution.

None of these colleges has an American history graduation requirement, and 78 percent have no history requirement at all.

Public schools share responsibility for this tragedy. American history is too often relegated to minor league status, squeezed in amid the trendy programs du jour.

Sen. Joseph Lieberman, (D Conn.), and others have introduced a resolution calling on administrators, trustees and state officials to strengthen the teaching of American history at all levels. When you're starting with next to nothing, there's nowhere to go but up.

[From the Dayton Daily News, July 3, 2000.]

INFO-AGE STUDENTS MISSING IT

(By Mary McCarty)

Welcome back to work. If we can believe our daily newspapers—and of course we can, every blessed word—we spent this extravagant gift of a four-day weekend in style: tanning, barbecuing, oh-ing and ash-ing over dozens of area fireworks displays.

But not, apparently, teaching our young anything about the significance of the holiday.

Sunday's New York Times raised the question: What in Bunker Hill do our college seniors know about history?

The Times reported that a Washington-based nonprofit, the American Council of Trustees and Alumni, conducted a survey of 556 seniors at 55 "leading colleges, including Harvard and Brown. They asked 32 high school-level history questions, throwing in a couple of pop-culture gimmies.

One student scored 100 percent. The average score was 53 percent.

Ninety-nine percent could identify Beavis and Butt-head as cartoon characters.

But, given four multiple-choice answers—with the answers staring them in the face as expectedly as Regis Philbin—a mere 22 percent could place the phrase "Government of the people, by the people, for the people" in the Gettysburg Address.

Ninety-eight percent knew that Snoop Doggy Dog is a rap artist; 20 percent knew the Battle of the Bulge took place in World War II.

Thirty-eight percent guessed that the "lowest point in the Revolutionary War" was Valley Forge.

Yikes! These are the sons of the Information Age. An unprecedented amount of

knowledge is literally at their fingertips only a mouse click away. Miles and miles and miles of memory. Yet their cultural memory banks appear to be running alarmingly low.

Is that their fault or ours?
How long has it been since American history was truly part of the national conversation?

Over the four-day weekend, we did Fourth of July with all the trimmings: fireworks, hot dogs and mustard, concerts. Only once during that time, did any of our friends mention the significance of the holiday. That was Zafar Rizvi of Butler, Pa. He was born in Pakistan.

He brought us an essay making the Internet rounds. "Remembering Independence Day." "Have you ever wondered what happened to the 36 men who signed the Declaration of Independence?" the essay begins, and proceeds to elaborate. In gruesome detail.

At Zafar's insistence, we reluctantly turned our attention away from the grid. "I didn't know any of these things," he exclaimed.

He wanted to know. "I think a lot of times people take for granted the freedom that they have—the right to vote, freedom of religion, the right to change the system," he said. "I never voted until I became an American citizen."

Zafar hasn't missed a change to vote in 15 years. He brings his 9-year-old son with him. He wears an "I voted" sticker back to the office.

He thinks it's important not only that we exercise our present-day freedoms, but also that we remember and celebrate our past. "A lot of people don't know the sacrifices made by their grandparents and great-grandparents," he said. "The Fourth of July is always a great feeling. I'm proud to be an American."

Maybe Harvard should appoint him honorary professor. We seem to be in danger of raising future generations with gigabytes of information instantly at their disposal.

And none of it engraved in their hearts.

[From the Hartford Courant, July 2, 2000]

HISTORY IS A MYSTERY TO MANY

Maybe it's not surprising that far more college seniors can identify Beavis and Butt-head than can describe James Madison's role in framing the Constitution. But it's disconcerting nevertheless.

A test to measure the teaching of American history was given to seniors at 33 top colleges and universities, including Harvard and Princeton. Administered by the Center for Survey Research and Analysis at the University of Connecticut, the 34-question test revealed a depressing dearth of knowledge about the United States. Nearly 80 percent of this country's best and brightest got a D or an F. More than a third of the students didn't know, for example, that the Constitution established the division of powers in American government.

Thomas Jefferson, who understood better than most that democracy depends on an educated public, must be tossing in his grave. Those who have knowledge about the nation's past are more likely to be invested in its future and to participate in its democratic processes. Sen. Joseph I. Lieberman quoted the sage of Monticello as saying, "If a nation expects to be ignorant and free, it expects that never was and never will be." The United States seems "well on its way to testing this proposition," Mr. Lieberman said.

Across the years, students have always been more familiar with the popular culture of their own era than with history. But perhaps never during the life of the Republic have so many known so little about the past.

One of the reasons for the weakening of curricula. The UConn study found that none of the 33 colleges taking part in the survey require American history for graduation. Only 18 percent of the schools require students to take any history classes. Course catalogs are filled with too much politically correct drivel.

Mr. Lieberman is part of a bipartisan group in Congress that has introduced resolutions in the Senate and House calling on boards of trustees, college administrators and state education officials to strengthen American history requirements at all levels of the educational system. Ordinarily politicians should keep their hands off curricula, but somebody has to speak up about the sorry state of history instruction today.

[From the Chicago Sun-Times, July 4, 2000]

UNHAPPY COURSE OF HUMAN EVENTS

Today is Independence Day, the day we observe the July 4, 1776, signing of the Declaration of Independence. Oh, for your college kids out there? That's independence from England.

We feel compelled to make that clear after reading the other day about a recent history quiz given to seniors at 33 top universities and colleges. The results of the 34-question American history test—high school level, at this—revealed that nearly 80 percent of the students received a D or an F.

The survey showed revealed that college students—our, gulp, future leaders—are either illiterate, history-wise, Beavis and Butt-head? Ninety-nine percent knew those cartoon miscreants. James Madison? the "Father of the Constitution" was accurately identified by only 23 percent.

The survey was commissioned by the American Council of Trustees and Alumni, which used it to bemoan the lack of that history courses have taken in many of the nation's universities. "Students are allowed to graduate as if they didn't know the past existed," said one of the study's authors. That is a damning indictment of the nation's colleges and schools. Surely one of the functions of education is to pass on the responsibilities of citizenship. Too many kids leave high school unable to read, now we have evidence that too many leave college unable to answer the most fundamental of history questions.

Those who do not remember the past are doomed to repeat it, was the warning of philosopher George Santayana. But we don't have to wait long to see the consequences of being disconnected from our history. Every election it becomes more and more apparent as voter turnout declines. Too many Americans have forgotten—or never learned about—the blood, sweat and tears that have been shed in the past for the freedoms we enjoy—and take for granted—in the 21st century. Young people have a particularly disconcerting level of non-involvement at the ballot box. They are ignorant of this country's tradition of representative democracy, its record of expanding liberty and the duty of responsible adults to participate in our republic's political life.

Is it any wonder so many young people see no relevance in politics?

[From the Decatur News, July 3, 2000]

BEAVIS MEETS "THE PATRIOT"

The new Mel Gibson movie, The Patriot, a historical epic about the American Revolution, opened on this most patriotic of weekends to generally upbeat reviews. If the results of a recent survey are considered, however, one wonders where its audience may be.

The survey indicated that 80 percent of college seniors, tested at some of this nation's most prestigious schools, could not pass a very basic quiz on American history.

Only 23 percent, for example, correctly identified James Madison as the principal framer of the U.S. Constitution. However, 99 percent knew who Beavis and Butt-head were. So they certainly wouldn't be expected to know much about how the War for Independence was conducted in South Carolina 220 years ago.

The survey results are hardly a surprise, given the way that history has been watered down, politically cleaned or eradicated for an entire generation of students. The universities chosen for the study were, in fact, selected on the basis of not requiring any American history course for graduation.

The English critics who tend to take history a good deal more seriously, have complained that Mr. Gibson's film is perfectly beastly to the Brits. And in fact the Revolution for all its glorification in American folklore was a nasty vicious war on both sides. It wasn't pretty, but it's a real part of U.S. history.

Mr. Gibson is, of course, a major star who turned Braveheart, a film about the 17th-century struggle of Scots under William Wallace to be free of English rule, into a box office success. One of its big scenes featured the hero's soldiers baring their backsides in a gesture of defiance.

Not much of that went on in the Revolutionary War. If it had, Mr. Gibson may have found a way to bring in the Beavis and Butt-head crowd.

[From Newsday (New York, NY), July 4, 2000]

LIFE, LIBERTY AND PURSUIT OF BARBECUE

(By James P. Pinkerton)

July 4 was once known as Independence Day, but now it's simply "The Fourth of July." The sense of history that once motivated parades and patriotic displays is gone, maybe forever.

So today those who know that the Fourth commemorates the 56 signers of the Declaration of Independence, who risked all for "life, liberty, and the pursuit of happiness," are joined by those who see the holiday as an opportunity for barbecue, fireworks and party heartying. And, although there is nothing wrong with revelry, remembrance is even better.

A new survey of 336 college seniors conducted by the American Council of Trustees and Alumni finds that, while 98 percent can correctly identify the cartoon characters Beavis and Butt-head, only 45 percent know even vaguely when Thomas Jefferson, principal author of the Declaration, served as president.

And, while 98 percent can identify the rap singer Snoopy Doggy Dog, only 34 percent know that George Washington was the commander at the Battle of Yorktown, which settled the question of American independence.

To be sure, there's often an element of snobbery in polls that show Americans don't know much about history. No doubt many of the heroes of Yorktown, Gettysburg or the Battle of the Bulge had little or no formal education (although surviving veterans of that last Nazi offensive in June 1944 might be dismayed to know that just 33 percent of college seniors recognize the Battle of the Bulge took place during World War II).

But this poll was different. It wasn't directed toward ordinary students but rather toward students at 33 leading liberal-arts colleges, including Harvard and Princeton.

George Santayana, an Ivy League, once wrote that "those who cannot remember the past are condemned to repeat it." But just the opposite can be argued too. Those who don't remember the past are doomed, or perhaps destined, never to repeat it.

It's possible that the United States has reached such a high plateau of economic

prosperity and technologically based military superiority that the old values of heroism and sacrifice are no longer deemed necessary.

As evidence, consider the most useful book or the scare of the union in print today, a new book "Bobos in Paradise: The New Upper Class and How They Got There" by David Brooks. Bobos, a neologism combining "bourgeois" and "bohemian" are defined as "the new information-age elite" for whom "self-cultivation is the imperative with the emphasis on self."

So much, then, for the dying words—"I only regret that I have but one life to lose for my country." Revolutionary patriot Nathan Hale (whom just 10 percent of the college seniors could identify).

Freely identifying himself as a Bobo, Brooks writes, "We're not so bad. All societies have elites, and our educated elite is a lot more enlightened than some of the older elites, which were based on blood or wealth or military valor."

It would be easy to dismiss Bobos as selfish hedonists with no larger interests beyond themselves, but that wouldn't tell the whole story.

It's more accurate to assert that the Bobos, and all other less-well-off Americans who follow their politico-cultural leadership, are developing loyalties to newer ideas and institutions that seem more relevant to them than the American heritage.

For example, while the Stars and Stripes are as scarce as chewing tobacco in Bobo neighborhoods, it's easy to find neon, neon, neon, neon, neon bumper strips, window decals, even flags and banners. Similarly, eras, eras, eras, eras, eras—from abortion rights to gay rights to gun control—are visibly represented in Bobo enclaves.

If patriotism can be defined as loyalty to the group, then Bobos are patriotic in their own fashion. Their loyalties are called away from the nation-state and toward new categories that often transcend national boundaries.

But even Brooks, bard of the Bobos, worries that Americans have drifted away from patriotic moorings.

"The Bobo task," he writes, "is to rebuild some sense of a united polity, some sense of national cohesion."

"That's what 'Independence Day' was once all about."

But today "interdependence" seems to many to be a more useful concept. If so, then maybe history, with all its bloody memories, really can be a thing of the past.

But, if not, the Bobos of today will have a hard time summoning up old-fashioned patriotism out of the fog of forgetfulness.

[From the *Saratoga Times & World News*, July 3, 2000]

DON'T LET AMERICA'S HISTORY FADE AWAY

Suppose you had to pass a pop quiz on America's history before you could eat a hot dog or take in a fireworks display tomorrow in celebration of the nation's founding. Could you?

Or are you in the category with about 80 percent of seniors at some of the nation's top colleges and universities who—according to a survey released last week by the University of Connecticut—are more familiar with America's bad boys Beavis and Butt-head than with America's Founding Fathers and the principles that guided them?

If the answer to the last question is "yes," perhaps you should skip the hot dogs and fireworks and instead attend one of the many nationalization ceremonies that will be held tomorrow for immigrants to become American citizens.

Those immigrants must pass a test about U.S. history and government, and often, say

some officials of the Immigration and Naturalization Service, they are more knowledgeable on the subjects than many folks born, bred and educated in the USA.

OK, professed the game isn't "Who Wants to Be a Millionaire?" but "Who Wants to Be an American?" Pretend the stakes are—more valuable than money—the freedoms and privileges that most Americans consider their birthright. Could you, as immigrants must, correctly answer such questions as:

"Why did the Pilgrims come to America?" Name the 13 original states. What did the Emancipation Proclamation do? How many amendments are there to the Constitution? Why are there 100 members of the U.S. Senate? Who has the power to declare war? Who was Martin Luther King Jr.? Who is the commander in chief of the U.S. military? Which countries were our enemies during World War II? What are the two major political parties in America today? Who selects Supreme Court justices? What is the basic premise of the Declaration of Independence?

Granted, many immigrants participating in naturalization ceremonies tomorrow might think Dr. Martin Luther King Jr. tricker than Abraham Lincoln, freed the slaves. But few would confuse Jerry Springer with Patrick Henry, and almost all would know that the basic premise of the Declaration of Independence is that "all Men are created equal" and "are endowed by their Creator with certain unalienable Rights."

Any American born and bred college senior who doesn't know that should be flogged around the ears and jaws with a cow wienner.

[From the *Ledger (Lakeview, FL)*, July 2,

2000]

GIVE ME LIBERTY OR GIVE ME DEATH!
OPINION

(By Thomas Roe Dild)

They say the kiddies don't know much about history. And we're not talking little kiddies either. We're talking college seniors from the nation's allegedly top universities.

They're the Center for Survey Research and Analysis at the University of Connecticut, which recently conducted a review of what those seniors know about American history.

Turns out, not much. Given a 34-question multiple-choice high school exam on the subject, 80 percent received a D or F.

More than a quarter couldn't pick the leader of the Abolitionist Movement when given a choice among four people, three of whom were not even alive prior to the Civil War.

Defining "Abolitionist" doubtless would have been a problem, but the kiddies were saved the embarrassment of being subjected to an exam even moderately comprehensive.

When asked to select the time frame of the Civil War in 50-year increments from 1741 to 1950 and beyond, 40 percent were stumped.

When it came to Supreme Court Justice John Marshall, 67 percent couldn't pick him as the author of *Marbury v. Madison*. The other stumps included two 20th-century picks: *Roe v. Wade* and *Brown v. Board of Education*.

Asked under whose administration the Korean War began, 63 percent thought it was someone other than Harry Truman.

The source of the phrase "Government of the people by the people, for the people" was misidentified by 78 percent of respondents.

Only 26 percent knew that the Emancipation Proclamation freed slaves only in areas of the Confederacy not held by the Union. Reconstruction was believed by all but 25 percent to refer to something other than readmission of the Confederate states and protection of the rights of former slaves. Almost 60 percent thought it referred to repairing physical damage caused by the Civil War.

While 72 percent knew that Joseph Stalin was leader of the Soviet Union when the United States entered World War II, some picked Peter Cushing, the actor. Too bad for the millions who died under Stalin, a very bad actor, that Ustinov wasn't head honcho. Thomas Jefferson was thought by 31 percent to be "Father of the Constitution" and 39 percent believed John F. Kennedy uttered the words, "I regret that I have only one life to give for my country."

Thirteen percent identified Sitting Bull as the phrase-maker who came up with "Speak softly but carry a big stick."

Basic cultural stuff, all in all.

But take heart! Speaking of basic culture, all but 2 percent could identify Beavis, Butt-head and Snugg Doggy Dog. It's a good thing our Future Leaders weren't asking about world history. If the Magna Carta posed problems for them—only 55 percent got it right—imagine what the Hundred Years War would do?

