



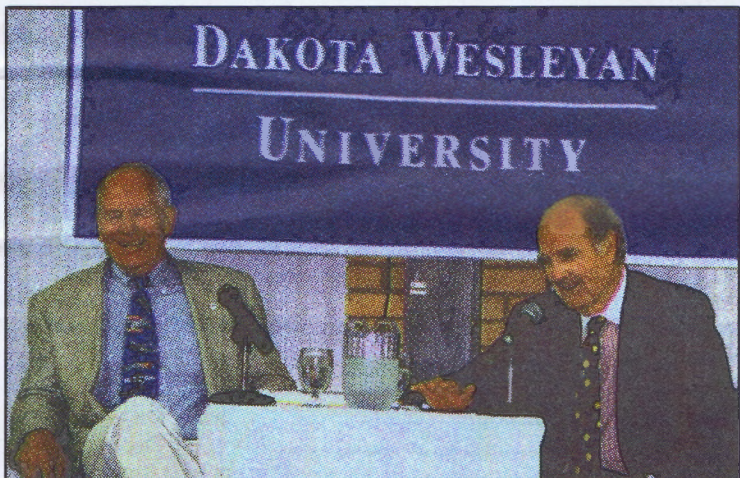
Newsletter

Volume 31, Number 1 • February 2003

Remembering Steven Ambrose

George McGovern

When Stephen Ambrose telephoned me at my summer home in the Rockies of Montana to tell me that doctors had discovered advanced stage cancer in both of his lungs, it was clear that a lifetime of heavy smoking had claimed its fatal due. But as usual, Steve's response was disciplined and purposeful. "I've asked myself if I have two months or two years to live how do I want to use that time?" Then he added, "I've had a wonderful life writing books. Next to Moira and my family that is what I love most; so I'm going to



Old friends, Steven Ambrose (left) and George McGovern, reminisce and discuss Ambrose's new book, *The Wild Blue*, before a packed house at McGovern's alma mater in Mitchell, South Dakota. (Photo courtesy of George McGovern.)

write another book and I'm going to call it *A Love Song to America*. It later became *To America: Personal Reflections of an Historian*, probably at the suggestion of Alice Mayhew of Simon and Schuster—his editor whom he justifiably admired. But the book is "a love song to America" with all its virtues and vices. Steve Ambrose was first and last a fervent patriot. He loved America from the depth of his soul. If he now is ensconced in heaven, he has probably told St. Peter that it's a nice place—second only to the United States of America.

I know of no other esteemed historian who had such reverence for the officers and fighting men of our country. He told me in our last conversation that two of the Americans he most admired were Generals Ulysses S. Grant and Dwight D. Eisenhower. At an earlier time he told me: "If I had been your campaign manager in 1972, you would have taken the White House away from Richard Nixon." When I asked him why, he said in his usual gruff manner, "Because, damn it, you were so busy trying to stop the Vietnam war that you never let the country know that you were a decorated combat pilot in World War II. If I had been running the campaign, I'd have made sure that every voter in the country knew you were a war hero while Nixon was a clerk far from any battle."

See AMBROSE / 4 ►

From the OAH President

Trust

Ira Berlin



Berlin

History is much in the news of late, and the news has rarely been good. The parade of scholars who have lied and cheated has made our profession look not much better than the stock manipulators and corporate plunderers of Wall Street.

While scholarly malfeasance has not yet landed anyone in jail—even of the country club sort—the effect of our own Enron has been equally disastrous.

Trust is the foundation of our profession. While some books, because of the nature of their subject, may have their bibliographies vetted and their footnotes checked, few in fact undergo such rigorous examination. With a few notable exceptions, the most prestigious presses have abdicated their responsibility to check sources. Some do little more than set

type, stamp their encephalon, and distribute the end product of our work. But even the most exacting editorial process cannot detect some kinds of fraud, for many works draw on archives scattered across the globe and far out of the reach of the most vigilant editor. Without trust, our work has no legitimacy. While some solace may be gained from the fact that post-publication scholarly review and debate have unmasked the liars, thieves, and the charlatans, the stain remains.

The disgrace that has tarnished historical scholarship could not have come at a worse moment. War makes perilous times and places history in special danger by seeming to promote self-congratulatory interpretations of the past that ignore complexity, deny conflict, and celebrate the status quo. It is perhaps not surprising that the impending war

with Iraq and the ongoing war against terror have evoked new concerns about the nation's history from American leaders at the highest level.

Last September, in a Rose Garden speech, President George W. Bush—surrounded by the

**Without trust,
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no legitimacy.**

Archivist of the United States, the Chairman of the National Endowment of Humanities, the Secretary of Education, and other notables—called for a new renewal of the study of history. "When children are given the real history of America, they will also learn to love America." Fol-

See BERLIN / 4 ►

Chart a Course for the "Home of the Blues"

Memphis

Home of the 96th
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Meeting, 3-6 April



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Inside: OAH Convention Supplement • Tax Tips for Historians

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The OAH is an association of historians dedicated to the promotion of teaching and scholarship about the history of the United States, both before and after its formation as a nation-state. The Organization pursues these goals by:

- Encouraging and supporting excellence in historical research, interpretation, and publication;
- Advancing the teaching and practice of American history at all levels and in all settings;
- Promoting the widest possible access to historical sources and scholarship, and the widest possible discussion of historical questions and controversies, including advocacy for professional scholarly standards where appropriate;
- Generating support for the preservation, dissemination, and exhibition of sources dealing with the history of the United States; and
- Encouraging respectful and equitable treatment for all practitioners of history.

ORGANIZATION OF AMERICAN HISTORIANS



Newsletter

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Federal Income Tax Considerations For Historians

Milton L. Lovell

With the advent of every new year, many individuals reluctantly turn their attention to their federal income taxes and the process of completing the forms and calculations that properly report their income and expenses by April 15th. During this time, it is often easy to overlook various opportunities to reduce tax liability. There are several options available to historians that can make filing a tax return a much more rewarding experience.

Business Expenses

Professors, educators, historians, and other professionals may be able to deduct work-related expenses as itemized deductions from their taxable income. These work-related expenses include amounts incurred for business travel, entertainment, gifts, and other ordinary and necessary expenses. Itemized deductions are claimed on Schedule A to Form 1040, and are normally only claimed if the taxpayer's total itemized deductions exceed the taxpayer's allowed standard deduction for the year. Business expenses are allowed as a deduction if the total amount of miscellaneous deductions exceeds 2 percent of the taxpayer's adjusted gross income. Any meals and entertainment expenses are also subject to a 50 percent limitation. For more details, see Internal Revenue Code Section 162.

Under the Internal Revenue Code, business expenses must be: incurred by a taxpayer in his or her trade or business; directly connected with the taxpayer's trade or business; and considered "ordinary and necessary" within the Internal Revenue Code. To be deductible, these expenses must be paid by the taxpayer and not the taxpayer's employer. Furthermore, expenses reimbursed by the taxpayer's employer are generally excluded from the taxpayer's income and are not available for deduction by the taxpayer. If a taxpayer incurs the expenses in the course of his or her performance of duties, not related to his or her job, but to an activity in which the taxpayer engages in as a separate activity—or a self-employed activity—these expenses can be deducted directly from a taxpayer's income from such activity, usually on Schedule C or Schedule C-EZ to Form 1040.

Historians should be especially aware that expenses allowed as deductions include dues paid to professional organizations and public service organizations, amounts paid for subscriptions to professional journals, expenses incurred in attending business conventions and conducting research, and amounts for books and equipment, if the useful life of the books or equipment does not exceed one year.

If a taxpayer has qualified expenses for books or equipment—such as a permanent professional library—and those books or equipment have a useful life of greater than one year, the taxpayer must capitalize the entire cost of the books or equipment and depreciate the total amount over the useful life of the asset. Depreciation is a cost recovery mechanism which allows a taxpayer to take a deduction each year over the useful life of the asset for the exhaustion, wear, and tear of property each year, based on certain predetermined formulas. The Job Creation and Worker Assistance Act of 2002 allows taxpayers to take an additional 30 percent first-year depreciation deduction, if the property is acquired after 10 September 2001, and before 11 September 2004, and the property is actually placed in service before 1 January 2005. There are numerous rules related to depreciation deductions, and a taxpayer should consult a tax advisor or other source of guidance before proceeding with a depreciation deduction.

Congress added a deduction for eligible educators to deduct up to \$250 in qualified expenses paid in 2002. This deduction can be claimed without itemizing deductions on a taxpayer's return. An eligible educator includes a kindergarten through twelfth grade teacher, instructor, counselor, principal, or aide who is in a school for at least nine hundred hours during a school year.

Educational Expenses

A taxpayer may also be able to deduct work-related educational expenses if the education:

- maintains or improves skills required in the taxpayer's present job
- serves a business purpose of the taxpayer's employer and is required by the taxpayer's employer to maintain the taxpayer's present position or salary.

A taxpayer cannot deduct educational expenses if the education is required for the minimum entry level for the job or for a taxpayer to enter a new trade or business. These expenses are deducted as miscellaneous itemized deductions on Schedule A to Form 1040 and are normally only claimed if the taxpayer's total itemized deductions exceed the taxpayer's allowed standard deduction for the year. Business expenses are allowed as a deduction if the total amount of miscellaneous deductions exceeds 2 percent of the taxpayer's adjusted gross income. Any meals and entertainment expenses are also subject to a 50 percent limitation. For more details, see Internal Revenue Code Section 162.

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Historians should be especially aware that expenses allowed as deductions include dues paid to professional organizations and public service organizations, amounts paid for subscriptions to professional journals, expenses incurred in attending business conventions and conducting research, and amounts for books and equipment, if the useful life of the books or equipment does not exceed one year.

Home Office Expenses

The deduction for home office expenses has evolved steadily over the last twenty years as the Internal Revenue Service has attempted to carefully craft a deduction and avoid abuses by certain taxpayers. In order to take a deduction for expenses related to the business use of part of a taxpayer's home, the "home office" portion must be: the principal place of the taxpayer's trade or business; the place where the taxpayer meets with patients, clients, or customers in the normal course of the taxpayer's business; or a separate structure, not attached to the taxpayer's residence, which is used in the taxpayer's trade or business.

If a taxpayer has two places in which he or she conducts his or her business, the taxpayer must determine which is the principal place of business. A taxpayer cannot deduct expenses for any part of his or her residence used

for both personal and business purposes. If the taxpayer is an employee, the use of the taxpayer's home must be for the convenience of the taxpayer's employer.

While the home office deduction is often the subject of much discussion, the determination and use of the home office deduction is specific to facts and circumstances and it may be difficult to qualify to use the deduction when the taxpayer is an employee but may be more easily obtained, if the taxpayer conducts his or her own business. There are various Internal Revenue Service rulings and court cases which address various fact patterns and situations, including several circumstances involving professors and other educators.

Other Deductions And Tax Planning Opportunities

There are various other opportunities that professionals may take advantage of to reduce their tax liability. Deductions for student loan interest, investment expenses, charitable contributions, and other similar items are often overlooked by taxpayers but should be used if the taxpayer qualifies for the various deductions. In addition, taxpayers can take advantage of income deferral strategies such as Individual Retirement Accounts (IRAs) and pension and cafeteria-style benefit plans to reduce the amount of their taxable income.

Resources

There are various tax guides, tax preparation software programs, tax advisors, and other resources available to help a taxpayer obtain a better understanding of exactly what options are available to reduce tax liability. One of the best resources is the Internal Revenue Service's web site <<http://www.irs.gov/>>, which includes many Internal Revenue Service Publications and Forms addressing practically every income and deduction issue. The site is easily navigated and can prove invaluable when preparing the tax return.

While assembling, preparing, and calculating an individual's tax return can be a daunting task, there are many options available to historians, which if taken properly, can reduce a taxpayer's tax liability and make this often dreaded experience much easier and more rewarding. □

Milton L. Lovell is an associate in the business practice group at Burch, Porter & Johnson, PLLC in Memphis, Tennessee. He concentrates his practice in business transactions and taxation. Lovell received his B.B.A. in Finance, magna cum laude, from the University of Mississippi in 1996 and his J.D. from the University of Mississippi School of Law in 1999. After working in the tax consulting group of a large public accounting firm in Memphis for two years, he continued his legal studies at New York University School of Law and was awarded a Master of Laws in Taxation in 2002. Lovell is a member of the Memphis, Tennessee, and American Bar Associations. He was admitted to the Tennessee bar in 1999 and to the United States Tax Court in 2002.

For more information on this topic, join Milton L. Lovell and Timothy Huebner for "What Historians Need to Know About Filing their Tax Returns" at the OAH 2003 Annual Meeting in Memphis. The session will be held from 3:30 to 5:30 on Friday, 4 April 2003.

▼ AMBROSE / From 1

Years later in his next-to-final book, *The Wild Blue: The Men and Boys Who Flew the B-24s over Germany* (Simon & Schuster, 2001), he made my crew and me the central theme of this best selling work. Although it was too late to affect the outcome of the ill-dated campaign of '72, Steve depicted me as the "war hero" he wanted me to be as a presidential contender.

To write this wartime tale, he and his beloved Moira, with son Hugh—an invaluable research assistant for several of his best books—flew to Rome while I was stationed there as U.S. Ambassador to the U.N. Agencies on Food and Agriculture from 1997 to 2001.

From a bomber base adjoining olive groves and vineyards near Cerignola, Italy, on the Adriatic Sea, I flew bombing missions over heavily defended Nazi German targets in 1944-1945. Each morning for ten days, Steve sat me down in our living room in front of a tape recorder and pumped me with questions I hadn't tried to answer since the end of the war. He had given up smoking two years before cancer captured his lungs; so the only way I could escape the relentless questioning was when my wife Eleanor appeared with the coffee pot. But after a couple of gulps of coffee, the questioning resumed more intensively than ever. After long exhausting days in which he had me talking more about the war than in the half century since I flew my thirty-fifth and final mission, I must confess that under the direction of a highly talented interrogator lusting for a lively story, I talked so freely about a forgotten chapter of my life that I had a feeling of regret when the last question was asked. But Steve quickly filled the void.

"Let's drive to Cerignola and tramp around the old runways and the buildings where you lived during the war," he said. "I can't go back to the U.S. until we've done that." So we went to the old bomber base, now in ruins, and spent a day and a half going over every foot of ground and probing every relic still standing. I'm frank to say that this visit after more than half a century so flooded my mind with memories that I was happy going back to Rome for some more questions on tape. I remembered the breakfasts before daylight and then seeing a bomber heavily loaded with men, bombs and high octane gasoline exploding on take-off with ten men who had been laughing over breakfast minutes before blown to bits of burned flesh. I could still see the image of a bomber flying near me that took a direct hit over the target, caught fire and exploding in pieces over enemy territory—no parachutes seen. I recalled my last mission flown over Linz, Austria—Hitler's hometown—which sent us home with a hundred anti-aircraft shell fragments in our plane and a seriously wounded gunner who had to remain in the hospital when the rest of our crew flew back to the States.

"These are the stories I wish you or your team had told the American people in 1972," Steve said triumphantly. Of course, in 1972 we didn't have Steve Ambrose on hand with his relentless curiosity and his tape recorder.

"I'm a historian," he once told me, "but I'm basically a storyteller." And that is why his history books so frequently were best sellers. While I have not researched this, I believe that no other American historian has been read

by so many millions of people. He knew how to make history come alive both in his lectures and in his books. Once when I was a guest professor at the University of Munich while Steve was at Innsbruck, I asked him if he would give a lecture to my diplomatic history class on Eisenhower—the subject of his celebrated two-volume work. In the course of his lecture a young German woman asked him if Eisenhower was not lazy—primarily a golfer rather than a hard working president. "Lazy?" Steve exploded. "Eisenhower both as a general and as President worked so hard that he couldn't always find time to take a leak." I have the feeling that the student and her classmates won't soon forget Steven's answer—or Dwight D. Eisenhower—or subsequent remarks about the debt of Europe—Germany included—to the American general and president that Steve so admired.

The jacket on Professor Ambrose's final book, *To America: Personal Reflections of an Historian* (Simon & Schuster, 2002), tells us that six of his books were *New York Times* best sellers: *The Wild Blue* (Simon & Schuster, 2001); *Nothing Like It in the World: The Men Who Built the Transcontinental Railroad 1863-1869* (Simon & Schuster, 2000); *Citizens Soldiers: The U.S. Army from the Normandy Beaches to the Bulge to the Surrender of Germany, June 7, 1944 to May 7, 1945* (Simon & Schuster, 1997); *Undaunted Courage: Meriwether Lewis, Thomas Jefferson, and the Opening of the American West* (Simon & Schuster, 1996); *D-Day June 6, 1944: The Climactic Battle of World War II* (Simon & Schuster, 1994); and *Band of Brothers: E Company, 506th Regiment, 101st Airborne, From Normandy To Hitler's Eagle's Nest* (Simon & Schuster, 1992).

Many years ago as a young college instructor with a doctoral degree in history from the University of Wisconsin, Steve set out to be a teaching and writing historian. He would rise at 4 a.m., go for a thirty minute jog, eat a light breakfast, and then write until his first class or some other responsibility took him away from what he loved most—writing. He was as a professor of history at the University of New Orleans for most of his professional life. In this same city he raised money for and supervised the construction of the National D-Day Museum, a valuable resource now under the able direction of his closest friend, Dean Gordon "Nick" Mueller of the University of New Orleans (visit, <<http://www.ddaymuseum.org/>>).

Understandably, he was not an immediate best selling author despite endless hours of research, reading, and writing. It was his early book, *Halleck: Lincoln's Chief of Staff* (Louisiana State University Press, 1962), that caught Dwight Eisenhower's attention and led to Ike asking Steve to do his biography. This work produced a reappraisal of Eisenhower by other historians and a keener appreciation for the wartime general and peacetime president.

My introduction to Ambrose was reading his text, *Rise to Globalism: American Foreign Policy Since 1938* (Penguin Books, 1971). I have used this excellent book as a guest professor in a dozen different universities. It is always greeted favorably by students.

Another early Ambrose book that caught my attention as a South Dakotan was *Crazy Horse and Custer: The Parallel Lives of Two American Warriors* (Doubleday, 1975).

If this book had been released after Steve became a best-selling author, it too would have been a big seller. But as most aspiring young writers learn, it is a long and hard path from obscure scholar to the top of the *New York Times* best seller list.

Perhaps because of personal bias my least favorite of the Ambrose books was his three-volume biography of Richard Nixon. I admire Steve for going ahead with this large production despite the refusal of Nixon and some of his staff to meet with the author. Unlike Eisenhower, Nixon did not welcome the Ambrose volumes. He

must have recognized, however, that Steve did the work of a professional, objective historian.

It may be appropriate for me to end this little discourse with a few lines from the preface of Stephen Ambrose's final book written while he knew he was about to die.

"I'm a storyteller by training and inclination. I tell war stories, political stories, academic stories, business stories. I tell stories about some of my admired Americans—George Washington, Thomas Jefferson, Lewis and Clark, Andrew Jackson, Ulysses Grant, Crazy Horse, Custer, Theodore Roosevelt, Franklin Roosevelt, Dwight Eisenhower, Jackie Robinson, Betty Friedan . . .

"What happened? Who made it happen? What are the results today? Where do we need to go? It is through history that we learn who we are and how we got that way, and why and how we changed, why the good sometimes prevailed and sometimes did not." □

George McGovern, former U.S. senator from South Dakota (1964-1980) and Democratic candidate for president of the United States in 1972, was appointed by President Bill Clinton as Ambassador to the United Nations Agencies on Food and Agriculture. McGovern, who flew thirty-five combat missions as a B-24 bomber pilot in Europe, earned the Distinguished Flying Cross and plays a central role in Stephen Ambrose's book *The Wild Blue: The Men and Boys who Flew the B24's Over Germany*.

▼ BERLIN / From 1

Following the president's lead, the National Archives mounted "Our Documents" on its web site, making available the "100 milestone documents" from its vast collection. The National Endowment for the Humanities initiated its "We the People" program, consisting of an essay contest for high school juniors. The winners would be announced at the NEH-sponsored lecture on "Heroes of History," which will be delivered by "a noted scholar." The White House would sponsor a conference on teaching history.

Although these initiatives to explore "the real history of America" to "learn to love America" invite cynicism, they also offer opportunities for historians to play their own historic role as democracy's defenders by insisting upon the plural, contested nature of the past. Indeed, the President's new interest in history joins that of a chorus of concerned scholars and citizens, many of them historians, who have linked the decline of civic engagement necessary to sustain a democracy to a dismal knowledge of the nation's past.

Students of American history have good reason to be wary of the sudden political importance given their discipline. Our job remains the critical examination of the past, and we teach critical thinking, not the commemoration of a nation. Yet, the president has offered an opportunity that should be seized. Who can condemn the National Archives for making available its Documentary 100, and who cannot celebrate a White House forum on the teaching of history? I—along with the other historians who sit on NEH's Council—have supported Chairman Bruce Cole's "We the People" initiative. While the emphasis on heroes may suggest simplistic jingoism, it also presents the possibility of debate, asking the question: whose heroes, and hence, whose history? Finding that Trent Lott may have a different hero than Charles Rangel opens the door to an understanding that history is not simply about the past but about how we think about the past. It returns us to another—and more promising—section of the president's Rose Garden speech where he noted that "Our history is not a story of perfection. It's a story of an imperfect people working toward great ideals." Inspecting those great ideals—the irony of their origins in the hand of the slaveholder, the imperfections of their implementation over two plus centuries, and the persistence and near universality of their appeal—offers an opportunity both to revitalize the study of American history and American democracy and to renew the trust between the history and the people that is essential to both. □

Ira Berlin is professor of history at the University of Maryland in College Park.

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HISTORY

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Teaching American History: A Report From Lake County, Illinois

Michael H. Ebner, Rachel G. Ragland, and Dawn Abt-Perkins

Opportunities for college and university faculty to collaborate with public school teachers of American history were revolutionized in 2001 when the United States Department of Education launched its \$49.6 million Teaching American History (TAH) initiative. Senator Robert C. Byrd (D-WV), who prides himself as a student of history, is the inspiration and political influence that culminated in the enactment of this landmark legislation. The following is a brief report—prepared in December 2002 when our project was in the fifteenth month of its thirty-six month life span—which provides a vivid glimpse through the eyes of one team of recipients in the first round of grants which were announced in September 2001. A second round of awards in 2002 totaled \$100 million.

The recipient of the award, totaling almost \$922,000, was the public school district of Waukegan, Illinois and its principal partner, Lake Forest College. (The U.S. Department of Education specified that TAH grants must be awarded to what the bureaucracy labels as an "LEA"—a local educational agency.) A third partner in this collaborative arrangement is the Chicago Historical Society.

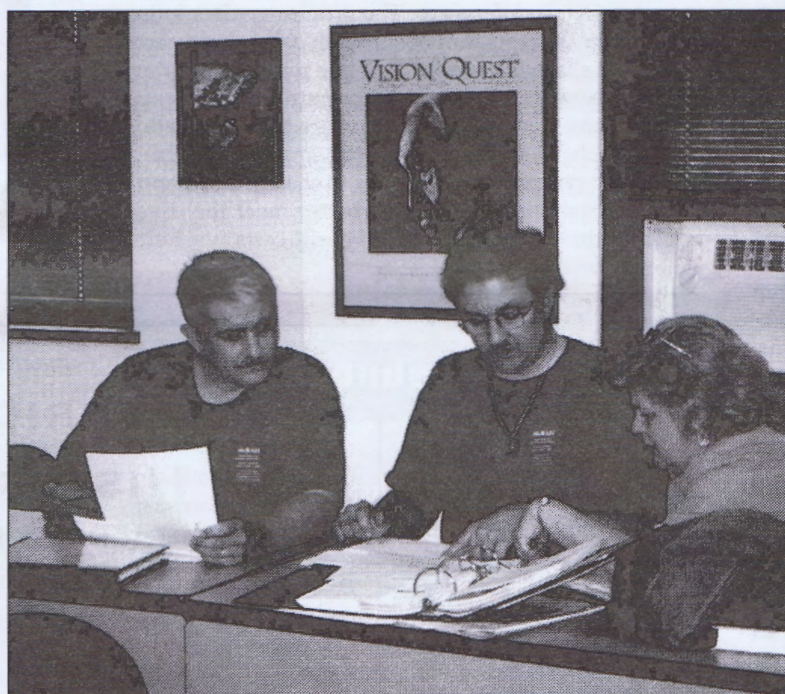
The grant proposal's formal title, "A Model Collaboration: Rethinking American History," is commonly referred to by the acronym McRAH (pronounced Mack-RAH). Faculty from the departments of education and history at Lake Forest College, Loyola University Chicago, and Northwestern University staff the project in conjunction with the department of history programs at the Chicago Historical Society. Lake Forest College is the principal site for grant-related sessions.

Multiple factors proved essential to launching McRAH. First and foremost, the administration at Lake Forest College encouraged the writing of our grant proposal by supporting its preparation with tangible resources in the office of the dean of the faculty. Secondly, Lake Forest College and the Waukegan public schools have been partners for many years (e.g., a curricular project in biology funded by the National Science Foundation and as the site for field work, internships, as well as student teaching assignments by teacher education candidates.) Third, the departments of education and history at Lake Forest College also have a well-developed and long-standing relationship. Finally, because of the combination of colleges, universities, museums, libraries, and foundations in metropolitan Chicago which themselves have fostered successful extramural collaborations, assembling a staff for McRAH was realized quickly.

Waukegan—the sixth largest city in Illinois in 2000—comprises Lake County's long-established gateway for African Americans and immigrants. The county's persistent social and economic disparities are characteristic of the dual metropolis. Public education, understandably, reflects these circumstances. In 2000, Waukegan High School's per-pupil instructional expenditure was \$3,888; this was 9.4 percent below the state average and 29 percent less than nearby Libertyville High School. Given these circumstances, the need for faculty involvement in professional development in U.S. history was great. Funding and opportunities for such activities within the Waukegan district were virtually nonexistent. One of the main goals of the grant became to contribute to the equalization of resources among Lake County history teach-

ers. Our design began by providing new opportunities for Waukegan teachers, and then reaching out to the rest of Lake County. We believe that professional networks need to be developed for changes in practice to be sustained, and this network will include all of Lake County.

McRAH was designed to achieve two fundamental goals: (1) raise student achievement and engagement by improving teachers' knowledge, understanding, teaching strategies and appreciation of American history and (2) develop, evaluate, and disseminate a high quality, cohesive model of in-service professional development for grade 7-12 teachers of American history, including collaboration with scholarly institutions.



Faculty from Lake Forest College, Loyola University Chicago, and Northwestern University, participate in the Model Collaboration with teachers at Lake County, Illinois, schools.

To attain these goals, the teachers participating in McRAH are expected to:

- demonstrate a clear re-thinking of their traditional American history survey courses;
- devise teaching strategies for engaged learning;
- devise professional development models which include collaboration; and
- disseminate improved practices to other teachers.

The design for McRAH is tailored to the needs of the teachers in the participating school districts and pioneered at Lake Forest College by Waukegan teachers. McRAH is evaluated and regularly re-evaluated on all of its design features, both internally by evaluators from Lake Forest College's department of education and externally by evaluators from Oberlin College.

In addition, the philosophy behind the structure of the grant is evident in the design described below. We believe in the efficacy of long-term mentorship and classroom follow-up as part of the professional development efforts. We believe that content knowledge (historical knowledge) needs to be coupled with pedagogical content knowledge (how to teach history) in order to be meaningful. Hence, we chose history professors for their award-winning teaching and education professors who

were also content knowledgeable in history.

