

Charles Redd Center for Western Studies ANNUAL REPORT 2009

GOALS FOR THE CENTER

The Charles Redd Center for Western Studies was founded in March of 1972 through a grant provided by Charles and Annalee Redd, Utah ranchers and philanthropists, and their family, who have continued to provide generous financial support to the Center. The John Topham and Susan Redd Butler Research Endowment was established in 1986 through the instrumentality of Karl D. Butler and funded through a substantial bequest from the estate of William Howard and Hazel Butler Peters, civic leaders from Glendale, California. The mission of the Center is to promote the study of the Intermountain West through research, publications, teaching, and public programs in a variety of disciplines.

PERSONNEL

Faculty:

Brian Q. Cannon, Director

Administrative:

Jessie L. Embry, Associate Director

Staff:

Jason E. Thompson, Office Manager

Other Employees:

David Bolingbroke, Elizabeth Brambila, Whitney Call, Elizabeth King, Angela Kraniski, Mackenzie Parks, Brandon Pipkin, Ruth Vasquez, Nora Zuvire

Current Board Members:

Thomas G. Alexander, James B. Allen, Val J. Anderson, Lynn Ellen Bennett, Ralph Brown, John E. Butler, Dennis Cutchins, Ed Geary, Sarah George, P. Jane Hafen, Richard Jackson, Becky Lambert, David Magleby, John L. Murphy, Jeff Nichols, John Sillito, William A. Wilson, and Laura Woodworth-Ney.

Lemuel Hardison Redd, Jr. Professor of Western American History:

Ignacio Garcia

Lemuel Hardison Redd, Jr. Professor of Western American History Emeritus:

Thomas G. Alexander, James B. Allen

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BRIAN Q. CANNON
DIRECTOR'S REPORT
2009

Despite the economic downturn and the consequent loss of investment income, we were able to continue our tradition of supporting scholarship by faculty, students and independent scholars; lectures; prizes for articles and history day projects; museum exhibits; and other public programs in western studies in 2009, thanks to savings from previous years and to the generosity of the Redd Foundation. We also celebrated the publication by Utah State University Press of *Utah in the Twentieth Century*, a collection of 16 new scholarly articles on Utah's history. The articles were originally prepared for a Redd Center symposium and were revised for publication, with Jessie Embry and me serving as editors for the volume. The volume is being used in Utah History courses on university campuses and fills an important need. Additionally in 2009 we were pleased to host two visiting scholars, Julianne Newmark from New Mexico Tech and John Turner of the University of South Alabama. While at the Redd Center, Professor Newmark completed revisions for a book manuscript on American literary neonativism and conducted research for a second book project in the papers of Gertrude Bonnin and Charles Eastman. Professor Turner used his time at the Redd Center to conduct research for a biography of Brigham Young that is under contract with Harvard Press.

Last spring my book *Reopening the Frontier; Homesteading in the Modern West* was published by the University Press of Kansas. I continued to serve as associate editor for *Agricultural History* and on the Church History editorial board for *BYU Studies*. Additionally, I had two articles published, "Long Shall His Blood . . . Stain Illinois': Carthage Jail in Mormon Memory," in *Mormon Historical Studies* and "Shaping BYU: The Presidential Administration of Benjamin Cluff Jr.," published in *BYU Studies*. I also wrote three book reviews which were published in *Reviews in American History*, *Utah Historical Quarterly*, and *Great Plains Quarterly*.

I express appreciation to my colleague Jessie Embry for her counsel and tireless work on behalf of the center and to our office manager Jason Thompson for his behind-the-scenes efforts to make the center function smoothly.

GENERAL ACTIVITIES 2009

The Center contributed to or promoted the following activities in 2009:

The Center hosted a special preview of the PBS Documentary *A Class Apart*, followed by a discussion of the film by the Professor Ignacio Garcia, on February 19.

The Center sponsored a lecture by Erika Marie Bsumek, Assistant Professor of History at the University of Texas on February 26. She spoke on her new book, *Indian Made: Navajo Culture in the Marketplace, 1868-1940*. The University Press of Kansas had previously received a publication grant from the Redd Center to support the publication of Professor Bsumek's book.

The Annaley Naegle Redd Lecture was presented on March 25 by P. Jane Hafen, Associate Professor of English at the University of Nevada, Las Vegas. The title of Professor Hafen's lecture was "Zitkala-Ša: A Life Working for the Indian Cause."

The Center hosted a luncheon for the Center's BYU faculty affiliates on March 26. Professor Julianne Newmark, a Redd Center Fellow and Assistant Professor of English at New Mexico Tech, spoke on the activist writings of Carlos Montezuma, Charles Eastman and Zitkala-Ša.

The Center sponsored a lecture and discussion of Native American policy and the status of Native Americans on March 27 by Jacqueline Johnson Pata, Executive Director of the National Congress of American Indians.

The Center provided funding for a visit by Henrietta Mann, Professor Emeritus of Native American Studies at Montana State University on April 1-2. Professor Mann lectured in History 360 and History 387 Indian Education and American Indian spirituality.

The Center published "*En su Propia Lengua*": *Congregaciones Mormonas de Hispanoparlantes en Los Estados Unidos*, the Spanish translation of Jessie Embry's *In His Own Language: Mormon Spanish-Speaking Congregations in the United States*.

The Center sponsored a lecture by James Aton, Professor of English at Southern Utah University, on October 21. Professor Aton spoke on his new book, *The River Knows Everything: Desolation Canyon and the Green*.

The Center contributed \$250 to the BYU History Department for publication of the student journal *The Thetean*.

The Center provided \$900 to the Mormon History Association for its opening reception.

The Center hosted the Regional History Fair at BYU in March.

The Center sponsored the Arrington-Prucha Prize, awarded by the Western History Association, for the best article of the year in Western American Religious History. The award of \$500 went to Michael Masatsugu for his article "Beyond This World of Transiency and

Impermanence: Japanese Americans, Dharma Bums, and the Making of American Buddhism in the Early Cold War.”

The Center sponsored the Jensen-Miller Prize for the best article in the field of women and gender in the North American West, awarded by the Western History Association. The award of \$500 went to Kathleen DuVal for her article “Indian Intermarriage and Metissage in Colonial Louisiana.”

The Center funded three Charles Redd Center Teaching Excellence Awards, enabling school teachers to attend the Western History Association’s annual convention. The award winners were Taryn Lewis, Sarah Young and Erin Thornton.

The Center co-sponsored a reception following a plenary session on the trans-Mississippi West in early American history. The reception and session were part of the annual meeting of the Omohundro Institute of Early American History and Culture, held in 2009 in Salt Lake City.

The Center helped to organize a gathering of administrators from western studies centers at the meeting of the Western History Association in Denver in October.

As a follow-up to the Redd Center’s 2008 summer seminar on oral history, a session on oral history as a resource for studying the West was organized for the Western History Association conference in October.

The Center and Phi Alpha Theta announced the creation of the Charles Redd Center for Western Studies book award for the best book published in the field of Western American History by a member of Phi Alpha Theta. The first award of \$500 will be presented in 2010.

The Center sponsored the Charles Redd Center for Western Studies Award for the best general interest article of the year appearing in the *Utah Historical Quarterly*. The award of \$500 went to Robert McPherson and John Fahey for “Seeing is Believing: The Odyssey of the Pectol Shields.”

The Center sponsored the Beatrice Medicine Award for Scholarship in American Indian Studies. The award of \$250 was presented to Susan A. Miller for “Native America Writes Back: The Origin of the Indigenous Paradigm in Historiography” at the Native American Literature Symposium.

Following the Advisory Board’s recommendation, the Center phased out its Education Awards.

Utah in the Twentieth Century, edited by Brian Cannon and Jessie Embry, was published by Utah State University Press. This volume evolved from a Redd Center summer seminar on Utah in the twentieth century.

The CHARLES REDD CENTER presents

a previewing of

“A CLASS APART”

a production of PBS and the American Experience

followed by a discussion with Ignacio Garcia, author of
White But Not Equal

IN 1952 IN EDNA, TEXAS, PETE HERNANDEZ, A TWENTY-ONE-YEAR-OLD COTTON PICKER, GOT INTO A FIGHT WITH SEVERAL MEN AND WAS DRAGGED FROM A TAVERN, ROBBED, AND BEATEN. UPON REACHING HIS HOME HE COLLECTED HIS .22-CALIBER RIFLE, WALKED TWO MILES BACK TO THE TAVERN, AND SHOT ONE OF THE ASSAILANTS.

FROM THIS SEEMINGLY UNREMARKABLE SMALL-TOWN MURDER EMERGED A LANDMARK CIVIL RIGHTS CASE THAT WOULD FOREVER CHANGE THE LIVES AND LEGAL STANDING OF TENS OF MILLIONS OF AMERICANS. A TEAM OF UNKNOWN MEXICAN AMERICAN LAWYERS TOOK THE CASE, *Hernandez v. Texas*, ALL THE WAY TO THE SUPREME COURT, WHERE THEY SUCCESSFULLY CHALLENGED JIM CROW-STYLE DISCRIMINATION AGAINST MEXICAN AMERICANS.

AMERICAN EXPERIENCE PRESENTS *A Class Apart* FROM THE AWARD-WINNING PRODUCERS CARLOS SANDOVAL (*Ferningville*) AND PETER MILLER (*Sacco and Vanzetti, The Internationale*). THE ONE-HOUR FILM DRAMATICALLY INTERWEAVES THE STORY OF ITS CENTRAL CHARACTERS - ACTIVISTS AND LAWYERS, RETURNING VETERANS AND ORDINARY CITIZENS, MURDERER, AND VICTIM - WITHIN THE BROADER STORY OF A CIVIL RIGHTS MOVEMENT THAT IS STILL VERY MUCH A LIVE TODAY.



THURSDAY, FEB. 19, 2009

11 AM

HBLLAUDITORIUM (1060)

INDIAN-MADE

Navajo Culture in the Marketplace, 1868-1940

Lecture and Book Signing
 Thursday, Feb. 26 11:00am
 Harold B. Lee Library Auditorium
 1060 HBLL
 Brigham Young University



Erika Marie Bsumek
 Assistant Professor - Department of History
 University of Texas



For more information on this book, see
www.kansaspress.ku.edu/bsalnd.html

“A triumph! Bsumek brilliantly exposes the mercenary practices and advertising strategies of traders and assembly-line producers, the deep-seated romantic yearnings of adorners and purchasers of Navajo arts and crafts, the attempts to standardize and control shifting definitions of the ‘authentic,’ and the struggles of Navajo artisans themselves.”

Peter Nabokov, author of *A Forest of Time: American Indian Ways of History*

“Bsumek’s powerful work makes us think in fresh ways about the awkward and often anxious relationship between indigenous people’s creative expression and those who admire and collect it.”

James F. Brooks, author of *Captives and Cousins: Slavery, Kinship, and Community in the Southwest Borderlands*


Bsumek unravels the layers of meaning that surround the branding of “Indian-made.” When Navajo artisans produced their goods, collaborating traders, tourist industry personnel, and even ethnologists created a vision of Navajo culture that had little to do with Navajos themselves. And as Anglos consumed Navajo crafts, they also consumed the romantic notion of Navajos as “primitives” perpetuated by the marketplace. These processes of production and consumption reinforced each other, creating a symbiotic relationship and influencing both mutual Anglo-Navajo perceptions and the ways in which Navajos participated in the modern marketplace.

Examining varied sites of production- artisans’ workshops, museums, trading posts-Bsumek shows how the market economy perpetuated “Navaho” stereotypes and cultural assumptions. She takes readers into the hogans where men worked silver and women wove rugs and into the outlets where middlemen dictated what buyers wanted and where Navajos influenced inventory. Exploring this process over seven decades, she describes how artisans’ increasing use of modern tools created controversy about authenticity and how the meaning of the “Indian-made” label was even challenged in court.

This event is sponsored by the
 Charles Redd Center for Western Studies



Visit us on the web at
reddcenter.byu.edu



2009
Annual Annaley Naegle
■ ■ Redd Lecture ■ ■

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P. Jane Hafen Associate Professor of English
University of Nevada, Las Vegas
Wednesday, March **25** 2009

7:00 pm HBLL Auditorium (1060)

ZITKALA-ŠA:

A LIFE WORKING FOR THE INDIAN CAUSE

Zitkala-Ša, Gertrude Simmons Bonnin (Yankton Sioux), witnessed cataclysmic changes in her lifetime. Born the same year as the Battle of the Greasy Grass, 1876, she survived the boarding school era, was directly involved in securing citizenship rights for American Indians and passed on after participating in Franklin Roosevelt's New Deal for Indians. The story of her life addresses issues of colonization, resistance, personal and spiritual journeys. Hafen's research of Zitkala-Ša's life has revealed an overlap of her work into Hafen's own journey as a contemporary American Indian.

The Gertrude Bonnin (Zitkala-Ša) Collection is housed in the L. Tom Perry Special Collections of the Harold B. Lee Library at Brigham Young University.

SPONSORED BY THE
CHARLES REDD
CENTER
FOR WESTERN
STUDIES



Jacqueline (Johnson) Pata
Executive Director
National Congress of American Indians (NCAI)



The NCAI was founded in 1944 in response to termination and assimilation policies that the United States forced upon the tribal governments in contradiction of their treaty rights and status as sovereigns. NCAI stressed the need for unity and cooperation among tribal governments for the protection of their treaty and sovereign rights. Since 1944, the National Congress of American Indians has been working to inform the public and Congress on the governmental rights of American Indians and Alaska Natives. Over a half century later, our goals remain unchanged. NCAI has grown over the years from its modest beginnings of 100 people to include 250 member-tribes from throughout the United States. Now serving as the major national tribal government organization, NCAI is positioned to monitor federal policy and coordinated efforts to inform federal decisions that affect tribal government interests.

March 27, 2009
4:00 pm

WSC Varsity Theater in the Wilkinson Center



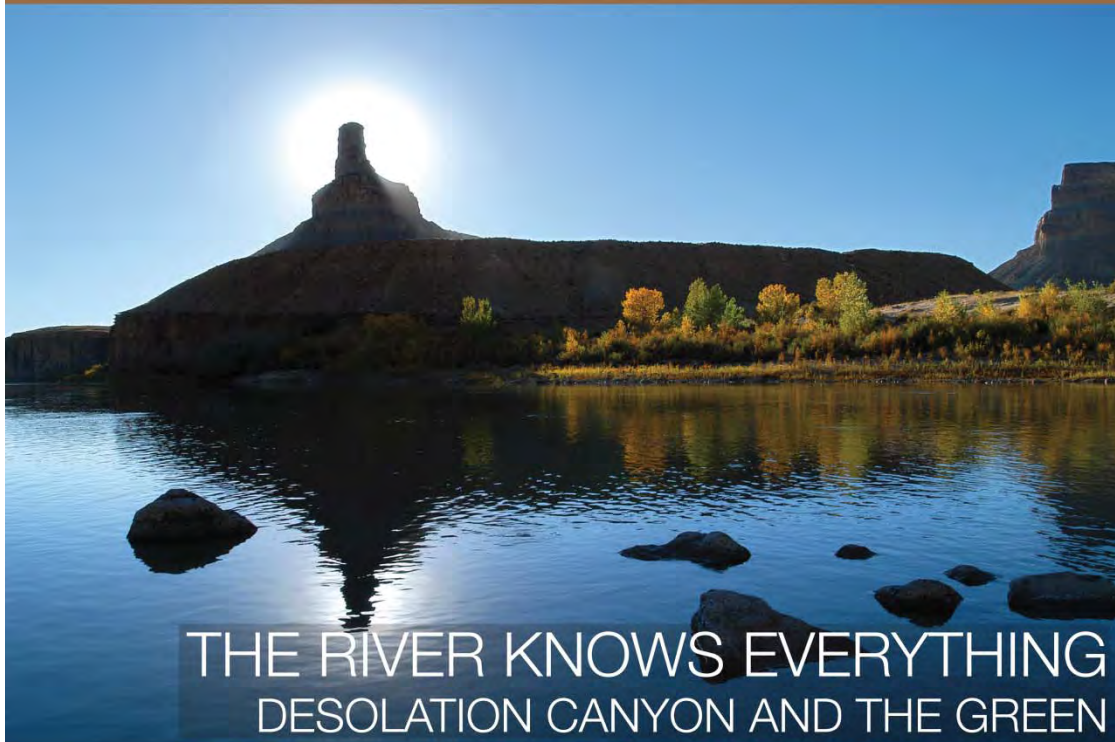
the Charles Redd Center for Western Studies presents

JAMES M. ATON

Professor of English
Southern Utah University

Wednesday, October 21, 2009

7:00 PM | B 190 JFSB



THE RIVER KNOWS EVERYTHING DESOLATION CANYON AND THE GREEN

In his illustrated lecture Professor Aton will survey the human and natural history of the Green River through Desolation Canyon and on the Tavaputs Plateau.



Although unoccupied now, the region was home to many groups of people over the past 13,000 years including Fremont Indians, Utes, ranchers, outlaws, ferrymen, and moonshiners. Dr. Aton will discuss show how these peoples made a living in a harsh but beautiful environment. His lecture will conclude with recent threats to the canyon and plateau: oil and gas drilling and a dam on the Yampa River, a major tributary to the Green.

Charles Redd Center 366 SWKT 801/422.4048 reddcenter.byu.edu

SUMMARY OF FINANCES 2009

BEGINNING BALANCE <i>(including university support funds):</i>	\$606,798.60
Payouts from Endowments:	\$0.00
Deposits:	\$16,867.41
Interest:	\$3,406.52
Expenditures <i>(including salaries & stipends):</i>	\$347,379.91
ENDING BALANCE:	\$279,692.62

Redd Center	Beginning Balance:	\$164,921.78
General Operating Budget	Ending Balance:	\$1,705.73

Oral History	Beginning Balance:	\$48,597.67
Account	Ending Balance:	\$44,169.62

Publications	Beginning Balance:	\$12,927.02
Account	Ending Balance:	\$8,910.95

Assistantships	Beginning Balance:	\$16,247.88
Account	Ending Balance:	\$16,409.49

Chamberlin	Beginning Balance:	\$12,082.33
Account	Ending Balance:	\$8,478.94

Embry Endowment	Beginning Balance:	\$45,537.18
Account <i>(spendable)</i>	Ending Balance:	\$39,269.38

Butler Endowment	Beginning Balance:	\$31,792.52
Account <i>(spendable)</i>	Ending Balance:	\$6,968.75

Redd Endowment	Beginning Balance:	\$274,692.22
Account <i>(spendable)</i>	Ending Balance:	\$153,779.76

ENDOWMENT INVESTMENT ACCOUNTS

Butler Endowment	Beginning Balance:	\$748,310.57
Account <i>(university managed)</i>	Ending Balance:	\$913,803

Embry Endowment	Beginning Balance:	\$106,192.29
Account <i>(university managed)</i>	Ending Balance:	\$129,506

Redd Endowment	Beginning Balance:	\$2,463,725.37
Account <i>(university managed)</i>	Ending Balance:	\$3,004,628

Jessie L. Embry
Associate Director
Annual Report
January 2009-December 2009

Publications

Edited Books:

Utah in the Twentieth Century (with Brian Q. Cannon) (Logan, UT: Utah State University Press, 2009).

Articles:

“What is the Best Way to Govern a City?,” *Utah in the Twentieth Century*, Brian Q. Cannon and Jessie L. Embry, eds. (Logan, UT: Utah State University Press, 2009), 285-304.

“From Self Sufficiency to Colony: The Bureau of Reclamation and Wasatch County, Utah,” *Reclamation: Managing Water in the West: The Bureau of Reclamation: History Essays from the Centennial Symposium* (Denver: U. S. Department of the Interior, Bureau of Reclamation, 2008), 429-445.

“Religion,” *Latino History and Culture: An Encyclopedia*, David J. Leonard and Carmen R. Lugo-Lugo, 2 vols. (Armonk, NY: M. E. Sharpe, 2009, 472-477 (volume 2).

“Spiritualized Recreation: LDS All-Church Athletic Tournaments, 1950-1971,” *BYU Studies* 48:3(2009):93-124.

“Preaching through Playing: Using Sports and Recreation in Missionary Work,” (coauthored with John H. Braumbaugh), *Journal of Mormon History* 35:4(Fall 2009):53-84.

Accepted for Publication:

“A Woman Homesteader: The Making of Heartland,” *Film & History 2006 CD-Rom Annual*.
Semiprofessional Sports and YMCA, sports encyclopedia.

Shepherd-Towner Act (with Dave Hall), Mormon Women, and Holy Cross Sisters, encyclopedia on women.

“Specialized Units” (with A. LeGrand Richards), Mormon Atlas update

Under Review:

Period Chapter, Mormonism Since 1945, *Mormonism: A Historical Encyclopedia*, Paul Reeve and Ardis E. Parshall, eds.

Republished:

Mormon Polygamous Families: Life in the Principle (Salt Lake City: UT: Greg Kofford, 2009).
In His Own Language: Mormon Spanish Speaking Congregations in the United States (Charles Redd Center; Spanish edition).

Reviews:

Review of Louise Lamphere, et al., *Weaving Women's Lives: Three Generations in a Navajo Family* in *Journal of the West* 47(Fall 2008):102.

Review of Sarah Carter, *The Importance of Being Monogamous: Marriage and Nation Building in Western Canada to 1915* in *Journal of the West* 47(Fall 2008):101.

Review of Marilyn E. Flood, *Promise on Parnassus: The First Century of the UCSF School of Nursing* in *Journal of the West* 47(Winter 2008):110.

Review of Sydney Hutchinson, *From Quebradita to Duranguense: Dance in Mexican American Youth Culture* in *Journal of the West* 47(Winter 2008):113.

Review of Matthew C. Godfrey, *Religion, Politics, and Sugar: The Mormon Church, the Federal Government, and the Utah-Idaho Sugar Company, 1907-1921* in *Pacific Historical Review* 77(August 2008):501-02.

Review of David Lavender, *One Man's West* in *Journal of the West* 47(Spring 2008):88.

Review of Robert C. Steensma, *Wallace Stegner's Salt Lake City* in *Journal of the West* 47(Spring 2008):92.

Review of Jared Farmer, *On Zion's Mount: Mormons, Indians, and the American Landscape* in *Western American Literature* 43(Winter 2009):429-30.

In Process:

- Manuscript based on oral history seminar
- Manuscript on Mormons and Navajos
- Manuscript on A Year in the Life of the Provo, Utah South Stake
- Family Home Evening research with School of Family Life
- Indian Placement Program and Host Families
- Redd Center History (in house)

Presentations

“Women and LDS Church Sports,” Art of Gender Conference, Idaho State University, Pocatello, Idaho, April 3, 2009.

“Crossing Borders: Mormons and Navajos,” PCB-AHA, Albuquerque, New Mexico, August 8, 2009. Chair, “Oral History and the American West” (based on Redd Center seminar), Western History Association, Denver, Colorado, October 10, 2009

“Conducting Oral History Interviews,” Utah State Historical Records Advisory Board/Weber State University Oral History Workshop, Ogden, Utah, October 16, 2009

Presentations Accepted:

“America’s Best Idea: A)National Parks, B)Forest Service, C)Bureau of Land Management, D)All of the Above,” American Studies Lecture, Brigham Young University, Provo, Utah, February 11, 2010.

“A Year in the Life of the Provo, Utah South Stake, 2008-2009, 2010 Church History Symposium,” Brigham Young University, Provo, Utah, February 26, 2010.

“Family Home Evening: The Home in the Church of Jesus Christ of Latter-day Saints in the Twentieth Century,” Mormon History Association, Independence, Missouri, May 26-30, 2010.

“Franklin Second Ward,” BYU Studies Symposium, Brigham Young University, Provo, Utah, March 12-13, 2010.

Conferences Attended:

- Art of Gender Conference, Idaho State University, Pocatello, Idaho, April 2-3, 2009.
- Sacred Spaces Symposium, Richard L. Evans Chair of Religious Understanding, Brigham Young University, June 3, 2009.
- PCB-AHA, Albuquerque, New Mexico, August 6-8, 2009.
- Western History Association, Denver, Colorado, October 7-10, 2009

- Utah State Historical Records Advisory Board/Weber State University Oral History Workshop, Ogden, Utah, October 16, 2009
- Mormon Studies Outward Migration, Utah Valley University, Orem, Utah, November 5-6, 2009.

Classes Taught:

- American Studies 200, Winter 2009
- Religion 343, Fall 2009

Upcoming Class:

- Issues in the American West: National Parks and Public Lands, Spring Term 2010

Individual Classes:

- Jim Backman, Oral History, Winter 2009
- Phil Barlow, Polygamy, Utah State University, Spring 2009
- Brian Cannon, Oral History, History 200, Spring 2009

Student Assistance:

- Referee for Laura Taylor's honors thesis

Student Training and Supervision:

- Winter 2009--Trained and supervised one transcriber
- Supervised two interviewers
- Supervised editing and proofreading of Spanish book
- Fall 2009-- Trained nine oral history interviewers; supervised seven oral history interviewers; supervised transcribing and editing of Spanish interviews; supervised English transcriber/processor

Consultation and Research Assistance:

Provided assistance to over thirty BYU students, BYU faculty, other students, other faculty, and community people about oral history, western American history, and Mormon history.

Redd Center Assignments:

- Helped finish product on the Utah in the Twentieth Century Book
- Wrote introductions and index and worked on press arrangements for the oral history seminar manuscript
- Judged Redd Center grants and manuscripts
- Offered suggestions to director on grants and financial matters
- Arranged meeting and attended meeting with Paul Larsen, Financial Services
- Discussed digital recorders with Matt Heiss, LDS Historical Department. Worked with Jason Thompson to research digital recorders
- Attended opening of Museum of Art Southwest Art at Museum of Art.
- Coordinated research project on family home evening with School of Family Life professors
- Arranged luncheons for speakers and visiting scholars
- Judge, Utah History Regional Fair
- Judge, Utah History State Fair papers

- Selected Redd Center awards, Utah History State Fair
- Judged Redd Center-Western History Association Teacher Travel Grants
- Represented the Redd Center at luncheon to meeting teachers who received the Redd Center Western History Association Teacher Travel Grants
- Helped the University of Colorado-Boulder and Stanford University plan a gathering of western studies centers and represented the Redd Center at the meeting at the Western History Association annual conference.
- Worked with IRB to start a new oral history project on the Indian Placement Program Host Families
- Worked on sale and distribution of Spanish version of *In His Own Language*

College Assignments:

- Staff and Administrative Staff monthly meetings and winter retreat

Professional Responsibilities:

- Judge, Arrington-Prucha Prize, Western History Association
- Judge, John Whitmer Historical Association, Best Article

Oral History:

- Worked with Glen and Karen Leonard on Santa Fe Oral Histories
- Worked on Provo, Utah South Stake Oral Histories
- Worked with School of Family Life on oral history project on Family Home Evening
- Worked on outline and consulted with Mr. and Mrs Bruce Chadwick, Stan Albrecht, and Howard Bahr and Brian Cannon on interview outline for LDS Placement Program Host Family Oral History Projec

Charles Redd Center for Western Studies Oral History Report 2009

During 2009 Jessie Embry continued to be involved in oral history projects and writing based on those interviews.

New Oral History Projects:

LDS Indian Placement Program Host Families Oral History Project

Jessie Embry started a new oral history project, LDS Indian Placement Program Host Families, to look at the experiences of the Mormon families who took Native Americans into their homes. She discussed the project and questions with Bruce Chadwick, Stan Albrecht, and Howard Bahr, the authors of the most complete study of the Placement Program. She also did a literature search and research on the topic. After a review by the IRB, the decision was made to not include the names of the interviewees or the foster children in the transcripts. While this forced a change in the research paradigm at the Redd Center, it has made it possible for the interviewees to share sensitive stories. Embry hired, trained, and supervised four interviewers for the project. The project is limited to those who responded to a press release in the *Deseret News* but over 100 people agreed to participate. Those respondents who lived outside of the area responded via email and snail mail. The interviewers have almost completed talking to the people who can be contacted in person. The hope is all the interviews will be completed by the end of Winter Semester 2010.