So as an Independence Day weekend public service exercise, here is a simple quasi-world history exam sent to by a friend. Try this out on your college senior.

1. How long did the Hundred Years War last?
2. Which country makes Panama hats?
3. Where do we get aspirin?
4. In which month do Russians celebrate the October Revolution?
5. What is a camel's hair brush made of?
6. The Canary Islands are named after what animal?
7. What was King George VI's first name?
8. What color is a purple finch?
9. What country do Chinese gooseberries come from?
10. How long did the Thirty Years War last?

While it's highly tempting to stretch this out over two columns in order to fill the greatest possible space with the least imaginable effort, it doesn't seem fair. So here are the answers:

1. 116 years, from 1557 to 1675.
2. Ecuador.
3. From sheep and horses.
4. November, since the Russian calendar was 11 days behind ours in 1917.
5. Squirrel fur.
6. The Latin name was *Insularia Canaria*, "Island of the Dogs."
7. Albert.
8. Distinctively crimson.
9. New Zealand.
10. At last! Thirty years, from 1618 to 1648.

On the advice of counsel, there will be no disclosure as to the columnist's grade. Suffice it to say that the American history exam of 1997 fared much less brightly.

Thomas Roe Dild is a Warren Haven-based columnist for *The Ledger*. His opinion column appears on Sunday.

[From the *Times-Tribune*, July 4, 2000]

STUDENTS SHOULD AT LEAST KNOW GEORGE

(By James Gall)

"The Patriot" is released at the same time as the latest survey to conclude that young Americans don't know squat.

What they are ignorant of on this occasion is American history, "they" being seniors at such top schools as Harvard, Princeton and Brown. If they catch the flick, they may learn a thing or two about the Revolutionary War, which appears to be a closed book right now.

If your kid's an Ivy League hot shot who hasn't yet seen "The Patriot," please do not spoil it by revealing how that war turned out. Since Mel Gibson is the star, they will probably have their money on Australia.

Ok, let us not exaggerate, for it is not necessary. The American Council of Trustees

and Alumni asked 536 students 34 easy questions. Although multiple choice made them even easier, only one kid got them all right, and the average score was 51 percent.

But the students are not so savvy as the numbers suggest. Two of the questions were gimmies, with only 1 percent failing to identify Beavis and Butt-Head as television cartoon characters and 2 percent laboring under the misapprehension that Snoop Doggy Dogg was either a Charles Schultz cartoon, a mystery series, or a jazz pianist.

Some of the answers suggested to serious questions, moreover, were too outlandish for consideration. Anyone not knowing who was leader of the Soviet Union at the outbreak of World War II, for instance, should not have had much trouble ruling out the English actor Peter Ustinov or the late Yugoslavian premier Marshal Tito. The fourth option was Khrushchev. The students did better on that question than on most: with 72 percent plumping for Stalin.

For 31 of the questions, four possible answers were suggested: five for each of the other two. A troglodyte asked to complete the survey might therefore expect to score close to 25 percent with the aid of a pin.

If the survey is to be trusted, the most privileged and educated of American kids are walled and walled-in. Perhaps it is best if we do not know what the ratio is in Louisiana public colleges.

Today's students have such a shaky grasp of the revolutionary era that even George Washington is quite a mystery to them. Only 34 percent identified him as the American general at Yorktown, and 42 percent as being "first in war, first in peace and first in the hearts of his countrymen."

One suspects that these kids must have been in puckish mood, deliberately giving wrong answers. It is hard to believe, for instance, that anyone could get through grade school without knowing that Patrick Henry said, "Give me liberty or give me death." Yet there we have 34 percent of college seniors who purportedly do not know.

It is not that these kids have anything against the revolution. They are just as ill informed about everything else.

A stock question in these surveys seems to be when the Civil War took place. Not precisely, of course, but within 50 years. The results are always shocking. This time there were five answers to choose from, starting with 1750-1800 and ending with the half-century now about to conclude. A pathetic 60 percent nailed it.

Applicants for American citizenship have to know more than plenty of these guys. A standard question for immigrants, for instance, is what the Emancipation Proclamation was all about, and there is no multiple choice. Of the students in this survey, 76 percent chose the right answer. Only 32 percent knew that the division of powers between the states and the federal government is spelled out in the Constitution.

Ask about anything—the Federalist Papers, Alexis de Tocqueville, the Scopes trial, the Monroe Doctrine—and a profound ignorance is revealed. Let us hope that Henry Ford was right when he said, "History is more or less bunk," and George Santayana was wrong when he said, "Those who cannot remember the past are condemned to repeat it."

Unfortunately, one suspects that Ford was almost as good at philosophy as Santayana was at making cars.

While college seniors appear to be lacking in intellectual curiosity, today's sixth-graders. The New York Times reports, are under such pressure to excel in school that they study constantly and may "suffer tension headaches and bouts of anxiety."

Maybe everyone should make time to go see a movie.

[From The Reporter, July 2, 2000]
HISTORY OF AMERICA'S FLUNK WHEN IT COMES TO U.S. KNOWLEDGE

(By Amy Baumgardt)

If the words, "Give me liberty or give me death," sound only vaguely familiar, you apparently have plenty of company.

According to a recent survey, nearly 80 percent of seniors at 55 top colleges and universities, including Harvard and Princeton—received a D or F on a 34 question, high school level American history test. Yet, 98 percent were able to recognize the music of recording artist Snoop Doggy Dogg and 99 percent could identify cartoon characters Beavis and Butt-Head.

How is this possible? Sixth District Rep. Thomas Petri, R-Ford du Lac, is asking the same question.

Petri has joined with U.S. Sen. Joseph I. Lieberman, D Conn., to announce the introduction of a resolution expressing "the importance and value of United States history" and calling on boards of trustees, college administrators and state officials to strengthen on American history requirements.

On June 27, the Petri-Lieberman bill was introduced urging colleges to take seriously the need to teach American history.

Petri said, "As we prepare to celebrate the Fourth of July, it is particularly appropriate to emphasize our need to know U.S. history."

He added, "A basic knowledge of United States history is essential to a full and informed participation in civic life. It is also the one bond that brings together our diverse peoples into a single nation with a common purpose."

Petri feels that "when we lose our civic memory, when we lose our understanding of the remarkable individuals, events and values that have shaped our experiment in self-government, we are losing much of what it means to be an American."

Local high school history teachers and college professors agree, to a point.

The consensus seems to be that history is obviously important. However, today's teachers are placing less of an emphasis on specific dates and times and more concentration on the overall impact history has on the lives of Americans.

"In my classroom, I teach my students historical concepts," said Lisa Srebnacker, history teacher at Goodrich High School. "I think it gives kids a better understanding of why things are the way they are today."

At Ripon College, Professor Russell Blake shares the same philosophy.

"There needs to be an assurance that all citizens have some understanding of American history. However, I am not so much concerned that the students know exact dates but that they learn how to acquire historical knowledge."

Acquiring the knowledge doesn't seem to be a problem at the Ford du Lac area, especially at the high school level.

Srebnacker was pleased to announce that history was the highest scoring subject on standardized tests for Ford du Lac students.

"I think that speaks highly for the K-12 curriculum in this area," she said.

Blake has no complaints on the college-end either.

"I think as a teacher, I will always have the wish that students would know more, but I have been a professor at Ripon since 1981 and have seen no decline in my students' performances," he said.

Perhaps Petri is correct in assuming the problems lie in the fact that many students, once they reach the college level are no longer required to take U.S. history courses.

At present, students can graduate from 100 percent of the top colleges and universities in the nation without taking a single course

in U.S. history. At 78 percent of the institutions, students are not required to take any history at all.

"The focus always seems to be on math and science," said Srebnacker. "An understanding of history is important to be a well-rounded individual."

With the Fourth of July, the day of American Independence fast approaching, the need for historical understanding seems relevant to fully appreciate the holiday. Most of us enjoy a holiday on the Fourth, but do we know why?

Here's a quick history lesson:

Independence Day is the national holiday of the United States of America, commemorating this nation's split from England and the beginning of self-government.

U.S. colonists were angered with King George III, due to England's "taxation without representation" policy. When nothing was done to change the situation, colonists took matters into their own hands.

In June 1776, a committee was formed to compose a formal Declaration of Independence. Headed by Thomas Jefferson, the committee included John Adams, Benjamin Franklin, Philip Livingston and Roger Sherman.

Together the seven created the document that Americans still cherish and abide by today—the Declaration of Independence. The Continental Congress approved this document on July 4, 1776.

American history helps to define the nation's culture. It is not possible to bury the past if we hope to have a prosperous future.

Like Goodrich teacher Mike Dressler said last week, "The purpose of learning about history is so we don't repeat it."

EDUCATION: WHO'S BURIED IN GRANT'S TOMB?
(A) BEAVIS AND BUTT-HEAD, (B) LIFE, (C) GRANT, (D) BEAVIS OF TODAY'S COLLEGIANS

Like other Americans, many of this year's graduating seniors from the nation's top colleges and universities celebrated Independence Day with fireworks and barbecues. But according to a recent survey sponsored by the American Council of Trustees and Alumni, a Washington-based non-profit organization that promotes academic excellence in higher education, those graduates would have better spent the day learning what the Fourth of July means in history.

In the survey, the Roger organization last fall asked 336 seniors at the 55 highest-rated colleges and universities to complete a test on 34 high-school-level questions about American history. What do they know about their own country's past? Not much. Only one-third of the students could correctly answer more than 60 percent of the questions, even with a couple of pop-culture gimmies thrown in, just one correctly answered all of them. Overall, the average score was an appalling 53 percent.

How badly ignorant are the nation's young best and brightest about American history? Match yourself against the elite from Stanford, UC-Berkeley, UCLA, Harvard and other top colleges by taking the same test. Find out who are the real Yankee Doodle Dandies.

1. When was the Civil War?
 - a. 1750-1800
 - b. 1800-1850
 - c. 1850-1900
 - d. 1900-1950
 - e. after 1950
2. Who said "Give me liberty or give me death"?
 - a. John Hancock
 - b. James Madison
 - c. Patrick Henry
 - d. Samuel Adams
3. What is the Magna Carta?
 - a. The foundation of the British parliamentary system.

- h. The Great Seal of the monarchs of England
 c. The French Declaration of the Rights of Man
 d. The charter signed by the Pilgrims on the Mayflower
4. The term Reconstruction refers to:
 a. Payment of European countries' debts to the United States after the First World War
 b. Repairing of the physical damage caused by the Civil War
 c. Readmission of the Confederate states and the protection of the rights of black citizens
 d. Rebuilding of the transcontinental railroad and the canal system
5. Are Beavis and Butt-head . . .
 a. A radio show
 b. Television cartoon characters
 c. A musical group
 d. Fictional soldiers
6. The Scopes trial was about:
 a. Freedom of the press
 b. Teaching evolution in the schools
 c. Prayer in the schools
 d. Education in private schools
7. The Emancipation Proclamation issued by Lincoln stated that:
 a. Slaves were free in areas of the Confederate states not held by the Union
 b. The slave trade was illegal
 c. Slaves who fled to Canada would be protected
 d. Slavery was abolished in the Union
8. The purpose of the authors of the Federalist Papers was to:
 a. Establish a strong free press in the colonies
 b. Confirm George Washington's election as the first president
 c. Win foreign approval for the Revolutionary War
 d. Gain ratification of the U.S. Constitution
9. Sputnik was the name given to the first:
 a. Telecommunications system
 b. Animal to travel into space
 c. Hydrogen bomb
 d. Man-made satellite
10. The Missouri Compromise was the act that:
 a. Funded the Lewis and Clark expedition on the upper Missouri River
 b. Granted statehood to Missouri but denied the admission of any other states
 c. Settled the boundary dispute between Missouri and Kansas
 d. Admitted Maine into the Union as a free state and Missouri as a slave state
11. Which document established the division of powers between the states and the federal government?
 a. The Marshall Plan
 b. The Constitution
 c. The Declaration of Independence
 d. The Articles of Confederation
12. When was Thomas Jefferson president?
 a. 1780-1800
 b. 1800-1820
 c. 1820-1840
 d. 1840-1860
 e. 1860-1880
13. What was the lowest point in American fortunes in the Revolutionary War?
 a. Saratoga
 b. Bunker Hill
 c. Valley Forge
 d. Fort Mifflin
14. In his farewell address, President George Washington warned against the danger of:
 a. Expanding into territories beyond the Appalachian Mountains
 b. Having war with Spain over Mexico
 c. Entering into permanent alliances with foreign governments
 d. Building a standing army and strong navy
15. The Monroe Doctrine declared that:
 a. The American blockade of Cuba was in accord with international law
 b. Europe should not acquire new territories in Western Hemisphere
 c. Trade with China should be open to all Western nations
 d. The annexation of the Philippines was legitimate
16. Who was the European who traveled in the United States and wrote down perceptive comments about what he saw in "Democracy in America"?
 a. Lafayette
 b. Tocqueville
 c. Crèvecoeur
 d. Napoleon
17. Identify Snoopy Doggy Dog.
 a. A rap singer
 b. Cartoon by Charles Schultz
 c. A mystery series
 d. A 1977 painter
18. Abraham Lincoln was president between:
 a. 1790-1800
 b. 1800-1820
 c. 1820-1840
 d. 1840-1860
 e. 1860-1880
19. Who was the American general at Yorktown?
 a. William T. Sherman
 b. Ulysses S. Grant
 c. Douglas MacArthur
 d. George Washington
20. John Marshall was the author of:
 a. Roe v. Wade
 b. Dred Scott v. Kansas
 c. Marbury v. Madison
 d. Brown v. Board of Education
21. Who was the "Father of the Constitution"?
 a. George Washington
 b. Thomas Jefferson
 c. Benjamin Franklin
 d. James Madison
22. Who said, "I regret that I have only one life to give for my country"?
 a. John F. Kennedy
 b. Benedict Arnold
 c. John Brown
 d. Nathan Hale
23. What was the source of the following phrase: "Government of the people, by the people, for the people"?
 a. The speech: "I Have a Dream"
 b. Declaration of Independence
 c. U.S. Constitution
 d. Gettysburg Address
24. Who was the second president of the U.S.?
 a. Thomas Jefferson
 b. James Madison
 c. John Adams
 d. Benjamin Franklin
25. Who was president when the U.S. purchased the Panama Canal?
 a. Theodore Roosevelt
 b. Jimmy Carter
 c. Franklin D. Roosevelt
 d. Woodrow Wilson
26. Who was the leading advocate for the U.S. entry into the League of Nations?
 a. George C. Marshall
 b. Woodrow Wilson
 c. Henry Cabot Lodge
 d. Eleanor Roosevelt
27. Who said, "Speak softly but carry a big stick"?
 a. William T. Sherman
 b. Sutter Bull
 c. John D. Rockefeller
 d. Theodore Roosevelt
28. The Battle of the Bulge occurred during:
 a. The Vietnam War
 b. World War II
 c. World War I
 d. The Civil War
29. Which of the following was a prominent leader of the Abolitionist Movement?
 a. Malcolm X
 b. Martin Luther King Jr.
 c. W. E. B. Du Bois
 d. Frederick Douglas
30. Who was the president of the United States at the beginning of the Korean War?
 a. John F. Kennedy
 b. Franklin D. Roosevelt
 c. Dwight Eisenhower
 d. Harry Truman
31. When the United States entered World War II, which two major nations were allied with Germany?
 a. Italy and Japan
 b. Italy and Poland
 c. Italy and Russia
 d. Russia and Japan
32. Social legislation passed under President Lyndon B. Johnson's Great Society program included:
 a. The Sherman Antitrust Act
 b. The Voting Rights Act
 c. The Tennessee Valley Authority
 d. The Civilian Conservation Corps
33. Who was "First in war first in peace, first in the hearts of his countrymen"?
 a. George Washington
 b. Woodrow Wilson
 c. Dwight Eisenhower
 d. Abraham Lincoln
34. Who was the leader of the Soviet Union when the United States entered World War II?
 a. Peter Liszarski
 b. Nikita Khrushchev
 c. Marshal Tito
 d. Joseph Stalin

The answers, along with the percentage of respondents who answered correctly:
 1. C 60; 2. C 66; 3. A 56; 4. C 29; 5. B 99; 6. B 61; 7. A 26; 8. D 31; 9. D 39; 10. D 52; 11. B 60; 12. B 45; 13. C 38; 14. C 52; 15. B 62; 16. B 48; 17. A 98; 18. E 44; 19. D 34; 20. C 32; 21. D 23; 22. D 40; 23. D 22; 24. C 73; 25. A 53; 26. B 69; 27. D 70; 28. B 37; 29. D 73; 30. D 35; 31. A 67; 32. B 30; 33. A 42; 34. D 72.

