

Newsletter

Volume 35, Number 3 - August 2007

Reconnecting a Profession: Building Ties with Two-Year Faculty

Juli Jones

I feel a desperate need to get updated on scholarly trends...to reconnect with my profession...to learn from colleagues who teach my field." These pleas from community college historians are at the heart of a new initiative developed by the Organization of American Historians to offer an ongoing regional workshop series for two-year faculty. The first workshop was held June 21-23, 2007 at El Camino College, Torrance, California, and received overwhelmingly positive reviews. Through its Second Century initiative, the OAH has raised funds from historians and history friends throughout the U.S. to enhance the teaching of American history and support historians at two-year institutions. The challenge for the project is to reconnect two-year faculty with their profession; and to overcome the barriers for many faculty who have felt cut off from the larger historical community, lack institutional support for professional development, and work in isolation from four-year colleagues and each other.

The traditional division between four-year faculty engaged in research, publishing, and graduate teaching and their two-year counterparts is one that the OAH has worked hard to overcome over the last two decades. Community college historians are represented by a standing OAH committee and participate in much of the governance and activities of the organization that were previously closed to them. Despite outreach efforts, however, community college membership in the scholarly organizations remains disproportionately small. While community college historians teach the great majority of U.S. history survey courses taken by American college students, they have little connection to the larger profession. Many continue to see their university counterparts and their organizations as elitist, exclusionary, uninformed, and even hostile to two-year faculty, their work, and their problems. Al-



At the inaugural OAH regional workshop series for two-year faculty on the campus of El Camino College, in Torrance, California, community college historians, including forty-six-year OAH member Abraham Hoffman (center), discuss their work on internationalizing the U.S. survey at a session with USC's Carole Shammas.

though many historians at community colleges have good graduate training, including many with post-M.A. work and degrees, and contribute to history education through writing, public history programming, and educational service, the perception remains that they are second-class citizens in a profession that criticizes their lack of academic development while ignoring their need for professional growth opportunities.

While two-year faculty lack opportunities to engage with four-year colleagues, they also work in isolation from each other. Attendees at the El Camino workshop last month were eager to meet with each other, to learn from others with similar experiences, and to develop a network to support them in the future. They felt a need to work with others to respond to challenges from community college administrators regarding online education, accountability, and assessment. Their most important concern was to meet the needs of underprepared students and new Americans while maintaining collegiate standards for U.S.

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Historical Note-Taking in the Digital Age

Roy Rosenzweig

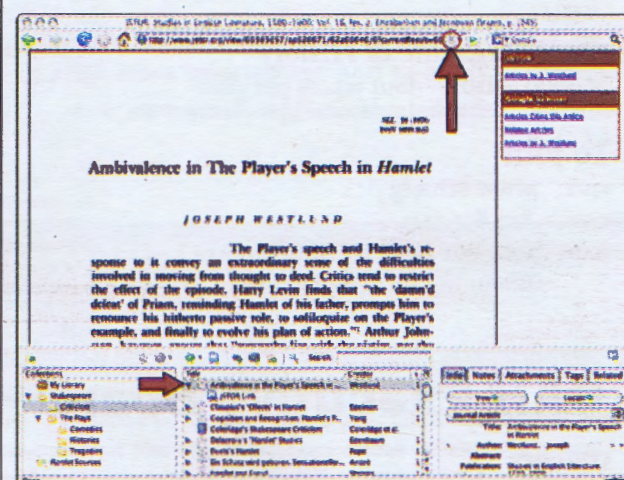


Figure 1. Zotero places bibliographic information directly into your database.

A Century of 3" x 5" Cards

In 1888, Frank Hugh Foster, a professor at Oberlin Theological Seminary, published one of the first practical manuals for the study of history, *The Seminary Method of Original Study in the Historical Sciences: Illustrated from Church History*. In the chapter on "the method of original study," Foster sets out a typical scenario: "the student has received his topic from the director of the seminary, and has seated himself at his table to begin his work." "With all this reading and thinking," he continues, "note-taking must go hand in hand." But what kind of note-taking? Foster advises that the student "use loose small sheets of paper, a quarter of a fool's cap page, and write on only one side" (1).

The reference to fool's cap may jar modern ears, but his recommendation is actually quite close to popular twentieth-century practice. One-quarter of a fool's cap sheet (17 x 13½ inches) is quite close to 3" x 5" index card that many of us grew up using for our note-taking. To be sure, some authors such as Norman Cantor and Richard Schneider (in

See ROSENZWEIG / 8 ►

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Our Mission

The Organization of American Historians promotes excellence in the scholarship, teaching, and presentation of American history, and encourages wide discussion of historical questions and equitable treatment of all practitioners of history.

Into the OAH's Second Century

Nell Irvin Painter



Painter

Let's congratulate ourselves: the Organization of American Historians celebrated its one hundredth anniversary at its spring 2007 annual meeting in Minneapolis with Richard White as president. The OAH and its predecessor, the Mississippi Valley Historical Association, together have served the needs and defended the interests of historians of the United States for a century. Our membership is international.

Our scholarship continually evolves. We encompass a more diverse range of historians than ever before.

Though we have many reasons to celebrate as we enter our second century, I want to call us to the task of thinking about our aspirations and our means toward reaching

our goals. Here I need to tread a fine line between complacency and alarm. On the one hand, we are nicely solvent, with a financial cushion set aside for the inevitable rainy day. On the other hand, we have in the last couple of years overspent our income to the tune of \$179,000 in fiscal year 2005-2006 and an additional \$44,000 in 2006-2007. We have covered these shortfalls from our General Reserve Fund. If we continue along the present path, we may well exhaust our savings.

Let me try to clarify. These recent deficits are not related to the annual meetings of 2000 and 2005. Moving the annual meeting between two venues in St. Louis in 2000 and between San Francisco and San Jose in 2005 did not create enduring deficits, because the OAH Executive Board covered those extraordinary expenses by drawing on the OAH's General Endowment. In the end, the St. Louis move cost about \$15,000, because members made generous contributions to cover the costs of the move. The San Francisco move proved much more costly, but it was paid from the General Reserve Fund. Our settlement

with Hilton Hotels prohibits our publicly discussing the dollar amount. Thanks to the financial savvy of the managers of the OAH funds deposited with the Indiana University Foundation (IU is the OAH's host institution), the growth of the endowment has somewhat offset these uncommon expenses. But given the usual volatility of investment income, we cannot count on a rising stock market always to increase our worth so markedly.

As we look back on the costs of moving the meetings in 2000 and 2005 and at the more recent deficits, our elected officers and our members must face the reality that we cannot continue to generate these shortfalls without threatening our ability to fund our work as a professional organization encompassing people with a wide range of convictions, as set forth in our mission statement.

The OAH mission statement says, "The Organization of American Histori-

ans promotes excellence in the scholarship, teaching, and presentation of American history, and encourages wide discussion of historical questions and equitable treatment of all practitioners of history." In 2002-2003 the OAH Executive Board construed this mission broadly in a Strategic Plan, which you can see at <http://www.oah.org/pubs/nl/2003may/strategicplan.html>. You have received letters from OAH presidents, most recently from me, asking you to contribute to the organization above and beyond your annual dues in order to further the goals of the strategic plan, which I embrace completely, at least ideally. The OAH has successfully implemented some of the Strategic Plan, but much has fallen by the wayside. Drawn up before the OAH began running annual five- and six-figure deficits, the Strategic Plan no longer represents reality. Rather than expanding its activities, the OAH has had to make economies.

We need to think again about how best to serve the interests of our 9,000 members. We are a varied group: professors, teachers, writers, independent scholars, and lovers of the history of the United States whose needs as historians the OAH seeks to serve. At the same time, we operate in a context of financial stringency. I come to you now to ask what's most important to you, our members. Do you see the OAH as a professional organization, one whose dues mainly support an annual meeting and the publication of a scholarly journal, a newsletter, and a magazine for teachers of U.S. history? To what parts of the Strategic Plan do you give higher priority than to others? How broadly do you interpret the OAH's mission, in terms of activities and in terms of fundraising?

Speaking personally, I would love the OAH to be able to serve every teacher and writer of the history of the United States. I treasure our interpretations of this history as deeper and sounder than what prevails in popular culture, and I value our diversity. However, I want the OAH always to found its mission on the basic fundamentals of its role as a professional organization: the *Journal of American History* and the annual meeting. Obviously we need to do more than just those two activities. But those two, I think, need to come first.

Which activities should come next? I think it's up to you, the members, to help your elected representatives—the OAH Executive Board—decide as we rethink our fundraising activities. We're not the only people in the OAH, which we share with nine thousand others of you. As a historian of the United States, how do you see the OAH's furthering your interests? You can write to me at the OAH: P.O. Box 5457, Bloomington, IN 47407-5457 or online at: <http://www.oah.org/feedback/>. The other members of the OAH Executive Board will have access to your comments. You can find our names and photos on the OAH website: <http://www.oah.org/about/execbd/>. We will be discussing the Strategic Plan at the October meeting of the OAH Executive Board. □

New York City

TEACHERS

APPLY FOR A TRAVEL GRANT
TO ATTEND THE
2008 OAH ANNUAL MEETING

Thanks to the generous support of the Gilder Lehrman Institute of American History, the Organization of American Historians is offering travel grants for precollegiate history teachers to attend the 2008 OAH Annual Meeting, Friday, March 28 to Monday, March 31. The annual meeting affords a unique opportunity for teachers to enhance their professional development in U.S. history by attending sessions specifically geared to classroom teaching, as well as scholarly research and public history. Grants are for travel-related expenses, and teachers who have not yet attended an OAH annual meeting will be given preference. Information and the application are available online at: www.oah.org/2008. **Application deadline is December 31, 2007.**



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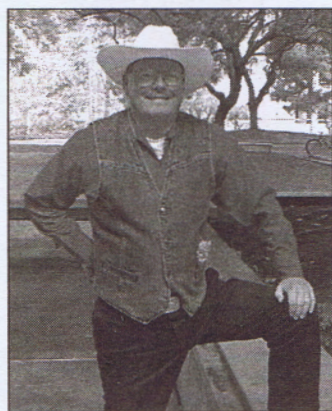
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Living Large as a Historian: An Interview with Gordon Bakken

Lee W. Formwalt



Bakken

Back in Bloomington after the Centennial Convention, I was talking to staff who had been working registration and they mentioned several of the OAH members they had encountered in Minneapolis. "Without a doubt," said Membership Director Ginger Foutz, "the most colorful member" they encountered was Gordon Bakken. A former

OAH parliamentarian, and legal, western, military and women's historian at California State University, Fullerton, Bakken regaled several of the OAH staff with tales from his most recent research on women who killed men. I had the opportunity to talk to Gordon recently about his career in teaching and writing as well as his involvement in the profession and, in particular, the OAH.

When I asked him how he got involved in the history business, Gordon said it went back to "some very inspirational" history teachers at Emerson School and East High School in Madison, Wisconsin, where he grew up. From there he went to the University of Wisconsin majoring first in chemistry, then in English literature. "But I sat down in my junior year, and I started reading a lot of the books that my English professors and my history professors had written, and after I read Robert Kimbrough's *Troilus and Cressida*, I quickly decided I'm going into history. I had a lot more fun writing history than I did writing papers in English lit."

As an undergraduate at Wisconsin, Bakken "had some very good people in English and in history. Stan Kutler and Al Bogue, in particular, and the women's history side of it really comes from William L. O'Neil, who was both on my master's committee and doctoral dissertation committee. I read everything he had written. I stuck right with him and his emphasis on women's history was always an interest to me."

One of Bakken's first encounters with the recently rechristened Organization of American Historians was during his first year in graduate school when he attended the OAH convention at the Palmer House in April 1967. As Bakken remembered it, he "went to Chicago with hundreds of Wisconsin graduate students, and we went there to hear William A. Williams defend the Wisconsin school of diplomatic history. We went into this ballroom—I got there approximately forty-five minutes early to get a seat, and there were already over a thousand people in the ballroom doing the same thing—so I got my seat, and the people kept pouring in, and they started standing against the walls, and they were sitting on the floors. And the program went on, and William A. Williams was ripped to shreds by John Braeman of the University of Nebraska. Then Williams comes up there, and he strides to the podium and lays him low. And, of course, this is a fixed audience. As he finishes

his speech, 1,500 Wisconsin graduate students jumped to their feet screaming and applauding. And I think damn, this is my profession, I want to be in this kind of a profession. So that was my first OAH convention, '67, and it was just really exciting."

While writing his dissertation (eventually published as *Rocky Mountain Constitution Making 1850-1912*), Bakken took a law minor at the university law school and began a fruitful relationship with J. Willard Hurst, the father of modern American legal history. After teaching for two years at Cal State Fullerton, he returned to the law school where he earned a J.D. degree and resumed his connection with Hurst. The result was his first book, *The Development of Law on the Rocky Mountain Frontier, 1850-1912* (the dissertation became his third book). Back at Cal State, Bakken "continued working with Willard Hurst. Still teaching the four-four load, and Hurst and I would be sending papers back and forth. . . . I tell my students the story of how I was going to write a paper on something Hurst knows absolutely nothing about. But every time I do something, he's got me: 'You gotta look at this, that. . . .' So I said okay, I'm going to write on the western history of money, and I write this twenty-two page double-spaced paper, and I gave it to him fully annotated. Three days later he hands me back—he typed with a manual typewriter—a single-spaced twenty-six-page comment, and I'm sitting there crying, I said oh my, look at all the stuff I missed. It turned out I didn't know he was writing the history of money. Came out with the University of Nebraska Press. But that's the kind of help you got, so quite frankly a lot of my work in graduate school was enabled by a lot of very able people, and in the law school was just some crackerjack folks that you could always go to, and Hurst was just tremendous. You walked by his office, you'd want to ask him a question, he waves his arm, come on in, come on in, and you'd have like an hour with him. I've got an hour with Willard Hurst, how could this be? I'm a lowly graduate student."

Bakken loved the research and writing, but the teaching load at Cal State Fullerton was heavy. "When I started, I taught constitutional history and historical methodology. Every semester. And then we had a faculty of thirty-four full-time tenure-track people in the early '70s, and then the size of the faculty kept going down until it finally got to fourteen. Now, the curriculum didn't go away, and for maybe ten to twelve years, I was teaching seven to eight preps a year, because constitutional history didn't go away, legal history didn't go away, the women's movement didn't go away. I teach two courses on women, both of them senior research seminars. So it was not unusual. Actually last year was the first year I had a three-three load, so I'm living large."