The implementation of the three-year project began with extensive planning and the recruitment of twenty-two teachers from Waukegan in fall 2001. Spring 2002 saw the administration of a three-part needs assessment of the cohort involving a written survey, follow-up interviews with artifact and data collection, and in-class observations of all teachers by the McRAH staff. The information collected formed the basis for design of the future activities including a college and university faculty-training day in March 2002, a one-day introductory symposium for teachers in April 2002, and a three-week summer institute in June 2002.

The summer institute was hosted by Lake Forest College and also included two days at the Chicago Historical Society. It featured sessions on historical content knowledge, historical thinking skills, pedagogical innovations, mentoring sessions with professors, and the completion of individual history project proposals by all teachers. Clearly one of the most attractive pieces of the McRAH design is the collaboration and mentorship with history faculty from prestigious institutions, namely Lake Forest College, Northwestern University, and Loyola University Chicago. Having history faculty work closely with the instructional experts in both the planning and implementation—even coteaching some sessions—was key to making connections between the in-depth study of history and the development of effective classroom instructional strategies.

At the end of the summer twelve teachers completed a comprehensive portfolio and other requirements to continue in the program as McRAH fellows. During the fall 2002 semester the fellows implemented their history projects in their classrooms, attended monthly Saturday workshops, welcomed staff observers into their classrooms often, and worked with their individual history professor mentors.

At this stage in the project, our report from the field reveals changes in practice that are already being observed in fellows' classrooms. The profile of teachers' practices and student achievement and engagement in history classes based on the needs assessment in spring 2002, before the McRAH institute, was not a positive picture.

The preliminary needs assessment revealed a low level of preparation in the content of U.S. history for most teachers. The methods teachers used were not research-supported practices for increasing student engagement or achievement in history. Interviews revealed the teachers' strong desire to have meaningful, higher-order discussions with their students. The interviews also revealed a sense of defeatism that this could happen with Waukegan students as their reading levels and motivation levels were seen as too low for this type of instructional interaction to take place in their classrooms. Each teacher expressed a desire to change and improve their practices to better engage students while continuing to express the defeatism mentioned earlier.

Observation data from June 2002 (before McRAH) compared to October 2002 show an increase in student activity versus teacher-directed instruction. Teachers have commented on an increase in student engagement measured by time-on-task and decreased number of referrals

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for disciplinary problems. The increase in engagement has also been evident in evaluations done through frequent observations of teachers' classrooms. McRAH has realized successes as seen in the changes in instructional practices, as well as in the increased pride and sense of professionalism among the teachers. There is also an increase in the desire of teachers to share their work with others through participation in professional conferences, willingness to share instructional "stories" and products during follow-up sessions with colleagues, and through successful individual applications for teaching grants to community organizations and at the January 2003 meeting of the American Historical Association in Chicago.

The most progress can be seen in a renewed emphasis upon formulating lesson plans emphasizing the process of historical analysis through the use of multiple primary resources, skill in primary document interpretation, and analysis of statistical data and tables. There has also been substantial measurable progress in teachers using far more online resources in their lectures and discussion as references and in activity planning and research project design.

Teachers needed to take responsibility for planning for instructional change. Therefore, there were no prescriptions or "methods" that exclusively defined "McRAH." Hence, teachers have been and will be involved in intense reflection and resourcefulness to bring about changes in their teaching. This ownership of the process and sense of professionalism and responsibility will lead to an ongoing increase in teaching history thoughtfully.

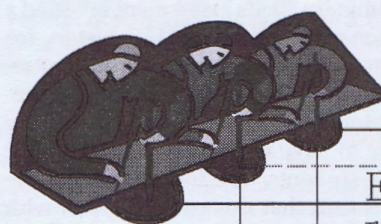
Teachers have also established a set of personal goals for instructional change. These goal statements are being used by teachers for self-assessment and by project faculty to guide and support teacher progress. Evidence from the first two months of the teaching year reveals that teachers are comfortable with project staff in their classrooms. Project consultants and faculty have been visiting classrooms on a weekly basis to provide feedback, support, and evaluation. Teachers have been communicating their needs with staff through online communication as well. Our field representative, working on a weekly basis with the teachers in their schools, has exercised an instrumental role in making McRAH a presence in the fellows' work.

Unanticipated benefits of the project have been seen in the increased pride and sense of professionalism in the fellows about their role as teachers. There has been an increase in the amount of time and energy devoted to instructional planning. Teachers report an additional one to two hours per day of time spent planning lessons. Observation frameworks incorporating teaching strategies that promote historical thinking have been used to assess

teachers' progress toward project goals. These are being used by teachers for self-assessment, by project faculty for project assessment, and by faculty mentors to guide teachers' progress. Surveys have also been developed and administered to assess level of concern and developmental needs of teachers using the new strategies. It is still too early to render a sound assessment of increases in attendance and passing rates. End of the quarter grades will be assessed and then compared with end of the semester grades for an analysis of trends.

Spring 2003 will see the launch of a McRAH web site (<http://www.lfc.edu/mcrah/>) to include sharing of history projects and the development of a collaborative on-line community. A new cohort of teachers from districts throughout Lake County, Illinois, will join the program in spring 2003, by participating in a needs assessment, a one-day symposium designed to begin the integration of the two cohorts in April 2003, and a comprehensive two-week institute in July 2003. Collaboration will be highlighted between the two cohorts and program faculty. The final year of the grant will see ongoing collaboration, classroom visits, and support from faculty, as well as participants disseminating their work at professional conferences. The program will culminate in a one-day symposium in summer 2004 where participants will share the products of this professional development experience, and plan for future collaboration. While rigorous, McRAH also promises to be inspirational as the teachers embrace the intellectual challenge. All involved have expressed a desire to change and improve their instructional practices to better meet the diverse needs of their students. McRAH will certainly help to achieve these goals. □

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Concurrent sessions will focus on integrating technology in the history classroom, exemplary professional development models, and best practices for teaching American and world history to elementary, middle, and high school students.

The Innovations in Collaboration Conference is sponsored by the ORGANIZATION OF AMERICAN HISTORIANS, the AMERICAN HISTORICAL ASSOCIATION and the NATIONAL COUNCIL FOR THE SOCIAL STUDIES. Cosponsors include: Education Trust • Federation of State Humanities Councils • National Council on History Education • National Council on Public History • National History Day • National History Project • Organization of History Teachers • Society for History Education • White House Historical Association • World History Association

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Bellesiles, OAH, and the Profession

Lee W. Formwalt

As OAH President Ira Berlin has noted, this has not been a good year for the history profession and the case of Michael Bellesiles is an important one for historians to consider as they think about their practice of history. The Bellesiles controversy is a complicated one that has been discussed and debated in the news media and online by historians and other interested parties. In the last several months Emory University (Bellesiles's former employer), Columbia University (which awarded Bellesiles the Bancroft Prize for *Arming America*), and Alfred A. Knopf (publisher of *Arming America*) have taken actions to sever their support of and relationship with Bellesiles (see below).

Although the case appears to be closed for many observers, the Bellesiles matter, like many historical problems, is not a simple matter of determining unprofessional conduct, condemning it, and moving on. As professional historians, we offer our readers, students, and clients a complex understanding of the past, often with inherent tensions. Why should this case be any different? Yet, there has been a growing drumbeat, fed by the media, to condemn Bellesiles and move quickly be-

yond this unpleasant affair. The questions that historian Jon Wiener (see below) and others raise, however, indicate this is not the simple open and shut case that some believe it to be. We have an obligation to deal with ambiguity and tension in this matter and not simply wash our hands of it. Wiener's essay and his article in *The Nation* touch on these matters. Other concerns have been raised and others, no doubt, will be raised. OAH provides members with the logical forum in which to discuss various perspectives on matters ranging from the use/abuse of probate data to the bigger issues of trust in the world of research and publication.

In its last semiannual meeting in November, the OAH Executive Board examined the Bellesiles controversy, especially in light of the fact that Bellesiles received the Binkley-Stephenson Award for his 1996 *Journal of American History* article on "The Origins of Gun Culture in the United States, 1760-1865." After lengthy discussion, the board decided not to rescind the prize noting that the decisions of the organization to award a prize or publish an article are based on the best information available at that time. The post-publication vet-

ting, through the process of scholarly give and take, ultimately determines the viability of any historical interpretation. OAH appreciates the work of both the *JAH* editorial staff and the prize committees as well as the efforts of other historians who continue to do research that may reveal problems in the original prize-winning work. Both groups of colleagues perform the very important work that is the basis for our discipline.

More important, however, are the larger questions that this controversy raises about trust and integrity in the scholarly process and the ways in which historical argument and interpretation are conducted. The Executive Board agreed that these issues should become the subject of wider discussion across the profession. The organization will use the *OAH Newsletter*, beginning with this issue, as a vehicle for further consideration of the matter. In addition, the board decided that sessions on the subject would be planned at upcoming annual meetings in Memphis and Boston in 2003 and 2004.

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Investigative Committee Issues Report on Bellesiles

On 10 July 2002, the committee formed by Emory University to investigate the scholarly integrity of Michael Bellesiles's *Arming America: The Origins of A National Gun Culture* (Alfred A. Knopf, 2000) released its report. The committee—consisting of historians Stanley Katz (Princeton University); Hanna H. Gray (University of Chicago); and Laurel Thatcher Ulrich (Harvard University)—responded to five questions posed by Emory regarding Bellesiles's research into probate and militia records. The questions centered on Bellesiles alleged misrepresentation of evidence and sources from archives in California, Rhode Island, and Vermont, his neglect in carefully documenting his findings, and his failure to make his sources, evidence, and data available to others.

The committee conducted its investigation by surveying the criticisms of *Arming America* as posed by other experts in the field, attempting to replicate Bellesiles's research by sending a research assistant to the archives that Bellesiles visited, and by obtaining from Bellesiles a description of his methods when working with probate records. Bellesiles's information was ultimately cross referenced with that of the research assistant and the data tables in *Arming America*.

The Investigative Committee's report concluded that serious failures did exist in Bellesiles's research methods and presentation of archival records, but it could not confirm or reject allegations of intentional fabrication. The committee did claim to find evidence, however, of falsification in Table 1 of *Arming America* and raised questions about the integrity and interpretation of probate records from San Francisco County. Specifically, the committee noted that Bellesiles's failure to identify his sources for Table 1 amounted to "falsification" and a violation of the professional norms of documentation, source availability, and evidence representation.

For the full report, tap into <http://www.emory.edu/central/NEWS/Releases/Final_Report.pdf>. For Bellesiles reply, visit <http://www.emory.edu/central/NEWS/Releases/B_statement.pdf>. □

Emory's Bellesiles Report: A Case of Tunnel Vision

Jon Wiener

Hanna H. Gray, Stanley Katz, and Laurel Thatcher Ulrich—the committee that investigated charges of fraud in Michael Bellesiles's book *Arming America* for Emory University—made a serious mistake at the outset of their work: They agreed to limit their report to answering five narrow questions posed by the Emory University administration, and to avoid the larger issues of the significance of their findings. They also avoided any comment on what sanctions, if any, would be appropriate. The result is a report marred by a kind of tunnel vision.

Bellesiles's book challenges the conventional view that eighteenth-century America had a vibrant gun culture, and argues instead that our present gun culture was created in the Civil War era. Because of this contention, *Arming America* has been under attack since before its publication by gun rights advocates, and more recently by scholars who criticized Bellesiles's research (see Jon Wiener, "Fire at Will," *The Nation*, 4 November 2002, 28-32). The day the report was published, Bellesiles announced he was resigning his tenured position at Emory.

The committee concluded that Bellesiles's research into probate records was "unprofessional and misleading" as well as "superficial and thesis-driven," and that his earlier explanations of errors "raise doubts about his veracity." But they found "evidence of falsification" only on one page: Table 1, "Percentage of probate inventories listing firearms." Bellesiles omitted two years from the table, which covered almost a century from 1765 to 1859. The two years, 1774 and 1775, would have shown more guns.

By limiting their focus to a few pages in a big book, Gray, Katz, and Ulrich failed to consider two larger questions raised by their findings:

1. How significant are the problems they found for the book as a whole? Gray, Katz and Ulrich not only avoid this question in their report, but also refused to answer afterwards when asked directly. Ulrich's e-mail response to me was characteristic: "I'm sure you can understand why it wouldn't be appropriate for me to comment."

In fact, the probate records criticized by the committee are referred to only in a handful of paragraphs in a four-hundred page book, and Table 1 is cited in the text only a couple of times. If Bellesiles had omitted all of the probate data that the committee and others have criticized, the book's argument would remain a strong one, supported by a wide variety of other evidence that the committee did not challenge.

2. What is the appropriate penalty for omitting 1774 and 1775 from Table 1? Gray, Katz, and Ulrich did not say in their report, and refused to answer when I asked them. Before the report was completed, Emory officials had said the possibilities ranged from a letter of reprimand to demotion to termination. Was any action by Bellesiles's employer justified—or is the harsh criticism Bellesiles has received from within the profession penalty enough? Again the committee members refuse to answer.

Bellesiles in his reply explained that he omitted 1774 and 1775 not to deceive readers, but because those years were not relevant to his thesis: "the colonial governments

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Alfred A. Knopf Disowns *Arming America*

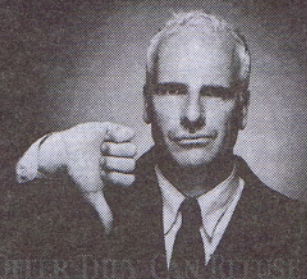
On 7 January 2003 the Alfred A. Knopf publishing house told the Associated Press that it would no longer sell *Arming America*. Knopf indicated it had decided to end its contractual relationship with Bellesiles. For more on this decision, visit <http://www.usatoday.com/life/books/news/2003-01-08-guns-book_x.htm> □

Columbia University Rescinds Bancroft Prize

The Trustees of Columbia University voted to rescind the Bancroft Prize awarded to Michael Bellesiles's *Arming America: The Origins of a National Gun Culture*. In their 7 December 2002 announcement, The Trustees "concluded that he had violated basic norms of scholarship and the high standards expected of Bancroft Prize winners." For Columbia's official announcement, visit <http://www.columbia.edu/cu/news/02/12/bancroft_prize.html>. To see the April 2001 decision to award the prize to Bellesiles, visit <<http://www.columbia.edu/cu/news/01/04/bancroft.html>> □

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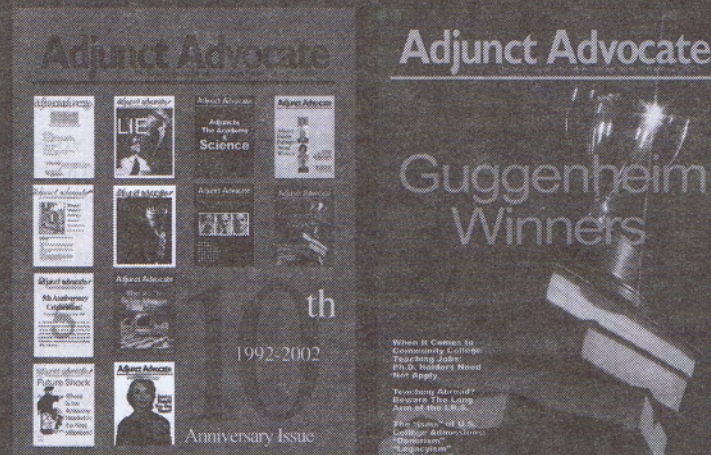
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Major Problems Result from the Growing Use of Part-time and Adjunct Faculty

Maxine N. Lurie

Concerns about the increasing number of historians teaching as part-time and adjunct faculty led to the creation of a permanent Joint OAH-AHA Committee on Part-Time and Adjunct Employment in January 2002. My involvement started early in 2000 when Eric Foner asked me, as an elected member of the AHA Teaching Division, to serve on an ad hoc committee dealing with part-time and adjunct faculty issues. For two years, I was co-chair of that committee, and then for a year the chair of the now permanent joint committee. For the past three years, I have participated in numerous conversations about part-time/adjunct employment with an assortment of committee members as we wrestled with what is for our profession a serious and growing problem.

Looking back, I think that this has been one of the most important and most difficult things I have done. The issues are serious, emotions run high, and solutions are not easy. As a part-time/adjunct faculty for more than twenty years (a result of gender, the job market, and family commitments), and now a department chair responsible for hiring part-time/adjunct faculty member, my perspective runs in several directions at the same time. The anger and pain of those caught in the often unfair and demeaning gristmill of such employment resonates, as does the frustration that comes from trying to be fair while being circumscribed by institutional policies. I agreed to participate because I knew the problems personally. After doing so, I am more than ever convinced that both professional organizations must take a role in finding solutions. The implications, as the committee has concluded, are enormous for everyone concerned—part-time/adjunct faculty, full-time faculty, students, and institutions of higher learning.

The committee has consisted primarily of those who are now, or who have been in the past, part-time faculty. This has been important because the committee has heard, sometimes in very angry tones, from those who have struggled with the problems. OAH and the AHA officers, staff, and members need to hear this alternative view rather than that of those who are at the top of the profession. The litany of problems include:

- abysmally low pay, often lacking any benefits (medical coverage is frequently the most pressing need, but

the absence of retirement funds has serious long range implications),

- ineligibility for grants or travel money (to help with research that just might make escape possible),
- poor or no office space, or no clerical assistance, lack of computers (as technology becomes ever more important), and sometimes no library access.

Teaching is not easy under these circumstances—scholarly research is nearly impossible, self esteem runs low, and financial survival becomes difficult.

Wrestling with these problems is complicated by the fact that there are some individuals—such as retired faculty still engaged with the discipline, those with other full-time employment or family responsibilities, and graduate students working to complete their degrees—who prefer to teach part-time. Any proposed solutions need to recognize this group. There are also small departments that can only offer a specialized course with a part-time or adjunct employee. The other side of the equation is the numerous institutions dealing with financial cuts by hiring large numbers of teachers at very low wages who then try to survive by piecing together jobs at several institutions. These “sweat shop” workers are gambling on their futures, and paying with their labor so that others get an education at their expense. No wonder many become angry and alienated.

Although the committee has concentrated on how unfair this system is to those caught in it—natural given its membership—in a report submitted to the OAH and AHA last spring, the committee emphasized the wider impact of part-time faculty on the profession. Growing reliance on part-time faculty means that graduate students increasingly face an unpleasant future (and as they realize it there will be fewer graduate students.) The report also notes that a smaller number of full-time faculty will become increasingly responsible for more institutional

tasks. Consider what the difference would be if you were in a department with 25 full-time faculty covering 100 classes in a semester, as contrasted with one of 10 full-time and 30 part-time members (or 11 full-time and 77 part-time, currently the case at two New Jersey institutions). How many can advise, serve on committees, recruit, fundraise, and deal with accreditation? Students, if they are lucky, get an underpaid Ph.D. teacher, if not an appallingly low paid person, teaching out of field. They

are more likely to have someone who spends time traveling from one campus to another, has less time for teaching tasks, gives few or no papers, submits inflated grades (to insure they have a job the next semester), and is not there in two or three years to write a letter of recommendation. Institutions, whose reputations depend on the scholarship of their faculty have less to brag about. The list goes on, but the point is that this does have an impact on all of us in the profession

Students get an underpaid Ph.D. teacher, teaching out of field, who spends time traveling from one campus to another, has less time for teaching tasks, gives few or no papers, submits inflated grades, and is not there to write a letter of recommendation.

whether we realize it or not.

Solutions need to go in two directions. One is to halt and reverse the bleeding of full-time positions. The second is that make life better and fairer for those who do teach part-time. The committee's recommendations to the OAH and AHA include provisions for a limit on the percentage of part-time faculty in a department, for increased salaries (as a percentage of what is paid full-time faculty), benefits, office space, etc. Having the recommendations accepted is just the first step. The harder task ahead will be to convince those in control of the purse strings that this is necessary—because it is the right thing to do, but also because education in this country will seriously suffer in the long run if it is not done. □

Maxine N. Lurie is associate professor of history at Seton Hall University and served as chair of the Joint OAH-AHA Committee on Part-Time and Adjunct Employment.

▼ WIENER / From 7

were passing out firearms to the members of their militia . . . in preparation for the expected confrontation with Great Britain”; therefore these two years give “an inaccurate portrait of peacetime gun ownership” by individuals. If Bellesiles had stated that in a note to Table 1, would the committee have found no “evidence of falsification”? They decline to answer.

Arming America was the subject of a series of critical articles in the *William and Mary Quarterly* in 2001. The same issue also contained a series of articles on a book about Denmark Vesey, executed for plotting slave rebellion in Charleston in 1822. (See Jon Wiener, “Denmark Vesey: A New Verdict,” *The Nation*, Feb. 21, 2002, 21-24.) The Vesey book was shown to have transcription errors on virtually every page, which undermined the author's entire thesis. The publisher withdrew the book. But there has been no move in the history profession to investigate or discipline that historian, and his university has taken no action—because the scholarly criticism and the publisher's action were deemed sufficient. In the Bellesiles case, the parallel would be the publication of a revised edition with errors corrected. Indeed, Bellesiles had conceded serious problems in his probate data, and was working on correcting those errors when he and his publisher parted ways in early January. His plans included a corrected version of Table 1. Do Gray, Katz, and Ulrich consider that

an appropriate resolution of the problems they found? They refuse to say.

The context of the debate over *Arming America* is crucial to understanding the problems with the committee's report. Gun rights groups have been working to discredit the book and destroy Bellesiles's career since before the book was published—they see it as “anti-gun,” partly because the introduction criticized Charlton Heston and the NRA. (In fact, the debate over gun control is not going to be decided on the basis of an argument about whether our present gun culture began in the mid-nineteenth century.) Instead of focusing on the book's thesis or claims made about its contemporary significance, their strategy has been to try to discredit it by focusing attention on errors in a tiny portion of the documentation. It's an old tactic, and an illogical one—the book could be wrong about the origins of our present gun culture even if its footnotes are flawless. But the tactic often works.

By accepting the terms of debate set by others, Gray, Katz, and Ulrich abdicated their intellectual responsibility to work independently and to consider the significance of their findings. As a result, their report has ominous implications for other historians dealing with controversial issues. Of course every historian has an obligation to provide full and accurate citations of evidence in a form that makes it possible for others to replicate their work.

But I know of one historian coming up for tenure who, after reading the Emory report on Bellesiles, decided to remove all the tables from his book manuscript, to treat the evidence anecdotally instead, in order to avoid facing the same kind of critique.

Since the issue here is Bellesiles's integrity as a historian, the Emory inquiry should have been as sweeping as the stakes, instead of being tied to a few pages in a great big book. And if Bellesiles is right in his reply <http://www.emory.edu/central/NEWS/Releases/B_statement.pdf>, then Gray, Katz and Ulrich are guilty of some of the same sins they accuse him of committing: suppressing inconvenient evidence, spinning the data their way, refusing to follow leads that did not serve their thesis. The point is not to condemn them for their inability to achieve the scrupulousness they demanded of Bellesiles. The point is that historians have to deal with the messy confusion of things, and they offer interpretations of it. Historian Michael Zuckerman of the University of Pennsylvania says, “Historical knowledge advances by the testing of interpretations, not by stifling interpreters”—and not by indicting the interpreter's character for flaws in his Table 1. □

Jon Wiener is professor of history at the University of California, Irvine.

Documenting a Digital Event

Tom Scheinfeldt

As the morning of 11 September 2001 unfolded, the media grasped at history to provide a sensible reference point for the shocking events it presented to the public. In the heat of the moment, it became all too common to compare the attacks of 11 September 2001 with the attack on Pearl Harbor of 7 December 1941. So successful was this comparison that now, more than a year later, it remains commonplace in both media and popular circles.

The comparison has, however, come under some scrutiny by the historical community. Among other things, historians point out differences in the nature of the targeted communities, public response to the events, the re-

ers—in documents, e-mails, voice mails, digital images, and web sites. Without a concerted effort by historians and archivists, these fragile materials will surely be lost—even at the touch of a delete key. The September 11 Digital Archive <<http://www.911digitalarchive.org/>> is working to prevent that loss.

Organized by the American Social History Project at the City University of New York and the Center for History and New Media at George Mason University with funding by a major grant from the Alfred P. Sloan Foundation, the September 11 Digital Archive uses electronic media to collect, preserve, and present the history of the 11 September 2001 attacks and the public responses to them.

In particular, the archive works to collect stories, e-mails, digital images and other “born-digital” materials relating to the attacks of September 11. Additionally, the archive organizes and annotates the most important web-based September 11 resources and develops online materials to contextualize and teach about the events. The archive is quickly becoming the premier resting place for the vast digital record precipitated by September 11.

Launched on 11 March 2002, the archive’s first year has seen remarkable success. Over 25,000 e-mails, 10,000 first hand stories and 5,000 digital images have been preserved and permanently archived. A wide-ranging series of partnerships has been formed with other institutions, including the Museum of the City of New York, National Public Radio’s *Sonic Memorial*, and the Library of Congress. The archive is especially pleased to have been selected as the Smithsonian Institution’s designated repository for digital materials relating to September 11 and its special exhibition, “Bearing Witness to History”, which opened on the first anniversary of the events of September 11. In this capacity, the archive is collecting the

first-hand, September 11 recollections of visitors to the National Museum of American History’s exhibit halls and web site, both in text and digital audio. In the next year, the archive will develop educational materials and expand its outreach efforts to communities less likely to contribute directly through the Internet. It will also begin work on a set of tools and guides for online history projects in conjunction with the Center for History and New Media’s ECHO: Exploring and Collecting History Online project <<http://echo.gmu.edu/>>.

The September 11 Digital Archive is extensive and varied—including materials from rescue and recovery workers, victims’ families, survivors from inside the World Trade Center and Pentagon, and members of the affected communities. Just as important, however, are contributions from ordinary Americans and people around

the world. One thing that sets the September 11 Digital Archive apart from other historical repositories is the large number of spontaneous grassroots contributions, personal stories of September 11, and pieces of digital artwork. Unlike traditional “brick and mortar” archives, there are no physical limits to the size of the September 11 Digital Archive’s collection. If it needs to be expanded, more disk space is added. This means that no digital object is too trivial for the archive to accept.

Another thing that sets the archive’s collections apart is the large number of e-mail and instant messages that were written during the moments of the attacks. For instance, the archive contains a series of Blackberry wireless e-mail messages written by people escaping the World Trade Center. Of course, the substance of these e-mails is moving and fascinating and not in itself very different from the substance of, say, letters written by U.S. service people at Pearl Harbor. What is very different about these communications is their media. Unlike Pearl Harbor and other earlier events, witnesses to September 11 connected to the news and to each other in real time. In these exchanges we see the events as they unfolded and the immediate responses of those involved.

Through continuing efforts to collect the digital record of September 11, the archive will insure that future historians do not fail to understand all experiences of that monumental day. For more information, visit <<http://www.911digitalarchive.org/>> or <info@911digitalarchive.org>. □

Tom Scheinfeldt is codirector of the September 11 Digital Archive and a fellow at the Center for History and New Media, George Mason University.