WE IGNORE HISTORY AT OUR OWN PERIL

Is it really surprising that 99 percent of college students can identify "Beavis and Butt-head" as television cartoon characters but fail to identify key figures and concepts in American history?

The only eye-opening revelation in the study by the Center for Survey Research and Analysis at the University of Connecticut was that the students surveyed were seniors at the nation's top 50 top colleges and universities, including Harvard and Princeton.

Nearly 60 percent of the students received a D or F on a 31-question, high school level American history test. They had trouble identifying Valley Forge, words from the Gettysburg Address or the basic principles of the U.S. Constitution.

During this Independence Day weekend, this apparent ignorance takes on a greater significance as we ponder the words of Thomas Jefferson.

No. Not because Jefferson's DNA is being analyzed on Court TV over that nasty paternity battle. He was the principal author of the Declaration of Independence. Remember, "We the people . . ."

Now. That guy Adams came up with the "We the people . . ." slogan. "We the people in order to brew a tastier beer." That's Samuel Adams. We are talking about James Madison, the president and lead author of the Constitution and Bill of Rights.

Rep. Tom Petri, R-Fond du Lac, was among the four members of Congress last week that promises to introduce a resolution calling on boards of trustees, college administrators and state officials to strengthen American history requirements in all levels of the educational system.

A high percentage of colleges and universities don't require a single U.S. history class for graduation—leading to an unusual understanding to the phrase "higher education." Even so, high school graduates should not get a degree unless they know the basics of American history.

"As we prepare to celebrate the Fourth of July, it is particularly appropriate to emphasize our need to know U.S. history," Petri said. "Without that familiarity, we lack an understanding and appreciation of the democratic principles which define and sustain us as a free people—namely liberty, justice, tolerance, government by the consent of the governed, and equality under the law."

Although the most a Congressional resolution can do is raise awareness, we were glad to see Petri help bring this troubling information to light.

Is it any wonder that we cannot get people to vote or revolt in civic life?

We are not teaching our children why it is so absolutely important.

The final thought Americans should be ashamed that so many young people are ignorant about U.S. history.

Madam Speaker, I reserve the balance of my time.

Mr. GEORGE MILLER of California. Madam Speaker, I yield myself such time as I may consume.

Madam Speaker, I rise in support of Senate Concurrent Resolution 129, and I want to thank the gentleman from Wisconsin (Mr. PETRI) for bringing this to the floor.

We frequently hear concerns regarding the adequacy of education our children are receiving in the areas of math, science, and technology. Indeed, our committee, Congress, and the community as a whole currently focuses a great deal of attention on improving programs aimed at increasing the literacy of students in these subjects. We should, of course, continue to pursue excellence in the areas of math, science and technology, if we intend for the United States to remain a world leader in the increasingly competitive global economy.

However, is it not just as important that our citizens understand and appreciate the history of this great Nation, the democratic principles that define and sustain this Nation, such as liberty, justice, tolerance and equality under the law? For in the words of the third President of the United States, Thomas Jefferson, "If a Nation expects to be ignorant and free, it expects what never was and never will be."

However, as my colleague, the gentleman from Wisconsin (Mr. PETRI), has already stated, according to a recent study commissioned by the American Council of Trustees and Alumni, knowledge of American history in today's students is sorely lacking.

According to this study, which surveyed students from the top colleges and universities of this Nation, less than 20 percent of today's students

could pass a high school level American history exam. Barely half possess the basic knowledge about American democracy and the Constitution.

We are not talking here about very difficult subjects, but we are talking about the great history of this country, the great history of the documents and theories of government that govern this Nation. We are talking about the roles of Thomas Jefferson, James Madison, George Washington, about the Constitution and the Declaration of Independence. These are basic fundamental tenets of this Nation. They are also basic and fundamental tenets that so many other nations aspire to and yet we find out that knowledge of these documents and of this Nation's history is sorely lacking.

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The purpose of this resolution is to call attention to that problem and to try and get people to understand the need to possess the knowledge of history in this country and the history of this Nation to better serve the Nation as we govern it.

I would like to thank the involvement of John Patrick Diggins, one of my former professors, at that time at San Francisco State who is now at the State University in New York, and I want to thank again my colleague, the gentleman from Wisconsin (Mr. PETRI) and Senator LIBERMAN and Senator GORTON for introducing this legislation in the Senate, and I would hope that all of my colleagues would support it.

Madam Speaker, I reserve the balance of my time.

Mr. PETRI. Madam Speaker, I have no further requests for time.

Mr. SKEEN. Madam Speaker, I would like to take this opportunity to thank the House for the expedited consideration of Senate Concurrent Resolution 129. Expressing the sense of Congress regarding the importance and value of education in United States history. In the House of Representatives I had the honor of cosponsoring, along with four other members of Congress, Congressman PETRI's House Concurrent Resolution 366, our companion resolution.

In many ways this resolution could be one of the most important legislative efforts this Congress makes this year. What we are asking is for America's colleges and universities to review their curricula and add requirements in United States History. Many of us were shocked to find out that 100 percent of the nation's top institutions of higher learning no longer require United States history as a prerequisite to graduate. Almost as shocking is the 78 percent of schools that have eliminated any history requirements.

Related to this news was the fact that the Roper organization conducted a study of students from these institutions and found a shocking level of history literacy. In fact many could not answer history questions that are found on 8th grade tests. This is not good news for our nation. Our next generations deserve more guidance from us and that what this resolution calls for.

Our citizens, to fully participate in our government and in our civilization need to under-

stand where this nation has been. They need to know the sacrifices our parents and grandparents made for our democracy. They need to be able to fully celebrate the historical successes we have had and they also need the knowledge to beware of the mistakes we have made as a nation. Many will say that history is cyclical. We still have much to learn as individuals and even more to learn as a nation. History education can teach us much. It will provide us with the information we need to pass on to the future generations. It will provide the road map for a great future. I am extremely proud to be a cosponsor of this important resolution.

Mr. KINO. Madam Speaker, this great country has an incredibly rich history. From the great Native American civilizations to the current era of global engagement, American history describes an incredible, sometimes turbulent journey toward the greatest democracy in the world. If the statistics cited in this bill are accurate, it is a shame so many of our college graduates know so little about that history.

I am proud to sit on the subcommittee on Higher Education, particularly since six universities are located in my district. It is important that we promote U.S. history in our colleges and universities to ensure that our future generations know we developed as a society and a culture. For example, the Constitution embodies our most cherished beliefs of democracy, liberty, justice, and equality. The fact that scarcely half of the college students recently tested knew even general information about the principles and institutions that make up the backbone of our country is sadly unacceptable. We cannot afford to have our colleges graduate historically illiterate citizens.

I admit I have a personal passion for history, and for me I benefit from working in Washington and city's close proximity to so many historical treasures. In particular I truly enjoy visiting the sites of the Civil War to pay homage to the men and women. Such opportunities have allowed me to actually experience parts of our history, and the excitement and interest of these places are only enhanced by reading about them and studying them beforehand.

I am also a student of European history, in particular, the history of 20th Century Europe. In this information age and new economy I would like to point out to college students that world history also remains important to their education. Learning the history of other cultures will greatly prepare them for their future in this rapidly changing world.

Improvement of education remains one of my top priorities in Congress. Therefore, I support this bill in order to encourage our college students to learn the history of their nation, a history that laid the foundation for their current and future opportunities.

Ms. JONES of Ohio. Mr. Speaker, I rise today in support of S. Con. Res. 129, which recognizes the importance of education in U.S. History. Last week we celebrated the 224th birthday of the United States. Within this historic context, this resolution is particularly fitting because throughout American history, education has enabled Americans to embrace opportunity.

For African-Americans, literacy was key to ending the bondage of slavery. For Americans of every background, education has been the key to escaping poverty. For this reason, we in Congress bear significant responsibility for

increasing support to educational programs, such as Head Start, Title I, Pell Grants and other aid to college students, particularly students who are the last in their families to attend college. We know that disadvantaged students are more likely to drop out of high school and college without completing a degree. Yet most jobs that pay a living wage now require knowledge of technology and training beyond high school. It is our responsibility as a wealthy nation to provide students with the support needed to graduate, join the economic mainstream and contribute to our national success story.

Moreover, in our current consideration of welfare reform, we have seen that targeted education and training can provide a leg up for working poor families to raise earnings and escape poverty. In the Eleventh Congressional District of Ohio, Cuyahoga Community College has done an excellent job of reaching out to adults in transition, and in preparing high school students for careers in technology. Around the country, community colleges enable disadvantaged people to realize their own potential and prepare to move into the economic mainstream.

The last seven years of prosperity we have enjoyed have not benefited everyone in our society. Education and training are the keys that will fling wide the portals of opportunity. America was founded on the principles of "Life, Liberty, and the Pursuit of Happiness." I salute our American history, and the key role of education to ensure opportunity for all.

Mr. PAUL, Madam Speaker, I rise to address two shortcomings of S. Con. Res. 129. I am certainly in agreement with the sentiments behind this resolution. The promotion of knowledge about, and understanding of, American history are among the most important activities those who wish to preserve American liberty can undertake. In fact, I would venture to say that with my work with various educational organizations, I have done as much, if not more, than any other member of Congress to promote the study of American history.

Unfortunately while I strongly support efforts to increase the American public's knowledge of history, I cannot support a resolution claiming to encourage Americans to embrace their constitutional heritage, while its very language showcases a fundamental misunderstanding of the beliefs of America's founders and the drafters of the United States Constitution. Popular acceptance of this misunderstanding of the founders' thought is much more dangerous to American liberty than an inability to name the exact date of the Battle at Bunker Hill.

In particular, the resolution refers to American "democracy" and the "democratic" principles upon which this country was founded. However, this country was founded not as a democracy but as a constitutional republic. Madam Speaker, the distinction between a democracy and a republic is more than just a matter of semantics. The fundamental principle in a democracy is majority rule. Democracies, unlike republics, do not recognize fundamental rights of citizens (outside the right to vote) nor do they limit the power of the government. Indeed, such limitations are often scored as "interactions on the will of the majority." Thus in a democracy, the majority, or their elected representatives, can limit an individual's right to free speech, defend oneself,

form contracts, or even raise one's children. Democracies recognize only one fundamental right: the right to participate in the choosing of their rulers at a pre-determined time.

In contrast, in a republic, the role of government is strictly limited to a few well-defined functions and the fundamental rights of individuals are respected. A constitution limiting the authority of central government and a Bill of Rights expressly forbidding the federal government from abridging the fundamental rights of a people are features of a republican form of government. Even a cursory reading of the Federalist Papers and other works of the founders shows they understood that obtaining the consent of 51 percent of the people does not in any way legitimize government actions abridging individual liberty.

Madam Speaker, the conclusion over whether America is a democracy, where citizens' rights may be violated if the consent of 51 percent of the people may be obtained, or a republic where the federal government is forbidden to take any actions violating a people's fundamental rights, is behind many of the flawed debates in this Congress. A constitutionallyiterate Congress that understands the proper function of a legislature in a constitutional republic would never even debate whether or not to abridge the right of self-defense, instruct parents how to raise and educate their children, send troops to intervene in distant foreign quarrels that do not involve the security of the country, or even deny entire classes of citizens the fundamental right to life.

Secondly, it is not the proper role of the United States Congress to dictate educational formats to states and local governments. After all, the United States Constitution does not give the federal government any power to dictate, or even suggest, curriculum. Instead the power to determine what is taught in schools is reserved to states, local communities, and, above all, parents.

In conclusion, by mistaking this country's founding as being based on mass democracy rather than on republican principles, and by ignoring the constitutionally limited role of the federal government, this resolution promotes misunderstanding about the type of government necessary to protect liberty. Such constitutional literacy may be more dangerous than historical ignorance, since the belief that America was founded to be a democracy legitimizes the idea that Congress may violate people's fundamental rights at will. I, therefore, encourage my colleagues to embrace America's true heritage: a constitutional republic with strict limitations on the power of the central government.

Ms. SLAUGHTER, Madam Speaker, in 1988, National Endowment for the Humanities issued a report concluding that more than 80 percent of colleges and universities permitted students to graduate without taking a course in American history. Now thirteen years later, standards have fallen even further with 78 percent of America's elite colleges and universities not requiring their student to take any history course at all. The results of this lackadaisical approach to learning and understanding our own country's history is devastating.

In a survey conducted by the American Council of Trustees and Alumni, only 23 percent of the students surveyed correctly identified James Madison as the "Father of the Constitution" while 54 percent incorrectly iden-

tified Thomas Jefferson. Unfortunately, the final results of the survey are equally embarrassing, with 65 percent of the students receiving a 59 percent or an "F" grade. This is unacceptable.

The poor performance of these students from America's top universities and colleges should serve as a wake-up call to Members of Congress that the academic quality of our history education programs is deteriorating to the point of no return.

But rather than take steps to improve these horrendous statistics with actual education reforms, the majority voted to slash teacher-training and student loan programs and recently rejected my amendment to moderately increase funding for the National Endowment for the Humanities, one of the only agencies that strives to preserve our nation's history through education.

I am a proud co-sponsor of S. Con. Res. 129 and I wholeheartedly agree that Congress needs to eradicate the profound historical illiteracy that currently plagues our nation's young people, but we can do better than to pass a "feel-good, do-nothing" resolution.

Mr. GEORGE MILLER of California, Madam Speaker, I yield back the balance of my time.

Mr. PETRI, Madam Speaker, I yield back the balance of my time.

The SPEAKER pro tempore (Mrs. BIGGERT). The question is on the motion offered by the gentleman from Wisconsin (Mr. PETRI) that the House suspend the rules and concur in the Senate concurrent resolution, S. Con. Res. 129.

The question was taken; and (two thirds having voted in favor thereof) the rules were suspended and the Senate concurrent resolution was concurred in.

A motion to reconsider was laid on the table.

DESCHUTES RESOURCES CONSERVANCY REAUTHORIZATION ACT OF 1999

Mr. WALDEN of Oregon, Madam Speaker, I move to suspend the rules and pass the bill (H.R. 1787) to reauthorize the participation of the Bureau of Reclamation in the Deschutes Resources Conservancy, and for other purposes.

The Clerk read as follows:

H. R. 1787

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. SHORT TITLE.

This Act may be cited as the "Deschutes Resources Conservancy Reauthorization Act of 1999".

SEC. 2. EXTENSION OF PARTICIPATION OF BUREAU OF RECLAMATION IN DESCHUTES RESOURCES CONSERVANCY.

Section 101 of the Oregon Resource Conservation Act of 1995 (Division H of Public Law 104-262, 110 Stat. 3009-534) is amended—

(1) in subsection (a)(3) by inserting before the period at the end the following: ", and up to a total amount of \$2,000,000 during each of fiscal years 2002 through 2006"; and

(2) in subsection (b) by inserting before the period at the end the following: "and \$2,000,000 for each of fiscal years 2002 through 2006".



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EVIDENCE OF AMERICAN AMNESIA

Numerous polls and surveys over the past decade bolster the fact that many Americans lack even a basic knowledge about their nation's history. Following are examples from recent polls giving evidence to America's historical amnesia:

2002

An American Council of Trustees and Alumni (ACTA) report released September 16 found that none of the nation's top 50 colleges and universities require students to study American history and only 10% require students to study history at all.

For additional information, check: www.goacta.org

A nationwide survey commissioned by Columbia Law School in May 2002 revealed that an alarming number of voting age Americans have serious misconceptions about the Constitution and Bill of Rights.

Almost a third of all Americans think that the President may suspend the Bill of Rights in wartime.