None of his colleagues teach four-four. "That has pretty much gone by the wayside, but they're teaching three-threes, or two-threes, and I tell them it can be done, and let me suggest some of the ways that it can be done. One of the biggest breaks I got was I had Warren Beck and Jackson K. Putnam here, both excellent western historians, they understood something about legal history, and they were great as readers on my material before it went out to journals."

I asked Gordon about the connection between his writing and his teaching. "I tell my students day one something about history teaching. I actually tell them the most dangerous person you'll ever have in a classroom is a person that doesn't know that he doesn't know. You leave this campus, and you go to graduate school and suddenly discover that everything you've read is so dated that it's virtually meaningless, and you're at least five years behind all of your peers. So very typically I'm the kind of person that involves students in the research that I'm doing. In graduate seminars they don't sit around and write a chapter of their thesis. They work on a big project that I'm working on where I probably know more about it than anybody obviously in the room. But I can direct them to primary sources. I can get them published. I have no count, but I have at least maybe fifty students in print in different forms. One of my graduate students came in, and he says, 'You know, I was just looking through this book, I thought it'd really fit into what I'm going to do in my thesis, and I opened it up, and I saw you wrote the introduction.' I said, 'Is that Ron Woolsey?' and he says, 'yeah, how did you know?' I said, 'he was a student of mine in 1969. *Migrants West* is his master's thesis, expanded.' 'No kiddin' I said, 'Yeah, sold 20,000 copies, that son of a gun!' He got a front-page review in the *LA Times* book review section by Kevin Starr. That book just took off like a shot. I kept encouraging him and poor Ron called me up and said, 'Did you read that review?' He's in tears, and he goes, 'I can't believe it, I can't believe it.' I go, 'Ron, I told you it was good.' And he's gotten a second book out now, and he's a high school teacher."

As you may have figured by now, Gordon is quite the storyteller. But sometimes, he noted, he can get carried away with his enthusiasm. "One of the more famous lectures—which I did not repeat because of its impact—was when I was talking about intertribal warfare, and I was using a text from some anthropologists and going through and at the end of this exchange—this is pre-guns—there was an exchange of arrows, these blood enemies, one had been hit three times, and he was lying on the ground, slowly dying, and the other war chief came up—and then I pretended to pull a knife out of my belt—grabbed the other chief in the breastbone, and he cut open the breastbone, and then he reached into the man's chest—and I've got my briefcase sitting there, and I reach into my briefcase, and I've got a beef heart in there, and I bring out the beef heart—and I said he reached in there and he pulled out his heart—and I hold it up and I squeezed it so the blood ran off my elbow—and he ate it raw. I had students come back twenty years later talking about that lecture, said, 'I'll never forget the lecture.' 'Well, that's good, you got the point.' Other students come back and say, 'Are you ever going to give that beef heart lecture again?' I said, No, I had two people puke.' So that really wasn't a good idea. Sometimes there's a little theatrics in class, as you might tell here."

See BAKKEN / 10 ►

One Hundred Years of History: Extraordinary Change, Persistent Challenges

William H. Chafe



Chafe

In three masterful papers before the OAH's centenary convention in Minneapolis in March, former OAH president Michael Kammen and former executive directors Richard Kirkendall and Arnita Jones provided a comprehensive assessment of the changes and continuities that have characterized our evolution as a professional association. Interestingly, all three papers reflected a series of abiding tensions that suggest continuity as well as discontinuity over certain fundamental issues of identity that have affected us from the very beginning of our professional organization: Who do we represent? Is it our role to be an assemblage of elite scholars from a narrow range of research universities and liberal arts colleges, or an inclusive body of practitioners of American history ranging from university professors to high school and community college teachers and all those who fall under the (admittedly inadequate) rubric of "public historians?" Should our professional standard of conduct be one of seeking "scientific" detachment and objectivity, or one of engaged advocacy for issues—and constituencies—that we see as important in advancing the

principles of a democratic society? Although in some ways these questions seem like a summary of the last decade's most pressing controversies, in fact they represent challenges that have confronted us from the inception of the organization's existence.

As Michael Kammen demonstrated in his overview of the first fifty years of the Mississippi Valley Historical Association's existence, our organization was initially "a fraternity of western historians"—in fact "public historians" from various state historical societies—defined by its difference from the more elitist, east coast American Historical Association.

A second large issue was the choice between developing a "scientific" approach to various state histories and Frederick Jackson Turner's emphasis on the West as "the special home of democracy." In the one case, detailed local histories would be emphasized, in the other, broader, more politically inflected interpretive approaches would be encouraged.

A third and related issue was whether the MVHA would dwell on the scholarly findings of research scholars or broaden its reach to include all those who were interested in teaching history and social studies.

Although Kammen shows that these issues were never definitively resolved, the MVHA over time spoke ever more boldly on issues of free speech and public policy, and moved to link the study of history and concern for social reform. The MVHA remained a distinctively white male enclave with a limited membership, but it was evolving in a direction that would change all that.

In his paper, Richard Kirkendall showed how the MVHA gradually evolved into the OAH (with the *Journal of American History* as its scholarly publication), its membership vaulting from a little more than 3,000 in 1957 to almost 12,000 a decade later. The most important development during that period, Kirkendall shows, was the much belated recognition of women and blacks in the organization's ranks and leadership—itself a reflection of the turbulent decades of the 1960s and 1970s when black history and women's history became defining priorities for a generation of graduate students as well as the nation as a whole. This shift resulted in new program themes at annual meetings, a significant change in who was elected to the executive board, and how actively the OAH weighed in on public policy issues involving race and gender. During the period since 1981, more and more women and blacks—as well as white males whose scholarship focused on issues of gender and race—have served in leadership positions; the OAH joined in the boycott of convention sites that had not ratified the ERA (and more recently shifted convention sites over civil rights and labor issues); and issues of academic freedom became a priority on executive board and business meeting agendas.

Not surprisingly, an ongoing concern was how to make teaching a more central focus of the OAH, and just as important, how to build bridges between those who taught American history to the largest numbers of people—high school teachers and community college instructors—and the scholars at universities and colleges who were writing

most of the American history books. Gerda Lerner, Mary Frances Berry and Linda Kerber all helped reinforce a philosophy of outreach, with programs like the OAH Distinguished Lectureship Program providing a bridge to lay audiences.

This was also the period of time when jobs vanished for newly minted Ph.D.s, more and more historians became adjunct instructors, and jobs in community colleges became increasingly likely as the destination for history graduate students. At the same time, increasing attention went to what became amorphously called "public history"—state and municipal history programs, the National Park Service, libraries and documentation centers, with the OAH recognizing that it had not done an adequate enough job, in Kirkendall's words, of reaching out "to teachers of American history at all levels. . ."

As Arnita Jones shows in her survey of the more recent history of the OAH, these issues have continued to be salient concerns. K-12 teaching, community colleges, the effort to improve the teaching of American history at all levels—these remained a focal point for the OAH in the 1980s and 1990s. Development of the *OAH Magazine of History* provided a critical vehicle for extending the insights and pedagogical experiences of OAH members to a constituency of teachers across the country at all levels. During Larry Levine's presidency in the early 1990s, a task force on community colleges highlighted the urgent need to expand the OAH's outreach to that constituency; and during my presidency in 1999, we restructured the executive board so that both community college and high school teachers would always be represented in the OAH's decision-making structure.

These decades of change have clearly not been without travail and conflict—witness the attack by Lynne Cheney and others against Gary Nash and others who sought to establish more inclusive "History standards" for our schools; and the controversy over the "Enola Gay" exhibit at the Smithsonian around the decision to drop the atom bomb. But clearly, the OAH has chosen, in the tradition of Frederick Jackson Turner and others, to engage issues of national import and to reach out to ever growing constituencies of teachers and scholars.

Not surprisingly, many of the important issues of our past are still with us today. Who are we as historians? What is our role? Are we an inclusive organization that cares about all those who teach American history, or do we wish to limit ourselves to a constituency of college and university professors?

Although these issues are still with us, the history we heard at the centenary meeting in Minneapolis encourages us to believe that we can engage the current manifestations of these questions with a clear sense of being part of an evolving tradition of leadership that can help us move forward. □

William H. Chafe is past president of the OAH and cochair of the OAH Leadership Council. This article is a distilled version of his comments at the 2007 OAH Centennial Meeting in March.

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their widely read 1967 guide to *How To Study History*) insist that researchers use more capacious 5" x 8" cards for note-taking and reserve 3" x 5" cards for bibliographic references (2). But the index card remains enshrined in the historian's toolkit and continues to be recommended by handbooks published more than a quarter century after the appearance of the personal computer.

The index card persists in the face of major changes in the research process—such as the appearance of literally tens of millions of pages of historical documents in digital form—and the wide use of inexpensive digital scanners and cameras to capture historical evidence. Historians now find or capture their sources in digital form yet organize them with methods developed in the era of the paper note card. As a result of this mismatch, the University of Minnesota Library recently concluded, methods of organization for researchers in the humanities and social sciences "are haphazard, idiosyncratic, and often bordering on untenable" (3).

Goodbye 3" x 5" cards. Hello Zotero.

Developed by the Center for History and New Media at George Mason University, Zotero is a free, open-source extension to the popular Mozilla Firefox web browser intended to get beyond the haphazard and to improve on the ancient technology of the index card in at least four major ways:

- **Capture your references automatically:** The venerable index card system requires you to handwrite each bibliographic reference; even electronic reference programs generally necessitate cutting and pasting author, title, and publisher into the proper fields (or alternatively setting up complicated interchange systems to automate the process). Zotero captures the citation information (what the librarians call metadata) with one click. On most library catalogs and reference databases (e.g., JSTOR, *America: History and Life*) and many popular resources (e.g., Amazon and the *New York Times*), Zotero automatically "senses" the presence of the bibliographic information and places it in the proper fields in your database. (See Figure 1.) If, as in JSTOR, the actual article is available for download, Zotero automatically grabs that as well.

- **Put your notes in multiple places at once:** Once you have captured the metadata, you can link as many virtual "note cards" to it as you like or import other attachments (which can be dragged into the Zotero window that opens in the bottom of the Firefox browser). The Zotero organizational scheme, which is based on popular computer applications such as iTunes, is intuitive and, hence, easily learned. (See Figure 2.) You can drag those digital images you snapped on your last archival trip into your Zotero library and organize them in relation to notes and metadata rather than randomly store them on your hard drive. Zotero functions

both online and offline—at a distant archive or on an airplane, as well as in your office or home.

Early history manual writers like Foster earnestly recommended note-taking on "small slips" of paper to facilitate filing and organization. But with that paper based system, any note could only be filed in a single folder or shoe box—an 1863 *New York Herald* article on carriage riding by wealthy women in Central Park could be filed under "carriages" or "women" or "park use" but not all three. Zotero removes that limitation; you can easily create as many folders as you like and file a single note in all of them; moreover, those folders don't have to be of a single kind. They can be topical (carriages), temporal (1860s), organizational (chapter 5), or conceptual (class).

- **Export it seamlessly:** Because Zotero lives in the web browser, it can effortlessly transmit information to, and receive information from, other web services and applications; because it runs on your personal computer, it can also communicate with software running there. You can export your references quickly to Microsoft Word or Writer (Open Office.org's wordprocessor), where they will be formatted according to your dictates (e.g., MLA or *Chicago Manual of Style*). Those who prefer to read their notes on paper can create "reports" in a variety of formats. You can also directly drag references from Zotero to other applications such as Google Docs. As a free and open source project, Zotero is not interested in locking you into a proprietary format and, hence, offers easy export to and import from other common formats (e.g., RIS, BibTeX, RDF).

Zotero includes many other features—for example, the ability to quickly capture and annotate web pages—which are described in full on the website, <http://www.zotero.org>, where you will also find documentation and tutorials. Installation takes less than a minute. And because Zotero functions as an extension to Firefox, it runs on all major operating systems—Macintosh, Windows, and Linux.

The Future of Note-Taking

We are continually updating Zotero with more citation styles, the ability for Zotero to recognize even more online resources, and even better support for importing and exporting entire collections. And coming soon, Zotero users will be able to share their collections with other users, collaborate on research projects using Zotero, send their collections to other free web services (such as mapping or translation sites), and receive recommendations and feeds of new resources that might be of interest. In short, over the next year Zotero will expand from an already helpful browser extension into a full-fledged tool for digital research and communications. □

Endnotes

1. Frank Hugh Foster, *The Seminary Method of Original Study in the Historical Sciences: Illustrated from Church History* (New York: C. Scribner's Sons, 1888), 32. Thanks to Rob Townsend for this reference.
2. Richard I. Schneider and Norman F. Cantor, *How to Study History* (New York: Thomas Y. Crowell Company, 1967), 200.
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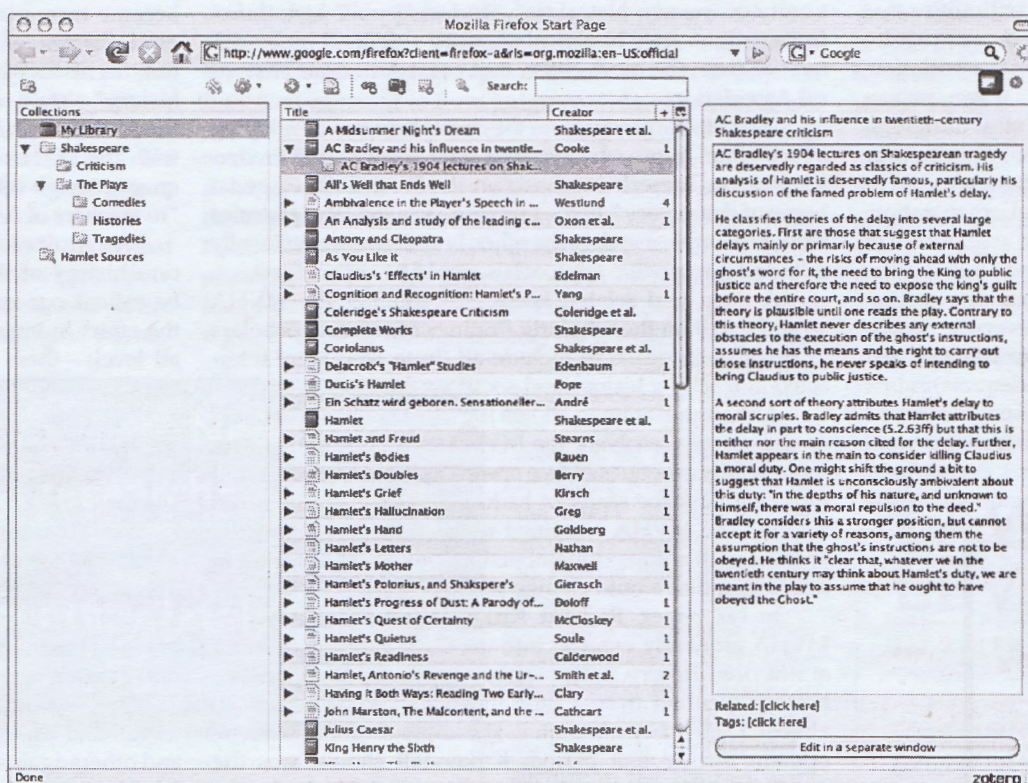


Figure 2. Like iTunes, Zotero easily organizes material in many different ways.

