



DIVISION OF EDUCATION PROGRAMS

Narrative Section of a Successful Application

The attached document contains the grant narrative and selected portions of a previously funded grant application. It is not intended to serve as a model, but to give you a sense of how a successful application may be crafted. Every successful application is different, and each applicant is urged to prepare a proposal that reflects its unique project and aspirations. Prospective applicants should consult the Summer Seminars and Institutes application guidelines at

<http://www.neh.gov/grants/education/summer-seminars-and-institutes>

for instructions. Applicants are also strongly encouraged to consult with the NEH Division of Education Programs staff well before a grant deadline.

Note: The attachment only contains the grant narrative and selected portions, not the entire funded application. In addition, certain portions may have been redacted to protect the privacy interests of an individual and/or to protect confidential commercial and financial information and/or to protect copyrighted materials. The page limit for the narrative description is now **fifteen** double-spaced pages.

Project Title: The Spanish Influenza of 1918
Institution: Virginia Polytechnic Institute and State University
Project Director: E. Thomas Ewing
Grant Program: Summer Seminars and Institutes

The Spanish Influenza of 1918: A Summer Seminar for School Teachers

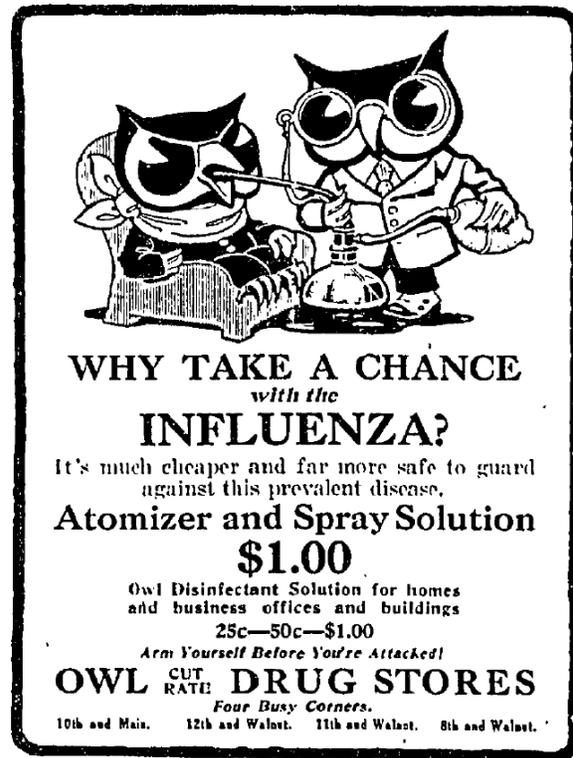
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The Spanish Influenza of 1918: A Summer Seminar for School Teachers

In the second week of October 1918, the *Kansas City Star* published an advertisement for a local company, Owl Cut Rate Drug Stores, which asked the question: “Why take a chance with influenza?” Under a graphic showing one owl, dressed in a suit and wearing spectacles, spraying the throat of an owl with a scarf around its neck, the advertisement encouraged customers to purchase an “atomizer and spray solution,” with the affirmation that it was “cheaper and far more safe to guard against this prevalent disease.” In addition to prices for different containers, the advertisement offered this inspirational slogan suitable for a nation with soldiers in the trenches of the Western Front: “Arm Yourself Before You’re Attacked!”

The salient features of this advertisement illustrate the key themes of this seminar designed to give teachers an opportunity to learn more about the Spanish Flu of 1918 as a major event in world and American history. The Spanish Influenza was a deadly disease that exerted a devastating toll on American and world populations, making it one of the most consequential diseases in human history. Yet this advertisement also points to the varied responses to this disease, including recommendations of preventive treatment which proved, in most cases, illusory. Finally, the use of military language in a sales pitch clearly indicated how the influenza occurred in a wartime setting, which shaped the responses of both policy-makers and the public.



WHY TAKE A CHANCE
with the
INFLUENZA?
It's much cheaper and far more safe to guard
against this prevalent disease.
Atomizer and Spray Solution
\$1.00
Owl Disinfectant Solution for homes
and business offices and buildings
25c—50c—\$1.00
Arm Yourself Before You're Attacked!
OWL CUT RATE DRUG STORES
Four Busy Corners.
10th and Main. 12th and Walnut. 11th and Walnut. 8th and Walnut.

The Spanish Flu is significant because of its impact on society at the time, its value for epidemiologists interested in disease transmission, and its continuing role as a reference point for understanding the social impact and policy implications of major epidemics. Once called “America’s forgotten epidemic,”¹ the Spanish Flu is now recognized by medical historians, epidemiologists, and the general public as a topic that can illuminate changing attitudes toward disease and medicine, new strategies for public health interventions, and evolving relations between state and society on national and global scales.

The seminar will provide teachers with an opportunity to read and discuss the most recent scholarship on the 1918 Spanish Flu written by American and world historians as well as interdisciplinary studies by epidemiologists, demographers, and public health scholars. In addition, participants will have opportunities to pursue their own research topics, using easily accessible primary sources from online newspaper databases, archived oral histories, and documentation from public health authorities. To facilitate this process of original research, the seminar will occur in Washington DC for one week, where participants will meet with specialists at the National Library of Medicine, the National Archives, and the Library of Congress. Seminar participants will acquire a broader understanding of the role of disease and health in American and world history, an awareness of how historical precedents inform current plans for dealing with global pandemics, and an appreciation of a complicated topic that engages scholarly as well as broad general interest.

The seminar should appeal to teachers of the social studies, including American and world history; to teachers of literature, journalism and language arts interested in narrative and others forms of disease reporting; and to teachers across humanities fields seeking integrated approaches to the life sciences and environmental studies. The topic is well suited to the NEH’s Bridging Cultures program, because of the attention to disease as a factor shaping both global patterns of

cultural interaction and social relations among ethnic, racial, and regional communities.