Question: In time of war or other declared national emergency, the President may suspend the Constitution's Bill of Rights.

Answer	True:	32%
	False:	60%
	Don't Know	5%

Almost two-thirds think Karl Marx's dogma, "From each according to his ability, to each according to his needs" either was, or may have been, included in the Constitution.

Question: Does the Constitution include the following statement about the proper role of government: "From each according to his ability, to each according to his needs"?

Answer: Yes:	35%
No:	31%
Don't Know:	34%

For additional information, check:
www.law.columbia.edu/news-surveys

2001

The 2001 U.S. History National Assessment of Education Progress results for 12th graders found that 57% scored "below basic" levels. From the 2001 U.S. History National Assessment of Education Progress results for 12th graders:

More than half of high school seniors thought that Italy, Germany, or Japan was a U.S. ally in World War II.

Question: When the United States entered the Second World War, one of its allies was:

Answer: A) Germany	18%
B) Japan	9%
C) the Soviet Union	48%
D) Italy	24%

Only 29% could connect the Gulf of Tonkin Resolution to the Vietnam War.

Question: The Gulf of Tonkin Resolution (1964) was significant because it:

Answer: A) ended the war in Korea	43%
-----------------------------------	-----

B) gave President Johnson the authority to expand the scope of the Vietnam War	29%
C) was an attempt to take foreign policy power away from the President	15%
D) allowed China to become a member of the United Nations	13%

More students performed "below basic" on the history test than any other NAEP subject, including math and science. For additional information, check:

www.nces.ed.gov/nationsreportcard/ushistory/results

U.S. History

The Nation's Report Card (home)

ABOUT NAEP

- > NAEP 2001 U.S. history was a continuation of an assessment first administered in 1994.
- > National samples were selected from 1,100 public and nonpublic schools at grades 4, 8, and 12.
- > Approximately 29,000 students were assessed in the national sample.
- > Questions addressed four historical themes and eight chronological periods.
- > Students answered multiple-choice and constructed-response questions.

U.S. History 2001 Major Results

National Results

Scores are up since 1994 for fourth- and eighth-graders, while changes for high school seniors are not statistically significant. [more info](#)



Achievement-Level Results

Increases seen since 1994 in the percentages of students at or above *Basic* at grade 4 and at or above *Proficient* at grade 8. [more info](#)

Subgroup Results

Results for various subgroups (e.g., gender, race/ethnicity) of students show whether they have progressed since 1994. [more info](#)



Classroom Contexts for Learning

- **Time Spent on Social Studies** -- Fourth-graders whose teachers spent more than 180 minutes per week on social studies scored higher than those whose teachers spent less time. [more info](#)
- **Instructional Activities** - At all three grades, instructional activities were

MORE INFORMATION

See the NCES Deputy Commissioner's statement about the U.S. history results.

Read the press release summarizing the results.

Read the National Assessment Governing Board release on the NAEP 2001 U.S. History Report Card.

Read about the U.S. history framework and how to interpret NAEP results.

See the results when [accommodations](#) were permitted.

Browse the Executive Summary of the Report Card or download the [entire report](#).

Download the [Highlights Report](#) for a printed version of the major results.

View questions, scoring guides, and student responses from the assessment.

Explore all the data associated with the assessment in the [NAEP data tool](#).

Find out more information about the U.S. history

associated with performance. [more info](#)

• **Use of Computers --**
Strong positive relationship between student performance and using computers for research and writing reports at grades 8 and 12. [more info](#)

assessment.

View and download the press release presentation of the results in PowerPoint (2558K PPT) or [HTML](#).

Last updated 11 Mar 2002 (DSS)

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LEISURE & ARTS

'Our American Amnesia'

By BRUCE COLE

ALL GREAT PRINCIPLES and institutions face challenges, and the wisdom of the humanities, and the principles of democratic self-government, are not immune. We are standing along the periphery of a horrendous attack from without on our way of life and government. But we face a serious challenge to our country that lies within our borders—and even within our schools: the threat of American amnesia.

One of the common threads of great civilizations is the cultivation of memory. Lincoln's "mystic chords of memory, stretching from battlefield and patriot grave to every living heart and hearthstone all over this great land." Many of the great works of antiquity are transliterated from oral traditions. From Homer to the Beowulf epic, such tales trained people to remember their heritage and history through story and song, and passed those stories and songs throughout generations. Old Testament stories repeatedly depict prophets and priests encouraging people to remember, to "write on their hearts" the events, circumstances, and stories that make up their history.

We are in danger of forgetting this lesson. For years, even decades, polls, tests and studies have shown that Americans do not know their history, and cannot remember even the most significant events of the 20th century.

Of course, we are a forward-looking people. We are more concerned with what happens tomorrow than what happened yesterday.

But we are in danger of having our view of the future obscured by our ignorance of the past. We cannot see clearly ahead if we are blind to history. Unfortunately, most indicators point to a worsening of our case of American amnesia.

I'll give just a few examples. One study of students at 55 elite universities found that over a third were unable to identify the Constitution as establishing the division of powers in our government, only 29% could identify the term "Reconstruction," and 40% could not place the Civil War in the correct half-century.

The recent National Assessment of Educational Progress test found that over half of high school seniors couldn't say who we fought in World War II. And lest you think I'm picking on students—and hey, I'm a former professor—a nationwide survey recently commissioned by Columbia Law School found that almost two-thirds of all Americans think Karl Marx's dogma, "From each according to his ability, to each according to his needs," was or may have been written by the founding fathers and was included in the Constitution.

Such collective amnesia is dangerous. Citizens kept ignorant of their history are robbed of the riches of their heritage, and handicapped in their ability to understand and appreciate other cultures.

If Americans cannot recall whom we fought, and whom we fought alongside, during World War II, it should not be assumed that they will long remember what happened here on Sept. 11.

And a nation that does not know why it exists, or what it stands for, cannot be expected to long endure. We must recover from the amnesia that shrouds our history in darkness, our principles in confusion, and our future in uncertainty.

Mr. Cole is the chairman of the National Endowment for the Humanities. This article is excerpted from "The Urgency of Memory," an address delivered at the conference "Art in an Age of Uncertainty," organized by New York University and held last Friday near ground zero in lower Manhattan.

REVIEW & OUTLOOK

The Pilgrims' Magna Carta

If college students have a clear-eyed view of the battle in which the nation is now engaged, we'd wager it doesn't have a lot to do with what they're learning at school. A survey just out from the American Council of Trustees and Alumni reveals just how little history students are asked to study today even at the highest-ranked colleges and universities.

But before we relate the depressing findings of the Council's latest survey, we'll take a moment to mention some good news on campus. Which is, that after years of exposure to the fog of political double-think and victimology that produced speech and harassment codes (not to mention hostility to all things related to the U.S. military), students somehow have managed to stay connected to the real world. The anti-war teach-ins arranged by the impresarios of the tenured left after September 11 have for the most part fallen on deaf ears. We see instead a healthy core of student opinion firmly behind the nation's war aims—and increasingly vociferous about it.

"Persevere Through Ramadan," urges the headline of a Harvard Crimson editorial earlier this month. At Columbia, students have formed a group called United 4 Victory as a way of showing their support for the U.S. military and the war. The Columbia Daily Spectator delivered a scathing assault on Reuters news, the head of which recently banned the use of the word "terrorist" on the grounds that "one man's terrorist is another man's freedom fighter."

This is a heartening indication of the common sense of this generation of students. But it's all the more reason to recognize that students deserve to be grounded in the history and civilization of their nation, something educators have failed miserably to provide. The American Council of Trustees and Alumni puts the matter succinctly: "What is not taught will be forgotten, and what is forgotten cannot be defended." The Council, founded by Lynne Cheney, is a group of scholars and historians committed to academic freedom and the maintenance of strong education standards.

How much is not taught was painfully evident in its survey. The Council asked the Roper organization to assess what college seniors know and don't know about American history and Western civilization and which institutions of higher learning actually required students to learn something of these subjects.

The results may surprise more than

a few parents now shelling out \$30,000 a year to send their children to one of the nation's elite institutions of higher education. Just three of the top-ranked 55 schools—Columbia, Colgate and the University of the South—require a course in Western civilization. None of the 55 requires a course in American history. (For a full list, see OpinionJournal.com.)

So at colleges such as Amherst, Yale, Duke, Stanford, Dartmouth, Rice and the University of Michigan—to name a few—graduates can now leave as ignorant of Western civilization as they were when they entered. Other schools on the list do have history "requirements" but it turns out these are the sort of requirements that aren't in fact required. Rather, the student can satisfy them by completing a high school history course or by choosing a non-history college-level course. At Berkeley, students who earned a C or better in high school history are exempt. At M.I.T., students can satisfy the historical studies "requirement" by taking a course in Environmental Politics and Policy.

All this goes a long way toward explaining why the college seniors queried by Roper in an earlier Council survey had so much trouble with even the most basic history questions. No more than 22% had any idea that "government of the people, by the people, for the people" came from the Gettysburg Address. More than half could not identify the Constitution as the source of the separation of powers. This being the day after Thanksgiving, we're too embarrassed to print the percentage who thought the Magna Carta was what the Pilgrims signed on the Mayflower. Remember, these are students from the nation's top 55 colleges.

Facts about America's wars were also in short supply. Just four out of 10 seniors could identify the Battle of the Bulge as having taken place in World War II. Only 34% knew George Washington was the general commanding the Americans at Yorktown, the ultimate battle of the Revolutionary War. A higher percentage—37%—thought it might be Ulysses S. Grant.

About one fact most students did seem clear—that they are citizens of a nation now at war. In turn, university administrators, long cowed by the multiculturalists and pressure groups hostile to anything that might smack of Western culture, ought to consider getting up off their knees to provide young Americans with a serious education in their history and civilization.

David S. Broder

Neglecting History . . .

A question for you before you set off your fireworks: Who was the American general at Yorktown? You have four guesses: William Tecumseh Sherman, Ulysses S. Grant, Douglas MacArthur or George Washington.

When that question was asked late last year of 556 randomly chosen seniors at 55 top-rated colleges and universities, one out of three got it right. Stunningly, more of those about to graduate from great liberal arts colleges such as Amherst and Williams and Grinnell and world-class universities such as Harvard and Duke and the University of Michigan named Grant, the victorious general in the Civil War, than Washington, the commander of the Continental Army, as the man who defeated the British in the final battle of the Revolutionary War.

That was not the worst. Only 22 percent could identify the Gettysburg Address as the source of the phrase "government of the people, by the people, for the people." Most thought it came from the Declaration of Independence or the Constitution.

The results of this survey, using 34 questions normally asked of high school students, not elite college and university seniors, justify the term "historical illiteracy." That is what four members of Congress called the situation in a joint resolution they introduced last week warning that "the next generation of American leaders and citizens is in danger of losing America's civic memory."

Congress can do nothing but decry the situation. As Sen. Joe Lieberman of Connecticut, one of the sponsors, said, "We are not here to establish a national curriculum." But the challenge to parents and to educators is not to be ignored.

The college student poll was taken for a private group, the American Council of Trustees and Alumni. Its report makes two points: If these high school questions were used as a college test, 65 percent of the college students would flunk. Equally troubling, it said, none of the 55 elite colleges and universities (as rated by U.S. News & World Report) requires a course in American history before graduation.

This, I would add, despite the fact that it has been known for a long time that high school students aren't learning much about our history from their teachers. The most recent report from the National Assessment of Educational Progress (NAEP) was in 1994, and it too was devastating. That massive survey found that even though most students reported having taken American history in the eighth and 11th grades, little of it stuck. "Few students (11 percent) reached the proficient achievement level—defined as solid grade-level performance—and only 1 or 2 percent reached the advanced achievement

level," the report said. Fully 57 percent of the high school seniors failed to demonstrate a basic level of understanding of American history and institutions—the lowest category in the test.

The Council of Trustees and Alumni, whose chairman is Lynde V. Cheney, is engaged in an ongoing debate with academics over a range of curriculum issues. But on this one, I found the heads of the major historical groups largely in agreement.

Dr. Anita Jones, executive director of the American Historical Association, told me, "Of course, students should be taking



American history, and I would extend that to world history as well." But she said that on too many campuses, "resources are being pulled away from history and given to areas that seem to be more practical."

The reaction of Kenneth T. Jackson, the president of the Organization of American Historians and a professor at Columbia University, one of the elite schools whose students were surveyed, was more skeptical. He said, "The best colleges and universities have strong history departments and high enrollments. The smarter you are and the better college you attend, the more likely you are to take history."

But he said that in his first message to his fellow academics as association president, "I said we don't take our teaching seriously enough. We may be too free to teach our own speciality, rather than what students need to know. If you have a big department, it usually works out, but sometimes the only course that's open may be a history of 19th-century railroads in Tennessee."

As Lieberman said, "With the Fourth fast approaching, I can think of no better way to celebrate the anniversary of America's independence than for us to remember what moved a determined band of patriots to lay down all for liberty, and then to promise never to forget." Of course, you can't forget what you never learned.

The Washington Post
Sunday, July 2, 2000

Basic History Test Stumps Many Collegians

WASHINGTON, June 27 (AP) — Nearly 80 percent of seniors at 55 top colleges and universities, including Harvard and Princeton, received a D or an F on a 34-question high-school level test on American history.

More than a third of the students did not know that the Constitution established the division of power in American government, said the Center for Survey Research and Analysis at the University of Connecticut, which administered the test as part of a study to measure the teaching of American history.

Students were much more knowledgeable about popular culture — 99 percent of the seniors tested identi-

fied “Beavis and Butthead” as “television cartoon characters.”

But confronted with four options in a multiple-choice test, only 35 percent could name who was president when the Korean War began. And only 23 percent identified James Madison as the principal framer of the Constitution.

Asked the era in which the Civil War was fought, 40 percent did not know the correct period, 1850-1900.

Senator Joseph I. Lieberman, Democrat of Connecticut, said that he and other members of Congress would introduce resolutions calling on college and state officials to strengthen American history re-

quirements at all levels of the educational system.

The study, sponsored by the American Council of Trustees and Alumni, found that none of the 55 institutions required American history for graduation. And only 78 percent of them required students to take any history classes, said Jerry Martin, one of the report’s authors.

The history test was given by telephone to 536 college seniors chosen at random. The questions were drawn from a basic high school curriculum, and many had been used in the National Assessment of Education Program tests given to high school students.

Word for Word / Pop Quiz

History 101: Snoop Doggy Roosevelt

LISTEN up, class. We had to spend your holiday weekend, but an alarming new survey of American history knowledge — released just days before Independence Day, no less — suggests that the nation is in desperate need of summer school. The report, sponsored by the American Council of Trustees and Alumni, a

Washington-based nonprofit group that promotes liberal-arts study, posed 34 high-school level questions randomly to 558 seniors at 55 leading colleges and universities, including Harvard, Princeton and Brown.

Only one student answered all the questions correctly, and the average score was a sobering 53 percent — even with a couple of

gimmies about cartoon characters and rap stars tacked in. But maybe it's not too surprising: according to the survey, none of the schools examined require American history courses for graduation.

So put down those tube steaks and sharpen your pencils. It's time to match wits with tomorrow's leaders.