- **Find it quickly:** The shoebox organization scheme relied heavily on personal memory. If you didn't recall that your notes on that 1863 article also mentioned ice skating, you could be out of luck. But like any electronic system Zotero can find any word in any note card (or full text of an article for that matter) instantly. And it can do considerably more than that by searching on any field that you choose, including your own keywords or "tags." Tags not only make it easy to find things, they also allow new ways of organizing your data. For example, you can tag a reference or note not just by topic but also by an action that you need to take such as "must read this." Moreover, Zotero allows you to create "smart" or "saved" searches that automatically update as you add new tagged items. And, if that "must read this" folder starts to get uncomfortably large, you can create a new smart search that only includes those items that have been added to your "must read" list in the past month.

Making a Living, Making a Life: The Fellowship of Federal Historians

Kristin L. Ahlberg

Four days after our wedding in July 2003, my husband and I loaded our most valuable possessions in an aging Ford Escort and set out from Lincoln, Nebraska, to our new home in Alexandria, Virginia. Enthusiastically, I had accepted a job offer as a historian with the Office of the Historian, U.S. Department of State. The opportunity to edit volumes in the *Foreign Relations of the United States* series—the oldest diplomatic documentary series of its kind—and create a professional life in the nation's capital appealed to me on a variety of levels. All those years of watching the MacNeil/Lehrer *NewsHour* with my parents would not be in vain.

That is not to say that the transition between graduate student and working professional was seamless. It is probably not overstating the case to venture that most newly-minted Ph.D.s experience a sense of dislocation and disorientation in accepting a teaching, research, or government position geographically distant from the familiar. I had spent my childhood and college years in rural northern Wisconsin, followed by six years as a graduate student in Lincoln; the booming metropolis of Duluth—and occasionally Minneapolis and St. Paul—constituted the bulk of my urban experience. Now, we lived in an area where we had only a few extended family members and graduate school friends within reasonable driving distance. Although my work in the Office of the Historian was intellectually stimulating, I wanted to feel a greater sense of camaraderie with other federal historians who might be grappling with the same sorts of professional and life adjustments I experienced.

From the outset, the Society for History in the Federal Government (SHFG) provided me with the support and collegiality I desired as a federal historian. SHFG's organizational roots can be traced back to the mid 1970s, when the Office of the Historian, under the direction of Department Historian David F. Trask, labored to increase the status of federal historians within the larger historical profession and solidify connections between Department of State historians and their colleagues in other federal agencies. In conjunction with the Washington, D.C.-based annual meetings of the Society for Historians of American Foreign Relations (SHAHR), the Office of the Historian hosted a series of practical workshops for SHAHR members and government historians on archival and access issues. In September 1977, the Office scheduled a daylong meeting at the Department of State in order to forge common ground among federal historians. Trask, in an article appearing in the first issue of *The Public Historian*, noted that the meeting served as a catalyst for SHFG's creation. With the encouragement of the National Coordinating Committee for the Promotion of History (a consortium organized by the OAH, American Historical Association and other historical groups, and now known as the National Coalition for History), historians such as Richard Hewlett, Jack Holl, Gerald Haines, Anna Nelson, Samuel Walker, Maeva Marcus, Bill Dudley, Philip Cantelon, Martin Reuss, and George Mazusan founded SHFG in 1979. The organization was formally organized on February 15, 1980, and its first meeting took place at the James Forrestal building in Washington

on April 16 with diplomatic historian and OAH president William Appleman Williams and North Carolina Senator Robert Morgan as keynote speakers.

The society's purpose, as articulated in its mission statement, is to "encourage, promote, and foster historical, archival, and other related activities of and about the United States Government." The organization pursues these goals in a myriad of ways. First and foremost, SHFG serves as an advocate for the professional concerns of its members and other historians employed in the federal history arena. One of the most pressing issues facing federal historians during the early 1980s was the General Services Administration's (GSA) scheme to decentralize the National Archives and disperse records throughout the various regional records centers. SHFG members lobbied against this development and pushed for a National Archives free from GSA oversight, a goal realized in April 1985 when the Archives became an independent agency (NARA). A more recent concern centered on the reclassification of previously-declassified documentation in NARA and presidential libraries. Keeping with the organization's advocacy role, SHFG has also promulgated guidelines for professional conduct. *The Principles and Standards for Federal Historical Programs* delineate a federal historian's rights and responsibilities and provide guidance on conducting archival research and oral interviews, writing historical studies and policy papers, preserving archival records, and advising policymakers. On another level, the society has strived to create an inclusive social and intellectual community of scholars within the federal bureaucracy. The society's annual conferences provide historians with the opportunity to meet their cohorts in other federal agencies, participate in scholarly sessions on new research and programs, and acknowledge and reward the contributions of their colleagues. Other events such as the annual holiday party and new member social hours serve a similar, if more informal, purpose.

Strengthening the connections between SHFG and the larger historical associations and facilitating greater public understanding of federal history also remain key priorities. The organization is a member of the National Coalition for History and an affiliate society of the American Historical Association. SHFG members serve in various leadership capacities within the major organizations, including AHA, OAH, the Society of American Archivists (SAA) and the National Council for Public History (NCPH). So, too, do federal historians participate in the annual meetings of these organizations as members of the program and local arrangements committees, as presenters of original research, and as sponsors of affiliate sessions and receptions. The strength of SHFG's public mission lies in its publication and speakers programs. A talented group of editors and contributors produce *The Federalist*, the society's quarterly newsletter, which features articles on historical initiatives and publications within federal history programs and listings of upcoming conferences and events. The society's *Occasional Papers* series publishes original historical research. The annual Hewlett lecture, named in recognition of Dick Hewlett's seminal contributions to SHFG and the field of

public history, provides a forum for a distinguished speaker to discuss a federal topic of their choosing. Hewlett Lecturers have included renowned historians (such as Forrest C. Pogue, Louis Galambos and David Kahn), Archivists of the United States (John W. Carlin and Allen Weinstein), a Surgeon General (David Satcher), the Executive Director of the AHA (Armita Jones), and many other distinguished scholars and officials.

Serving as a federal historian at the Department of State is more than a living; it is the realization of a long-time personal aspiration. But it has been my association with SHFG that has enhanced my professional satisfaction and provided the essential fellowship with other federal historians, making the professional life of this federal historian well worth living. □

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Service—to the campus and to the profession—is another important area in most professors' lives and that is certainly the case with Gordon who has served in numerous administrative posts and on campus and department committees. He was also very involved in two major national organizations—Phi Alpha Theta, the national history honor society, and OAH. His involvement with Phi Alpha Theta began when he was asked to take over as the advisor of the Cal State Fullerton chapter. "The first thing I did was join Phi Alpha Theta, and then I took a look at what the standards were to be the best chapter of the United States, and since I'm running it, I said, that's our goal. We're going to be the best in this country, and I'll tell you how we're going to do it, and we started working on it, and we won best chapter, took several years of really hard work, and we continued to win best chapter each and every year for twenty-six years. One of the things we did was produce a journal, the *Welebaethan*. The *Welebaethan* has been acknowledged as the best student journal in the country for I think it's six times. Every year I'd walk in there, I'd look at the kids, I'd say, 'Okay, UCLA is coming up our back right now, let me tell you.' I got the student government to start funding the cost of printing the journal, and we now have a very professional editing system. We have double-blind reads on every submission. We have a class called historical editing and we teach students how to edit, and we edit the student work,

we get the students to learn how to illustrate, we learn a lot about layout and color design, and it has taken years to bring it to where it is. Most of the ones we produce are kind of knock-your-socks-off kinds of productions."

Bakken was eventually appointed to the national council for Phi Alpha Theta and served as president in 1996-1997. His presidential address was on women who kill men, the subject he had discussed with several OAH staff last March. "It was not published at that point, and the students were just, oh boy, and I'd kind of act out some of these murders: Yep, that's when he jilted his young bride, and they got out of the carriage, and he stepped out, and she alighted and brought out a pocket pistol and pow, right through the right eyeball at fifteen feet, and down he went, like the dog that he was."

At the same time he was involved in Phi Alpha Theta, Bakken served as parliamentarian for OAH. During his tenure, from 1990 to 2002, there was only one occasion when he had to make a ruling: "I think that was my first or second year—I had to call a motion from the floor out of order. But typically my role with the presidents and a lot of OAH staff was anticipating problems and on some occasions just giving advice. And some people, like [OAH President] Mary Frances Berry, you don't have to tell her how to do any of that stuff. Some people are extremely skilled at parliamentary procedure. Other people don't have a clue."

I wondered what aspects of OAH Gordon found important for him as a historian. For him the annual convention from his first in 1967 to the present have been significant, especially "the substantive sessions. I really have to thank people like Kermit Hall and Morton Keller, in particular, for straightening out the direction of one of the articles that I had published by sitting down and saying, 'We need to tweak this, Gordon.' So it was really good professionally to have those kind of people there, and the one thing, of course, about Kermit was that he was famous for his comments. You normally wanted to keep some kind of rubber gloves or jacket on for blood splatters, which was kind of funny, because one presentation I made at the OAH, myself and the other presenter were looking around, the room is filled, there are people sitting on the floors, they're standing, everywhere, there's no room here for the session. He says, 'Are they here to hear me or you?' and I said, 'I don't have anything that important to say.' They were there to hear Kermit."

As we were wrapping up our conversation I asked Gordon to share his motivation for generously supporting the organization each year. "I think the first level of motivation comes from the fact that the organization is important to the whole of the profession and to the subject matter, American history, and I think that absent strong organizations, too often a lot of things like professionalization, like hearing what's going on, get lost. And I'm a big one to tell all my students, go to the meetings, meet the people, listen to what they have to say. Learn to go through a book exhibit, learn to meet the editors, and it's absolutely critical to professional success. You've got to find out what other people are doing. You have to ask editors, 'What are you interested in?' On an eyeball-to-eyeball basis, that's how it really works. So that, I think, is absolutely critical, and I think you have to support the infrastructure of the organization."

"Now, I do that for a lot of organizations. I do it at different giving levels, but basically everybody gets something every year. And this is one thing, I said this to some other people, I said, 'Why don't you just give away your

royalties? Where are you getting it from? Let's think about what royalties represent. It's a great pat on the back, I think, to get published. It's a bigger pat on the back to say okay, you're going to make some money out of this, but on the other hand, let's just understand who's paying for what.' And I think giving back to organizations is critical, because as I said, that infrastructure needs to exist, the advocacy function of that organization needs to exist, and it isn't supported out of wind. It's supported with cash, and I'd hate to see organizations charge a fortune to have a person come to a convention. Keeping registration fees down, getting graduate students to come, that's how they understand what the profession is about, that's how I understood what the profession was about. Getting to the OAH in 1967 to understand how a convention works. You know, you stand around, and oh, look at all those people. You go around looking at name badges and you go whoa! But hey, most of these people are extraordinarily generous, so generous you just cannot believe it. Jim McPherson, I'd see Jim at a convention, I'd be walking along with a graduate student of mine, 'Jim, how are you doing?' and he stops, and I said, 'I want to introduce this student here who's working on a Civil War topic at Maryland.' Jim takes out forty-five minutes to talk to him. Glenda Riley took out over an hour and a half to talk to my graduate students about women's history. Glenna Matthews, over an hour talking to a different graduate student of mine about women's history. I mean, come on, you don't get that if you don't go to the convention. These people are incredibly generous people in terms of their time."

"One other thing is that I think senior faculty have a responsibility to advocate for professional organizations, to not only say it by name, but if somebody is interested, hand them a brochure, show them how to join, and then, of course, what I say is come to the meeting. Come to the meeting with me, because they're like, 'I can't go to a meeting by myself, what do I do?' Well, a lot of them can't, and they shouldn't. Now, I did, but I had a whole group of other graduate students going with me, and encourage that, because the students find out it's fun, the meetings are fun, they get to meet other graduate students, but you get to meet the professors, and I said most of them are just incredibly generous."

I mentioned the importance of the regional receptions at the annual meetings and how they provide a less intimidating environment for meeting and networking, especially for newcomers. "Right," he said, "it's an opportunity to circulate around and introduce people. If I can get a student there, which I did two years ago, I'd bring them around, I see who's in a room that I know and take them around, and just get the connections. You want the networking, because if you need something, you call someone up and say where would I find this? Have you ever run across anything like this? A lot of people say oh yeah. I remember doing that with one of Bill Cronon's students at the National Archives. She was just wandering around, I said what are you looking for? And I said, oh, okay, let me show you how to use the National Archives, and she came up to me about a year later and said you know, that saved me. I would've been there for weeks and never figured out what to do. I said well, that's why we're there, helping."

Gordon Bakken has been helping students for years and supporting his professional organization along the way. He's certainly "living large." □

OAH TACHAU

TEACHER OF THE YEAR AWARD

Now Accepting Nominations for 2008

This award recognizes the contributions made by precollegiate classroom teachers to improve history education. The award, to be given for activities which enhance the intellectual development of other history teachers and/or students, memorializes the career of Mary K. Bonsteel Tachau for her pathbreaking efforts to build bridges between university and K-12 history educators. The winner receives \$1,000, a one-year OAH membership, a one-year subscription to the *OAH Magazine of History*, and a certificate for the teacher's school. Applications for the 2008 award must be received by December 1, 2007.