Family Home Evening Oral History Project

Jessie Embry held several “high teas” with faculty members from the School of Family Life about joint efforts on a family home evening oral history project. Erin Holmes and Susie Roper used family home evening as a research topic in their methods class. While they are using social science methodology in their research, their questionnaire allowed the informants to volunteer to be interviewed. So the family home evening project may still happen. Embry will present a paper on family home evening at the Mormon History Association meeting in May 2010 based on her research and other Redd Center oral history projects. Embry also had members of her Religion 343 class Fall 2009 conduct formal and informal interviews about family home evening and write papers about their experiences with family home evening.

On-Going Oral History Projects:

Provo Utah South Stake Oral History Project

Interviewers continued to conduct interviews with stake members during Winter Semester 2009. Jessie Embry conducted interviews with four service missionary couples during the summer 2009. Embry hired three interviewers/transcribers/editors to complete the interviews that had been done in Spanish and to conduct more interviews. Most of the Spanish interviews conducted in 2008 were processed and a few new interviews were completed. Attempts to do other interviews were unsuccessful. Embry will present a co-authored paper with Stake President/David O. McKay School of Education Professor A. LeGrand Richards based on the research at a church history symposium at BYU in February 2010. Articles may be published from the proceedings.

Santa Fe Oral History Project

The Redd Center continues to process the oral histories conducted by Glen and Karen Leonard in Santa Fe.

Previous Oral History Projects:

All of the Redd Center oral histories are housed in the L. Tom Perry Special Collections in the Harold B. Lee Library where researchers use them for a variety of projects. The special collections staff makes the transcripts and tapes available to all. While it is impossible to know all the researchers who use the information, Jessie Embry continues to use the interviews for her research.

LDS Sports and Recreation Oral History Project

Jessie Embry presented a paper at a conference at Idaho State University of women sports in 2009. Her article on missionaries and sports was published in the *Journal of Mormon History* and an article on the project in general was published in *BYU Studies*.

LDS Hispanic American Oral History Project

Jessie Embry's book on Mormon Spanish-speaking congregations in the United States was published in Spanish. Copies are available at cost. Embry also wrote an essay on ethnic congregations for a forthcoming Mormon atlas with A. LeGrand Richards.

LDS Native American Oral History Project

The interviews conducted by Farina King and Corey Smallcanyon are almost completely processed. Jessie Embry will give a presentation on the Franklin 2nd Ward, a Native American ward in the Provo Utah South Stake. She is in the process of writing a manuscript on Mormons and Navajos with Farina King. She presented some of the material from that research at the AHA-PCB meeting in 2009. She also traveled through the reservation on her way to the conference. Highlights included a visit with her high school friend who was on the Placement Program in Shiprock and attending church in St. Michaels, Arizona.

LDS Polygamy and LDS Family Life Oral History Project

Mormon Polygamous Families: Life in the Principle was republished by Greg Kofford.

Up-Coming Oral History Project:

Charles Redd Center for Western Studies Oral History Project

Jessie Embry will start on an oral history project/in-house history of the Charles Redd Center during 2010. Current and past board members will be asked to participate.

Future of Oral History

How will oral history be done in the future? The question is not yet answered but there are some interesting trends taking place. Although the AHA and Oral History Association convinced the federal government in 2004 that oral history was except from the IRB process, that ruling is constantly being questioned including at BYU. Oral history has always been the recording of interviews, but a new trend might be emailed or other written forms of "oral history."

PLANS FOR 2010

- The Center will offer research and public programming awards this year, albeit at a reduced rate due to the economic downturn. Because of reduced funds, the Center will scale back its commitment from three to two young scholar awards.
- The Oral History Program will continue to produce interviews on western history projects under Jessie Embry's direction. Transcripts and tapes will be transferred to the L. Tom Perry Special Collections Library where they will be catalogued and made available to researchers to the extent permitted by the interviewees. In the case of the LDS Placement Program oral histories, IRB regulations provide that only the transcripts will be transferred to Special Collections. The Center will solicit recommendations from its advisory board regarding topics for future oral history projects.
- The Publication Grant program will continue to provide funding to presses publishing scholarly books in western studies.
- The Center will continue to assist state history fairs in promoting the work of elementary and secondary school students by offering prizes for the best projects and papers related to the American West.
- Center personnel will continue publishing book and articles and presenting papers at conferences.
- The Center will sponsor lectures named in honor of our benefactors Annaley Naegle Redd and William Howard and Hazel Butler Peters. On March 24, Virginia Scharff will deliver the Redd Lecture. The Center will also sponsor additional lectures. Two are currently scheduled for Winter Semester: Thomas Andrews, speaking on his prize-winning book *Killing for Coal* on February 8 and Ron Walker speaking on Brigham Young on March 30.
- The Center remains committed to supporting the Western Studies minor in the form of internship/capstone grants for students and enrichment funds for American Studies 300: Literature and Culture of the American West. Jessie Embry will teach a section of American Studies 390 R: Issues in the American West: National Parks and Public Lands during the Spring 2010 Term.
- The Center will honor its existing commitments for article and paper prizes. It will also entertain proposals for new awards.
- The Center will sponsor two luncheons for its BYU affiliates in western studies to promote collegiality and collaboration. A luncheon is scheduled for March 5. Sam Otterstrom, a Redd Young Scholar, will speak on his research regarding historic landmarks. A luncheon and presentation by Sociology professor Todd Goodsell are being planned for Fall Semester.
- The Center will continue to provide honoraria and travel funds for guest lecturers in western studies who visit BYU to speak to classes or to deliver public lectures.
- The Center will continue its outreach to K-12 teachers by funding four \$500 fellowships to enable teachers to attend the 2010 Western History Association meeting in Lake Tahoe. Teachers produce lesson plans based in part upon what they have learned at those meetings, and those lesson plans will be posted on the Center's website.

- The Center will meet with focus groups from academic departments at BYU to propose and consider ways that the Center can assist and support faculty and curriculum in western studies.
- The Center will pursue publication of papers from its 2008 oral history seminar and will prepare to host a research seminar in 2011 on a significant topic in western studies. One possibility is a seminar on civil rights in the West.

2009 AWARDEES

The Charles Redd Center seeks to enhance understanding of the American West by financially supporting a broad range of research efforts both at BYU and elsewhere. Accordingly, we fund a number of fellowships, awards, and publication prizes. These are listed below, along with the awards granted during the past year.

John Topham and Susan Redd Butler Off-Campus Faculty Fellowship

This fellowship award supports the study of the Mountain West (defined as: Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, Utah, and Wyoming).

In 2009, the Redd Center received 18 applications for Off-Campus Faculty Fellowships. For the 2009-2010 academic year, awards were made to the following 10 individuals:

- **Thomas G. Andrews (University of Colorado, Denver, Department of History)** for his project entitled “Above Timberline: An Environmental History of the High-Altitude U.S. West.”
- **Diana Di Stefano (Bucknell University, Department of History)** for her project entitled “Avalanche Country: Risk, Work, and the Makings of Mountain Culture, 1835-1920.”
- **Steven M. Fountain (Washington State University, Vancouver, Department of History)** for his project entitled “Re-Evaluating Horse Power: Indian Ponies, War Machines, and the Glue Factory.”
- **Lynne M. Getz (Appalachian State University)** for her project entitled “The Wetherill Wives: The Pioneering Women of a Four Corners Family.”
- **Mark Harvey (North Dakota State University)** for his project entitled “Bernard DeVoto and the West: Its History and Public Lands.”
- **John H. Monnett (Metropolitan State College of Denver)** for his project entitled “A History of Cutthroat Trout Preservation and Management in Yellowstone National Park and the Northern Rocky Mountains.”
- **Sara M. Patterson (Hanover College, Department of Theological Studies)** for her project entitled “This is Where I Will be Healed: Religion and Landscape in the Intermountain West.”
- **Paul C. Rosier (Villanova University)** for his project entitled “‘What the World Will Need to Survive’: American Indian Environmentalism in 20th Century America.”
- **Steven Sabol (University of North Carolina, Charlotte)** for his project entitled “The Touch of Civilization: Comparing American Colonization to the Sioux and Russian Colonization of the Kazakhs.”
- **Kathleen Underwood (Grand Valley State University)** for her project entitled “Teaching Women: Family, Education, and Professionalization in the American West, 1890-1925.”

***Total Granted for 2009-2010 John Topham and Susan Redd Butler
Off-Campus Faculty Fellowships:***

\$15,200

John Topham and Susan Redd Butler BYU On-Campus Faculty Fellowship

This fellowship award supports research by BYU faculty members and is designed to illuminate some aspect of the American experience in the Mountain West.

In 2009, the Redd Center received 9 applications for BYU Faculty Fellowships. For the 2009-2010 academic year, awards were made to the following 6 individuals:

- **Frank Christianson (Department of English)** for his project entitled “Critical Edition of ‘The Life of Hon. William F. Cody Known as Buffalo Bill.’”
- **Dirk Elzinga (Department of Linguistics and English Language)** for his project entitled “Phonetic and Phonological Documentation of the Shoshoni Language.”
- **John M. Murphy (Special Collections)** for his project entitled “A Catholic Worker in the American West: Ammon Hennacy and the Development of the Joe Hill House of Hospitality in Salt Lake City.”
- **J. Matthew Shumway and Sam Otterstrom (Department of Geography)** for their project entitled “Growth and Development of New Immigrant Communities in the Mountain West.”
- **Samuel St. Clair (Department of Plant and Wildlife Sciences)** for his project entitled “The Role of Fire Suppression on Aspen and Conifer Succession.”
- **Diana Turnbow (Museum of Art)** for her project entitled “Dorothea Lange Pictures: ‘Three Mormon Towns.’”

***Total Granted for 2009-2010 John Topham and Susan Redd Butler
BYU On-Campus Faculty Fellowships:***

\$11,900

Charles Redd Summer Grant for Upper Division and Graduate Students

This award for upper division and graduate students helps promising students begin serious research on the American West.

In 2009, the Redd Center received 11 applications for Upper Division and Graduate Student Awards from BYU students. Another 27 applications were received from non-BYU students. For the 2009-2010 academic year, awards were made to the following 8 BYU Students individuals:

- **Mary Michelle Baker** for her project entitled “Dine Policy Institute Summer Research Project: A Case-Study Evaluation of the Navajo High School Drop-Out Problem in Ganado and Chinle, Arizona.”
- **Heather Elisabeth Bullock** for her project entitled “Post-Excavation Conservation Techniques and Practices at Fourmile Ruin, Arizona.”
- **Janis Calleja** for her project entitled “Behavior Variability at Aspen Shelter, Central Utah: A Technological, Functional, and Spatial Analysis of the Chipped Stone Assemblage.”
- **Bryan T. Hamilton** for his project entitled “Groundwater Withdrawal: Will it Affect Small Mammals?”
- **Sarah Judson** for her project entitled “Biodiversity in the Backyard: Teaching Environmental Stewardship through Volunteer Biomonitoring of Local Freshwater Streams.”
- **Sadie Lee** for her project entitled “Commitment Mechanisms in Modern-day Orderville, Utah.”
- **Jeffrey N. Moore** for his project entitled “Using Aquatic Invertebrate Population Genetics to Understand the History of Intermountain West Streams.”
- **Trenton Don Tanner** for his project entitled “Fundamentals of the Navajo-Customer/Trader Relationship, Now and Then.”

Total Granted for 2009-2010 BYU Students:

\$7,900

For the 2009-2010 academic year, awards were made to the following 14 non-BYU Students individuals:

- **Richard A. Adams (University of Wyoming)** for his project entitled “Prehistoric Life at 10,700 Feet: Continuing Excavation at the High-Rise Village Site.”
- **Michelle Charest (Brown University)** for her project entitled “Emerald Pub to Silver Saloon: Space, Place, and the Material Culture of Community Amongst 19th Century Irish Immigrants to the American Mining West.”
- **Ryan Dearing (University of Utah)** for his project entitled “Labor, Violence, Manhood, and the Conflict over Railroad ‘Progress’ in the American Southwest.”
- **Adam R. Eastman (University of Oklahoma)** for his project entitled “‘The Hit List’: President Carter’s Review of Reclamation Water Projects and the End of the Big Dam Era.”
- **Marc A. Entze (Washington State University, Pullman)** for his project entitled “Deconstructing the Countryside: Railroad Abandonment in the Pacific Northwest Wheatbelt, 1900-2000.”

- **Matthew Fockler (Montana State University)** for his project entitled “The Value of Land: A Historic Geography of the National Forest.”
- **Jennifer Holland (University of Wisconsin, Madison)** for her project entitled “Producing Life: Social Conservatism and Abortion Politics in the Four Corners States, 1970-2000.”
- **Juliette Maiorana (University of California, San Diego)** for her project entitled “Paternalistic Intimacy: Mixed Transnational Mining Families in the U.S.-Mexican Borderlands.”
- **Elaine M. Nelson (University of New Mexico)** for her project entitled “Chasing New Heights, Ignoring the Sky: Devils Tower and the Politics of Preservation.”
- **Jill Onken (University of Arizona)** for her project entitled “Late Holocene Arroyo Formation, Landscape Change, and Climatic Controls in the Carrizo Wash Watershed of West-Central New Mexico.”
- **Melinda Snow Rich (Utah State University)** for her project entitled “‘To Drink from Places’: Uncovering a Rich Way of Life at the Grand Canyon’s North Rim.”
- **Thomas A. Rogers (University of Montana)** for his project entitled “Lead Ingestion by Large Carnivores in the Greater Yellowstone Ecosystem.”
- **Katy Savage (University of Utah)** for her project entitled “Human/Sheep Dialogue: An Ethnozoography of Utah.”
- **Leslie C. Working (University of Nebraska, Lincoln)** for her project entitled “‘Good Soil for Reform’: Suffrage Activism on the Great Plains and the Big Sky, 1880-1914.”

Total Granted for 2009-2010 Off-Campus Students: **\$16,700**

Total Combined for 2009-2010 Upper Division and Graduate Students: **\$24,600**

Annaley Naegle Redd Student Award in Women’s History

This award is given each year to an undergraduate or graduate student doing research on women in the American West.

In 2009, the Redd Center received 6 applications for the Annaley Naegle Redd Student Award in Women’s History. For the 2009-2010 academic year, an award was made to the following individual:

- **Carla Fisher (Purdue University)** for her project entitled “‘I am a Women who Happens to be a Forrester’: Gender, Work, and Citizenship in the Western United States, 1950-1990.”

Total Granted for 2009-2010 Annaley Naegle Redd Student Awards in Women’s History: **\$1,100**

Public Programming Award

The Public Programming Award is open to any organization that is planning a conference, museum exhibit, or lecture series focusing on the arts, humanities, or social behavioral sciences.

For 2009, the Redd Center received 20 applications for the Public Programming Award. For the 2009-2010 academic year, awards were given to the following 9 individuals/organizations:

- **Andrew Dabczynski (American String Teacher's Association, Utah Chapter)** for his project entitled "Utah ASTA Composition Contest."
- **Melanie Fales (Boise Museum of Art)** for her project entitled "James Castle: Tying it Together."
- **Norma Williamson (Dubois Museum)** for her project entitled "Presentation of Historic Trails and Roads of the Upper Wind River Valley."
- **Hope Ann Benedict (Lemhi County Historical Society)** for her project entitled "American West in Transition: Lemhi County, Then and Now."
- **P. Jane Hafen (Native American Literature Symposium)** for her project entitled "Chris Eyre, Keynote Speaker, Native American Literature Symposium."
- **Dolores Cromeens (Pikes Peak Library Foundation District)** for her project entitled "Rush to the Rockies: 1859 Pikes Peak or Bust Gold Rush."
- **Sonja Lunde (Utah Museum of Fine Arts)** for her project entitled "Desert Dreams: Maynard Dixon's Art of the American West."
- **David N. Cremean (Western Literature Association)** for his project entitled "2009 Western Literature Association Conference, Spearfish, South Dakota."
- **Jim Catlin (Wild Utah Project)** for his project entitled "Citizens' Training in Stream Health Assessment."

Total Granted for 2009-2010 Public Programming Awards:

\$18,150

Independent Research and Creative Work Award

The Independent Research and Creative Work Award is open to individuals who are not connected to an academic institution as a faculty member or student and who are interested in researching some aspect of the American Experience in the Mountain West.

In 2009, the Redd Center received 9 applications for the Independent Research and Creative Work Award. For the 2009-2010 academic year, awards were given to the following 2 individuals:

- **Donald C. Cutter (Albuquerque, New Mexico)** for his project entitled "Final Archival Search for a Complete Copy of Rivera's 1765 Journals of Exploration."
- **Richard Steven Street (Anselmo, California)** for his project entitled "Subversive Images: Leonard Nadel's Photo Essay on Braceros in 1956."

Total Granted for 2009-2010 Independent Research and Creative Work Awards:

\$2,300

Utah, Idaho, New Mexico, and Colorado State History Fairs

The Charles Redd Center is a sponsor of the Utah, Idaho, New Mexico, and Colorado State History Fairs, which provide opportunities for elementary, junior high school, and high school students to write papers, develop media presentations, and construct displays on the history of their respective state. The Center supports these efforts to get young people involved in the study of their state's history by making cash awards to paper and display winners.

Total Granted for 2009-2010 Utah, Idaho, New Mexico, And Colorado State History Fairs: **\$775**

Publication Grants

The Redd Center offers Publication Grants ranging from \$1,000 to \$3,000 to presses to help offset the costs of publishing Intermountain West titles. Grants permit presses to improve the quality of the publication and/or make the book more affordable.

During 2009, the Redd Center awarded Publication Grants to the following presses:

- **University Press of Colorado** for *The Archaeology of Class War*.
- **University of Nebraska Press** for *In a Remington Moment*.
- **Utah State University Press** for *Utah in the Twentieth Century*.
- **Utah State University Press** for *Comb Ridge and Its People: The Ethnohistory of a Rock*.

Total Granted for 2009-2010 Publication Grants: **\$12,000**

SENIOR SEMINAR/CAPSTONE PROJECT GRANT

In 2007, the Redd Center established the Senior Seminar/Capstone Project Grant. The grant will be given each year to undergraduate students who are writing a paper on some aspect of the Intermountain West. The grant is up to \$250 and is to be used to cover gasoline, parking, copying, bus, and/or lodging expense.

In 2009, the Redd Center received 1 application for the Senior Seminar/Capstone Project Grant.

For the 2009-2010 academic year, a grant was given to the following individual:

- **Jeffrey Tucker (Brigham Young University)** for his project entitled "Lesley Hodgson and the Built Environment of Ogden City, Utah."

Total Granted for 2009-2010 Senior Seminar/Capstone Project Grants: **\$1250**

Mollie and Karl Butler Young Scholar Award

In 2003, the Redd Center established the Mollie and Karl Butler Young Scholar Award in Western Studies to promote significant scholarship in Western American Studies by faculty members at the assistant or associate professor levels at BYU. The award acknowledges outstanding academic promise, based upon a faculty member's record of research, teaching, and university citizenship. The award carries a \$3,000 salary stipend and a \$5,000 annual research support award for three years.

For 2009, the Mollie and Karl Butler Young Scholar Award was awarded to:

- **Richard Gill (Brigham Young University, Department of Biology), 2009**

The Mollie and Karl Butler Young Scholar Award has previously been awarded to:

- **Jerry Johnson (Brigham Young University, Department of Biology), 2008**
- **Samuel Otterstrom (Brigham Young University, Department of Geography), 2007**
- **Jay Buckley (Brigham Young University, Department of History), 2006**
- **Jeff Durrant (Brigham Young University, Department of Geography), 2005**
- **Dennis Cutchins (Brigham Young University, Department of English), 2004**
- **Susan Rugh (Brigham Young University, Department of History), 2003**

Charles Redd Fellowship in Western American History

In 2005, the Redd Center established the Charles Redd Fellowship in Western American History sponsored by the L. Tom Perry Special Collections and the Charles Redd Center for Western Studies. The fellowship is designed to facilitate access to Western American manuscript collections in Special Collections and has been greeted with excitement and enthusiasm by researchers.

In 2009, the Redd Center received 3 applications for the Charles Redd Fellowship in Western American History. For 2009, the Charles Redd Fellowship in Western American History was given to the following individual:

- **Jennifer Holland (University of Wisconsin, Madison) for her project entitled: "Producing Life: Social Conservatism and Abortion Politics in the Four Corners States, 1970-2000."**

Senior Seminar/Capstone Project Grant

In 2007, the Redd Center established the Senior Seminar/Capstone Project Grant. The Grant will be given to undergraduate students who are writing a paper on some aspect of the Intermountain West. The grant is up to \$250 and is to be used to cover gasoline, parking, copying, bus, and/or lodging expenses.

In 2009, the Redd Center did not receive any applications for the Senior Seminar/Capstone Project Grant

AWARDEE RESEARCH REPORTS

2008-2009

John Topham and Susan Redd Butler Off-Campus Faculty Research Award Reports

- David R. Butler, Texas State University, San Marcos, Department of Geography
 - “The History of Fire Lookouts in Glacier National Park, Montana”

- Ericka Bsumek, University of Texas, Austin, Department of History
 - “The Concrete West: Engineering Society and Culture in the Arid West, 1900-1970”

- John H. Monnett, Metropolitan State College of Denver, Department of History
 - “A History of Cutthroat Trout Preservation and Management in Yellowstone National Park and the Northern Rocky Mountains”

- Lynne M. Getz, Appalachian State University, Department of History
 - “The Wetherill Wives: The Pioneering Women of a Four Corners Family”

- Andrew Gulliford, Fort Lewis College, Department of Southwest Studies and History
 - “Handprints in the Canyon: Outdoors in the Southwest, a College Reader for Adventure Education”

- Evelyn I. Funda, Utah State University, Department of English
 - “Weeds: A Farm Daughter’s Lament”

- Jennifer K. Ladino, Creighton University
 - “‘A Home for Civilization’: History Nostalgia and the Western Frontier in Wallace Stegner’s *Angle of Repose*”

- Amanda Rees, Columbus State University
 - “Idaho Dude Ranching and the Production of the American West: 1920-1950”



2009 Award Report

Please provide accurate, concise, and well-worded prose. Please proof read your entire report before submission. Please limit your responses to 300 words.

Name:

David R. Butler

Title of Project:

The History of Fire Lookouts in Glacier National Park, Montana

Organization/Institution of Affiliation with Department (if applicable):

Texas State University-San Marcos, Department of Geography

Permanent Mailing Address (with City, State, and Zip Code):

Department of Geography, Texas State University-San Marcos, San Marcos, TX 78666-4616

Permanent Email Address:

db25@txstate.edu

(512) 245-7977

Please provide a brief narrative of the research you accomplished with funds received from the Charles Redd Center. (300 word maximum)

I received \$2,800 from the Charles Redd Center, in the form of a John Topham and Susan Redd Butler Off-Campus Faculty Research Award in the Spring of 2008. The funds were for fieldwork and archival research in Glacier National Park, on "The History of Fire Lookouts in Glacier National Park, Montana". Initial plans were for fieldwork to be conducted during the summer of 2008. However, during summer 2008 my 82-year-old father was terminally ill with cancer, and I had to spend the proposed field time assisting with his final days and passing.

Because of the delay associated with my father's passing, fieldwork was accordingly delayed until the summer of 2009. During July 2009 I spent 2 weeks in the field in Glacier National Park conducting the archival work described in my initial proposal, and toward which the award money was used. I was accompanied by a Ph.D. student who visited four of the historic fire lookout sites and photographed them for use as illustrations in the scholarly monograph under preparation. Because of the 1-year delay in fieldwork, the proposed scholarly monograph described in the 2008 proposal is currently being completed during this 2009-2010 academic year.

Please specify how Redd Center funds assisted you in answering your research questions or accomplishing your research goals. In other words, what did you learn? (300 word maximum)

The funds from the Redd Center allowed me to conduct the necessary archival work and photographically document the history of every fire lookout in Glacier Park. Several historic photographs were located in the Park archives that have never been published. The National Park Service has provided me with digital copies of these photos, which will be a major illustrational portion of the scholarly monograph I am working on. While in the field, I also supervised a doctoral student who conducted on-site photography of remaining fire lookouts and former lookout sites. These photos will also be used in the book.

I also unearthed Park correspondence that provides detailed views of the history and, at times, controversy associated with fire lookout construction. I also was able to document the decline in the fire lookout network through this correspondence. These unpublished Park letters and notes will form a major portion of the text of the scholarly monograph under production.

If your research is not yet completed, what are the next steps in your research process? (300 word maximum)

Because of the 1-year delay in fieldwork, the proposed scholarly monograph described in the 2008 proposal is currently being completed during this 2009-2010 academic year. At this time in late September 2009, I would estimate that all illustrations are complete and labelled, and that 85-90% of the text is complete. When it is completed, it will be submitted for publication, with acknowledgement of the financial support of the Redd Center through the Butler Off-Campus Research Award. After completion, presentations on the project will also be made at the annual meetings of the Association of American Geographers.

Please list publications and/or presentations based on your Redd Center research.

Geography Master's Thesis, Department of Geography, Texas State University: James T. Dietrich, 2008 (David R. Butler, Thesis Supervisor). "Quantitative Analysis of Landscape Change Seen from Fire Lookouts in Glacier National Park, Montana: A Remote Sensing and GIS Approach"

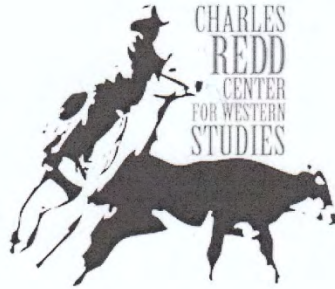
What are your future plans for publication and/or presentations? To assist us in our reporting, please notify the Redd Center whenever you publish work based on your research funded by the Center. (300 word maximum)

When my monograph is completed, it will be submitted for publication, with acknowledgement of the financial support of the Redd Center through the Butler Off-Campus Research Award. After completion, presentations on the project will also be made at the annual meetings of the Association of American Geographers. I am currently in search of a publisher for the monograph. If the Redd Center and its western book series would be interested in this monograph, I would be honored to have you consider it for publication.

Comments:

Please feel free to contact me, db25@txstate.edu, if you have any questions about my report. I am deeply appreciative of the support of the Charles Redd Center.

Please click "SUBMIT" only once and wait until the confirmation page appears. The confirmation page will confirm that we have received your report and will provide you with an opportunity to be re-directed to the Charles Redd Center for Western Studies website.



2009 Award Report

Please provide accurate, concise, and well-worded prose. Please proof read your entire report before submission. Please limit your responses to 300 words.

Name:

Erika Bsumek

Title of Project:

"The Concrete West: Engineering Society and Culture in the Arid West, 1900-1970" --
book project.

Organization/Institution of Affiliation with Department (if applicable):

University of Texas

Permanent Mailing Address (with City, State, and Zip Code):

Department of History, Univ. of Texas, Austin, TX 78712

Permanent Email Address:

ebsumek@mail.utexas.edu

Permanent Phone Number (with Area Code):

512-475-7253

Please provide a brief narrative of the research you accomplished with funds received from the Charles Redd Center. (300 word maximum)

I traveled to Salt Lake City and used the Special Collections in the Marriott Library at the University of Utah. While there, I utilized several different collections but primarily used The Goodwin Collection and the Glen Canyon Archival collection. Ancillary collections at local government offices, such as the Bureau of Reclamation, were also consulted. Material from these collections will form the basis of Chapter 2, on Glen Canyon Dam, of the manuscript.

Please specify how Redd Center funds assisted you in answering your research questions or accomplishing your research goals. In other words, what did you learn? (300 word maximum)

Redd Center funds helped me discover, in great detail, the ways in which Navajo Indians engaged with the building of Glen Canyon Dam, the construction techniques used, the public reception of the dam, and political debates surrounding the building of the dam. My research yielded number of unexpected results, the bear light on contemporary understandings of the political debates and position of the Navajo.