SCOTT VITALE

- When was the Civil War?
 - 1776-1800
 - 1800-1850
 - 1850-1900
 - 1900-1950
 - after 1900
- Who said "Give me liberty or give me death?"
 - John Hancock
 - James Madison
 - Patrick Henry
 - Samuel Adams
- What is the Magna Carta?
 - The foundation of the British parliamentary system
 - The Great Seal of the monarchs of England
 - The French Declaration of the Rights of Man
 - The charter signed by the Pilgrims on the Mayflower
- The term Reconstruction refers to:
 - Payment of "European countries" debts to the United States after the First World War
 - Repairing of the physical damage caused by the Civil War
 - Re-admission of the Confederate states and the protection of the rights of black citizens
 - Rebuilding of the transcontinental railroad and the canal system
- Are Beavis and Butt-head...
 - A radio show
 - Television cartoon characters
 - A musical group
 - Fictional soldiers
- The Scopes trial was about:
 - Freedom of the press
 - Teaching evolution in the schools
 - Prayer in the schools
 - Education in private schools
- The Emancipation Proclamation issued by Lincoln stated that:
 - Slaves were free in areas of the Confederate states not held by the Union
 - The slave trade was illegal
 - Slaves who fled to Canada would be protected
 - Slavery was abolished in the Union
- The purpose of the authors of the Federalist Papers was to:
 - Establish a strong free press in the colonies
 - Confirm George Washington's election as the first president
 - Win foreign approval for the Revolutionary War
 - Gain ratification of the U.S. Constitution
- Saturn was the name given to the:
 - Telecommunications system
 - Animal in a 1960s pop song
 - Hydrogen bomb
 - Auto-made in Michigan
- The Missouri Compromise was the act that:
 - Funded the Lewis and Clark expedition on the lower Missouri River
 - Granted statehood to Missouri but denied the admission of any other states
 - Settled the boundary dispute between Missouri and Kansas
 - Admitted Missouri to the Union as a free state and Missouri as a slave state
- Which document established the division of powers between the states and the federal government?
 - The Marshall Plan
 - The Constitution
 - The Declaration of Independence
 - The Articles of Confederation

- When was Thomas Jefferson president?
 - 1776-1800
 - 1800-1820
 - 1820-1840
 - 1840-1860
 - 1860-1900
- What was the lowest point in American fortunes in the Revolutionary War?
 - Saratoga
 - Bunker Hill
 - Valley Forge
 - Port Mifflin
- In his farewell address, President George Washington warned against the danger of:
 - Traveling into territories beyond the Appalachian Mountains
 - Having war with Spain over Mexico
 - Entering into permanent alliances with foreign governments
 - Building a standing army and strong navy
- The Monroe Doctrine declared that:
 - The American blockade of Cuba was in accord with international law
 - Europe should not acquire new territories in Western Hemisphere
 - Trade with China should be open to all Western nations
 - The annexation of the Philippines was legitimate
- Who was the European who traveled in the United States and wrote down perceptive comments about what he saw in "Democracy in America"?
 - LaFayette
 - Jacquesville
 - Crestvevor
 - Napoleon
- Identify Snoop Doggy Dog.
 - A rap singer
 - Cartoon by Charles Schultz
 - A mystery series
 - A jazz pianist
- Abraham Lincoln was president between:
 - 1780-1800
 - 1800-1820
 - 1820-1840
 - 1840-1860
 - 1860-1880
- Who was the American general at Yorktown?
 - William T. Sherman
 - Ulysses S. Grant
 - Douglas MacArthur
 - George Washington
- John Marshall was the author of:
 - Roe v. Wade
 - Deed Scott v. Kansas
 - Marbury v. Madison
 - Brown v. Board of Education
- Who was the "Father of the Constitution"?
 - George Washington
 - Thomas Jefferson
 - Benjamin Franklin
 - James Madison
- Who said "I regret that I have only one life to give for my country?"
 - John F. Kennedy
 - Benedict Arnold
 - John Brown
 - Nathan Hale



- What was the source of the following phrase: "Government of the people, by the people, for the people"?
 - The speech: "I Have a Dream"
 - Declaration of Independence
 - U.S. Constitution
 - Gettysburg Address
- Who was the second president of the U.S.?
 - Thomas Jefferson
 - James Madison
 - John Adams
 - Benjamin Franklin
- Who was president when the U.S. purchased the Panama Canal?
 - Theodore Roosevelt
 - Jimmy Carter
 - Franklin D. Roosevelt
 - Woodrow Wilson
- Who was the leading advocate for the U.S. entry into the League of Nations?
 - George C. Marshall
 - Woodrow Wilson
 - Henry Cabot Lodge
 - Eleanor Roosevelt
- Who said, "Speak softly but carry a big stick"?
 - William T. Sherman
 - Siying Bull
 - John D. Rockefeller
 - Theodore Roosevelt
- The Battle of the Bulge occurred during:
 - The Vietnam War
 - World War II
 - World War I
 - The Civil War
- Which of the following was a prominent leader of the Abolitionist Movement?
 - Malcolm X
 - Martin Luther King Jr.
 - W. F. B. Du Bois
 - Frederick Douglass
- Who was the president of the United States at the beginning of the Korean War?
 - John F. Kennedy
 - Franklin D. Roosevelt
 - Dwight Eisenhower
 - Harry Truman
- When the United States entered World War II, which two major nations were allied with Germany?
 - Italy and Japan
 - Italy and Poland
 - Italy and Russia
 - Russia and Japan
- Social legislation passed under President Lyndon B. Johnson's Great Society program included:
 - The Sherman Antitrust Act
 - The Voting Rights Act
 - The Tennessee Valley Authority
 - The Civilian Conservation Corps
- Who was "First in war, first in peace, first in the hearts of his countrymen?"
 - George Washington
 - Woodrow Wilson
 - Dwight Eisenhower
 - Abraham Lincoln
- Who was the leader of the Soviet Union when the United States entered World War II?
 - Peter Gismov
 - Nikita Khrushchev
 - Marshal Tito
 - Joseph Stalin

The study was based on telephone interviews conducted by the Center for Survey Research and Analysis at the University of Cornell from December 1999. The answers follow, along with the percentage of respondents who answered correctly.

1. 100% 2. 100% 3. 100% 4. 99% 5. 89% 6. 11% 7. 100% 8. 99% 9. 11% 10. 100% 11. 100% 12. 94% 13. 92% 14. 92% 15. 84% 16. 84% 17. 49% 18. 84% 19. 100% 20. 92% 21. 92% 22. 94% 23. 100% 24. 84% 25. 84% 26. 84% 27. 94% 28. 94% 29. 94% 30. 94% 31. 49% 32. 84% 33. 84% 34. 100%

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The Danger of Historical Amnesia

A CONVERSATION WITH DAVID MCCULLOUGH

In the July/August 2002 issue of Humanities, NEH Chairman Bruce Cole spoke with historian and writer David McCullough about the importance of history. They talk about how America's schools have failed and why. McCullough is the author of eight books, among them two Pulitzer Prize winners, Truman and John Adams.

Bruce Cole: There was a study done not too long ago that surveyed fifty of the elite colleges and universities. The students were asked questions taken from a high school curriculum, and the lack of historical knowledge was really appalling.

This strikes me as something that the tragedy of 9/11 brings home. That is, our country has been attacked. Not only the Twin Towers and the Pentagon, but really the idea of our country, the ideas generated by the founders. How are we going to defend this if we really don't know much about it? It seems to me that this is alarming.

David McCullough: I thought the results of that survey were alarming, and I said so at the time. I still think so. I can cite what might be called anecdotal evidence at length to support that survey.

I have been talking or lecturing at colleges and universities continuously for twenty-five years or more. From my experience I don't think there's any question whatsoever that the students in our institutions of higher learning have less grasp, less understanding, less knowledge of American history than ever before. I think we are raising a generation of young Americans who are, to a very large degree, historically illiterate. It's not their fault. And there's no problem about enlisting their interest in history. None.

The problem is the teachers so often have no history in their background. They are working at high school and grade school level with lesson plans. Very often they were education majors and graduated knowing no subject. It's the same, I'm told, in biology or English literature or whatever.

If we think back through our own lives, the subjects that you liked best in school almost certainly were taught by the teachers you liked best. And the teacher you liked best was the teacher who was interested in the subject she taught, who cared about that experiment she was going to do in class that morning, and, in fact, loved showing you that experiment.

There was a noted professor of child psychology at the University of Pittsburgh named Margaret McFarland, whose most influential disciple is Fred Rogers, who has taught more children than any human being who ever lived. And Fred Rogers likes to say that all he's done with his programs is based on the teachings of Margaret McFarland.

What she taught in essence is that attitudes aren't taught, they're caught. If the attitude of the teacher toward the material is positive, enthusiastic, committed, and excited, the students get that. If the teacher is bored, students get that and they get bored, quickly, instinctively. Her admonition to teachers was, "Show them what you love." And, in my view, we have to rethink, revise how we're teaching our teachers.

There is very good work in this field being done by the National Council for History Education. The council conducts summer seminars or clinics primarily for grade school teachers from all over the country in this very spirit. People like Ted Rabb, who is at Princeton, and Ken Jackson, who is at Columbia, are real American heroes. They are the ones that got this going. They're making very good progress.

Cole: Ted Rabb has worked closely with the NEH over the years.

McCullough: But it's not just something that we should be sad about, or worried about, that these young people don't know any history. We should be angry. They're being cheated. They are being cheated and they are being handicapped, and our way of life could very well be in jeopardy because of this.

Now since September 11, it seems to me that never in our lifetime, except possibly in the early stages of World War II, has it been clearer that we have as a source of strength, a source of direction, a source of inspiration--our story. Yes, this is a dangerous time. Yes, this is a time full of shadows and fear.

But we have been through worse before and we have faced more difficult days before. We have shown courage and determination, and skillful and inventive and courageous and committed responses to crisis before. We should draw on our story, we should draw on our history as we've never drawn before.

Cole: Our strength comes from our story.

McCullough: Absolutely. If we don't know who we are, if we don't know how we became what we are, we're going to start suffering from all the obvious detrimental effects of amnesia.

Cole: Collective amnesia.

McCullough: Furthermore, we face an enemy who believes in enforced ignorance. And it's all that we stand for . . . is the open mind-

Cole: Right. Tolerance.

McCullough: --the generous spirit, the ideal of tolerance, freedom, education, opportunity. All that is in the paragraph that John Adams included in the Constitution of the Commonwealth of Massachusetts, which is the oldest written constitution still in use in the world today. It predates our national constitution by ten years.

Listen to this. "Wisdom and knowledge, as well as virtue, diffused generally among the body of the people being necessary for the preservation of their rights and liberties"--you have to have wisdom and knowledge as well as virtue to preserve your rights and liberties--"and as these depend on spreading the opportunities and advantages of education in various parts of the country, and among the different orders of the people"--in other words, everybody--"it shall be the duty"--the duty--"of legislators and magistrates in all future periods of this commonwealth to cherish the interests of literature and the sciences, and all seminaries of them"--public schools, grammar schools, and so forth.

Then he goes on to say what he means by education. And what Adams means by education clearly is everything. No boundaries. It's all interesting. It's all important. "To encourage . . . for the promotion of agriculture, arts, sciences, commerce, trades, manufactures, and a natural history of the country; to countenance and inculcate the principles of humanity and general benevolence, public and private charity, industry and frugality, honesty and punctuality in their dealings, sincerity, good humor"--there will be good humor--"and all social affections"--

Cole: That's wonderful.

McCullough:--"and generous sentiments among the people."

There had never been any such statement in any proclamation or constitution ever in the history of the world. And there it is. This was

radical in its day. It's saying not just that it would be a good idea to educate people, it's saying it's the duty of the government. We "cherish" these interests, that the good society, the good life, is the life of the mind, and the life of the mind is the life of the spirit.

The pursuit of happiness. What did they mean by "the pursuit of happiness"? They did not mean material wealth. They did not mean ease, luxury.

Cole: Happiness in our sense.

McCullough: As near as I can tell, they meant the life of the mind and the life of the spirit.

Adams wrote a letter to his boy, John Quincy, concerned that the boy not just be studying Greek and Latin, but that he be reading the great works in his own mother tongue, and particularly the English poets. He was telling him his happiness mattered.

So what does he mean by "happiness"? He says, "Read somewhat in the English poets every day. You will find them elegant, entertaining and constructive companions through your whole life." In other words, education is the whole life.

Then he says, "In all the disquisitions you have heard concerning the happiness of life, has it ever been recommended to you to read poetry?" That's when he says this famous, wonderful line, "You will never be alone with a poet in your pocket."

Cole: That's wonderful.

McCullough: Even more to the point, I guess, is a very well-known paragraph, but still it deserves being repeated, it seems to me, at any chance. I might have put it--it's where he says, "I must study politics and war, so that my"--

Cole: Oh, that is wonderful. "So the next generation"--

McCullough: --"can study art, music"--

Cole: Right, right. That's one of my favorites.

McCullough: Absolutely right. At the very end of Adams's life, Adams's doctor wrote a letter to John Quincy to say, "I've just been to see him. But as weak as was his material frame, his mind was still enthroned."

Cole: That's wonderful.

McCullough: Yes. I did not study Latin. I did not take Latin. It's one of the regrets of my life. But I'm absolutely convinced, the more I understand these eighteenth-century people, that it was that grounding in Greek and Latin that gave them their sense of the classic virtues: the classic ideals of honor, virtue, the good society, and their historic examples of what they could try to live up to.

Cole: Yes. We have a new initiative at the NEH called "We the People," which is a response to 9/11. It is aimed at getting people in all walks of life thinking about, through our various projects and through our institutions, what it means to be an American--our liberties, all those things we were attacked for. After 9/11, it seems to me that this is something essential. That's why it is so alarming that you have this kind of historical amnesia.

McCullough: Well, there are two interesting curves, it seems to me--and I don't have any data on it. But there is a notable rise in popular interest in history, as measured by the success, for example, of The History Channel on television. Nobody thought that would work. There are other measures: the long run that *The American Experience* has had on PBS, the success of the presidential series that C-SPAN ran, the reading audience for books like mine and Edmund Morris's *Theodore Rex* and others. The level of knowledge of those we're educating seems on the decline while the general interest seems to be on the rise.

Cole: That's the paradox. I think of the The History Channel and *The American Experience* as a kind of public university.

McCullough: Maybe because so many people didn't learn these things in college, they're curious to find out. But we need to get them young. Little children can learn anything. I have met with fifth-grade and sixth-grade classes. I've worked with them. I know how far they can go, just as they can learn a foreign language. The mind is so absorbent then. There ought to be a real program to educate teachers who want to teach grade school children about history. One of the interesting measures of the rise in interest in history is the percentage of the people who travel in this country who are going to a specific place because of its historic interest.

Of the people who come to tour Virginia, something like eighty percent of them come because of the history. In my own state of Massachusetts, they come for the history. They bring their children. They come to Washington, D.C., and they come to Williamsburg. The school trip is of the utmost importance. It ought to be encouraged in every possible way, throughout the country.

Another good classroom program has the children act a part. My

granddaughter's fifth-grade class, two sections of the class, are doing the American presidents. Each child is a president and/or a first lady. Their job is to learn all about that president. Then, at the end of the month there's a big celebration party for these forty children and their parents. They all come as their president or their first lady, dressed up as that person.

Cole: Are you going to be there?

McCullough: Absolutely. I have met with them. I was astounded by how much they know. The child who plays Dolley Madison or James K. Polk-- they're never going to forget that. I wish that publishers would start producing little plays that could be done with twenty or thirty children somehow involved, or even ten children. If you're going to play the part of an historic figure in a play, in school, you're never going to forget that. That's the time to catch them. I really think if the bug is caught then, it stays with you for life.

I'm absolutely positive it's in our human nature to want to know about the past. The two most popular movies of all time, while not historically accurate, are about core historic events: *Gone With the Wind* and *Titanic*. There is a human longing to go back to other times. We all know how when we were children we asked our parents, "What was it like when you were a kid?" If you have children, you know that they love to hear about that.

I think it probably has something to do with our survival as a species. For nine-tenths of the time that human beings have been on earth, knowledge that was essential to survival was transmitted from one generation to the next by the vehicle of story.

My strong feeling is that we must learn more about how we learn. How do we really learn something so that we don't forget it? I'm convinced that we learn by struggling to find the solution to a problem on our own--with some guidance, but doing, getting in and getting our hands dirty and working it.

Cole: So we really understand it. When we do it that way, we really know it. It's not superimposed.

McCullough: If you had to take that typewriter or that automobile engine apart and spend a year to put it back together, you'd never forget it.

Cole: That's right.

McCullough: I opened a closet in the attic of the old library at Rensselaer Polytechnic Institute one beautiful fall afternoon, and there

were all the records and the private correspondence and the scrapbooks and the photographs and the drawings and so forth of the Brooklyn Bridge, just stashed in that closet, no catalog, no index--nobody really knew what all was there--bundles of letters tied up with shoestrings the way it had been when the Rocbling family turned it over.