Intellectual Rationale

The tremendous death toll of the Spanish Flu is the most obvious way to demonstrate its significance. Estimates of the total loss of life range from 50 to 100 million, making it by far the most deadly disease outbreak in recorded human history.² The number of deaths in the United States is estimated at approximately 625,000, more than twice as many American deaths as occurred in the First World War.³

The death toll of the Spanish Flu across the globe provides further evidence of its significance. Current estimates include at least 36 million deaths in Asia, more than 2 million dead in Africa, 1.5 million in the Americas, and more than 2 million in war torn Europe.⁴ By comparison, the First World War took approximately 16 million lives, just one-third of the number lost to this disease.⁵

Even as these numbers provide evidence of the broader impact of the disease, personal stories of illness and death remain the most indelible traces of this deadly epidemic.⁶ In late October 1918, for example, a report from a rural county in western Virginia evoked “the extent of the suffering and anguish caused by the Spanish influenza.” Referring to small towns where half the population was ill and entire families were stricken, a physician described communities so “panic stricken” that no one was willing or able to care for the sick or bury the dead, leaving “a hideous allegory of menace and tragedy.”⁷

At this same time on the other side of the world, a published report on western India referred to one town where the daily mortality was “six times the normal and every family is practically the house of mourning.” Even as the British newspaper correspondent described the

mortality level as “simply alarming,” this report also blamed the victims for spreading influenza: “its ravages are unchecked owing to the superstition and deplorable ignorance of the rules of health among the illiterate population.”⁸ In both cases, stories of individual victims and community loss were framed by narratives of modern medicine challenged in unexpected ways by deadly disease.

The Spanish Flu is an excellent topic for a teachers’ seminar because it illustrates many key themes central to curriculum standards. For teachers of United States history, the Spanish Flu illustrates the changing role of the government in the early twentieth century. Although the federal government assumed greater responsibility for issuing warnings about the influenza, such as the Surgeon General’s press release in October 1918,⁹ the burden of dealing with the disease was borne primarily by state, county, and municipal governments. Even as public health officials followed progressive principles, the rapid spread of the disease, the unusual mortality patterns, and the lack of efficient medical responses meant that these officials were relatively ineffective in preventing the spread of disease or sudden peaks in death rates.

Finally, the Spanish Flu provides an excellent case study for evaluating the impact of World War I on the American home front. The Spanish Flu began in military camps, the highest infection rates and death tolls were in army and navy camps, and the number of military deaths in October 1918 was actually higher on American soil than in the trenches of Western Europe.¹⁰ Yet the impact of wartime mobilization can be illustrated in more subtle, yet equally significant ways: the decision by President Wilson to continue sending recruits across the Atlantic in infected troop carriers, the frequent public announcements warning that “GERMs” were just as dangerous as “Germans,” and the fact that many communities did not have enough doctors and nurses because so many had been pressed into military service.

For teachers of world history, approaching the Spanish Flu as a global pandemic illustrates a different set of themes in an equally compelling and relevant way. The Spanish Flu provides evidence of the growing interconnections characteristic of the early twentieth century, as the rapid movement of people by steamers and railways significantly accelerated the spread of disease. At the same time, the mass mobilization of soldiers for the war, as well as laborers from colonial territories, created additional pathways for the spread of disease. Within colonial territories, the disease illustrated the paternalistic and prejudicial aspects of the imperial relationship, as European health officials simultaneously sought to improve conditions while also denigrating indigenous medical practices. Finally, the Spanish flu provides world history teachers with an opportunity to explore very broad themes through case studies documented by individual stories in ways that enable students to see the webs of connections central to world history teaching and learning.

This seminar provides an excellent way for teachers to appreciate the complexity of history while also meeting the requirements of standards. To address the Common Core Standards on English Language Arts and Literacy in History/Social Studies, for example, teachers will appreciate new ways to use historical newspapers as a model of informational texts that require contextual understanding, comparative analysis, and content knowledge.¹¹ This seminar also addresses seven of the ten themes identified by the National Council for the Social Studies: (2) Time, Continuity, and Change; (3) People, Places, and Environments; (5) Individuals, Groups, and Institutions; (6) Power, Authority, and Governance; (8) Science, Technology, and Society; (9) Global Connections; and (10) Civic Ideals and Practices.¹² Teachers seeking ways to address standards can follow the model of the AP World History curriculum, which includes the Spanish Flu as an example of how to teach the key concept, Science and the Environment, for the period, Accelerating Global Change and Realignment, c. 1900 to the Present.¹³ The alignment of

standards should make the seminar attractive for teachers, because it provides a new approach to teaching required themes while also anticipating possible innovations in the curriculum.

The Spanish Flu continues to be a topic of research for scholars of infectious diseases. Dubbed the “mother of all pandemics” by epidemiologists,¹⁴ the 1918 Spanish Flu continues to inspire research on the influenza’s avian origins, the relationship between virus strains and the effectiveness of health interventions.¹⁵ Given the growing attention to the use of social media for disease surveillance, teachers should be interested in this historical example of disease tracking.¹⁶

The Spanish Flu remains a reference point for public discussion of disease outbreaks. Reports on the seasonal flu frequently cite the 1918 epidemic’s high mortality rate, disproportionate impact on young adults, and speed and scope of transmission.¹⁷ The Spanish Flu also has a cultural resonance in ways that will further engage teachers. The BBC television series, *Downton Abbey*, featured a leading character, Lavinia Swire, whose death from Spanish Flu was depicted in graphic terms. For the younger generation, the leading male character in the Twilight series, Edward Cullen, supposedly became a vampire in 1918 to escape death during the epidemic in Chicago. In both cases, the Spanish Flu symbolizes the threat of sudden death, including the fear of mass disease referenced in the novel or the loss of a family member in the television drama.