If your research is not yet completed, what are the next steps in your research process? (300 word maximum)

My research is not yet completed on the larger project. But, I will finish an article based on my research by the Spring of this academic year.

Please list publications and/or presentations based on your Redd Center research.

Western History Association Presentation, 2009: "Drowning Gods and Developing Prayer Sites: The Navajo and Development at Rainbow Bridge and Glen Canyon Dam."

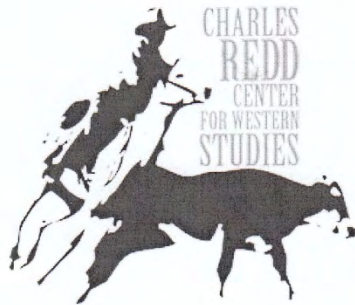
What are your future plans for publication and/or presentations? To assist us in our reporting, please notify the Redd Center whenever you publish work based on your research funded by the Center. (300 word maximum)

I will be presenting work from this project in the Spring of 2010 at the Institute of Historical Studies at the University of Texas.

Comments:

Please click "SUBMIT" only once and wait until the confirmation page appears. The confirmation page will confirm that we have received your report and will provide you with an opportunity to be re-directed to the Charles Redd Center for Western Studies website.

SUBMIT



2009 Award Report

Please provide accurate, concise, and well-worded prose. Please proof read your entire report before submission. Please limit your responses to 300 words.

Name:

John H. Monnett

Title of Project:

A History of Native Cutthroat Management and Preservation in Yellowstone and the Northern Rocky Mountains

Organization/Institution of Affiliation with Department (if applicable):

Metropolitan State College of Denver/Dept. of History/ professeor of history

Permanent Mailing Address (with City, State, and Zip Code):

Home: 2546 Dutch Court, Lafayette, CO 80026

Permanent Email Address:

monnett@mscd.edu / jmonnett@aol.com

Permanent Phone Number (with Area Code):

Home: 303-604-0142 Work: 303-556-3113

Please provide a brief narrative of the research you accomplished with funds received from the Charles Redd Center. (300 word maximum)

During the later half of July, 2009 I traveled by automobile to the libraries of Montana State University, Bozeman and then the Montana Historical Historical, Helena. I found a number of useful documents, but mostly early 20th century magazine and journal articles (more at MHS) pertaining to trout management in the early years of Yellowstone National Park. These will supplement nicely the YNP Superintendents Reports obtained in Summer, 2008 from the YNP archives at the Yellowstone Research Center in Cooke City, MT. A total of 2.5 days were spent in each the libraries researching and photocopying from the files pertaining to (a.) Yellowstone National Park Management; (b.) Game and Fish Resources; (c.) Sportsmen's diaries, articles and accounts (MHS); (d.) Files of the Northern Pacific and Great Northern railroads and (e.) Military Records (pertaining to YNP).

Please specify how Redd Center funds assisted you in answering your research questions or accomplishing your research goals. In other words, what did you learn? (300 word maximum)

My biggest conclusions (not surprisingly) is that most emphasis at fish management during the late nineteenth and early twentieth centuries was not at all placed upon preservation of fish resources but rather to provide enough fish resources for recreation--fishing, and attracting tourists to the region. I found that the most publicity of these recreational opportunities was by far provided by the slick-color advertising campaigns of the Northern Pacific and Great Northern railroads. Real attempts to preserve truly native species did not really get going until the early 1960s by Federal and State Wildlife Commissions.

My biggest revelation was that, although subtle, any early attempts to actually "protect" (to some extent) fish and game resources was demonstrated by attitudes and practices of the U. S. Army that administered YNP and surrounding areas from the 1890s- through most of the 1920s. General Philip Sheridan (an avid sportsman) was particularly interested in this effort.

If your research is not yet completed, what are the next steps in your research process? (300 word maximum)

Although I thought my research would be completed this Summer, I now feel I must mine additional resources pertaining to the U.S. Army's role in Wildlife Conservation. This may entail a visit to the National Archives in D.C. and other libraries such as the Huntington and the U.S. Army archives at Carlisle Barracks, PA.

Please list publications and/or presentations based on your Redd Center research.

Forthcoming

What are your future plans for publication and/or presentations? To assist us in our reporting, please notify the Redd Center whenever you publish work based on your research funded by the Center. (300 word maximum)

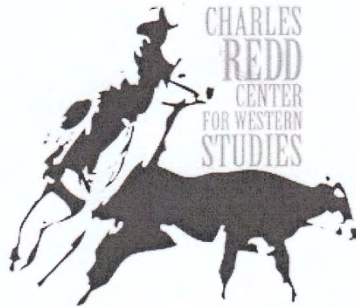
The University of New Mexico Press has already expressed a verbal commitment to publish the fruits of this research. In conversation with their editors we have determined (because of book size limitations and marketability) the book should focus on the "Army Sportsmen" and their role in the Western Conservation Movement from the 1870s through the Progressive Movement of the early 1900s.

Comments:

Hopefully this book will be completed and appear in 2011.

Please click "SUBMIT" only once and wait until the confirmation page appears. The confirmation page will confirm that we have received your report and will provide you with an opportunity to be re-directed to the Charles Redd Center for Western Studies website.

SUBMIT



2009 Award Report

Please provide accurate, concise, and well-worded prose. Please proof read your entire report before submission. Please limit your responses to 300 words.

Name:

Lynne M. Getz

Title of Project:

The Wetherill Wives: The Pioneering Women of a Four Corners Family

Organization/Institution of Affiliation with Department (if applicable):

Department of History, Appalachian State University, Boone, NC

Permanent Mailing Address (with City, State, and Zip Code):

384 Apple Way Road, Blowing Rock, NC 28605

Permanent Email Address:

getzlm@appstate.edu

Permanent Phone Number (with Area Code):

828-295-3312

Please provide a brief narrative of the research you accomplished with funds received from the Charles Redd Center. (300 word maximum)

The John Topham and Susan Redd Butler Faculty Research Award enabled me to visit the Center for Southwest Research at the University of New Mexico and the New Mexico State Archives and Records Center in Santa Fe. At UNM I used the Marietta Wetherill materials contained in the Pioneers Foundation Oral History Collection, as well as other supporting manuscripts and books. In 1952-53 Lou Blachly conducted 77 interviews with Mrs. Wetherill, and most of these have been transcribed by UNM. I was able to transcribe several tapes myself, and I read all the remaining transcripts. At the State Archives I used the Frank McNitt collection of materials gathered by McNitt while writing his biography of Richard Wetherill. This collection included correspondence with family and friends of Richard Wetherill; business and legal documents relating to his homesteading and archeological excavations at Chaco Canyon; correspondence, eye-witness accounts and trial transcripts regarding his murder; and many photographs. The Archives also holds a number of other Wetherill family items besides those in the McNitt collection.

Please specify how Redd Center funds assisted you in answering your research questions or accomplishing your research goals. In other words, what did you learn? (300 word maximum)

The Redd Center award allowed me to access two of the most important collections available on Marietta Wetherill. The Marietta Wetherill interviews at UNM are an invaluable source for addressing my research questions on the Wetherill women. Of all the Wetherill wives, Marietta has received the most criticism for using her connection with the Wetherills to advance her own reputation and interests. Even her involvement with her husband's death has remained a source of suspicion and mystery. Yet Marietta's side of the story, told through 77 hours of interviews, has not been thoroughly investigated or corroborated. The tapes reveal a conflicted personality, a woman with a gift for fantastic story-telling. In this respect the tapes reinforce the conventional wisdom that Marietta spun tall tales to enhance her own reputation as an authority on Navajo culture and the force behind her husband's accomplishments. But the tapes also abound with rich descriptions of the everyday life of ranching and the challenges of life as a widow in the rural West.

The Frank McNitt papers support the view of Marietta as a conniving self-promoter. McNitt corresponded with Marietta, but used her input judiciously. The collection contains correspondence with others who denounced Marietta as unreliable. McNitt also gathered the most complete body of evidence about the murder of Richard Wetherill, including recollections that suggest Marietta's complicity in the incident.

Taking the two collections together allows me to consider both sides of the Marietta Wetherill story. While I have not yet reached any conclusions, these collections will be essential to me as I sort out the complicated life of the most controversial Wetherill wife.

If your research is not yet completed, what are the next steps in your research process? (300 word maximum)

My plan is to continue research on the Wetherill women. The Wetherill Family Collection in the Anasazi Heritage Center in Dolores, Colorado holds materials that are not yet processed, and I am waiting for permission to use those. I also intend to visit various Wetherill family members who hold materials, including Harvey Leake of Prescott, Arizona.

Please list publications and/or presentations based on your Redd Center research.

I presented a paper at the Western History Association annual meeting in Salt Lake City in 2008 entitled "Trading Post Wives: The Wetherill Women Meet the Navajo." I also presented a paper entitled "Beyond the Trading Post Walls: The Role of the Wetherill Women in Negotiating Cultural Differences," at the Pacific Coast Branch/American Historical Association meeting in Albuquerque in 2009.

What are your future plans for publication and/or presentations? To assist us in our reporting, please notify the Redd Center whenever you publish work based on your research funded by the Center. (300 word maximum)

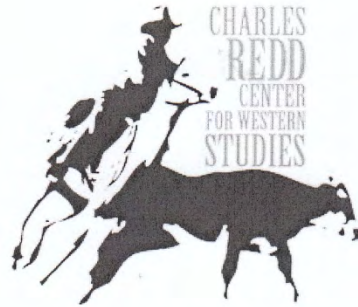
I am planning to send an article-length manuscript to the Western Historical Quarterly based on the papers I have presented thus far on the Wetherill women. I plan to write a book on the Wetherill women, and will submit it to the University of Arizona Press for their series on western women.

Comments:

I am most appreciative of the continuing support for western history provided by the Charles Redd Center. The Center's funding of individual scholarship such as mine is invaluable in advancing the field. Just as critical has been the Center's support for awards given through the Western History Association, including the awards given by the Coalition for Western Women's History. This support is greatly appreciated by the members of these organizations.

Please click "SUBMIT" only once and wait until the confirmation page appears. The confirmation page will confirm that we have received your report and will provide you with an opportunity to be re-directed to the Charles Redd Center for Western Studies website.

SUBMIT



2009 Award Report

Please provide accurate, concise, and well-worded prose. Please proof read your entire report before submission. Please limit your responses to 300 words.

Name:

Dr. Andrew Gulliford

Title of Project:

Outdoors in the Southwest: An Adventure Anthology

Organization/Institution of Affiliation with Department (if applicable):

Department of Southwest Studies and History, Fort Lewis College

Permanent Mailing Address (with City, State, and Zip Code):

1000 Rim Drive, Durango, CO 81301

Permanent Email Address:

gulliford_a@fortlewis.edu

Permanent Phone Number (with Area Code):

970-247-7011

Please provide a brief narrative of the research you accomplished with funds received from the Charles Redd Center. (300 word maximum)

My Redd Center research project coincided with a sabbatical in fall 2008, during which I researched, wrote, and edited a textbook/college reader titled *Outdoors in the Southwest: An Adventure Anthology*. The textbook combines environmental literature with relevant essays and first hand experiences on public land issues, the concept of wilderness, environmental history, and the need to protect cultural resources on Western lands. In addition to consulting with the Fort Lewis College staff in Adventure Education and Outdoor Pursuits, thanks to Redd Center funding for travel, I met with similar staff at other institutions in Colorado such as Western State College and Colorado Mountain College and in Arizona at Prescott College and Northern Arizona University. Because stewardship of public lands is a vital part of how we need to protect the West, I conclude my book manuscript with "Wilderness Tithing." I volunteered twice at Glen Canyon National Recreation Area as a volunteer-in-the-parks for picking up trash at Lake Powell in Utah (June 2008 and June 2009) aboard the Trash Tracker houseboat and aboard the TRUE GRIT houseboat as part of the Graffiti Removal Intervention Team scrubbing graffiti from Utah sandstone (October 2008). Research accomplished included 21 oral history interviews with outdoor and public land professionals and wilderness rangers, reading 26 books and countless journal articles, and visiting public land sites under the jurisdiction of the U.S. Forest Service, the Bureau of Land Management, and the National Park Service. I was able to research and write bridge essays for my book manuscript that provide introductions to nine sections on "Our need for nature;" "Why we need wilderness;" "Southwest Sampler: Learning to Read the Southwest Landscape;" "Mountain Hiking and Climbing;" "Canyons and Deserts;" "Running Western Rivers;" "Solo in the Southwest: Going Out and Coming Back;" "Animal Encounters;" and "Wilderness Tithing on Public Lands."

Please specify how Redd Center funds assisted you in answering your research questions or accomplishing your research goals. In other words, what did you learn? (300 word maximum)

Redd Center Funds were used for travel expenses, book and photographic film purchases, and a few key interview transcriptions. I wanted to find out how public lands are being used in the American West, and I wanted to specifically address outdoor and adventure education programs and how they interpret, or do not interpret, historical landscapes. Because there are ongoing concerns about children, obesity, and young people getting outdoors I read Knapp and Smith, eds. *Exploring the Power of Solo, Silence & Solitude* (2005) Nabhan and Trimble, *The Geography of Childhood* (1994) and Prouty, Panicucci and Collinson, eds. *Adventure Education* (2007). I learned about outdoor leadership and survival issues from Bacon, *The Conscious Use of Metaphor in Outward Bound* (1983); Mary Beath, *Hiking Alone: Trails Out, Trails Home* (2008); Gonzales, *Deep Survival: Who Lives, Who Dies, and Why* (2003) and Leemon and Schimelpfenig, *Risk Management for Outdoor Leaders* (2005). To study historical and cultural resource issues in the Southwest and particularly in Utah, I read Knipmeyer, *In Search of a Lost Race: The Illustrated American Exploring Expedition of 1892* (2006); Lee *All My Rivers Are Gone: A Journey of Discovery Through Glen Canyon* (1998), Lee, *Sandstone Seduction* (2004); and Hurst, ed. "Deep History: The Archaeological Record of San Juan County, Utah's Early Inhabitants," *Blue Mountain Shadows*, Vol. 13/Summer 1994. I interviewed resource managers doing their jobs as river rangers, law enforcement rangers, and recreation specialists. Much of the Southwest has been protected, but lands are also being abused. College students do not know how to "read" an historical landscape and some are not comfortable with backcountry travel. Visits to national parks are down and backpacker numbers decline as the Baby Boom generation ages. The 1960s credo of "back to nature" has given way to "back on the dirt bike or ATV."

If your research is not yet completed, what are the next steps in your research process? (300 word maximum)

In addition to Redd Center funds I also received \$2,500 from the Ballantine Family Fund of Durango, Colorado to teach college students about the "Healthy Lands Project" and public lands resource monitoring. My research is not complete because I am interested in how people act and re-act to public lands and the ongoing strife between hikers/campers and families of ATV-users. For modern environmental issues I read Jeffrey Mathes McCarthy, ed. Contact: Mountain Climbing and Environmental Thinking (Reno: University of Nevada Press, 2008), Jim Stiles, Brave New West: Morphing Moab at the Speed of Greed (Tucson: University of Arizona Press, 2007) and Chip Ward. Canaries on the Rim: Living Downwind in the West (New York: Verso, 1999) and Hope's Horizon: Three Visions for Healing the American Land (Washington, D.C.: Island Press, 2004). But there is so much more to research and write about. Utah and other Four Corners states have benefitted tremendously from tourism and "The Golden Circle" of national parks, yet resistance to federal rules and regulations remains high. Can this be solved by education? Can we leave prehistoric Indian artifacts in places like Utah's Grand Gulch and Cedar Mesa and try for an "Outdoor Museum" concept where people visit but leave things alone? What do we do with a younger generation that treats wildlands as "a dirty gym"? Ongoing research must include tribal peoples in the Four Corners and the extent to which their youth should be interested in conservation, being outdoors, and protecting sacred landscapes. Overgrazing, desertification, and deepening arroyos remain a problem on the Navajo Reservation in Arizona and southern Utah. How do we instill a sense of Indian stewardship towards natural and cultural resources? The next steps in my research will include more collaborative thinking and off-campus fund-raising for on-the-ground projects as case studies.

Please list publications and/or presentations based on your Redd Center research.

"Getting Trashed at Lake Powell," story and photos, Mountain Gazette 160, October, 2009.; "Vanishing Art: Pot Hunting and Skeleton Picnics in the American Southwest," Inside/Outside Southwest, story and photos, October 2009.; "Note on the Text and Art," in Dee Brown's Bury My Heart at Wounded Knee: The Illustrated Edition, (New York: Sterling Publishing, 2009).; "History and Intent of the Proclamation: Another Perspective," in Canyons of the Ancients National Monument Proposed Resource Management Plan/Final Environmental Impact Statement, Vol. II, July 2009.; "Great Old Broads marks 20 years of hiking, advocacy," from High Country News published through Writers on the Range in the Salt Lake Tribune, July 24, 2009 and the Denver Post.; "Everett Ruess: Lost and Found in the Desert Southwest," Mountain Gazette 157, July 2009.; "The Rim Huggers: Strolling the highest edges of the Vermilion Cliffs," Inside/Outside Southwest, on-line edition, June 2009.; Photographs used in Robert E. McPherson's, Comb Ridge: The History of a Rock (Logan: Utah State University Press, 2009).; "Learning from Landscapes: Ute Medicine Trees in the Abajos," Landscapes: the Newsletter of Red Rock Forests, Spring 2009.; "Inadequate protection puts 5,000-year-old rock art at risk," Grand Junction Daily Sentinel, April 26, 2009.; "Handprints in the Canyon," in Laura Pritchett, ed. Going Green (Norman: University of Oklahoma Press, 2009).; "Four Corners Odyssey: The Ill-fated 1892 Illustrated American Exploring Expedition" in Inside/Outside Southwest April 2009.; " 'Girl ranger' helped protect the heritage of the Southwest," Grand Junction Daily Sentinel, March 22, 2009.; "Historic Inscriptions on the Colorado Plateau and tales from the True GRIT," Inside/Outside Southwest, online edition @ InsideOutsideMag.com February 2009.; "Dividing Point on the Colorado River is one of the Loneliest Spots in the Country," Grand Junction Daily Sentinel, January 18, 2009.; "Katie Lee: Goddess of the Canyon," San Juan Record, Monticello, Utah, November 26, 2008.; "Trash Tracker at Lake Powell," San Juan Record, Monticello, Utah, November 12, 2008.; "Geography of hope: alive in Proposed Dominguez Canyon

What are your future plans for publication and/or presentations? To assist us in our reporting, please notify the Redd Center whenever you publish work based on your research funded by the Center. (300 word maximum)

Thanks to the Redd Center I've been able to spend valuable time in Utah doing research, hiking, and learning about public land and cultural resource issues. Future plans include more of the same with opportunities to present specific information on cultural resource protection and land management issues. What with the tragic Blanding, Utah pothunting raid this summer, I wonder if there may be opportunities to work with those communities on cultural resource education. At one point the Blanding mayor seemed open to more education in the public schools so perhaps I could assist.

I was also shocked to learn of graffiti along the Hole-in-the-Rock trail even at the Hole-in-the-Rock location itself in Glenn Canyon National Recreation Area. Unfortunately, under new National Park Service and BLM guidelines, not even graffiti can be removed without the presence of an archaeologist for fear of losing historic inscriptions. Speaking recently in Cedar City, with support from the Utah Humanities Council, I met the new Chief of Cultural Resources for GCNRA and perhaps we can work together to get college students involved, including BYU students, in preservation and clean-up projects around Lake Powell.

I look forward to future opportunities to speak across the inter-mountain west. My book manuscript *Outdoors in the Southwest: An Adventure Anthology* was sent to the University of Oklahoma Press acquisitions editor on September 30, 2009. He's very interested in the project and sees potential for the book both as a college reader and for cooperative association bookstores in the Southwest's national parks. Perhaps at some point I could speak at the BYU campus to discuss some of my findings and conclusions about the connection between public land users and the need for a new, younger generation of public land stewards.

Comments:

I can't write highly enough about the John Topham and Susan Redd Butler Faculty Research Award through the Charles Redd Center for Western Studies. The 1992 award helped me to research and write *Sacred Objects and Sacred Places: Preserving Tribal Traditions* (University Press of Colorado, 2000), and I am deeply grateful. This award in 2008 has permitted me the opportunity to learn a great deal about the "New West" and our uses of public lands. As Wallace Stegner noted, public lands in the West help to define our character and they certainly represent the place where most of us spend time with our families and recreate. Preserving those landscapes and pioneer traditions will be one of the challenges of the 21st century. Young college students who have grown up in the West need to know more about land management issues. I want to thank the Redd Center for my 2008 award because it will make me a better college teacher for my classes in environmental history, national parks, wilderness, and Southwest Studies. All too often we take our Western landscapes for granted and it's time our students recognize how fragile landscapes are.

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SUBMIT

17 June 2009

Charles Redd Center □ for Western Studies □
366 SWKT □
Brigham Young University □
Provo, Utah 84602

To Whom It May Concern:

Please consider this my account of work completed for the John Topham and Susan Redd Butler Research Endowment I received in 2008. I am pleased to report that I have completed the book manuscript entitled “Weeds: A Farm Daughter’s Lament,” a work of research-based creative nonfiction about my family’s history in agriculture. The 245-page manuscript was submitted to the University of Nebraska Press on June 1, 2009, and I expect to hear from the press about their decision to publish the book within the next three months. Because the editors at the press have already been pleased with work they’ve seen and have told me they are eager to acquire the book, I fully expect a forthcoming contract very soon. Rest assured, I have listed the Redd Center’s John Topham and Susan Redd Butler Research Endowment in my acknowledgements.

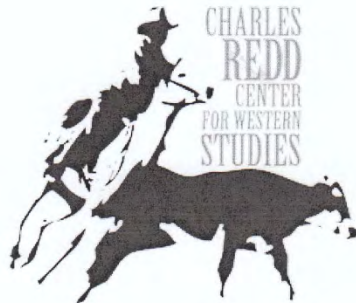
Although in my Redd Center application materials I had originally proposed travel to Nevada to complete one of the book’s chapters, ultimately the focus of that chapter remained on rural Idaho, and I used the Redd Center funds to travel to there and to purchase books on Idaho history. Another portion of the Redd Center funds were used to purchase both scholarly studies and primary materials regarding Czech immigrant culture in the American West.

My scholarship in western American studies continues, and now that the *Weeds* manuscript is complete, I am turning attention to new, but clearly related, book projects: 1) a cultural studies examination of the American farm tentatively titled “Amber Waves of Grain: *The American Farm as Cultural Construct*,” which studies the depiction of American agriculture in literature, art, history, film, and popular culture; and 2) a book of literary criticism entitled “Willa Cather and the Czechs,” in which I examine Cather’s associations with Czech nationals, trace the cultural history of Czech-Americans in places Cather lived (Nebraska, Pittsburgh, Boston, and New York City), and analyze Cather’s depiction of Czechs in her rural short stories and novels. The Redd Center Endowment has, indirectly at least, helped me launch these new projects.

Once again, I am happy to express my gratitude to the Redd Center for its support. If you have questions about any of the above, do not hesitate to contact me.

Sincerely,

Evelyn I. Funda
Associate Professor of American Literature and American Studies



2009 Award Report

Please provide accurate, concise, and well-worded prose. Please proof read your entire report before submission. Please limit your responses to 300 words.

Name:

Jennifer K. Ladino

Title of Project:

"A home for civilization": History, Nostalgia and the Western Frontier in Wallace Stegner's *Angle of Repose*.

Organization/Institution of Affiliation with Department (if applicable):

Creighton University, English department

Permanent Mailing Address (with City, State, and Zip Code):

2012 N. 50th Ave Omaha, NE 68104

Permanent Email Address:

jenniferladino@creighton.edu

Permanent Phone Number (with Area Code):

303.800.5695

Please provide a brief narrative of the research you accomplished with funds received from the Charles Redd Center. (300 word maximum)

I was able to visit the "Angle of Repose Collection," which resides at Stanford University's Cecil H. Green Library, to pursue research on Stegner and his novel. This collection contains an unpublished index of the collection as well as letters, notes and correspondence from the period during which Stegner was drafting the novel. While the collections did not yield exactly what I thought I would find, I did discover some very valuable originals of Mary Hallock Foote's writing, which included Stegner's notations.

Please specify how Redd Center funds assisted you in answering your research questions or accomplishing your research goals. In other words, what did you learn? (300 word maximum)

I was able to use this research in two ways. First, I presented a version of my research at the Western Literature Association Conference in Boulder, Colorado, in October of 2008. Second, I turned the conference paper into an article, which is forthcoming in the journal *Western American Literature*. My knowledge of Stegner during this research process was enhanced tremendously, and my writing reflects this new knowledge. In particular, I became better informed about his use of Foote's writings in his novel *Angle of Repose*.

If your research is not yet completed, what are the next steps in your research process? (300 word maximum)

My research is completed; the published article was my primary goal.

Please list publications and/or presentations based on your Redd Center research.

"A home for civilization": Nostalgia, Innocence, and the Frontier in Wallace Stegner's *_Angle of Repose_*. *Western American Literature* 44.3 (Fall 2009): 225-49.

What are your future plans for publication and/or presentations? To assist us in our reporting, please notify the Redd Center whenever you publish work based on your research funded by the Center. (300 word maximum)

I may still include part of the research on Stegner in my book project, tentatively entitled Back to Nature: American Nostalgia from the Closed Frontier to the End of Nature. This project is a genealogy of nostalgia for nature in American literature and culture since 1890. I will inform the Redd Center and credit you for your support if I do incorporate this research into the book.

Comments:

Thank you very much for your support! I credited the Redd Center in the published article that grew from this research, and I will continue to mention you in any forthcoming related work. I appreciated the opportunity provided by this funding.

Please click "SUBMIT" only once and wait until the confirmation page appears. The confirmation page will confirm that we have received your report and will provide you with an opportunity to be re-directed to the Charles Redd Center for Western Studies website.

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Charles Redd Center for Western Studies
AWARD REPORT

Name:	Amanda Rees
Name of Award:	John Topham and Susan Redd Butler Faculty Research Award
Amount of Award:	\$1800

Please limit each answer to 300 words maximum.

Title of Project

Idaho Dude Ranching and the Production of the American West: 1920-1950
--

1. Give a brief narrative of what you accomplished with funds received from the Redd Center.

With my Charles Redd research award I was able to travel from Georgia to Idaho to explore tourism materials in the Special Collections Department of Albertsons Library at Boise State University and Idaho State Historical Society in Boise. Though I was not able to establish the number of functioning dude ranches between 1920 and 1950 I was able to identify the number of businesses in the state established between 1920 and 1939 with some level of confidence. With little material evidence (no dude ranch records and few brochures) I could not identify if Idaho dude ranches positioned themselves differently from ranches in Wyoming, Montana and Colorado. However it is clear that dude ranching the state started a couple of decades after its establishment in Wyoming. It is also clear that dude ranching in Idaho like Wyoming, Montana and Colorado was closely related to the railroad industry. Historians have suggested that Central Idaho, in particular the Stanley Basin was the most active region, with a secondary focus at the western entrance to Yellowstone National Park and this seems to be reflected in my research. I was excited to identify one particular dude rancher (one of the state's earliest proponents), who had ties with older dude ranches in the Jackson Hole region of Wyoming. I look forward to focusing on his work and life in my large book-length project as his story may offer another way of exploring the manner in which Idaho positioned itself in the larger dude ranch business.

2. If research using funds provided by the Redd Center is not yet complete, please explain future research plans.

--

3. List any publications or presentations you have already given resulting from research funded by the Redd Center.

--

4. Specify your plans for future presentations or publications based upon this research.

I plan to develop a presentation on dude ranching in the Northern Rockies in fall 2009 at the South Eastern division of the Association of American Geographers when I have completed research into the Montana Dude Ranch Industry in the summer of 2009. I plan to incorporate my research into a short article on dude ranching in Idaho which I hope to publish in an Idaho-related historical newsletter or journal. This research will be drawn into a much broader book manuscript on early twentieth century western dude ranching.