▼ FORMWALT / From 7

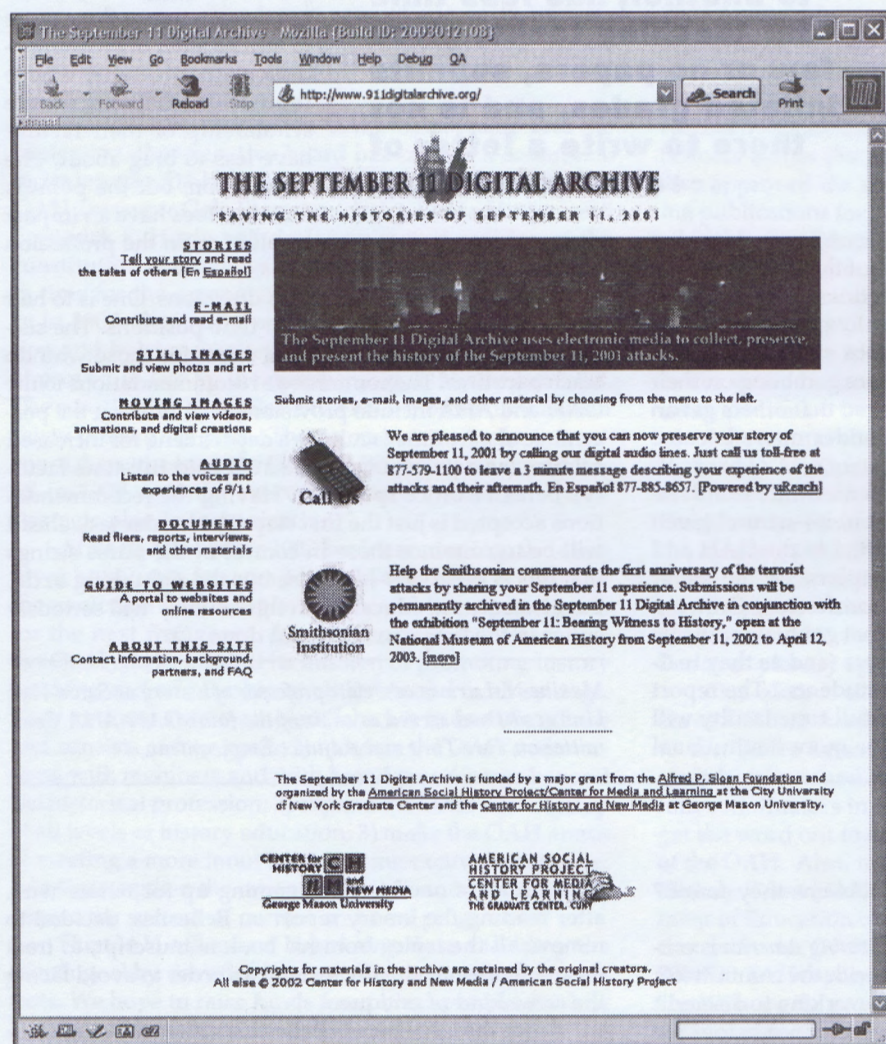
Since the Emory report was not released until 25 October 2002, the executive office and 2003 Program Committee had no time to assemble a panel to address the Bellesiles matter in Memphis. Fortunately, we have the vehicle of the chat room (that debuted at the 2001 annual meeting in Los Angeles), an informal gathering of meeting attendees to discuss topics of scholarly or professional concern. We have secured Paul Finkelman, Chapman Distinguished Professor of Law at the University of Tulsa, and Jon Wiener, University of California, Irvine, to cohost this session. In the meantime, we are working with the 2004 Program Committee to develop a session at the Boston meeting that can address in a more formal way, the various issues that have emerged in the Bellesiles case.

The executive board has asked the *Journal of American History* editorial board to consider a commissioned essay or a roundtable to address the ethical issues of this and other recent cases and how much historians rely on trust in practicing their craft. Finally, the board agreed that it would continue its discussion at its meeting in April in Memphis.

Members are encouraged to share their ideas and concerns with the Executive Board prior to their April meeting in Memphis. Comments should be mailed to OAH, 112 North Bryan Avenue, Bloomington, IN 47408 or to <oah@oah.org>.

There are a number of tragic elements in the Michael Bellesiles case and the controversies surrounding other well-known popular historians. A greater tragedy would be for American historians to quickly bury these unfortunate developments and refuse the opportunity they provide to explore the larger questions that will help us in our pursuit of truth about this nation’s past. □

Lee W. Formwalt is executive director of the Organization of American Historians.

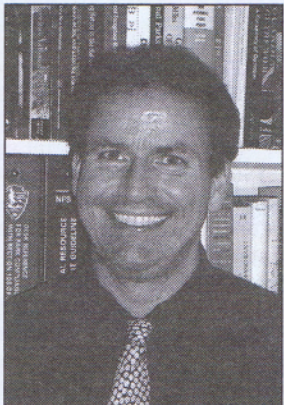


lationship between attacker and attacked, and in the broader cultural and geopolitical circumstances in which the two events were situated. Yet even putting substantive debates aside, it must be admitted that from the historian’s perspective there are important practical differences between Pearl Harbor and 9/11—differences that speak to the nature of sources.

The historical record of 1941 consists almost entirely of paper—government reports, letters from home, photographic prints and newspaper headlines. Not so in 2001—September 11 was not only the first major event of the twenty-first century, it was also the first major event of the Internet age. For the first time, people experienced a major historical event as it unfolded on their computers—both at work and in classrooms. Much of the record of 11 September 2001 sits on our hard drives and serv-

Capitol Commentary

Bruce Craig Director of the National Coalition for History



Craig

National Coalition For History Now Up And Running

For over twenty-five years the National Coordinating Committee for the Promotion of History (NCCPH) has served as a voice for the historical and archival professions on Capitol Hill. On 1 January 2003, the NCC formally ceased operations and a successor advocacy organization—the National Coalition for History (NCH)—began operating, carrying forward the advocacy flag for history and archival organizations.

During the January 2003 annual meeting of the American Historical Association, the Policy Board of the new history coalition elected officers, approved an annual budget, and authorized several new initiatives including a long-needed seminar series targeted to members of Congress and their staff—"Issuing History: Historical Perspectives on Public Policy."

The decision to reorganize the NCCPH under Section 501(c)(3) of the Internal Revenue Code and change the organization's name to the National Coalition for History was unanimously adopted by the NCCPH Policy Board during the organization's annual meeting a year ago. At that time, the Policy Board approved an ambitious three-year strategic plan that seeks to better position the history and archival communities to meet the challenges of the twenty-first century. To view the plan, visit (<http://www2.h-net.msu.edu/~ncc/>).

The new Articles of Incorporation provide that the NCH is to serve as "a central educational/advocacy outreach office for history and archives." To that end, the NCH will continue the NCCPH's long time commitment to history and archives advocacy. Through the weekly electronic posting of the "NCH Washington Update" the organization will continue to provide a clearinghouse function by bringing news of interest to the professional communities that the NCH serves. In the coming months, the NCH will also begin to expand its outreach and education programs by targeting special educational programs to the news media and professional staff on Capitol Hill.

During the meeting of the Policy Board, Lee Formwalt (Organization of American Historians) was elected chair/president with a vice-presidential slot being filled by Arnita Jones (American Historical Association); a second slot is on hold for the Society of American Archivists (the soon to be appointed incoming Executive Director of the SAA is expected to fill this position). Martha Kumar (American Political Science Association) was elected secretary and Anna Nelson (Society for Historians of American Foreign Relations) was elected treasurer. Policy Board rotating terms were approved for the Association for Documentary Editing, the Society of American Historians, and the Society for History in the Federal Government.

108th Congress Convenes

On 7 January 2003, the 108th Congress was gavelled to order with Republicans controlling both the Senate and House. The new Congress consists of a Senate with 51 Republicans, 48 Democrats, and 1 Independent—Senator James Jeffords (I-VT) who will caucus with the Democrats. The new House will consist of 228 Republicans, 204 Democrats, and 1 Independent—Bernard Sanders (I-VT) who will also caucus with the Democrats. Republicans now not only have control of the White House, but they also have narrow control of the House of Representatives, and "procedural" control of the Senate, where a majority

(needed to end a filibuster and force a vote) is sixty votes.

The new Congress brings major shakeups in party leadership, especially for the Democrats who suffered a stunning defeat in the November 2002 elections. In the Senate, following the resignation of Trent Lott (R-MISS) as Senate Majority Leader, Bill Frist (R-TN) rose to the occasion and was elected Majority Leader by his GOP colleagues. Tom Daschle (D-SD) was reelected by the Democrats as Minority Leader. Mitch McConnell (R-KY) and Harry Reid (D-NV) become their party's respective Whips. Senator Robert C. Byrd (D-WV)—as the longest serving Democratic member of the Senate—passes the gavel as President Pro Tempore to Senator Ted Stevens (R-AS) who is the longest serving Republican. Byrd also gives up his prized seat as Chair of the Senate Appropriations Committee to Senator Stevens.

Because the House was under the control of the Republicans throughout the 107th Congress, there are fewer changes of note. Dennis J. Hastert (R-IL) was elected as Speaker of the House though Tom Delay (R-TX) moves into the majority leader position with Roy Blunt (R-MO) becoming majority whip. For the Democrats, Richard Gephardt (D-MO) stepped down as minority leader and has been replaced by Nancy Pelosi (D-CA); Steny Hoyer (D-MD) steps into Pelosi's old job as minority whip.

There are also several committees worth mentioning. Senator Don Nickles (R-OK) will Chair the Budget Committee with Pete Domenici (R-NM) taking control of the Resources Committee from Jeff Bingaman (D-NM). Judd Gregg (R-NH) replaces Edward Kennedy (D-MASS) as head of Health, Education, Labor and Pensions; Susan Collins (R-ME) will Chair Government Affairs, taking over for Joseph Lieberman (D-CONN). The House Resources Committee that considers virtually all historic preservation measures will change hands due to the retirement of James Hansen (R-UT).

In the House, Dan Burton (R-IN), who aggressively advanced the "Presidential Records Act (PRA) Amendments of 2002" legislation that was designed to nullify President Bush's Executive Order 13223 steps down as Chair of the Government Reform Committee because of term limitation requirements. With the retirement of Representative Steve Horn (R-CA), who authored the PRA reform bill, there is some question of who will champion that legislation next session. One additional power shift is in the House Interior Appropriations Subcommittee that funds the National Park Service, the National Endowments for the Arts and Humanities, the Woodrow Wilson International Center for Scholars, and a host of what are known as other Interior Department "related agencies."

So what can we expect from the new Congress? In the Senate, Republican moderates begin the 108th Congress in a strong position and are expected to help keep the President's agenda from shifting too far to the right. For the history and archives communities, having Roy Blunt (R-MO) as majority whip and Rep. Steny Hoyer (D-MD), the Democrat's most visible centrist and Maryland's highest ranking member of Congress, as the Democratic whip in the House may prove beneficial, especially for the National Archives and Records Administration (NARA). Blunt is a current member of the National Historical Publications and Records Commission (NHPRC) and Hoyer, whose district hosts Archives II, has long been a staunch supporter of NARA. And, having Senator Susan Collins (R-ME) as Chair of Government Operations may prove a blessing for supporters of the effort to overturn the Bush PRA executive order.

Under White House pressure, though, Senate Republicans are expected to slash hundreds of millions of dollars worth of both Republican and Democratic-sponsored earmarks in the still unfinished FY 2003 appropriations bills. Though Senator Byrd no longer will chair the Senate Appropriations Committee and incoming Chair Ted Stevens promises to chop at least \$9 billion from Senate

spending bills, Byrd is still a powerful member of the Committee and he should be able to secure continuing funding for his pet projects, including the Department of Education's "Teaching American History" initiative.

How will the 107th Congress be remembered?

Some political scientists, historians, and Hill-watchers have already dubbed it "historic." It was a Congress that met under the cloud of a contested Presidential election; it survived a possible terrorist attack on 11 September 2001, and an anthrax attack shortly thereafter. The Senate witnessed three changes of party control and the House expelled its second member since the Civil War period. Both chambers valiantly tried to stem accounting scandals and a total meltdown of public confidence in corporate America and began preparing a nation for a war abroad. It may have been "historic," but it certainly left a lot of work on the table and earned few kudos for enacting legislation benefitting history or archives.

When lawmakers adjourned, they left literally hundreds of non-controversial bills to die, many of which had passed both the House and Senate in similar but not necessarily identical versions. These included: three history theme studies—(Cold War (H.R. 107); Peopling of America (S.329); and Reconstruction (S. 2388); dozens of minor boundary adjustment bills for historic national park units; and the Museum and Library Service Act of 2002 (H.R. 3784). Congress also shirked its most important constitutional responsibility when it failed to pass a budget resolution or to act on eleven pending appropriation measures that allow the executive department agencies to operate at their fully authorized levels. Perhaps it will be remembered as the Congress where "talk beat the clock."

So what did pass of note in the second session of the 107th? The USA Patriot Act (P.L. 107-56) which includes many controversial provisions relating to privacy, whistleblower protections, and government oversight and a Homeland Security Act (P.L. 107-296) that raises new worries about implementation of the FOIA and creates new powers to insure government secrecy. This Act also fails to include any statutory provision for the creation of a history office.

On the positive side, Congress did pass the TEACH Act (P.L. 107-273) that rewrites copyright rules for distance-education and the E-Government Act (S. 803) that seeks to improve citizen access to government services and information. Congress enacted legislation authorizing \$10 million a year until 2008 for endangered Civil War Battlefield Preservation (P.L. 107-359); created a new battlefield park in the Shenandoah Valley of Virginia—Cedar Creek and Belle Grove Plantation National Historical Park (P.L. 107-373); established the Oil Region National Heritage Area in Pennsylvania, as well as National Mormon Pioneer Heritage Area and Great Basin National Heritage Areas, both in Utah; and created the Moccasin Bend National Historic Site in Tennessee as a unit of the National Park System. A handful of suitability studies for historic trail designations was also authorized. Quietly, Congress also passed a joint resolution (H.J. Res 117) approving the location of the commemorative monument to President John Adams in the District of Columbia.

The good news is that all that work last session may not be totally lost. At the end of every Congress there usually are a number of bills left in limbo that members want to see enacted. To attend to these measures, Congress will probably not create an omnibus bill, but rather will move the non-controversial bills individually—probably without benefit of mark-up or hearing—and try to push them through their respective houses as rapidly as possible. To this end, the National Coalition for History together with its history, archives, and preservation partners and various Congressional staff will be working to see that this happens. □

From the Archivist of the United States

History Education Concerns Us All

John W. Carlin



Carlin

On 17 September 2002, I was honored to join President George W. Bush, historian David McCullough, and other national leaders in the Rose Garden of the White House as the President announced a nationwide civics initiative in which the National Archives and Records Administration (NARA) will play a key role.

The project—a collaboration between NARA, National History Day, the Corporation for National and Community Service, and the USA Freedom Corps—is named *Our Documents: A National Initiative on American History, Civics, and Service*. It is our hope that *Our Documents* will encourage students, teachers, and the general public to explore our nation's history and the impact it has on our society today. In the months since President Bush's announcement, this project has taken root and is gaining momentum, and I want to take this opportunity to share with you the philosophy behind it, as well as our aspirations for it.

As you may know, *Our Documents* revolves around one hundred milestone documents drawn primarily from the thousands of public laws, Supreme Court decisions, inaugural speeches, treaties, constitutional amendments, and other documents held by NARA that have influenced the course of U.S. history. All of the documents have helped shape our national character and reflect not only our successes and failures, but also our diversity, our unity, and our commitment as a nation to continue our work toward forming "a more perfect union."

The complete list of milestone documents with brief explanations, a discussion of key themes in the documents, a timeline putting the documents in chronological perspective, a teacher's sourcebook, and guidelines for participating in student and teacher National History Day competitions is available at the project's web site at <http://www.ourdocuments.gov/>.

We repeatedly hear from teachers that they do not want or need new curricula; they need fresh, compelling ways to present the curriculum they already have. *Our Documents* was designed with this in mind. Throughout the current school year, three documents are being introduced on the web site each week. We want Americans to read these milestone documents, consider their meaning, discuss them, and decide which are the most significant and why. In this way, we seek to promote not only the study of history, but also the consideration of the importance of these documents to citizens today.

Later this year, we plan to conduct a national vote, asking citizens to name and explain their choice of ten milestone documents that they feel are the most important to our nation. Voters will not simply check a box, they will be encouraged to explore the historical meaning of each document, and consider the weight their vote holds. Through this public vote—and by giving people more insight into the documents that have shaped our country's history—we hope to spark discussion and debate on the values and ideals of our democracy over the last 226 years.

I am proud that NARA is playing a part in this exciting national educational initiative, and I know that our partners share this feeling. It is no secret that Americans in general, and American students in particular, are sadly lacking in their knowl-

edge of their country's history and their ability to relate historical facts and events to larger societal trend. This concern is the very reason we jumped at the chance to participate with the White House in this initiative, for I believe the opportunities to teach American history and to instill an interest and respect for the people and events that have shaped our country are truly boundless. The more energy and focus we have behind our shared interests, the more likely we are to succeed, and there are plenty of opportunities for all of us.

Another reason I am pleased about the White House's focus on history and civics education is that it illustrates not only that our nation's leaders share our interests, but also that they support our efforts to present history without promoting any particular political agenda or historical interpretation. At NARA, we provide access to the original documents of history and encourage people to study this evidence of our government for themselves and draw their own conclusions. Similarly, our partner, National History Day is a highly acclaimed academic program that promotes historical study by encouraging students and teachers to ask questions of history, conduct research, and analyze evidence to draw conclusions.

Our Documents carries no agenda other than to spark interest in our past; encourage analysis, discussion and debate, and foster a sense of patriotism and pride in our country. I believe this is a winning proposition all around.

If you have not already done so, I invite you to take a look at the web site for the *Our Documents* initiative. □

ADVANCED PLACEMENT PROGRAM® U.S. HISTORY PANELS AND THE ANNUAL AP® READING

All Interested Faculty Are Cordially Invited to Attend the Following Sessions during the 2003 OAH Conference

AP® U.S. History breakfast panel

Incorporating African American History into the Survey

April 5, 2003

7:30-9:30 a.m.

Memphis Marriott Downtown

Race, Gender, Ethnicity in the U.S. History Survey

April 5, 2003

3:30-5:30 p.m.

Memphis Cook Convention Center

*Assessing Historical Thinking Skills Acquired In a Survey:**The Document Based Question of the AP® U.S. History Examination*

April 4, 2003

1:00-3:00 p.m.

Memphis Cook Convention Center



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U. S. History Faculty Wanted

Each year in June, college faculty and high school teachers from all over the world gather to evaluate and score the free-response section of the AP® Exams. These hard-working professionals, known as faculty consultants, are vital to the AP® Program because they ensure that students receive AP® grades that accurately reflect college-level achievement in each discipline. Faculty consultants are paid honoraria, provided with housing and meals, and reimbursed for travel expenses. At the AP® Reading you will also exchange ideas, share research experiences, discuss teaching strategies, establish friendships, and create a countrywide network of faculty in your discipline that can serve as a resource throughout the year. The application to become an AP® Reading faculty consultant can be found on the College Board's Web site at www.collegeboard.org/ap/readers or you may contact Performance Scoring Services at ETS at (609) 406-5443 or via e-mail at apreader@ets.org. Applications are accepted throughout the year but you are encouraged to apply now to be considered for appointment to the upcoming AP® Reading to be held June 2-8, 2003, at Trinity University in San Antonio, Texas.

News of the Profession

Combating Historical Illiteracy: National History Day is Proving that Professional Development Can Make a Difference

The 2001 U.S. History National Assessment of Educational Progress (NAEP) painfully pointed out that America is raising young people that, to an alarming degree, are historically illiterate. The report's findings—almost unchanged from its last report in 1994—are neither new nor surprising, but do reinforce what various reports over the last quarter century have lamented as the problem of students' lack of historical understanding and the devalued nature of history in our nation's schools.

That so many students are deficient in historical knowledge testifies to the inadequacies of our nation's teacher preparation. Concerned about history teacher education and the professional development of practicing educators, National History Day, Inc. (NHD) has created an annual summer institute to provide teachers with both intellectual and practical instruction.

Last year, OAH Executive Director Lee Formwalt directed the 2002 NHD institute "We Shall Overcome: 100 years of the Civil Rights Movement." The institute was a tremendous success, and included prominent scholars such as Leon Litwack, Waldo Martin and Patricia Sullivan. Teacher participants talked with those who were involved in the Civil Rights Movement including Representative John Lewis, Joan Browning, Reverend Charles Sherrod, Chuck McDew, Faye Bellamy Powell and Constance Curry.

The scholars' interpretations called attention to historical debate, and every participant was challenged by new ideas and new approaches. Through the week, the teachers became ever more sensitive to historical context and to the constant evolution of historical experience. "I have been attending summer institutes for over twenty years, and this one was the best I have ever attended," said teacher Jim Barstow from Lincoln, Nebraska. "I am sure that the skills gained by all of the participants will stay with them the rest of their academic and professional lives." Teacher Gideon Sanders used the NHD institute as a focus for a Tolerance and Civil Rights Awareness week at James Madison high school in northern Virginia. The students were able to interact with some of the same speakers that Sanders was exposed to at the NHD institute; the week opened up new ways of thinking for students. On 6 April 2003, participants from the 2002 institute will discuss their experience at the OAH Annual Meeting in Memphis, Tennessee, in a session focused on the impact of the NHD institute on teaching the Civil Rights Movement in elementary and secondary classrooms.

NHD's commitment to teach education continues in 2003 with the selection of thirty educators to participate in the intensive seven-day NHD institute, "History of the American West: The Legacy of Exploration and Encounter." The institute will take place 19-26 July 2003 in Portland, Oregon. The institute is free but participants must cover the travel cost to Portland. The central objective of the institute is to improve the teaching of history by exposing participants to recent scholarship about the American West, familiarizing them with the primary sources available for studying and teaching, and modeling different ways of encouraging active learning. The institute director is Katrine Barber, professor of history at Portland State University and the Center for Columbia River History. The institute will include special activities, such as visits to historic sites on the Lewis and Clark Trail, an exploration of Native Voices in discussions with tribal members and visits to Native American sites.

Through programs like the NHD institute, OAH and the historical community can make a difference in the way history is taught and learned. The most important part about the NHD institute is that the teachers' work continues into the classroom. In addition to the incorporation of new ideas and methods into their teaching, those who participate in the program are committed to conducting workshops for teachers in their own states. As a result,

teachers nationwide benefit from the institute and National History Day's commitment to education reform.

National History Day is not just one day, but a year-long nonprofit education organization that makes history come alive through educator professional development and active student learning. The organization has received the National Endowment for the Humanities Charles Frankel Prize for public programming and engages more than two million people annually in its programs.

For more information about National History Day or the History of the American West Institute go to <<http://www.nationalhistoryday.org/>> or call (301) 314-9739. □

—Mark Robinson, National History Day

Humanities Advocacy Day in its Fourth Year

Humanities Advocacy Day, a national advocacy event organized by the National Humanities Alliance and cosponsored by more than twenty organizations to promote support for the National Endowment for the Humanities, will take place 24-25 February 2003 in Washington, D.C. In its fourth year, Humanities Advocacy Day aids in the creation of a network of humanities advocates from across the country and a variety of institutions, including museums, libraries, colleges and universities, humanities institutes, state humanities councils, historical societies, and other organizations. The event provides a unique opportunity for scholars and others working in the humanities to communicate to Congress the importance of federal support for the humanities. For more information, visit <<http://www.nhalliance.org/jd/>>. □

History High Schools and More from the Gilder Lehrman Institute of American History

Historical illiteracy remains a serious problem. Our students must learn how to explore the past and apply its lessons to the present and future. They should be able to draw connections between historical events, ideas and trends and their own experiences. As the United States becomes increasingly diverse, a deep knowledge of its history can help citizens from a wide range of backgrounds understand their common interests and goals. Unfortunately, the single year of U.S. history education that high schools typically require is too brief to provide that knowledge.

To address this need, the Organization of American Historians and the Gilder Lehrman Institute of American History are discussing an innovative partnership. Both organizations are committed to promoting the study and teaching of America's past through programs for teachers, students, scholars, and the general public. A main goal of this alliance would be to expand the Gilder Lehrman network of history high schools.

OAH president Ira Berlin, and member of the Gilder Lehrman advisory board, says that history high schools offer the best opportunity to elevate knowledge of the past among the American people. "This is an exciting, innovative—yet eminently practical—program that has a proven record of success. I am delighted to have the OAH join in its expansion." This collaboration with the Gilder Lehrman Institute will have a deep and enduring impact on how new generations learn American history.

What's a history high school? Usually, it is a small school of choice, with a rigorous, college-preparatory program requiring American history courses every year for four years—along with emphasizing math, English, science, and foreign languages. Students acquire computer literacy, an appreciation of learning, and the ability to read, write and research at a high level.

The Gilder Lehrman Institute has created and maintained twenty-five history high schools since 1996, eleven of which opened in September 2002 in the New York area, Maryland, Wisconsin, Ohio, and Minnesota. These schools provide a model for improving academic performance in all subjects, raising test scores, and sending a high percentage of seniors to college. Their success is based on:

- A rigorous, full curriculum, with at least one course in American history each semester for all four years (this includes a three-year chronological sequence and a senior thesis or special project)
- An emphasis on analyzing primary source materials and on extensive writing.
- College-preparatory courses in English, math, science, foreign languages, and Advanced Placement course
- Integrating the history curriculum with literature and the arts
- Enrichment activities such as special lectures and visits to historic cities such as Boston, Washington, and Philadelphia, or sites within the school's region
- Ongoing training and support for teachers through workshops and seminars
- Small classes in which teachers enforce high expectations and provide personalized, supportive attention
- A school "culture," promoted by the administration, teachers and peers, that fosters a personal drive to achieve

The results have come quickly. The first history high school, the Academy of American Studies—a public school in Queens, New York—was founded in 1996. It already boasts many of these achievements including:

- Graduating seniors have college acceptance rates of 96 percent in the first three classes, to such schools as Duke University, New York University, and Barnard College. Most students are the first in their families to attend college.
- Among New York City high schools without selective admission, in 2001 the Academy scored second in graduation rates (89 percent), second on rates of passing the statewide English Regents Exam necessary for graduation (93 percent), and third on rates of passing the Math Regents Exam (93 percent)
- The Academy has twice been named one of the top ten high schools in New York City by *New York Magazine* (13 April 1998 and 22 October 2001). The school received over a thousand applications for 125 openings in the fall of 2002.

These results clearly suggest the impact of additional history schools.

Another important contribution will come from foundations. The Cargill Foundation has awarded a grant to establish the Cargill/Gilder Lehrman American Studies Academy at Washburn High School in Minneapolis, and the Lynde and Harry Bradley Foundation has supported two history schools in Milwaukee.

After identifying likely regions and schools, the Gilder Lehrman Institute will hold informational meetings and set up a competition among interested high schools, which will submit proposals. When host schools are selected, the Institute's education coordinators will work with administrators and social studies departments to set up a history program.

The role of the OAH would be to help coordinate partnerships between each school and a local college or university. The school will provide two liaisons—a scholar and an administrator—who will oversee enrichment activities such as lectures by visiting professors. It will also offer students the opportunity to take college-level courses.

Another major Institute initiative is the sponsorship—along with the OAH, the American Historical Association and the National Council for the Social Studies—of a national history conference in June 2003, "Innovations in Collaboration: A School-University Model to Enhance History Teaching, K-16." The Gilder Lehrman Institute is also pleased to sponsor fifty travel fellowships of \$200 for elementary, middle and high school history teachers to attend the 2003 OAH Annual Meeting in Memphis, Tennessee, this April. Teachers will be able to attend sessions geared to their professional interests, as well as scholarly panels, workshops, roundtables, and performances. For more information, visit <<http://www.oah.org/meetings/>>.