This seminar topic is an effective means to encourage teachers to think about the connections between social studies, language arts, and life sciences. Studying the Spanish Flu necessarily requires some understanding of how diseases are transmitted, how viruses mutate, and how influenza causes secondary infections that often lead to death.¹⁸ The seminar will include perspectives from biology, anatomy, virology, and epidemiology, thus illustrating links with STEM education as well as current scholarship in the health sciences.¹⁹ Seminar participants will benefit from the advanced research on influenza by scholars at the host university, Virginia Tech,

in public health, biomedical engineering, and bioinformatics, who will be invited to attend sessions and guide discussions.

The continued significance of this topic can be easily illustrated with an example with both historical content and contemporary relevance. In October 1918, schools across the United States closed, often for several weeks, because of the severity of the so-called “Spanish Influenza” outbreak. School officials in consultation with public health authorities determined that keeping students out of the school building was an effective strategy to prevent the spread of this especially contagious disease. In large cities and rural communities, the decision to close public schools, as well as theatres, movie houses, saloons, and churches, vividly illustrated the spread of this unprecedented disease as well as the desperate attempts to limit its deadly impact. In St. Louis, City Health Commissioner Max Starkloff declared his intention to “prevent all unnecessary public gatherings through the medium by which this disease is disseminated,” in expectation “that Spanish influenza will probably become epidemic.”²⁰ While a few school systems remained open, in most cases, the schools remained closed for weeks, with a secondary impact illustrated by a cartoon in the *St Louis Republic* just one week later commiserating with mothers stuck at home with their unruly children (see illustration on following page). Yet the schools in St. Louis remained closed for another month, until November 13, just two days after the Armistice provoked mass celebrations despite the bans on public meetings.²¹ The decision to close schools clearly demonstrates both the significance of this topic and its relevance to the intended audience of American schoolteachers, because it suggests how this disease affected daily behaviors in ways that represented the changing role of the government in the context of wartime mobilization as well as new expectations for health management.



Home, Sweet Home
No. 53: On the
Influenza Battlefront

Voices from above:
Gimme that
Won't!
It's mine!
Quit!!
I'm gonna tell on you!
"Smack" Tattle-tale!
Wah-wah-h-h-Mah-
Ma! She splapped me-

Mothers:
"Oh dear! Oh Dear! If
this epidemic of doesn't
subside soon so's my
children can go back to
school, they'll drive me
crazy."
"Me, too—listen them
now!"
"Yes, and me too—I
never know Margaret
and Williard to spat so
much-!"

St. Louis Republic
October 14, 1918

Project Content and Implementation:

The seminar is designed to extend knowledge of a significant topic in history, to cultivate models of collaborative inquiry and individual engagement, and to link teaching and research in new and exciting ways. In addition to numerous opportunities to discuss readings in sessions that enhance their understanding of the significance and complexity of scholarship, all participants will design, develop, and complete a research project on a selected topic resulting in a presentation, an online exhibit, and a written component. In developing their research projects, teachers will be advised

by the Project Director, by participating historians Nancy Bristow, Vanessa Gamble, Phillip Troutman, and Matthew Heaton, by master teacher Gus Teller, and by reference librarians and archivists at Virginia Tech University Libraries, the Library of Congress, the National Library of Medicine, and the National Archives and Record Administration.

The schedule of activities is designed to maximize opportunities for learning, discussion, engagement, research, and participation. Prior to their first meeting, all participants will purchase a copy of Nancy Bristow, *American Pandemic*, the most recent and best history of the Spanish Flu in the United States. They will be asked to read this book prior to the start of the seminar. Each teacher will also receive a reading packet, selected and compiled by the project director, and distributed on the first day in a print version and also made available electronically.

The first and third weeks of the seminar will take place on the Blacksburg campus of Virginia Tech, where participants will engage in intensive reading, discussions, and research activities. During the first week, seminar director Tom Ewing, a historian at Virginia Tech, will partner with master teacher Gus Teller of Blacksburg Middle School, to schedule the group readings, lead discussion, and guide the development of research projects. Invited scholar Bristow will be present for the second part of that week. She will lead a discussion of her book, and will provide guidance on researching the flu, drawing on her experience writing the book and mentoring student researchers.

To help teachers begin their research projects, Virginia Tech librarians will lead workshops on search techniques for newspaper databases, the use of specialized collections such as PubMed, and tools for building digital and textual resources. Teachers will prepare for their research trip to Washington DC with information sessions led by Ewing on conducting research in the Library of Congress, National Library of Medicine, and National Archives. Finally, teachers will have

scheduled time during the week to work on their own research projects. At the end of the week, teachers will make preliminary presentations to the seminar participants, as well as Ewing, Teller, and Bristow, outlining their projects and describing initial research efforts.

The first week will also include several sessions led by Teller focusing on ways to integrate the Spanish Flu into classroom instruction, the development of new uses of technology, and strategies for civic engagement. Because all flu stories are local as well as individual, these sessions will include examples of ways to use community histories to promote student learning. Finally, Teller will model innovative approaches to using new media and instructional technology approaches for engaging students in active learning.

During the second week, the seminar will relocate to Washington DC, where seminar participants will have opportunities to work in the most important collections for medical and historical research in the United States: the Library of Congress, the National Library of Medicine, and the National Archives. All of the sites have already established programs for teachers which will provide a foundation for designing high quality experiences. In preparing this proposal, the project director has consulted with staff at all three facilities and secured their agreement to guide visiting teachers during the seminar.