(Please credit the Charles Redd Center for Western Studies when you use research the Center has funded. Please send citations of published research results.)

Comments:

I want to thank the Charles Redd Center for providing me a wonderful opportunity to explore the dude ranch industry in a state not normally recognized for its engagement in this touristic activity.

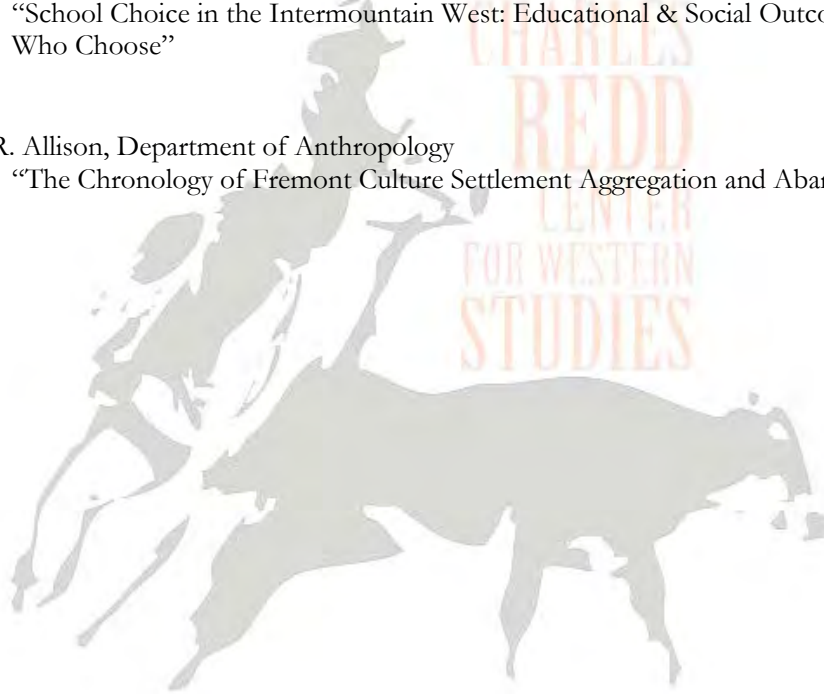
Save this application as a WORD file. Send as an attachment via e-mail to red_center@byu.edu Or you may send a hard copy to: Redd Center, 366 SWKT, Provo, UT 84602

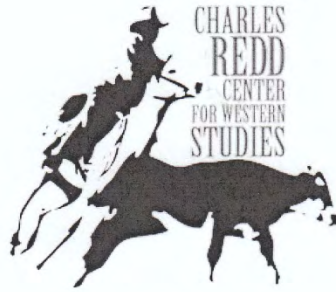
2008-2009
John Topham and Susan Redd Butler
BYU
Faculty Research Award Reports

- Mark A. Graham, Department of Visual Arts
 - “An Arts Based Research Study of Ancient Rock Art in Utah”

- Kristie J. Phillips, Department of Sociology
 - “School Choice in the Intermountain West: Educational & Social Outcomes for Students Who Choose”

- James R. Allison, Department of Anthropology
 - “The Chronology of Fremont Culture Settlement Aggregation and Abandonment”





2009 Award Report

Please provide accurate, concise, and well-worded prose. Please proof read your entire report before submission. Please limit your responses to 300 words.

Name:

Mark Graham

Title of Project:

An Arts Based Research Study of Ancient Rock Art in Utah

Organization/Institution of Affiliation with Department (if applicable):

Brigham Young University

Permanent Mailing Address (with City, State, and Zip Code):

3122 JKB Provo, UT 84602

Permanent Email Address:

mark_graham@byu.edu

Permanent Phone Number (with Area Code):

801.422.5866

Please provide a brief narrative of the research you accomplished with funds received from the Charles Redd Center. (300 word maximum)

This project will engaged students in arts-based research of the rock art of Anasazi, Fremont and other ancient cultures in central and southern Utah. Their research had three components: (1) A review of research literature describing the history and interpretations of this ancient art, place-based education, and the issues of educating the indigenous people of Utah and the American Southwest. (2) A visual documentation of this ancient rock art in its various locations that includes photography, drawing and painting. (3) A scholarly presentation of the background research and the visual documentation that incorporates arts-based research methodology. This project will took place during the Winter and Spring Semester of 2008, with the final interpretive work being completed by September 2008. An exhibition of student art work based on field studies was organized in the summer of 2008 and was exhibited as part of the annual faculty exhibition in the Harris Fine Arts Center at Brigham Young University. The research was presented at the National Art Education Association (NAEA) Annual Meeting in March of 2009. A book chapter in a book about material culture studies and art education was written and has been accepted for publication by the National Art Education Association. This chapter describes this research project. A written version of the research project is being completed for submission in Art Education.

Please specify how Redd Center funds assisted you in answering your research questions or accomplishing your research goals. In other words, what did you learn? (300 word maximum)

Our study of landscape included the ecology of the desert. We walked for miles, camped, studied the names of the plants and animals and wondered at the enormous surge of gypsy moth caterpillars that covered the trees in some areas. Approaching artwork along trails in deep river gorges created an aesthetic experience that was different from viewing art in a gallery or museum. As we visited these ancient sites, we collected sand, rocks, and pieces of plants. We did drawings, took photographs, and talked about what the images might mean. What we saw and what we talked about led us to ask more questions, which led to further research. Miriam, a Navaho student, was particularly interested in how Native Americans and ancient rock art were being depicted as exotic relics. Her study led her examine contemporary Navaho and Hopi practices where rock art was a living art form. As part of our final exhibition, she constructed a collection of souvenirs that illustrated common stereotypes in these objects that was designed to disturb taken-for-granted assumptions about these kinds of artifacts. Many rock art sites included writing and images added by pioneers and other visitors. Jordan focused her research on these over-writers and their stories. One name, Albert Webber occurred at several different sites. She found his granddaughter in Green River, Utah, whom we visited and interviewed. We learned about his life on a horse herding cattle and the story of his family's struggle in this small desert town. Our study of ancient rock art was crisscrossed with other disciplines and raised many more questions than it answered. We renewed our awe, reverence, and appreciation of the desert. The desert rock research-art project culminated in a large installation consisting of objects we had gathered as well as drawings and paintings from our travels.

If your research is not yet completed, what are the next steps in your research process? (300 word maximum)

Although the first phase of this research is completed, I plan to continue the research and field studies and involve more students in the process. I look at it as an ongoing project.

Please list publications and/or presentations based on your Redd Center research.

An exhibition of student art work based on field studies was organized in the summer of 2008 and was exhibited as part of the annual faculty exhibition in the Harris Fine Arts Center at Brigham Young University.
The research was presented at the National Art Education Association (NAEA) Annual Meeting in March of 2009.
A book chapter entitled : "The Art of Collecting, Material Culture, and Place-based Education" has been edited and accepted for publication in the book, Art Education and Material Culture, to be published by the National Art Education Association in 2010.

What are your future plans for publication and/or presentations? To assist us in our reporting, please notify the Redd Center whenever you publish work based on your research funded by the Center. (300 word maximum)

I am preparing an article for Art Education, the premier journal of the National Art Education Association about our research.

Comments:

Participating in this research, especially the field studies, was the best experience I have ever had as a university educator. Many of our students, even students from Utah, have little idea about the rich cultural and ecological resources of the Great Basin desert. They are also unaware of the many issues surrounding the use of these resources. This research project gave them first hand experience in conducting research and field studies. The students who were involved felt that it was one of the most productive and enjoyable experiences of their college career.

Please click "SUBMIT" only once and wait until the confirmation page appears. The confirmation page will confirm that we have received your report and will provide you with an opportunity to be re-directed to the Charles Redd Center for Western Studies website.

SUBMIT

Charles Redd Center for Western Studies

RESEARCH REPORT

Name:	Kristie J. R. Phillips
Name of Award:	Faculty Research Award
Amount of Award:	\$2,000

Please limit each answer to 300 words maximum.

Title of Project

School Choice in the Intermountain West: Educational & Social Outcomes for Students Who Choose

1. Give a brief narrative of what you accomplished with funds received from the Redd Center.

Using funds received from the Redd Center, I was able to hire a graduate student for the summer term, complete the proposed project, and present findings at the American Sociological Association's annual conference--a top conference in the field. We are currently working to use the feedback we received at the conference to revise our work and submit it for publication.

2. If research using funds provided by the Redd Center is not yet complete, please explain future research plans.

The proposed research is now complete; however, in the process of conducting this research project, I have discovered other aspects of studying school choice in the Intermountain West that are interesting and make a contribution to the field. As such, I this research grant had assisted in the process of developing a new line of research.

3. List any publications or presentations you have already given resulting from research funded by the Redd Center.

I presented a paper associated with this research at the annual conference of the American Sociological Association, and I plan to submit the manuscript for publication within the next few months.

4. Specify your plans for future presentations or publications based upon this research.

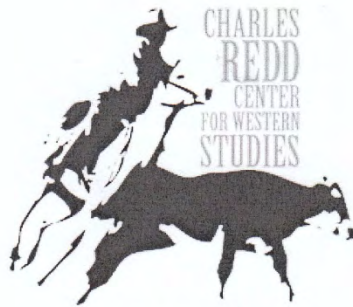
As addressed above, this project has opened new doors for future research. As such, new research questions have been generated and will likely produce future presentations and publications.

(Please credit the Charles Redd Center for Western Studies when you use research the Center has funded. Please send citations of published research results.)

Comments:

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*Save this application as a WORD file. Send as an attachment via e-mail to red_center@byu.edu
Or you may send a hard copy to:*



2009 Award Report

Please provide accurate, concise, and well-worded prose. Please proof read your entire report before submission. Please limit your responses to 300 words.

Name:

James R. Allison

Title of Project:

The Chronology of Fremont Culture Settlement Aggregation and Abandonment

Organization/Institution of Affiliation with Department (if applicable):

Anthropology Department, Brigham Young University

Permanent Mailing Address (with City, State, and Zip Code):

800 SWKT, Brigham Young University, Provo, Utah 84602

Permanent Email Address:

jallison@byu.edu

Permanent Phone Number (with Area Code):

(801) 422-3059

Please provide a brief narrative of the research you accomplished with funds received from the Charles Redd Center. (300 word maximum)

My research project is not yet complete. I proposed obtaining a total of five radiocarbon dates on maize from four Fremont archaeological sites in Utah: the Turner-Look site, the Uinta Mounds, Paragonah, and the Bradshaw Mound near Beaver. All of these sites were excavated in the first half of the 20th century, and the collections are housed in museums. So far I have obtained one date from the Uintah Mounds, on a maize cob that was curated at the Utah Museum of Natural History. Collections from the Turner-Look site are at the Denver Museum of Nature and Science, but all the maize from the site has apparently been lost or destroyed. The Smithsonian Institution's National Museum of Natural History does have datable maize from excavations at Beaver and Paragonah, but I have not yet obtained permission to date the samples. My first proposal to the Smithsonian asking for permission to date the samples was returned with a request for more information and format changes. I have submitted a revised proposal; I expect approval this time, but the proposal is still under review.

Please specify how Redd Center funds assisted you in answering your research questions or accomplishing your research goals. In other words, what did you learn? (300 word maximum)

It is too early to say what the results will be. The one date that I obtained from the Uintah Mounds suggests that the site was occupied slightly earlier than I expected, probably in the A.D. 1100s rather than the 1200s.

If your research is not yet completed, what are the next steps in your research process? (300 word maximum)

The next step is waiting for approval from the Smithsonian Institution. Once I have permission, one of the Smithsonian curators has agreed to obtain the samples to be dated (by breaking small pieces off the maize cobs). The samples will then go to the radiocarbon laboratory for dating.

Please list publications and/or presentations based on your Redd Center research.

None so far.

What are your future plans for publication and/or presentations? To assist us in our reporting, please notify the Redd Center whenever you publish work based on your research funded by the Center. (300 word maximum)

I plan to write a journal article reporting my radiocarbon results, comparing them to dates from other large Fremont villages, and evaluating the idea that most aggregated Fremont villages date to the A.D. 1200s, and thus were occupied during the last decades prior to the demise of Fremont farming.

Comments:

Please click "SUBMIT" only once and wait until the confirmation page appears. The confirmation page will confirm that we have received your report and will provide you with an opportunity to be re-directed to the Charles Redd Center for Western Studies website.

SUBMIT

2009
Summer Grant for Upper Division
And Graduate Students
Award Reports

Off-Campus Students

- Richard A. Adams, University of Wyoming
 - “Prehistoric Life at 10,700 Feet: Continuing Excavation at the High Rise Village Site”
- Adam Eastman, University of Oklahoma
 - “‘The Hit List’: President Carter’s Review of Reclamation Water Projects and the End of the Big Dam Era”
- Marc A. Entze, Washington State University
 - “Deconstructing the Countryside: Railroad Abandonment in the Pacific Northwest Wheatbelt, 1900-2000”
- Matthew Fockler, Montana State University
 - “The Value of Land: A Historical Geography of the National Forest”
- Jennifer Holland, University of Wisconsin, Madison
 - “Producing Life: Social Conservatism and Abortion Politics in the Four Corners States, 1970-2000”
- Juliette Maiorana, University of California, San Diego
 - “Paternalistic Intimacy: Mixed Transitional Mining Families in the U.S.-Mexican Borderlands”
- Jill Onken, University of Arizona
 - “Late Holocene Arroyo Formation, Landscape Change, and Climatic Controls in the Carrizo Wash Watershed of West-Central New Mexico”
- Melinda Snow Rich, Utah State University
 - “‘To Drink from Places: Uncovering a Rich Way of Life at the Grand Canyon’s North Rim”
- Thomas A. Rogers, University of Montana
 - “Lead Ingestion by Large Carnivores in the Greater Yellowstone Ecosystem”
- Katy Savage, University of Utah
 - “Human/Sheep Dialogue: An Ethnozoography of Utah”
- Leslie C. Working, University of Nebraska, Lincoln
 - “‘Good Soil for Reform’: Suffrage Activism on the Great Plains and the Big Sky, 1880-1914”

Charles Redd Center for Western Studies

AWARD REPORT

Name:	Richard Adams
Name of Award:	Summer Graduate Student Award
Amount of Award:	\$1500

Please limit each answer to 300 words maximum.

Title of Project

Prehistoric Life at 10,700 feet: Continuing Excavation at the High Rise Village Site

1. Give a brief narrative of what you accomplished with funds received from the Redd Center.

The study of Prehistoric Life at 10,700 feet is far from complete; however, Redd Center funding made it possible for my team of archaeologists to make significant progress in documenting Wyoming's prehistoric alpine villages. The Redd Center grant was combined with a Wyoming Cultural Trust Fund grant, a State Parks and Cultural Resources Internal Grant, and a Forest Service cost-share to make possible more than a year of intense research and public outreach. Archaeologists spent 35 days in the field excavating and recording alpine village sites. Already three lectures presented at various locales across the state reached more than 200 people. Professional papers will be presented at regional and national archaeological conferences later this fall. A draft of an article has been submitted to a popular archaeological magazine. A different article is being prepared for submission to a peer-reviewed journal.

The goals stated in the Prehistoric Life at 10,700 Feet Redd Center Grant proposal have been met and exceeded. The first goal was to take one student into the field with me, instead the grant allowed me to take three students into the backcountry. This resulted in an extra 21 person-days of fieldwork, which made a huge difference in my high altitude research. The second goal was the production and delivery of public and professional lectures. In the past year more than 750 people attended lectures in venues across Wyoming. I suspect that several hundred people will hear about Redd Center funded research this fall at local, regional and national venues.

2. If research using funds provided by the Redd Center is not yet complete, please explain future research plans.

The Redd Center grant has been expended and the research has been completed. I will continue to acknowledge Redd Center support in forthcoming lectures because your support made some very important research possible and I am very grateful.

3. List any publications or presentations you have already given resulting from research funded by the Redd Center.

Public Outreach Events, Publications, and Video		
<u>Event</u>	<u>Date</u>	<u>Audience size</u>
University of Pittsburgh Field School, Honors School, Rock River Field Station, WY	7/6/09	14
Dubois Museum, Dubois	7/10/09	61
UW–NPS Research Center, AMK Ranch, Grand Teton National Park	7/29/09	130
Approximate number of people hearing about a Redd Center-funded activity to date		205
Approximate number of people who will hear about Redd Center funded activities later this fall and next spring.		275
<u>Publications</u>		
1. Free-lance science author Lois Wingerson has submitted an article to <i>American Archaeology</i> magazine. This is a popular magazine published by the Archaeological Conservancy. The story hits the high points of alpine archaeology in about 2000 words. Last time I talked with the editor, it was slated to be the cover story in an upcoming issue.		
2. Sometime in December 2009, I will submit a scholarly article to <i>American Anthropologist</i> , a peer-reviewed journal published by the American Anthropological Association. <i>American Anthropologist</i> (93:656-679) published the first article on alpine villages by Robert Bettinger in 1991. This article will describe Wyoming’s alpine villages and place them in the context of other villages in the Great Basin. The discussion has ramifications for Shoshone ethnohistory.		
3. An eight page technical abstract (Archaeology with Altitude.pdf) is available from OWSA and the USFS.		
<u>Video</u>		
A 20 minute video describing moments of discovery in the words of the researchers was shown at the Wyoming Archaeological Society Spring meeting earlier this year. Copies are available from OWSA.		
<u>Manuscripts in preparation</u>		
1. A draft of the High Rise Village report is over 100 pages long		
2. The draft prepared for the peer-reviewed journal is being edited.		
3. Koenig’s thesis is expected to be completed May 2010.		

4. Specify your plans for future presentations or publications based upon this research.

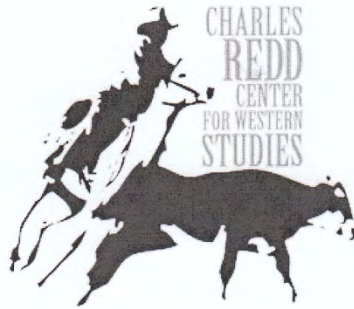
In October, I will present papers at the Ninth Biennial Rocky Mountain Anthropological Conference in Crested Butte, Colorado, and at the 67th Annual Plains Anthropological Conference in Norman Oklahoma. The Redd Center logo will appear on a slide acknowledging funding sources.
The Redd Center will be acknowledged in an article that is being prepared for submission

to *American Anthropologist*.

*(Please credit the Charles Redd Center for Western Studies when you use research the Center has funded.
Please send citations of published research results.)*

Comments:

*Save this application as a WORD file. Send as an attachment
via e-mail to red_center@byu.edu
Or you may send a hard copy to:
Redd Center, 366 SWKT, Provo, UT 84602*



2009 Award Report

Please provide accurate, concise, and well-worded prose. Please proof read your entire report before submission. Please limit your responses to 300 words.

Name:

Adam Eastman

Title of Project:

Dam Killers: President Carter's Review of Reclamation Water Projects and the End of the Big Dam Era

Organization/Institution of Affiliation with Department (if applicable):

University of Oklahoma-Department of History

Permanent Mailing Address (with City, State, and Zip Code):

1825 Beverly Hills St, Norman, OK 73072

Permanent Email Address:

aeastman@ou.edu

Permanent Phone Number (with Area Code):

405-701-2523

Please provide a brief narrative of the research you accomplished with funds received from the Charles Redd Center. (300 word maximum)

The funds from the Redd Center allowed me to visit several archives and special collections. Because of changes in my personal schedule this past summer, I did not undertake the uninterrupted six week research trip I had originally proposed. Instead I undertook three separate trips totaling seven weeks of research. Further, because of the nature of these research trips, I did not reach the archives I had planned to visit in Arizona, instead extending the time I had planned to spend in Utah and Colorado.

I began the summer with a three week trip to Utah where I worked in the State Archives, and at the special Collections at the University of Utah and Utah State University. At the State Archives I worked through an extensive collection of materials in Governor Scott Matheson's papers. At the University of Utah I used the papers of Congressman Dan Marriot, Senator Frank Moss, Mayor Ted Wilson, and Dan McCool's papers—a political scientist who has published on water in Utah and the West. At Utah State I used the papers of Congressman Gunn McKay's and the Utah Chapter of the Sierra Club.

In July I took a two week trip to Laramie and Fort Collins. At the American Heritage Center in Laramie I researched extensively in the papers of Senator Malcob Wallob, BuRec Commissioner Ellis Armstrong, and the Sierra Club's Northern Plains Region. At Colorado State's special collections I used Congressman Jim Johnson, Commissioner Gil Stamm, and Ival Goslin, executive Director of the Upper Colorado River Commission.

In early October I completed my research by traveling to Boulder to use the Archives at the University of Colorado where I researched in the collections of Senator Gary Hart and Floyd Haskell, and Congressman Frank Evans.

Please specify how Redd Center funds assisted you in answering your research questions or accomplishing your research goals. In other words, what did you learn? (300 word maximum)

My research this summer funded by the generous grant from the Redd Center yielded significant insights into my research topic. My research at all of the locations I visited helped to clarify the reactions of politicians, water developers, and citizens to President Carter's hit list. This information will help establish the narrative of events, as well as also gauge which groups and activities were important to pushing congressional funding for most of the projects on the Carter's list.

More importantly the research has greatly helped in placing the narrative into its broader historical context. Preliminary analysis reveal that the reaction of western politicians was not based on the desire to protect 'pork barrel' water projects. Governors, Senators, and Congressmen all expressed concerns that the water projects were essential if the West was to fulfill the role asked by Carter and Congress to meet the demands of the energy crisis, and to provide economic stability and growth in troubled economic times. Further, the research in the Scott Matheson papers at the Utah State Archives showed how Westerner's felt that President Carter had launched an attack of the West by calling for sweeping revisions of water development policy, enforcement of the 160 acre limitation, and declaring a federal reserved rights for wilderness areas and other federal lands. These actions helped to unite politicians in western states, resulting in the formation of a formal Western Caucus or Coalition in the Senate, and the Western Governors Policy Office (a predecessor to the Western Governor's Association. This was confirmed in the the papers of Wyoming Senator Malcom Wallop, and Colorado Senators Floyd Haskell and Gary Hart.

If your research is not yet completed, what are the next steps in your research process? (300 word maximum)

To complete my dissertation research I still need to fully develop the narrative of water reveiw from the Carter Administration's perspective as well as look at the response to the hit list in California and Arizona. I feel that the collections that most benefit my research are the Morris "Mo" Udall collection at the University of Arizona, and materials in the Carter Library in Atlanta, Georgia. Secondary collections that I would like to consult include the National Wildlife Foundation, housed at the headquarters of the Fish and Wildlife Service in Shepardstown, West Virginia, the Cecil Andrus collection at Boise State University, and Department of the Interior records at the National Archives in College Park, Maryland.

Please list publications and/or presentations based on your Redd Center research.

"Nefarious Aquatic Imperialists and Bureaucratic Conflict: The Garrison Diversion Project, Invasive Species, and the Boundary Waters Treaty." Mid-America Conference on History, Norman, Oklahoma, Oct 2, 2009.

What are your future plans for publication and/or presentations? To assist us in our reporting, please notify the Redd Center whenever you publish work based on your research funded by the Center. (300 word maximum)

Plans for Future Presentations

Accepted: "Dam Killers: President Carter's Review of Reclamation Water Projects and the End of the Big Dam Era." AHA 2010 Annual Meeting, San Diego, California, January 7, 2010.

Proposed: "Wilderness, Water, and Environmental Activism: Compromising to Protect Utah's Mountain Oases," 50th Annual Western History Association Conference, Incline Village, Nevada, October 13-16, 2010.

Plans for future publication.

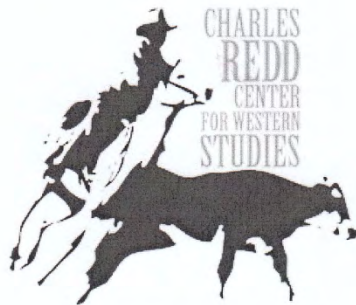
The research I completed with this summer's Redd Center grant will be published in my dissertation. I plan to complete a book manuscript based on the dissertation. Also, I plan to turn an expanded and revised version of my master's thesis on the Central Utah Project and the Colorado River into a separate book manuscript. expands and revised.

Comments:

I wish to thank the Redd Center and its donors for providing the generous travel grant this summer. I feel that the grant allowed me to complete important research that I would not have otherwise been able to undertake. Further, I feel that it has allowed me to be more thorough and consult more sources which will greatly improve the quality of my dissertation.

Please click "SUBMIT" only once and wait until the confirmation page appears. The confirmation page will confirm that we have received your report and will provide you with an opportunity to be re-directed to the Charles Redd Center for Western Studies website.

SUBMIT



2009 Award Report

Please provide accurate, concise, and well-worded prose. Please proof read your entire report before submission. Please limit your responses to 300 words.

Name:

Marc A. Entze

Title of Project:

Deconstructing the Countryside: Railroad Abandonment in the Pacific Northwest
Wheatbelt

Organization/Institution of Affiliation with Department (if applicable):

Washington State University, Department of History, Pullman, WA

Permanent Mailing Address (with City, State, and Zip Code):

235 NW Anthony St. Apt.3 Pullman, WA 99163

Permanent Email Address:

mentze@wsu.edu

Permanent Phone Number (with Area Code):

509-240-2337

Please provide a brief narrative of the research you accomplished with funds received from the Charles Redd Center. (300 word maximum)

The award I received from the Charles Redd Center was used to fund travel to the Minnesota Historical Society (MHS) at St. Paul, in August 2009. At the MHS I extensively researched the Great Northern and Northern Pacific railroad's President's Subject Files. These files were the primary correspondence from various divisions of the railroad to the highest levels of management. As grain transportation was and is a significant traffic base for the railroads, it received considerable attention. I specifically researched files related to the problems of grain transportation in the post-WWII period, up to 1970, when the companies were merged into the Burlington Northern. This vast correspondence was very illuminating, and shows how deeply concerned the railroads were with the potential and very real threats of truck and barge competition.

Please specify how Redd Center funds assisted you in answering your research questions or accomplishing your research goals. In other words, what did you learn? (300 word maximum)

One of the questions my dissertation seeks to answer is, why have so many rail lines, grain elevators and rural towns been abandoned in agricultural areas, when grain yields are at all time highs, and the world's population is demanding more and more food? The research at the MHS helped to answer this question by providing an inside perspective on the railroads struggles to adapt to the post-WWII transportation demands.

The files at the MHS contain letters both to and from the railway presidents to an extensive number of people including officers and employees of the railroads, Congressional leaders, several newspaper editors, grain grower managers, farmers, and concerned individuals. Popular perception was that railroads "wanted out" of the grain hauling business from rural grain elevators, but through the 1960s, this was clearly not the case. The railroads and rural elevators were working together to retain traffic, but growers increasingly bypassed those systems with truck competition and centralized elevators.

Truck competition grew out of chronic car shortages that existed in the post-war years. Despite the competition, the correspondence shows that most farmers and elevator managers continued to favor rail transportation, but the railroads were very slow to adapt to industry changes, partially due to the rigid regulatory oversight of railroads by the Interstate Commerce Commission. This problem clearly frustrated railroad management who watched as trucks began to move grain from as far as the Golden Triangle in Montana, to California destinations, beginning in the 1950s.

If your research is not yet completed, what are the next steps in your research process? (300 word maximum)

I have completed the research for which the funds were awarded.

Please list publications and/or presentations based on your Redd Center research.

There have not been any.

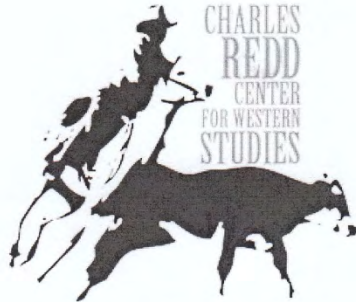
What are your future plans for publication and/or presentations? To assist us in our reporting, please notify the Redd Center whenever you publish work based on your research funded by the Center. (300 word maximum)

Currently, I do not have any conference presentations scheduled. The funding request was specifically intended to finish the research required for my dissertation, and I accomplished that goal. Once writing is completed, I plan to seek publication for my dissertation.