Reporting from the Crossroads of History

From the front lines of protest marches, to electrifying church meetings, to restless Main Streets, the courageous journalists who covered the Civil Rights Movement helped inform and transform a nation. Along the way, they found themselves transformed. Now, for the first time, nearly 200 eyewitness reports and book excerpts by 151 writers tell a gripping narrative of the struggle for justice that changed America forever. Each volume of *Reporting Civil Rights* features a newly researched chronology, a 32-page insert of rare photographs, and biographical profiles of the writers, including **James Baldwin, Robert Penn Warren, David Halberstam, Lillian Smith, Murray Kempton, Ted Poston, Claude Sitton, and Anne Moody.**

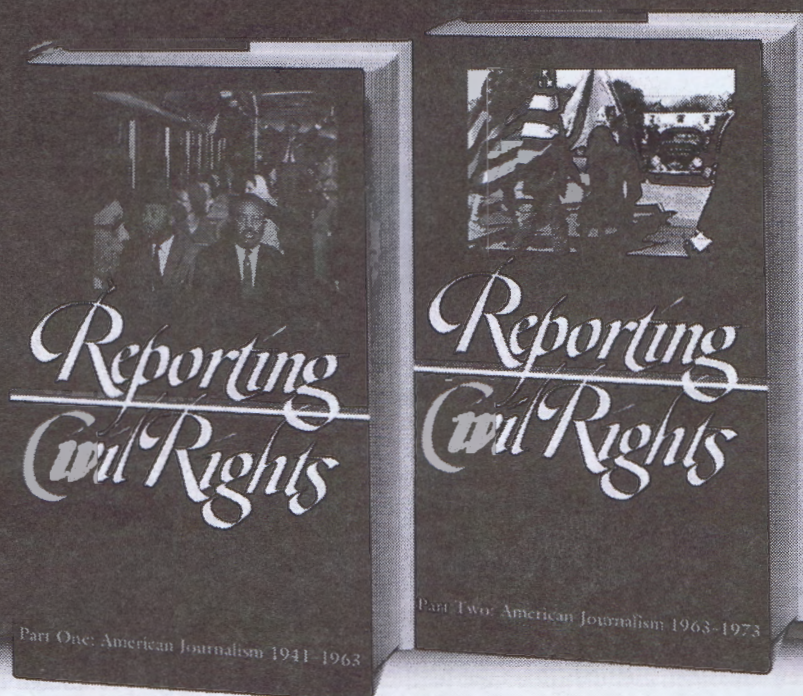
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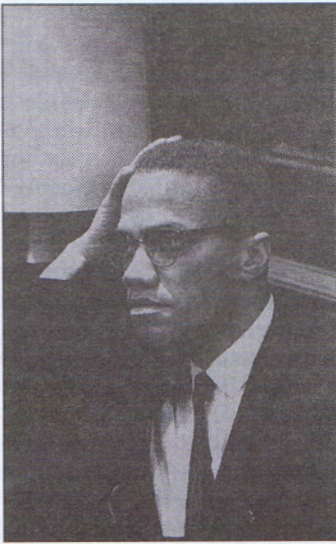
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Malcolm X Collection on Loan to Schomburg Center

A rarely seen collection of Malcolm X's letters, speeches, photographs and other documents has been released to the Schomburg Center, a division of the New York Public Library renowned for preserving and documenting experiences of people of African descent. The collection has been loaned



to the Center by Ilyasah and Malaak Shabazz, executor's of Malcolm X's wife Betty Shabazz's estate, following the resolution of an protracted legal dispute between the family, Butterfields Auctioneers, Public Storage USA, and James Calhoun and Shergill's Auction House. What is considered the largest cache of Malcolm X materials was almost lost to private collectors last March after the documents were nearly placed for auction by Butterfields Auctioneers. Claiming ownership rights, the family threatened legal action if their property was subject to private ownership. According to a spokesperson from the New York Public Library, "Butterfields withdrew the documents from sale, and eventually the family reached an agreement with the Butterfields and others claiming rights to the property that allowed the family to recover the entire collection." The Shabazz family has relinquished possession of the materials to the Center's safe keeping for the next seventy-five years.

Two large crates arrived at the Schomburg center on 31 December including an assortment of speeches, letters, personal diaries, and photographs. One of the most important archives among this collection includes a diary that documents Malcolm X's pilgrimage to Africa and the Middle East, made after his break from Islam in 1964. According to the Library, the diary "record[ed] his impressions abroad, experiences which led him to rethink and alter his views about race relations." Other materials include: a written agreement with author Alex Haley concerning *The Autobiography of Malcolm X*, sixty-seven handwritten radio address manuscripts, hundreds of photographs, and the outlines of many speeches including one of his most famous, "The Ballot or the Bullet." The collection will not be available to researchers for another eighteen months, after processing, preservation, and cataloging is complete, which means it could be ready for what would have been Malcolm X's seventy-ninth birthday on 19 May 2004.

All parties have agreed that the outcome is one that benefits not only all those involved, but the general public as well. The family's lawyer Joseph Fleming stated, "The ultimate outcome is one that preserves for the family of Malcolm X and Betty Shabazz the ability to reclaim their father's property without having to pay the human cost that might have resulted from a legal battle, and returns to the family the right to be the proprietors of their father's magnificent legacy." □

—Amber Hussung

News of the Organization

Fall 2002 OAH Executive Board Meeting: Baltimore, Maryland

At its 2002 fall board meeting at the Wyndham Baltimore Inner Harbor Hotel the OAH Executive Board took the following actions:

- Approved the minutes of the 11-14 April 2002 Executive Board meeting in Washington, D.C.
- Accepted \$10,000 from the Gilder Lehrman Institute of American History for fifty teacher travel fellowships for the 2003 Memphis Annual Meeting, as well as additional assistance for improvement of the *OAH Magazine of History* and the OAH radio show, *Talking History*.
- Authorized the president to appoint a three-person committee to conduct the five-year review of Executive Director Lee Formwalt, who took office in October 1999.

- Accepted the nominee of the Distinguished Service Award Committee (David Montgomery, chair; Douglas Greenberg; Emma Lapsansky; and Gloria Miranda), who will receive the award at the 2003 Annual Meeting in Memphis.

- Charged the Distinguished Service Award Committee to present a proposal by the time of the next board meeting for creating a new OAH award in recognition of service to history and the historical profession by a non-historian.

- Renamed the Foreign Language Book Prize, created in 1994, the Willi Paul Adams Award for the Best Book on American History Published in a Foreign Language, and thanked Kathleen Conzen for offering to lead an endowment effort for the renamed prize.

- Discussed the report on Michael Bellesiles issued by Emory University and how this matter raises larger questions about trust and integrity in the scholarly process and the ways in which historical argument and interpretation are conducted. Agreed that the OAH should help these issues become the subject of wider discussion across the profession. The organization will use the *OAH Newsletter* as a vehicle for further consideration of the matter. In addition, sessions on the subject will be planned at upcoming annual meetings in Memphis and Boston in 2003 and 2004. The board will ask the editorial board of the *Journal of American History* to consider a commissioned essay or a roundtable to address the ethical issues of this and other recent cases and how much historians rely on trust in practicing their craft. Also agreed to continue this discussion at the next board meeting in April in Memphis.

- Approved another year of publications exchange with the National Council for History Education (NCHE), so that all NCHE members will receive the *OAH Magazine of History* and all OAH members will receive *History Matters!*

- Changed the David Thelen Prize for best article on American history published in a language other than English from an annual to a biennial prize.

- Approved the following locations for annual meetings: Washington, D.C., 2006; Minneapolis, 2007; and New York, 2008.

- Adopted a new cycle of annual meeting locations so that Washington, D.C., which is the site of the organization's most well-attended conferences, will be on the OAH schedule every four years.

- Agreed to meet jointly with the National Council on Public History every four years in Washington, D.C.

Subsequent to the meeting in Baltimore, the board took the following actions:

- Approved the appointment of Robert W. Cherny as OAH Treasurer for a five-year term beginning 6 April

2003, at the recommendation of the search committee composed of William Chafe, chair; Emily Rosenberg; and Robert Griffith.

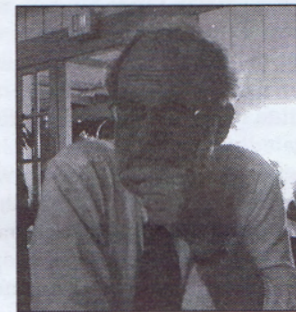
- Authorized the president to appoint an *ad hoc* committee to review the organization's prize and award structure and to offer recommendations for standardizing/streamlining the creation, endowment, and annual processing of OAH prizes and awards.

- Approved several changes to the OAH bylaws regarding new and changes to existing prize and service committees. These changes will be brought before the membership at the Business Meeting during the 2003 Annual Meeting in Memphis (8:00 a.m., Sunday, 6 April).

- Authorized the president to appoint a three-person committee to draft a revision of the OAH Constitution and Bylaws in time for the organization's one hundredth anniversary in 2007. □

Robert Cherny Appointed OAH Treasurer

Robert W. Cherny, professor of history at San Francisco State University, has been appointed as treasurer for the Organization of American Historians.



Cherny

"Bob has been chair of a large department, which always means significant budgetary experience," said William H. Chafe, former OAH president. "He is chair of the faculty senate at [San Francisco State] and has statewide experience in the university system as well." Cherny has been appointed for a five-year term, beginning in April 2003.

Cherny is the author of *American Politics in the Gilded Age, 1868-1900* (Harlan Davidson, 1997) and coauthor of the textbooks, *Making America: A History of the United States* (Houghton Mifflin College, 1999) and *American Voices: A History of the United States* (Scott Foresman, 1992). He is currently writing a biography of Harry Bridges, founding president of what is now the International Longshore and Warehouse Union. Most recently, he was a Distinguished Fulbright Lecturer of American history at Moscow State in 1996 and a visiting scholar at the University of Melbourne in 1997.

Cherny succeeds Gale E. Peterson as OAH treasurer. Executive director of the Ohio Humanities Council, based in Columbus, Peterson had served as OAH treasurer since 1993. "The organization and its members are grateful for Gale's ten years of dedicated stewardship and counsel," said OAH Executive Director Lee Formwalt. □

▼ GILDER LEHRMAN / From 13

The work of the OAH and the Gilder Lehrman Institute joins other encouraging developments in history education. At the federal level, Senator Robert C. Byrd's "Teaching American History" program and the National Endowment for the Humanities' "We the People" grants also support the study and teaching of U.S. history. In this new atmosphere, history high schools offer a model of excellence for public schools nationwide. □

—Leah Arroyo

Educational Liaison

Gilder Lehrman Institute of American History

From the Deputy Director

Building Toward Our 100th Anniversary

John R. Dichtl



Dichtl

The OAH continues to grow in size and range of activities, and, hopefully, in responsiveness to the needs of historians. Membership has reached its highest level (8,700) in four years, ending a slight downward trend after the peak years of 1992-1995. The graduate student portion of membership (17 percent) also appears to be returning to the levels seen in the early to mid-

1990s, while precollegiate teacher membership has almost doubled during the past decade to become 8.7 percent of membership.

Recognizing changes in OAH membership and the profession, the executive board has created a committee to review the OAH Constitution and Bylaws. Outgoing OAH Treasurer Gale Peterson (chair), Linda Shopes, and Frederick E. Hoxie will draft a proposed revision of the constitution and bylaws for the membership to consider in time for the organization's one-hundredth anniversary in 2007. Originally written in the 1960s, the constitution and bylaws was repeatedly amended, and was last approved *in toto* by the membership in November 1988. The constitution and bylaws has been modified more than thirty times since then. The committee will take into account these changes, the OAH's Mission Statement adopted in 1998, and the executive board's work on a new strategic plan for organization.

After its November 2002 business meeting, the executive board met for an additional two days to consider the evolution of the organization and to map out goals for the next five years. Board members discussed how the OAH can best fulfill its mission of promoting history teaching and scholarship at all levels and in all settings. They outlined a strategic plan, which is in draft form now and consists of four goals: 1) increase the OAH's connections with members and with broader audiences beyond the historical profession; 2) expand the OAH's leadership at all levels of history education; 3) make the OAH annual meeting a more innovative and interactive experience; and 4) strengthen the organization's financial standing to ensure the success of current and new programs.

The OAH office and board already are tackling the fourth goal by devoting more energy to development efforts. We hope to raise funds for current programs while laying a strong base for new activities that serve the OAH's mission, such as hiring staff to help coordinate the organization's growing number of K-16 history education projects and assist in enhancing the OAH web site. Some of you might have noticed descriptions in the past few months of the new charitable giving levels and bequest society in the *OAH Newsletter*, *Journal of American History*, and on the OAH web site. Responses have been very encouraging; the end-of-the-year campaign generated more than twice the funds than any previous year. In August, the office began contacting members about joining the new OAH Bequest Society in which individuals reserve a place in their estate plans for the organization, and this drive is off to a promising start as well. The Distinguished Lectureship program, another fundraising effort, has also grown this year. Already sixty-four lectures have been delivered or reserved, compared to forty-six for all of last year. We are grateful to the 156 historians who are on this year's lectureship list, to those who have given or will give lectures in 2002-2003, and to all who have made contributions or bequests to the OAH.

Thanks to a growing number of collaborative relationships with other historical and educational organizations, the OAH is reaching more precollegiate teachers. As reported in the November *Newsletter*, we are acting with several other groups on conferences, teaching publications, and other resources for teachers, in addition to establishing connections among precollegiate and college/university educators. The Gilder Lehrman Institute of American History recently provided OAH with \$10,000 to fund fifty travel fellowships for teachers to attend the 2003 Annual Meeting in Memphis. Gilder Lehrman also is providing support for the *OAH Magazine of History* and the radio show *Talking History*. As Leah Arroyo outlines on page 13, the two organizations are discussing ways to further expand the growing number of History High Schools across the country. The OAH Executive Board also approved the continuation of an exchange of teaching publications for another year with the National Council for History Education (NCHE). In addition, the NCHE and nine other groups are cosponsors of the OAH-AHA-NCSS conference on K-16 teaching, "Innovations in Collaboration" (26-28 June 2003, in Alexandria, Virginia). The printed program for this conference is now available and can be viewed online at <<http://www.oah.org/teaching/innovate.html>>.

Just around the corner (27-28 February) is the 2003 Richard D. McKinzie Symposium for precollegiate teachers at the University of Missouri Kansas City, where OAH President Ira Berlin will deliver the keynote address on the meeting's theme, "American Slavery in History and Memory," to several hundred teachers from Missouri and nearby states. Incoming OAH President-elect James O. Horton and 2003 Program Cochair David Blight will join Berlin as plenary speakers and workshop leaders.

Our office is also expecting a large turnout of teachers at the 2003 Annual Meeting in Memphis. In addition to the Gilder Lehrman Travel Fellowships for teachers already mentioned, we are working with state curriculum coordinators in Tennessee and neighboring states to get the word out to educators who might not have heard of the OAH. Also, we are helping the Teaching American History Grant (TAHG) administrators at the U.S. Department of Education to create a miniconference in conjunction with the OAH annual meeting for approximately 300-500 TAHG program leaders from all over the country. We hope the proximity of that conference to the OAH's will encourage stronger ties among K-16 teachers faculty and historians.

A joint committee of the OAH and AHA has been hard at work on addressing problems faced by historians who teach part-time or as adjuncts. Last year the committee completed a survey of part-time and adjunct faculty that found, among other vivid details, that 75 percent earned less than \$20,000 from teaching, 67 percent were employed in such a capacity because they were unable to find a full-time college or university position, many feel they face age discrimination, and less than 20 percent had access to health insurance, sick leave, or professional development funds. On average, part-time faculty are paid \$2,855 per class. The Joint OAH-AHA Committee on Part-Time and Adjunct Employment has drafted a set of recommendations for history departments on counting, hiring, and compensating part-time faculty. (See Maxine N. Lurie's article on page 9.) Both the OAH Executive Board and the AHA Council are considering these recommendations.

Another area of collaboration, launched almost three years ago, continues to bear fruit. The History Cooperative began as an online publishing project of the OAH, AHA, National Academy Press, and the University of Illinois Press, but has grown beyond the *JAH* and the *American Historical Review* to include ten other journals. *Labour/Le Travail* (Canada) and *Labour History* (Australia) were the first journals from outside the United States to join the cooperative, and last month the *Oregon Historical Quarterly* became the first state journal. As the number of titles and back issues increases, the site traffic has grown dramatically since last summer, with well over 100,000 visitors per month and a peak of 168,000 last October.

With the help of strong collaborations and numerous OAH volunteers and contributors—the hundreds of lectureship speakers, committee and board members, annual meeting participants, and *JAH*, *Magazine*, and *Newsletter* authors—OAH will continue to accomplish remarkable things. □

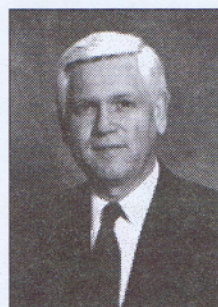
OAH Meetings

- 2003 • MEMPHIS, TENNESSEE
3-6 April
*Memphis Cook
Convention Center*
- 2004 • BOSTON
25-28 March
Marriott Copley Place
- 2004 • OAH Regional Meeting
ATLANTA, GEORGIA
8-11 July
Georgia State University
- 2005 • SAN FRANCISCO
31 March-3 April
San Francisco Hilton
- 2006 • WASHINGTON, D.C.
19-22 April
Hilton Washington
- 2007 • MINNEAPOLIS, MINNESOTA
29 March-1 April
*Hilton Minneapolis and
Minneapolis Convention
Center*
- 2008 • NEW YORK, NEW YORK
28-31 March
Hilton New York

News of the Organization

Report of the OAH Treasurer

Gale E. Peterson



Peterson

In the fiscal year ending 30 June 2002, the Organization of American Historians obtained better financial results than it has for some time. As shown in Table 1 on this page, the budgetary surplus amounted to \$124,000 when only a break-even budget had been projected and following a \$22,000 deficit the previous year.

Even better, the good news was spread across a variety of categories:

- Institutional membership income was \$17,000 above the previous year.

While there continues to be a gradual reduction in the number of institutional subscribers, a revised fee structure implemented over the previous year, charges higher rates to large, research institutions than, for example, small public libraries. This innovation became necessary when the *Journal of American History* became widely available online through the History Cooperative and is generating greater revenue.

- Individual membership income increased \$32,000 above the previous year, returning, and slightly exceeding, the amount obtained in fiscal 2000.

- Advertising has shown impressive growth over the past three years, fueled in large measure by increased annual meeting program advertising. Looking at the category as a whole, there has been a 50 percent increase in advertising revenues, from \$147,051 in 2000 to \$211,514 in 2002.

- The joint annual meeting in Washington, D.C., with the National Council on Public History enjoyed high registrations, as full an exhibition hall as the hotel's space permitted, and several sponsors for special events. Even though expenses came in \$27,000 above budgeted levels (largely because of the growing cost of audio-visual and computer-projector fees), the \$97,000 net income from the annual meeting was \$20,000 above the budgeted figure.

- Finally, attention should be given to income earned from special grants and collaborative projects, a category of increasing significance to the OAH's operating budget. Over the past several years, the OAH has obtained several contracts from the National Park Service to plan conferences or to bring historians to park sites where they look at the interpretive program, meet with park service staff, and suggest approaches by which current scholarship can be incorporated into programs. While a valuable effort in its own right, as it brings academic and public historians together in a collaborative effort, in 2002 the OAH earned nearly \$40,000 above expenses from these contracts.

A less bright aspect of the OAH's financial picture in 2002 was its investment portfolio. Like everywhere else, the market value of the OAH's investments declined. In looking at the changes in value reported in Table 4, it should be kept in mind, however, that a substantial amount of income was transferred into operations during the year. The transfers included \$68,789 from the General Endowment Fund (\$20,000 of which supported a portion of the costs of studying the feasibility of a capital fund-raising campaign tied to the OAH's centennial in 2007), \$28,315 from the Fund for American History, and \$14,726 from the Prize Fund.

During the past year the executive board's Investment Committee worked with the staff in evaluating the performance of the bank that has long managed the organization's portfolio. No longer the National Bank of Commerce, the Lincoln, Nebraska bank, where William D. Aeschbacher (acting as the Mississippi Valley Historical Association's Secretary-Treasurer) first opened up a "rainy day" fund, is now a Wells Fargo bank. While comfortable with the quality of the investment advice and performance of the bank, in April the board approved a major change in its investments. Instead of owning a variety of individual stocks and bonds, the OAH has moved its portfolio into a variety of mutual funds that will give it much broader exposure to the stock and bond markets. This approach should both minimize risk and benefit the performance of its investments in the future. □

TABLE 1. FISCAL 2002 OAH FINANCIAL REPORT

	07/01/00- 06/30/01 Actual	Budget	07/01/01 - 06/30/02 Actual	07/01/02 - 06/30/03 Budget
RECEIPTS				
Membership Receipts				
Institutions	\$ 385,982	\$ 404,106	\$ 402,626	\$404,305
Individuals	487,992	500,915	519,980	506,000
Magazine Subscribers	29,636	35,000	33,263	30,000
Total Membership	903,610	940,021	955,869	940,305
Advertising				
Magazine of History	4,682	4,000	4,125	5,000
Journal Ads, Sales	75,471	75,000	83,280	75,000
Annual Mtg. Advertising	69,362	92,550	101,385	96,500
Newsletter Ads, Sales	21,356	24,000	22,724	23,000
Total Advertising	170,871	195,550	211,514	199,500
Other/Publications/Sales	75,074	66,000	68,100	79,400
Annual Meeting				
Registration & Misc.	117,317	178,205	165,164	136,374
Sponsorships	0	0	47,700	30,500
Annual Mtg. Exhibits	110,275	105,000	113,600	112,000
Total Annual Meeting	227,592	283,205	326,464	278,874
Regional and other Conferences	7,859	0	0	2,300
Grants and Collaborative Projects	0	34,003	46,214	41,229
Other Income	80,812	66,534	87,422	98,285
Ameritech Fellowship Grant	0	8,685	8,685	2,895
St. Louis Fund	12,411	0	5,425	0
Transfer from Fund for American History	27,633	28,315	28,315	25,310
Transfer from Endowment for Capital Campaign	0	0	20,000	0
Endowment Investment Earnings Transferred	47,590	47,908	48,789	46,752
TOTAL RECEIPTS	\$ 1,553,452	\$ 1,670,221	\$ 1,806,797	\$ 1,714,850
DISBURSEMENTS				
JAH EDITORIAL OFFICE				
Journal Printing	\$ 170,772	\$ 174,825	\$164,778	\$159,900
JAH Office Expense	307,776	345,718	331,832	364,560
JAH Computer Depreciation	6,023	5,381	5,381	7,737
Total JAH Expenses	484,571	525,924	501,991	532,197
Newsletter Expense	75,526	80,077	82,645	85,217
Magazine of History Expense	78,433	112,147	96,410	103,731
Advertising Expense	50,241	58,595	68,394	69,050
Annual Meeting	212,012	206,150	233,247	203,656
Midwestern Conference	9,261	0	0	2,800
Administration/General	410,345	364,327	379,018	368,445
Computers and Electronic Publications	34,139	45,655	46,921	60,838
Membership	92,306	104,430	99,461	109,178
Governance (Committees)	41,693	48,300	32,169	44,699
Grants and Collaborative Projects	35,375	47,900	38,726	81,950
Awards/Expenses	3,537	6,500	10,459	8,750
Liaison/Advocacy	31,248	36,500	31,204	38,500
Depreciation/Computers	6,752	5,871	5,871	3,809
St. Louis Expenses	10,239	0	6,148	0
Capital Campaign	0	12,000	35,069	2,000
OAH Endowment Payment	0	15,000	15,000	0
TOTAL DISBURSEMENTS	\$ 1,575,678	\$ 1,669,376	\$ 1,682,733	\$ 1,714,820
NET OPERATING SURPLUS (DEFICIT)	(\$22,226)	\$845	\$124,064	\$30

TABLE 2. STATEMENT OF FINANCIAL POSITION
June 30, 2002 (Accrual Basis)

ASSETS		LIABILITIES & NET ASSETS	
Cash	\$ 401,974	Liabilities	
Investments (market basis)		Deferred revenue	\$ 439,214
Endowment Fund	903,958	Accrued expenses	90,285
Fund for American History	591,222	Total Liabilities	\$ 529,499
Prize Fund	276,096	Net Assets (Deficit)	
Other Restricted Funds	26,647	Unrestricted	\$ (364,632)
Total Investments	\$ 1,797,923	Unrestricted - Board designated	1,512,820
Other Receivables	12,993	Temporarily Restricted	242,136
Other	362	Permanently Restricted	319,069
Property and Equipment, net of accumulated depreciation and amortization; 2002-\$102,539	25,640	Total Net Assets	1,709,393
TOTAL ASSETS	\$ 2,238,892	Total Liabilities and Net Assets	\$ 2,238,892

TABLE 3. STATEMENT OF REVENUE, EXPENSES AND OTHER CHANGES IN NET ASSETS
June 30, 2002 (Accrual Basis)

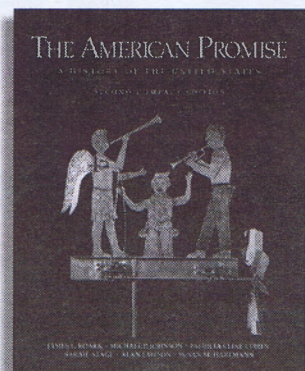
REVENUES, GAINS, AND OTHER SUPPORT		PROGRAM EXPENSES	
Contributions and Grants	\$ 473,349	Journal of American History	\$ 886,212
In-Kind	468,000	Other publications	249,314
Membership	943,919	Meetings and Conferences	266,222
Publications	69,632	Committees	75,065
Advertising	214,959	Liaison/Advocacy	46,085
Annual Meeting	326,172	Prizes and Awards	57,364
Other	89,263	Collaborative Projects	212,323
		Other	36,062
Total Revenues, Gains, and Other Support	\$ 2,585,294	Total Program Expenses	\$ 1,828,647
		Management & General	466,201
		Fundraising	38,808
		Investment Income Loss	123,354
		Total Expenses	\$ 2,457,010

TABLE 4. OAH INVESTMENTS

	2002		2001	
	Cost	Market	Cost	Market
Endowment Fund	\$ 855,716	\$ 903,958	\$ 824,251	\$ 981,921
Fund for American History	557,204	591,222	560,667	648,689
Prize Fund	262,148	276,096	289,885	316,337*
Other Restricted	27,956	26,647*	0	0
Total Investments	\$ 1,703,024	\$ 1,797,923	\$ 1,674,803	\$ 1,946,947

*Amounts for the Merrill Travel Grants Fund transferred from the Prize Fund to the Other Restricted Fund.