For more information and to apply, visit: www.oah.org/activities/awards

Lee White

Executive Director, National Coalition for History



White

Vice President Under Fire For Refusing to Comply with Security Oversight

By a vote of 15-14, the Senate Appropriations Committee voted on July 12, to strip language from the Financial Services and General Government fiscal year (FY) 2008 appropriations bill that would have withheld funding for the Office of the Vice President (OVP) until it complied with Executive Order (EO) 12958, as amended. The EO mandates that executive branch departments, agencies, commissions, and "any other entity within the executive branch," report to the Information Security Oversight Office (ISOO) at the National Archives on their procedures for handling and safeguarding classified materials.

Controversy arose in June when it was revealed by the House Government Reform and Oversight Committee that Vice President Cheney had refused to comply with Executive Order 12958, as amended, and report to the National Archives on their classification activities. The OVP initially claimed that it was not an executive branch entity—since the vice president also had legislative responsibilities as President of the Senate—and therefore not subject to the executive order.

When the Senate Financial Services and General Government Appropriations' Subcommittee marked up its bill on July 10, it included language that withheld funding for the activities of the vice president until the OVP complied with the reporting requirements under the EO. After the subcommittee markup, its Chairman Richard Durbin (D-IL) received a letter from White House General Counsel Fred Fielding stating the position that the president had never intended that the OVP be covered when he issued the executive order.

At the full committee markup, Senator Sam Brownback (R-KS) introduced an amendment to strike the language compelling the vice president to comply with the executive order. Democratic Senator Ben Nelson of Nebraska broke ranks with his party and supported the Brownback amendment, thus giving the Republicans the one vote margin they needed to adopt the amendment. As adopted, the Brownback amendment included language suggested by Nelson expressing the "sense of the Senate" that the administration should amend the executive order to state specifically that the vice president is exempt from the classification reporting requirements. During House consideration of the Financial Services and General Government appropriations bill (H.R. 2829), a similar amendment eliminating funding for the Office of the Vice President until he complied with the executive order failed by a 209-217 vote.

Executive Order 12958 sets up a system for classifying, safeguarding and declassifying national security information. One of ISOO's main functions is to oversee the security classification programs in federal agencies and to ensure compliance with its standards through inspections of federal agency records and procedures. In 2006, the OVP

refused to comply with ISOO's inspection and reporting requirements on the grounds that it did not fall within the definition of "agency" as set forth in EO 12958. The Office of Vice President asserted that it was not an "entity within the executive branch" and thus exempt from having to report its security classification activities to ISOO.

In 2006, the ISOO sent two separate letters to the Office of the Vice President requesting that it comply with the executive order and allow ISOO access to their records. Both requests were ignored. In January 2007, the ISOO sent a letter to Attorney General Gonzales requesting his interpretation as to whether the vice president's office was an "agency" and subject to the reporting requirements of the executive order. Again, no response was forthcoming.

Executive Order 12958 is currently being revised. ISOO Director J. William Leonard told the House Government Reform and Oversight Committee that during the interagency review of the proposed changes, the Office of the Vice President sought to abolish the ISOO and also to amend the EO to include a provision exempting the OVP from oversight. Leonard stated that the interagency review group had rejected the OVP's recommendations.

Fiscal Year 2008 Appropriations Come Into Focus

As Congress heads towards its annual monthlong August recess, fiscal year 2008 funding levels for federal agencies and programs of interest to the historical community are beginning to emerge.

• National Archives and Records Administration (NARA) and the National Historical Publications and Records Commission (NHPRC)

On June 28, 2007, the House of Representatives, by a vote of 240-179 approved the Financial Services and General Government appropriations bill (H.R. 2829). The bill includes \$315 million (\$2.1 million above the president's request, and \$35.7 million above fiscal year 2007) for operating expenses of the National Archives. The Committee Report (H. Rept. 110-207) accompanying the bill directs that the \$2.1 million in additional funding be used to restore evening and weekend hours for public research at the archives that were eliminated last October. The bill also includes \$10 million for the National Historical Publications and Records Commission (NHPRC) for grants to states, local governments, universities, local historical societies, and others to help preserve and archive materials of historic significance. The Committee Report (H. Rept. 110-207) directs that the \$10 million will be split: \$8 million for grants and \$2 million for administrative costs. The president's proposed fiscal year (FY) 2008 budget had targeted the NHPRC for elimination. The \$10 million reflects a \$2.5 million increase over FY 2007.

On July 12, the Senate Appropriations Committee approved its version of the fiscal year 2008 Financial Services and General Government Appropriations bill. The bill included \$10 million for the NHPRC, the same amount passed by the House. Unlike the House, the Senate Committee Report language does not direct how the funding should be allocated between grants and administrative costs. The bill includes \$313.9 million for operating expenses of the National Archives. This funding level is \$1.1 million above

the president's request, \$1.1 million less than the House approved in its bill (H.R. 2829), and \$34.6 million above fiscal year 2007 budget. The Electronic Records Archive program will receive \$58 million, the same as the amount provided in the House bill and the president's request. This is a \$12 million increase from last year. It is unlikely that the Senate will consider the bill before it leaves for its August recess.

• Teaching American History Grants

On July 11, 2007, the House Appropriations Committee cleared its Labor, Health and Human Services and Education fiscal year (FY) 2008 budget bill. The committee approved \$119.79 million for the Teaching American History grants program at the U.S. Department of Education, the same amount as in FY 2007. This amount is \$210,000 less than approved by the Senate Appropriations Committee in its bill (S. 1710), but is \$69.79 million more than the president's request.

• National Endowment for the Humanities

On June 27, 2007, by a vote of 272-155, the House of Representatives passed the FY 2008 Interior and Related Agencies spending bill (HR 2643). The bill includes \$160 million in funding for the National Endowment for the Humanities. This amount represents a \$19 million increase over the president's budget proposal and the FY 2007 enacted level. The Senate Appropriations Committee unanimously approved its version of the bill (S. 1696) on June 21. The bill provides \$146 million for the NEH, only a \$5 million increase above both the FY 2007 level and the president's request.

National Archives Takes Control of Nixon Library

On July 11, 2007, the legal transfer of the Richard Nixon Library and Birthplace from the Richard Nixon Library and Birthplace Foundation to the National Archives and Records Administration took place. Concurrently with the transfer, the new Nixon Library opened approximately 78,000 pages of previously withheld materials.

Approximately 58,000 pages come from the Special Files, which were created by the Nixon White House to segregate the most sensitive information from the White House Central Files. Included in the Special Files are Nixon's personal files, his office files, and the files of his closest aides such as John Dean, H.R. Haldeman, Charles Colson, and John Ehrlichman. The remaining approximate 20,000 pages are from the White House Central Files.

Additionally, 165 tape-recorded conversations totaling over 11 hours were released. The Nixon Foundation, as part of the transfer agreement, donated to the National Archives approximately 800 hours from the Nixon White House Tapes previously removed from the tapes according to the Presidential Recordings and Materials Preservation Act of 1974. The National Archives intends to release the remaining tapes from November 1972 in mid-2008. Selected documents and conversations from all of the newly released tapes are available at the Nixon Library's web site <<http://www.nixonlibrary.gov>>. All of the newly released tapes and newly released documents are also available for research in the research room at the Nixon Library and at the National Archives facility in College Park, MD. □



Historians, including longtime OAH members Lesley Kawaguchi and Julian DelGaudio, share ideas on immigration following David Kennedy's State of the Field presentation.

history courses. They want to engage with four-year colleagues, to keep current in their field, and to share their ideas and expertise in maintaining the integrity of the foundation U.S. survey course.

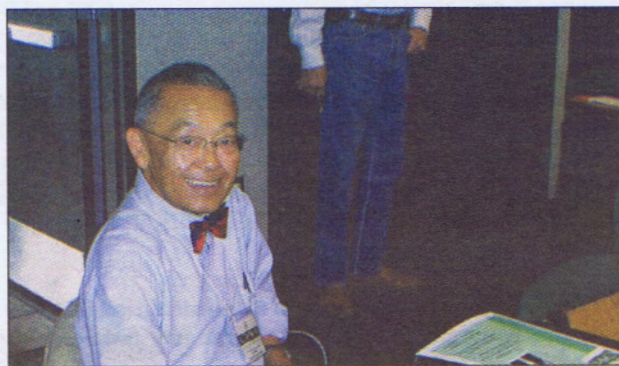
To help meet these needs, OAH pulled together a task force of community college historians from around the country to help devise the workshop series that was piloted last month in California. Fifty community college historians attended a series of core sessions (to be repeated in future workshops in other parts of the country) as well as panels specifically related to regional issues and interests. These included state of the field sessions on immigration, featuring David M. Kennedy, and women and Latino/a history presented by Vicki Ruiz. Other sessions focused on California oral history projects, working with underprepared students and new Americans, using online primary source documents, U.S. history in a global context, interpreting history with museums and materials, online survey courses, teaching late twentieth-century and recent history, incorporating geography and online maps, and finding financial and other resources to build local partnerships, programs, and networks.

The workshop sessions brought together four- and two-year faculty as partners; presenters included faculty from research institutions and community colleges, as well as public historians. The workshop encouraged the use of public history resources in local areas through site visits and the use of curriculum materials. The sessions were videotaped and will be placed with workshop materials and handouts on the OAH web site for use by historians nationwide. To assist faculty to attend the workshop, small stipends (\$200) were provided through the OAH Second Century Campaign. Currently the OAH has dedicated funds raised to cover the program for three years. Executive Director Lee Formwalt explained how roughly fifty historians and OAH supporters pledged nearly \$300,000 to the OAH Second Century Community College Workshop project. The gifts ranged from less than a hundred dollars to several at \$25,000 and \$50,000. Many of the pledges for the project were at the \$5,000 level. Many of the commu-

nity college historians were impressed by the fact that most of the donors were university or public historians.

Scheduling the workshops in the summer allows faculty to attend without missing classes during the regular academic year. Last month's workshop offered a twilight historical tour of the RMS *Queen Mary*, docked in Long Beach, California, followed by dinner onboard. The evening was sponsored by The History Channel, which provided additional educational materials for workshop participants. The workshop also attracted the support of textbook publisher Houghton Mifflin.

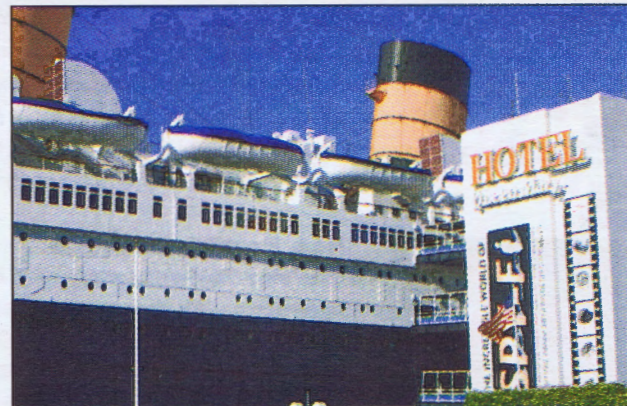
In developing the workshop series, the OAH community college task force realized that outreach was essential. With my background as a community college historian active in OAH with experience in workshop production, I was hired by OAH to coordinate the preparation and execution of the pilot workshop at El Camino. Understanding the challenges of other programs in reaching community college faculty, I sought to identify all the community colleges in the southern California region and all full-time and adjunct historians at each college and to make individual contacts with everyone possible. I also contacted department chairs, coordinators, or other leaders to let them know about the program. One of the greatest challenges in outreach is that there is often no central location for community college information, no consistent division within which history is found, and no consistent depart-



Don Hata joined the workshop, held in memory of Nadine Ishitani Hata, former El Camino Vice President of Instruction and OAH Executive Board member.

ment chair or other leadership. Each college is different, and each requires a different approach. In calling and identifying myself as the community college coordinator from OAH, I found faculty astounded to be receiving a personal phone call from their professional organization. This created much goodwill and interest and appreciation for OAH, and renewed faculty interest in professional involvement.

Although the workshop was targeted for the Los Angeles area, community college historians registered from the hinterlands and deserts of southern California, northern California, and Nevada, driving long distances, and even flying in from Oregon, Washington, Indiana, and New York. Faculty response was overwhelming—they were enthusiastic about the session topics, presenters, state of the field sessions, and the opportunity for funded professional development. The workshop and outreach has provoked an emotional response from community college historians, an intense gratitude that OAH is interested in them and cares about the issues they struggle with. We saw firsthand at El Camino the accomplishment of our dream—to have a successful outreach effort in local areas, to make the OAH real and personally invite two-year faculty to become involved, to make OAH a real resource for historians who feel alone and detached from their colleagues, and to bring two- and four-year colleagues together to enhance our efforts with the survey in practical ways.



The historic ocean liner, RMS *Queen Mary*—permanently berthed in Long Beach, California—served as a unique setting where workshop participants and guests enjoyed a tour and dinner sponsored by The History Channel. (Photo courtesy Stephen E. Lockwood)

Workshop participants were universally enthusiastic in their evaluations of the first workshop at El Camino College. One commented that "I have attended a number of workshops and conferences, but this is far and away the best one in which I was able to really participate." Many said that they gained practical information to incorporate into their classroom, were reenergized, appreciated the balance between scholarship and teaching sessions, the opportunity to discuss issues with four-year college historians, and most of all the chance to network and learn from other community college colleagues. Others noted that the workshop was a great incentive to join the OAH; a number renewed lapsed memberships and others joined for the first time. Others were inspired to volunteer for service. Presenters, too, mentioned the dedication and enthusiasm of these historians, their knowledge of history and of teaching, and their perceptive and provocative questions on wide-ranging issues. Overall, participants came away with new colleagues, renewed commitment to teaching and the historical profession, and interest in future community college programs. They also offered valuable suggestions for future workshops. As one wrote, "I hope the OAH is able to continue the program, as well as increase the participation of community college historians. I will encourage other faculty to take advantage of this opportunity."

Appropriately, the OAH workshop at El Camino College honored the late Nadine Ishitani Hata, historian and former vice president of instruction, and a pioneering leader in establishing community college historians as recognized members of the profession and valued contributors to the OAH. In the wake of the first overwhelmingly successful workshop, OAH looks ahead to the future and to reconnecting with community college historians in other areas. Next year's workshops are planned for Texas and Indiana, with workshops to be held on the East Coast in 2009.