Comments:

Please click "SUBMIT" only once and wait until the confirmation page appears. The confirmation page will confirm that we have received your report and will provide you with an opportunity to be re-directed to the Charles Redd Center for Western Studies website.

SUBMIT



2009 Award Report

Please provide accurate, concise, and well-worded prose. Please proof read your entire report before submission. Please limit your responses to 300 words.

Name:

Matthew Fockler

Title of Project:

The Value of Land: A Historical Geography of the National Forest

Organization/Institution of Affiliation with Department (if applicable):

Montana State University, Earth Sciences Department

Permanent Mailing Address (with City, State, and Zip Code):

409 N. Grand Ave., Bozeman, MT. 59715

Permanent Email Address:

mattfockler@gmail.com

Permanent Phone Number (with Area Code):

(775)742-8914

Please provide a brief narrative of the research you accomplished with funds received from the Charles Redd Center. (300 word maximum)

Goals:

1. Locate and catalog National Forest archives at all levels. Visit archives and gather archival resources and analyze. Focus on maps that show regional change over time, boundary and naming history, administrative history, large level regional annual reports.
2. Exploration of field research area. Take photos and gain an understanding of the various land uses, patterns, economies, and settlement patterns that are associated with National Forests and my area.
3. Survey my case study area for suitability. Familiarize myself with the landscape. Examine archival sources for depth of information.
4. Make contacts with representatives from each ranger district and national forest region. Make contacts at the National Archives and at the Region 1 headquarters of the US Forest Service. Meet with contacts and discuss the project. Locate archival sources that may not be on file in regional archives.

I implemented a "top-down" approach in searching the archives. I visited the National Archives in Denver and Seattle to search USFS Region 1 archives and associated governmental archives (BIA, BOR etc). After cataloging that information, I began a process of making phone calls and sending e-mails to members of the Region 1 staff. In July I was able to meet with USFS Region 1 Archivist Shandy Lemperle and explore the Region 1 archives. I contacted people at the various forest and regions and was able to meet face to face with most. I had success in at least talking on the phone to someone from each district and laying the groundwork for future interactions. I also had success at meeting members of the user community in my research area. I was successful at locating and scanning several maps. I was also successful at exploring, photographing, and analyzing the suitability of my research

Please specify how Redd Center funds assisted you in answering your research questions or accomplishing your research goals. In other words, what did you learn? (300 word maximum)

Goals Met: All goals were met. I visited and cataloged archives and now have a greater sense of what resources are where. I am also, thanks to the grant, able to begin analysis of that information. I made several explorations of my field area and now have a much greater understanding of the forces at play. I decided that indeed my study area is an important case study. I ultimately ended up adding a portion of the Mission Mountain Wilderness to my study area, as I felt it would be a benefit to my overall analysis. The contacts I made this summer are already proving to be invaluable to my research as well.

If your research is not yet completed, what are the next steps in your research process? (300 word maximum)

I recorded a great deal of information this summer. I am currently sifting through the information and organizing it. I am also digitizing historical maps of my study area and creating maps that show the administrative change over time. I am moving my focus out right now in preparation for writing my finished proposal and comprehensive exams. This next summer I plan to continue my archival research by digging into the Forest Service archives and conducting oral interviews with users of the National Forest and current and retired employees.

Please list publications and/or presentations based on your Redd Center research.

While I have not had the opportunity to publish or present my Redd Center research yet, I have two presentations planned (see below).

What are your future plans for publication and/or presentations? To assist us in our reporting, please notify the Redd Center whenever you publish work based on your research funded by the Center. (300 word maximum)

I will be presenting research at the 2010 Association of American Geographers conference in Washington D.C. (April 14-April 18) and at American Society of Environmental History Conference in Portland, OR (March 10-March 14). As I am at the beginning stages of my research, I do not have any publications planned. However, I do plan to publish this material, hopefully in journal form and as a part of the Weyerhaeuser Environmental Books collection in the future.

Comments:

I thank you for your assistance. I hope I have done well by the Redd Center. I appreciate your assistance more than you know. There are not a lot of sources for funds for western history and geographic study out there. You do the region a great benefit by supporting this kind of research. I thank you again.

Below is a description of my expenses (ie. how I spent the grant). The term "spreadsheet" refers to the table pasted below.

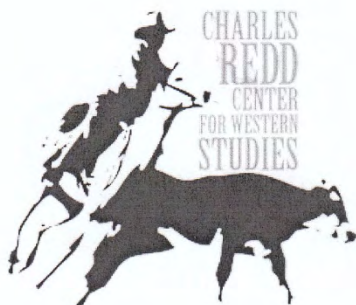
Total Miles Driven: As shown in the attached spreadsheet, I traveled 6,393 miles to conduct my research. At the federal rate (COST 1) of \$0.55 / mile, that works out to a cost of \$3,516 in travel. At the Montana state 2009 average summer gas rate of \$2.59 / gallon (at 13 M.P.G. - the average mileage I recorded on my trips this summer) 6,393 miles equates to a more true travel cost (COST 2) of \$1,275. My proposed budget of \$950 for travel had included at least one flight. As I conducted my research I realized that I could cover a greater area for my money by driving. I estimate that I conducted more than twice the amount of research that I would have by flying.

Lodging: Lodging was essential for trips 1-5 (see spreadsheet). Where available (1, 3, 5) I camped in National Forest and National Park campgrounds to save money. Trips 2 and 3 required hotel stays. Total cost for lodging was \$423. When I camped I used my own gear, the cost of which does not figure into these statistics.

Per Diem: I only counted per diem for trips where overnight stays were essential. I figured per diem using the State of Montana rate for meals and incidentals of \$39 per day. Total per diem cost was \$741.

Please click "SUBMIT" only once and wait until the confirmation page appears. The confirmation page will confirm that we have received your report and will provide you with an opportunity to be re-directed to the Charles Redd Center for Western Studies website.

SUBMIT



2009 Award Report

Please provide accurate, concise, and well-worded prose. Please proof read your entire report before submission. Please limit your responses to 300 words.

Name:

Jennifer Holland

Title of Project:

Producing Life: Social Conservatism and Abortion Politics in the Four Corners States, 1970-2000

Organization/Institution of Affiliation with Department (if applicable):

University of Wisconsin-Madison

Permanent Mailing Address (with City, State, and Zip Code):

149 Corry St., Madison, WI, 53704

Permanent Email Address:

jhholland@wisc.edu

Permanent Phone Number (with Area Code):

435 720 3067

Please provide a brief narrative of the research you accomplished with funds received from the Charles Redd Center. (300 word maximum)

With the Summer Award for Upper Division and Graduate Students, I did research at the Denver Public Library, CU-Boulder, and the Colorado Historical Society. I also came to Provo for a few days and worked in the archives at BYU. At the Denver Public Library, I looked at clippings files, the papers of Colorado representative Gerald Kopel, the papers of Rocky Mountain Planned Parenthood, the Denver Police Department Intelligence Files, a variety of pro-life and pro-choice serials, and the papers of Equality Colorado. The Denver Police Department clipped all articles related to the movement, kept a lot of pro-life literature give out at rallies, and identified related organizations. Equality Colorado collected a lot of material on family values organizations in the state and helped illuminate the place of abortion politics in a large family values movement. At CU Boulder, the Anne Marie Pois Oral History Collection was most helpful, as it contained many interviews with a variety Boulder and Denver feminists but most useful were those with former workers at the Boulder Valley Women's Health Center. I also found useful information in the collection from the University's Women's Center and a number of other Boulder student groups. At the Colorado Historical Society, I found valuable material in the Warren Hern Collection, the Women's Political Groups Collection, and a few issues of the Pro-Life Action Bulletin, a publication of the Colorado affiliate of Operation Rescue. Finally, at L. Tom Perry Special Collections at BYU, I found a wealth of material from conservative activists. The collections that were most helpful at BYU were the Martha Sonntag Bradley Research Collection, the American Conservative Union papers, the Associated Students of Brigham Young University Women's Office History, and especially the Jayneann Payne Records and Papers.

Please specify how Redd Center funds assisted you in answering your research questions or accomplishing your research goals. In other words, what did you learn? (300 word maximum)

This research trip was incredibly helpful in fleshing out the history of abortion politics in Colorado and Utah. Using the Colorado collections, I was able to sketch a rough history of abortion politics and law in the state. Colorado was on the forefront of the liberalization trend in the late 1960s, being the first state to legalize abortion in the cases of rape, incest, and to preserve the health of the mother. In this context, Colorado was a hotbed of pro-life political action. With strong local pro-life groups, national attention from radical pro-life groups, and a very supportive conservative religious culture, Colorado's abortion debate was loud, angry, and on the front page of the newspaper, especially from the mid-1980s onward.

Based on my few days at BYU, I have less of a complete sense of the political landscape in Utah. However based on my short time there, Mormons in the 1970s and 1980s seemed to take for granted that everyone in their state and in their religion was pro-life. There was very little overt political action surrounding abortion. The existence and maintenance of this "consensus" however showed up in odd places. For example in the context of a very angry debate over the ERA in Utah in the 1970s, feminist and anti-feminist Mormons agreed that abortion was taking a life and a sin. They only disagreed on whether or not the ERA would promote abortion or not. The only person who even hinted at a pro-choice position in all that I read, quickly said that she shouldn't have said that on tape.

This trip was incredibly useful at understanding the state wide picture of abortion activism. I believe the daily, personal activism of abortion politics will have to come through in oral histories.

If your research is not yet completed, what are the next steps in your research process? (300 word maximum)

I will be doing archival research in Arizona and Utah in the late fall and early winter. In the spring, I will come back to all four states to do oral interviews.

Please list publications and/or presentations based on your Redd Center research.

none yet.

What are your future plans for publication and/or presentations? To assist us in our reporting, please notify the Redd Center whenever you publish work based on your research funded by the Center. (300 word maximum)

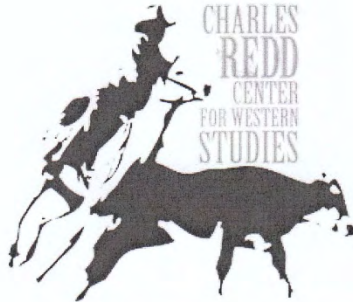
None as of yet, but I believe after I start writing in the summer, I will have more to present.

Comments:

Thank you so much for these grants. They have helped my research greatly. Also thank you for being so kind when I came to BYU.

Please click "SUBMIT" only once and wait until the confirmation page appears. The confirmation page will confirm that we have received your report and will provide you with an opportunity to be re-directed to the Charles Redd Center for Western Studies website.

SUBMIT



2009 Award Report

Please provide accurate, concise, and well-worded prose. Please proof read your entire report before submission. Please limit your responses to 300 words.

Name:

Juliette Maiorana

Title of Project:

"Paternalistic Intimacy: Mixed Transnational Mining Families in the U.S.-Mexican Borderlands."

Organization/Institution of Affiliation with Department (if applicable):

University of California San Diego, Department of History.

Permanent Mailing Address (with City, State, and Zip Code):

9146 H. Regents Road La Jolla, CA 92037

Permanent Email Address:

jmaioran@ucsd.edu

Permanent Phone Number (with Area Code):

909-896-2001

Please provide a brief narrative of the research you accomplished with funds received from the Charles Redd Center. (300 word maximum)

During the summer of 2009, I conducted archival research for a week at the Montana Historical Society in Helena, Montana, and an additional five days at the Arthur Lakes Library at the Colorado School of Mines in Denver. In Montana, I read/listened to eighty four oral history tapes and transcripts. These interviews were a part of the "Metals Manufacturing in Four Montana Communities Oral History Project." I was also able to examine two of Anaconda's archival boxes in regard to their mining operations in Sonora, Mexico, and go through four individual mining engineers' manuscript collections. I also investigated several city directories and census data in relation to the Mexican mining population in the state of Montana. While in Golden, Colorado, I read through fifty six oral history transcripts from the "Western mining in the twentieth century oral history series," surveyed ten years worth of the "Mexican Mining Journal," and sixty years worth of monthly alumni magazine publications from the Colorado School of Mines ("Mines Magazine" 1910-1970). I also learned of further collections in the Arthur Lakes Library that I plan to utilize in the future.

Please specify how Redd Center funds assisted you in answering your research questions or accomplishing your research goals. In other words, what did you learn? (300 word maximum)

In terms of my original research questions, I was able to further bolster my data set (in terms of engineers and oral histories), and found evidence to further support my hypothesis on the importance of gender and intermarriage in histories of transnational mining. I also have found further evidence of important status distinctions amongst the mining engineering class as a whole. Finally, I gained an appreciation for important racial/ethnic distinctions amongst mining populations in the northern Rocky Mt. West (Montana) versus the southern regions (Arizona or Colorado). In contrast, reading about the mining camp in Butte, for instance, reminded me a great deal of what I have read on daily life in Cananea, Sonora. Of the nearly 200 oral histories from mining communities that I have now read, I am more convinced of the importance of studying mining in the West transnationally, while still keeping important geographically-specific distinctions in view.

If your research is not yet completed, what are the next steps in your research process? (300 word maximum)

After completing my summer work in Montana and Colorado, I used my newly gathered archival information to prepare an initial dissertation proposal. I plan to spend the next academic year preparing for my dissertation comprehensive exams. Beginning in the summer of 2010, I plan to dedicate myself full-time to funding, researching, and writing my dissertation. I plan to begin with a summer trip to Mexico, followed by further excavations of mining archives in the Southwest and Rocky Mountain West.

Please list publications and/or presentations based on your Redd Center research.

Nothing as of this writing except a dissertation proposal.

What are your future plans for publication and/or presentations? To assist us in our reporting, please notify the Redd Center whenever you publish work based on your research funded by the Center. (300 word maximum)

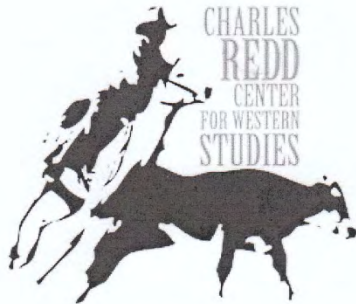
I am about to give a presentation at the Western History Conference with materials gathered prior to the work I completed with the Redd Center funding. In the future, I plan to use portions of my dissertation research to publish one article, and eventually a monograph. When the work I have completed in Montana and Colorado is utilized in a presentation or publication form, I will notify the Redd Center.

Comments:

Thank You. The grant was very much appreciated.

Please click "SUBMIT" only once and wait until the confirmation page appears. The confirmation page will confirm that we have received your report and will provide you with an opportunity to be re-directed to the Charles Redd Center for Western Studies website.

SUBMIT



2009 Award Report

Please provide accurate, concise, and well-worded prose. Please proof read your entire report before submission. Please limit your responses to 300 words.

Name:

Jill Onken

Title of Project:

Late Holocene Arroyo Formation, Landscape Change, and Climatic Controls in the Carrizo Wash Watershed of West-Central New Mexico

Organization/Institution of Affiliation with Department (if applicable):

University of Arizona, Department of Geosciences

Permanent Mailing Address (with City, State, and Zip Code):

2839 E 2nd St, Tucson, AZ 85716

Permanent Email Address:

jonken@email.arizona.edu

Permanent Phone Number (with Area Code):

520-319-7796

Please provide a brief narrative of the research you accomplished with funds received from the Charles Redd Center. (300 word maximum)

I used my award from the Charles Redd Center to cover fuel, subsistence, and miscellaneous supply expenses incurred while conducting 8 weeks of geologic fieldwork in a remote area of west-central New Mexico. This fieldwork consisted of an extensive reconnaissance effort over a large portion of the Carrizo Wash watershed to locate and cursorily document promising geologic exposures of recent alluvium for later detailed study, as well as preliminary sampling for radiocarbon, tree-ring, and optically stimulated luminescence dating.

Please specify how Redd Center funds assisted you in answering your research questions or accomplishing your research goals. In other words, what did you learn? (300 word maximum)

The summer fieldwork funded by Redd Center provided the opportunity to find and assess approximately 40 stratigraphic exposures that appear appropriate for more intensive study. Cursorily study and documentation of these exposures allowed me to obtain a preliminary understanding of the alluvial history of the Carrizo Wash area. Next field season, I will study many of these localities more intensively and collect data that will result in a detailed reconstruction of the watershed's alluvial history, including cycles of arroyo cutting and filling. This alluvial history will then be compared to a 2000-year-long record of past climate derived from tree-rings to try to infer the relationship between climate and the arroyo cycle.

I found that large expanses of the Carrizo Wash floodplain were composed of broad sheets of alluvium stacked on top of one another. This "layer cake" stratigraphic architecture, in which each period of deposition raises the stream grade higher, has resulted in a valley floor generally lacking stream terraces. Overall, about seven meters of alluvium has accumulated during the Holocene. Late Holocene deposition was interrupted by at least three brief periods of arroyo cutting indicated by infilled paleochannels and landscape stability implied by soil formation.

I identified six allostratigraphic units of Holocene floodplain alluvium. Each of these consisted of a discrete package of unconsolidated alluvium with a weakly developed soil at the top. The strata typically fine upwards, with the lower portion dominated by cross-bedded sands and ripple-laminated silts and the upper part generally composed of more clay-rich sediment. The strata are separated by minor unconformities that represent depositional hiatuses sometimes accompanied by arroyo cutting. Weakly-expressed soils formed in the clayey sediments that were exposed at the surface suggest these depositional hiatuses lasted less than 1,000 years.

If your research is not yet completed, what are the next steps in your research process? (300 word maximum)

I am presently in the process of analyzing the dendrochronological (tree-ring dating) juniper samples that I collected over the summer and writing grant proposals to obtain additional funding. This winter I will pretreat and submit a handful of radiocarbon dating samples to gain a better understanding of the antiquity of the most promising alluvial sections I found last summer. I will then prioritize my potential study localities and begin intensive field documentation and sampling of these sections in late April, 2010. This field effort will continue through October, 2010.

Please list publications and/or presentations based on your Redd Center research.

None to date, as my dissertation project is still in early stages.

What are your future plans for publication and/or presentations? To assist us in our reporting, please notify the Redd Center whenever you publish work based on your research funded by the Center. (300 word maximum)

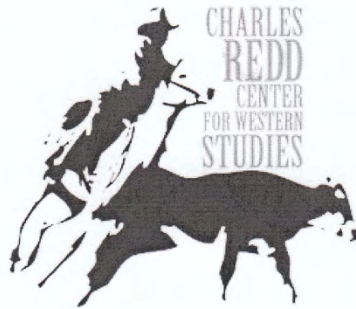
In the future, I plan to publish at least three articles on this research in journals such as *Geomorphology*, *Quaternary Research*, *Geoarchaeology*, and/or *American Antiquity*. I also plan to present my results at conferences sponsored by professional societies such as the Geological Society of America and the Society for American Archaeology. Because I am still in the early stages of my dissertation research, I anticipate that journal articles resulting from this study will not be published until ca. 2011-12. I plan to begin presenting preliminary results at professional conferences in late 2010.

Comments:

Many thanks for helping support my dissertation research!

Please click "SUBMIT" only once and wait until the confirmation page appears. The confirmation page will confirm that we have received your report and will provide you with an opportunity to be re-directed to the Charles Redd Center for Western Studies website.

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2009 Award Report

Please provide accurate, concise, and well-worded prose. Please proof read your entire report before submission. Please limit your responses to 300 words.

Name:

Melinda S. Rich

Title of Project:

"To Drink From Places": Uncovering a Rich Way of Life and the Grand Canyon's North Rim

Organization/Institution of Affiliation with Department (if applicable):

Utah State University English Department

Permanent Mailing Address (with City, State, and Zip Code):

1343 Normandie Circle, SLC, UT, 84105

Permanent Email Address:

melinda.s.rich@gmail.co

Permanent Phone Number (with Area Code):

801-699-9321

Please provide a brief narrative of the research you accomplished with funds received from the Charles Redd Center. (300 word maximum)

During this summer and fall I have been able to go on a series of research trips to various archives and institutions in Southern Utah and Northern Arizona. Beginning in early July, I spent a week researching at the Kanab Historical Society and Museum as well as consulting my grandmother on aspects of our family history. While working with the historian in Kanab, I was able to find an out-of-print book that substantiates many family stories of our experience at the Grand Canyon. I was able to consult hundreds of pictures and documents about the settlement and inhabitants of Kanab, visit old homes (including my ancestor's) and was even in town during the Model T Club of America's Southwestern Tour. I rode in different vehicles and discuss what driving would have been like to the people who first brought cars to Kanab. This information was the basis of my research and successive research trips, one in August to the Museum of Northern Arizona in Flagstaff, and this week, at the Grand Canyon Museum Archives and the Grand Canyon National Park Library, have deepened my understanding of my family's part in the history of the North Rim and Arizona Strip area. I am beginning to see how much this history needs to be compiled and shared.

Please specify how Redd Center funds assisted you in answering your research questions or accomplishing your research goals. In other words, what did you learn? (300 word maximum)

Not that assumed that I would find all the answers I was seeking answers to, researching this summer has shown me that I LOVE research and that it created WAY more questions than it answered. I also now see that telling the story of my family's history, as well as that of the surrounding areas is an important narrative to be shared about the establishment of National Parks and how they can help to show the culture of the times that created and changed them over the years. I have learned my own relationship to my history and have come to understand my relationship to the places that have helped to shape me and the people who helped give them shape. Essentially I have learned to know myself.

If your research is not yet completed, what are the next steps in your research process? (300 word maximum)

My research is never done. I will be researching and compiling my family's history and that of the Grand Canyon's North Rim for the rest of my life.

Please list publications and/or presentations based on your Redd Center research.

Presentation at the Western Literature Association Conference in Spearfish, SD.
Presentation entitled "'To Drink From Places' : Uncovering a Rich Way of Life";
Presentation at RMMLA under same title- though much of the content was changed. I like a good title.

What are your future plans for publication and/or presentations? To assist us in our reporting, please notify the Redd Center whenever you publish work based on your research funded by the Center. (300 word maximum)

I have been accepted to the AWP (American Writers and Writing Programs) Conference in Denver, CO in April. I will be presenting a paper about migration and Western experience. I will also be presenting at next year's WLA conference in Prescott, AZ.

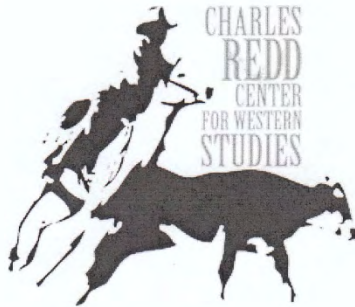
Comments:

Thank you for your assistance. I am grateful for your financial support and to be among those scholars who have received your help in the past. I am grateful for your organization and their mission. I am sorry it has taken me so long to get this to you. This week was the only time I could fit in and afford to stay at the South Rim (It is WAY more expensive than the North Rim).

Sincerely, Melinda Rich

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2009 Award Report

Please provide accurate, concise, and well-worded prose. Please proof read your entire report before submission. Please limit your responses to 300 words.

Name:

Tom Rogers

Title of Project:

LEAD INGESTION BY LARGE CARNIVORES IN THE GREATER YELLOWSTONE ECOSYSTEM

Organization/Institution of Affiliation with Department (if applicable):

University of Montana, Division of Biological Sciences

Permanent Mailing Address (with City, State, and Zip Code):

1755 South 8th St. West, Apt 3, Missoula, MT 59801

Permanent Email Address:

thomasalanrogers@gmail.com

Permanent Phone Number (with Area Code):

315-212-7599

Please provide a brief narrative of the research you accomplished with funds received from the Charles Redd Center. (300 word maximum)

This summer I collected, identified, and tested scat from large carnivores. I hiked trails in the Grand Teton National Park and gathered scat from wolves, coyotes, black bears, and grizzly bears. After the scat was identified for species, measured, labeled, and dried, I performed a radiograph on all scats to look for visible particles of heavy metals at a veterinarian's office. Any scat that appears to have any particles in it is autoclaved, ground up, and spun on a centrifuge. The bottom material in the centrifuge, the densest area where lead particles might show up, is examined under a microscope for particles.

Please specify how Redd Center funds assisted you in answering your research questions or accomplishing your research goals. In other words, what did you learn? (300 word maximum)

The Redd Center assisted me by providing funds for materials used in the collection process, in transportation costs for getting to and from field sites, and in the costs of analysis of samples both in the veterinary office and in the laboratory. I learned where the best habitat to find scats is and where the highest concentration of particular target species can be found. This will be particularly useful in the coming months when I return to my field site to search for more scat for my fall sample data set. While I had nearly 3 months to create a summer sample set I will have only roughly 2 weeks to create a matching fall sample set. The summer I was able to improve my effectiveness and my efficiency in collection. While I am still in the process of analyzing the scat samples, we have thus far seen that roughly 1 in 10 scats collected over the summer has a particle of interest seen on radiograph which has some potential to be a lead fragment.

If your research is not yet completed, what are the next steps in your research process? (300 word maximum)

I will finish analyzing the summer scat samples to look for lead particles. For a short time in October and in November, I will return to the Tetons to collect an Autumn sample set of scat. I will also be collecting the season's blood samples from grizzly bears and black bears and wolves and will test those for lead. I am intending to analyze all of my data this semester and winter break and hope to begin writing up my thesis this spring. I plan to publish and defend at the end of spring semester in 2010.

Please list publications and/or presentations based on your Redd Center research.

Rogers, T. , B. Bedrosian, D. Craighead, H. Quigley, and K. Foresman. 2009. Lead ingestion by scavenging mammalian carnivores in the Yellowstone ecosystem. Extended abstract in R. T. Watson, M. Fuller, M. Pokras, and W.G. Hunt (Eds.). Ingestion of Lead from Spent Ammunition; Implications for Wildlife and Humans. The Peregrine Fund, Boise, Idaho, USA.

Rogers, T. 2008. Lead ingestion by scavenging carnivores in the Yellowstone ecosystem. Poster. Ingestion of Spent Lead Ammunition: Implications for Wildlife and Humans. The Peregrine Fund. Boise, Idaho.

What are your future plans for publication and/or presentations? To assist us in our reporting, please notify the Redd Center whenever you publish work based on your research funded by the Center. (300 word maximum)

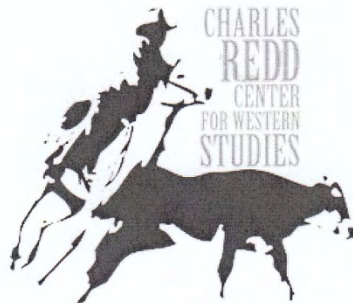
I hope to submit this research to the Journal of Wildlife Management for publication upon completion and publish and defend a thesis in the Spring of 2010. I will be sure to give credit to the Redd Center for their generous contributions to my research in all publications and presentations and to let you know when I have published.

Comments:

Thank you so much for your generous contributions these last two summers. I have been able to keep costs low for this research, and thus the Redd Center has put in the majority contribution to my project.

Please click "SUBMIT" only once and wait until the confirmation page appears. The confirmation page will confirm that we have received your report and will provide you with an opportunity to be re-directed to the Charles Redd Center for Western Studies website.

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2009 Award Report

Please provide accurate, concise, and well-worded prose. Please proof read your entire report before submission. Please limit your responses to 300 words.