I spent three years trying to untangle all that, trying to understand it, and then to make it clear. It's been thirty years, and I'm sure I could sit down now and take a test and do extremely well on that subject because I'll never ever forget it.

Cole: You put that engine together.

McCullough: And we've all crammed for exams, maybe did very well on the exams, and three months later or three weeks later--

Cole: It's gone.

McCullough: --it's gone. So I think we have got to bring the lab technique to the teaching of the humanities to a far greater degree than we have. There are lots of ways that can be done. And they're exciting and they're fun.

I am adamant on the subject that we must not cut back on funding of the teaching of the arts in the schools: music, painting, theater, dance, all of it. The great thing about the arts is that the only way you learn how to do it is by doing it. If a child learns nothing but that as a guide to life, that's invaluable. You can't learn to play the piano without playing the piano, you can't learn to write without writing, and, in many ways, you can't learn to think without thinking. Writing is thinking. To write well is to think clearly. That's why it's so hard.

Cole: That's right. I don't think you know what you know until you write it.

McCullough: Exactly. We all know the old expression, "I'll work my thoughts out on paper." That's exactly right. There's something about the pen that focuses the brain in a way that nothing else does. That is why we must have more writing in the schools, more writing in all subjects, not just in English classes. And the teacher who teaches history should be grading the writing, too.

Lots of schools do this and do it very well, but, generally speaking, we've got to have these programs revised so that there's more stress on writing. That stress on the arts, particularly in public grade schools in the cities, is essential. The talent, including the talent for history--and I do think there are people who just have a talent for it, the way you have a talent for public speaking or music or whatever--it shouldn't be

allowed to lie dormant. It should be brought alive.

Cole: Terrific. Thank you very much.

McCullough: I've enjoyed it.



The White House
President George W. Bush

For Immediate Release
Office of the Press Secretary
September 17, 2002

President Introduces History & Civic Education Initiatives

Remarks of the President on Teaching American History and Civic Education Initiative
The Rose Garden



8:42 A.M. EDT

THE PRESIDENT: Thank you very much. Welcome to the Rose Garden; thanks for getting up so early.

I do want to appreciate David McCullough. It's an honor to be introduced by David McCullough. I appreciate his contribution to our nation. He's made history come alive for millions of Americans. He's encouraged the teaching of history in our classrooms. He's made a lasting contribution to our nation. And we're grateful for that contribution. (Applause.)

It is fitting that on the anniversary of the signing of the Constitution, the three branches of our government are represented here.

Here in America, we see a broad renewal of American patriotism. And this is something to give thanks for, it really is. And it's something we must build on. To properly understand and love our country, we must know our country's history.

Today, I am announcing several initiatives that will improve students' knowledge of American history, increase their civic involvement, and deepen their love for our great country.

I appreciate so very much Lynne Cheney, her -- well, the fact she married a great Vice President, for starters. (Laughter.) But she loves history. She has written books to encourage our children to understand history. Today, she's hosting a celebration of the 215th anniversary of the U.S. Constitution at the Vice President's house -- she kindly invited Laura to go.

I appreciate Justice Anthony Kennedy for coming. Not only is he a great Supreme Court Justice, he cares about the community in which he lives. He's worked with the American Bar Association on what they call a "Dialogue on Freedom", an initiative to foster discussions in our nation's classrooms about American civic values. Thank you, Justice Kennedy, for that. (Applause.)

Delayed applause is better than no applause. (Laughter.)

I appreciate so very much our Secretary of Education, Rod Paige. Rod is a -- he's a straightforward fellow who cares deeply about our children. When we say no child should be left behind, he means it. He's doing a great job. Mr. Secretary, thank you for coming. (Applause.)

I do want to thank the members of Congress who are here. I'm especially pleased that Senator Kennedy and Senator Gregg from the Senate have come. These two strange bedfellows worked together to pass one of the most comprehensive education reform plans in our nation's history. They care deeply about our country. I'm honored that you two are here.

And also two fine members from the House of Representatives, Chairman Jim Sensenbrenner and Congressman Tim Roemer. We're honored that you're here. Thank you for coming. And thank you for your deep concern about our country and its future. (Applause.)

I thank Bob Cole for being here, who's the Chairman of the National Endowment for the Humanities. I thank John Carlin,

who's the National Archivist, and Cathy Gorn, who's the Executive Director of National History Day.

I thank Les Lenkowsky, who's the CEO of the Corporation for National and Community Service. I appreciate my friend Stephen Goldsmith, who's Chairman of the Board of Directors of the Corporation for National and Community Service, for being here. And thank you all for coming.

In the last year, in this last year of American history, we have witnessed acts of sacrifice and heroism, compassion and courage, unity and fierce determination. We have been reminded that we are citizens with obligations to each other, to our country, and to our history.

These examples are particularly important for our children. Children reflect the values they see in their parents, and in their heroes. And this is how a culture can be strengthened and changed for the better.

During the last year, our children have seen that lasting achievement in life comes through sacrifice and service. They've seen that evil is real, but that courage and justice can triumph. They've seen that America is a force for good in the world, bringing hope and freedom to other people.

In recent events, our children have witnessed the great character of America. Yet they also need to know the great cause of America. They are seeing Americans fight for our country; they also must know why their country is worth fighting for.

Our history is not a story of perfection. It's a story of imperfect people working toward great ideals. This flawed nation is also a really good nation, and the principles we hold are the hope of all mankind. When children are given the real history of America, they will also learn to love America.

Our Founders believed the study of history and citizenship should be at the core of every American's education. Yet today, our children have large and disturbing gaps in their knowledge of history. Recent studies tell us that nearly one in five high school seniors think that Germany was an ally of the United States in World War II. Twenty-eight percent of eighth graders do not know the reason why the Civil War was fought. One-third of fourth graders do not know what it means to "pledge allegiance to the flag." Graduating seniors at some of our leading colleges and universities cannot correctly identify words from the Gettysburg Address, or do not know that James Madison is the father of the Constitution.

This is more than academic failure. Ignorance of American history and civics weakens our sense of citizenship. To be an American is not just a matter of blood or birth; we are bound by ideals, and our children must know those ideals.

They should know about the nearly impossible victory of the Revolutionary War, and the debates of the Constitutional Convention. They should know the meaning of the Declaration of Independence, and how Abraham Lincoln applied its principles to flight -- to fight slavery. Our children should know why Martin Luther King, Jr., was in a Birmingham city jail, and why he wrote a magnificent letter from that place.

Our children need to know about America's liberation of Europe during World War II, and why the Berlin Wall came down. At this very moment, Americans are fighting in foreign lands for principles defined at our founding, and every American - particularly every American child - should fully understand these principles.

The primary responsibility for teaching history and civics rests with our elementary and secondary schools, and they've got to do their job. The federal government can help, and today I'm announcing three new initiatives spearheaded by the USA Freedom Corps and designed to support the teaching of American history and civic education.

The first initiative is called We the People -- it will be administered by the National Endowment for the Humanities -- which will encourage the teaching of American history and civic education. The program will provide grants to develop good curricula; hold training seminars for schoolteachers and university faculty; sponsor a lecture series in which acclaimed scholars -- like David McCullough -- will tell the story of great figures from American history; and enlist high school students in a nation essay contest about the principles and ideals of America. We will use technology to share these important lessons with schools and communities throughout America.

The federal government conserves and protects some of our greatest national treasures, and we need to make them

more readily available to Americans in their schools and local communities. Our second initiative is called Our Documents, an innovative project that will be run by the National Archives and the National History Day. This project will use the Internet to bring one hundred of America's most important documents from the National Archives to classrooms and communities across the country, provide lesson plans, and to foster competitions and discussions about these defining moments in our history.

Students and their teachers will see documents online in their original form -- well-known documents such as our Constitution or the Emancipation Proclamation or the Civil Rights Act of 1964. They will also see other important but less widely available documents, such as the Lee Resolution, which first proposed independence for American colonies, and Jefferson's Secret Message to Congress regarding the exploration of the West.

Third, early next year we will convene a White House forum on American history, civics, and service. We will discuss new policies to improve the teaching of history and civics in elementary and secondary schools, and in our colleges and universities. We will hear from educators and scholars about ways to better monitor students' understanding of American history and civics, and how to make more of our great national treasures, how to make them more accessible and more relevant to the lives of our students.

American children are not born knowing what they should cherish -- are not born knowing why they should cherish American values. A love of democratic principles must be taught.

A poet once said, "What we have loved, others will love, and we will teach them how." We love our country, and we must teach our children to do the same. And when we do, they will carry on our heritage of freedom into the future.

Thank you all for coming. (Applause.)

END 8:54 A.M. EDT

Fact Sheet: We the People Forum on American History, Civics, and Service

We the People Forum on American History, Civics, and Service

The USA Freedom Corps, as part of its mission to promote a culture of service, citizenship and responsibility in America's communities, has worked with federal agencies to find ways government can support the teaching of American history and our democratic traditions. Today's "We the People" forum is part of that effort.

On September 17, 2002, the 215th anniversary of the signing of the U.S. Constitution, President George W. Bush announced new government efforts to improve the teaching of American history and civics and make national treasures more accessible to teachers and students - including a "We the People" Forum on American History, Civics, and Service. At the forum, members of his Administration announced the National Endowment for the Humanities will ask Congress to provide \$100 million over the next three years to support this effort, and the Department of Education is accepting applications for nearly \$100 million in competitive grants this year to raise student achievement by improving teachers' knowledge of American history.

Background on Today's We the People Forum

Today's forum, co-hosted by the U.S. Department of Education, Corporation for National and Community Service, and National Endowment for the Humanities (NEH) with the USA Freedom Corps, also included the inaugural NEH "Heroes of History" lecture and the presentation of the first "Idea of America" medals to outstanding high school students.

Historians, educators, college and university professors, education policy experts, school administrators, and state policy makers assembled at the National Museum of American History in Washington, D.C. President Bush addressed the forum by video, and other featured speakers included Mrs. Laura Bush, Mrs. Lynne Cheney, and historians Robert Remini and David McCullough. The forum also included panel discussions on the state of cultural and historical literacy, and promising practices for promoting American history, civics, and service in schools and through cultural institutions. Forum participants also watched students demonstrate well-regarded learning methods.

The Need for Better Instruction in History and Civics

America's second president, John Adams, said "Liberty cannot be preserved without a general knowledge among the people." Unfortunately, data on the historical and civic knowledge of America's students tells us that too few of our students are learning those lessons well.

The U.S. Department of Education's National Assessment of Education Progress (NAEP), which tracks both Civics and American History understanding among K-12 students, shows less than one quarter of America's students are proficient in either subject.

According to an Albert Shanker Institute study, 48 states have standards for learning in American history and civics, but only 12 states have standards that include the depth and breadth of the history of democracy students ought to learn.

Training Educators to Teach History and Civics

In September 2002, President Bush announced the NEH would administer a new "We the People" initiative to enhance the teaching, study, and understanding of American history and civics, and today his Administration announced that it would seek \$100 million over the next three years, beginning with the \$25 million installment President Bush requested as part of his fiscal year 2004 budget.

The NEH will use a significant portion of that funding to support teacher training and instruction to improve student knowledge and understanding of American history, including the following new resources to improve instruction:

- The NEH is expanding its seminars and institutes program to provide teachers with additional opportunities to study significant texts on American history under the guidance of distinguished scholars and educators in the field.
- To support the development of model curriculum projects to help schools establish or improve course offerings in

American history, culture, and civics, the NEH is launching a new grant competition as part of "We the People."

- The NEH is also supporting new grants for intensive two-week residential academies for school principals and teachers centered on American history, culture, and institutions. Universities and other educational organizations will compete to sponsor and host these academies in 2004.

The Education Department announced the start of its latest annual grant competition to support enhanced instruction in American history with nearly \$100 million. "Teaching American History" grants will support elementary and secondary schools working to improve the quality of history instruction through innovative professional development programs carried out in partnerships with colleges and universities, humanities and nonprofit organizations, museums, and libraries.

National Treasures in Communities and Classrooms

In September, President Bush noted the federal government "conserves and protects some of our greatest national treasures, and we need to make them more readily available to Americans in their schools and local communities." That day he announced "Our Documents," an initiative to share the resources of the National Archives and Records Administration with teachers and students. Since then, almost 100 educators have requested copies of the materials each day. In addition to those resources:

- A pilot project at the NEH called "Landmarks of American History" will support summer enrichment programs for teachers at important historical sites across the nation, such as presidential homes, battlefields, and archaeological sites.
- A number of federal agencies are already having great success helping teachers, such as:
 - The Library of Congress American Memory program, which makes nearly eight million original documents from American history available online, as well as new oral histories of our veterans.
 - The National Park Service, which offers students ways to learn about national treasures such as Mesa Verde, Jamestown, Thomas Edison's laboratory, the Statue of Liberty, and the Kitty Hawk.
 - The National Museum of American History, where today's forum took place, which offers educational resources online that give teachers and students virtual access to its exhibitions.

Resources for Teaching History, Civics, and Service

The Education Department announced today it is developing a new video series for schools across the country that will teach students the origins and significance of our national holidays.

The Learn and Serve America program at the Corporation for National and Community Service has received dozens of applications for a new set of competitive grants dedicated to supporting schools, community-based organizations, and colleges that are developing and implementing curricula that link student service with the study of history and civics.

Students across the country will be able to participate in a new "National History Bee" to be sponsored by the NEH, including statewide competitions, followed by a national championship.

Honoring Excellence

As part of "We the People," the NEH is already working to recognize excellence among historians and students.

At the forum, Robert Remini, the author of a three-volume biography of President Andrew Jackson and of biographies of Henry Clay and Daniel Webster, and a dozen other books on Jacksonian America, delivered the NEH's inaugural "Heroes of History" lecture.

Mrs. Bush recognized the first six winners of the "Idea of America" high school essay contest, a new annual competition sponsored by the NEH.



II. TOOLKIT



America's profound historical illiteracy is clear. The question, then, is what can be done about it?

In S. Con. Res. 129, Members of Congress called upon state education leaders to promote the teaching of American history. The following materials respond to those calls.

Governors

Using their "bully-pulpit," Governors have the unmatched opportunity to draw attention to the problem of historical illiteracy. The enclosed draft Proclamation for Governors underscores the problem and urges state officials to take steps to promote historical literacy.

Governors can also use their appointive powers to appoint individuals who are committed to restoring academic standards at the college and university level. Eighty-five percent of all college students now attend a public college or university. Public trustees are thus key to changing public higher education.

ACTA has worked with a number of governors and is available to evaluate the educational requirements of individual colleges, university systems, or the higher education of entire states. In this fashion, Governors can help initiate a thorough review of curricula with the goal of establishing higher academic standards and strengthening requirements in history.

State Legislators

State legislatures fund institutions of higher education and are in a strong position to urge higher education reform. In furtherance of the Congressional Resolution, they can pass a resolution calling on college and university boards of trustees and state agencies responsible for higher education to strengthen American history requirements. The Virginia legislature has already done so.

The enclosed draft Resolution for State Legislatures outlines the problem of historical illiteracy and urges action at the state level.

Citizens

The problem of historical illiteracy affects everyone. That's why this toolkit includes cover letters outlining the problem and urging action. Citizens are invited to send these letters—along with proposed proclamations and resolutions—to their governors, legislators and education leaders calling for action to restore America's memory.

Colleges and Universities

Trustees are stewards of the financial and academic well-being of their institutions. For that reason, Congress expressly called upon them in their Joint Resolution to strengthen American history requirements and to restore the study of American history to the college curriculum.

Colleges and universities should make improving students' historical memory and civic competence an urgent priority. Boards of trustees and state agencies with higher education oversight should take steps to ensure that institutions of higher education have adequate requirements in American history and history in general. Faculty, whose personal interest often draws them to specialized topics, should teach what students need to know, not merely what faculty desire to teach.

The most direct solution is a strong core curriculum, with a broad-based, rigorous course on American history required of all students. The course should include the breadth of American history, from the colonial period to the present. Students should be required to study the great civic documents of the nation, beginning with the Declaration of Independence, Constitution, the Bill of Rights, the Federalist papers, and the Gettysburg Address.