We came away from our experience at El Camino with a renewed commitment to the idea that all practitioners have something important to contribute to the profession. We hope our workshop series can serve as a useful model for other efforts to strengthen our diverse educational community. For historians, creating inclusive partnerships for professional development and to enhance our teaching of U.S. history benefits us all. Our investment in community college history education and historians is an investment in our profession and in the U.S. survey course as the foundation for an informed American citizenry. □

Juli Jones is the OAH Community College Coordinator and a past chair of the OAH Committee on Community Colleges.



Mary Jo Wainwright (right) explains points from her Online Survey Course presentation.

OAH Welcomes New Board Members

Chad Parker

The OAH is pleased to welcome some new faces to the executive board and the nominating board. Joining the executive board are Philip J. Deloria, Martha A. Sandweiss, and Kimberly L. Ibach. New nominating board members include Kimberly L. Phillips, Christine Leigh Heyrman, and Amy J. Kinsel. With the arrival of these new members, the organization further realizes the dedication, experience, and diversity that OAH members have come to expect.

OAH EXECUTIVE BOARD

Philip J. Deloria, a Native American historian, comes to the executive board with a background in history, American studies, mass communications, and music. He most recently wrote *Indians in Unexpected Places* (2004), which won the John C. Evers Award. A professor at the University of Michigan, Deloria served on the editorial board of the *Journal of American History* from 2002 to 2005, the OAH Program Committee in 1999 and 2007, the Ray Allen Billington Prize Committee in 2001, and has been an OAH distinguished lecturer since 1998. Deloria has also worked with the American Historical Association and the American Studies Association. His dedicated service to the profession promises to benefit the OAH as it confronts the challenges ahead.

The second new member, historian of photography **Martha A. Sandweiss**, has served in numerous positions with the OAH, the Western History Association, the School of American Research, and the Center for American Places. She is winner of the Ray Allen Billington Prize and the William P. Clements Prize for her *Print the Legend: Photography and the American West* (2002). She is a professor of American studies and history at Amherst College and brings to the OAH ten years of experience working as a museum curator and director. Sandweiss recently noted, "My background gives me a particular interest in the OAH as an organization that facilitates exchange among historians practicing in a broad range of venues." No doubt, her diversity of experience and knowledge of the organization will help as she prepares to serve the OAH, which, she argues "offers a critical community of peers and a valuable intellectual forum for those of us working in small institutions."

Kimberly L. Ibach, a teacher in Casper, Wyoming's Natrona County School District, provides a new perspective to the OAH Executive Board as well. As a history teacher in Casper, Wyoming, she has been honored with the Tachau Teaching Award and multiple TAH grants. She too has served the OAH over the past decade as she has worked to improve teacher education and expand the reach of the OAH to even more practitioners of history. Her

including K-12 teachers, public historians, National Park Service historians, and museum curators interested in U.S. history." This background, coupled with her interest in the continued expansion of the OAH to include diverse practitioners of history, should prove valuable to the board's work.

The second new member of the nominating board, **Christine Leigh Heyrman**, has been honored with a Bancroft Prize for her *Southern Cross: The Beginning of the Bible Belt* (1997) and a John Simon Guggenheim Memorial Foundation Fellowship among other prestigious awards. A distinguished professor at the University of Delaware, Heyrman has served the profession in a variety of ways. A member of the *Journal of American History* editorial board from 1989 to 1992, she has also been on various award committees and fellowship committees of the OAH, the National Humanities Center, and the Society of American Historians. She plans to be an enthusiastic advocate of increased "efforts to encourage collaborations between college/university history faculty and history teachers at the secondary level."

An instructor at Shoreline Community College, **Amy J. Kinsel** also contributes to the diversity of experience represented on the nominating board. She served on the joint OAH/AHA committee on part-time and adjunct employment from 2003 to 2006 and is currently an editor for H-Adjunct. Consistent with her service to the profession, she argues that "it is important for members of the OAH nominating board to represent all areas of the historical profession." As a board member, she plans "to nominate candidates for OAH committees who represent historians who pursue research as independent scholars, serve as adjunct and part-time faculty at colleges and universities, and teach at community colleges."

Every year, the OAH is fortunate to welcome such dedicated and knowledgeable people to the executive board and nominating board. With the diversity represented by these new members, the OAH seems poised to reach out yet again to practitioners of history of all stripes. □

Chad Parker is assistant editor of the OAH Newsletter.



Deloria



Heyrman



Ibach



Kinsel



Phillips



Sandweiss

strength lies in her talent in bringing together history students and educators on all levels to improve dialogue and diversity within the profession.

OAH NOMINATING BOARD

On the nominating board, **Kimberly L. Phillips**, a professor of history and American studies at the College of William and Mary, provides her expertise not only as a scholar and a teacher, but also as a public historian. Phillips understands her reach saying, "My scholarship, teaching, and community-based history interests in African American, U.S., and women's cultural and labor history have introduced me to diverse audiences,

Two-Weeks Teaching U.S. History in Japan

With generous support from the Japan-United States Friendship Commission, the OAH and the Japanese Association for American Studies (JAAS) will send two American scholars in the summer or fall of 2008 to Japanese universities for two-week residencies. There, in English, the American historians give lectures and seminars in their specialty and provide individual consultation to Japanese scholars, graduate students and sometimes undergraduates studying American history and culture. Visitors also participate in the collegial life of their host institutions and help expand personal scholarly networks between Japan and the U.S. The aim of the program is to contribute to the expansion of personal scholarly networks between the two countries. We are pleased to announce (pending funding) the twelfth year of the competition.

Round-trip airfare to Japan, housing, and modest daily expenses are covered. Awardees are also encouraged to explore Japan before or after their two-week residency at their own expense. Applicants must be members of the OAH, have a Ph.D., and be scholars of American history. Applicants from previous competitions are welcome to apply again. Winners of the competition are expected to attend the 2008 OAH annual meeting in New York City (March 28-31), so that they can meet with visiting Japanese scholars and graduate students as well as the OAH-JAAS Historians' Collaborative Committee.

The two host institutions in Japan for 2008 are:

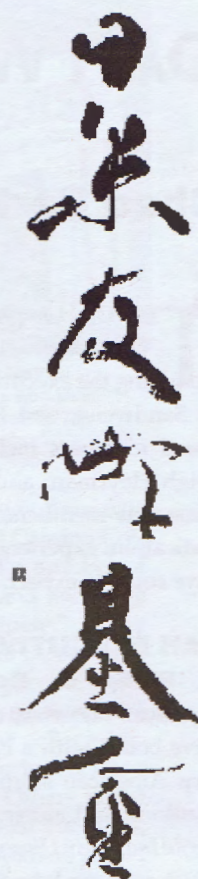
- **University of the Ryukyus**, which seeks a specialist in Japanese American History, Asian Studies, and Ethnic Studies.
- **Waseda University**, which is seeks a specialist focusing on Asian American Literature or Comparative U.S.-Japanese History.

More information about the Japanese host institutions is available at <http://www.oah.org/activities/awards/japan/>.



Applications should include the following:

1. A two-page curriculum vitae emphasizing teaching experience and publications. Also include the names and contact information of three references.
2. The institution(s) for which you would like to be considered.
3. A personal statement, no longer than two pages, describing your interest in this program and the issues that your own scholarship and teaching have addressed. Please devote one or two paragraphs to why you understand this residency to be central to your development as a scholar in the world community. You may include comments on previous collaboration or work with non-U.S. academics or students. If you wish, you may comment on your particular interest in Japan. Applications must be sent in Microsoft Word (or .RTF) format by October 15, 2007 to the chair of the selection committee: Professor G. Kurt Piehler at gpiehler@utk.edu. **Applicants must be current members of the OAH.**



INSTITUTE-NEH POSTDOCTORAL FELLOWSHIP 2008-2010

The Omohundro Institute of Early American History and Culture offers a two-year postdoctoral fellowship in any area of early American studies, to begin July 1, 2008. A principal criterion for selection is that the candidate's dissertation or other manuscript have significant potential as a distinguished, book-length contribution to scholarship. A substantial portion of the work must be submitted with the application. Applicants may not have previously published or have under contract a scholarly monograph, and they must have met all requirements for the doctorate before commencing the fellowship. Those who have earned the Ph.D. and begun careers are also encouraged to apply. The Institute holds first claim on publishing the appointed fellow's completed manuscript. The Institute's scope encompasses the history and cultures of North America's indigenous and immigrant peoples during the colonial, Revolutionary, and early national periods of the United States and the related histories of Canada, the Caribbean, Latin America, the British Isles, Europe, and Africa, from the sixteenth century to approximately 1815.

Fellows devote most of their time to research and writing, work closely with the editorial staff, and participate in colloquia and other scholarly activities of the Institute. In addition to a beginning stipend of \$40,000, the fellowship provides office, research, and computer facilities as well as some travel funds for conferences and research. Fellows hold concurrent appointment as assistant professor in the appropriate department at the College of William and Mary and teach a total of six semester hours during the two-year term. Institute fellows also have the option of spending a summer at the Huntington Library on a full grant within five years of their residency in Williamsburg.

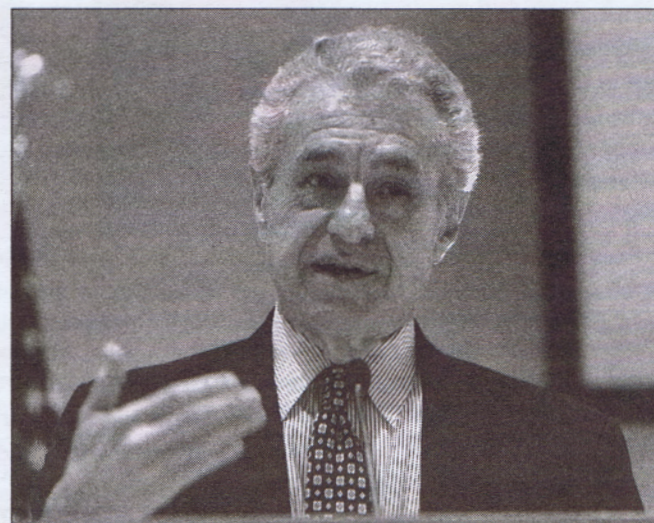
For the calendar year 2009 the fellow will be supported principally by the National Endowment for the Humanities through its program of fellowships at Independent Research Institutions. During that year he or she will be designated both an NEH and an Institute fellow.

The award is open to all eligible persons equally. Foreign nationals must have lived in the United States for the three years immediately preceding the date of the fellowship award in order to receive NEH funding. The College of William and Mary is an Equal Employment Opportunity/Affirmative Action employer.

Further information may be obtained by contacting Institute-NEH Fellowship, OIEAHC, P.O. Box 8781, Williamsburg, VA 23187-8781. Email: ieahc1@wm.edu. Website: <http://www.wm.edu/oieahc/NEH.html>.

Applications must be postmarked by November 1, 2007.

OAH Distinguished Lectureship Program



OAH Distinguished Lecturer **Gar Alperovitz**, University of Maryland, keynoted a statewide Phi Alpha Theta conference in Virginia last March, hosted by the Tau Pi chapter of James Madison University. He spoke on "Equality, Liberty, and Democracy: A Historian Looks Ahead to the Twenty-First Century."

<http://oah.org/lectures/>

On the Trail of the Underground Railroad

An NEH Landmarks Grant

James A. Percoco

On a misty late July morning last summer, fifty K-12 history educators gathered near an obscure blue and yellow Commonwealth of Pennsylvania historical marker alongside a rural farm road. Over 150 years earlier, on the morning of September 11, 1851, Edward Gorsuch, his son Dickinson, and their posse of slave catchers approached the home of William Parker, a runaway slave, who lived in southern Pennsylvania. It was not Parker the men were after, but rather four slaves that had belonged to Gorsuch. They had escaped two years earlier from his Bel Air, Maryland, plantation, Retreat Farm. Tipped off about the whereabouts of his "property," Gorsuch traveled first to Philadelphia, where he secured a federal warrant, and then to Lancaster County, to reclaim what was legally his.

A group of educators listened intently to local historian Bud Rettew as he recounted this story. He gestured to the field where Parker's residence once stood, where the elder Gorsuch was killed, and where his son was seriously wounded. This site of what became known as the Christiana Riot has recently been resurrected by a new generation of antebellum historians who continue to investigate the history of resistance and the Underground Railroad. That is why educators from across the country traveled to this remote corner of Pennsylvania to learn the new scholarship about the Underground Railroad and how best to make that scholarship available to their students.

Like many National Endowment for the Humanities Landmark Grants, this weeklong experience under the leadership of Matthew Pinsker, professor of history at Dickinson College, endeavors to reveal lesser known but equally important stories of American history by imbedding teachers in historical sites and immersing them in the primary sources. The contingent of K-12 teachers, librarians, and administrators would also visit the small village of Christiana where an unusual obelisk commemorates the



African Americans in wagon and on foot, escaping from slavery, in a reproduction of a painting by Charles T. Webber in the Cincinnati Art Museum. (Library of Congress Prints and Photographs Division, digital ID 3a29554.)

Brown's 1859 raid. Seeing where history happened makes a difference, and teachers indicated as much after their visits. "The field trips gave 'life' to the time and events of the subject," reported one participant."

"We want to help situate the story of the Underground Railroad in the story of the coming Civil War," says Pinsker. "Most state standards and many teachers focus too heavily on the territorial crisis in Kansas and elsewhere as the great contributing factor to the war. There was an equally important fugitive crisis in the 1850s that played out across the borderlands and into the Northeast. We travel to places like Christiana and Harpers Ferry to help frame this part of the story and to show how sporadic violence over fugitive

slaves contributed to the ultimate outbreak of massive violence in the Civil War." But there's a secondary agenda for Pinsker and his team of historians, museum specialists, and master classroom teachers seeking to find a new definition of

and with historians of the Underground Railroad. Fergus Bordewich, whose book *Bound for Canaan: The Underground Railroad and the War for the Soul of America*, one of the required texts, which argues that the Underground Railroad was really the first true civil rights movement in American history, participated in the discussions. Participants also listened to historian Catherine Clinton, author of *Harriet Tubman: The Road to Freedom*, which offers a new appraisal of arguably the most famous conductor on the Underground Railroad. Participants enjoyed the readings and stated that they not only "added to our background knowledge of the subject," but they also suggested new ways of exploring the history of individuals, something students appreciate.