Name:

Katy Savage

Title of Project:

Human/Sheep Dialogue: An Ethnozoography of Utah

Organization/Institution of Affiliation with Department (if applicable):

University of Utah Environmental Humanities Department

Permanent Mailing Address (with City, State, and Zip Code):

1802 Boscobel St., Nashville, TN 37206

Permanent Email Address:

savaging@gmail.com

Permanent Phone Number (with Area Code):

435-619-4995

Please provide a brief narrative of the research you accomplished with funds received from the Charles Redd Center. (300 word maximum)

As I studied the history of sheep-work in Utah, the funds I received from the Charles Redd Center aided me to find relevant documents (historical accounts of sheep-work in Utah and surrounding areas of the intermountain West) in the archives of various Universities. Additionally, I was able to seek out and obtain material from a decentralized network of anarcho-syndicalists who are engaged in a campaign to improve treatment of migrant workers involved in the sheep industry in the intermountain West, working directly with sheepherders who claim to have been abused or exploited by their employees. Yet I was most grateful for the Redd Center funding for the way it allowed me to move OUT of the library. The Redd Center funding allowed me to spend several weeks this summer out in the field with Utah sheepherders. During this time, I met with and interviewed both owners of sheep ranches and migrant sheep herders in rural Utah. Additionally, I was able to visit with and interview individuals who work with heirloom varieties of sheep on a small scale, including participants at the Sheep Is Life festival in the Navajo Nation, where I witnessed some of the work taking place around the cultural reintegration of an endangered sheep breed, the Navajo Churro. This information has been recorded in field notes which are being consulted as I complete my master's thesis on this subject.

Please specify how Redd Center funds assisted you in answering your research questions or accomplishing your research goals. In other words, what did you learn? (300 word maximum)

As I was able to spend several weeks living out of a tent adjacent to a sheep trailer, preparing and eating all of my meals with sheepherders who have left their families in Peru to work in Utah, and engaging in long evening conversations with them (with the enlisted help of a translator), I gained an entirely new outlook on the lives of those who work directly with sheep. Obviously, the first thing I learned is the falsity of the old narrative (repeated in many books of the subject) that sheepherders are socially-awkward people who like to be alone, as I encountered extremely gregarious people who were remarkably adept at social interactions. Another narrative that was challenged is the standard story of the "exploited migrant worker," the pitiable individual driven into the jaws of globalized capital. While there were many factors that these workers claimed made sheep-work difficult (low pay, constant work, long years away from family members, sub-standard food and living conditions, the recognition that "white people" wouldn't do this work), the sheepworkers I encountered were often savvy and intrepid capitalists, asserting that they are here by choice in order to carry out a specific financial plan for their families.

Just as living with migrant workers complicated my notion of power relationships among this work sector, my interactions with individuals raising heirloom breeds complicated my thinking on the intersections of sheep-work with capitalism and environmentalism. It became clear that these animals were not simple cash-factories for their owners, but were kept for a variety of cultural, psychological, even spiritual reasons. Additionally, though John Muir called sheep "hooved locusts," claiming they destroyed mountain wildernesses, these animals were actually maintained as a factor in individual's environmental concern, as many moved to local, small-scale, heirloom food production.

If your research is not yet completed, what are the next steps in your research process? (300 word maximum)

Most of my ethnographic and historical research is completed at this point, though I am still engaged in understanding some aspects of social, political, economic, and philosophical theory relevant to our interactions with other species in the West. My next steps include writing and defending a Masters' thesis on this subject.

Please list publications and/or presentations based on your Redd Center research.

None as of yet.

What are your future plans for publication and/or presentations? To assist us in our reporting, please notify the Redd Center whenever you publish work based on your research funded by the Center. (300 word maximum)

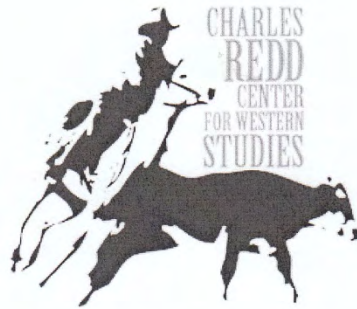
My most immediate goal is the completion and defense of my master's thesis at the University of Utah. I am also hoping to publish shorter pieces in journals dealing with culture and agriculture, animal ethics, and/or embodiment studies. I will keep the Redd Center informed on my plans.

Comments:

Thanks again to the Redd Center for providing me with the funding to do this work.

Please click "SUBMIT" only once and wait until the confirmation page appears. The confirmation page will confirm that we have received your report and will provide you with an opportunity to be re-directed to the Charles Redd Center for Western Studies website.

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2009 Award Report

Please provide accurate, concise, and well-worded prose. Please proof read your entire report before submission. Please limit your responses to 300 words.

Name:

Leslie C. Working

Title of Project:

"'Good Soil for Reform:' Suffrage Activism on the Great Plains and the Big Sky, 1880-1914"

Organization/Institution of Affiliation with Department (if applicable):

University of Nebraska, Lincoln (PhD Candidate)

Permanent Mailing Address (with City, State, and Zip Code):

1825 Twin Ridge Road Lincoln, NE 68506

Permanent Email Address:

lworking@huskers.unl.edu

Permanent Phone Number (with Area Code):

402-890-5463

Please provide a brief narrative of the research you accomplished with funds received from the Charles Redd Center. (300 word maximum)

With the help of Redd Center funding, I spent two weeks in Montana researching suffrage activism and the social and political networks women developed in the state. My first stop was at the University of Montana, Missoula, where the Maureen and Mike Mansfield Library Special Collections yielded the Maggie Smith Hathaway Collection and the Montana Pamphlet Collection - two good sources for general information on activism in the state. Unfortunately, campus organizational archives demonstrated no evidence of student suffrage organizing. On my second day at the archive, librarians suggested I visit the Butte-Silver Bow Public Archives; after contacting them for information on collections, I did so. Although the records of suffrage organizations in Butte are no longer extant, the archive's extensive newspaper holdings (many of which are not available on microfilm) and other organizational records offered a look at female activism and engagement in Butte. Five days at the Montana State Historical Society helped uncover invaluable material about women's involvement with, and lobbying of, the state legislature over the course of several suffrage campaigns and, with records and accounts of the development of railroads in the state (suffragists' primary mode of travel), provided outlines for a picture of a vibrant suffrage movement. The Helena Business Womens' Suffrage Club minutes, Montana Woman's Christian Temperance Union records, the Wilber Fisk Sanders Papers, and the Flora McKay McNulty Papers (among others) provided the material that will help me begin to fill in that outline. At Montana State University, I was delighted to find evidence in a personal reminiscence by Dean of Women Una Herrick and in university yearbooks of a student suffrage organization that sprang up after a visit by Jeannette Rankin. - it disbanded within a few months, but demonstrates young women's engagement with suffrage.

Please specify how Redd Center funds assisted you in answering your research questions or accomplishing your research goals. In other words, what did you learn? (300 word maximum)

Although women worked for decades in Montana for equal suffrage, their efforts (and their names) have been largely forgotten: my research focuses on these women, their organizations, and their persistence. The reality of doing women's history is that many times, in addition to being forgotten, evidence of women's labors is hidden and requires a significant investment of time to uncover - and Redd Center funding gave me the time to explore several Montana archives. In attempting to develop a picture of the ways women in Montana created social networks that focused on suffrage (and other activism), in the context of a western state where distances and transportation could be major obstacles to organization, digging deep into the archives of individual activists and women's social/political groups is a necessity. I pored over the records of middle-class organizations, including Missoula's As You Like it Club and the Butte DAR, and found engagement with the social and political ramifications of female equality and suffrage, if not evidence of active suffragist agitation amongst all members. I examined campus records in Bozeman and Missoula and found a student suffragist club in Bozeman that was briefly tied to the state organization. In the records of more overtly political organizations, like the Helena Business Womens' Suffrage Club, the Montana Good Government Club, and the Montana Woman's Christian Temperance Union I found overlapping memberships and evidence of long-term relationships that clearly demonstrate the vitality of a small, but ever-growing, community of activists - many of whom campaigned for suffrage for many years. These records also demonstrate women's ability to shape campaigns and organizations in ways that acknowledge and work around the exigencies of travel in the American West in the course of developing a vibrant suffrage movement that stretched from the 1890s to 1914.

If your research is not yet completed, what are the next steps in your research process? (300 word maximum)

I plan on traveling back to archives at Helena and Missoula in the next few months to try and answer some new questions I have begun to develop about the ways women's political involvement in the West (Montana in particular) was shaped not only by the railroad, but by the relationship of gender and ethnicity to mobility and activism. I did spend time last summer looking at railroad development in the state and how that affected the growth of activist networks and the ways women shaped their suffrage campaigns, but there are further questions about ethnicity, the railroad, and settlement patterns - notably the west/east divide in Montana - that I feel require greater exploration if they are to be useful points of analysis. Because so much of the material in Montana archives focuses on the western parts of the state, I anticipate a few difficulties in tracing the ways women worked together in the east and will likely spend time at small, local historical societies and libraries in eastern Montana looking for keys to the relationship between activists in the two parts of the state. It may be that links lie more in social reform networks like the Montana Christian Temperance Union or denominational groups and that may push this part of my analysis into areas beyond suffrage.

Please list publications and/or presentations based on your Redd Center research.

This work continues to inform my dissertation, which I anticipate completing in 2011.

What are your future plans for publication and/or presentations? To assist us in our reporting, please notify the Redd Center whenever you publish work based on your research funded by the Center. (300 word maximum)

I plan to gradually incorporate data from my Montana trip into digital research on women and social networks; this research will likely be expressed on the web, either on a site I am developing or on the Railroads and the Making of Modern America site (<http://railroads.unl.edu>). Whichever is the case, I will acknowledge the invaluable assistance of the Redd Center and notify the Center of site URLs and of any public presentations that result from this digital work. I do anticipate developing a series of articles about women, mobility, and activism in the West and as they come to fruition, I will be sure to notify the Redd Center. Should my dissertation eventually be published, the Redd Center will receive copious thanks and notification of publication.

Comments:

A sincere "Thank You!" to the Redd Center - Montana's driving distances combined with the amount of time I knew I would need in various archives all over the state made me nervous about planning a research trip to the state and, if not for Redd Center funding, it is likely I would have had to drop Montana from my dissertation proposal.

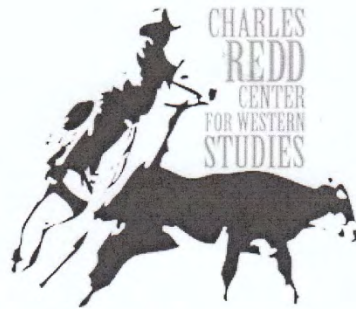
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2009
Summer Grant for Upper Division and Graduate Students
BYU
Award Reports

BYU Students

- Mary Michelle Baker
 - “Dine Policy Institute Summer Research Project: A Case-Study Evaluation of the Navajo High School Drop-Out Problem in Ganado and Chinle, Arizona”
- Heather Bullock
 - “Post-Excavation Conservation Techniques and Practices at Fourmile Ruin, Arizona”
- Bryan T. Hamilton
 - “Groundwater Withdrawal: Will it Affect Small Mammals?”
- Sarah Judson
 - “Biodiversity in the Backyard: Teaching Environmental Stewardship through Volunteer Biomonitoring of Local Freshwater Streams”
- Sadie Lee
 - “Commitment Mechanisms in Modern-Day Orderville, Utah”
- Jeffrey N. Moore
 - “Using Aquatic Invertebrate Population Genetics to Understand the History of Intermountain West Streams”
- Trenton Don Tanner
 - “Fundamentals of the Navajo-Customer/Trader Relationship, Then and Now”



2009 Award Report

Please provide accurate, concise, and well-worded prose. Please proof read your entire report before submission. Please limit your responses to 300 words.

Name:

Mary Michelle Baker

Title of Project:

An Evaluation of the Perception of 18 to 25 Year Old Navajo High School Graduates in the Central Agency of the Navajo Nation on the Role that Navajo Culture, Language, and Tradition Should Play on Reservation Schools

Organization/Institution of Affiliation with Department (if applicable):

Brigham Young University Anthropology Department

Permanent Mailing Address (with City, State, and Zip Code):

82 W 700 N Provo, UT 84601

Permanent Email Address:

tarmare@gmail.com

Permanent Phone Number (with Area Code):

801-358-6842

Please provide a brief narrative of the research you accomplished with funds received from the Charles Redd Center. (300 word maximum)

Using the funds provided by the Charles Redd Center, I conducted a three-month qualitative research study on the Navajo Indian reservation for my undergraduate anthropology senior thesis fieldwork. I received approval from both the BYU Institutional Review Board and the Navajo Nation Historic Preservation Office to perform this project. Due to some unanticipated events, my research focus changed from my original proposal once I arrived to the field. In the end, I employed participant observation and interviewing methods to examine the perceptions of 18 to 25 year old recent Navajo high school graduates on the role Navajo culture, language, and tradition should play in reservation schools and their reasons for why it is or is not important to include these topics in the curriculum.

Located at the Diné College in Tsaile, Arizona, I conducted approximately fifty semi-structured interviews with Navajos in this age group and also, ten Navajo elders ages 60 and older at the college who were employed as cultural instructors and staff or enrolled as students. The recent high school graduate students whom I interviewed came from eight different high schools in the Central Agency of the Navajo Nation. I used snowball sampling and convenient sampling methods to find research informants. Finally, in addition to interviews, living on the reservation for the summer also enabled me to immerse into the Navajo culture and to do extensive participant observation for this study.

Please specify how Redd Center funds assisted you in answering your research questions or accomplishing your research goals. In other words, what did you learn? (300 word maximum)

Presently, I am still in the process of transcribing interviews, analyzing the collected data, and writing a publishable paper. However, to summarize some of my research findings, I found that according to the perception of recent high school graduates in the Central Agency of the Navajo Nation an understanding of Navajo culture, language, and tradition should be just as highly valued as other subjects in school. Furthermore, I found that there are vast discrepancies among the eight identified schools in the Central Agency of the Navajo Nation in the amount that Navajo culture, language, and tradition is incorporated into the curriculum. I also learned that these differences in the school curriculum resulted in and explained the variation in how my informants viewed the role that Navajo cultural topics should play in the schools.

Finally, a few of the reasons given for why including Navajo culture, language, and tradition in the school curriculum is important include the following: because this knowledge helps them 1) know who they are and where they come from, 2) achieve traditional values such as respect and discipline, 3) gain a better sense of their identity, 4) communicate with and help their elders, 5) prepare to have the knowledge necessary for living off the reservation, and many other reasons which I will explain in my paper.

If your research is not yet completed, what are the next steps in your research process? (300 word maximum)

Although I have completed the data collection phase of my research, I am still in the process of transcribing interviews, analyzing the data, and writing up my findings. I am currently enrolled in two advanced writing courses at BYU to assist in the analysis and writing processes of my research project.

Please list publications and/or presentations based on your Redd Center research.

At this point, I've only presented my research to my research project faculty mentors who oversaw my undergraduate course credit while in the field. In addition, I haven't yet published any of my findings.

What are your future plans for publication and/or presentations? To assist us in our reporting, please notify the Redd Center whenever you publish work based on your research funded by the Center. (300 word maximum)

In addition to publishing this research as my senior anthropology thesis, I also plan to submit it to the BYU Inquiry Journal and the Journal of American Indian Education. This upcoming year, I plan to present it at the BYU Inquiry Conference, the Navajo Studies Conference, the BYU Mary Lou Fulton Mentored Research Conference, the National Indian Education Association 41st Annual Convention, and the Society for Applied Anthropology 70th Annual Conference. Finally, since I did my research as part of an internship for the Diné Policy Institute, it will be published as an official report for future research use at the institute, and I'll present at their conference and any other related event at the Diné College.

Comments:

I would like to thank the Charles Redd Center and donors to the center for the award of these funds to conduct my senior anthropology fieldwork. It provided me with the opportunity for an invaluable experience to go through the processes as an undergraduate in planning, designing, seeking institutional approval, and then executing, analyzing, and writing up my own individual research. This opportunity alone has opened many doors in my academic endeavors and given me the needed research experience to be adequately prepared for my graduate studies and other professional pursuits.

Thank you and God bless,
Mary

Please click "SUBMIT" only once and wait until the confirmation page appears. The confirmation page will confirm that we have received your report and will provide you with an opportunity to be re-directed to the Charles Redd Center for Western Studies website.

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Charles Redd Center for Western Studies

AWARD REPORT

Name:	Heather Elisabeth Bullock
Name of Award:	Choose the award you received: Summer Award for Upper Division and Graduate Students
Amount of Award:	\$1200

Please limit each answer to 300 words maximum.

Title of Project

Post-excavation Conservation Techniques and Practices at Fourmile Ruin, Arizona

1. Give a brief narrative of what you accomplished with funds received from the Redd Center.

Using the funds generously provided by the Redd Center I travelled to Washington, DC in July 2009, and spent six days researching in the collections and archives of the Smithsonian Institution. This money funded my air travel, hotel, ground transportation, and food through the duration of my trip.

The Smithsonian houses the second largest collection (behind BYU) of Fourmile Ruin pottery. Although the collection has been at the SI for over one hundred years its analysis and preservation has been neglected. With the help of Collection's Managers and Archivists, my research involved recording, through written descriptions and photographs, the present state of the artifacts and any conservation treatments done in the past.

Though limited in time, I examined almost two hundred of their 380 pots for instances of ancient and modern repairs, took measurements, and photographed each pot so that the style and ware could be determined at a later date. I also looked through Jesse Walter Fewkes's papers (the original excavator of Fourmile Ruin in the late 19th century) in order to understand his excavation practices and post-excavation conservation techniques.

With this information I began an SI pottery database which will compliment the database I am currently developing for my Master's Thesis. I also began an early site history of Fourmile Ruin which will add to a general written history of the site, and will also be included in my Master's Thesis. Redd Center funds allowed me to gather necessary information about a significant era of this site's history and examine a large and noteworthy, though neglected, collection of associated artifacts.

2. If research using funds provided by the Redd Center is not yet complete, please explain future research plans.

My research, as it relates to the collection of Fourmile Ruin Pottery at the Smithsonian Institution, is complete. This body of data, however, is just one aspect of my Master's Thesis which examines the prehistory, history, and ancient and modern attitudes toward curation and conservation at Fourmile Ruin. The remainder of my research will be

conducted through the Department of Anthropology and the Museum of Peoples and Cultures, both affiliated with BYU. This will include library research, interviews with current and past excavators of the site, and compiling object databases in an effort to understand the questions and problems relating to my thesis topic.

3. List any publications or presentations you have already given resulting from research funded by the Redd Center.

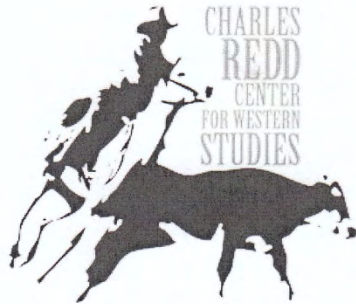
4. Specify your plans for future presentations or publications based upon this research.

Because a general understanding of Fourmile Ruin is lacking in the archaeological community due to past looting and poor excavation reporting, it is important that I made my findings available to the general public. Currently I plan on publishing my report within the University as a Master's Thesis and through the Museum of Peoples and Cultures as part of their upcoming exhibition catalogue for *New Lives: Building Community at Fourmile Ruin*. I also plan on presenting several aspect of my research at the American Association of Museums Conference in Los Angeles next spring. Additionally, the Smithsonian Institution has asked that I send them a copy of my thesis to complement their own records for their collection of Fourmile Ruin pottery. My intent for presenting and publishing my research is to accomplish two goals. One, increase general knowledge and awareness of this significant American Southwestern site; and two, encourage further study of the Smithsonian's collection, which will help us further understand the prehistoric cultural processes that occurred at Fourmile Ruin.

(Please credit the Charles Redd Center for Western Studies when you use research the Center has funded. Please send citations of published research results.)

Comments:

*Save this application as a WORD file. Send as an attachment
via e-mail to redd_center@byu.edu
Or you may send a hard copy to:
Redd Center, 366 SWKT, Provo, UT 84602*



2009 Award Report

Please provide accurate, concise, and well-worded prose. Please proof read your entire report before submission. Please limit your responses to 300 words.

Name:

Bryan Hamilton

Title of Project:

Groundwater withdrawal: Will it affect small mammals?

Organization/Institution of Affiliation with Department (if applicable):

Department of Biology

Permanent Mailing Address (with City, State, and Zip Code):

100 Great Basin National Park, Baker, NV 89311

Permanent Email Address:

bryan_hamilton@nps.gov

Permanent Phone Number (with Area Code):

775-234-7331 ext 255

Please provide a brief narrative of the research you accomplished with funds received from the Charles Redd Center. (300 word maximum)

Understanding the sources and dynamics of water to wildlife is an important topic in wildlife biology. Particularly in arid regions, humans and wildlife compete for limited water resources. A primary goal of my research is to understand the contributions of environmental water sources to a small mammal community.

Using funding from the Redd Center, I used the University of Utah's vacuum lines to cryogenically extract pure water from 140 blood samples collected from small mammals in Great Basin National Park.

These samples were analyzed for stable oxygen and hydrogen isotope ratios. These isotopes are important parameters in modeling the contribution of environmental water, such as precipitation and stream water, to mammalian body water and hair.

This model will have wide application to wildlife biology in arid regions. If we can successfully model small mammal water utilization, two additional applications include (1) predicting the trophic impacts of groundwater withdrawal on wildlife, and (2) understanding the relative importance of water developments to mule deer, chukar, and bighorn sheep.

Please specify how Redd Center funds assisted you in answering your research questions or accomplishing your research goals. In other words, what did you learn? (300 word maximum)

Using the Redd Center Grant I attended the Isocamp at the Stable Isotope Ratio For Environmental Research (SIRFER) laboratory at the University of Utah. This course brings together students and professors from across the world with interests in isotope ecology. At this camp I learned in depth about isotope ecology, laboratory techniques and equipment, and applying these techniques to my research.

Of particular value was my use of the University of Utah's water distillation lines. I spent some time on their lines at the isocamp and returned to use the lines for 5 days in August. Familiarization with these lines and techniques has taught me a lot about vacuum apparatus. From this experience I have almost completed assembly of an identical line here at BYU that should be operational very soon.

Similarly, my experiences with the SIRFER lab's mass spectrometers and sample preparation techniques have allowed me to troubleshoot BYU's equipment.

If your research is not yet completed, what are the next steps in your research process? (300 word maximum)

The next step in my research is to finish my lab work and analyze plant, water, hair, and blood samples collected in Great Basin National Park. I hope to finish the water extraction vacuum line and get the TC/EA operational. I've made great progress on this over this semester and both pieces of equipment should be functional within a month.

Please list publications and/or presentations based on your Redd Center research.

Spring Runoff Conference
George Wright Society Conference
Thesis Defense

What are your future plans for publication and/or presentations? To assist us in our reporting, please notify the Redd Center whenever you publish work based on your research funded by the Center. (300 word maximum)

I will present these results at the Stable Isotope Congress in Fairbanks Alaska in August.

A draft manuscript of these results is expected in one year with publication of these results in Biological Conservation and Ecology in two years.

Comments:

Please click "SUBMIT" only once and wait until the confirmation page appears. The confirmation page will confirm that we have received your report and will provide you with an opportunity to be re-directed to the Charles Redd Center for Western Studies website.

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Charles Redd Center for Western Studies

AWARD REPORT

Name:	Sarah Judson
Name of Award:	Summer Student Award
Amount of Award:	\$800

Please limit each answer to 300 words maximum.

Title of Project

Biodiversity in the Backyard: Teaching Environmental Stewardship through Volunteer Biomonitoring of Local Freshwater Streams

1. Give a brief narrative of what you accomplished with funds received from the Redd Center.

I was able to do multiple presentations about insects and water quality at elementary schools, high schools, and universities. In particular, I was able to coordinate with two high schools and one university course to take students on field trips to do aquatic insect sampling. After sampling, we had a follow-up lesson about insect identification and ecology. With the funding received, I purchased the necessary equipment for these field trips and lab analysis. Both in the field and lab, students were allowed to explore the things most interesting to them. This style of teaching is termed "inquiry" learning. The students were encouraged to ask questions and explore the things that were most interesting to them, whether that be the chemistry of water quality or the differences in gill structure of the different insects. This experience reinforced the scientific method and encourage hypothesis testing. Often, the students became so involved and enthusiastic, they forgot they were at a school activity intended for their learning!

2. If research using funds provided by the Redd Center is not yet complete, please explain future research plans.

I would like to expand this project to be a broader opportunity for community involvement and awareness. Also, I would like to find ways for biology teachers to use the existing

“Streamside Science” manual in a way that is more easily compatible with the 9th grade curriculum. The teachers often do not have time to implement all the lessons and have limited time and funding for field trips.

3. List any publications or presentations you have already given resulting from research funded by the Redd Center.

N/A

4. Specify your plans for future presentations or publications based upon this research.

1. In conjunction with my research involving volunteer biomonitoring in Mongolia, I plan to record my observations about effective teaching methods for use by biology teachers and field biologists.

2. I have sent my data to the Central Utah Water Conservancy District, the Uinta Forest Service, and the Utah State University BugLab for use in their statewide water quality analyses. This will contribute to their projects and publications.

3. Using samples collected and identified in this study, I am working on a publication regarding the accuracy of insects identified by naïve students and volunteers and how that influences the resulting water quality diagnoses.

(Please credit the Charles Redd Center for Western Studies when you use research the Center has funded.

Please send citations of published research results.)

Comments:

This funding allowed me to move my masters research from theory to practice. Though the majority of my thesis deals with biogeography and ecology, this funding gave me the needed impetus to tailor my scientific findings to be useable and important to the general public. I greatly enjoyed working with the high school students and hope to continue similar community outreach efforts. My experiences with this project have also helped me to make important connections with Utah Society for Environmental Education which have been

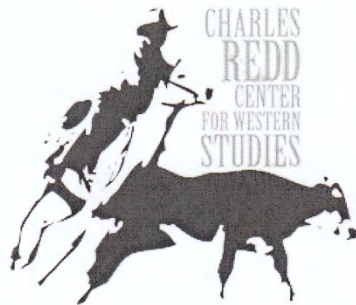
influential in my planning for my future career as a scientist and educator.

Save this application as a WORD file. Send as an attachment

via e-mail to red_center@byu.edu

Or you may send a hard copy to:

Redd Center, 366 SWKT, Provo, UT 84602



2009 Award Report

Please provide accurate, concise, and well-worded prose. Please proof read your entire report before submission. Please limit your responses to 300 words.

Name:

Jeffrey N Moore

Title of Project:

Using Aquatic Invertebrate Population Genetics to Understand the History of Intermountain West Streams.

Organization/Institution of Affiliation with Department (if applicable):

Department of Biology

Permanent Mailing Address (with City, State, and Zip Code):

84601

Permanent Email Address:

Jeffreynickmoore@gmail.com

Permanent Phone Number (with Area Code):

801-356-1224

Please provide a brief narrative of the research you accomplished with funds received from the Charles Redd Center. (300 word maximum)

I have collected specimens of *Polycelis coronata* from streams along the Wasatch Front. A generous grant from the Redd Center enabled me to expand my research to several states within the Intermountain West. The grant money I received allowed me travel to Washington, Idaho, northern Utah, Wyoming, and Colorado for the purpose of collecting additional specimens from several locations. These additional specimens have proven quite valuable for my thesis. In particular, I was able to gather specimens from Fort Bridger, Wyoming. This is especially important because it is the type locality of *Polycelis coronata*.

Please specify how Redd Center funds assisted you in answering your research questions or accomplishing your research goals. In other words, what did you learn? (300 word maximum)

Without the funds provided by the Redd Center, I would not have been able to answer any of my research questions at the regional scale of the Intermountain West. I am currently working on the processing of my specimens, so I do not yet have results to share, but I am confident that the data generated by my expanded collections will prove valuable to my research. I will be able to reach my research goals because I can now place genetic differences among populations along the Wasatch within the context of regional differentiation within the Intermountain West. In collecting these individuals, I did note some interesting distribution information. It seems that the distribution of these animals has contracted from their known historical range. Particularly in Colorado, flatworm abundance was significantly lower in streams that were noted in the literature as having historically large populations.

If your research is not yet completed, what are the next steps in your research process? (300 word maximum)

The next step in my research is to obtain sequence data from each individual I have collected. The majority of this phase is now complete. Once I have all of the sequence data available, I will then perform several computer assisted analyses to determine the amount of differentiation among individuals within a population and between populations within the Intermountain West. These analyses will tell us what relationships exist among populations and inform us as to the evolutionary history of the species. This history can then be extended to tell us about the history of the Intermountain West. As might be expected, the last step in the process is publication in a scholarly journal.