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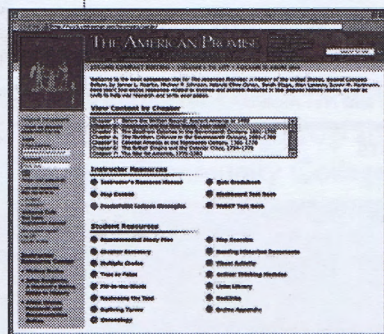
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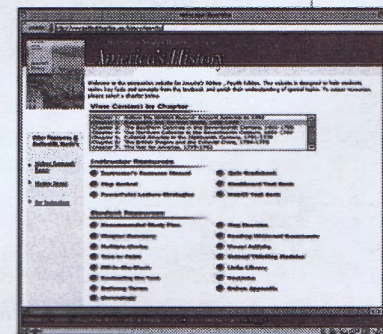
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In Memoriam

Tamara Kern Hareven

Tamara Kern Hareven, Unidel Professor of Family Studies and History at the University of Delaware, died of kidney failure in Newark, Delaware, on 18 October, 2002. She was 65. A child of the Holocaust, Tamara was born in Rumania in 1937, the daughter of Saul and Mirjam Kern. Under the Nazi occupation, the Kerns were imprisoned in the Ukraine but survived; they then immigrated to Israel, where Tamara's father was a lawyer and her mother a mathematician. Tamara served in the Israeli army, graduated from Hebrew University in 1961, then moved to the United States, where she received an M.A. in Byzantine History from the University of Cincinnati in 1962 and a Ph.D. in U.S. history from Ohio State University in 1965. The topic of her dissertation, Eleanor Roosevelt's social ideas, became the basis for her first book, *Eleanor Roosevelt: An American Conscience* (1968).

In a brief intellectual autobiography that she composed for her essay collection *Families, History, and Social Change: life-course and cross-cultural perspectives* (Westview Press, 1999), Tamara traced her career-long interest in the history of the family to an invitation from Robert Bremner to become associate editor of a project documenting the history of childhood, the three-volume *Children and Youth in America* (Harvard University Press, 1970-74). That experience led her, during the 1970s, to edit several influential books on the new social history and on family history, including *Anonymous Americans: Explorations in American Social History* (Prentice-Hall, 1971), *Family and Kin in Urban Communities, 1780-1940* (New Viewpoints, 1977), and *Transitions: The Family and the Life Course in Historical Perspective* (Academic Press, 1978). In 1975, she became founding editor of the *Journal of Family History*; in 1995, she and Andrejs Plakans launched a new journal, *The History of the Family: An International Quarterly*; she was co-editor until her death.

Her own work was strongly interdisciplinary, drawing on techniques and insights from sociology, demography, and anthropology; it was also genuinely collaborative, as she labored with and learned from colleagues in history and the social sciences. The interdisciplinary approach informed her ten-year study of the Amoskeag Manufacturing Company and the two books it produced: *Amoskeag: Life and Work in an American Factory-City* (with Randolph Langenbach) (Pantheon Books, 1978) and *Family Time and Industrial Time: The Relationship between Family and Work in a New England Industrial Community* (Cambridge University Press, 1982). Together, these books revealed her social scientist's interest in broad patterns of past family and work experience and her humanist's concern to recapture the texture of individual experience through oral history. In later years, her interest increasingly turned to comparative labor and family history, including studies of aging and the relationships between generations. The book that she completed just before her death, *The Silk Weavers of Kyoto*

(University of California Press, 2002), was to be the first of two comparing life and work among handloom weavers in the United States, Japan, France, and Austria. She was also writing a book on "the children of Amoskeag," based on extensive oral history interviews with the children and grandchildren of the textile workers she had interviewed in the 1970s.

Over the course of her career, Tamara Hareven wrote or edited twenty books and seventy articles, organized over a dozen conferences, and delivered countless papers at scholarly gatherings. That career took her from Dalhousie University (1965-69) to Clark University (1969-88), to the University of Delaware (1988-2002), as well as to visiting posts at Harvard, Doshisha University, the Sorbonne, and the École des Hautes Études en Sciences Sociales. Along the way, she collected a number of grants, awards, and honors, but she was particularly proud of the honorary doctorate conferred upon her by Linköping University (Sweden) in 1998, in recognition of her international reputation and her contributions to the fields of family history, aging and generational relations, and life-course analysis. A photograph taken upon that occasion accompanied obituary notices in Swedish newspapers. She served the scholarly community in a variety of ways, especially through committee work for the Social Science Research Council and the National Council on Family Relations. In 1994-95, she was President of the Social Science History Association. Her influence on the fields of family studies and family history was substantial, both in the United States and internationally. A familiar figure at historical and interdisciplinary conferences, Tamara was physically diminutive, yet she loomed large both as a scholar and as a personality. Few who met her would forget the encounter. □

Anne M. Boylan
University of Delaware

Correspondence

I regret that Professor Paul Buhle took offense at my reference to a critique of his work in "Where Do We Go From Here?" *OAH Newsletter*, August 2002. The article simply called attention to a half dozen recent instances of American historians severely criticized, commonly by journalists or academics who are not historians.

Buhle may object to finding himself in the small company of other American historians who have received more widespread and intense scrutiny, but his innocuous characterization of charges brought by Harvey Klehr and John Earl Haynes in "Radical History," *New Criterion*, June 2002, obscures what is at stake. Klehr and Haynes accuse him of politically motivated intellectual dishonesty. Buhle counters that their critique is politically motivated. It

seems likely that the charge and counter-charge about motive are a wash.

What remains is not mere "gossip," but a charge of intellectual dishonesty. Like Michael Bellesiles, Buhle is accused of obfuscating, refusing to supply inquirers with sources of evidence for claims made in his work and ignoring a very large body of inconvenient evidence. If, for example, the American Communist Party was giving covert aid to Israel, as Buhle claims, why would it publish reports of such aid in the *Daily Worker*, as Buhle assures us it did. He promises in his Letter to the *OAH Newsletter*, November 2002, to be more forthcoming in a "full discussion in a neutral venue."

Until then, there is no finding of guilt or innocence in the "Buhle Case" and we are obliged to hold him innocent until proven guilty. Despite his claim that there is no "Buhle Case," however, Klehr and Haynes have put in the record evidence which demands and awaits his answer. □

Ralph E. Luker
Atlanta, Georgia

Upcoming in the March 2003 Journal of American History

Darlene Clark Hine

Black Professionals and Race Consciousness: Origins of the Civil Rights Movement, 1890-1950

François Furstenberg

Beyond Freedom and Slavery: Autonomy, Virtue, and Resistance in Early American Political Discourse

Gordon H. Chang

Whose "Barbarism"? Whose "Treachery"? Race and Civilization in the Unknown United States-Korea War of 1871

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- Downtown Memphis and Memphis QueenCruise

Interested? Preregister by 13 March 2003.

Check out the OAH Chat Rooms.

We know that OAH members appreciate the many opportunities at the annual meeting for impromptu conversations, discussions of professional issues, and new contacts and plans. At this year's meeting, several chat rooms on important issues have been scheduled on Friday and Saturday.

See the onsite program for details.

Announcements

Professional Opportunities

"Professional Opportunity" announcements should represent an equal opportunity employer. Charges are \$80 for fewer than 101 words; \$120 for 101-150 words; over 150 words will be edited. Application closing dates should be after the end of the month in which the announcement appears. Send announcements to Advertising Director <advertise@oah.org>. Deadlines for receipt of professional opportunity announcements are: 1 January for the February issue; 1 April for May; 1 July for August; and 1 October for November. Announcements will not be accepted after the deadlines. Positions appearing here will also be listed on the OAH web page: <http://www.oah.org/>

American Philosophical Society

The American Philosophical Society announces a nationwide search for outstanding candidates for the position of Librarian. The APS Library is a major center for research in the history of anthropology, linguistics, geology, natural history, life sciences, mathematics and physics from the eighteenth century to the present, as well as American history to 1840. The Library houses over 300,000 books and eight million manuscripts. The Society's search committee invites applications from candidates who are primarily historical scholars and candidates with extensive experience as librarians or archivists. Salary is negotiable. Applications from women and minority candidates are strongly encouraged. The APS is an equal opportunity employer. Applicants should send a statement and a resume to Mary and Richard Dunn, Executive Officers, American Philosophical Society, 104 South Fifth Street, Philadelphia, PA 19106, and ask three referees to write to the Dunns. **Applications will be received until the position is filled.**

Carnegie Mellon University

Postdoctoral Fellow: Center for African-American Urban Studies and the Economy (CAUSE). The Dept. of History, Carnegie Mellon University, seeks a scholar in the humanities and/or social sciences doing history-related research in African American urban studies. The fellow will pursue his/her own research project; collaborate with the director on current Center projects; and interact with faculty, graduate students, and undergraduate students. The appointment is for 9 months beginning August 15, 2003. The fellowship carries a stipend of \$37,000, \$4,000 for research and expenses, and benefits. Send a cover letter, c.v., two letters of reference, 3-5 page project proposal, and writing sample to Prof. Joe W. Trotter, CAUSE, Department of History, Carnegie Mellon University, Pittsburgh, PA 15213-3890. **Deadline for receipt of applications is March 3.** (Notification of decision by March 17). Women and minorities are urged to apply, AA/EEO.

Pennsylvania State University

Penn State Delaware County, a campus of Penn State's Commonwealth College, invites applications for a tenure-track Assistant/Associate Professor of African American/Religious Studies. Start date: Fall 2003. **QUALIFICATIONS:** Ph.D. in either African-American Studies with course work and research interest in History/Religious Studies OR a Ph.D. in History/Religious Studies with course work and research interest in African-American Studies. Evidence of potential in research and publication is expected. **RESPONSIBILITIES:** Teach a variety of courses in both African-American Studies and Religious Studies. Maintain an active program of scholarship/research, and provide service to the campus, college, and university. Learn more by visiting <http://cwhome.psu.edu> and click on "Careers With Us". Application Procedure: Submit a letter

of application, resume, and complete contact information for three references to: Commonwealth College Faculty Searches, Penn State University, 111 Old Main, Box OAH, University Park, PA 16802, AA/EEO.

Activities of Members

Peter S. Carmichael, University of North Carolina at Greensboro, has been named the new editor of the *Voices of the Civil War* series.

Nancy C. Carnevale has been awarded a 2003-2004 National Endowment for Humanities Fellowship to revise and publish her dissertation, "Living in Translation: Language and Italian Immigrants in the U.S., 1890-1945."

Cornelia Dayton, University of Connecticut, has been named a Mayers Fellow for "Mapping Migration into Pre-Revolutionary Boston: An Analysis of Robert Love's Warning Out Book."

Philip Garone, University of California, Davis, has been named a Wilbur R. Jacobs Fellow for "The History and Ecology of California's Central Valley Wetlands."

Andy Greenberg, Pennsylvania State University, has been named an Andrew W. Mellon Foundation Fellow for "Manifest Manhood: Expansionism and Nineteenth-Century American Culture."

Martha Hodes, New York University, has been named an Andrew W. Mellon Foundation Fellow for "The Mercurial Nature of Race: A Transnational Family Story."

Alice Kessler-Harris, Columbia University, has been awarded the Philip Taft Labor History Prize for 2002 for her book *In Pursuit of Equity: Women, Men, and the Quest for Economic Citizenship in 20th Century America*.

Gregory Nobles, Georgia Institute of Technology, has been named a Robert R. Ward Fellow for "Audubon's America: Art, Science, and Nature in the New Nation."

William Pencak, Pennsylvania State University, has been named a Mellon Postdoctoral Research Fellow for "Jewish Communities and Anti-Semitism in Early America, 1654-1800."

Joshua Piker, University of Oklahoma, has been named a Barbara Thom Postdoctoral Fellow for "Peculiar Connections: The Creek Town of Oakfuskee and the Study of Colonial America."

Sharon Salinger, University of California, Riverside, has been named a Mayers Fellow for "Mapping Migration into Pre-Revolutionary Boston: An Analysis of Robert Love's Warning Out Book."

George Sanchez, University of Southern California, has been named a NEH Fellow for "Remaking Community: A Multiracial History of the Boyle Heights Neighborhood of Los Angeles, California."

John Harley Warner, Yale University, has been named to the newly-created position of Chair of the Yale University Program in the History of Medicine and Science.

Awards, Grants and Fellowships

The Newberry Library is pleased to announce their 2003-2004 Fellowships in the Humanities. The Newberry Library's collection embraces the history and literature of Western Europe and the Americas from the Middle Ages through World War I. For many fields, notably Chicago history, genealogy and local history, cartography, and printing, there are many sources for the twentieth century. Short term fellowships range from one week to two months and are generally restricted to individuals from outside the Chicago area and are primarily intended to assist researchers who need to examine specific items in the collection. Long term fellowships range from six to eleven months, and are generally available without regard to an applicant's residence and support significant works of scholarship that draw on the Library's strengths. **Deadline: range from 6 January 2003 through 15 September 2003.** Contact: Committee on Awards, The Newberry Library, 60 West Walton Street, Chicago, IL 60610-7324; (312) 255-3666; <research@newberry.org>; <www.newberry.org>.

The Louisville Institute announces specialized grant programs designed to address different issues and assist different groups of institutions and individuals. The **Dissertation**

Fellowship program supports the final year of Ph.D. or Th.D. dissertation writing for students engaged in research on American religion. **Deadline: 31 January 2003.**

The **First Book Grant Program for Minority Scholars** seeks to assist junior, non-tenured religion scholars of color to complete a major research and book project, focusing on some aspect of Christianity in the North. **Deadline: 1 February 2003.** Also offers a modest **General Grant Program** that supports a limited number of individual and collaborative grants for the support of religious research. **Deadlines: 16 March 2003, 20 July 2003, 6 November 2003.** Contact: Louisville Institute, 1044 Alta Vista Road, Louisville, KY 40205; <info@louisville-institute.org>; <http://www.louisville-institute.org/>.

Applications are invited for two **Whiting Foundation Post-Doctoral Fellowships** in the Humanities at Princeton University, for the academic year 2003-4. The purpose of this award is to identify two outstanding humanities scholars early in their careers and give them the opportunity to undertake and/or complete a major project, interact with a group of diverse post-doctoral fellows and regular Princeton faculty, and contribute to the undergraduate teaching program at Princeton University. Interested applicants should send, in addition to a letter of application, a current curriculum vitae, including educational background, professional experience, and prior publications; an abstract of their completed Ph.D. dissertation; a two-page statement of their proposed research and writing project for the fellowship; and two confidential letters of recommendation, one from their dissertation supervisor and a second from another established scholar in their field. **Deadline: 15 February 2003.** Contact: William B. Russell, Dean of the Graduate School, 205 Nassau Hall, Princeton University, Princeton, NJ 08544.

The **Mandel Teacher Fellowship Program** invites applicants for their summer institute at the United States Holocaust Memorial Museum in Washington, DC. Up to fifteen educators in grades seven through twelve will be selected to participate in a five-day study of advanced historical and pedagogical issues. History, Social Studies, English, and Foreign Language teachers, as well as Librarians and Instructional Media Specialists are encouraged to apply. Teachers are expected to have taught the Holocaust for a minimum of five years. **Deadline: 17 February 2003.** Contact: Daniel Napolitano, Coordinator, Mandel Teacher Fellowship Program; (202) 314-7853; fax (202) 314-7888; e-mail: <dnapolitano@ushmm.org> or write to Mandel Teacher Fellowship Program, Education Division, U.S. Holocaust Memorial Museum, 100 Raoul Wallenberg Place, SW, Washington, DC 20024; <http://www.ushmm.org/>.

The History Division of the **Association for Education in Journalism and Mass Communication (AEJMC)** announces the nineteenth annual competition for the **Covert Award in Mass Communication History**. The \$500 award will be presented to the author of the best mass communication history article or essay published in 2002. Book chapters in edited collections may also be nominated. **Deadline: 1 March 2003.** Contact: Karen K. List, Journalism Dept., 108 Bartlett Hall, UMass, Amherst, MA 01003; <klist@journ.umass.edu>.

The **Labor and Working Class History Association (LAWCHA)** is delighted to announce a round of **travel grants** designed to facilitate graduate student participation in the annual North American Labor Conference. Wayne State University Conference Travel Grants will be in the range of \$250 and will be judged by the LAWCHA Graduate Prize Committee. LAWCHA will also award at least one travel award to support the participation of a minority graduate student in the conference. The committee requests that candidates indicate minority status at their own discretion. Applicants for both grants should send proposals including one to two page abstracts and a brief vita. Recipients should be graduate students at the time of the conference. **Deadline: 1 March 2003.** Contact: Elizabeth Faue, Coordinator, North American Labor History Conference, Department of History, 3094 Faculty/Admin Building, Wayne State University, Detroit, MI 48202; (313) 577-2525; fax (313) 577-6987.

The **Library Company of Philadelphia and The Historical Society of Pennsylvania** announce one-month research in residence fellowships in colonial and U.S. history and culture for 2003-2004.

These collections support research in colonial America, the United States, and the Atlantic world from the seventeenth through nineteenth centuries as well as mid-Atlantic regional history to the present, including immigrant and ethnic history. Stipends support advanced, post-doctoral, or dissertation research, while **Barra Foundation International Fellowships** are reserved for foreign national scholars. **Deadline: 1 March 2003.** Contact: James Green, Library Company, 1314 Locust Street, Philadelphia, PA 19107; (215) 546-3181; fax: (215) 546-5167; <jgreen@librarycompany.org>; <http://www.librarycompany.org>.

The **Program in Early American Economy and Society at the Library Company of Philadelphia** will award one dissertation fellowship and one advanced research fellowship, for nine consecutive months in local residence, from September 2003 to May 2004. These fellowships are designed to promote scholarship on the origins and development of the early American economy, broadly conceived, to roughly 1850. They provide scholars the opportunity to use the extensive print and manuscript collections held by the Library Company and numerous institutions in the vicinity. **Deadline: 1 March 2003.** Contact: Cathy Matson, Program Director; <cmatson@librarycompany.org>.

The **St. Louis Mercantile Library** at the University of Missouri-St. Louis invites applications for graduate and post-doctoral study in American History, particularly the study of the American West, railroad, and river transportation history. Fellowships in American regional bibliographical studies and Midwestern culture and life are also available. Awards vary depending on length of study after 1 June 2003. Additional assistance is available for visiting scholars during the academic year. Candidates must send a letter of application, c.v., and brief proposal citing collections to be consulted. A letter of recommendation describing qualifications and significance of the project is requested. **Deadline: 1 March 2003.** Contact: Fellowship Program, St. Louis Mercantile Library at the University of Missouri-St. Louis, 8001 Natural Bridge Road, St. Louis, MO 63121-4499.

The **Smithsonian Institution Libraries** calls for applications for the **2004 Resident Scholar Program**. The **Dibner Library Resident Scholar Program** supports research using the history of science and technology collections located in the Library. Collections range from early printed works of ancient Greek and medieval scholars through the Renaissance and Early Modern eras up through the nineteenth century. The **Baird Society Resident Scholar Program** supports research using the Smithsonian Libraries' many special collections in Washington, D.C. and New York, NY. Historians, librarians, doctoral students, and post-doctoral scholars are all welcome to apply. **Deadline: 1 March 2003.** Contact: Smithsonian Institution Libraries, Resident Scholar Programs, PO Box 37012, NMAH 1041 MRC 672, Washington, DC 20013-7012; <libmail@sil.si.edu>; <http://www.sil.si.edu>.

The **Stonewall Jackson Foundation** announces the **2003 John and Barbara Nau Graduate Fellowship** for summer work-study in American History, American Studies, Museum Studies or Material Culture at Stonewall Jackson House, Lexington, VA. Candidates must be enrolled in M.A. or Ph.D. program and must have completed at least two semesters of course work. Stipend \$3900. **Deadline: 1 March 2003.** Contact: Director, Stonewall Jackson House, 8 East Washington Street, Lexington, VA 24450; (540) 463-2552.

The **Center for African American Urban Studies and the Economy (CAUSE)** at the Carnegie Mellon University Department of History seeks a scholar in the humanities or social sciences doing history-related research in African American urban studies. The fellow will pursue his/her own research project, collaborate with the director on current Center projects, and interact with faculty, graduate, and undergraduate students. The appointment is for nine months beginning 15 August 2003. The fellowship carries a \$37,000 stipend, \$4,000 for research and expenses, and benefits. Send a cover letter, c.v., two letters of reference, a three-to-five page proposal, and writing sample. Women and minorities urged to apply, AA/EEO. **Deadline: 3 March 2003.** Contact: Joe W. Trotter, CAUSE, Department of History, Carnegie Mellon University, Pittsburgh, PA 15213-3890.

The **Gilder Lehrman Center** is pleased to announce the fifth annual **Frederick Douglass Book Prize**, a \$25,000 award for the most out-

standing non-fiction book published in English in the year 2002 on the subject of slavery, resistance and/or abolition. Please note that works related to the Civil War are acceptable only if their primary focus relates to slavery or emancipation. Please send three copies for consideration. Deadline: **3 March 2003**. Contact: Gilder Lehrman Center, YCIAS, PO Box 208206, New Haven, CT 06520-8206; <gilder.lehrman.center@yale.edu>.

The Humanities Research Group (HRG) at the University of Windsor, Ontario, invites applicants for Visiting Humanities Fellowships during the 2003-2004 academic year. Scholars with projects in traditional humanities disciplines or in theoretical, historical, or philosophical aspects of the sciences, social sciences, arts and professional studies are invited to apply. Applicants must hold a doctorate or the equivalent in experience, research, and publications. No stipend is attached, but the HRG will provide office space, affiliation, library privileges, and assist with developing regional contacts. Letters of application should include rationale for working with the HRG, c.v., one-page abstract, and a detailed description of the project. Three letters of reference should be sent directly to the HRG before deadline. Deadline: **14 March 2003**. Contact: Dr. Lorenzo Buj, Interim Director, Humanities Research Group, University of Windsor, 401 Sunset Avenue, Windsor, Ontario N9B 3P4; (519) 253-3000 ext. 3508; fax (519) 971-3620; <hrgmail@uwindsor.ca>; <http://www.uwindsor.ca/hrg>.

The Economic History Association announces that a number of travel grants may be awarded to attend the Cliometrics Society meetings. Application is by faculty nomination. The nomination letter should be sent to each member of the committee by e-mail, including the graduate student's interest in economic history and a current copy of the student's c.v. Deadline: **15 March 2003**. Avner Greif <avner@leland.stanford.edu>; Robert A. Margo <robert.a.margo@vanderbilt.edu>; David Weiman <dfw5@columbia.edu>.

The Institute for Southern Studies at the University of South Carolina is offering one travel grant of \$1,200 to a scholar who will be visiting Columbia for research between 1 May 2003-30 April 2004. To apply, please send c.v., project description explaining scholarly significance and statement of Columbia research plans. Deadline: **15 March 2003**. Contact: Thomas J. Brown, Institute for Southern Studies, Gambrell Hall, USC, Columbia, SC, 29208. For further inquiry, write to <tjbrown@sc.edu>.

The Program in Early American Economy and Society will award the best journal article or articles published in 2002 relating to an aspect of early American economic history, broadly defined, to about 1850. The awards committee welcomes submissions in such fields as the history of commerce, business, finance, agriculture, manufacturing, technology, labor, and economic policy. Each winning article(s) will receive \$1000. Nominations for the award should be made by someone other than the author; complete entries consist of three copies of each article and a nominating letter explaining its importance. Deadline: **15 March 2003**. Contact: Cathy Matson, Director of PEAES; <cmatson.udel.edu>. Send nominations to: PEAES, The Library Company of Philadelphia, 1314 Locust Street, Philadelphia, PA 19107; <http://www.librarycompany.org>.

Applications are invited for the eighteenth year of the **United States Capitol Historical Society Fellowship**. This fellowship is designed to support research and publication on the history of the art and architecture of the United States Capitol and related buildings. Graduate students and scholars may apply for periods ranging from one month to one year; the stipend is \$1500 per month. Deadline: **15 March 2003**. Contact: Dr. Barbara Wolanin, Curator, Architect of the Capitol, Washington, DC 20515; (202) 228-1222.

The John Nicholas Brown Center is pleased to invite applications for its resident fellowship program. The Center supports scholarship in all disciplines of American civilization and is open to advanced-stages doctoral candidates, junior and senior faculty, independent scholars, and humanities professionals. Areas of specialization include but are not restricted to history, the history of art and architecture, literature, religion, material culture studies, music, historic preservation, and urban planning. All fellows are provided with office space in the National Historic Landmark Nightingale-Brown House located on College Hill in Providence. Deadline: **15 April**

2003 for residence between 1 July-31 December 2003. Contact: Joyce M. Botelho, Director, The John Nicholas Brown Center, Box 1880, Brown University, Providence, RI 02912; (401) 272-0357; <Joyce_Botelho@brown.edu>.

The Gilder Lehrman Institute of American History invites applicants for their 2002-2003 fellowships. The short-term fellowships in American history are in two categories: **Research Fellowships** for scholars at every faculty rank, and **Dissertation Fellowships** for doctoral candidates who have completed exams and begun dissertation research and writing. The Gilder Lehrman Fellowships support work in one of four archives: The Gilder Lehrman Collection, The Library of New-York Historical Society, The Columbia University Rare Book and Manuscript Library, and the New York Public Library. Deadlines: **1 May 2003**. Contact: Gilder Lehrman Fellowship Program, The Gilder Lehrman Institute of American History, 19 West 44th Street, Suite 500, New York NY 10036; (646) 366-9666; fax: (646) 366-9669; <www.gilderlehrman.org>.

The Committee on Honors and Awards of the **Modern Language Association** invites editors to compete for the fifth MLA Prize for a Distinguished Scholarly Edition, awarded for important collections of letters published in 2001-02. The editor need not be a member of the MLA. Deadline: **1 May 2003**. Contact: MLA Prize for a Distinguished Scholarly Edition, MLA, 26 Broadway, 3rd Floor, New York, NY 10004-1789; (646) 576-5141; <awards@mla.org>. The Committee on Honors and Awards of the **Modern Language Association** invites editors to compete for the seventh Morton N. Cohen Award for a Distinguished Edition of Letters. The winning collection must be published between 2001-02 and provide readers with a clear, accurate, and readable text; necessary background information; and succinct and eloquent introductory material and annotations. Deadline: **1 May 2003**. Contact: Morton N. Cohen Award, MLA, 26 Broadway, 3rd Floor, New York, NY 10004-1789; (646) 576-5141; <awards@mla.org>.

The Great Lakes American Studies Association and Ohio University Press are pleased to announce the **Great Lakes American Studies Book Award**. Book-length manuscripts concerning any aspect of American Studies that examines the Great Lakes region, either as a whole or in part, or one or more of the Great Lakes states are invited. Manuscripts that are essentially creative writing, art, anthologies, or collected articles will not be considered. The winning manuscript will be published by Ohio University Press. The award is open to all scholars engaged in this field of research. Proposals should include a cover letter that includes a description of the book's content and scope, length, and an argument for the book's importance. The proposal should also include a table of contents, sample chapters, and c.v. Do not submit the entire manuscript unless invited to do so. Deadline: **15 July 2003**. Contact: Gillian Berchowitz, Senior Editor, Ohio University Press, Scott Quadrangle, Athens, OH 45701 or Dr. Donna DeBlasio, Department of History, Youngstown State University, One University Plaza, Youngstown, OH 44555-3452.

The American College of Obstetricians and Gynecologists (ACOG) and Ortho-McNeil Pharmaceutical Corporation jointly sponsor one \$5000 fellowship in the History of American Obstetrics and Gynecology each year. ACOG Junior Fellows and Fellows are encouraged to apply. The recipient of the fellowship spends one month in the Washington D.C. area working full-time to complete their specific historical research project. Although the fellowship will be based in the ACOG History Library, the fellow is encouraged to use other national, historical, and medical collections in the Washington DC area. The results of this research must be disseminated through either publication or presentation at a professional meeting. Deadline: **1 October 2003**. Contact: The American College of Obstetricians and Gynecologists, Ms. Debra Scarborough, History Librarian/Archivist, 409 Twelfth Street, SW, Washington, DC 20024-2588; (202) 863-2578 or (202) 863-2518; fax (202) 484-1595; <dscarborough@acog.org>.