Armed with a cornucopia of online and print primary resources, the participants left better prepared and more energized to develop new and thoughtful lesson plans based on their experiences. As an extension of their experience, these teachers and others can now access the Underground Railroad Resource Center, an online collection of primary source materials. "The Resource Center," according to Pinsker, "aims to expand the dialogue which we began over the summer in order to reach a wider community. Not everybody can attend NEH workshops, but almost anyone can gain easy access to the Internet." To access the Resource Center see <<http://housedivided.dickinson.edu/ugrr>>.

This past July, Pinsker and his team assembled again, once more leading their enthusiasts on the trail of the Underground Railroad. The 2006 and 2007 programs were very successful in opening new avenues of scholarship in a topic that intrigues many teachers. □

James A. Percoco teaches at West Springfield (VA) High School and is History Educator-in-Residence at American University. He was a Master Classroom Teacher for the NEH Landmarks of the Underground Railroad project and is an advisory board member of the Abraham Lincoln Bicentennial Commission.



THREE HUNDRED DOLLARS REWARD.—Ran away from the subscriber, residing near Bladensburg, Prince George's county, Maryland, on Saturday night, the 22d of March, 1856, my negro man, Tom Matthews, aged about 25 years, about 5 feet 9 or 10 inches high, dark copper color, full suit of bushy hair, broad face, with high cheek bones, broad and square shoulders, stands and walks very erect, though quite a sluggard in action, except in a dance, at which he is hard to beat. He wore away a black coat and brown pantaloons. I will give the above reward if taken and brought home, or secured in jail, so that I get him.

E. A. JONES, near Bladensburg, Md.

"Heavy Reward," in William Still, *The Underground Rail Road. A Record of Facts, Authentic Narratives, Letters, &c. Narrating the Hardships, Hair-breadth Escapes, and Death Struggles of the Slaves in their Efforts for Freedom* (Philadelphia: Porter & Coates Publishers, 1872), 324.

Christiana Riot in an ambiguous manner. "Edward Gorsuch: He died for law" is etched on one side while another side praises the men who stood up to that law. This site of American public memory raises serious questions rather than offers definitive answers. For some historians, the road to the Civil War began here. For many other historians, Harpers Ferry provided the spark that initiated the Civil War, and participants visited there two days later to witness the National Park Service's interpretation of John

the Railroad. "A primary goal of the workshop," according to Pinsker, "is to help empower teachers to see all the possibilities for using hard evidence, actual places, and real people to document the history of the Underground Railroad. There's been some fantastic work done on this subject over the last decade, and we tried our best to expose teachers to as much of it as possible."

During the course of the five days of study, participants engaged in meaningful conversation with each other

Announcement

RECORDS OF THE NATIONAL PARK SERVICE

REVISED FINDING AID AVAILABLE AUGUST 2007



Organization of
American Historians
in cooperation with the
National Park Service



Coming in August... a revised inventory of the records of the National Park Service (Record Group 79) at the National Archives at College Park, Maryland!

The product of more than four years of records research and verification, this free finding aid, produced by the Organization of American Historians in cooperation with the National Park Service, updates Edward E. Hill's 1966 *Inventory of the Records of the National Park Service*. It contains descriptions of all records in the record group (including textual, cartographic, and electronic records, and still and motion pictures), which collectively represent more than 200 years of history.

The free revised inventory will be available August 25, 2007.

REVISED INVENTORY at a glance...

Features-

- updated NPS administrative history
- more than 130 new series descriptions
- more than 40 appendices

Highlights-

- Mission 66 Program records
- District of Columbia surveyors' notebooks
- Civil War Centennial Commission records

Available-

- August 25, 2007
- www.cr.nps.gov/history



INSTITUTE ANDREW W. MELLON POSTDOCTORAL RESEARCH FELLOWSHIP 2008-2009

The Omohundro Institute of Early American History and Culture invites applications for a one-year Andrew W. Mellon Postdoctoral Research Fellowship in any area of early American studies, to begin July 1, 2008. The award carries a year's support to revise the applicant's first book manuscript and the Institute's commitment to publish the resulting study. The Institute's scope encompasses the history and cultures of North America's indigenous and immigrant peoples during the colonial, Revolutionary, and early national periods of the United States and the related histories of Canada, the Caribbean, Latin America, the British Isles, Europe, and Africa, from the sixteenth century to approximately 1815.

The principal criterion for selection is that the candidate's manuscript have significant potential for publication as a distinguished, book-length contribution to scholarship. Applicants must submit a completed manuscript and may not have another scholarly monograph under contract. They must have met all requirements for the doctorate at least twelve months prior to commencing the fellowship. The Institute will hold first rights to publishing the revised study. The application should reflect a thoughtful program for revision. Persons who have previously participated in the Institute-National Endowment for the Humanities postdoctoral fellowship competition may apply, but former recipients of that fellowship will not be eligible. Those who qualify may apply simultaneously to both programs.

A year-long residency at the Institute is recommended; however, flexible arrangements are possible. No other employment may be held during the fellowship. Fellows are expected to devote their time exclusively to research and writing and to work closely with the editorial staff. The fellowship carries a stipend of \$45,000 and a comprehensive benefits package; in addition, office facilities at the Institute and some funds for travel to conferences and research are available.

The Andrew W. Mellon Postdoctoral Research Fellowship is open to all eligible persons equally, including foreign nationals. It is made possible by the renewal of a generous grant to the Institute by the Andrew W. Mellon Foundation and will be offered annually over the next three years. The Institute is a National Endowment for the Humanities-designated Independent Research Institution; is cosponsored by the College of William and Mary and the Colonial Williamsburg Foundation; and is an Equal Employment Opportunity/Affirmative Action employer.

Further information may be obtained by contacting: Andrew W. Mellon Postdoctoral Research Fellowship, OIEAHC, P.O. Box 8781, Williamsburg, VA 23187-8781. Email: ieahc1@wm.edu Website: <http://www.wm.edu/oieahc/Mellon.html>.

Applications must be postmarked by November 1, 2007.

Change Over Time



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For information and application:

Public History, History Department
Arizona State University, Tempe campus
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Fax: 480-965-0310
public.history@asu.edu
www.asu.edu/clas/history/graduate/



Arizona State University vigorously pursues affirmative action and equal opportunity in its employment, activities and programs.

SCHOMBURG CENTER FOR RESEARCH IN BLACK CULTURE SCHOLARS IN RESIDENCE

SCHOMBURG CENTER FOR RESEARCH IN BLACK CULTURE, a unit of The New York Public Library's Research Libraries, announces its Scholars-in-Residence Program for the academic year of 2008-2009.

The Fellowship Program encompasses projects in African, Afro-American, and Afro-Caribbean history and culture, with an emphasis on African Diasporan Studies and Biography, Social History and African American Culture. (Please see our website for information on the Center's holdings.)

REQUIREMENTS Fellows are required to be in full-time residence at the Center during the award period. They are expected to utilize the Center's resources extensively, participate in scheduled seminars, colloquia and luncheons, review and critique papers presented at these forums, and prepare a report on work accomplished at the end of their residency.

Persons seeking support for research leading to degrees are not eligible under this program. Candidates for advanced degrees must have received the degree or completed all requirements for it by the application deadline. Foreign nationals are not eligible unless they will have resided in the United States for three years immediately preceding the award date.

AWARD Fellowships funded by the Program will allow recipients to spend six months or a year in residence with access to resources at both the Schomburg Center and The New York Public Library. The fellowship stipend is \$30,000 for six months and \$60,000 for twelve months. This program is made possible in part through a grant from the National Endowment for the Humanities, the Ford Foundation, and the Samuel I. Newhouse Foundation.

FOR MORE INFORMATION AND APPLICATION FORMS

write to the Scholars-in-Residence Program.
Schomburg Center for Research in Black Culture
515 Malcolm X Boulevard, New York, NY 10037-1801
Telephone: 212-491-2228, email: sir@nypl.org or visit our website at: <http://www.nypl.org/research/sc/scholars/index.html>

APPLICATION DEADLINE DECEMBER 1, 2007

Teachers and Students as Historical Thinkers: Second Annual TAH Symposium

Kelly A. Woestman

Over 135 people participated in the second annual TAH Symposium held March 28-29, 2007 in order to examine more closely the impact of over \$600 million in federal grants on history education across the nation. Cosponsored by H-TAH, the H-Net discussion network for Teaching American History grants, and the Organization of American Historians, this gathering took a closer look at how these grants are affecting tenure and promotion in college history departments and discussed effective grant evaluation strategies as well as examined effective and ineffective collaboration approaches among grant partners. In addition to three panel-led discussions, H-TAH list members submitted topics for discussion during the Thursday morning roundtable discussions that ranged from conducting historical field trips to effective teacher recruitment.

During the symposium's introductory session, H-Net Executive Director Peter Knupfer asked participants how the TAH program is changing not only in response to the outside evaluation report from an independent research and design firm, SRI International, but also the evaluations produced by individual grant programs. Another important point considered was whether or not historians are becoming more involved in the schools and whether TAH grants are developing enduring partnerships or merely short-term collaborations that will end when grant funding ceases. Are historians changing the ways they are teaching in response to their involvement in TAH programs? Knupfer posed these and other questions that laid the foundation for the audience centered discussions that followed.

Discussing the impact of TAH grant participation on tenure, promotion, and departmental mission statements, department chairs and recently tenured and promoted historians shared their insights before audience members discussed issues important to the larger profession. Kris Lindenmeyer, chair of the history department at the University of Maryland-Baltimore County and H-Net president, along with fellow chairs Timothy D. Hall of Central Michigan University and Edward R. Crowther of Adams State University, explained how their departments had attempted to maximize their involvement in TAH grants and had incorporated their work in these projects into the broader context of their departments, including establishing graduate degrees specifically designed for teachers. Finding her work with TAH grants 'intellectually stimulating,' Laura Westhoff of the University of Missouri-St. Louis documented her struggles to gain tenure often in spite of her TAH activities.

TAH coeditor Thomas Thurston chaired the discussion session focused on enhancing the collaboration among historians, teachers, and education experts. The panel included Tim Hoogland of the Minnesota State Historical Society, Dennis Lubeck of the Cooperating School Districts of St. Louis (MO), and Robert Vicario of the University of California-Irvine and the Santa Ana Unified School Dis-

trict. Hoogland emphasized the individual nature of TAH grants and pointed out that teachers are the "largest group of public historians in the nation." Vicario emphasized the need for historians to come to the table to work with pre-K-12 teachers and Lubeck discussed how TAH grants have raised expectations for professional development offerings for teachers.

Researching and evaluating TAH grants was the subject of the third panel session chaired by H-TAH coeditor Rachel Ragland. Elizabeth Ashburn, formerly of the Battle Creek (MI) Area School Districts, Carol Lasser of Oberlin College, and Teresa Eckhout of the Lincoln Public Schools shared their experiences in the formative and summative evaluation of grants. Ashburn asserted that if teachers think they are learning a great deal, they will come back to learn more, while Eckhout discussed some of the important details of conducting evaluations. Lasser shared her insights as a historian critically evaluating TAH grants.

Roundtable discussions centered on topics designated by H-TAH list members and focused on a wide variety of concerns among TAH grant personnel including teacher recruitment and graduate credit issues. Topics included: the treatment of teachers as fellow historians within the profession, understanding that teachers should play a role in determining historical content and pedagogical approaches that are applicable to their classroom settings, and effective dissemination of grant activities through online sources and existing professional development networks. Discussions also examined how integrating reading and literacy into TAH grants can widen elementary teachers' impact, and other roundtables brainstormed effective workshop formats as well as book clubs and teacher learning teams. Discussion leaders posted summaries on the H-TAH listserv that can still be accessed via the network's discussion logs.

Wednesday evening's dine around organized by OAH staff also added another dimension to the networking that took place during this year's TAH Symposium. Dinearound participants expressed their appreciation for the opportunity to network with colleagues in the informal settings provided by the area restaurants preselected by OAH staff. Due to the less formal setting, diners were able to ask specific questions about each other's grants and interact on a more individual level.

Symposium keynote speaker Bob Bain assessed the role of Teaching American History grants in the broader context of history education asking, "What do we do with this opportunity?" Stating that "it takes a university to raise a history teacher," he questioned the tie between teacher and student knowledge and implored the audience to "uncover and understand the logic" imbedded in teacher education to inform our practice of teaching students historical thinking skills. Bain also asserted that it would worth exploring the research that documents learning in other content fields—citing math as an example—to inform our own

practice. Concluding the two-day event, Knupfer asked the audience to consider what questions we had not asked and what questions we should stop asking related to TAH grants. He noted, "TAH is about more than teachers—it's about changing all levels of history education." The third annual TAH Symposium will be held in conjunction with next year's OAH meeting in New York City. Notes and transcripts from the TAH sessions have been posted to the H-TAH website <<http://www.h-net.org/~tah>>. □

Kelly A. Woestman is the H-Net Vice-President for Teaching and Learning and coeditor of H-TAH <<http://www.h-net.org/~tah>>. She is a professor of history and history education director at Pittsburg (KS) State University and has been involved with implementing and evaluating twelve TAH grants throughout the country.

Correspondence

To the OAH Newsletter Editor:

While I have enormous respect for Nell Irvin Painter, I object to honoring Senator Robert C. Byrd with the Friend of History Award. [Painter, "Senator Robert C. Byrd 2007 Friend of History," *OAH Newsletter*, May 2007, 1.] Byrd led the long filibuster against the passage of the Civil Rights Act of 1964, the Equal Accommodations Act. Nell Painter alludes to this in her last paragraphs when she mentions that "back then I heard Senator Byrd as someone speaking against, rather than for, my interests as an American." It was no minor peccadillo, easily forgiven with the passage of time. Moreover, he did not merely cast a vote demanded by his constituency. He was an active, passionate leader. Byrd claimed to be objecting to the increase in federal power. He was in fact speaking for the maintenance of Jim Crow and all that implied. We historians, especially, should respect that oft quoted passage of William Faulkner's "The past is never dead. It isn't even past." I hardly know where to turn to object when an aircraft carrier is named after Senator John Stennis, but can at least register my objection to the OAH honoring Senator Byrd. □

Sincerely yours,

—Daniel Levine

Thomas Brackett Reed Professor
of History and Political Science
Bowdoin College

Picturing America Initiative

Bruce Cole



Cole

Since 2002, We the People has been envisioned as a way to further the study, understanding, and appreciation of our nation's history. It has grown to include the Bookshelf for young readers; the preservation of historic documents; and grants to scholars, teachers, filmmakers, museums, libraries, and other institutions.