Several boards have already taken this step. Trustees at the state and city universities of New York, as well as three universities in Virginia, and the University of Colorado have adopted American history requirements for graduation or urged their faculty to do so. These provide a model of effective board action for other trustees to follow.

Students and Their Families

As outlined above, many of the top colleges today no longer require American history or history at all. It is, therefore, important that students and their families look closely at college requirements and course syllabi on the web. Students and their families can select those institutions that have strong requirements and a structured curriculum that gives exposure to broad areas of knowledge.

Students who are already enrolled in college can make up for colleges' deficiencies by selecting for themselves those courses, including American history, that will prepare them for successful participation in our civic as well as economic life. Parents should help their students understand that trendy or narrow courses are not likely to serve the students' long-term needs.

Alumni and Donors

Alumni should speak out for higher standards, especially in the area of history.

Those who give can be especially helpful, since it is possible to target gifts to outstanding programs and projects in American history. The American Council of Trustees and Alumni has established a program, the Fund for Academic Renewal, which assists donors in identifying outstanding programs and directing their gifts to support them.



Draft Governor's Proclamation

On the Need for Historical Literacy in the State of _____

Whereas basic knowledge of United States history is essential to full and informed participation in civic life and to the larger vibrancy of the American and [State] experiment in self-government;

Whereas informed participation helps produce creative and responsible members of a democratic society;

Whereas basic knowledge of the past serves as a civic glue, binding together a diverse people into a single Nation with a common purpose;

Whereas citizens who lack knowledge of United States history will also lack an understanding and appreciation of the democratic principles that define and sustain the Nation as a free people, such as liberty, justice, tolerance, government by the consent of the governed, and equality under the law;

Whereas a Roper survey done for the American Council of Trustees and Alumni reveals that the next generation of American leaders and citizens is in danger of losing America's memory;

Whereas the Roper survey found that 81 percent of seniors at elite colleges and universities could not answer basic high-school level questions concerning United States history, that scarcely more than half knew general information about American democracy and the Constitution, and that only a minority of students could identify James Madison as the Father of the Constitution or George Washington as the victorious general at Yorktown;

Whereas many of the Nation's colleges and universities no longer require United States history as a prerequisite to graduation;

Whereas 90 percent of the Nation's top colleges and universities no longer require the study of any form of history;

Whereas America's colleges and universities are leading bellwethers of national priorities and values, setting standards for the whole of the United States' education system and sending signals to students, teachers, parents, and public schools about what every educated citizen in a democracy must know;

Whereas many of America's most distinguished historians and intellectuals have expressed alarm about the growing historical illiteracy of college and university graduates and the consequences for the Nation; and

Whereas distinguished historians and intellectuals fear that without a common civic memory and a common understanding of the remarkable individuals, events and ideals that have shaped the Nation, people of the United States risk losing much of what it means to be an American, as well as the ability to fulfill the fundamental responsibilities of citizens in a democracy;

Whereas, the United States Congress has unanimously adopted a Concurrent Resolution (S. Con. Res. 129) declaring historical illiteracy a serious national problem and calling upon state leaders, educators and citizens to promote requirements in U.S. history;

Whereas, the President of the United States announced on September 17, 2002, an initiative to encourage the teaching of American history and civics;

Now, I do therefore proclaim that

- 1) the historical illiteracy of America's college and university graduates is a serious national problem that should be addressed by the higher education community in the State of _____;
- 2) boards of trustees and administrators at institutions of higher education in the State of _____ should review their curricula and strengthen requirements in United States history;
- 3) state officials responsible for higher education should review public college and university curricula in the State of _____ and promote requirements in United States history;
- 4) parents should encourage their children to select institutions of higher education with substantial history requirements and students should take courses in United States history whether required or not;
- 5) history teachers and educators at all levels should redouble their efforts to bolster the knowledge of United States history among students of all ages and to restore the vitality of America's civic memory.

Cover Letter to Governors

Date

Dear [Name of Governor]:

On September 17, 1787, delegates to the Constitutional Convention convened in Independence Hall. After nearly five months of hard work and frequently heated debate, they came together to sign the Constitution of the United States, a four-page document which set forth a unique new government—dedicated to the ideals of liberty, justice and equality and establishing the principle of separation of powers. “You have a republic,” Benjamin Franklin said, “if you can keep it.”

Now, over two hundred years later, we remain the beneficiaries of this remarkable Constitution—and the Bill of Rights added to it—which define our rights and obligations as citizens. But we do so with special attention to Franklin’s admonition, since it is only through engaged and thoughtful civic participation that we “can keep it.”

Knowledge of our democracy’s origins, and of the principles and documents on which free government stands, are central to informed and active participation in the body politic.

Yet study after study suggests that we lack that understanding and suffer from a profound historical illiteracy that bodes ill for the future of our republic. A recent report by the American Council of Trustees and Alumni (ACTA), *Losing America’s Memory: Historical Illiteracy in the 21st Century*, included a Roper survey showing that graduating seniors at America’s most elite institutions—the *U.S. News and World Report’s* top 55 colleges and universities—could not correctly identify James Madison, Valley Forge, or words from the Gettysburg Address.

The National Assessment of Educational Progress has documented a similar problem in primary and secondary education.

These and other studies make it unequivocally clear that, unless steps are taken to revitalize historical understanding, Americans in the 21st century will be ill-prepared for the tasks and challenges of citizenship in a free society.

We must ensure that the next generation receives an adequate grounding in the history of America’s free institutions, particularly its Founding documents and other great texts, and that it understands the long struggle to secure and defend a free society. If we are to “keep” our republic and keep faith with those who established it, each of us must understand our rights and responsibilities as citizens, vote, and participate at all levels of government.

We are not just beneficiaries, we are custodians of our great experiment in self-government and the vigorous civil society it engenders.

I hope that you will issue the attached Proclamation and call upon all Americans to renew their commitment to historical literacy.

Sincerely,

[Name of Citizen]

Attachment

Proposed Resolution for State Legislatures

Expressing the sense of the Legislature regarding the importance and value of education in United States history.

Whereas basic knowledge of United States history is essential to full and informed participation in civic life and to the larger vibrancy of the American and [State] experiment in self-government;

Whereas informed participation helps produce creative and responsible members of a democratic society;

Whereas basic knowledge of the past serves as a civic glue, binding together a diverse people into a single Nation with a common purpose;

Whereas citizens who lack knowledge of United States history will also lack an understanding and appreciation of the democratic principles that define and sustain the Nation as a free people, such as liberty, justice, tolerance, government by the consent of the governed, and equality under the law;

Whereas a Roper survey done for the American Council of Trustees and Alumni reveals that the next generation of American leaders and citizens is in danger of losing America's memory;

Whereas the Roper survey found that 81 percent of seniors at elite colleges and universities could not answer basic high-school level questions concerning United States history, that scarcely more than half knew general information about American democracy and the Constitution, and that only a minority of students could identify James Madison as the Father of the Constitution or George Washington as the victorious general at Yorktown;

Whereas many of the Nation's colleges and universities no longer require United States history as a prerequisite to graduation;

Whereas 90 percent of the Nation's top colleges and universities no longer require the study of any form of history;

Whereas America's colleges and universities are leading bellwethers of national priorities and values, setting standards for the whole of the United States' education system and sending signals to students, teachers, parents, and public schools about what every educated citizen in a democracy must know;

Whereas many of America's most distinguished historians and intellectuals have expressed alarm about the growing historical illiteracy of college and university graduates and the consequences for the Nation; and

Whereas distinguished historians and intellectuals fear that without a common civic memory and a common understanding of the remarkable individuals, events, and ideals that have shaped the Nation, people in the United States risk losing much of what it means to be an American, as well as the ability to fulfill the fundamental responsibilities of citizens in a democracy;

Whereas the United States Congress has unanimously adopted a Concurrent Resolution (S. Con. Res. 129) declaring historical illiteracy a serious problem and calling upon state leaders, educators and citizens to promote requirements in U. S. history;

Whereas, the President of the United States announced on September 17, 2002, an initiative to encourage the teaching of American history and civics;

Now, therefore, be it

Resolved by the Legislature, That it is the sense of the Legislature of the State of _____ that

- 1) the historical illiteracy of America's college and university students is a serious national problem that should be addressed by the higher education community in the State of _____;
- 2) boards of trustees and administrators at institutions of higher education in the State of _____ should review their curricula and strengthen requirements in United States history;
- 3) state officials responsible for higher education should review public college and university curricula in the State of _____ and promote requirements in United States history;
- 4) parents should encourage their children to select institutions of higher education with substantial history requirements and students should take courses in United States history whether required or not; and
- 5) history teachers and educators at all levels should redouble their efforts to bolster the knowledge of United States history among students of all ages and to restore the vitality of America's civic memory.

Cover Letter to State Legislators

Date

Dear [Name of Legislator]:

On September 17, 1787, delegates to the Constitutional Convention convened in Independence Hall. After nearly five months of hard work and frequently heated debate, they came together to sign the Constitution of the United States, a four-page document which set forth a unique new government—dedicated to the ideals of liberty, justice and equality and establishing the principle of separation of powers. “You have a republic,” Benjamin Franklin said, “if you can keep it.”

Now, over two hundred years later, we remain the beneficiaries of our remarkable Constitution—and the Bill of Rights added to it—which define our rights and obligations as citizens. But we do so with special attention to Franklin’s admonition, since it is only through engaged and thoughtful civic participation that we “can keep it.”

Knowledge of our democracy’s origins, and of the principles and documents on which free government stands, are central to informed and active participation in the body politic.

Yet study after study suggests that we lack that understanding and suffer from a profound historical illiteracy that bodes ill for the future of our republic. A recent report by the American Council of Trustees and Alumni (ACTA), *Losing America’s Memory: Historical Illiteracy in the 21st Century*, included a Roper survey showing that graduating seniors at America’s most elite institutions—the *U.S. News and World Report’s* top 55 colleges and universities—could not correctly identify James Madison, Valley Forge, or words from the Gettysburg Address.

The National Assessment of Educational Progress has documented a similar problem in primary and secondary education.

These and other studies make it unequivocally clear that, unless steps are taken to revitalize historical understanding, Americans in the 21st century will be ill-prepared for the tasks and challenges of citizenship in a free society.

We must ensure that the next generation receives an adequate grounding in the history of America’s free institutions, particularly its Founding documents and other great texts, and that it understands the long struggle to secure and defend a free society. If we are to “keep” our republic and keep faith with those who established it, each of us must understand our rights and responsibilities as citizens, vote, and participate at all levels of government.

We are not just beneficiaries, we are custodians of our great experiment in self-government and the vigorous civil society it engenders.

I urge you to introduce the attached Resolution and call upon all Americans to renew their commitment to historical literacy.

Sincerely,

[Name of Citizen]

Attachment



III. OUTSTANDING PROGRAMS AND PROJECTS IN AMERICAN HISTORY



Bill of Rights Institute

The Bill of Rights Institute seeks to promote understanding of the founding principles and documents of the United States, particularly among high school students and teachers. It has developed a line of educational programs to help fulfill its mission.

On the organization's website, one can find a wealth of information pertaining to the U.S. Constitution and our government in general.

Under "education resources," the website presents such topics as the Founders, religion, property, federalism, criminal procedure, freedom of expression and the Supreme Court. Under each general topic, one can choose from numerous essays written by experts. And the material is not all coming from a single point of view. Under "guns," for example, advocates of gun control and advocates of gun freedom are both represented. The site also contains historical narratives about people and events, and essays and discussion questions about the "Founder of the Month."

Teachers can locate free lesson plans which meet national standards, are designed to integrate into established curricula, and reinforce reading, writing and critical thinking skills. These include lessons on "Citizenship and Character" and "The Bill of Rights and You."

The website also provides recent newspaper articles on the Bill of Rights, pocket-sized Bill of Rights cards and an opportunity for teachers to have their own lesson plans published.

The Bill of Rights Institute's website is www.billofrights.org.



Center for Civic Education

The Center for Civic Education (CCE) is dedicated to the promotion of civic education. It seeks to reaffirm the civic mission of our nation's schools and to encourage states and school districts to devote sustained and systematic attention to civic education from kindergarten through twelfth grade.

Although every state acknowledges the need for civic education, CCE has found that this vital part of a student's education is seldom given sustained and systematic attention in the K–12 curriculum. The NAEP 1998 *Civics Report Card to the Nation* revealed that only 25% of American children were receiving an adequate education in civics and government.

Meanwhile, a 1999 study undertaken by the Lyndon B. Johnson School of Public Affairs of the University of Texas at Austin found that while every state endorses the goals of developing competent and responsible citizens, little is done through state legislation, education codes and curricular frameworks to meet the civic mission of the schools. At the same time, several recent studies show alarming trends of young people exhibiting high levels of disengagement from their government. In a 1999 survey conducted by Hart & Teeter, 68% of 18- to 34-year-olds felt disconnected from government. In a government that draws its legitimacy from the consent of the governed, these are disturbing trends of disengagement that must be reversed.

In 1994, the Center for Civic Education published the widely acclaimed voluntary *National Standards for Civics and Government* with the advice and assistance of 3,000 individuals and organizations, under a grant from the U.S. Department of Education. The standards provide a resource for state and local school systems to use in developing their curricular programs in civics and government. The Center also has developed recommended allocations of instructional time in civics and government from grades kindergarten through 12 for the National Commission on Time and Learning established by the U.S. Department of Education. Both documents are available from the Center's website at www.civiced.org.

The Center administers the *We the People ... The Citizen and the Constitution* program nationally through a network of coordinators in 50 states, 435 congressional districts, four trust territories, and the District of Columbia. The program promotes civic competence and responsibility among the nation's elementary and secondary school students and culminates in a simulated congressional hearing in which students "testify" before a panel of judges to demonstrate their knowledge and understanding of constitutional principles. *We the People* textbooks are available including student books, teacher's guides and an instructional packet containing the information and supplies necessary to complete the program. Sample lessons and other resources for students and teachers are available on the website.

The program encourages the community, business and professional associations to volunteer time and expertise by serving on advisory committees and serving as competition judges.

For more information, go to <http://werthepeople@civiced.org> or www.civiced.org.



The Concord Review

This unique quarterly journal publishes exemplary history essays (average 5000 words with endnotes and bibliography) by high school students around the U.S. and abroad. Historian David McCullough calls the *Review* "original, important, and greatly needed, now more than ever, with the problem of historical illiteracy growing steadily worse among the high school generation nearly everywhere in the country." *The Concord Review* is the only quarterly journal in the world to publish the academic work of secondary students.

On the website, there are procedures for submissions, sample essays, and the current issue of the *Review*.

The site also includes information on the National Writing Board, an independent assessment of high school history research papers. History essays submitted to the Board for a fee are evaluated externally against an independent academic expository writing standard developed by *The Concord Review*. All works (which can range generally from 2000-6000 words), are read and evaluated by senior high school history instructors. Various college admissions directors have expressed interest in receiving these kinds of writing assessments.

The *Concord Review*'s website is www.tcr.org.



Core Knowledge Foundation

The Core Knowledge Foundation was founded in 1986 by E.D. Hirsch, professor emeritus at the University of Virginia, and author of well-known books such as *Cultural Literacy: What Every American Needs to Know* and *The Schools We Need and Why We Don't Have Them*. The Foundation conducts research on curricula, and develops books and other materials for parents, students and teachers.

Lesson plans, articles and many other resources including history, geography and other books approved and endorsed by the Core Knowledge Foundation are available on the website.

Teacher guides are also available on K- 6 topics ranging from "Introduction to Native Americans" and "Exploring and Settling America" at the kindergarten level to "The American Revolution" and "The United States Constitution" at the fourth grade level.

In response to increasing demands from teachers, Core Knowledge has also developed course outlines, drawn up by experts around the nation, which introduce prospective teachers to a range of subjects and information that will help them in their careers and in the classroom. Course outlines include U.S. History I and II prepared by Sheldon Stern, Historian Emeritus at the John F. Kennedy Library; and World History I and II prepared by Paul Gagnon, Professor Emeritus of History at the University of Massachusetts. The syllabi are offered free of charge to college and university teacher education programs and are designed to provide content-rich programs for prospective teachers.