The new **Fulbright Senior Specialists Program** offers short-term grants of two to six weeks for U.S. faculty and professionals. Contact: 3007 Tilden Street, N.W., Suite 5L, Washington, D.C. 20008; (202) 686-4026; fulspec@cies.iie.org; <http://www.cies.org>. The **American Philo-**

sophical Society offers several fellowships and grants for research. Deadlines vary. Contact: Committee on Research, American Philosophical Society, 104 S. 5th St., Philadelphia, PA 19106; <eroach@amphilsoc.org>; <http://www.amphilsoc.org>.

The Carl Albert Congressional Research and Studies Center at the University of Oklahoma seeks applicants for its Visiting Scholars Program, which provides financial assistance to researchers working at the Center's archives. The Center's holdings include the papers of many former members of Congress, and the Center also holds collections of government policy documents affecting agriculture, Native Americans, energy, foreign affairs, the environment, economy, and other areas. Most materials date from the 1920s to the 1970s, although there is one nineteenth century collection. The program is open to any applicant, and the Center evaluates each proposal based on its merits. Send a less than one thousand word description of the proposal, c.v., an explanation of how the Center's resources would assist the researcher, budget proposal, and a letter of reference from an established scholar. **Applications are accepted any time**. Contact: Archivist, Carl Albert Center, 630 Parrington Oval, Room 101, University of Oklahoma, Norman, OK 73019; (405) 325-5401; fax (405) 325-6419; <kosmerick@ou.edu>.

The Center for the History of Business, Technology, and Society invites scholars to make use of Hagley Museum and Library's research collections and fellowship programs. For full information on fellowships, <www.hagley.lib.de.us/center.html>. Deadlines: **vary**. Contact: The Center for the History of Business, Technology, and Society, Hagley Museum and Library, P.O. Box 3630, Wilmington, DE 19807; <crl@udel.edu>; phone: (302) 658-2400; fax: (302) 655-3188. **The Library of Congress** offers a number of competitive grant programs to support research in the Library's collections. Deadlines: **vary**. <http://www.loc.gov/kluge>.

Calls for Papers

The Society for American City and Regional Planning History (SACRPH) invites papers and session proposals for its tenth biennial meeting, to be held in St. Louis, 6-9 November 2003. SACRPH is an interdisciplinary organization of scholars and practitioners based in such diverse fields as history, architecture, landscape, planning, and the social sciences. The conference is dedicated to the examination of the past, present, and future of efforts to shape urban life. Papers are invited for all aspects of urban, regional, and community planning. Particularly welcome are papers dealing with the St. Louis or Midwest area, comparative studies in planning history, responses to economic restructuring and globalization, and analyses of race, class, gender, and sexuality in planning. Submissions must include three copies of a one-page abstract, one-page c.v., and four key words identifying the work's thematic emphasis. Deadline: **15 February 2003**. Contact: Eric Sandweiss, SACRPH Program Co-Chair, Department of History, 742 Ballantine Hall, Indiana University, Bloomington IN 47405.

The Society for the History of Children and Youth invites scholars at all levels to submit proposals for its Second Biennial Meeting in Baltimore from 26-29 June 2003. Individual papers and complete session proposals across a range of historical periods and national contexts are welcomed on the theme "Childhood and the State/ The State of Childhood." The first part of the theme solicits scholarship on the relation of children and youth to politics and issues of state development, while the second part seeks to address the shape, status, and condition of childhood and youth. Papers that show where this field is headed, with the most pressing conceptual and methodological questions, areas of important new research, and new paradigms in the field are requested. Paper proposals should include a three hundred word abstract with contact information and a one-page c.v. Complete sessions should send abstracts and c.v.'s for presenters and chairs with a two hundred word session description and contact information on all participants. Deadline: **15 February 2003**.

Contact: Paula S. Fass, Department of History, University of California, Berkeley, CA 94720.

The Americas Council and the Office of International Education for the University System of Georgia announce their sixth annual conference on the Americas, 21-22 February 2003 in Savannah, GA. The Americas Council provides an annual conference for presenters and participants to explore critical socio-cultural, political, economic, global, regional, and national issues including the challenges and opportunities facing Latin America, the Caribbean and Canada. Proposals for individual papers and panels on specific topics are now being requested. Sample topics include: politics, economy, cultural studies, arts, language and literature, history, ethnographic and archaeological studies sciences. Deadline: **rolling submission**. Contact: Dr. James Anderson, Conference Coordinator, Assistant to the Vice President for International Education, Armstrong Atlantic State University, 11935 Abercorn, Savannah, GA 31419; <andersja@mail.armstrong.edu>.

The Nordic Association for American Studies (NAAS) invites proposals for papers and workshops on the theme of "America in the World: Transnational Dimensions of Life and Culture in the United States" for its next biennial conference, which will take place at the Norwegian University of Science and Technology in Trondheim, Norway on 6-9 August 2003. The broad focus of the conference encompasses proposals concerning the effects of international movements and processes on the United States as well as projects focusing on the ramification for other cultures of movements and ideas originating in American society. Presentations are welcome in all fields. Proposals must include a half-page abstract of the workshop or paper topic, the field(s) and level(s) to which it appeals, and a one page c.v. of the presenter(s)/organizer(s). Deadline: **1 March 2003**. Contact: David Mauk, c/o Department of Modern Foreign Languages, Dragvoll Campus, Norwegian University of Science and Technology (NTNU), N-7491; fax +47 7359 6770; <david.mauk@hf.ntnu.no>.

The program committee of the **North American Labor History Conference** invites proposals for panels and papers on the theme "Labor, War, and Imperialism" for its twenty-fifth annual meeting to be held 16-18 October 2003 at Wayne State University in Detroit. For panel and paper proposals include a one to two page abstract and brief c.v.'s or bios for all participants. Deadline: **1 March 2003**. Contact: Elizabeth Faue, Coordinator, North American Labor History Conference, Department of History, 3094 Faculty Administration Building, Wayne State University, Detroit, MI 48202; (313) 577-2525; <ad5247@wayne.edu>.

The University of Georgia Press welcomes articles for an anthology on historical memory and the civil rights movement. This collection of essays will explore the ways in which the civil rights movement has been constructed and disseminated in American historical memory and what significance memories of the movement hold for contemporary politics and culture. Essays should be no more than twenty-five manuscript pages and written for a general audience. Send completed manuscripts to both editors. Deadline: **1 March 2003**. Contact: Renee Romano, Department of History, Wesleyan University, Middletown, CT 06459 and Leigh Raiford, The John Hope Franklin Center for Interdisciplinary and International Studies, 2204 Erwin Rd., PO Box 90402, Duke University, Durham, NC 27708; <rromano@wesleyan.edu>.

The Center for Millennial Studies, Boston University, will host the fourth annual Socialism and Sexuality Seminar on 25 April 2003. The topic for this year's seminar is "Sexuality and Millennialism," and will explore the emergence and development of a radical tradition that fosters an "anarchic eroticism." This workshop will examine the sexual politics of movements supporting the idea that the liberation of the body would lead to spiritual redemption and the regeneration of society, and will compare the ways in which the connection of these issues have changed over time and varied from place to place. Scholars from fields including history, religious studies, sociology, literature, and anthropology are encouraged to submit paper proposals. Send a brief summary of your paper topic and a short c.v. Deadline: **21 March 2003**. Contact: Richard Landes; <rlandes@bu.edu> and Jesse Battan; email: <jbattan@fullerton.edu>; <http://www.iisg.nl/~womhist/socandsex.html>.

The Society for Military History sponsors sessions at the Northern Great Plains History Conference (NGPHC), and is interested in papers and sessions on all aspects of military history, broadly conceived. The NGPHC is interested in all eras and historical topics. Please submit one to two page proposals for sessions and individual papers (one page) with a c.v. Deadline: **2 April 2003**. Contact: Joe Fitzharris, Mail #4018, Department of History, University of St. Thomas, 2115 Summit Avenue, St. Paul, MN 55105; <jcfitzharris@stthomas.edu>; <http://personal2.stthomas.edu/jcfitzharris/NGPHC>.

The joint conference from 31 March-4 April 2004 between the **American Society of Environmental Historians** and the **National Council on Public History** will revolve around the theme "Cultural Places and Natural Spaces: Memory, History, and Landscape." The theme reflects the interdisciplinary nature of the conference between the ASEH and the NCPH as members of these organizations discover common ground. The program committee seeks proposals for sessions that will explore the wide variety of cultural, environmental, social, and public histories that have transformed the places and spaces of our world. The committee is also interested in sessions that investigate the interplay of memory, history, and landscape. Sessions that examine border issues, both physical and metaphorical, are welcome. The committee encourages proposals for entire sessions, and individual paper submissions will also be accepted. Deadline: **5 April 2003**. Contact: Jon Hunner, co-chair of 2004 Program Committee; <jhunner@nmsu.edu>; <http://www.ncph.org>.

The League of World War I Aviation Historians invites undergraduate and graduate students enrolled in accredited institutions during the 2002-2003 academic year to take part in their thirteenth annual student paper competition. Monetary prizes will be awarded for the best original paper on any aspect of aviation during the 1914-1918 War. There are no formal enrollment procedures, but papers should be ten typed pages in length and must be submitted double-spaced in manuscript form with a reference to the academic institution in which the author is enrolled. Deadline: **31 May 2003**. Contact: Mr. Noel Shirley, 727 Swanswood Court, San Jose, CA 95120; <ShirleyNC@aol.com>.

The Northeast Popular Culture/American Culture Association (NEPCA) will hold its twenty-sixth annual conference in Worcester, MA on 31 October-1 November 2003. Proposed papers, panels, or presentations on any popular culture or American culture topics may be submitted with a one-page abstract and brief c.v. to the program chair. Proposals on Canadian studies topics are especially welcomed. Deadline: **1 June 2003**. Contact: Peter Holloran, Worcester State College, Department of History, Worcester, MA 01602; <pch@world.std.com>; <http://www.wpi.edu/~jphanlan/NEPCA.html>.

Siena College is sponsoring its nineteenth annual, international, multidisciplinary conference, "The 60th Anniversary of World War II," on 3-4 June 2004. Topics welcomed include, but are not limited to, Fascism and Nazism, the air war, the North Atlantic, literature, film, diplomatic, political, and military history, religion, pacifism, conscription, events on the home front and post war planning, draft resistance and dissent. Inquiries from those wishing to chair and/or comment are also invited. Deadline: **15 November 2003**. Contact: Dr. Karl Barbir, Department of History, Siena College, 515 Loudon Road, Loudonville, NY 12211-1462; (518) 783-2512; fax (518) 786-5052; <barbir@siena.edu>.

The editors of the **Encyclopedia of the Gilded Age and Progressive Era** are seeking contributors for the three-hundred entries as yet unsigned. The contributors so far are a healthy mix of junior and senior scholars and graduate students. Contact: Professor John D. Buenker, University of Wisconsin-Parkside; <buenker@uwp.edu>; <http://www.west.asu.edu/jbuenke/encyclopedia>.

The International Lincoln Center announces its sixth international and multidisciplinary conference entitled, "Thomas Jefferson: Life, Times, and Legacy," to be held 16-18 October 2003 on the campus of Louisiana State University in Shreveport, LA. Deadline: **rolling submission, early submissions encouraged**. Contact: Dr. William Pederson, American Studies Chair, International Lincoln Center, LSU in Shreveport, One University Place, Shreveport, LA 71115-2301; (318) 797-5349; fax (318) 795-4203; <wpederso@pilot.lsu.edu>.

White House History features articles on the historic White House related to the building itself, its uses, and life as lived through the years. The editorial board is accepting abstracts of proposed articles for a variety of themes. For more information <vanessa_piccorossi@hotmail.com>. The substance of proposed articles should not have been published elsewhere. Send a five-hundred word and a one page c.v. to Publications Department, White House Historical Association by <manderson@whha.org> or fax: (202) 789-0440.

Meetings and Conferences

The World Archaeological Congress (WAC) will hold its Fifth World Archaeological Congress 21-26 June 2003 in Washington, DC. Founded in 1985, WAC encourages open dialogue among all people genuinely concerned about the past, including scholars from under-represented parts of the world. WAC-5 presentation themes include: Of the Past, For the Future: Integrating Archaeology and Conservation, Diasporas, Ways of Remembering History, Marketing Heritage, and Perspectives on Repatriation for a New Century. Deadline: early registration **31 December 2002**. Regular registration **January-April 2003**. Contact: WAC-5 Organizing Committee, Department of Anthropology, American University, Washington, DC 20016; fax (202) 885-1381; <wac5@american.edu>; visit: <http://www.american.edu/wac5>.

The Communitarian Network will sponsor "The Ways We Celebrate: Holidays and Rituals as Seedbeds of Social Values" at George Washington University on 11-12 April 2003. Sessions and papers will cover the role of holidays and rituals in socialization, public vs. private expression, gender and kinship relations, social engineering, and as community builders and diversifiers. Cost: \$50 before 1 January, \$75 thereafter. Contact: Elizabeth Tulis, The Communitarian Network, 2130 H Street, NW, Suite 703, Washington, DC 20052; (202)994-8167; <etulis@gwu.edu>.

The New England Historical Association (NEHA), an affiliate of the AHA, holds its seventieth conference at Bentley College in Waltham, MA on 26 April 2003. Proposed papers on any historical topic, time or place may be submitted to the program chair (one page abstract and a brief c.v.). Deadline: **15 January 2003**. Contact: Paul Monod, Middlebury College, History Department, Middlebury, VT 05753; <monod@middlebury.edu>.

The National Association of African-American Studies & Affiliates announces their 2003 National Conference, **17-22 February 2003** in Houston, TX. Subjects will include African and African American, Hispanic and Latino, Native American, and Asian experience in literature, demographics, history, politics, education, and many other subjects. <http://www.naaas.org>.

The Center for the Study of the Korean War announces its fourth annual War and Culture Conference from 27 February-1 March 2003 at the Graceland University Independence, Missouri Campus. The keynote speaker will be Dr. Katherine Weathersby from the Wilson Institute for International Studies. Papers and panels will focus on themes and topics related to war and its representation in culture. Contact: Dr. Paul Edwards, Center for the Study of the Korean War, Graceland University, 1401 W Truman Road, Independence, MO 64050-3434; (816) 833-0524; <pedwards@graceland.edu>.

The George Washington University Cold War Group (GWCW) and the Cold War International History Project (CWIHP) of the **Woodrow Wilson International Center for Scholars** jointly announce a two-week Institute for secondary school teachers on the new history of the Cold War. The Institute will be on the George Washington University campus, Washington, DC, on 14-25 July 2003. The purpose of the Institute is for Cold War experts and teachers to work collaboratively to assist in the creation of a new online Teaching Resource on the Cold War and follows the work done at a similar Institute in July 2002. Secondary social studies teachers are eligible to apply. Deadline: **1 March 2003**. Contact: Vedrana Hadzialic, Assistant to the Director, The Institute for European, Russian, and Eurasian Studies, George Washington University, Washington, DC 20052; (202) 994-6342; <ieresvh@gwu.edu>.

Monticello, Stratford Hall Plantation, and the

University of Virginia are sponsoring a summer seminar, "Leadership and Life in Revolutionary America," 22 June-11 July 2003. Principle "classrooms" will be Jefferson's Monticello and Lees's Stratford Hall Plantation, but many historic sites will be visited. The program is open to social studies teachers K-12 who are active full time in the classroom. Six semester graduate credits from the University of Virginia will be conferred upon successful completion of the seminar. Included are room, board, and texts. Deadline: **1 March 2003**. Contact: (804) 493-1558; <shpedu@stratfordhall.org>; <http://www.stratfordhall.org>.

The National Endowment for the Humanities announces the 2003 summer seminars and institutes for school teachers and for college and university teachers. Each year the NEH Division of Educational Programs offers teachers opportunities to study humanities topics in a variety of summer seminars and institutes. Full-time teachers in American K-12 schools are eligible, as well as college and university instructors. Teachers selected to participate will be awarded a stipend of \$2800-\$3700. Please phone or e-mail a request for application information and expanded project descriptions. The list of projects is available on the NEH web site. Deadline: **1 March 2003**. Contact: National Endowment for the Humanities; (202) 606-8463; <sem-inst@neh.gov>; <http://www.neh.gov>.

The **Citadel** is pleased to announce its conference on the history of the Civil Rights Movement in South Carolina from 1890 to the present, to be held **6-7 March 2003** at the campus of The Citadel in Charleston, SC. Contact: The Citadel Conference on The Civil Rights Movement in South Carolina, C/O Bob Moore, The Citadel, Department of History, Charleston, SC 29409.

Stratford Hall Plantation and Virginia Commonwealth are sponsoring a two-week **Seminar on Slavery** 20 July-1 August 2003. The program is open to full time teachers of history and social studies in grades 4-12 and to museum educators. The seminar program combines well-known scholars' lectures, discussions, library time, and field trips to Colonial Williamsburg's reconstructed eighteenth century slave quarters and to Richmond, Virginia. Virginia Commonwealth University will award three semester hours of graduate credit upon successful completion of the seminar. Room, board, and course materials provided. Deadline: **8 March 2003**. Contact: (804) 493-1558; <shpedu@stratfordhall.org>; <http://www.stratfordhall.org>.

The Cushwa Center for the Study of American Catholicism at the University of Notre Dame will hold a conference entitled "Rethinking US Catholicism: International and Comparative Frameworks" on **14-15 March 2003**. The conference will explore current scholarly efforts to internationalize U.S. history and develop comparative approaches to history, especially the significance of these efforts for the ongoing development of U.S. Catholic studies. Conference speakers and presenters include James T. Kloppenberg, "Facing the Challenges of Comparative History"; Margaret Lavinia Anderson, "The Divisions of the Pope: Catholic Revival and Europe's Transition to Democracy"; Lamin Sanneh, "The Discovery of Christianity Beyond the West"; David Weber, "How Did Spaniards Convert Indians? Internalizing Mission History." Some financial assistance for lodging and meals is available. Contact: Cushwa Center director Timothy Matovina; (574) 631-5441; <cushwa.1@nd.edu>.

The Jefferson National Expansion Memorial, in conjunction with the **Missouri Historical Society** and the **Spanish Colonial Research Center of the National Park Service**, announces a symposium to be held **20-22 March 2003**, entitled "Lewis and Clark: Observations on an Expedition." The symposium is the third in a series of four to be held in St. Louis to commemorate the Bicentennial of the Louisiana Purchase and the Lewis and Clark Expedition. The emphasis of the sessions will be on topics relating to the Lewis and Clark Expedition, their preparations, personnel, relations with European governments, relations with Indian nations, the difficulties of their journey, artifacts, and other subjects of interest. Contact: Program Coordinator Bob Moore, Historian, Jefferson National Expansion Memorial, 11 North 4th Street, St. Louis, MO 63102.

The Appalachian Studies Association, Berea College, and Eastern Kentucky University announce their twenty-sixth annual

Appalachian Studies Conference, to be held at Eastern Kentucky University **28-30 March 2003**. This year's topics include traditions, policies, and programs that conserve, sustain, and enrich elements of mountain communities, cultures, and environments that are already identified or need to be explored and explained for the first time. The conference will celebrate the diversity of the region through music, art, stories, and banquets. Contact: Appalachian Studies Association, College of Education and Human Services, Marshall University, One John Marshall Drive, Huntington, WV 25755.

The Center for Methodist Studies and the Perkins School of Theology announce a conference commemorating the three-hundredth anniversary of the birth of John Wesley, to be held **3-5 April 2003**. Papers will explore the experience of Wesley's Methodists in America. Presenters include Richard Heitzenrater, Russell E. Richey, John Wigger, and Dee Andrews. Contact: Center for Methodist Studies, Bridwell Library, Perkins School of Theology, Southern Methodist University, Dallas, TX 75275; (214) 768-2363; <bridems@mail.smu.edu>.

The Afro-American Studies Department of the University of Wisconsin-Madison announces "W. E. B. Du Bois: The Souls of Black Folk Centennial Symposium" to be held **10-12 April 2003**. Scholars will engage Du Bois' full body of work to evaluate his influence on American and African American thought. Contact: Nellie McKay, (608) 263-2472, <nymckay@facstaff.wisc.edu>; or David LaCroix, (608) 263-0805; <dlacroix@wisc.edu>; <http://polyglot.lss.wisc.edu/aas>.

The Biography and Popular Culture Area of the Popular Culture Association is pleased to announce its annual joint meeting with the American Culture Association in New Orleans **16-19 April 2003**. Scholars from various disciplines will meet to share their Popular Culture interests and research. Possible topics will be, but are not limited to, autobiography, biography in film, psychoanalysis and biography, historical biography, and controversial biography. Contact: Jean-Paul Benowitz, School of Humanities, Penn State Harrisburg, 777 West Harrisburg Pike, Middletown, PA 17057-4898; (717) 361-1251; <JXB85@psu.edu>.

The Massachusetts Historical Society will hold its Emerson Conference on **25-26 April 2003**. The theme for this year's conference is "Spires of Form: The Emerson Bicentennial Conference." Events will include papers and panels, plus a visit to Concord to see the Emerson House, an exhibition at the Concord Free Public Library, and a reception at the Concord Museum. Contact: Conrad E. Wright, Ford Editor of Publications, Massachusetts Historical Society, 1154 Boylston Street, Boston, MA 02215; (617) 646-0542; fax: (617) 859-0074; <conference@masshist.org>; <http://www.masshist.org/conference/emerson.html>.

The Society for Military History announces its 2003 annual meeting to be held at the University of Tennessee in Knoxville **1-4 May 2003**.

The Dumbarton Oaks Symposium in Garden and Landscape Studies is pleased to announce the theme for their next meeting, "Lay Ritual Practices in Gardens and Landscapes," to be held **2-3 May 2003**. The symposium will aim at better understanding the reception of gardens and landscapes by focusing on a number of lay ritual practices in a variety of cultural contexts, and it will give rise to discussions on the formative functions of gardens for cultural and social life. From Chinese landscapes under Mongol rule to freemason gardens in the nineteenth century, the symposium will offer unusual perspectives for cross-cultural discussions. Registration information will be available in March 2003. Contact: Garden and Landscape Studies, Dumbarton Oaks, 1703 32nd Street, NW, Washington, DC 20007; <http://www.doaks.org/LandscapeArchitecture.html>.

The Mormon History Association (MHA) will be holding its annual Spring 2003 Conference in the Kirtland, OH area on **22-25 May 2003**. The theme, "Varieties of Mormon Experience in a Pluralistic World," invites scholars to share their research explorations on the unity and diversity that characterized the Mormon movement from its early days in the 1830s to the present. The conference will also explore the complex ways in which Mormonism has interacted with other religious groups in the larger world. Contact: Mormon History Association; (888) 642-3678; <klarry@attbi.com>; <http://www.mhahome.org>.

The George Washington University Cold War Group (CWCW), the Cold War Interna-

tional History Project (CWIHP) and the **National Security Archive** are collectively conducting the Summer Institute for Conducting Archival Research on **4-5 June 2003**. Ph.D. students from any discipline who are working on dissertations involving archival research on Cold War topics are encouraged to apply for the program. The Summer Institute will be held on the George Washington University campus and directed by GWCW faculty and scholars and will focus on training students on efficiently conducting archival research. Applicants must submit an application form, a two page proposal indicating how they would benefit from the Institute, a cover letter and a recommendation letter from a faculty member in their department no later than 3 February 2003. Contact: James M. Goldgeier, IERES, George Washington University, 2013 G Street NW, Washington, D.C., 20052. For more information, <<http://www.ieres.org>>, or write to <gwcw@gwu.edu>. Decisions will be announced by 3 March 2003.

Siena College announces its eighteenth annual multi-disciplinary symposium, "**World War II: A 60 Year Perspective**," will be held **5-6 June 2003**. The focus for 2003 will be Fascism and Nazism, literature, art, film, diplomatic, political, and military history, popular culture, along with women's and Jewish studies dealing with the area. Events of the home front, conscription and dissent will be given the most significance. Contact: Dr. Karl Barbir, Department of History, Siena College, 515 Loudon Road, Loudonville, NY 12211-1462; (518) 783-2512; fax (518) 768-5052; <barbir@siena.edu>.

The Southern Association for Women Historians will hold its Sixth Southern Conference on Women's History from **5-7 June 2003** in Athens, GA. This conference seeks to reflect the diversity of women's experiences in the U.S. and elsewhere and to feature the history of women from a wide range of racial, class, and ethnic backgrounds. Participants are encouraged to take advantage of the historical and cultural resources offered by the University of Georgia campus and surrounding area. Contact: Kathleen Clark, conference coordinator; <katclark@arches.uga.edu>; <<http://www.uga.edu/swch>>.

The Northeast Popular Culture/American Culture Association (NEPCA), a regional affiliate of the national PCA and ACA, holds its twenty-sixth annual conference in Worcester, MA 31 October-1 November 2003. Proposals of any pop culture or American culture topics (one page abstracts and brief c.v.) may be submitted to the program chair. The annual NEPCA Prize is offered for the best paper by a graduate student. Deadline: **1 July 2003**. Contact: Peter Holloran, Worcester State College, History Department, Worcester, MA 01602; <pch@world.std.com>.

The nineteenth annual **Ohio Valley History Conference** will be held at Eastern Kentucky University in Richmond, Ky. **23-25 October 2003**. The conference welcomes presentation of papers, panels and sessions in any field of history. The conference is regionally based, but proposals from any part of the country is encouraged. Those wishing to present papers or panels must accompany a one or two page synopsis and c.v. upon submission. Those interested in chairing or commenting on papers

must also submit a c.v. Deadline: 25 March 2003. Contact: Thomas H. Appleton Jr., Program Chair, Department of History, Eastern Kentucky University, Keith Hall 323, Richmond, KY 40475-3102; <tom.appleton@eku.edu>.

Miscellaneous

The **Hagley Museum and Library** announces its Research Seminar Series. Papers are distributed in advance. For more information or to join the seminar mailing list, e-mail Carol Lockman <crl@udel.edu> or contact: Center for the History of Business, Technology, and Society, Hagley Museum and Library, PO Box 3630, Wilmington DE 19807-0630; 302-658-2400; <<http://www.hagley.org>>.

The Department of Veterans Affairs (VA) is seeking more volunteers to research monuments in national cemeteries and soldiers' lots. VA hopes to complete the project in the next few months but will continue to recruit volunteers into next year. Memorials are as far ranging as Honolulu, Philadelphia, and Wisconsin. Volunteers are provided with instruction booklets, survey questionnaires and camera film, and volunteers will document the materials, inscriptions and condition of the memorials for historic and preservation purposes. Sites in thirty states need volunteers. For information, including a list of localities where volunteers are needed, visit the VA's National Cemetery Administration website. Call (202) 565-5426; <nca.memorials@mail.va.gov>; <<http://www.cem.va.gov>>.

The Journal of Popular Culture, a quarterly published by the Popular Culture Association since 1965, invites publishers and authors to submit new books for scholarly review. Book reviewers are also invited to apply. Contact: JPC Book Review Editor, Peter Holloran, Worcester State College, Department of History, Worcester, MA 01602; <pch@world.std.com>.