We will soon be formally announcing the pilot of a new project under the We the People banner titled Picturing America. This new initiative will open up another avenue of discovery and appreciation of our legacy, which stresses the importance of the visual arts in American history.

The major focus of Picturing America is to show that art speaks dynamically and forcefully about where a people have come from, what they have endured, and where they are headed. For example, we cannot imagine the his-

tory of Egypt without the pyramids, or of Italy during the Renaissance without the works of artistic giants such as Michelangelo and Leonardo da Vinci. What these cultures accomplished through their art significantly affects how we see and understand them.

The history of America is also illuminated by its art. American art tells a story that began even before the birth of our nation; and like our country, it has recorded and served as a catalyst for our diversity, continued growth, and change. The vision of Picturing America is to take this story directly to our youngest citizens—those students in the critical K–12 age-group—at a time in their lives when they are beginning to form judgments about our culture.

To this end, the pilot of Picturing America will bring some of America's art treasures into the more than 1,500 K–12 schools that successfully applied for the project. The centerpiece is a set of twenty 24 x 36 inch high-quality, laminated color reproductions of masterpieces of American art, accompanied by a 120-page teachers' resource booklet. One image (or group of related images) will occupy each side of a poster (that is, front and back) for a total of forty single

images or image-groups. The entire booklet, thumbnails of the images, and additional material on cross-curricular resources will be placed on the NEH website so that access is readily available to anyone interested in the project.

As a whole, the collection represents a broad range of artwork, from American Indian pottery and basketry and Spanish colonial architecture to the abstract work of the latter half of the twentieth century. Students and teachers will be able to learn the stories behind iconic images, such as Gilbert Stuart's full-length portrait of George Washington, now in the National Portrait Gallery in Washington, D.C., as well as the fascinating lessons taught by lesser known pieces, such as a quilt made by an African American woman who was born into slavery.

The works were selected for their artistic quality, range of media, and ability to be grouped for comparative discussion about artists, art forms, and subject matter. They are designed to provide

a touchstone for integrating art into the curriculum: not only into American history (although that is a major goal), but also into language arts, literature, science, math, and music. The visual arts cross over into many areas, and Picturing America is designed to facilitate that integration.

We have been very fortunate to have had the cooperation of American museums, libraries, and historical organizations, many of which have been more than generous with their time and the costs of rights and reproduction of works in their collections. They believe, as we do, that it is vital to get the word out about the importance of art in K–12 curricula. We have also been very careful to make the works selected for Picturing America accessible. Not only architecture and public pieces (such as the Shaw Memorial on Boston Common by Augustus Saint-Gaudens), but all the works are housed in collections open to the public. Picturing America is, above all, about restoring the primacy of seeing, of exploring the visual elements through which art communicates America's story. □

Just written a great article? Need money to finish dissertation research? Published a pathbreaking book this year? Seen an outstanding documentary lately? Know an innovative high school history teacher?

APPLY OR NOMINATE SOMEONE FOR 2008 OAH AWARDS AND PRIZES

The Organization of American Historians sponsors or cosponsors more than 20 awards, prizes, grants, and fellowships given in recognition of scholarly and professional achievements in the field of American history. The awards and prizes are presented during a special awards ceremony along with the presidential address at the OAH annual meeting. Most deadlines are October 1 or December 1, 2007.

For descriptions, application instructions, and guidelines, visit: www.oah.org/activities/awards



ANNOUNCING THE LAWRENCE W. LEVINE AWARD IN AMERICAN CULTURAL HISTORY

Given in recognition of the best book in American cultural history, the Lawrence W. Levine prize will be presented for the first time at the 2008 OAH Annual Meeting, in New York City. The award memorializes the career of Lawrence Levine, whose scholarship has shaped a generation of American historians. We honor his dedication to the history profession, his success in expanding the boundaries of historical scholarship, and his significant contributions to the field of American cultural history.

Author will receive \$2,000 and publisher will be honored with a certificate of merit.

Entries for the 2008 award must be received by November 1, 2007.

For more information, visit:
www.oah.org/activities/awards



National Declassification Initiative

Allen Weinstein



Weinstein

Declassification issues are an important part of the mission of the National Archives. NARA is doing some important work in this area, and I want to report to OAH members on our progress. More than a year ago, after learning that some agencies had removed declassified documents from public purview at NARA with an eye toward reclassifying them,

I restored the declassification process and announced that NARA would take several major steps to strengthen our commitment to maximizing timely access.

One of them was creation of the National Declassification Initiative (NDI) to better coordinate and integrate our declassification efforts with those of other federal agencies. The NDI is also aimed at improving the quality of reviews of classified material and releasing as much information as we can as quickly as possible. The NDI, which began in

October 2006, involves teams of experts from our staff and from the agencies that originate and contribute to classified documents. The interagency team is led by Michael Kurtz, Assistant Archivist for Records Services-Washington, DC. The major agencies involved are the Central Intelligence Agency, the Department of State, the Department of Energy, and the Department of Defense, including the Army, Navy, Marines, and Air Force. I am pleased to report that these teams are making visible progress toward the NDI's goals.

First, we are seeking to accelerate the review of some 160,000 cubic feet, or about 480,000,000 pages, of classified records at the National Archives at College Park. These records have received an initial review by their originating agency, but now many of them need to be reviewed by other agencies with "equities," or classified information from other, nonoriginating agencies that is contained in the records. The presidentially ordered deadline for making these equity referrals was December 31, 2006, and agencies have three years, or until December 31, 2009, to review and decide on their equities in such referrals, or they are then subject to automatic declassification.

Ordinarily, resolving referrals requires a large investment of not only resources, but also time. Referring material to individual agencies for review requires a significant amount of time to send the records, either physically or electronically, then additional time for the agency to review them and report back, and then more time to resolve any questions that arise. However, that is not the case with NDI, which seeks to make the process more efficient and effective. Now, agency representatives come to College Park and, with NARA staff, examine the classified documents. If another agency needs to review documents for equities, the representative of that agency is also at the table, and the matter can be settled on the spot. This is one of the keys to the NDI's success so far.

Second, we are performing quality assurance on the previous initial review of the documents conducted by the

agencies. We want to ensure that material that ought to be made public is released and material that ought to be withheld, for national security or other reasons, is not released. We also want to avoid having agencies over-refer material to other agencies or withhold information that does not require continued classification. The interagency quality assurance team recently reported some very early results based on samples from 87 records series, and the news is good. In the end, the team found that 72 passed, 12 failed, and three require additional sampling before a final decision can be made. Those series that failed require a variety of measures to make them eligible for continued processing for eventual release.

The declassification activity should also be viewed in the larger picture. The 160,000 cubic feet of classified records at issue represents only that which we have on hand today and does not include accessions that will arrive in the near future that will require additional declassification processing. Moreover, these records are just part of a backlog of about one million cubic feet of unprocessed records of all kinds, not just classified ones. To decrease—and eventually eliminate—this massive backlog and keep up with future accessions, we have reassigned a number of our experienced staff archivists who are familiar with those records. They are writing descriptions for all records series to the appropriate level to ensure adequate access by professionals and others who do research at NARA.

A similar effort is being made in our presidential libraries, under the Remote Archives Capture Project (RAC), developed by the libraries and the Central Intelligence Agency. Classified documents that are approaching 25 years of age are scanned, brought to the Washington DC area, and reviewed by equity-holding agencies to determine if their information should remain classified. The Office of Presidential Libraries has scanned more than 3.5 million pages of classified material from the Truman through Carter administrations. By December 2006, the libraries had met the deadline for referral of multiple-equity documents. So far, the libraries have received decisions on more than 500,000 pages of materials as a result of these procedures.

The NDI and the RAC help us focus on one of our major missions: providing access to as many of the records of the federal government as possible. In the final analysis, the success of the NDI and NARA's leadership will be measured in terms of how it assists in fulfilling our strategic goal to ensure access by the public as soon as legally possible. This will require unprecedented output in order to move 160,000 cubic feet through the process in a relatively short period of time. The National Archives is in the access business, and its efforts are focused on providing maximum accessibility to federal records in a timely manner. The ready availability of these vital records is essential in a democracy such as ours. Citizens must be able to hold government officials accountable, obtain copies of records guaranteeing their rights and entitlements, and see and read the story of the nation. □

OAH Opens Search for New Treasurer

OAH President-elect Pete Daniel is appointing a search committee to succeed OAH Treasurer Robert Cherny, who has announced his intention to step down as the financial officer for the organization. Cherny, professor of history and acting dean of undergraduate studies at San Francisco State University, will complete his five-year term in spring 2008. The organization is deeply grateful for Cherny's service, counsel, and supervision of the OAH's finances during his tenure.

According to the OAH Constitution and Bylaws, "The Treasurer shall review all disbursements of funds, shall report to the membership annually on the financial status of the Organization, shall together with the Executive Director and Editor prepare a proposed budget each spring for submission to the Finance Committee, shall serve on the Finance Committee, and shall serve as financial adviser and consultant to the Organization." In addition, the treasurer approves reports to the membership annually in the *OAH Newsletter* and in person at the annual meeting. The treasurer is considered an "officer of the Organization" and serves as a voting member of the Executive Board.

OAH members are encouraged to apply themselves or to nominate another.

Send letters of interest or nomination, along with a c.v. or résumé to: OAH Treasurer Search, P.O. Box 5457, Bloomington IN 47407-5457, or via e-mail to: <treasurer07@oah.org>.

The committee will begin reviewing applications October 1, 2007.

Learning from Teaching Experiences

Siobhan Carter-David



Carter-David

As the summer continues to heat up, OAH members, staff, and affiliated organizations continue to gear up for the 2008 annual meeting in New York City. This time around, there is so much more taking place that will be aimed at advancing history education. More specifically, we are happy to announce that we will be working closer than ever with the Gilder Lehrman Institute of American History to bring to the 2008 annual meeting more exciting and informative special programs and events for pre-collegiate history educators.

Meanwhile, here in Bloomington, my role as Education Coordinator continues to be influenced by my teaching experiences as a doctoral student. This summer, my inspiration comes from my second year as an associate

instructor for Indiana University's Groups Program, a federally funded TRIO program that for thirty-nine years has helped specially selected students from Indiana from the time they complete their application to attend Indiana University until they accept their diploma on graduation day. The program focuses on those who are first in their family to attend college, those with limited financial resources, and students with disabilities from all racial and economic backgrounds.

The course that I teach, "Critical Reading and Reasoning for the New College Student," explores the contours of Malcolm Gladwell's number one national bestseller *The Tipping Point: How Little Things Can Make a Big Difference* (2000). Although this course is not centered solely on the study of historical people, places, or events, its mission to teach critical reading and reasoning creates a unique opportunity for history graduate students to relay to incoming freshman the importance of interrogating sources, debating issues, and thinking dynamically. However, it also

provides a space for an understanding of the special difficulties facing high school teachers and professors teaching college freshman, namely, those that require a teaching of new responsibilities as students cross the threshold from secondary school to college life, from childhood to adulthood.

As I begin my second and final year working at OAH, I know that my experiences as an instructor put me in league with the teachers and professors that I serve through this organization. For this reason, I am sure that my work throughout the academic year will prove to be even more challenging and enlightening than the last. □

Siobhan Carter-David is OAH Education Coordinator. A graduate student in history at Indiana University, Carter-David is also an OAH-IU Diversity Fellow.

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Theodore Lee Agnew, Jr.

Theodore Lee Agnew Jr. of Stillwater, Oklahoma died April 15, 2007 in Tucson, Arizona, at the age of ninety. He was born December 21, 1916, in Ogden, Illinois, to Dr. T. Lee Agnew and Agnes Faris Agnew and was the eldest of six children. Educated in Ogden's public schools, he later studied history at the University of Illinois, receiving his B.A. in 1937 and M.A. in 1938. Further study at Harvard University was interrupted by service in the U.S. Navy from 1942 to 1946; eventually, he completed his Ph.D. in 1954.

Ted was married December 25, 1942, to fellow graduate student Jeanne LeCaine of Port Arthur, Ontario. They reared five children. In 1947, he accepted an assistant professorship at Oklahoma A&M College (later Oklahoma State University) and was promoted in 1960 to the rank of professor. Jeanne had meanwhile received equivalent faculty appointments in mathematics. They retired in 1984, credited with sixty-two years of faculty service at OSU.

He was active in professional organizations and was a fifty-year member of the American Association of University Professors, American Historical Association, Organization of American Historians, and Southern Historical Association. He also held committee posts with several of these organizations. Twice he was a member of OSU's Faculty Council, serving as faculty chair in 1963-1964. Ted remained active in the U.S. Naval Reserve, retiring with the rank of commander in 1973. He held a Ford Foundation grant in 1952-1953 and was twice a visiting professor at Emory University.

He wrote several small historical studies, including a chapter on Stillwater's church in an OSU Centennial History volume, biographical sketches of Peter Cartwright (*American National Biography*) and others (*Notable American Women*), and a brief history of the Methodist Church's South Central Jurisdiction (1939-1968). He left a nearly complete history of Episcopal elections in the United Methodist South Central Jurisdiction (1968-2004).

Ted was fortunate in being able to combine lay work in United Methodism with his academic interests. Twice he taught Methodist history at Phillips Graduate Seminary. Active in First United Methodist Church, he served also on agencies of the Oklahoma Annual Conference and of the general United Methodist Church. In addition to being elected six times as a lay delegate to the United Methodist Church General Conference, he served at seven jurisdictional conferences, and, as he stated, "helped elect 26 of the 35 bishops chosen between 1968 and 2004."

His interest in the ecumenical movement made him an accredited visitor to the World Council of Churches Assembly at Vancouver in 1983, a member of the United Methodist Church General Commission on Christian Unity, and a board member of the Oklahoma Conference of Churches. With Jeanne, he attended World Methodist Conferences 1976-1996, including meetings on every continent. In his

later years, Ted continued as a member of several groups, including Roundtable Sunday School class, American Legion, AARP, Payne County Retired Educators, League of Women Voters, and OSU Emeriti.

