



# Newsletter

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## The Founding Years of the OAH

John R. Wunder

It all began in Lincoln, Nebraska, in 1907. A series of forces converged, and out of it came the forerunner to the Organization of American Historians, the Mississippi Valley Historical Association. The evolution of "the Association," as it was called before the name change in 1964, occurred within a variety of contexts that provided for the birth and growth of the OAH. These contexts contain stories centering on several events that took place in Lincoln at the Nebraska State Historical Society and the University of Nebraska, at first, and then at other universities and historical societies within the Mississippi Valley and beyond (1).

Most historical societies seem prone to controversy and problems of leadership. Nebraska's was not an exception in the 1890s. In part, the problems of the Nebraska State Historical Society (NSHS) stemmed from the desire of its board of directors to maintain a rather sleepy introspective status, collecting prominent Nebraskans' archives and occasional artifacts. This attitude ran directly counter to the aggressive attitudes of politician J. Sterling Morton who had recently returned to his home state after serving in Washington, D.C., as President Grover Cleveland's secretary of agriculture (2). Morton, a strong Democrat from a generally Republican state, had a penchant for stirring things up, particularly through his participation on various boards of organizations and in his newspapers, first the *Nebraska News* and then, after his stint in the nation's capital, *The Conservative*, both printed in Nebraska City. In large part responsible for Arbor Day, Morton, the ever energetic promoter, decided that the Nebraska State Historical Society wasn't doing enough "history," so he hatched a plan to publish and market a four-volume history of Nebraska. To manage this undertaking, he hired Clarence S. Paine, a young, aggressive entrepreneur from neighboring Iowa. For this act, Morton has been dubbed the "spiritual godfather" of the Mississippi Valley Historical Association, although Morton, who died in 1903, did not live to see its founding (3).

Born in 1867 in Eden Prairie Township, Minnesota, Clarence Paine as a teen worked on the family farm and in a lumbering camp. After completing a business college course, he established his own business college in Boone, Iowa. He loved history so much, he later reflected, that he began to work with the nearby Iowa Historical Department (IHD) located in Des Moines. For many decades, Iowa's state archives were administered by the IHD, while the privately incorporated State Historical Society of Iowa maintained a separate library and collections in Iowa City. In 1897, at age thirty, Paine and his wife Clara relocated to Nebraska, where he took a job working for Morton on the Nebraska history project (4).



Gathering on the steps of University Library on the campus of the University of Nebraska-Lincoln in October 1907, Clarence Paine (back row, center) and Benjamin Shambaugh (second row, second from left), along with representatives from other midwestern historical and archival organizations, pause for a photograph before heading inside to learn of Paine's proposed constitution for a new association.

## Is Democracy a Good Thing?

Thomas W. Zeiler

H-Diplo's example of technological democracy in action raises comparisons with a far more well-known tool of the twenty-first century, Wikipedia, the online encyclopedia that encourages anyone to insert, revise, and discuss an entry. The democratic process—that is, free access to write, comment, and read on the site—assumed primacy in Wikipedia's basic structure and content, and it has worked wonders in boosting the number of entries in the English version to over one million since 2001. On a smaller scale, H-Diplo has had a similar impressive rise to that of Wikipedia. According to its managing editor, Diane Labrosse, H-Diplo has a current membership of about 4,000 members, a nearly four-fold increase over the past eight years. The average H-Net list has roughly 600 members, while a typically strong one attracts about 1,000 subscribers. This makes H-Diplo one of the top five largest lists among the 180 on the H-Net system.

Democracy is in action within H-Diplo's submissions process, too, but in a more controlled way. To be sure, the



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# OAH Newsletter

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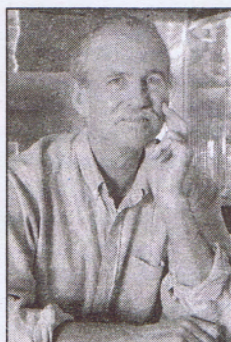
### Our Mission

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



# Are Public History and Public Intellectuals in Danger of Becoming Oxymorons?

Richard White



White

I have begun to worry that public history and public intellectuals are in danger of becoming oxymorons. Public history, to be sure, is alive and well in the states and, paradoxically, in private museums such as the Autry in Los Angeles, but its heartland is always going to be in Washington, D.C., and there it is not doing as well as it might. I taught a class in Washington, D.C. last year that involved dealing with many museums and many public historians,

some of them people I have known for years and very much admire. I, like the students, was struck by how demoralized many of them were and how critical they were of the practices of the very institutions with whom we, as an organization, seek to collaborate. At least in the Smithsonian, as recent controversies make clear, what is going on may not be history and it may not even be public.