Please list publications and/or presentations based on your Redd Center research.

NA

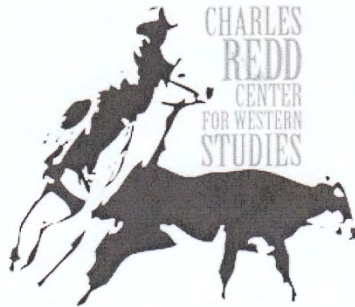
What are your future plans for publication and/or presentations? To assist us in our reporting, please notify the Redd Center whenever you publish work based on your research funded by the Center. (300 word maximum)

I am planning on publishing the results of my thesis in a highly regarded journal in my field, such as Freshwater Biology or Journal of North American Benthological Society. I am also planning on presenting my research at NABS, which is a professional meeting for stream ecologists that occurs this summer.

Comments:

Please click "SUBMIT" only once and wait until the confirmation page appears. The confirmation page will confirm that we have received your report and will provide you with an opportunity to be re-directed to the Charles Redd Center for Western Studies website.

SUBMIT



2009 Award Report

Please provide accurate, concise, and well-worded prose. Please proof read your entire report before submission. Please limit your responses to 300 words.

Name:

Trent Tanner

Title of Project:

Modern Trading Establishments; Do They Meet the Definition of Trading Posts When Compared to Traditional Trading Establishments?

Organization/Institution of Affiliation with Department (if applicable):

BYU English Department

Permanent Mailing Address (with City, State, and Zip Code):

4519 E Merrill Ln, Gilbert, AZ, 85234

Permanent Email Address:

tdtanneraz@gmail.com

Permanent Phone Number (with Area Code):

480-334-7296

Please provide a brief narrative of the research you accomplished with funds received from the Charles Redd Center. (300 word maximum)

Upon arriving in Gallup, NM, I began my participant observations at a local trading post, Shush Yaz Trading Co, by actually fulfilling the duties of a typical employee. I learned about the retail business in the context of Navajo trading establishments, became familiar with how the pawn industry works, and came to know the trading co's employees in such a way as to learn from those with years of experience.

I proceeded by seeking out interview opportunities with local traders and trading post owners. I found that my initial approach of requesting semi-formal, sit-down interviews was not going to very effective; they were very busy and many seemed visibly skeptical of a student "studying them." I therefore adapted my plan to include multiple shorter conversations, most of which took place at the trading counter itself rather than seeking a back room to sit down to talk. This seemed to work far better. These men and women were already very accustomed to chatting with customers, elbows on the showcase counter, so it was far easier to extract information.

Another principal method for data collection consisted of visiting many of the local trading establishments to get a feel for the dynamics of each. Some specific data I was looking for consisted of questions such as; with whom do they do the bulk of their business, Navajos or tourists/non-Navajos?; do they deal in pawn?; is their product more marketed toward tourists or Navajos? Do they participate in any form of barter or trade other than through the medium of cash? I found that there were a wide variety of businesses bearing some form of the words "Native American" and "trade" in their names, and that their customer bases were also varied.

Please specify how Redd Center funds assisted you in answering your research questions or accomplishing your research goals. In other words, what did you learn? (300 word maximum)

With the generous support of the Redd Center research grant, I was successful in a number of facets of my research questions/purposes. Firstly, and foremostly in personal importance, I was successful in coming to a far better understanding of my family's heritage in the Navajo trading business, and now know more about what it means to be a Navajo trader. Academically speaking, I succeeded in answering a number of my research inquiries including: how do you define "Navajo trading?"; what are the most notable differences between modern and traditional trading establishments?; are current modern trading establishments still reliant on their Navajo customers?

I found a wide mix of definitions of "Navajo trading" by a mix of individuals. Many of the older generation of traders still in the business defined it as catering to the needs of the Navajo people above the needs of any other. Many of the Navajos hold firmly that a non-monetary exchange must take place in order for it to be called trading. Yet others were quite unable to articulate what they consider to be Navajo trading. Nevertheless, through my interviews, observations and personal experience, I have decided on a few necessary criteria that a business must meet in order to be called a trading establishment in the traditional sense: it must be more economically dependent upon the Navajo than any other group; they must consider and strive to meet the needs of their Navajos customers as equally, if not more important than those of any other set of customers; they must be able to provide the traditional as well as contemporary Navajos with the goods, products, and/or services which otherwise could not be found in other businesses.

If your research is not yet completed, what are the next steps in your research process? (300 word maximum)

Currently enrolled in a post-field writing course, I am in the data analysis and write-up stage of my project. As I sift through the data found and come to different conclusions, I plan to develop my findings into an Honors thesis which I will present and defend in order to graduate from BYU with Honors. I plan to defend my Honors thesis by December of 2010 after continued work with my mentoring professor, Jill Rudy, of the English department.

Please list publications and/or presentations based on your Redd Center research.

No current publications/presentations.

What are your future plans for publication and/or presentations? To assist us in our reporting, please notify the Redd Center whenever you publish work based on your research funded by the Center. (300 word maximum)

-15 minute presentation given to the Alumni Association meeting held on Oct 22 about my experience with my research grant on the Navajo reservation

-I plan to submit applications for both the Inquiry Conference and Inquiry Journal, both of which would take place this coming winter semester.

-I plan to write an Honors thesis to be defended by December 2010

Comments:

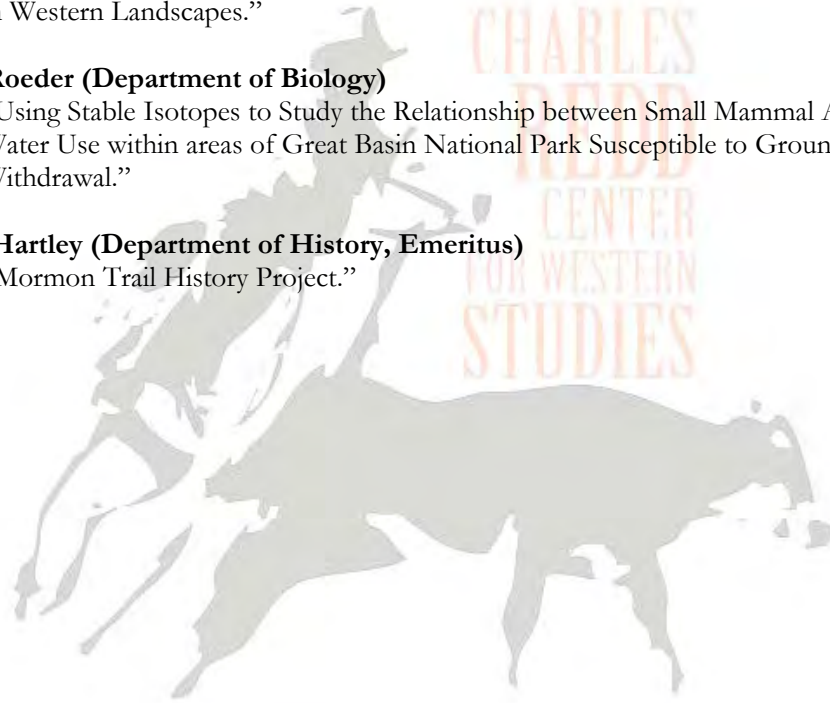
Our summer living on and researching near the Navajo reservation was most certainly a life-changing experience. As previously mentioned, I consider my new-found understanding of family heritage to be of utmost personal importance and value. Also, the experience of conducting, from beginning to end, an original research project has been--in a very daunting and humbling way--a confidence inspiring experience. And of course, the memories will be cherished by my wife and I for years to come. Thank you for your generosity and faith in the rising generation!

Please click "SUBMIT" only once and wait until the confirmation page appears. The confirmation page will confirm that we have received your report and will provide you with an opportunity to be re-directed to the Charles Redd Center for Western Studies website.

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**2008-2009
Annaley Naegle Redd Assistantship
Award Reports**

- **Joel C. Janetski (Department of Anthropology)**
 - “Mentored Learning at a Rare Late Pleistocene/Early Holocene Archaeological Site in Escalante Valley, Southern Utah.”
- **Mikel R. Stevens, Robert L. Johnson, and Brad Geary (Department of Plant and Wildlife Sciences)**
 - “Establishment and Evaluation of Promising Western Wildflowers for Water Conservations in Western Landscapes.”
- **Beverly Roeder (Department of Biology)**
 - “Using Stable Isotopes to Study the Relationship between Small Mammal Abundance and Water Use within areas of Great Basin National Park Susceptible to Groundwater Withdrawal.”
- **William Hartley (Department of History, Emeritus)**
 - “Mormon Trail History Project.”



Charles Redd Center for Western Studies

AWARD REPORT

Name:	Joel C. Janetski
Name of Award:	ANNALEY NAEGLE REDD RESEARCH ASSISTANTSHIP
Amount of Award:	\$5000

Please limit each answer to 300 words maximum.

Title of Project

MENTORED LEARNING AT A RARE LATE PLEISTOCENE/EARLY HOLOCENE
ARCHAEOLOGICAL SITE IN ESCALANTE VALLEY, SOUTHERN UTAH

1. Give a brief narrative of what you accomplished with funds received from the Redd Center.

The Redd Center funds were used to supplement funding from the National Science Foundation for archaeological excavations of North Creek Shelter in the Escalante Basin of southern Utah. The field work occurred in July and August of 2008. The analysis of the materials recovered as well as the report generation continues.

2. If research using funds provided by the Redd Center is not yet complete, please explain future research plans.

3. List any publications or presentations you have already given resulting from research funded by the Redd Center.

Since the 2008 award last spring, we presented a paper at the Great Basin Anthropological Conference in Portland, Oregon, in October. The paper was titled "The Onset of Small Seed Processing on the Colorado Plateau: Insights from North Creek Shelter" by Joel C. Janetski, Mark Bodily, Bradley Newbold (both BYU graduate students), David Yoder and Sara Hill (both UNLV graduate students). In addition, last fall I gave a talk on the project at the Provo library for the Utah Statewide Archaeological Society. The Redd Center's support was acknowledged. We have submitted an article to a journal, *Kiva*, on the same topic. It is under review.

4. Specify your plans for future presentations or publications based upon this research.

Two MA theses from BYU (by Bradley Newbold and Mark Bodily), and one MA thesis from UNLV (by Sara Hill) have now been completed on the findings at the site. We have been invited to participate in a symposium at a professional archaeological conference in the spring of 2010 at which we will present our findings from the site. I am currently writing several other journal articles on this work and will eventually produce a technical monograph in the Museum of Peoples and Cultures Occasional Papers on the project.

*(Please credit the Charles Redd Center for Western Studies when you use research the Center has funded.
Please send citations of published research results.)*

Comments:

As always, I am grateful for the support from the Redd Center.

*Save this application as a WORD file. Send as an attachment
via e-mail to red_center@byu.edu
Or you may send a hard copy to:
Redd Center, 366 SWKT, Provo, UT 84602*

Charles Redd Center for Western Studies

AWARD REPORT

Name:	Mikel R. Stevens, Robert L. Johnson, and Brad Geary
Name of Award:	Annaley Naegle Redd 2008 Assistantship
Amount of Award:	\$6,000

Please limit each answer to 300 words maximum.

Title of Project

Establishment and Evaluation of Promising Western Wildflowers for Water Conservation in Western Landscapes

1. Give a brief narrative of what you accomplished with funds received from the Redd Center.

Our objectives were: First, fund a student who will study the utilization of native flora for urban landscapes and investigate the ability to horticulturally improve three wild flowers of aesthetic merit; Palmer's Penstemon (*Penstemon palmeri*), Rocky Mountain Penstemon (*Penstemon strictus*), and mountain hollyhock (*Iliamnus rivularis*); Second, to access additional *Penstemon* species. Third, acquire, establish, and evaluate plant material required for longer-term studies. Finally, support our objective to generate scientific peer reviewed publications, with students as co-authors.

Objective One: With additional funding from BYU, we hired five undergraduates and one graduate student. Under the direction of the PI's, these students have developed protocols for biotechnology based breeding of *Penstemon*. These techniques lay the foundation for improved *Penstemon* robustness, flower size and longevity. To date, mountain hollyhock has not responded to our techniques but we will continue working with this species utilizing alternative methods. We have had good success with the *Penstemon* species in that the plants are responding to biotechnology based treatments.

Objectives Two and Three: We have procured seed for over 150 *Penstemon* species and successfully cultured over 30 *Penstemon* species in the greenhouse. We have attempted hundreds of crosses between species, which are distantly related and have obtained some seed from a few of those "wide crosses." Furthermore, a common garden at the BYU Spanish Fork farm with over 20 unique species has been established.

Objective Four: Since almost all of our experiments, have been “proof of concept” studies we are now repeating them in replicated studies in preparation for peer reviewed publications. These studies will be the first on *Penstemon* breeding utilizing our techniques. We have had one oral and one poster presentation by two students at the American Society for Horticultural Science annual meetings in Saint Louis, Missouri, July 2009.

2. If research using funds provided by the Redd Center is not yet complete, please explain future research plans.

The Objectives of this Assistantship funding have been fully realized

3. List any publications or presentations you have already given resulting from research funded by the Redd Center.

Broderick, S.R., R.B. Dockter, M.A. Mendenhall, S.L. Daley, J.D. Daley, B.J. Ewell, T.J. Mock, S.L. Love, B. Geary, and M.R. Stevens. 2009. Utilizing flow cytometry for quantitative estimations of nuclear DNA in over 50 *Penstemon* species. American Society for Horticultural Science Annual Conference, July 25-28, 2009, Saint Louis, Missouri. (Oral Presentation).

*Dockter, R.B., S.R. Broderick, J. Daily, S. Daily, M. Mendenhall, B.J. Ewell, B. Geary, and M.R. Stevens. 2009. Early phenotypic mutation results induced by ethyl methyl sulfonate (EMS) on species of *Penstemon*. American Society for Horticultural Science Annual Conference, July 25-28, 2009, Saint Louis, Missouri. (Poster Presentation).

Key

Underlined names are graduate students and underlined and bolded are undergraduates.

* ***This poster received 2nd Place in the American Societies Undergraduate Poster Competition for 2009!***

4. Specify your plans for future presentations or publications based upon this research.

We will continue this project for years to come. Our long range goals are to produce Great Basin native plant cultivars which fit the urban landscape needs of aesthetics, yet have reduced requirements for fertilizers and water consumption.

(Please credit the Charles Redd Center for Western Studies when you use research the Center has funded. Please send citations of published research results.)

Comments:

We would like to thank the Redd Center for their generous financial support that assists in the research of beautiful wildflowers.



2009 Award Report

Please provide accurate, concise, and well-worded prose. Please proof read your entire report before submission. Please limit your responses to 300 words.

Name:

Beverly Roeder

Title of Project:

Using Stable Isotopes to Study the Relationship between Small Mammal Abundance and Water Use within areas of Great Basin National Park Susceptible to Groundwater Withdrawal.

Organization/Institution of Affiliation with Department (if applicable):

Dept Biology, Brigham Young University

Permanent Mailing Address (with City, State, and Zip Code):

Dept Biology, Brigham Young University, 697 WIDB, Provo, UT 84602

Permanent Email Address:

Beverly_Roeder@byu.edu

Permanent Phone Number (with Area Code):

801-422-6873

Please provide a brief narrative of the research you accomplished with funds received from the Charles Redd Center. (300 word maximum)

Undergraduate and graduate students sampled 239 small mammals of 14 species in Great Basin National Park, collecting 214 hair and blood samples for the analysis of oxygen, hydrogen, nitrogen and carbon.

Two undergraduate students were mentored by Beverly Roeder and Bryan Hamilton. This mentoring experience included field work (collecting samples in the field, identifying small mammals to species, and using GPS). Students were also trained in sample preparation of hair and learned how to prepare samples for analysis in a mass spectrometer by and elemental analyzer and a temperature conversion elemental analyzer. Over 500 samples were prepared and analyzed for nitrogen and carbon. An additional 500 samples were prepared for analysis of hydrogen and oxygen.

Please specify how Redd Center funds assisted you in answering your research questions or accomplishing your research goals. In other words, what did you learn? (300 word maximum)

Our primary question focuses on the role of riparian areas in facilitating diversity. How do streams and riparian areas influence small mammal diversity?

Another question relates to community interactions. How do small mammal communities coexist. We used stable isotopes to examine these questions.

Using these funds we were able to collect and prepare and analyze samples targeted specifically to answer these questions. Stable isotopes are a good indicator of resource use and in the case of hydrogen and oxygen track water use. Nitrogen and carbon are good indicators of trophic level and spatial patterns of resource use.

The results of this work will be applied to understanding and predicting the effects of groundwater withdrawal on riparian areas and trophic effects in defined transects within Great Basin National Park.

If your research is not yet completed, what are the next steps in your research process? (300 word maximum)

The next step in this research is to finish analyzing hair, blood, plant, and water samples. The first step in this is to finish building a water extraction vacuum line and get the TC/EA operational since a capillary break occurred during the initial analyses working with standards. Repairing the latter should occur within a month and the other task of completing the water extraction vacuum line should be completed in a month. The latter instrumentation will be used to extract the water from plant and whole blood samples obtained from GBNP small mammals. Concurrently, hair, water and vegetation samples are being prepared and analyzed. Then analysis of these samples for isotopic signatures with the isotope ratio mass spectrometer and peripherals (elemental analyzer (EA) for carbon and nitrogen, temperature conversion elemental analyzer (TC/EA) for oxygen and deuterium) can proceed.

Please list publications and/or presentations based on your Redd Center research.

Some data from this study was presented at the Spring Run-off and George Wright Society Conferences and formed the basis for a master's thesis defense at BYU. Bryan Hamilton completed his MS Thesis, "Small mammals in portions of Great Basin National Park susceptible to groundwater withdrawal: diversity and stable isotope perspectives" which is in the BYU HBLI library as a bound thesis.

What are your future plans for publication and/or presentations? To assist us in our reporting, please notify the Redd Center whenever you publish work based on your research funded by the Center. (300 word maximum)

The lead graduate student on this project, Bryan Hamilton, was accepted into BYU's PhD program in the Department of Biology partially as a result of this research.

Bryan is in the process of submitting portions of this thesis for publication as two manuscripts: 1) Small mammal communities within areas of Great Basin National Park susceptible to groundwater withdrawal: a diversity perspective, and 2) Small mammal communities within areas of Great Basin National Park susceptible to groundwater withdrawal: a stable isotope perspective. Redd Center support will be acknowledged in these publications.

More data from this study are expected to be published in the journal of Biological Conservation and Ecology within two - three years.

Comments:

Please click "SUBMIT" only once and wait until the confirmation page appears. The confirmation page will confirm that we have received your report and will provide you with an opportunity to be re-directed to the Charles Redd Center for Western Studies website.

William Hartley
Department of History, Emeritus

1112 Topaz Road
Saratoga Springs, UT 84045
Oct 16, 2009

Dr. Brian Cannon, Director
Charles Redd Center for Western Studies
BYU
Provo, UT 84602

Dear Brian,

For 2008-2009 you awarded me \$7500 for research assistants' help on my Mormon Trail history project. I missed your October 1st report date—I failed to calendar that you expected reports by then. Please accept my apologies.

But before that, please accept my deep appreciation for funding research help for me. I hired Corey Smallcanyon in May but he got very little done. For the year from September 2008 through August 2009 I had Research Assistant Carly Palfreyman Smith work on the project, and this summer I had 2 more at work: Charlotte Marie Neely and Katherine Ann Rich.

My BYU monthly financial statements for my research account show that by the end of 2008 I had expended \$682.49 for student wages and \$10.75 for R.A. photocopying. My final financial statement dated September 30, 2009, shows for 2009 a total of \$4215.60 in student wages and \$65.11 for R.A. photocopying. Here are the subtotals and a total:

	Student Wages	Photocopying
2008	682.49	10.75
2009	4215.60	65.11
Total	4898.09	75.86

Also, I reimbursed by personal check a student intern who worked without pay on this project as a short term RA \$35.11 for photocopying Trail materials out of her own pocket. So I calculate that my project used:

\$5009.06 of the \$7500.

That leaves balance of \$2490.94, which should be transferred from my account back to you. I don't know how to calculate interest that money might have earned while in my account. So I need you to determine how much, if any, interest you should receive. Obviously the \$7500 dropped month by month, so perhaps an average of the starting and the ending amount multiplied by whatever interest rate such funds earn at, could give a reasonable total.

Even though I retired September 1st, my research account, as I understand it, stays open until the end of this calendar year. Currently is has \$2929.47 in it, and I have access until December 31 to the funds left after you take out the unused grant money. So I'd like to know as soon as you can figure it out how much you'll be transferring from my account.

You granted me the funds to help me with what will be a book-length study of the Mormon Trail and its emigrants, to partially replace Wallace Stegner's *The Gathering of Zion*, now nearly half a

century out of date. With the Redd Center grant my RA's conducted extensive research about individual years on the Mormon Trail (1851, 1852, 1855, 1857, 1858), individual companies, and for biographies of wagon captains and selected notable diarists. They input notes for me about all emigration items mentioned in the *Millennial Star* for the years 1846 to 1853. They photocopied dozens of articles dealing with trail matters. They researched the overland telegraph construction that impacted 1861 LDS emigration, and gave me an assessment of how Nauvoo property records can help determine Mormon losses when they headed west from there. One project created a file about how the trail experience has been commemorated and by whom since 1868, which the concluding chapter of my book will treat. For specific years 1850 and 1852 they examined all accounts posted on the LDS Church's Pioneer Overland Trail site of each wagon train to create a dozen subject files for trail life each year—vehicles used, organizational structure, food and cooking, births, children, disease and sickness, encounters with non-LDS, Native American relations, religious activity, music, etc. These research reports have given me a good start in examining the trail events year by year. I'm digesting their findings to fit them into a broader picture. Of course, beyond what they covered, a lot more research remains to be done.

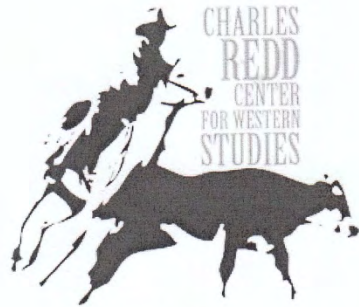
With great appreciation,

William G. Hartley
BYU History, Emeritus

2008-2009 Public Programming Award Reports

- **Kari R. Nelson (Brigham Young University, Museum of Peoples and Cultures)**
 - “Campus Museums Treasure Hunt.”
- **Issac Goeckeritz (IG Films)**
 - “Uintah United.”
- **Ann M. Wolfe (Nevada Museum of Art)**
 - “Art & the Environment Conference at the Nevada Museum of Art.”
- **Barbara Pioli (Utah Humanities Council)**
 - “Museum Interpretation Initiative.”





2009 Award Report

Please provide accurate, concise, and well-worded prose. Please proof read your entire report before submission. Please limit your responses to 300 words.

Name:

Kari R. Nelson

Title of Project:

Campus Museums Treasure Hunt

Organization/Institution of Affiliation with Department (if applicable):

Museum of Peoples and Cultures, Brigham Young University

Permanent Mailing Address (with City, State, and Zip Code):

105 Allen Hall, Brigham Young University, Provo, UT 84602

Permanent Email Address:

mpc_programs@byu.edu

Permanent Phone Number (with Area Code):

(801)422-0022

Please provide a brief narrative of the research you accomplished with funds received from the Charles Redd Center. (300 word maximum)

During the summer of 2008, the four museums on the campus of Brigham Young University, namely, the Monte L. Bean Life Sciences Museum, the Earth Science Museum (now the Paleontology Museum), the Museum of Art, and the Museum of Peoples and Cultures, collaborated to create a "Campus Museums Treasure Hunt." The program consisted of a brochure with two questions submitted by each of the four museums. Questions ranged from "Kachinas are an important part of which Native American Culture?" to "What is the name of the official state dinosaur of Utah?" and "How many symbols about Utah history can you find on the sculpture The Seer?" All questions could be answered by visiting the museums, and when completed, participants could turn in their brochures at any of the campus museums. Brochures were distributed from April through August 2008 at each museum, the Visitors and Student Centers on BYU campus, and the Utah Valley Convention and Visitors Bureau. At the end of August, staff at the Museum of Peoples and Cultures collected the completed brochures, along with prizes contributed by each museum and other campus entities. Participants whose names were randomly drawn from the collection of completed brochures were sent prizes.

Please specify how Redd Center funds assisted you in answering your research questions or accomplishing your research goals. In other words, what did you learn? (300 word maximum)

The goal of this project was to bring more visitors to the BYU museums, raising awareness of the collections and educational opportunities in them. The collections and exhibitions of all four museums illuminate their place in the Intermountain West, and thus the Redd Center was a natural fit to assist with the project. Redd Center funding allowed for the professional printing of 5,000 Treasure Hunt brochures. While only 90 were returned completed, all were distributed, leading us to conclude that many more people were made aware of the four campus museums, even if they did not have the opportunity to visit them all.

If your research is not yet completed, what are the next steps in your research process? (300 word maximum)

This project is complete.

Please list publications and/or presentations based on your Redd Center research.

No publications or presentations were generated as a result of this project. A copy of the brochure will be sent to the Redd Center for their files.

What are your future plans for publication and/or presentations? To assist us in our reporting, please notify the Redd Center whenever you publish work based on your research funded by the Center. (300 word maximum)

There are no plans for publications or presentations based on this project.

Comments:

We sincerely appreciate the Redd Center's support of this program. While it had a playful nature, it served to increase awareness and appreciation of the "treasures" of the Intermountain West. Thank you again.

Please click "SUBMIT" only once and wait until the confirmation page appears. The confirmation page will confirm that we have received your report and will provide you with an opportunity to be re-directed to the Charles Redd Center for Western Studies website.

SUBMIT

The Museums of Brigham Young University



Summer 2008

The Museums at Brigham Young University



Earth Science Museum: 1683 Canyon Rd
Hours: 9 A.M.- 5 P.M. (Monday-Friday)

BYU Museum of Art: North Campus Drive
Hours: 10 A.M.- 9 P.M. (Monday- Friday)
12 P.M.- 5 P.M. (Saturdays)

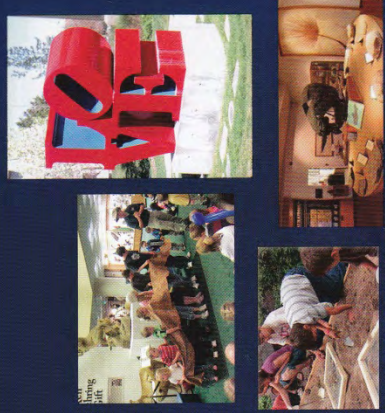
Museum of Peoples and Cultures: 700 N 100 E
Hours: 9 A.M.- 5 P.M. (Monday- Friday)

Monte L. Bean Life Science Museum: 645 E 1430 N
Hours: 10 A.M.- 9 P.M. (Monday-Friday)
10 A.M.- 5 P.M. (Saturdays)

funding provided by:

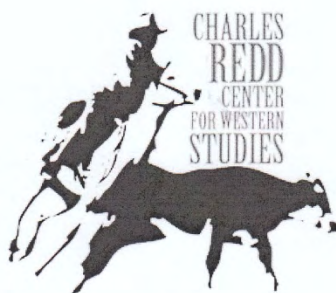


Discover our Treasures!



Turn in your finished hunt at any museum for a small prize and be entered into our big end of summer drawing!

Name: _____
Address: _____
E-mail: _____



2009 Award Report

Please provide accurate, concise, and well-worded prose. Please proof read your entire report before submission. Please limit your responses to 300 words.