The Core Knowledge Foundation website is www.coreknowledge.org.



Founding Centers A Project of the National Association of Scholars

The National Association of Scholars has launched a major campaign to create, on public university campuses around the country, major academic centers reviving the serious study of the American Founding in particular and free institutions in general. These centers will provide undergraduate and graduate courses on the Founding, its legacy, and the history and philosophy of free institutions, and be places where scholars can pursue new research. In addition, each would have a vigorous program of outreach to the schools in its locality, offering programs to enhance the knowledge of existing teachers and improve the preparation of future ones.

For more information about this project, contact the National Association of Scholars at 609-683-7878 or nas@nas.org.



Founding.com

A User's Guide to the Declaration of Independence

This website, which has been cited in the California Department of Education's Resource List, offers a variety of resources about the Founders, Founding Era Documents, and the philosophical sources of the Founding along with lively discussions of pressing issues of the day. It is sponsored by the Claremont Institute.

Students and teachers can find presentations on numerous topics, including "Religion and the American Founding," "Property Requirements for Voting and the American Founding," and "Race and the American Founding."

"Did the Founders believe that blacks were created equal? Did the Founders allow slavery to continue? Is the Constitution a pro-slavery document? Why did it take 89 years to end slavery?" are representative of the provocative and instructive questions that are raised in the discussion of race.

This site even takes on "Hot Topics" of the day. Under this rubric, readers will find a discussion of both sides of current controversies such as "Should Activist Federal Judges be Impeached?"

The Claremont Institute is devoted to restoring the principles of the American Founding and is based in California.

For more information, go to www.founding.com.



Gilder Lehrman Institute of American History

The Gilder Lehrman Institute of American History is “dedicated to collecting, preserving, interpreting, and promoting interest in the history of the United States.” The Institute offers public lectures, conferences, and exhibits, summer seminars for teachers, as well as books, essays, journals and educators’ guides in American history.

The Institute holds a vast collection of documents regarding American history, including Columbus’ letter to Ferdinand and Isabella announcing his discovery of the New World and two working drafts of the Constitution. There is a searchable database of the documents.

Also, Gilder Lehrman History Online has been created by professional historians to help teachers improve their knowledge of history and to integrate scholarship into their classes.

There is a great variety of material available at History Online. One finds interactive timelines, glossaries, and annotated documents. Another section addresses Great Debates in American history, taking on questions such as “Was slavery a major cause of economic growth?” “Why was the U.S. in Vietnam?” and “Why Don’t Americans Vote?”

The Gilder Lehrman Institute also offers a series of enrichment workshops in American history for American history teachers. The process is by application and further details can be found on the website, www.gliah.uh.edu.



Library of Congress

The Library of Congress is more than just a great repository of books and other published material. It is a tremendous resource for anyone interested in virtually any aspect of history.

The Library has created online lesson plans that teachers can use in their classrooms or home schoolers could use for their children. The lesson plans focus on specific periods in American history and provide readings on these periods, with recommendations as to the appropriate grade levels. For example, the Civil War and Reconstruction era has material on Matthew Brady, women in the Civil War, and “the Civil War through a child’s eye.”

The website also explains how and why to use primary sources when doing historical research. Then it makes such research easier by providing American Memory, an online archive of over 100 collections of items important to our history. The collections contain more than seven million primary source documents, photographs, films, and recordings.

Just a few examples of the collections available are: Alexander Graham Bell Family Papers, Baseball Cards, Civil War Maps, and Documents from the Continental Congress.

To explore this site, go to www.loc.gov.



James Madison Memorial Fellowship Foundation

Congress established the James Madison Memorial Fellowship Foundation in 1986 to improve teaching about the United States Constitution in secondary schools. The Foundation is an independent agency of the Executive Branch of the federal government. Funding comes from Congress and contributions from individuals, foundations and corporations.

Through a national competition, the Foundation offers James Madison Fellowships to a select group of individuals desiring to become outstanding teachers of the American Constitution:

Junior Fellowships are awarded to students who have completed their undergraduate course of study or are about to complete that study and who intend to enroll in graduate school on a full-time basis.

Senior Fellowships are awarded to “experienced teachers who wish to undertake work for a graduate degree on a part-time basis through summer and evening classes.” These fellows have up to five years to complete their degree.

For more information, go to www.jamesmadison.com.



James Madison Program in American Ideals and Institutions

This Princeton University program is dedicated to the pursuit of scholarly excellence in the fields of constitutional studies and political thought. Most of the work of the James Madison program takes place on the Princeton campus, but its website also has useful information for students who want to learn about the Constitution, our political history, and crucial concepts of our governance.

On the James Madison Program's website, one can find the text of the Constitution, the Declaration of Independence, Washington's Farewell Address, Lincoln's House Divided speech, and Lincoln's Gettysburg Address.

Also, the site contains numerous lectures given under the auspices of the program. Former federal judge Robert Bork's lecture "The Constitution: Past, Present and Future," law professor James Fleming's lecture "The New Originalism," and political science professor Robert Dahl's lecture "How Democratic is the Constitution" are just three of the many available.

Lastly, the website lists books and articles that have been published by James Madison scholars.

The James Madison Program's website is www.princeton.edu/sites/imadison.



Monticello Home of Thomas Jefferson

The Monticello website brings our nation's third president alive. Viewers can locate a calendar of events and current news relating to Thomas Jefferson in addition to substantial study resources for students and teachers.

The website lists books, videos and additional sources on Jefferson and Monticello and offers online activities including a Virtual House Tour, a Day in the Life of Thomas Jefferson, and even an opportunity called "Ask Thomas Jefferson." School resource packets include Digging up the Past, Monticello Architecture, Thomas Jefferson's Family Life and Monticello: A Working Plantation. Included are background materials, facsimiles of primary documents, activities and suggested lesson plans. Most packets include a teacher's edition and cardsrock student sheets that can be reproduced.

The website is located at www.monticello.org.



Montpelier Home of James Madison

An interesting historical site is James Madison's home, Montpelier, in Orange County, Virginia. One can learn much about Madison and his home on the web.

The site gives the history of the Madison family estate. Those interested in archaeology will find that section particularly interesting, as there are on-going excavations at the property.

James Madison's Montpelier is the Virginia host for *We the People*, a national education program of the Center for Civic Education. Teachers can learn from the website how to obtain books and lesson plans, and participate in a competition involving a simulated congressional hearing. (For more information, see *Center for Civic Education, supra.*)

The website is www.montpelier.org.



Mount Vernon Home of George Washington

Perhaps the most famous private residence in the United States, George Washington's Mount Vernon, is a remarkable source of historical information. A visit in person is ideal, but the Mount Vernon website makes it possible for students, teachers, or just anyone interested in learning about our first president and his home to greatly expand their knowledge from their own computers.

There is a biography of George Washington, and students can even take an online quiz to test their knowledge.

There is a "virtual tour" of Mount Vernon. Click on a room and photographs and commentary appear.

Another intriguing feature is the section on archaeology and preservation, giving the history of the efforts to save Mount Vernon from 1858 to the present. You can even ask questions of archaeologists online.

The website also provides information on the various collections held by Mount Vernon and its library.

The website is www.mountvernon.org.



National Archives

If you want to see the original Declaration of Independence, the Emancipation Proclamation, films of the Wright brothers flight tests, passenger manifests from Ellis Island or thousands of other historical documents, the place to go is the National Archives.

The National Archives has made available online numerous exhibits exploring a fascinating array of historical documents, photographs, drawings and artifacts. One can, for example, learn about the history of our legislative branch in "Treasures of Congress," read pages from George Washington's expense book or telegrams from Lincoln to Grant in "American Originals." Rich in detail, these exhibits truly enhance the "digital classroom."

Since the President announced his initiative on historical and civic literacy, the National Archives has also launched a special program called "**Our Documents: A National Initiative on American History, Civics and Service.**" This program is designed to promote public understanding of how Americans' rights and responsibilities have taken shape over time.

Our Documents revolves around 100 milestone documents drawn from thousands of public laws, Supreme Court decisions, inaugural speeches, treaties, constitutional amendments, and other national treasures that have shaped us as a people and that are a part of our historic legacy. The goal is to engage students, teachers, parents, and members of the general public in reading these historical documents, reflecting upon them, and discussing them.

The Our Documents website includes everything students, educators and the public need to participate including opportunities to:

- Review the list of 100 milestone documents and descriptions
- View or print the featured documents in their original format with background resources
- Vote online for the 10 most significant milestone documents
- Consult the educator sourcebook for lesson plans and classroom activities and
- Attend a teacher workshop

For more information about Our Documents, go to www.ourdocuments.gov. The general National Archives site is www.archives.gov.



National Council for History Education

The guiding insight of the National Council for History Education (NCHE) is that “American children cannot afford to enter the 21st century ignorant of everything that preceded their own time and ignorant of the history and culture of other nations.” NCHE is dedicated to promoting the importance of history in schools and society.

Established as a counterpart to other discipline-related organizations such as the National Council of Teachers of Mathematics, NCHE is pushing for changes in schools so that “all teachers be given the chance to offer the sort of history that only a minority have been lucky enough to offer up to now.”

The NCHE website contains information about its various initiatives to improve the teaching of history and how individuals can support them.

The site also has an abundance of links to other sites dealing with American history including state historical societies, museums, libraries, history-related publications and more.

The NCHE website is www.garlandind.com.



National Endowment for the Humanities “We the People” History Initiative

“We the People” encourages the teaching, studying, and understanding of American history and culture.

Teachers and scholars are invited to apply to NEH for funding of projects designed to explore significant events and themes in our nation’s history. An annual “Heroes of History” lecture is also sponsored each year.

Each year, NEH sponsors a nationwide essay contest for young people on “The Idea of America.” Participating high school juniors write a 1200-word essay on a topic that asks them to think about the tenets that define our nation. The winner is recognized at the “Heroes of History” lecture and receives a \$5,000 prize.

New funding of \$100 million over three years has been requested for the initiative which would support a variety of special projects, such as the following:

- Major expansion of the NEH Seminars and Institutes program to provide humanities teachers additional opportunities to study significant texts on American history and culture;
- A new grant program for model curriculum projects to help schools establish or improve course offerings in American history, culture and civics;
- New grants for intensive two-week residential academies for school principals and teachers centered on American history, culture and institutions;
- A pilot project called “Landmarks of American History” to support summer enrichment programs for teachers at the nation’s important historic sites, such as presidential homes, battlefields, and archaeological sites;
- A new “National History Bee” for students that will include statewide competitions, followed by a national championship;
- Local and statewide projects on American history, culture and civics sponsored by the 56 state humanities councils;
- Enhanced support for American Editions and Reference Works, fundamental scholarly resources for understanding who we are as a nation; and
- Special exhibitions in museums and historical organizations and reading and lecture programs in libraries for out-of-school audiences keyed to “We the People” themes.

The “We the People” website is www.wethepeople.gov.



National History Club

The National History Club was created to encourage the reading, discussion, writing and enjoyment of history among secondary students and their teachers.

The Club offers a clearinghouse for information about the activities of its member chapters around the country, sharing ideas and experiences which promote an interest in history, both foreign and domestic, ancient and modern.

High schools in 18 states now have NHC chapters and the organization is seeking to expand this network.

The National History Club's website is www.tcr.org, where you can also locate their newsletter that is published twice a year.



National History Day

The National History Day program seeks to advance the teaching and learning of history in America's schools. The name is a bit misleading, as National History Day is actually a year-long educational program for students in grades six through 12 designed to engage them in the discovery and interpretation of historical subjects. The program culminates in a national contest held each spring.

The NHD website contains much valuable material for history teachers and students. Each year, NHD selects a theme and produces a downloadable curriculum book with teaching materials and resources.

The National History Day also provides customized 1-3 day workshops or multi-day institutes correlated to state standards and assessment models. Workshops focus on topics ranging from the American Revolution to American presidents and the Cold War.

In conjunction with the National Archives, National History Day has also made available on its website for teachers and students 100 key documents in American history, ranging from the Louisiana Purchase Treaty and the Dred Scott decision to the Zimmerman telegram.

The National History Day website is <http://nationalhistoryday.org>.



The John M. Olin Center for Inquiry into the Theory and Practice of Democracy

Founded in 1984 and located on the campus of the University of Chicago, the John M. Olin Center “provides a forum for the reconsideration and analysis of the fundamental principles and current practices of American politics and society, along with a thoughtful examination of classic philosophical, theological and literary texts.” The Olin Center’s major goal is the development of scholars and practical men and women who will make lasting contributions to American society.

The Center sponsors many lectures and conferences on subjects dealing with history, philosophy, and government. Past themes have been “The Formation of an American Democratic Culture,” “Democracy and the Popular Culture,” and “Living Issues in the Thought of Leo Strauss: Fifty Years after *Natural Right and History*.”

The Center also seeks to develop scholars and practical men and women who will make a significant contribution to society.

To date, the Center has not made material available online.

The Olin Center’s website is <http://olincenter.uchicago.edu>.



Presidential Libraries

There are 13 presidential libraries that are the repositories of materials created by the President. Until the Reagan Administration, all presidential papers and materials were considered the personal property of the President or his associates and available to the public only as donated. In 1978, however, Congress passed the Presidential Records Act that made the United States the owner of all official records of the President and his staff.

The websites vary, but all provide educational resources, including lesson plans and curriculum guides. At the Herbert Hoover site, for example, teachers can locate curriculum guides on subjects ranging from “Herbert Hoover: A Life of Service” to “Presidential Cartoons.” At the Lyndon Baines Johnson website, teachers may apply to participate in a four-day workshop on “Inside the Archives,” designed to give teachers an opportunity to conduct research in the LBJ library archives and develop a lesson plan and/or activity for classroom use. At the John F. Kennedy Library and Museum, a series of units are offered focusing on events during the Kennedy presidency: “The 1960 Debates: Leaders in the Struggle for Civil Rights”; “The Cuban Missile Crisis”; “Americans in Space”; and “A Death in the Family: Nov. 22, 1963.” The units use primary documents and oral history interviews to illumine the topics discussed.

The following are Presidential library websites:

www.hoover.archives.gov

www.fdrlibrary.marist.edu

www.trumanlibrary.org

www.eisenhower.utexas.edu

www.cs.umb.edu/jfklibrary

www.lbilib.utexas.edu

www.nixonfoundation.org

www.ford.utexas.edu

www.jimmycarterlibrary.org

www.reagan.utexas.edu

www.reaganfoundation.org

<http://bushlibrary.tamu.edu>

www.clintonpresidentialcenter.com



United States Capitol Historical Society

The United States Capitol Historical Society has developed an education center that provides school resources for K-12, including bibliographies and guides to the U.S. Capitol. The site features historical articles ranging from "The Speakership in Transition," to "Women Members of Congress," and "John Quincy Adams's Congressional Career."

For high school students, "Outstanding Members of Congress," offers an introduction to former and current members of Congress "whose life stories reflect the characteristics of leadership and dedication necessary for public service."

The Society also sponsors internships and scholarly symposia on the Capitol, its architecture, political institutions and other aspects of U.S. history.

For more information, go to www.uschs.org.



The White House Historical Association

The White House Historical Association was founded in 1961 as a charitable nonprofit institution for the purpose of enhancing the understanding, appreciation and enjoyment of the White House. In days of increased security and more limited public access, this site offers inviting looks at the White House—inside and out.

There is also a special section known as “The Learning Center,” which provides lessons and resources for teachers, parents and students. Divided by grade levels, the resources teach through primary documents, and examine documents, artworks, drawings, photographs, and other sources that are designed to put students on the path of professional historians. Although not exclusively, most resources are directed to middle- and high school-level students, many of which are designed to enrich the PBS film, *Echoes from the White House*.

Document lessons include “Interpreting Buildings: Designing the White House – 1792,” “The White House as Home and Symbol to John and Abigail Adams,” “The Revolution of 1800: Thomas Jefferson’s First Inaugural Address,” and “Saving History: Dolley Madison, the White House, and the War of 1812.”

The White House Historical Association also supports a program of White House History Fellowships in Pre-collegiate Education that are designed to reach the K-12 classroom.

The website is located at www.whitehousehistory.org.

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