In a world where racial segregation shaped the social order, the collaboration of Vivien Thomas and Alfred Blalock is a compelling tale of two men whose unprecedented partnership paved the way to alleviating human suffering. An upcoming documentary film titled **Partners of the Heart: The Story of a Black Genius, a White Surgeon, a Blue Baby and a Miracle** tells the story of the thirty-four-year interracial partnership behind one of the first successful heart operations ever conducted. Blalock and Thomas' work saved the lives of thousands of young children called "blue babies" and ushered in a new era of cardiac surgery. **The film will air on PBS' American Experience on 10 February 2003.** The film, narrated by Morgan Freeman, places the spotlight on Vivien Thomas, who, with only a high school degree, became a cardiac pioneer and a teacher to two generations of America's premier heart surgeons at a time when he could not become one himself. **Partners of the Heart** is part of an educational outreach effort funded by GlaxoSmithKline for schools and communities and can be further explored online at <<http://www.partnersoftheheart.com>>

A Word of Thanks and Congratulations

OAH wishes to thank the
Gilder Lehrman Institute of American History
for generously supporting
the creation of 50 travel fellowships
for precollegiate teachers to attend
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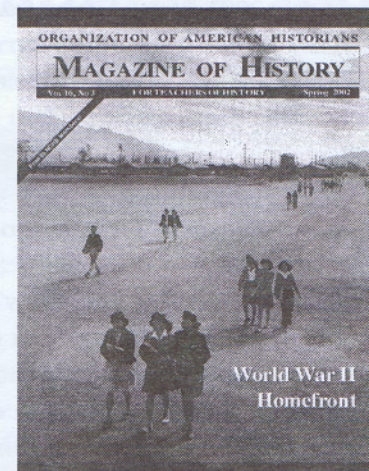
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In 2004 OAH, in conjunction with Georgia State University Department of History and the Georgia Association of Historians, will host its second regional conference. Its aim is to serve anew its members at community and four-year colleges and high schools, and those employed in government, museums, and the private sector as well as in major universities. The conference also seeks to encourage persons who will soon serve in these diverse capacities—graduate students—to get involved in professional activities early in their careers.

The regional conference will be held in Atlanta, Georgia, on the campus of Georgia State University, 8–11 July 2004. The meeting takes as its special charge a desire to reach members and other historians and graduate students who find it difficult to attend the national meeting held in the spring each year. Atlanta is a convenient, central location in the Southeast and the conference benefits from the relatively inexpensive lodging and services offered by Georgia State University. Considerable attention will be devoted to professional development and the practice of history both in classrooms and in public settings in the South.

In keeping with recent OAH program practices, we encourage formats that promote discussion and participation, for example, roundtables and debates with up to five panelists. We also recommend that panelists discuss rather than read their papers, in an effort to increase dialogue with the audience. Although session proposals are preferred, we welcome individual paper submissions. We also welcome volunteers to chair or comment at sessions, as assigned by the Program Committee.

Complete procedures for submitting proposals is available online at:

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NHPRC FELLOWSHIP IN HISTORICAL DOCUMENTARY EDITING

For the 2003-2004 academic year, the NATIONAL HISTORICAL PUBLICATIONS AND RECORDS COMMISSION (NHPRC) is offering one fellowship in historical documentary editing. The Commission is now accepting applications from individuals who hold a Ph.D. in U.S. history or have completed all requirements for the degree except the dissertation to submit applications postmarked no later than March 1, 2003. The host institution for the academic year 2003-2004 is **RACE, SLAVERY AND FREE BLACKS: PETITIONS TO SOUTHERN LEGISLATURES AND COUNTY COURTS, 1776-1867**, edited by Dr. Loren Schweninger, at the University of North Carolina at Greensboro. The fellow will be selected by the host project from the pool of candidates and will begin in the late summer or early fall 2003.

The Fellowship in Historical Documentary Editing is designed to give fellows hands-on experience in historical documentary editing including documentary collection, document selection, transcription, annotation, proofreading, and indexing. The fellow's stipend is \$40,000 with a benefit payment of \$10,750. The host project is awarded \$1500 to cover the cost of interviewing prospective fellows and to use for the fellow's professional travel during the fellowship year. The application and related forms are available on our website at www.archives.gov/nbprc_and_other_grants/education_programs/education_programs.html.

Interested applicants may write and request the application forms from Michael T. Meier, Program Officer, National Historical Publications and Records Commission, National Archives and Records Administration, Room 111, 700 Pennsylvania Avenue, NW, Washington, DC 20408 or call (202) 501-5610, ext. 252, or email michael.meier@nara.gov.



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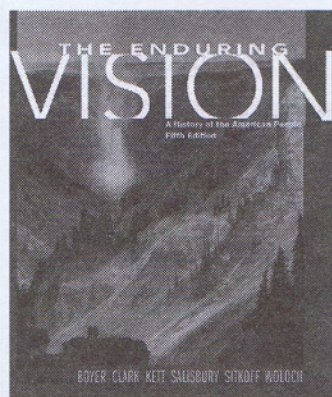


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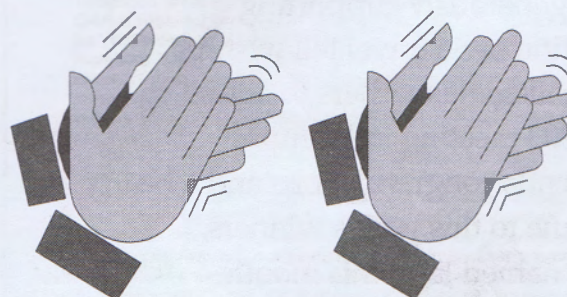
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OAH
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2003 Convention Supplement

OAH

Historic Beale Street Baptist Church

Beverly G. Bond

Welcome to Memphis

Ed Frank

Memphis, Tennessee, on the Fourth Chickasaw Bluff overlooking the Mississippi River, is the largest city in the state as well as the economic and cultural capitol of a region of the country whose people have made huge contributions to the development of the modern world.

Someone once quipped that "Memphis is known only for the life of one king and the death of another," and it may well be true that Elvis Presley and Martin Luther King, Jr., are the only people who come readily to most people's minds when the city is mentioned. Most American historians probably know something about the city's rich musical heritage and perhaps can recall a little about Edward Hull "Boss" Crump, but there is much more to Memphis's past.

Laid out in 1819—when it was the gateway to the Old Southwest—Memphis has attracted or produced many remarkable people. Frances Wright began the interracial utopian community of Nashoba east of Memphis in the late 1820s; later, such outspoken and heroic women as Elizabeth Avery Meriwether ("the Confederate suffragist") and Ida B. Wells (the anti-lynching crusader) would work there to extend and secure the rights of women or African-Americans. Better known visitors to the area in the nineteenth-century included Alexis de Tocqueville (a witness to one link in the Trail of Tears), the naturalist John James Audubon, Mark Twain, and Thomas Edison.

In the twentieth century, Memphis and Memphians have been on the cutting edge of the evolving consumer economy. Self-service grocery stores; clean, predictable,

See Memphis / A2 ►

Meeting At A Glance

Preregistration Deadline	13 March 2003
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First Baptist Church, 379 East Beale Street, Memphis. (Historic American Buildings Survey/Historic American Engineering Record Photo, Library of Congress. Survey number HABS TN-181.)

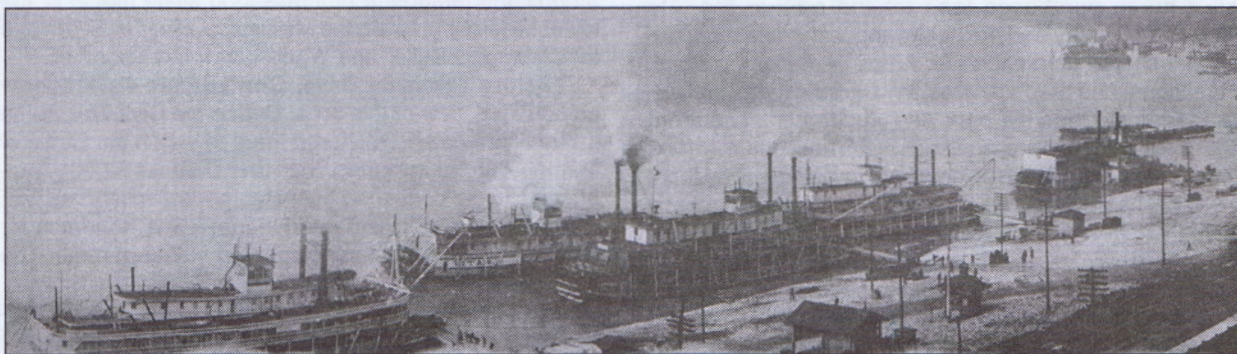
designed by Edward C. Jones and M.H. Baldwin. The congregation worked for the next twenty-two years to raise money to pay for the edifice.

Morris Henderson served as the church's pastor from 1864 until his death in 1877. Henderson helped establish day and Sabbath schools and Zion Cemetery. He also encouraged church members to support the local branch of the Freedmen's Savings Bank. Between 1877 and the early 1890s, the city's turbulent political and social climate affected Beale Street Baptist Church. Internal conflicts led to the resignation of Reverend R. N. Countee in 1882. His successor, Reverend Taylor Nightingale was co-owner, along with Ida B. Wells and J. L. Fleming, of *The Free Speech and Headlight*. The newspaper was published in the basement of the church until Wells bought out Nightingale's interest. Beale Street Baptist also hosted visits from presidents Ulysses S. Grant and Theodore Roosevelt.

See Church / A2 ►

Take Me to the River

Janann Sherman



Powerful and beautiful, the Mississippi River at Memphis is at its most volatile—rising and falling a dramatic fifty feet annually. Critical to Memphis' history as a source of transportation and commerce, it remains the defining feature of the city and a compelling lure to travelers.

City founders recognized not only the commercial importance of the river, but also its aesthetic value. They set aside five miles of waterfront from Auction Avenue to Union Avenue for a permanent Public Promenade. Although this strip has acquired a variety of public buildings and parking lots over the years, large sections of riverfront remain accessible.

See River / A2 ►

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▼ CHURCH / From A1

The twin towers of Beale Street Baptist Church were originally adorned by a cupola-like structure with square piers supporting arches topped by a Celtic cross and by a statue of St. John the Baptist with his arm pointing toward heaven. The cupola structure fell into the nave of the church before 1885. The St. John statue atop the other tower was struck by lightning several times before a drunken intruder hacked off one of the arms. In 1938, the statue was destroyed when workmen dropped it while they were trying to repair damage from another lightning strike. The church remains an imposing structure with wide aisles, stain glass windows and a magnificent mural above the sanctuary.

Adjacent to Beale Street Baptist Church is Church's Park and a monument to Church's Auditorium. The park's founder, Robert R. Church, Sr., was the South's first African American millionaire and father of Mary Church Terrell. Church purchased land for the park in the late nineteenth century and built a two-thousand-seat auditorium that served as a center for African American cultural, recreational and civic activities. W. C. Handy was orchestra leader at Church's park and auditorium. Theodore Roosevelt addressed an audience at the auditorium in 1902 and the Memphis branch of the NAACP was organized there in 1917. The auditorium also served as the meeting place for the Lincoln League—established in 1916 by Republican political leader Robert R. Church, Jr.—to register and train African American voters and to pay poll taxes.

Across the street from Beale Street Baptist Church is the Solvent Savings Bank Building. Established by Robert R. Church, Sr. in 1906, Solvent Savings Bank was the first African American bank in the city. In 1908, when Beale Street Baptist Church was in danger of closing because of debts, Solvent Savings repaid the church's notes and saved it from sale. □

Beverly G. Bond is associate professor of history at the University of Memphis.

▼ RIVER / From A1

One of the best places to access the river is at the foot of Monroe Avenue where the landing is paved with historic cobblestones. Most of these ballast stones were laid in the mid-nineteenth century during the heyday of the steamboat era. As the largest remaining cobblestone landing in the country, it is listed on the National Register of Historic Places. While the cobblestones once provided sure footing for horses and mules, they are treacherous for high heels and slick-soled leather shoes. In front of you, as you stand on the cobblestones, is **Mud Island River Park**. Reached by a monorail or pedestrian bridge, Mud Island features a half-mile-long scale model of the lower Mississippi River, the Mississippi River Museum and the "Memphis Belle," the World War II B-17 bomber.

Across Riverside Drive, **Confederate Park** affords an elevated view of this area. During the Civil War, some 10,000 Memphians gathered there to watch the Battle of Memphis on 6 June 1862. The River Defense Fleet—comprised of eight converted river steamboats reinforced with compressed cotton and railroad iron—was no match for the Union fleet of five ironclads and nineteen rams. The battle was over in less than ninety minutes.

For more spectacular views of the river, try the **Bluff-walk**, an eight-foot wide paved and lit walkway that meanders 1.1 miles overlooking the historic waterfront and three great bridges.

To the south, situated at the foot of Beale Street is **Tom Lee Park**, named in honor of the black laborer who rescued thirty-two passengers when the steamer *M.E. Norman* sank in the river near Memphis in 1925. Expanded in the 1990s to twenty-four acres, Tom Lee Park is the site of numerous spring and summer festivals and offers one of the very best walking paths along the river.

At the very southern end of the bluffs is a series of protected Indian mounds in **DeSoto Park** (local legend has it that this was the spot where Hernando DeSoto first spotted the Mississippi River), the **National Ornamental Metal Museum**, and the site of a World War II army hospital. This promontory overlooks the widest point on the river as it turns sharply westward revealing miles of uninterrupted river and sky. To the north of Mud Island is **Harbortown's Greenbelt Park**—a reclaimed 1.5 mile strip of grassy lawn ideal for strolling and picnicking, topped with a paved walkway favored by walkers, joggers, bikers and skaters. □

Janann Sherman is associate professor of history at the University of Memphis.

▼ MEMPHIS / From A1

and affordable roadside lodging for vacationing families; and worldwide overnight package delivery have all been created or perfected by Memphians—these companies include Holiday Inn, Piggly Wiggly, and Federal Express.

Visitors to Memphis who walk the streets of downtown will find many free-standing and wall-mounted historical plaques that elaborate on these and other incidents and individuals, and might agree that no other American city of its size has produced more remarkable people, or been more culturally influential, than Memphis has. □

Ed Frank is associate professor, University Libraries, at the University of Memphis.

National Civil Rights Museum

Barbara Andrews

We've got some difficult days ahead. But it doesn't matter with me now. Because I've been to the mountaintop. And I don't mind. Like anybody, I would like to live a long life. Longevity has its place. But I'm not concerned about that now. I just want to do God's will. And He's allowed me to go up to the mountain. And I've looked over. And I've seen the promised land. I may not get there with you. But I want you to know tonight, that we, as a people, will get to the promised land. And I'm happy, tonight. I'm not worried about anything. I'm not fearing any man. Mine eyes have seen the glory of the coming of the Lord.

These were the last words publicly spoken by Dr. Martin Luther King, Jr., before an overflow audience crammed into Mason Temple on 3 April 1968. Those present on that stormy night and who heard his last words often question if Dr. King knew that this Mountaintop speech would be his last. Prior to that unscripted, unrehearsed, and surprisingly unplanned oration, the Civil Rights protagonist had never spoken of death to such a degree. Did he know that his life was the requirement for this country's inheritance of a civil and just society that is hoped for even to this day?

The aftershock of King's assassination plunged the small minority-owned Lorraine into a long and steep decline. By 1982, the infamous motel was a foreclosed property. It was at this period in time that the Martin Luther King Memorial Foundation to save the Lorraine was formed by a group of prominent Memphians concerned that the property—considered by many to be hallowed

ground—would be destroyed through continued neglect and indifference. The Foundation raised \$10,000, which brought a short option to buy the Lorraine; however, it was far from the full contract price of \$250,000 required, and, consequently, the decayed motel went on the auction block. As fate would have it, in December of that year, the Foundation was able to purchase the Lorraine at auction for \$144,000, an amount considerably less than originally planned. Nearly a decade of hard work and determination went into transforming this site of national tragedy into a historical triumph. Today, the Lorraine Motel houses the National Civil Rights Museum.

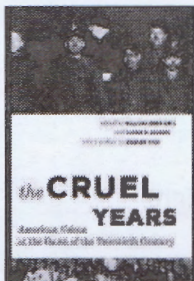
The National Civil Rights Museum is the first of its kind in the country to provide a comprehensive overview of the Civil Rights Movement. Museum founders began with a vision to bring the movement to life, place the events in historical perspective, and provide a focus of national remembrance. What sets the National Civil Rights Museum apart from like institutions with the objective of civil rights documentation and presentation is its ability to establish that the origins of the Civil Rights Movement date much further back in our country's history than the days of the Montgomery Bus Boycott, the Freedom Rides, and the lunch counter sit-ins. Through interpretive interactive exhibits and audio-visuals displays, museum guests journey back in time to 1619 when Africans first inhabited North America as slaves, they experience the turbulent events of the fifties and sixties, and travel on to 1968 Memphis to relive the events and circumstances that altered a nation.

Comprised of three buildings and accommodating nearly 30,000 square feet of permanent exhibition space, the National Civil Rights Museum's mission is to educate the public in understanding the lessons of the Civil Rights Movement and its impact and influence on human rights movements worldwide. When the museum opened its doors in September 1991, less than one-third of all Americans had firsthand knowledge of the civil rights movement. Since that time, the museum has hosted nearly half a million people. Through collections, research, exhibitions, and programs, the award winning institution is able to serve as an educational foundation for the most significant era of modern American history.

On its eleventh anniversary, the museum opened "Exploring the Legacy," an \$11 million, three-year expansion project. Exploring the Legacy moves the museum experience beyond the assassination of Dr. King and allows visitors to examine what happened as a result of the horrific events of 4 April 1968. The civil rights story continues with inspiring interactive displays and documentary exhibits that speak to the accomplishments of the movement and how its successes are made manifest. While the National Civil Rights Museum documents acts of civil disobedience enacted upon those who fought for freedom and equality, it equally acknowledges and celebrates the achievements, milestones, and benchmarks of individuals who vigorously fought—and still fight—to be free. □

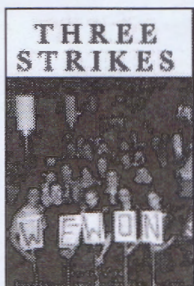
Barbara Andrews is curator of exhibitions and collections at the National Civil Rights Museum in Memphis.

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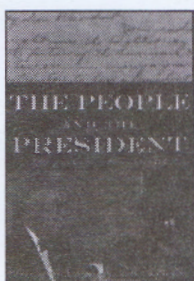
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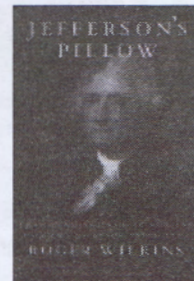
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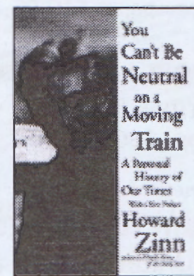
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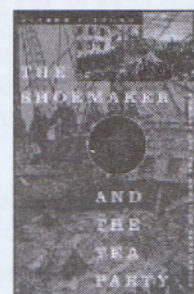
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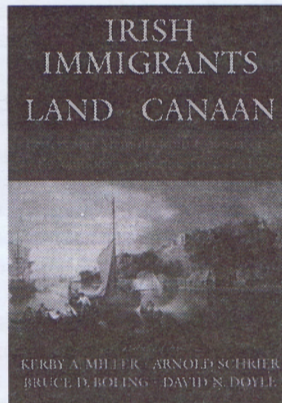
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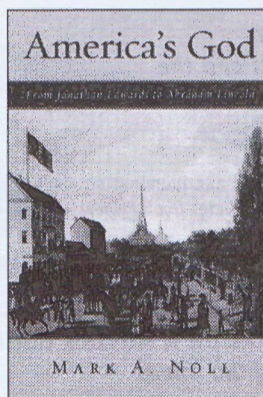
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The OAH in Memphis, Thirty-Five Years Since King

Michael Honey

What could be more appropriate for the OAH this year than meeting in Memphis? Our meeting will highlight movements for social justice in American history, one of the most important of which took place in the Bluff City. The strike of black sanitation workers in Memphis opened up a new direction for both the labor and the civil rights movements. It also focused renewed attention on unionization of the black working poor as an answer to their poverty and lack of power. The struggle in Memphis also closed off whatever optimism remained in that era, with the assassination of Martin Luther King, Jr., and then that of Robert Kennedy. Before long, President Richard Nixon and Attorney General John Mitchell ran the country, doing their best through legal and illegal methods to shut down movements for social change.

King argued in the last year of his life that social justice movements had come to a crossroads. Unions had failed to reach beyond the ranks of well-paid, industrial, blue-collar workers to organize the ranks of poor people. The black freedom movement had not fully moved beyond demands for equality before the law to demands for what King called "economic equality." When he came to Memphis to speak in support of the sanitation strikers at Mason Temple on 18 March 1968, he had begun a new phase of struggle for the rights of the poor, in America and around the world.

"It is murder, psychologically," King said, to deprive people of jobs and income, yet "millions of people are being strangled in that way. The problem is international in scope. And it is getting worse." If the nation did not change its values and its structures of power, he said, "we're going to find ourselves sinking into darker nights of social disruption," while depriving millions "of life, liberty, and pursuit of happiness." At the time King came to Memphis, he had almost despaired of organizing a base for his Poor People's Campaign. But at Mason Temple, ten to fifteen thousand black workers, preachers, students, and a broad spectrum of the entire black community, joined by white unionists and liberals, turned out. He told freedom movement leader Reverend James Lawson that "you are doing here in Memphis what I am trying to do nationally." He told his audience, "You are reminding the nation that it is a crime for people to live in this rich nation and receive starvation wages."

King re-energized a strike and community movement that took nearly two months to win, but only at a terrible cost. When he attempted to lead a mass march on 28 March, it turned into window breaking by black youths and a murderous riot by the police. This forced King to return again, vowing to lead another march, in defiance of a court injunction. On the night of 3 April, again at Mason Temple, he reviewed the history of the freedom movement, and called for a renewed solidarity between all peoples, reminding his audience that "either we go up together or we go down together." The next day he was cut down at age thirty-nine as he stood on the balcony of the Lorraine Motel.

As we gather in Memphis, there is a history to both celebrate and mourn. The Lorraine Motel is now the National Civil Rights Museum. When we organized a conference on the King legacy there in 1993, twenty-five years after his death, luminaries from the movement urged that people begin to see the whole King, including his demands for economic justice and an end

to war, as well as his civil rights leadership. With the marvelous scholarship of the King Papers Project at Stanford and other new research connecting labor and civil rights history, we are starting to fully appreciate that legacy.

The home of the blues on Beale Street, where thousands of black workers and poor people sought relief from Jim Crow, is now a cultural site. The downtown, once a dreadful display of urban poverty, has been to some degree rebuilt. AFSCME Local 1733, including the sanitation workers union, has organized around the city and

helped to secure the election of a black mayor and many black elected officials. The police force—a brutal army of occupation in the 1960s—is now multi-racial and includes many women. In many ways, Memphis has changed for the better since 1968.

Yet the factories where black and white workers built the unions of the industrial era are mostly gone; unions and civil rights organizations are not what they were; and a huge portion of the black community remains desperately poor. Although many African Americans live in the suburbs and interracial mingling is common, black and white children in the schools, in housing, and in terms of opportunities still live mostly separate lives. The culture King warned against, in which "machines and computers, profit motives and property rights are considered more important than people," remains the same. We have not shifted "from a 'thing-oriented' society to a 'person-oriented' society," as Dr. King urged us to do. Our society continues to "take necessities from the many to give luxuries to the few," in King's words, and war spending still sucks up resources that could be used for the poor like "some kind of demonic suction tube."

Memphis and the U.S. are better because of the struggles and the sacrifices of the past, yet many people have lost the sense of hope for the future that King sought to instill by organizing social movements. "If I did not have hope, I couldn't go on," King said during the Poor People's Campaign, and we still need that hope to create the "revolution in values" that he called for at the end of his life.

What gave King the most hope was the movement of workers and poor people that he found in Memphis. Sanitation workers like Taylor Rogers and industrial union organizers like Ida Leachman have continued to fight for King's legacy. So has Ken Riley, the leader of dockworkers in Charleston, South Carolina, who fought off conservative attacks against their union and built coalitions with civil rights groups for the last two years. Such African-American union leaders and luminaries like Julian Bond will attend our gathering as panelists and speakers, and we hope that local ministers, students, unionists and civil rights activists will attend as well.

Through our conference, and by participating



Rev. Ralph Abernathy walks with Dr. Martin Luther King, Jr., as they lead civil rights marchers out of camp to resume their march to Montgomery, Alabama, in 1965. (United Press International, Library of Congress)

with the April 4th Foundation in memorials and marches in the street, it will be our privilege to join with them on this historic occasion.

The merger of labor and civil rights concerns provided a powerful and hopeful moment for social justice movements that stood, as King suggested, "at the crossroads" in Memphis in 1968. Perhaps, at this juncture of the OAH's history, we can help to shift the common paradigm of the King legacy, focusing less on his "I Have a Dream" (not his title) speech, and more on the significance of what happened in Memphis thirty-five years ago. We still face "the giant triplets of racism, materialism, and militarism" that King fought against then, and have more reason than ever to study and attend

to King's call for a new kind of social justice coalition for the rights of the poor. □

Michael Honey is the Harry Bridges Chair of Labor Studies at the University of Washington and a professor of labor and ethnic studies and American history at the University of Washington, Tacoma.