Name:

Issac Goeckeritz

Title of Project:

Uintah United

Organization/Institution of Affiliation with Department (if applicable):

IG FILMS

Permanent Mailing Address (with City, State, and Zip Code):

247 W Page Place #23 Bountiful, UT 84010

Permanent Email Address:

issac@igfilms.com

Permanent Phone Number (with Area Code):

8016985784

Please provide a brief narrative of the research you accomplished with funds received from the Charles Redd Center. (300 word maximum)

The funds of the Charles Redd Center were used in the research for Uintah United, a documentary film by Issac Goeckeritz. The film required much time spent in research the past of the small town of Uintah. Interviews and large amounts of photos were gathered over the period of one year. The Charles Redd Center funds were used to rent the necessary camera equipment to video tape the interviews that took place in Utah, Arizona and California. Through these interviews were able to assemble enough information to accurately and in cinematic way tell the story of the events that took place in the film.

Please specify how Redd Center funds assisted you in answering your research questions or accomplishing your research goals. In other words, what did you learn? (300 word maximum)

The interviews provided a wealth of materials. One interview in particular was with Grant Eybee, a 95 year old man who was alive when the film's story took place in 1922. His vivid memory provided great insight into the film's story. We also traveled with the equipment to California where we were able to speak with direct descendants of Golden Kilburn, the man on whom the film is based. Other family members and descendants of other characters in the the story were interviewed in Salt Lake, Ogden, Uintah and Morgan.

If your research is not yet completed, what are the next steps in your research process? (300 word maximum)



Please list publications and/or presentations based on your Redd Center research.

Statewide Airing on KUED Channel 7, beginning August 15 2009 - August 2012
Screening at Peery's Egyptian Theater, Ogden, Utah - November 2008
Screening at LDS Film Festival, Provo, Utah - January 2009
Screening at Weber State University, Ogden, Utah - April 2009
Televised twice a week on Ogden Channel 17 - beginning August 2009
Televised twice a week on Davis Channel 17 - beginning August 2009
Televised on Cache Valley Channel - beginning August 2009
5 Film Lectures in Salt Lake and Weber County
2000 Distributed DVD copies

What are your future plans for publication and/or presentations? To assist us in our reporting, please notify the Redd Center whenever you publish work based on your research funded by the Center. (300 word maximum)

Airing on KBYU Television as part of LDS Lives Series - January 2010 to January 2011
Airing on KUED Television continuing through August 2012
5000 DVDs distributed through Cedar Fort Publishing

Comments:

Thank you again for you continued support. I am excited for the airing on KBYU and publication by Cedar Fort.

Please click "SUBMIT" only once and wait until the confirmation page appears. The confirmation page will confirm that we have received your report and will provide you with an opportunity to be re-directed to the Charles Redd Center for Western Studies website.

SUBMIT



2009 Award Report

Please provide accurate, concise, and well-worded prose. Please proof read your entire report before submission. Please limit your responses to 300 words.

Name:

Nevada Museum of Art

Title of Project:

Art + Environment Conference at the Nevada Museum of Art

Organization/Institution of Affiliation with Department (if applicable):

Nevada Museum of Art

Permanent Mailing Address (with City, State, and Zip Code):

160 W. Liberty St., Reno NV 89501

Permanent Email Address:

bob.gabrielli@nevadaart.org

Permanent Phone Number (with Area Code):

775.329.3333 ext. 234

Please provide a brief narrative of the research you accomplished with funds received from the Charles Redd Center. (300 word maximum)

The Charles Redd Center provided the Nevada Museum of Art with a public programming award of \$3,000, which was directed to the costs of honoraria for Art + Environment Conference speakers. The conference was held at the Museum in Reno October 2-4, 2008. The total cost of honoraria was \$24,230.60.

Global interest in the intersections of nature and culture has broadened in recent years. In this expanding field, contemporary artists and designers have re-envisioned the concept of environment. To better understand the ideas shaping this dialogue, the Nevada Museum of Art organized a three-day Art + Environment Conference. The conference introduced new visitors to Nevada and helped to educate people from outside the region about local environmental issues - water rights, waste management, the future of the mining industry - that are strongly connected with economic and natural developments on a global scale.

The event was attended by 160 international artists, architects, designers, curators, art writers, and other creative practitioners in the emerging field of art and environment. The Conference involved wide-ranging panel discussions, six original art exhibitions, recitations of Native American creation myths by Ben Aleck and Ralph Burns of the Paiute Pyramid Lake Museum and Visitors' Center, and a bus tour of cultural and geographic landmarks in the northern Nevada desert.

Please specify how Redd Center funds assisted you in answering your research questions or accomplishing your research goals. In other words, what did you learn? (300 word maximum)

The three main external objectives of the Art + Environment Conference were: a) to position the Nevada Museum of Art as the leader in the emerging field of art and environment; b) to build an active network of people who will shape the future of this field; and c) to foster an international dialogue on art and environment. To measure the Museum's progress toward meeting these objectives, the Museum solicited feedback from Conference participants through surveys and informal communications. The Museum also tracked international media coverage of the Conference, visits to the Museum website, and web search results.

A major internal objective of the Conference was to help the Museum staff and board develop a shared vision for moving forward with the Museum's art and environment initiatives. The Conference was attended by all Museum administrative staff and several Board members. Following the Conference, the Museum organized an all-day Senior Staff and Board Retreat on October 17, 2008. This retreat represented an opportunity for Executive Director David Walker and other senior staff to present their initial ideas for a new strategic plan and to receive input and answer questions from the Board. The presentation included two sets of goals: a) goals for strengthening the Museum's traditional base; and b) goals for developing a new Center for Art + Environment, to be located within the Museum's current facility.

If your research is not yet completed, what are the next steps in your research process? (300 word maximum)

The Museum has already made substantial progress toward achieving its initial goals for the Center for Art + Environment, which launched in January 2009 under the direction of noted art scholar and former Executive Director of the Nevada Arts Council William L. Fox. The work of the Center is threefold: to encourage the creation of artworks expressing the interaction between people and their environments; to convene artists, scholars and communities to document, research and analyze such artworks; and to increase public knowledge of these creative and scholarly endeavors. Since launching the Center, the Museum has acquired a major collection of unique archival material relating to the work of Land Artists Michael Heizer and Walter De Maria and has received several international inquiries and applications for the Center's scholar-in-residence program.

Please list publications and/or presentations based on your Redd Center research.

Video footage of Conference presentations can be viewed on our growing Art + Environment network at <http://artenvironment.ning.com/>.

What are your future plans for publication and/or presentations? To assist us in our reporting, please notify the Redd Center whenever you publish work based on your research funded by the Center. (300 word maximum)

In the coming months, Museum senior staff and Board members will continue to develop a new strategic plan based on the Conference discussions and activities. The plan will include both short-term strategies to be implemented within a one-year framework and strategies for a three-year period of projected growth.

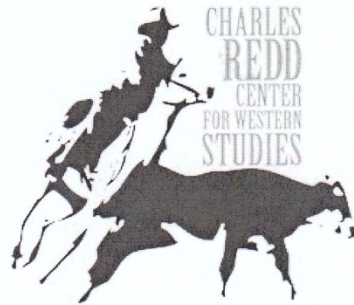
The Museum will continue to raise awareness about the Center for Art and Environment among scholars, artists, and museum professionals across the globe.

The second Art + Environment Conference at the Museum will take place in Fall 2011 following the template of the first conference. Panelists at the 2008 conference included W. J. T. Mitchell, Professor of English and Art History at the University of Chicago; Thomas Moritz, Associate Director, Administration and Chief of Knowledge Management at The Getty Research Institute; Vito Acconci, New York architect and artist; and Dr. Lynn F. Fenstermaker, Associate Research Professor at the Desert Research Institute. Conference panelists and attendees for the 2011 conference will be of similar academic caliber.

Comments:

We would like to thank the Charles Redd Center for supporting this outstanding program, which helped the Museum to strengthen its professional standing, move forward with some of its most important strategic objectives, and draw new international visitors and media coverage to northern Nevada.

Please click "SUBMIT" only once and wait until the confirmation page appears. The confirmation page will confirm that we have received your report and will provide you with an opportunity to be re-directed to the Charles Redd Center for Western Studies website.



2009 Award Report

Please provide accurate, concise, and well-worded prose. Please proof read your entire report before submission. Please limit your responses to 300 words.

Name:

Utah Humanities Council

Title of Project:

Museum Interpretation Initiative

Organization/Institution of Affiliation with Department (if applicable):

n/a

Permanent Mailing Address (with City, State, and Zip Code):

202 W 300 N, Salt Lake City, UT 84103

Permanent Email Address:

buckingham@utahhumanities.org

Permanent Phone Number (with Area Code):

801-359-9670

Please provide a brief narrative of the research you accomplished with funds received from the Charles Redd Center. (300 word maximum)

The Charles Redd Center funds enabled the Utah Humanities Council to inaugurate its new Museum Interpretation Initiative by completing a needs assessment survey of small Utah museums and piloting a series of workshops and consultations. The pilot included 1) a day-long workshop for 14 museum representatives on researching the history of their artifacts and collections, designing and writing effective interpretative label copy, designing exhibits, training docents, and developing effective tours; 2) two introductory workshops for 45 participants as part of the Utah Museums Association's 2008 conference, and 3) a second full-day workshop for staff of ten museums that had participated in the introductory sessions at UMA, and 4) meetings at several additional museums to discuss their individual collections. Pre- and post-workshop surveys reported that participants thought the sessions were very effective, with increases in their confidence and their ability to provide interpretation of their collections for a variety of audiences.

Please specify how Redd Center funds assisted you in answering your research questions or accomplishing your research goals. In other words, what did you learn? (300 word maximum)

The pilot was essential to enable UHC to refine both content and process in order to submit a successful major grant application to the national Institute for Museum and Library Services. The planning/pilot phase allowed us to build a network of smaller and rural museums in need of professional development and other training to help them research their collections, design interpretive exhibits, train docents, and develop educational materials. In addition, we expanded the partnership between the Office of Museum Services, the Utah Museums Association, and UHC, working closely together to advance the museum sector.

If your research is not yet completed, what are the next steps in your research process? (300 word maximum)

As a result of this pilot, our application to IMLS resulted in a three-year, \$233,000 grant to continue workshops and provide other training, technical assistance, and research services to small Utah museums, which, in turn, will result in increased public and scholarly understanding of the historical artifacts held in collections around the state.

Please list publications and/or presentations based on your Redd Center research.

Presentations listed above, plus a session at the national conference of state humanities councils.

What are your future plans for publication and/or presentations? To assist us in our reporting, please notify the Redd Center whenever you publish work based on your research funded by the Center. (300 word maximum)

Multiple presentations hosted by various museums around the state and as part of the Utah Museums Association annual conference.

Comments:

Please click "SUBMIT" only once and wait until the confirmation page appears. The confirmation page will confirm that we have received your report and will provide you with an opportunity to be re-directed to the Charles Redd Center for Western Studies website.

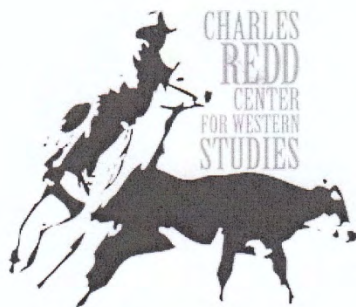
SUBMIT

**2008-2009
Education Award
Award Reports**

- **Kari R. Nelson (Brigham Young University, Museum of Peoples and Cultures)**
 - “Kachina Exhibit Educational Materials.”

- **Robert C. Sidford (Meadow Valley Middle School, Panaca, Nevada)**
 - “MVMS Hands-on Museum of the Intermountain West)





2009 Award Report

Please provide accurate, concise, and well-worded prose. Please proof read your entire report before submission. Please limit your responses to 300 words.

Name:

Kari Nelson

Title of Project:

Kachina Exhibit Educational Materials

Organization/Institution of Affiliation with Department (if applicable):

Museum of Peoples and Cultures at Brigham Young University

Permanent Mailing Address (with City, State, and Zip Code):

105 Allen Hall, Brigham Young University, Provo, UT 84602

Permanent Email Address:

mpc_programs@byu.edu

Permanent Phone Number (with Area Code):

(801)422-0022

Please provide a brief narrative of the research you accomplished with funds received from the Charles Redd Center. (300 word maximum)

With funds received from the Charles Redd Center, the Museum of Peoples and Cultures created educational materials to accompany the exhibition *Kachinas of the Southwest: Dances, Dolls, and Rain*. These materials include a printed Educators' Guide and a "mini teaching kit."

The *Kachinas of the Southwest: Dances, Dolls, and Rain Educators' Guide* provides background information on the Pueblo people, in particular the Hopi and Zuni tribes, and the role of kachinas in their culture. The guide also features specific references to the exhibition, suggested enrichment activities which tie into the Utah State Core Curriculum, and recommended books and websites that can help the students learn more. The guide is printed on 8 X 32" paper accordion folded in fourths to make an attractive 8 X 8" guide.

A "mini teaching kit" was created to allow teachers to bring a hands-on component to teaching their students about kachinas. The kit includes two authentic kachina dolls, a sample of cottonwood root (the traditional material the dolls are carved from) and a selection of fiction and non-fiction books about the Pueblo cultures. Teachers are invited to borrow the kit for use in their classroom to increase student awareness and appreciation of cultures native to the Intermountain West, and to help prepare students for a visit to the exhibition. (The kit is called "mini" because the MPC has other, more extensive kits not specific to exhibitions.)

Please specify how Redd Center funds assisted you in answering your research questions or accomplishing your research goals. In other words, what did you learn? (300 word maximum)

Our goal for this project was to provide educators with materials that help them give their students an understanding of what kachinas are, why they are important to the Pueblo people, and "set the stage" for a visit to the museum. We do not want the students' visit to the exhibition to be the first and only time they heard the words "pueblo" or "kachina!" Redd Center funds assisted us in accomplishing this goal by allowing us to print 500 guides and purchase materials for the teaching kit. The guides are being distributed to all teachers who bring their classes on field trips to the museum. Additionally, they are included in "teacher packets" distributed at an Educators' Open House hosted by the four museums on BYU campus, at the spring meeting of the Utah Geographical Association, to homeschooling families associated with the Alpine School District, and by various other means. This distribution will continue through April 2010, when the exhibition will close.

If your research is not yet completed, what are the next steps in your research process? (300 word maximum)

This project is complete, with the exception of ongoing distribution of the guide produced.

Please list publications and/or presentations based on your Redd Center research.

A copy of the Educators' Guide will be sent to the Redd Center for their files.

What are your future plans for publication and/or presentations? To assist us in our reporting, please notify the Redd Center whenever you publish work based on your research funded by the Center. (300 word maximum)

There are no plans for publications of presentations based on this project.

Comments:

We sincerely appreciate the Redd Center's support of this project. We view your funding as a gift to the teachers and students in our community, as it allows us to provide them with materials that progress teaching about and increase awareness and appreciation of the cultures of the Intermountain West. Thank you again.

Please click "SUBMIT" only once and wait until the confirmation page appears. The confirmation page will confirm that we have received your report and will provide you with an opportunity to be re-directed to the Charles Redd Center for Western Studies website.

SUBMIT

MUSEUM OF PEOPLES AND CULTURES

presents

EDUCATOR'S GUIDE



KACHINAS OF THE SOUTHWEST:
DANCES, DOLLS, AND RAIN



2009 Award Report

Please provide accurate, concise, and well-worded prose. Please proof read your entire report before submission. Please limit your responses to 300 words.

Name:

Robert C. Sidford

Title of Project:

Meadow Valley Middle School Hands-on Museum of the Intermountain West

Organization/Institution of Affiliation with Department (if applicable):

Meadow Valley Middle School

Permanent Mailing Address (with City, State, and Zip Code):

PO Box 567, Panaca, NV 89042

Permanent Email Address:

mvmsss@yahoo.com

Permanent Phone Number (with Area Code):

775 728 4655

Please provide a brief narrative of the research you accomplished with funds received from the Charles Redd Center. (300 word maximum)

The MVMS Hands-on Museum of the Intermountain West grant created a substantial collection of historical artifacts and documents for use by middle school students in their exploration of history through classroom and integrated learning activities. MVMS has also received many donations of items because of the visibility of this museum to visitors. The museum currently serves as a centerpiece of the school, having been placed in a main point of assembly for students.

Please specify how Redd Center funds assisted you in answering your research questions or accomplishing your research goals. In other words, what did you learn? (300 word maximum)

The MVMS Hands-on Museum of the Intermountain West continues to serve as the focus of many curricular activities during which students learn about Nevada and Intermountain history within a United States and global context. The museum has provided further evidence to us that a constructivist curriculum, in which students interact with history, provides students with real-world opportunities for learning and growth. Students have been able to connect historical events, places, and people to items they can hold, making history more meaningful to them. The museum also has on occasion increased student-parent and student-community interaction at school, especially on parent nights, when adults see the museum and recall events from their lives.

If your research is not yet completed, what are the next steps in your research process? (300 word maximum)

The museum is an ongoing project, seeded by the Charles Redd Center for Western Studies. As such, we continue to add to the collection, primarily through donations. It thus serves as a living museum, with each incoming class of seventh graders interacting with its artifacts and suggesting useful acquisitions.

Please list publications and/or presentations based on your Redd Center research.

The museum has been highlighted at several parent nights, and continues to fascinate parents and community members who visit Meadow Valley Middle School.

What are your future plans for publication and/or presentations? To assist us in our reporting, please notify the Redd Center whenever you publish work based on your research funded by the Center. (300 word maximum)

We will continue to highlight the museum at parent nights. The potential exists for the museum to be used as a source of lesson material for in-service and continuing education classes, and we will explore these opportunities in the coming years.

Comments:

Thank you for providing us with the opportunity to realize this project. Especially in a remote, rural area, it is essential that students have the opportunity to have real-world experiences. This museum provides our students with an additional outlet for their curiosity and brings history into their hands, literally.

Please click "SUBMIT" only once and wait until the confirmation page appears. The confirmation page will confirm that we have received your report and will provide you with an opportunity to be re-directed to the Charles Redd Center for Western Studies website.

**2008-2009
Independent Research and Creative Work
Award Report**

- **Richard Vaughan (Bloomington, Indiana)**
 - “George Bird Grinnell's Unpublished Montana Writings.”



Charles Redd Center for Western Studies

AWARD REPORT

Name:	Richard Vaughan
Name of Award:	Independent Research and Creative Work Award
Amount of Award:	\$1,200.00

Please limit each answer to 300 words maximum.

Title of Project

George Bird Grinnell's Unpublished Montana Writings

1. Give a brief narrative of what you accomplished with funds received from the Redd Center.

Travelled to Los Angeles, CA, to work with Grinnell's 1885 and 1887 travel diaries of his first trips to Montana. The diaries are located in the collection of the Southwest Museum of the American Indian (Autry National Center.) I transcribed much of the two diaries and then returned to Indiana where I produced an article describing Grinnell's first trips to the area that is today Glacier National Park.

2. If research using funds provided by the Redd Center is not yet complete, please explain future research plans.

3. List any publications or presentations you have already given resulting from research funded by the Redd Center.

4. Specify your plans for future presentations or publications based upon this research.

The resulting manuscript, entitled "To the Ice: George Bird Grinnell and His 1887 Ascent Up Grinnell Glacier," is currently being considered for publication by *Montana: The Magazine of Western History*. If accepted, the article will appear in a Glacier National Park 100th Anniversary Issue in late 2009 or early 2010.

*(Please credit the Charles Redd Center for Western Studies when you use research the Center has funded.
Please send citations of published research results.)*

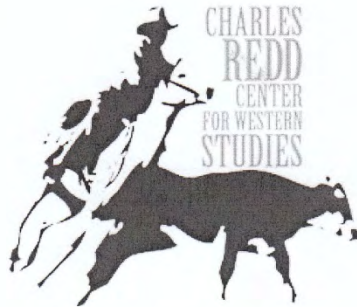
Comments:

*Save this application as a WORD file. Send as an attachment
via e-mail to red_center@byu.edu
Or you may send a hard copy to:
Redd Center, 366 SWKT, Provo, UT 84602*

**2008-2009
HBLL Special Collections
Fellowship in Western American History
Award Report**

- **Julianne Newmark (New Mexico Tech, Albuquerque, New Mexico)**
 - “From Professional Presence to Political Power: The Activist Writings of Gertrude Bonnin, Charles Alexander Eastman, and Carlos Montezuma.”





2009 Award Report

Please provide accurate, concise, and well-worded prose. Please proof read your entire report before submission. Please limit your responses to 300 words.

Name:

Julianne Newmark

Title of Project:

"From Professional Presence to Political Power: The Activist Writings of Gertrude Bonnin, Charles Alexander Eastman, and Carlos Montezuma"

Organization/Institution of Affiliation with Department (if applicable):

New Mexico Tech, Humanities Department

Permanent Mailing Address (with City, State, and Zip Code):

7716 Summer Ave NE., Albuquerque, NM 87110

Permanent Email Address:

jnewmark@nmt.edu

Permanent Phone Number (with Area Code):

505-850-4020

Please provide a brief narrative of the research you accomplished with funds received from the Charles Redd Center. (300 word maximum)

The project for which I conducted research, "From Professional Presence to Political Power: The Activist Writings of Gertrude Bonnin, Charles Alexander Eastman, and Carlos Montezuma," benefited inordinately from my four months at BYU. Incidentally, even the working title of the manuscript changed (from "Political Visions and Landscapes of Change: The Activist Writings of Zitkala-Sa, Charles Alexander Eastman, and Carlos Montezuma" to the above). In brief, the project delves further into the political writings of these three Native leaders than other studies have thus far. By examining the political writing of Bonnin, Montezuma, and Eastman together in a single study, I intend to offer a sustained and suggestive assessment of early-twentieth-century Native textual activism (with these three writers serving as provocative indicators of a larger trend).

Because Raymond Wilson and Peter Iverson have published solid biographies of Eastman and Montezuma (respectively), this project does not repeat their biographical work. Nevertheless, I was able to build upon my biographical knowledge of Eastman and Montezuma while at BYU by compiling primary textual resources from Bureau of Indian Affairs microfilm reels, from the microfilm of the Society of American Indians, and from other various government documents in which these men's words were recorded. My primary work at BYU, however, was with the Gertrude and Raymond Bonnin papers, housed in the L. Tom Perry Special Collections library (I describe my work with the Bonnin papers further in the following section). I completed reading and compiling notes on the fifteen Bonnin manuscript boxes and then moved on to collecting references to Gertrude Bonnin, or speeches delivered by her, from the same microfilm and print sources mentioned above for Eastman and Montezuma. Because of the thoroughness of my work while on this fellowship, only a few research avenues remain for me for this project.

Please specify how Redd Center funds assisted you in answering your research questions or accomplishing your research goals. In other words, what did you learn? (300 word maximum)

Because the Redd Center provided me with a housing stipend for four months of research in Provo, I was able to dedicate myself exclusively to research and writing during that period. With the assistance of Whitney Call, a Redd Center student employee who worked as my research assistant, I was able to compile extensive collections of materials from the Bureau of Indian Affairs papers, from the Congressional Record, and from newspapers and magazines, all information related to these writers' lobbying and Indian-rights-related work. I came to know Montezuma, Eastman, and Bonnin as diligent, constantly busy, and engaged Native leaders who composed a wide array of document-types, ranging from Congressional testimony to small hand-written notes to Native people on reservations throughout the country.

The extent of correspondence in Bonnin's manuscript collection was impressive; the fellowship allowed me to compile 136 pages of notes on the fifteen manuscript boxes. Gertrude Bonnin was a woman who gave everything of herself for a cause both broad and deep, a cause that can be described as an energetic (and energy-consuming) blend of agitation for Native education and empowerment, commitment to tradition as well as national-level integration, and retention, preservation, and reclamation of Native land. The Redd Center fellowship allowed me to envision my project with a new nuance. I see these three writers more clearly now as individuals who brought a kind of "professional" seriousness (often buttressed by Euro-American credentials) to a fight that they knew was personal, cultural, and national. They felt intimately connected to and obligated to serve, as their papers and writing reveal, all tribes as well as individual Native people. I believe that the written legacy of these leaders reveals a complex of compelling influences, which we must examine and understand to appreciate their rhetorical strategies and the lasting political changes that resulted from their textual efforts.

Julianne Newmark
New Mexico Tech
Albuquerque, New Mexico

If your research is not yet completed, what are the next steps in your research process? (300 word maximum)

The Redd Center fellowship allowed me to finish the bulk of my primary research for this project and also to compile a variety of secondary and related materials. I would like to visit two National Archives branches (Rocky Mountain and Laguna Niguel) to collect a bit more information on Montezuma and Eastman. I would also like to visit the Special Collections at Arizona State University to view papers there related to Carlos Montezuma. I have already read his entire collection at the Newberry Library in Chicago, so the ASU papers will probably be minor in comparison and will serve as a small but hopefully helpful supplement. I will not be delayed in the writing of the manuscript if I am not able to take these research trips, however. I have enough research material to fuel the manuscript-writing process, and I intend to dedicate myself to the completion of the writing of this manuscript over the summer of 2010.

Please list publications and/or presentations based on your Redd Center research.

I completed one major book-length project while at the Redd Center, a chapter of which directly concerned Bonnin and Eastman. This book manuscript, "Place, Not Race: Sites of American Literary Neonativism, 1899-1933," is currently under review by University of Nebraska Press. I also completed an article of which a part was informed directly by materials I encountered during my Bonnin research. These materials related the former Bureau of Indian Affairs Commissioner John Collier. This article, "Sensing Re-Placement in New Mexico: D. H. Lawrence, John Collier, and (Post)Colonial Textual Geographies," will be published later this year by Fairleigh Dickinson University Press in the book "Terra Incognita": D. H. Lawrence at the Frontiers.

During my four months at BYU, I taught three guest classes (for Jay Buckley, Jessie Embry, and Jill Rudy). I also gave the presentation "Political Visions and Places of Change: The Activist Writings of Zitkala-Sa and Charles Eastman" at the Charles Redd Center for Western Studies Annual Western Studies Luncheon. Finally, I delivered the paper "Dr. Charles Alexander Eastman, Dr. Carlos Montezuma, and the Rhetoric of Activist Medicine" at the American Literature Association (ALA) annual meeting in Boston, Massachusetts, in May.

What are your future plans for publication and/or presentations? To assist us in our reporting, please notify the Redd Center whenever you publish work based on your research funded by the Center. (300 word maximum)

Julianne Newmark
New Mexico Tech
Albuquerque, New Mexico

After I complete the book manuscript directly related to Bonnin, Montezuma, and Eastman mentioned above, I will submit it to a university press for review. I have also submitted an abstract for a conference presentation for the annual Twentieth Century Literature Conference at the University of Louisville in February. If this paper is accepted, it will function as a critical overview of the book project named above.

Also, I plan to submit an abstract to the Native American and Indigenous Studies Association (NAISA) conference, to be held in Arizona in May, for a paper that will consider Bonnin's spiritual quests over the course of her life. This conference presentation will grow into an article-length project (but will not figure as a part of the book manuscript named above). Despite titling an article "Why I am a Pagan," published in *The Atlantic Monthly* in 1902, Bonnin's Christian (and at one point Catholic) belief system evolved over her adult life, signaling her syncretic approach to religion and spirituality. My interest in this aspect of Bonnin's writing and life was inspired specifically by correspondence in the Bonnin manuscript collection that concerned her interest in and practice of Catholicism, her inquiries about the LDS church, her later personal-letter exchanges regarding spiritualism (related to the spiritual philosophy Theosophy), and her close personal friendship with the Burt family, who were prominent followers of Christian Science. The frequency of Bonnin's own references to religion and faith signal her belief in spiritual comfort, growth, and improvement and reflect her evolving self-identification as a Christian. I want to take a closer look at these aspects of her writing and personal life as I am confident that they will inform and complicate the analyses to her oeuvre that other scholars have offered thus far.

Comments:

I am so grateful to BYU and to the Charles Redd Center for giving me the opportunity to dedicate myself to this work. Thank you so much!

Please click "SUBMIT" only once and wait until the confirmation page appears. The confirmation page will confirm that we have received your report and will provide you with an opportunity to be re-directed to the Charles Redd Center for Western Studies website.

SUBMIT