On the first day, the seminar will visit the Library of Congress to explore their collection of newspapers from 1918. During their visit, they will meet with the project directors for *Chronicling America* to learn more about the collection's value for research and teaching. In addition, teachers will have opportunities to conduct research using resources available only through the Newspaper Reading Room, including access to American newspapers, such as the *Boston Globe*, the *San Francisco Chronicle*, the *Atlanta Constitution*, and the *St. Louis Post Dispatch*, as well as electronic collections of global newspapers. Finally, the reading room's

extensive collection of microfilm newspapers will allow teachers to conduct research on regional topics for which digitized newspapers do not yet exist.

On Tuesday, the seminar will visit the National Library of Medicine, located on the campus of the National Institutes of Health in Bethesda, Maryland. The teachers will work closely with the director of the History of Medicine Division, Jeffrey Reznick, and reference librarians, who will provide guidance on the topics identified by the teachers. The National Library of Medicine regularly provides professional development programs for teachers, and they have indicated a willingness to develop programs specifically for the participants in the summer seminar. The materials that teachers are likely to use in this library include reports on influenza in major US cities,²² as well as studies of the Spanish Flu in Africa, Asia, Europe, and other regions.²³

At the National Archives II facilities in College Park, Maryland, participants will spend the third day working primarily with the Records of the Public Health Service (Record Group 90). In addition, teachers may examine the Records of the American Red Cross (RG 200) and the Surgeon General of the Army (RG 112). Teachers will be given an overview of the ways that archives preserve and classify materials, as well as guidance on identifying appropriate documents. The National Archives allows researchers to photograph most documents, so teachers can work expeditiously to acquire copies of original letters, diaries, and other source materials.

On the fourth day, teachers will participate in seminars led by two scholars from the George Washington University. Historian Philip Troutman will discuss strategies for understanding textual materials, such as newspapers, in the early twentieth century. Drawing on his expertise in researching and teaching visual history, Troutman will guide teachers in a discussion of how Americans at the time read newspapers and how newspapers functioned not only to disseminate news but also to generate it, shaping audience perceptions and behavior in ways that resonate with

today's social media, such as twitter, facebook, and more.

In the second seminar, historian Vanessa Northington Gamble will lead a session on the impact of race in the history of American medicine. This session will use materials from African American newspapers, the memoirs of victims and doctors, and published medical reports to document ways that race shaped the experience of disease. More broadly, Gamble's presentation will explore ways that an understanding of disease, medicine, and health can promote understanding of the diversity of the American experience, highlight the voices of those often omitted from mainstream historical narratives, and allow for innovative uses of primary sources.

On Friday, teachers will return to one of the three research sites to complete research with materials identified during their first visit. They can seek additional guidance from the librarians and archivists who provided orientations earlier in the week. Project director Ewing will circulate among the three sites, to provide consultation and advice as needed. On Saturday, teachers can choose to complete a partial day of research at the Library of Congress or the National Archives before departing the city in the early afternoon.

During the third week, the participants will relocate to the Blacksburg campus to complete their research and engage in discussions on the global implications of the Spanish Flu. Historian Heaton will lead several sessions devoted to understanding the global epidemic using case studies of particular regions to examine themes similar to those teachers have already encountered in the American context, such as the speed and scope of transmission, the limits of the public health response, and the impact on individuals. These sessions will position teachers to understand the 1918 influenza in terms of the broader paradigm shift in world history, which emphasizes connected themes, rather than the civilizational or geographical categories that have traditionally dominated the field.

The third week will end with presentations by teachers to an audience that includes seminar participants, Ewing, Teller, Heaton, and invited historians from Virginia Tech. These presentations will be streamed live online, to allow observation by Bristow, Gamble, and Troutman, schedule permitting, as well as colleagues in the teacher's home districts. Teachers will also complete their digital projects, which will be posted online website for broader dissemination, along with their written analyses.

Project faculty and staff

The project director, Tom Ewing, has extensive experience working with school teachers and building collaborations among scholars, librarians, and archivists. The project director served on coordinating committees for three "Teaching American History" projects in Southwest Virginia, which involved coordinating more than one hundred workshops and sessions by historians over the course of nearly ten years. In addition, the project director has delivered more than twenty workshops on topics in world and American history. The project director has also collaborated with teachers to write the history of the Christiansburg Institute, the regional high schools for African American students. This collaboration resulted in numerous workshops, the development of a curriculum for middle school students, and the publication of a biography of Edgar A. Long, the school's most influential principal, written for use in the fifth grade classroom.

The project director has conducted research in the National Archives, the Library of Congress, and the National Library of Medicine on numerous occasions over the last twenty years. Most recently, the project director led the collaboration, An Epidemiology of Information, which involves a team of computer scientists, historians, librarians, and health scholars examining newspaper coverage of the 1918 Spanish Flu. This project is directly relevant to the proposed

seminar because it introduces new methods for analyzing newspapers as well as broadening understanding of the influenza epidemic. As a teacher, the project director has taught numerous research seminars that follow a structure similar to this seminar, with guidance on developing research questions, the identification of source materials, structured feedback on preliminary reports, and evaluation of presentations and papers. In 2012, the project director taught a senior seminar on the Spanish Flu, with each student writing a case study using newspaper sources, which were compiled into a book, *The Effects of an Epidemic*, available in the Virginia Tech library.²⁴

All of the seminar leaders bring both expertise and experience to the work of leading school teachers in the study of a complex, fascinating, and significant historical event.

Gus Teller teaches 8th Grade civics and economics at Blacksburg Middle School. Outside of his continual enthusiasm for improving his teaching of civics and economics, his interests include integrating technology into the secondary education classroom while continuing to emphasize analytical ability. He regularly participates in seminars designed to improve his knowledge of historical content and integration with his curriculum.

Nancy Bristow teaches twentieth-century American history at the University of Puget Sound, with an emphasis on race, gender, and social change. Initially a student of progressivism and the First World War, she continues to pursue her interest in social cataclysm in her current research on the Spanish Flu. Her book, *American Pandemic*, will be read during the seminar as both the narrative of the flu and a model of excellent original scholarship.