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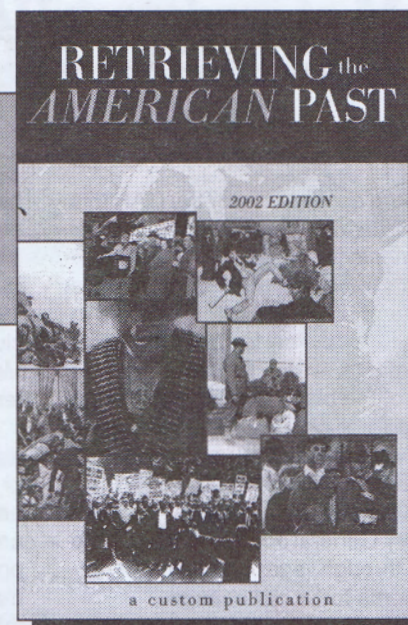
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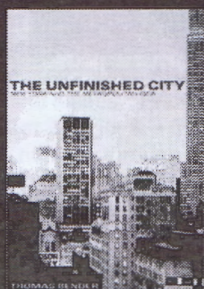
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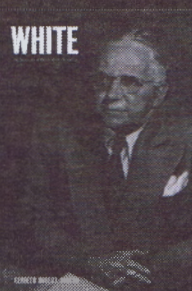
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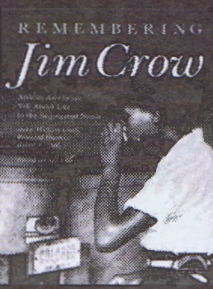
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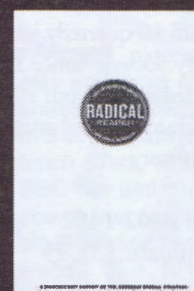
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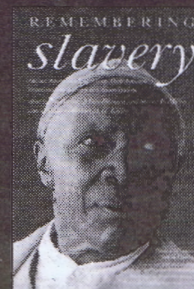
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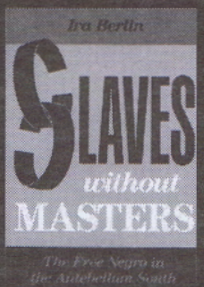
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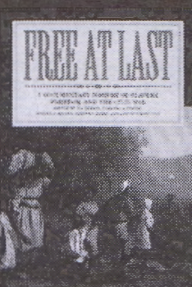
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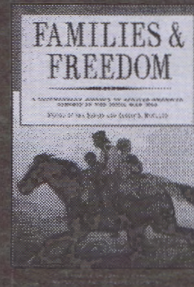
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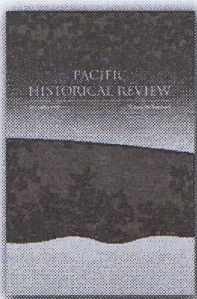
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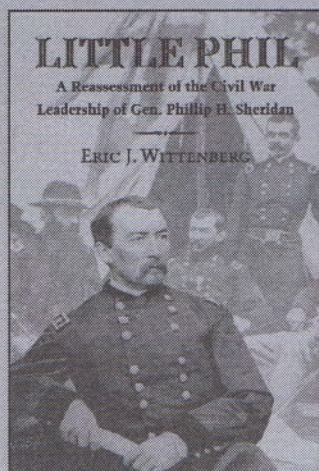
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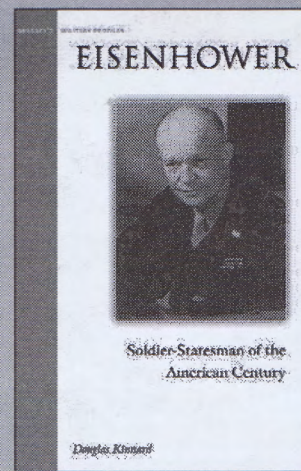
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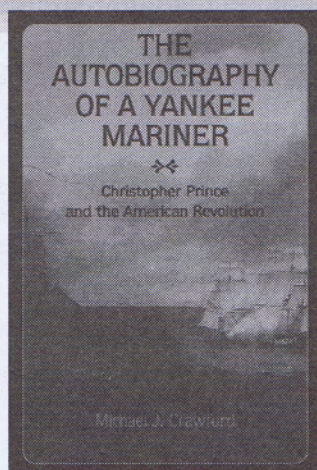
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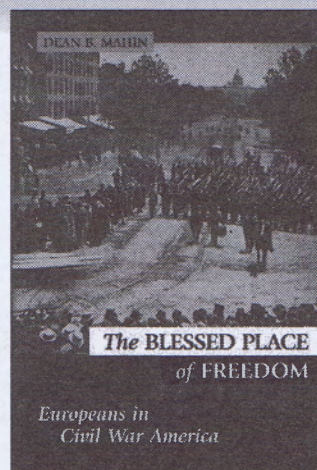
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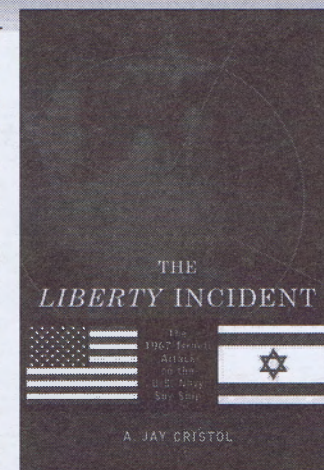
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Spaghetti Warehouse Italian Grill \$ • 40 W. Huling, (901) 521-0907. Good Italian food, featuring grilled dishes and pizzas.

Texas de Brazil \$\$ • 150 Peabody Place, (901) 526-7600. An upscale Brazilian-style grill house, featuring seasoned meats, side dishes, and salads.

Wang's \$ • 1 Beale, (901) 543-8388. Great Chinese. Full-service bar, live piano music, convenient parking. Located where Beale Street meets the River.

Zanzibar \$\$ • 412 S. Main, (901) 543-9646. Hot and cold coffees, imported teas, breakfast, lunch, and dinner. Lunch and dinner menus combine ingredients and techniques with a Caribbean twist. International wine selection. Sunday Brunch. Live Jazz Thursdays at 8pm. Very cool place in the South Main Art District.

Midtown (short cab ride)

The BBQ Shop \$ • 1782 Madison, (901) 272-1277. A regular winner in the category of "Best BBQ Sandwich in Memphis." About four miles east of convention center in midtown. Free parking. A favorite lunch spot of the Rhodes History Department.

Boscoss Squared \$\$ • 2120 Madison, Overton Square, about four miles east of downtown, (901) 432-2222. Features pasta, seafood, steaks and sixteen varieties of pizza. And many more varieties of freshly-brewed beer!

The Brushmark \$ • 1934 Poplar, Memphis Brooks Museum of Art, (901) 722-3555. Affordably priced, delicious luncheons served in one of the city's most beautiful settings. Outdoor dining, weather permitting. About four miles east of convention center in midtown. Free parking.

Cielo \$\$\$ • 679 Adams, (901) 524-1886. This restaurant in the Victorian Village section of town offers a changing seasonal menu and a beautiful, historic atmosphere. Nightly seafood specials.

Hatley's Garage \$ • 1761 Madison, (901) 726-3000. A unique place for lunch or dinner-located in an old gas station/garage. About four miles east of downtown.

Neely's BBQ \$ • 670 Jefferson, (901) 521-9798. Another great place for BBQ in Memphis. Located in the medical center district, just east of downtown. Free parking.

Paulette's \$\$ • 2110 Madison, Overton Square, about 4 miles east of downtown, (901) 726-5128. Fine dining with a French flair, including steaks, chicken, seafood, crepes, and rich desserts. Reservations recommended. Free parking.

Tsunami \$\$ • 928 S. Cooper, Cooper-Young Historic District, about four miles southeast of Convention Center, (901) 274-2556. Specializes in Pacific Rim cuisine. Free parking. □

Dee Garceau and Timothy Huebner are both associate professors of history at Rhodes College, in Memphis.



Varsity Academics

NINTH EMERSON PRIZES TO BE AWARDED IN MEMPHIS

Sudbury, Massachusetts—The ninth annual Ralph Waldo Emerson Prizes for student work of outstanding academic promise in history at the secondary level will be awarded this Spring to Rachel Hines of Olney, Maryland (now at the University of Maryland), Jessica Leight of Northampton, Massachusetts (now at Yale), Chrystan Maria Skefos of Memphis, Tennessee (now at Rice), and Robert Patrick Vance, Jr. of New Orleans, Louisiana (now at the University of Pennsylvania) according to Will Fitzhugh, Editor and Publisher of *The Concord Review*.

The awards will be hosted by The Cliosophic Society, the National History Club chapter at St. Mary's Episcopal School in Memphis, Tennessee in the evening on Saturday, April 5, 2003.

Each Emerson Prize laureate will receive a check for \$3,000, and a copy of David McCullough's Pulitzer Prize-winning biography *Truman*, along with the letter of award. Past Emerson awards have gone to high school students from Czechoslovakia, Colorado, Washington, D.C., Florida, California, Tennessee, Vermont, New Zealand, Utah, Massachusetts, Russia, Washington State, Connecticut, New Hampshire, Illinois, Japan, and New York.

Founded in 1987, *The Concord Review*, the first and only quarterly journal in the world for the academic work of secondary students, has published 53 issues with 583 essays (average 5,000 words) by students of history in forty-two states and thirty-three other countries. These exemplary essays have been distributed to subscribers throughout the United States and in thirty-two other countries.

Diane Ravitch, Senior Research Scholar at New York University and former Assistant Secretary of Education has said: "*The Concord Review* provides a splendid forum for the best student work in history. It deserves the support of everyone in the country who cares about improving the study of history in the schools." **David McCullough** wrote: "I very much like and support what you're doing with *The Concord Review*. It's original, important, and greatly needed, now more than ever, with the problem of historic illiteracy growing steadily worse among the high school generation nearly everywhere in the country." **Arthur M. Schlesinger, Jr.**, Historian, has said: "*The Concord Review* offers young people a unique incentive to think and write carefully and well... *The Concord Review* inspires and honors historical literacy. It should be in every high school in the land."

***The Concord Review*, 730 Boston Post Road, Suite 24, Sudbury, MA 01776 USA**

fitzhugh@tcr.org (800) 331-5007 <http://www.tcr.org>

Reading Around Memphis



Here is a selection of Memphis-area bookstores.

Afrobooks • 1206 Southland Mall, (901)396-3490. Memphis' only all African American bookstore. Hours: Monday-Saturday 10:00a.m.-9:00 p.m., Sunday 1:00-6:00 p.m.

Burke's Book Store LLC • 1719 Poplar Ave, (901)278-7484. In operation since 1875, with a variety of fiction, regional history in new, used, and antiquarian books. Hours: Monday-Friday 10:00 a.m.-7:00 p.m., Saturday 10:00 a.m.-5:00 p.m., Sunday 1:00-5:00 p.m.

Davis-Kidd Booksellers • 387 Perkins Road Extended, Laurelwood Center, (901) 683-9801. One of Tennessee's top independent bookstores, with shops in Nashville and Jackson as well as Memphis. Hours: Monday-Saturday 9:00 a.m.-10:00 p.m., Sunday 10:00 a.m.-8:00 p.m.

Deliberate Literate • 1997 Union Ave, (901) 276-0174. Sells only Random House, Inc., books and Seattle's Best Coffee. Hours: Monday-Sunday 6:30 a.m.-9:00 p.m.

Foundation Advances King's Legacy

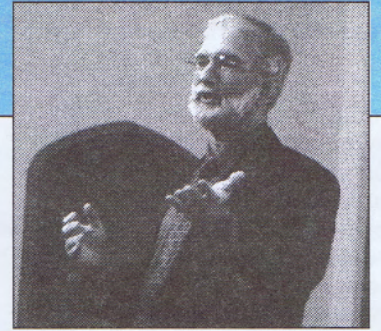
The April 4th Foundation—named after the date in 1968 when Martin Luther King, Jr., was slain in Memphis—seeks to support King's legacy of addressing racial and economic injustices. At its creation in 2001, Memphis Mayor Willie Herenton hailed the foundation's efforts in coordinating city-wide celebrations to ensure that King's life and death are remembered in the place where he was assassinated. The group, headed by Johnson E. Saulsberry Jr., also aims to facilitate the development of community and national programs that preserve King's dreams of unity and equality. Its motto, "Reconciliation, Reaffirmation, Renewal," reflects a mission to challenge all citizens to work towards stronger and more unified communities.

In collaboration with other organizations, churches, businesses, and individuals, the foundation has organized events that have included speakers, youth programs, musical entertainment, film festivals, art exhibitions, and panel discussions.

At this year's OAH annual meeting, the April 4th Foundation will collaborate on and cosponsor several events, including a film festival, incoming OAH President-Elect Jacquelyn Dowd Hall's pre-meeting lecture at Rhodes College, a plenary session, a civil rights march, a gala awards banquet, a golf tournament, and outgoing OAH President Ira Berlin's presidential address. (See page A12 for more information.) Visit the April 4th Foundation online at <<http://www.april4thfoundation.org>>. □

—Emily Freund

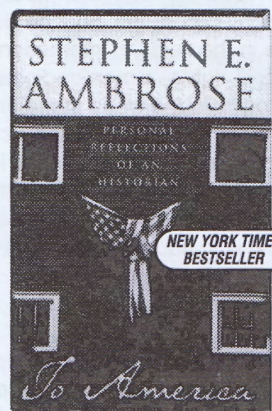
OAH Distinguished Lectureship Program goes Hollywood



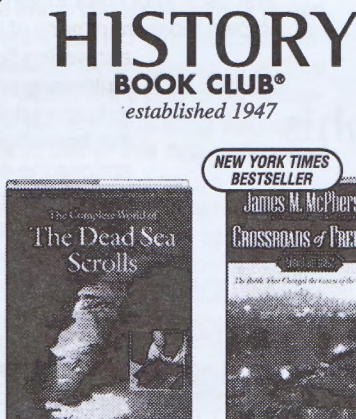
OAH Distinguished Lecturer Robert Brent Toplin of the University of North Carolina at Wilmington spoke on "History by Hollywood" at Bethany College in Bethany, West Virginia, last fall.

For more information about the OAH Distinguished Lectureship series, point your web browser to <<http://www.oah.org/activities/lectureship/>>. (Photo courtesy of Amy Housley, Bethany College.)

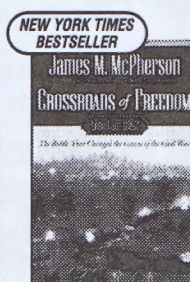
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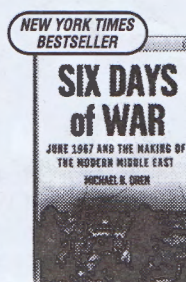
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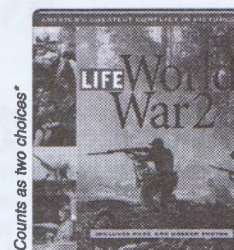
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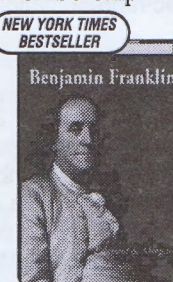
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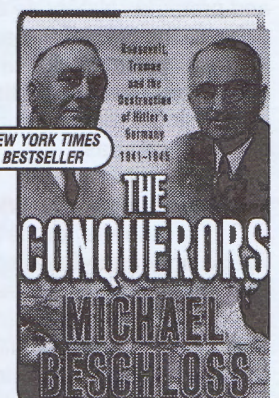
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The April 4th Foundation, Inc., welcomes OAH members to Memphis and invites you to the following cosponsored events:

Wednesday, 2 April

- 6:30 p.m. April 4th Foundation Film Festival at Rhodes College
 8:00 p.m. Rhodes College Gilliland Symposium Lecture, *Remembering Desegregation*
 OAH President-Elect Jacquelyn Dowd Hall, University of North Carolina, Chapel Hill
 Bryan Campus Life Center, Rhodes College

Thursday, 3 April

- 8:00 p.m. OAH Plenary Session: *Martin Luther King Jr.: History, Memory, and Social Justice*

Friday, 4 April

- 8:30 a.m. April 4th Foundation Civil Rights March from LeMoyne-Owen College to Mason Temple, COGIC
 9:00 a.m. April 4th Foundation Commemorative Services at Mason Temple, COGIC
 7:30 p.m. April 4th Foundation Commemorative Gala Awards Banquet

Saturday, 5 April

- time t.b.a. April 4th Foundation Third Annual Golf Tournament
 11:15 a.m. Labor and Working Class History Association Luncheon: *Black Workers, Martin Luther King, and the Memphis Sanitation Strike: Labor and Civil Rights Movements at the Crossroads*
 Michael Honey, University of Washington
 1:00 p.m. OAH Session: *Reflections on "Movements at the Crossroads": Yesterday and Today*
 3:00 p.m. *Freedom Through Songs*, A Performance by Hollis Watkins



Screening History is a new feature of the annual meeting making its debut in Memphis. It recognizes the growing importance of film as a medium for connecting with students in the classroom, and promotes history as an exciting area of study. In addition to the OAH Erik Barnouw Award winner for the best documentary film concerned with American history, **Screening History** will showcase seven additional recent cinematic representations of the American past.

Erik Barnouw Award Winning Film

The winner(s) of the Barnouw prize for 2003 will be announced and screened at the annual meeting. First given in 1983, the award honors Columbia University's Erik Barnouw, a historian of mass media. The prize is given annually in recognition of outstanding programming on network or cable television, or in documentary film concerned with American history, the study of American history, and/or the promotion of history.

Murder at Harvard

Murder at Harvard uses an infamous 1849 homicide case to raise provocative questions about historical inquiry. In retelling this historical whodunit, noted scholar Simon Schama sprightly guides viewers through an intricate maze of fact and fiction to artfully reconstruct the past and arrive at the real and "imagined" truth. Schama's historical journey wrestles with questions of truth and accuracy and confronts the problem of how historians can fully engage and recreate past events that may be shrouded in mystery. Both thought-provoking and highly entertaining. A rare preview, *Murder at Harvard* airs on PBS in July 2003 as part of the American Experience series.

Benjamin Franklin

A fresh and revealing portrait of one of the most prominent and endearing figures of the revolutionary period, *Benjamin Franklin* follows the life and career of the autodidact and self-made businessman who epitomized the tact, ingenuity, and grit that launched a new

nation and helped to shape the world. The award winning series includes a distinguished cast that gives dramatic life to Franklin and vividly recreates the world of revolutionary America.

Screening History in Memphis

Gwen Moore

War Letters

A powerful examination of "the human side of combat," from the American Revolution to the Gulf War, this evocative film uses the correspondence of the men and women who experienced conflict to tell an exceptionally poignant story. Relying on letters collected as part of the Legacy Project and recently uncovered home movies, *War Letters* has no narrators and no stars. A film that beautifully conveys the realities and the impact of war with unusual depth of feeling.

Intolerable Burden

In 1967, in an incredible act of courage, Mae Bertha and Matthew Carter challenged the efforts of the Drew, Mississippi, School District to subvert the desegregation of local schools. In the face of threats, harassment, and intimidation, the Carters and seven of their children persisted in their determination to end separate and unequal education facilities in their small municipality, a fight they eventually won in a successful court battle. Constance Curry, who chronicled the Carter's resolute fight in her well-received book, *Silver Rights*, revisits this story of valor and indomitable will in an equally affecting film.

Ralph Bunche: An American Odyssey

Narrated by Sidney Poitier, this critically acclaimed film explores the life and legacy of Ralph Johnson Bunche, the first person of color to win the Nobel Peace Prize. Lesser known today than many of his contemporaries, Bunche was a towering figure in the fields of international diplomacy and civil rights—a man dedicated to human rights on both the world stage and the homefront. This moving biography examines the complex relationship between international and national events through the life of an accomplished teacher, public servant, and diplomat who had an unflinching dedication to world peace, democracy, and racial equality.

The Rise and Fall of Jim Crow

Legal segregation stained the American landscape and scarred the lives and psyches of generations of Americans. Liberty's antithesis, it gave lie to the democratic ideals of freedom and equality. This monumental film recounts the base origins of Jim Crow and tells the sweeping story of the men and women, black and white, who battled to vanquish the pernicious tangle of laws and customs and to assure that injustice would become a relic of a shameful past. An enlightening and inspiring film.

Fatal Flood

The massive 1927 Mississippi River flood ravaged more than 27,000 square miles, from Cairo, Illinois, to New Orleans, Louisiana, leaving in its wake as many as a thousand fatalities and nearly one million homeless. *Fatal Flood* examines the devastating physical and social toll wrought by one of the nation's worst natural disasters on the Mississippi Delta town of Greenville. An arresting story of race, power, and transformation examined through the town's grievous rendering of reconstruction and relief, and the complex relationship of the wealthy planter and his son who spearheaded recovery efforts. □

Gwen Moore is education coordinator at the Organization of American Historians.



The Memphis Rock 'n' Soul Museum cordially welcomes OAH members.

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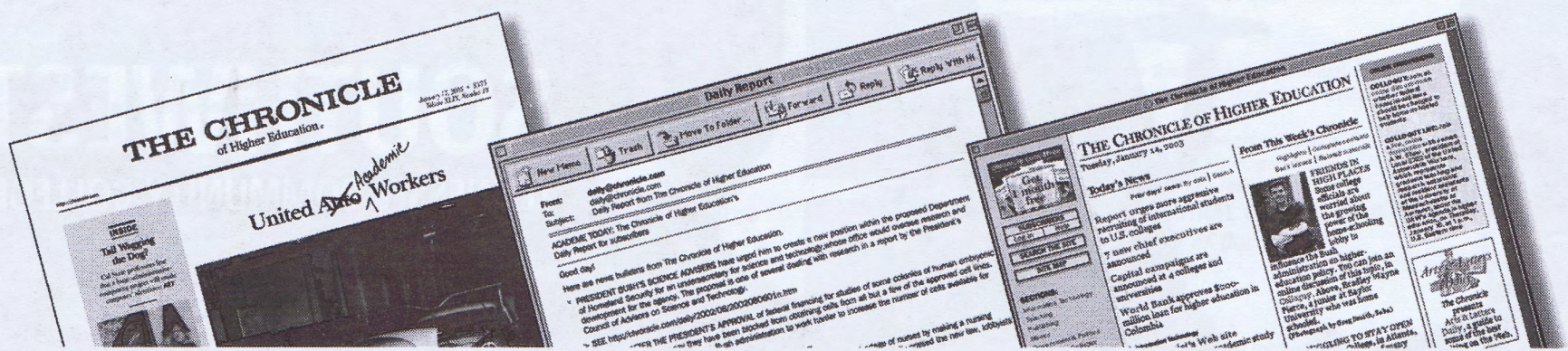
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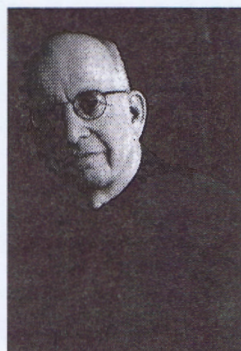
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You are cordially invited to attend
**OAH AWARDS CEREMONY AND
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Friday 4 April, 7:30 p.m.



**AMERICAN SLAVERY
IN HISTORY AND
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Ira Berlin

University of Maryland
College Park

Followed by a reception sponsored by the Omohundro Institute of Early American History and Culture; the Department of History, the Center for Historical Studies, and the College of Arts and Sciences of the University of Maryland, College Park; Harvard University Press; and the New Press. Sun recording artist Billie Lee Riley and his band will perform.

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Focus on Historically Black Colleges and Universities

Historically Black Colleges and Universities (HBCUs) play an important role in American education. "The reality," according to Albany State University Vice President for Student Affairs Walter Kimbrough, "is that black colleges and universities are historical treasures, living reminders of the struggles and successes of African Americans. But more practically, they are critical vehicles for access to higher education and ultimately higher standards of living." African American students from HBCUs are also more likely to go on to graduate school, successfully complete their graduate program, and pursue a professional career. Yet American historians at HBCUs are significantly underrepresented in OAH. In an effort to highlight the role of HBCUs in American history education, we are hosting a series of events at the 2003 meeting in Memphis.

Friday, 4 April 1:00 p.m.

Practicing American History at Historically Black Colleges and Universities

Presiding: Felix L. Armfield, Buffalo State College
 Bettye J. Gardner, Coppin State College
 Ibrahim K. Sundiata, Brandeis University
 Freddie L. Parker, North Carolina Central University
 Cary Wintz, Texas Southern University
 Comment: The Audience

Friday, 4 April 6:30 p.m.

HBCU Reception

All meeting attendees are invited to a reception for Historically Black Colleges and Universities. Join friends and colleagues for cocktails before the April 4th Foundation Commemorative Awards Gala. Sponsored by Albany State University Graduate School, Fort Valley State University Graduate School, Texas Southern University, and LeMoyne-Owen College.

Saturday, 5 April 9:00 a.m.

Chat room: *Historically Black Colleges and Universities and Historic Preservation*

Historic preservation has come relatively late to HBCUs, but with federal government support now, a number of historically valuable structures may be preserved at these financially strapped institutions. How can historians assist HBCUs in this effort? What is the role of HBCU historians? Public historians? Federal government (including National Park Service) historians? Hosted by National Park Service Historians Antoinette Lee and Michele Gates-Moresi.

Regional Receptions: Thursday, 3 April, 6:30 p.m.

A great way to begin the OAH meeting

Enjoy complimentary drinks and hors d'oeuvres while making contact with old friends and meeting new ones.

Northeast

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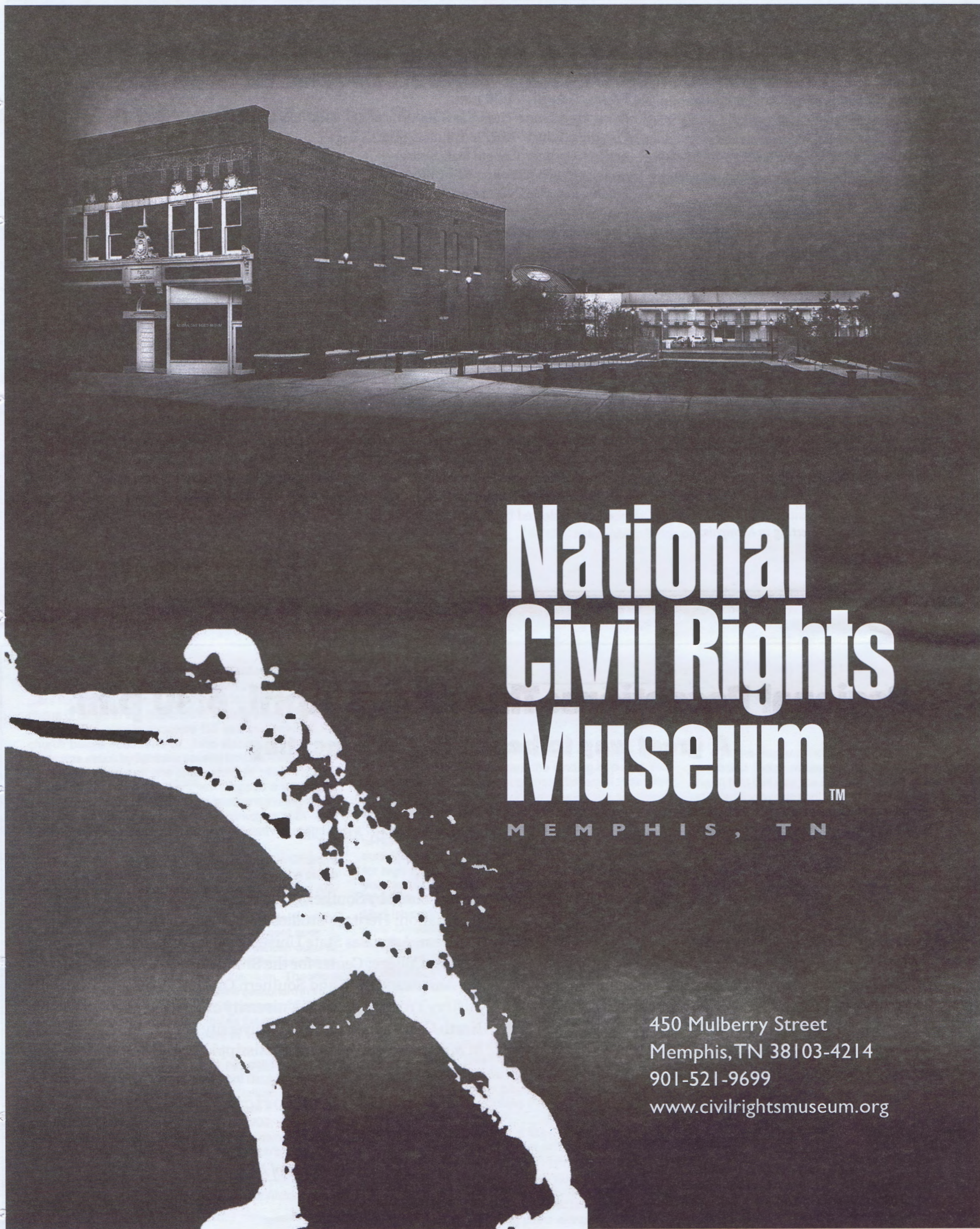
Southern

Cosponsored by Southern Historical Association; Heritage Studies Ph.D. Program, Arkansas State University; Rhodes College; Center for the Study of the American South and Southern Oral History Program, both at University of North Carolina, Chapel Hill; University of Memphis; University of Mississippi



Southern Historical Association





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