Public intellectuals are certainly public; it is the intellectual part that worries me. *Raritan* is not a history journal, but it is a very good journal edited by a historian. I read it and write for it occasionally. The current issue captures the dilemma nicely. There is an article by the editor Jackson Lears that brings considerable scholarship and learning to bear on an important public issue. This is what public intellectuals should do. There is also an article by Todd Gitlin, a sociologist, on why we need public intellectuals. It is a good example of why we might actually need fewer public intellectuals. It is a rant. That it is a rant in favor of reason and the Enlightenment does not make it any less of a rant. I happen to agree with at least some of Gitlin's politics, but that is why I find the article so embarrassing. It is lazy. There is not a single idea that we have not heard many times before. It deals with difficult intellectual issues by denouncing them. Ranting fills a niche already crowded to overflowing.

What currently passes as public history in our premier national institutions and the rather low bar for being a public intellectual raises questions about what scholars should, and should not, do as citizens. I don't want to treat the *Mississippi Valley Historical Review* like the *I Ching*, but with the one hundredth anniversary of the Organization of American Historians approaching, I have found myself occasionally squatting down in the stacks of Stanford Library and pulling old copies of the *Review* off the shelves. This is archaic, I know. They are all on JSTOR, but I find libraries reassuring. I like the smell of old paper, and I have even come to find comfort in undergraduates who, even in the summer, are sleeping nearby. They keep things in perspective; I try not to disturb them. And in any case, I am not after the articles; I am after the back matter, the section of journals that I otherwise rarely read: the "News and Comments" section.

When the first volume of the *Review* appeared in 1914, World War I had begun, and the "News and Comments" section of the third issue opens with the war. "The war in Europe has brought the test to critical scholarship throughout the world, and, on the whole, scholarship has not withstood the strain. All historians know, when they are working among events of the past that the superficial is rarely conclusive."

The article, meant to speak for the editorial board, is easy to misread. "The situation respecting historical scholarship calls for warning and rebuke," the author wrote. The papers were filled with "statements from scholars of belligerent and neutral states in which rumor is argued upon as though it were established, and in which the demonstrably untrue is certified to without attempt at truth." The board had no problem with scholars taking political positions. What worried them was "when, from any side, they forget the difference between the scientific truths, established in the laboratory, and the political convictions born in heat and tumult, they reveal the weakness of their scholarship and bring disgrace upon the world of letters. If there is today any place in which the world needs cold, hard truth, and refusal to be swayed from the proved fact, it is on the platform of the historian and in the columns of the critical journal."

My first readings of this were misreadings. Seeing words like "laboratory" and "scientific" applied to history, I mistook it only as a brief for scientific history (which it was) and missed its complexities. The article speaks of truths and political convictions. The board had its convictions; I have mine, and you have yours. The board, however, expected more than convictions and more of scholars, speaking as scholars, than they did of politicians or journalists. We can rant to our families or colleagues. They are used to ignoring us, but when we go public we should apply the standards of our work. They have worn well since 1914. They are, the board wrote, "detachment and suspicion."

The best public interventions by scholars are when the stars align and a matter of urgent public interest corresponds to topics to which we have been giving considerable thought and research. Then we have a responsibility to speak out no matter how unpopular our positions might be. The worst moments are when we become pundits—experts on everything, masters of the superficial, purveyors of opinion for opinion's sake. We also need to be harder on people whose opinions we share. We are, after all, implicated in the stupidities of our allies not our opponents. We need to recognize when the stars align; at other times, we might just let other people talk.