Matthew Heaton is an assistant professor at Virginia Tech, specializing in mental illness in post-colonial Africa. He has published extensively on the history of medicine as a global topic. His articles and chapters on influenza pandemics in Africa, using colonial newspapers and archives, have appeared in books and journals.

Phillip Troutman is an assistant professor of writing at The George Washington University. He has taught and researched extensively on visual historical sources, including courses, conference papers, articles, and pedagogy workshops on the rhetorical analysis of visual texts in contemporary and historical contexts.

Vanessa Northington Gamble is University Professor of Medical Humanities and Professor of History at The George Washington University. In addition to publishing extensively on race in American medical history, she chaired the Tuskegee Syphilis Study Legacy Committee in 1997 that secured a presidential apology for the treatment of Africa American patients.

Participant selection

The Spanish Flu affected every community in the United States. The universality of the disease should make this topic interesting and relevant to a national pool of applicants. Using email lists, online postings, and membership lists, announcements about the seminar will be distributed directly to teachers, circulated through social studies supervisors, and announced through professional associations. Every effort will be made to attract a diverse range of participants. No prior knowledge or specialized training is needed. Special efforts will be made to recruit teachers of humanities subjects who collaborate with colleagues in STEM fields, so they can devise ways to integrate multiple perspectives into their teaching of this key subject in the history of medicine. In addition, recruiting efforts will be directed at teachers in some of the major urban centers whose history is especially critical to understanding the influenza: Boston, Washington, Philadelphia, Atlanta, St. Louis, Chicago, Denver, Seattle, and San Francisco. Given that these cities are also sites for many high need schools, these recruitment efforts should result in a broad pool of applicants interested in how their local history relates to national and global narratives.

Applications will be reviewed by Ewing, Heaton, and Teller, thus bringing the diverse perspectives of a classroom teacher and university historians to the process. Recruitment and selection efforts will result in the selection of a group of intelligent, engaged, active, and thoughtful participants who are willing to work hard and learn a lot during an intense three week period.

Publicity and website

The website for this project will be ready for public dissemination as soon as the recruitment window opens. The website will advance these key functions:

- About the Seminar, including an explanation of the topic's significance in history
- Application, including dates, locations, readings, assignments, and process
- Participating scholars, with biographies, role in seminar, and links to university websites
- Readings, including links to specific articles in *Chronicling America*
- Seminar blog, used throughout the seminar for collaboration and discussion
- Classroom materials, such as teachers' guides, primary sources, and instructional tools
- Research, with guides, resources, and final products dissemination

The sections for classroom materials and research products will allow the website to remain after the seminar ends. The research section can host teacher's projects, including visual aids, timelines, images, and annotated readings. These efforts will become especially valuable as states add this topic to their social studies standards, thus bringing the curriculum into alignment with both scholarly and public appreciation of the significance of this disease in American and world history.

Professional development for participants

The project director will make every effort to accommodate teachers' requests for continuing

education credits. The Continuing and Professional Education program at Virginia Tech will assist in these efforts. This seminar is well suited to awarding continuing education or in-service credit because of the extensive reading list, the range of professional development opportunities, and the expectation that each participant will generate a research product. The master teacher, the visiting scholars, and the project director will be able to provide evaluations as needed by teachers to meet these requirements. The research products posted on the seminar website will be available for review by supervisors. Finally, the final presentations will be available through a live stream, which would make it possible for principals, colleagues, and supervisors in home districts to observe the teachers present their research.

Institutional context

The Blacksburg campus of Virginia Tech is well suited to host a seminar in summer 2015. The university is a lively place in the summer, with many students on campus for courses or research projects. In addition, Blacksburg offers opportunities for outdoor recreation, concerts on the lawn, and (usually) temperate conditions. More importantly, the university has excellent facilities for engaged dialogue and independent research. Participants will have housing options that include weekly lodging in a university residence hall or reasonably priced hotel accommodations close to campus. Participants choosing to stay in a residence hall will have options to purchase a meal plan that includes breakfast, lunch, and dinner. The seminars will occur in the new “learning spaces” in Newman library, thus facilitating close connections between reading, discussion, and research. In the library, teachers can use public workstations to access proprietary databases for their research. Program manager Katherine Williams will contribute to this project by assisting with publicity, recruitment, and applications during the initial stages. She will coordinate logistics for visiting

speakers, and will support the project director in posting the research projects online.

In Washington DC, teachers will have lodging options that will include extended stay hotels that cost less than \$100 per night, based on double occupancy, and are located close to public transportation. A university van will provide transportation to and from Washington. Local travel in DC will be by metro or van. Affordable meals will be available at the research sites or in proximity of the hotel. The project director, who has extensive experience conducting research in the Washington DC area, will help orient first time visitors. The schedule allows for some sightseeing following designated time for research and seminars. Given Washington's likely weather conditions in July, evening is the best time to see the sights and hear the sounds of the city, including enjoying concerts by military bands on the steps of the U. S. Capitol or the grounds of the Washington Monument.

Notes:

¹ Alfred W. Crosby, *America's Forgotten Pandemic. The Influenza of 1918* (New York: Cambridge University Press, second edition, 2003). This issue of how the epidemic is remembered is central to the scholarship of Nancy Bristow, whose book is the core text for the seminar: Nancy Bristow, *American Pandemic. The Lost Worlds of the 1918 Influenza Pandemic* (New York: Oxford University Press, 2012).

² See the statement by historian John Barry in response to *the Atlantic* survey question, What was the worst year in history? *The Atlantic*, November 20, 2013 ([online](#)).

³ Carol Byerly, "The U.S. Military and the Influenza Pandemic of 1918-1919," *Public Health Record*, 2010 Volume 125 Supplement 3, pp. 82-91.