He was predeceased by his wife Jeanne (May 8, 2000) and their infant son, and by brothers Donald and John. Survivors include daughters Susan, Tucson, AZ, and Marion (Roy Blomstrom), Thunder Bay, Ontario; sons Lee (Lonney Corder-Agnew), Oklahoma City, Hugh (Nancy MacLachlan), Washington DC, Peter (Lois), Syracuse, NY; seven grandchildren; one brother, two sisters, two sisters-in-law, a goddaughter, and many nephews and nieces. Memorials may be directed to the Oklahoma United Methodist Foundation (Agnew Family Endowment Fund, 4201 Classen Blvd, Oklahoma City, OK 73118) or to the First United Methodist Church, 400 W. 7th Avenue, Stillwater, Oklahoma. □

—The Agnew Family

Alfred D. Chandler, Jr.

Alfred D. Chandler, Jr., the Pulitzer Prize-winning business historian who exercised a profound influence on the development of management studies, passed away on May 9, 2007 at Youville Hospital in Cambridge, Massachusetts. He was born in Guyencourt, Delaware, on September 15, 1918, and received his B.A. from Harvard College in 1940. He attended the University of North Carolina in 1945 and 1946, and received his Ph.D. from Harvard University in 1952. From 1940 until 1945 he served as an officer in the United States Navy.

Al taught on the faculty of the Massachusetts Institute of Technology between 1951 and 1963 and the Johns Hopkins University between 1963 and 1970, serving for four years as head of the history department. He then went to Harvard Business School in 1970 as a visiting professor and a year later became the Isidor Straus Professor of Business History, a position he held until becoming emeritus in 1989.

Al, who seems to have decided to become a historian at the age of 7, was initially interested in the field of southern history, but a growing interest in sociology during his graduate studies encouraged him to study the history of business organization. In search of a topic for his doctoral dissertation, he found by accident the papers of his great-grandfather Henry Varnum Poor, a well-known nineteenth-century railroad analyst, while cleaning out a storeroom in his great aunt's home. This became the basis for his doctoral dissertation and subsequent first book on the development of modern business practices in American railroads. Over the following decades Al was an assistant editor for four volumes of the papers of Theodore Roosevelt while at MIT and editor or coeditor for six volumes of the papers of Dwight D. Eisenhower at Johns Hopkins, but his primary focus became business history.

Al's reputation was made by three majestic monographs. *Strategy and Structure* (1962) used case studies of

four large American corporations in the interwar years to explore the emergence of the decentralized, multidivisional structure. The book was a radical departure in the field of business history, which had previously consisted of monographs on individual firms or industries. The book was striking in offering bold generalizations, including the maxim that "strategy precedes structure." These insights were seized upon by scholars of business administration and by McKinsey consultants, who used the study to teach clients about strategic change and its impact on organizational structures.

His next major book, *The Visible Hand* (1977) explained the rise of big business in the United States before 1940. Al argued that the "visible hand" of professional managers had replaced the "invisible hand" of markets as the principal allocator of resources. He traced this process to the coming of the railroad and telegraph in the nineteenth century. In striking contrast to critics of the monopoly power of large firms, Al argued that the growth of large enterprises was both economically rational and beneficial. The book won the Pulitzer Prize for history.

In *Scale and Scope* (1990), Al provided a comparative history of managerial capitalism in the United States, Britain, and Germany based on a study of the two hundred largest corporations in those countries. The book explored the development of "organizational capabilities" of firms and the importance of being a "first mover" in capital-intensive industries.

Al continued to research and write until the end of his life, publishing studies of the consumer electronics and chemicals industries in recent years. His extraordinary achievements were recognized by the award of numerous honorary degrees. He served as president of the Economic History Association and the Business History Conference, and was on the executive board of the Organization of American Historians. He remained generous and unassuming, and a great supporter of younger scholars.

Al is survived by his wife, Fay, two sons and two daughters, two sisters, five grandchildren and two step-grandchildren, and one great grandchild. He will be long remembered as one of the most important American historians of the second half of the twentieth century. □

—Geoffrey Jones
Harvard Business School

Noble E. Cunningham, Jr.

Noble E. Cunningham, Jr., one of the foremost scholars of the life and thought of Thomas Jefferson, died on March 30 of this year. Born in 1926 in Evans Landing, Indiana, he served with the U.S. Army, 1944-1946, and received a B.A. from the University of Louisville in 1948. He earned his M.A. (1949) and Ph.D., with honors, from Duke University (1952). He taught at Wake Forest College and the University of Richmond before joining the history department of the University of Missouri at Columbia in 1964. There he served as associate professor, full professor, the Byler Dis-

tinguished Professor (1980-1981), the Frederick A. Middlebush Professor (1986-1988), and the Curators' Professor of History (1988-1997). In 1997 he became Curators' Professor of History Emeritus.

Cunningham was the recipient of several major awards and fellowships during his career. He was a member of Phi Beta Kappa and received fellowships from the American Philosophical Society, the John Simon Guggenheim Foundation, the National Historical Publications Commission, and the National Endowment for the Humanities. He was a recipient of the University of Missouri Thomas Jefferson Award, the Thomas Jefferson Memorial Foundation Medal, and the Missouri Conference of History Award. In 1994 he was selected to attend a formal dinner at the White House with other Jefferson scholars and President Clinton.

Cunningham's exhaustive research in the Library of Congress and the National Archives underlay his path-breaking explorations of early nineteenth-century American politics. His insights provided the foundation for the work of today's historians of Jefferson and politics. Cunningham's prolific scholarship has shaped our understanding not just of Jefferson but of the very nature and development of party politics in the early Republic. Cunningham's first book, *The Jeffersonian Republicans: The Formation of Party Organization, 1789-1801*, was published exactly a half century ago. He proceeded to follow the Jeffersonian Republicans as they became the majority party in Congress and took control of the presidency in 1801. *The Jeffersonian Republicans in Power: Party Operations, 1801-1809* (1963) examined issues of patronage (both the formation of a policy and the difficulties of putting it into practice), party machinery on the national and regional levels, and the broader subject of the party and the press, a topic that is significant for early American politics. *The Process of Government Under Jefferson* (1978) remains the cornerstone for any analysis of Jefferson's presidency and indeed teaches us much about the evolution of the institution of the American presidency. It was nominated for the Pulitzer Prize. Over the course of his work, which included more than a dozen books and numerous articles, Cunningham developed a profound respect for the third president's abilities to build a political party and a consensus. His biography of Jefferson, *In Pursuit of Reason* (1987), was translated into several languages, including Chinese.

Noble Cunningham is survived by his wife Dana Guley Cunningham. A tree-planting and commemoration of his life will be held on the campus of the University of Missouri this fall. Details will be posted on the department web site. □

—Barbara Oberg
Princeton University

Robert M. Warner

Robert M. Warner, third director of the Bentley Historical Library and former Archivist of the United States, died on April 24 in Ann Arbor, Michigan, of heart failure due to complications from Hodgkin's lymphoma. He was seventy-nine years old. He was a professor of history at the University of Michigan, a position he held throughout a career focused on the administration of educational and cultural institutions. In each position he held over a distinguished career, he had an uncanny sense of working through a single key challenge that in every case led to the transformation of the institutions he served.

In 1957, while in graduate school at the University of Michigan, he took a position as assistant curator at the Michigan Historical Collections, a regional historical collection housed on the campus in the basement of Rackham, the university's graduate school building. In 1966 he was named the third director of the Michigan Historical Collections. He came to the job with a great interest in developing the holdings of the collections. However, as director he knew that the future of the historical repository depended on having a separate building that would give the program a distinct identity. During his tenure as director he worked tirelessly to raise private funding for such a structure. Through the generosity of the late Mrs. Alvin Bentley of Owosso, Michigan, and of many other citizens and organizations of the state, funding was obtained and in 1973 the Bentley Historical Library building was realized. As he predicted, the new building significantly increased the profile of the collection on the campus and in the nation.

In 1963, the Bentley Library began collecting the papers of a then obscure congressman from Grand Rapids, Gerald R. Ford. In 1974, with Ford's elevation to the presidency, his papers were transformed into presidential documents. Warner then turned his attention to securing the Ford Presidential Library for the University of Michigan. The challenges were substantial. Harvard had rejected the Kennedy Library and Duke had problems with the idea of a Nixon Library on its campus. Warner, noting the opposition on those campuses to the "monumental" role of presidential libraries, proposed that the Ford Library be divided into two structures. A museum would be built in Grand Rapids and the library, containing Ford's presidential papers and other administration records, would be built in Ann Arbor where they could be integrated into the academic programs of the University. The plan was accepted and realized in 1980, but never duplicated by other presidents.

In 1980, President Jimmy Carter appointed Warner to be the sixth Archivist of the United States. When he began his term of office, he used to say, "the problems were the same as the Bentley Library, just bigger." But they were considerably more complex. There were lingering issues regarding ownership of the Nixon Tapes. There were also severe budgetary and administrative challenges. The National Archives was then part of the General Services Administration (GSA), an agency with responsibilities for federal buildings, supplies, and transportation among other

management responsibilities. The GSA considered the archives a records management and storage operation. Warner found little appreciation in those circles for the scholarly and public work of the archives. Early on in his tenure, he became convinced that the National Archives needed to be an independent government agency. Because of federal rules, he could not lead the movement to separate the archives from the GSA. However, he vigorously encouraged and coordinated work by a number of historical, archival, and genealogical associations to achieve that end. On April 1, 1985, President Reagan signed a bill that removed the National Archives from the GSA and established it as a separate, federal agency called the National Archives and Records Administration (NARA). Dr. Warner told the remarkable story of achieving National Archives independence in a book called *Diary of a Dream* (1995). In that book, he detailed the tremendous difficulties and complexities that threatened to block independence, and the behind-the-scenes acts of determination and courage by many that led to an independent National Archives.

Independence made it possible for the National Archives to grow and thrive. An independent NARA was able to have a significant impact on information policy in the Federal government. With direct access to its appropriators, the National Archives obtained the necessary funding to build new archival facilities that met the highest standards in holdings preservation and to upgrade and renovate many of its other facilities. NARA also embarked on an ambitious research agenda in the area of digital records preservation and received funding to develop the Electronic Records Archives (ERA), which will allow NARA to carry out its mission in the digital age. An independent National Archives also vastly increased its educational programs. Dr. Warner's determined efforts made this progress possible.

In 2005, Allen Weinstein, the current Archivist of the United States, noted at the dedication of the Robert M. Warner Research Center in the Archives building on the National Mall, that Warner had worked "tirelessly with literally hundreds of supporters within the Archives and among our constituent groups, the Congress and the White House to make independence a reality. While there were many roadblocks in the way, Dr. Warner persevered and finally won."

With that accomplished, he returned to the University of Michigan to become dean of the School of Library Science. Though information technology was not his area of expertise, he readily saw that the school would need to adapt to advances in technology that were fundamentally changing the nature, creation, preservation, and use of information as well as the practice of the library, archival, and information professions. He also recognized that the school would need to adopt a more interdisciplinary approach, expand its scope, and forge strategic connections with other units of the university. Warner was instrumental in positioning the school to meet these challenges, and in paving the way for Daniel Atkins, a University of Michi-

gan professor of electrical and computer engineering, to succeed him and realize the vision that eventually transformed the school into the School of Information.

Robert Mark Warner was born on June 28, 1927 in Montrose, Colorado, where his father, Mark, was a Presbyterian minister. In 1949, he graduated from Muskingum College, a Presbyterian school in Ohio, and then pursued advanced studies in history at the University of Michigan, receiving his Ph.D. in American History in 1958. While at Muskingum he met Jane Bullock, whom he married in 1954. She played a major role in all phases of his career and died in August 2006. Warner is survived by son Mark Warner, a professor of anthropology at the University of Idaho in Moscow, his wife Amy and two grandchildren, Thomas and Samuel; and by daughter, Jennifer Cuddeback, an archivist at the Lyndon B. Johnson Library in Austin, Texas, and her husband Jim.

Warner was active in a number of associations and organizations. He was a former president of the Historical Society of Michigan, former president of the Society of American Archivists, and a former member of the governing councils of the American Historical Association and the American Library Association. For several years, Warner

served as the secretary of the Gerald R. Ford Foundation. At the University of Michigan, while dean of the School of Library Science, he was the interim director of the University Library for two years. In 1992, upon appointing Warner as University Historian, university president James Duderstadt told the Regents, "I believe the history of The University of Michigan could be in no better hands."

He considered achieving independence for the National Archives as his greatest professional accomplishment. When reflecting on the long complicated political and bureaucratic battle to achieve that goal, he always expressed a confidence and faith that change was a manageable process and could be accomplished through our political system. He concluded in his memoir on the experience, published in 1995, that independence for the National Archives "was a victory not only for ourselves and for the Archives, but for our system of government as well." □

—Francis X. Blouin Jr.

Bentley Historical Library, University of Michigan

—Lew Bellardo

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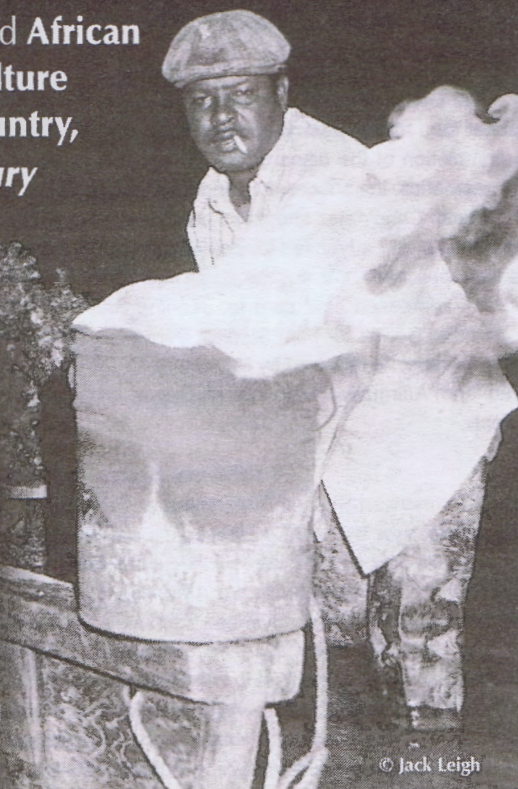
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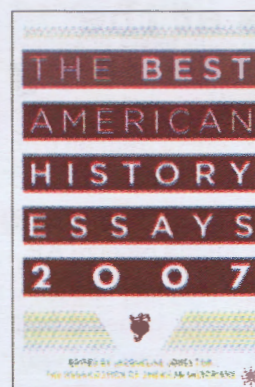


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