⁴ N. Johnson and M. Jurgen, "Updating the accounts: Global mortality of the 1918-1920 'Spanish' influenza pandemic," *Bulletin of the History of Medicine*, 76(1), (2002), pp. 105-115.

⁵ M. Honigsbaum, *Living with enza: The forgotten story of Britain and the great flu pandemic of 1918*. (London: Macmillan, 2008); Mark Humphries, *The Last Plague: Spanish Influenza and the Politics of Public Health in Canada* (Toronto: University of Toronto Press, 2013); K. F.

Cheng, and P. C. Leung, D. Killingray, “The influenza pandemic of 1918-1919 in the British Caribbean. *Social History of Medicine*, 7(1), (1994), 59-87; M. Hildreth, “The influenza epidemic of 1918-1919 in France: Contemporary concepts of aetiology, therapy and prevention,” *Social History of Medicine*, 4(2), (August 1991). 277-294. See also the chapters in Howard Phillips and David Killingray, *The Spanish Influenza Pandemic of 1918-19. New Perspectives* (London: Routledge, 2003); D. Ann Herring and A. C. Swedlund, eds., *Plagues and Epidemics: Infected Spaces Past and Present*(Oxford: Berg, 2010).

⁶ For a compelling discussion of how personal recollections can inform historical analysis, see the introduction to Nancy Bristow, *American Pandemic*.

⁷ “Flew on the Wings of Death to the Hills,” *Big Stone Gap Post*, November 20, 1918, p. 1.

⁸ “Influenza in Kathiawad,” *The Times of India* October 24, 1918, p. 8.

⁹ “Uncle Sam’s Advice on Flu,” *Graham Guardian*, October 25, 2918.

¹⁰ Carol Byerly, *Fever of War. The Influenza Epidemic in the U.S. Army during World War I* (New York City: New York University Press, 2005); John M. Barry, *The great influenza: The epic story of the deadliest plague in history* (New York: Viking, 2004).

¹¹ Common Core Standards Initiative. Preparing America’s Students for College & Career ([online](#))

¹² National Curriculum Standards for Social Studies ([online](#)).

¹³ AP Central, Lessons Plans Public Repository, Fall 2011 ([online](#)).

¹⁴ Jeffery K. Taubenberger and D. M. Morens, “1918 influenza: The mother of all pandemics,” *Emerging Infectious Diseases*, 12(1), (January 2006), pp. 15-22.

¹⁵ See, for example, “Study revives bird origin for 1918 flu pandemic,” *Nature. International Weekly Journal of Science*, (February 2014) ([online](#)).

¹⁶ For disease reporting surveillance in 1918 and in the present, see, “Tracking the Flu in Historical Perspectives,” American Historical Association blog, AHA Today, January 28, 2014. ([online](#)).

¹⁷ For examples of these reports, see the following articles in the last few years: “New Tools to Hunt New Viruses,” *The New York Times*, May 27, 2013 ([online](#)); “The Evolution of a Bird Flu, and the Race to Keep Up,” *The New York Times*, June 25, 2012 ([online](#)); “Diseases the Spread from Animals,” *The New York Times*, October 14, 2013 ([online](#));

¹⁸ Richard J., Hatchett, Carter E. Mecher, and Marc Lipsitch, “Public health interventions and epidemic intensity during the 1918 influenza pandemic,” *PNAS* Vol. 104, No.18 (May 1, 2007), 7582-7588; E. Tognotti, Scientific triumphalism and learning from facts: Bacteriology and the ‘Spanish flu’ challenge of 1918. *Social History of Medicine*, 16, (2003) 97-110; Howard Markel, Harvey J. Lipman, J. Alexander Navarro, Alexandra Sloan, Joseph R. Michalsen, Alexandra Minna Stern, and Martin S. Cetron, “Nonpharmaceutical Interventions Implemented by US Cities During the 1918-1919 Influenza Pandemic,” *Journal of the American Medical Association*, Vol. 298 No. 6 (2007), 644-656; Martin C. J Bootsma, and Neil M. Ferguson, “The effect of public health measures on the 1918 influenza pandemic in U.S. cities,” *PNAS* Vol. 104 (May 1, 2007), 7588-7593.

¹⁹ See recent Department of Education initiatives to promote STEM ([online](#)).

²⁰ “Text of Order from Starkloff Closing Assembly Places,” *St. Louis Post Dispatch*, October 8, 1918, p. 3.

²¹ “Stores, Factories, Churches, Shows are to Reopen,” *St. Louis Post Dispatch*, November 12, 1918, p. 1.

²² *A Report of an Epidemic of Influenza in Chicago Occurring during the fall of 1918* (Chicago: Board of Public Health, 1919).

²³ Report of the South Africa Influenza Epidemic Commission (Cape Town, 1919); J. C. Bhatt and K. M. Hiranandani, *Epidemic of Influenza, 1918* (Hyderabad, 1919); William Cadbury, *The 1918 Pandemic of Influenza in Canton, China* (Canton, 1919).

²⁴ E. Thomas Ewing, ed., *The Effects of an Epidemic. Interpreting Newspaper Coverage of the 1918 Influenza in the United States* (Virginia Tech, 2012).

The Spanish Flu of 1918: A Summer Seminar for School Teachers

Schedule:

See reading list for assignments to be completed prior to arrival at Virginia Tech

Week 1, June 28-July 4: Virginia Tech campus in Blacksburg

Sunday, June 28: arrival, welcome by project director Ewing and project manager Williams

Monday, June 29:

Morning: introductions, overview of program, discussion of readings by Bristow

Afternoon: orientation to library, instruction on using newspapers to research Spanish Flu

Tuesday, June 30:

Morning: research methods, discussion of readings from *Public Health Reports*

Afternoon: research on topics, with consultations by Ewing and librarians

Wednesday, July 1:

Morning: Teller leads session on teaching about the Spanish flu in the social studies classroom

Afternoon: research on topics, with consultations by Ewing and librarians

Thursday, July 2:

Morning: Panel of Virginia Tech research scientists, discussing current studies of influenza

Afternoon: invited speaker Bristow leads discussion of American Pandemic

Friday, July 3:

Morning: invited speaker Bristow leads session on research methods

Afternoon: preliminary project presentations (audience includes Ewing, Bristow, Teller, Heaton)

Saturday, July 4: Unscheduled time

Independence Day celebrations in Blacksburg and surrounding region include a parade, numerous concerts, a family 5K race, and fireworks

Week Two, July 5-11: Washington DC

Sunday, July 5: depart for Washington

Monday, July 6

Site visit: Library of Congress, Washington DC

Instruction provided by librarians from Newspaper Reading Room and Public Outreach Office

Opportunities for teachers to work on research project

Tuesday, July 7

Site visit: History of Medicine Division, National Library of Medicine, Bethesda MD

Orientation and instruction provide by librarians from HMD collection at NLM

Opportunities for teachers to work on research projects using databases and microfilm

Wednesday, July 8

Site Visit: National Archives II, College Park MD

Orientation by archivists for Record Group 90: Public Health Service

Opportunities for teachers to work on research projects at National Archives

Thursday, July 9:

Seminars held at Virginia Tech Research Center in Arlington VA

Morning: Visiting scholar Philip Troutman on using textual sources for historical analysis

Afternoon: Visiting scholar Vanessa Northington Gamble on public health history and race

Friday, July 10:

Opportunities for teachers to work on research projects at any of three sites

Consultation provided by project director Ewing and librarians / archivists on site

Saturday, July 11:

Research at Library of Congress or National Archives (limited services)

Free time for sightseeing in our nation's capital

Return to Blacksburg

Week Three: July 12-18: Blacksburg

Sunday, July 12: Unscheduled time

Monday, July 13:

Morning: review DC research materials, continue project research

Afternoon: Teller leads discussion of teaching about role of governments during times of crisis

Tuesday, July 14:

Morning research on topics, with consultations by Ewing and librarians

Afternoon: invited speaker Heaton guides discussion of Spanish Flu as global pandemic

Wednesday July 15:

Morning: invited speaker Heaton leads session on disease as theme in world history

Afternoon: complete research and prepare for final presentations

Thursday, July 16:

All day: oral presentations by teachers, to audience of faculty and students in summer programs

Live streaming to allow viewing by colleagues in home districts as well as visiting scholars

Gamble, Troutman, and Bristow, schedule permitting

Friday, July 17:

Morning: final completion of online and written components of research projects

Afternoon: seminar review, evaluations, and closing ceremonies

Saturday, July 18:

Depart from Blacksburg

Readings:

All teachers will be asked to purchase, and read prior to the start of the seminar, the best and most recent history of the Spanish Flu, Nancy Bristow, *American Pandemic. The Lost Worlds of the 1918 Influenza Pandemic* (New York: Oxford University Press, 2012). In addition, seminar participants will be asked to review the collection of case studies, primary sources, and other materials available from the *The American Influenza Epidemic of 1918-1919: A Digital Encyclopedia*, University of Michigan Center for the History of Medicine and Michigan Publishing, (<http://www.influenzaarchive.org/index.html>). At the start of the seminar, a reading packet will be distributed in print and electronic form that includes materials to be read during the three weeks of the seminar. In addition, teachers will identify their own primary sources, particularly from newspapers, to be completed for their research. A sample list of articles from one newspaper is included below to indicate the potential scope of these readings. These articles will not be included in the reading packet, but many newspaper articles will be integrated into the sessions and used for discussion.

1. Scholarly articles about the influenza in the United States (samples)

Jones, Marian, "The American Red Cross and Local Response to the 1918, Influenza Pandemic: A Four-City Case Study," *Public Health Record*, Volume 125, 2010, pp. 114-122.

Keeling, Arlene, "'Alert to the Necessities of the Emergency': U.S. Nursing During the 1918, Influenza Pandemic," *Public Health Record*, Volume 125, 2010, pp. 105-113.

Rosner, David, "'Spanish Flu, or Whatever It Is. . .': The Paradox of Public Health in a Time of Crisis," *Public Health Record*, Volume 125, 2010, pp. 38-47.

Stern, Alexandra Minna, Martin S. Cetron, and Howard Markel, "The 1918-1919 Influenza Pandemic in the United States: Lessons Learned and Challenges Exposed," *Public Health Record*, Volume 125, 2010, pp. 7-9.

Stern, Alexandra, et. al., "Better Off in School: School Medical Inspection as Public Health Strategy During the 1918-1919 Influenza Pandemic in the United States," *Public Health Record*, Volume 125, 2010, pp. 63-70.

Tomes, Nancy, "'Destroyer and Teacher': Managing the Masses During the 1918-1919 Influenza Pandemic," *Public Health Record*, Volume 125, 2010, pp. 50-58.

2. Scholarly research about the global epidemic (samples)

Cheng, K. F. and P. C. Leung, "What Happened in China during the 1918 Influenza Pandemic?" *International Journal of Infectious diseases* Vol, 11, No. 4 (July 2007), pp. 360-364.

Heaton, M., "The Press, Politics, and Historical Memory: The Influenza Pandemics of 1918 and 1957 in Lagos Newspapers," in Toyin Falola and Matthew H. Heaton, eds., *Traditional and Modern Health Systems in Nigeria* (Trenton, 2006).

Hildreth, M., "The influenza epidemic of 1918-1919 in France: Contemporary concepts of aetiology, therapy and prevention," *Social History of Medicine*, 4(2), (August 1991) 277-294.

Johnson, N. and M. Jurgen, "Updating the accounts: Global mortality of the 1918-1920 'Spanish' influenza pandemic," *Bulletin of the History of Medicine*, 76(1), (2002) 105-115.

Killingray, D., "The influenza pandemic of 1918-1919 in the British Caribbean," *Social History of Medicine*, 7(1), (1994) 59-87.

3. Epidemiological and Virological Studies of the 1918 Spanish Influenza (samples)

- Bootsma, Martin C. J. and Neil M. Ferguson, "The effect of public health measures on the 1918 influenza pandemic in U.S. cities," *PNAS* Vol. 104, No.18 (2007), pp. 7588-7593.
- Hatchett, Richard J., Carter E. Mecher, and Marc Lipsitch, "Public health interventions and epidemic intensity during the 1918 influenza pandemic," *PNAS* Vol. 104, No.18 (May 1, 2007), pp. 7582-758
- Markel, Howard, Harvey J. Lipman, J. Alexander Navarro, Alexandra Sloan, Joseph R. Michalsen, Alexandra Minna Stern, and Martin S. Cetron, "Nonpharmaceutical Interventions Implemented by US Cities During the 1918-1919 Influenza Pandemic," *Journal of the American Medical Association*, Vol. 298 No. 6 (August 8, 2007), pp. 644-656.
- Taubenberger, J. K. and D. M. Morens, "1918 influenza: The mother of all pandemics." *Emerging Infectious Diseases*, 12(1), (Jan. 2006), pp. 15-22.
- Tognotti, E., "Scientific triumphalism and learning from facts: Bacteriology and the 'Spanish flu' challenge of 1918," *Social History of Medicine*, 16, (2003), pp. 97-110.

4. Literary accounts of the influenza

- Maxwell, William, "They Came Like Swallows" (published in 1937)
- Porter, Katherine Anne, "Pale Horse, Pale Rider," (published in 1939)
- Woolf, Virginia, "On Being Ill" (published in 1925).

Newspaper reports:

As an example of the scope of newspaper reporting on the influenza, this list is generated from just one newspaper for the period of September – November 1918. Teachers will generate and read a comparable list of articles for their research projects:

- "37 Deaths; 200 New Cases in New York," *The Charlotte Observer*, September 25, 1918, 3
- "Spanish 'Flu' is a Germ Disease," *The Charlotte Observer*, September 25, 1918, 3.
- "Advanced Guard of Grip is Here," *The Charlotte Observer*, October 1, 1918, 10
- "Army Camps Have 1,400 New Cases of Spanish 'Flu'," *The Charlotte Observer*, October 2, 1918, 1.
- "100 Influenza Cases Reported On Third Day," *The Charlotte Observer*, October 3, 1918, 2
- "Influenza. How to Treat It." *The Charlotte Observer*, October 4, 1918, . 5.
- "Miss Mary Lee Ranking Dies of Pneumonia," *The Charlotte Observer*, October 4 1918, 9.
- "Influenza Spread Causes Mayor to Declare City in Quarantine," *The Charlotte Observer*, October 5, 1918, 7.
- "The Quarantine," *The Charlotte Observer*, October 5, 1918, 4
- "Charlotte Streets Take on Sabbath Appearance," *The Charlotte Observer*, October 5, 1918, 9
- "Loan Campaign Makes But Half Speed Required," *The Charlotte Observer*, October 5, 1918, 5.
- "Wilmington Conditions Worse Than Reported," *The Charlotte Observer*, October 6, 1918, 10
- "Red Cross Gets Ready to Fight," *The Charlotte Observer*, October 8, 1918, 1.
- "Influenza Epidemic Slackened At Davidson," *The Charlotte Observer*, October 10, 1918, 13
- "'Flu' Epidemic in Many States," *The Charlotte Observer*, October 10, 1918, 1.
- "Mayor Appeals for Volunteers," *The Charlotte Observer*, October 10, 1918, 11
- "Mrs. Blackwell Victim of Spanish Influenza," *The Charlotte Observer*, October 13, 1918, 3
- "German Peace Talk and Spanish Influenza Not To Defeat Liberty Loan," *The Charlotte Observer*, October 14, 1918, 12.
- "Society News," *The Charlotte Observer*, October 18, 1918, 8.

- “Doctors and Nurses Badly Needed in Many Sections of the State” *The Charlotte Observer*, October 20, 1918, 7.
- “Shattered Hun Hordes Continue All Day to Give Ground,” *The Charlotte Observer*, October 20, 1918, 1.
- “Relieves Grippe,” *The Charlotte Observer*, October 20, 1918, 2
- “Highland Park Mill 3 Makes Good Record in Bonds Despite ‘Flu’,” *The Charlotte Observer*, October 20, 1918, 10
- “Says Epidemic Is On Decline,” *The Charlotte Observer*, October 21, 1918, 7
- “Says Epidemic is on Decline,” *The Charlotte Observer*, October 21, 1918, 7
- “Says Epidemic,” *The Charlotte Observer*, October 21, 1918, 7.
- “Improvement in the Influenza Situation Generally Indicated,” *The Charlotte Observer*, October 23, 1918, 1.
- “Use Brame’s Vapomentha Salve The Great Prophylactic,” *The Charlotte Observer*, Nov. 3, 1918, 18.
- “Influenza Quarantine To Be Lifted Thursday,” *The Charlotte Observer*, Nov. 4, 1918, 7
- “Quarantine Should Help Bonds,” *The Charlotte Observer*, November 5, 1918, 4.
- “Object To Ban on the Churches,” *The Charlotte Observer*, November 5, 1918, 12
- “Influenza Causes More Deaths Than Occurred In U.S. Army In France,” *The Charlotte Observer*, Nov. 18, 1918, 1.
- “The Influenza,” *The Charlotte Observer*, November 22, 1918, 6