I have sometimes considered endowing yet another award in our seemingly endless series of awards. It would go to the year's Most Embarrassing Historian. The winner, almost by definition, would be someone who became too public of a public intellectual. We are all eligible. I might win it myself one day. □

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**Scope:** The American Philosophical Society Library offers short-term residential fellowships for conducting research in its collections. The Society's Library is a leading international center for historical and anthropological research with over 8 million manuscripts, 250,000 printed volumes, and thousands of maps and prints. Among its more prominent collections are the papers of Benjamin Franklin, Charles Darwin, Lewis and Clark, Franz Boas, and the Peale Family; and is noted for the depth and importance of its collections in:

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- Anthropology, particularly American Indian history, culture, and languages
- Early American history and culture to 1840

The Library does not hold materials on philosophy in the modern sense.

**Eligibility:** The fellowships, funded by a number of generous benefactors, are open to both U.S. citizens and foreign nationals who are holders of the Ph.D. or the equivalent, Ph.D. candidates who have passed their preliminary examinations, and independent scholars. Applicants in any relevant field of scholarship may apply. Candidates who live 75 or more miles from Philadelphia will receive some preference.

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## Annual Combined Federal Campaign Begins

On September 26 federal government agencies throughout the country launched this year's Combined Federal Campaign (CFC), the once-a-year opportunity for federal employees to donate to causes and charities important to them.

The Organization of American Historians is participating in the CFC campaign again this year. By making a workplace contribution, you can help promote excellence in the scholarship, teaching and presentation of American history. Your support encourages wide discussion of historical questions and equitable treatment of all practitioners of history. Federal employees, who wish to support OAH with an individual contribution this year, please note that our four-digit agency code for donations is 2354. **The campaign ends December 15, 2006.** Please contribute.

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Morton quickly saw in Paine a man every bit as energetic as he was. Paine impressed him, and once Morton became a member of the board of directors of the Nebraska State Historical Society, he worked to have Paine elected as the society's secretary—essentially its director. That move eventually occurred in January 1907, and Paine was charged by a new and more activist board with shaking up the historical establishment in Nebraska and the region. Paine at once began the task of reinvigorating the society with a number of new initiatives in the public history arena. He also installed his wife as librarian for the society's collections.

Almost immediately, Paine foresaw the need to consult with other historical societies. Perhaps he felt at sea with his new responsibilities, although he seemed by all accounts a rather confident individual. He more likely wanted to consult and share common problems and to embark on mutual projects. Toward that end, on July 29, 1907, he sent out letters, each personal and different, to the historical societies of the cities of Chicago and St. Louis and to the state historical societies of Arkansas, Colorado, Illinois, North Dakota, South Dakota, Wisconsin, Iowa, Kansas, Missouri, Minnesota, and Montana, plus the historical society of New Mexico Territory. He urged them to send a representative to a meeting he would host in Lincoln in October for the purpose of creating an organization where they could meet to discuss the historical issues of the day. In each letter of invitation, he urged the creation of "a permanent organization for the advancement of historical research, and the collection and conservation of historical materials in these western states" (5). Nowhere do the words "Mississippi Valley" appear in these letters.

On October 17, 1907, seven men gathered in Lincoln to create what would become the Organization of American Historians. Six historical societies and one state archives agency sent representatives: William S. Bell came from the Montana Historical & Misc. Library; Warren Upham from the Minnesota Historical Society; Benjamin F. Shambaugh from the State Historical Society of Iowa; George M. Martin from the Kansas State Historical Society; Francis M. Sampson from the State Historical Society of Missouri; Paine from the Nebraska State Historical Society; and Edgar R. Harlan of the Iowa Historical Department. They first had a luncheon at the Commercial Club with Lincoln's mayor and fifteen other prominent Nebraskans. While we do not have a list, it seems likely that NSHS board members and University of Nebraska officials attended.

After lunch, an open meeting was held at the new Temple Theatre on campus to which the public was invited. Here George L. Miller, president of the NSHS, gave an address, and Shambaugh from Iowa offered a prepared response. Then Harlan spoke and a panel of Bell from Montana, Martin from Kansas, and Sampson from Missouri commented. At the conclusion of this public meeting, the seven representatives walked to University Library. There, at their private meeting, they elected Francis Sampson from the State Historical Society of Missouri president and Edgar Harlan from the Iowa Historical Department secretary, and they adjourned until the following day when Clarence Paine would present a draft of a proposed constitution (6).



Clara Paine

On October 18, 1907, the delegates returned to University Library and the NSHS headquarters where Paine introduced his constitution. Not unlike when Oregon's Provisional Government adopted the Iowa Constitution in 1847, mainly because someone had a copy of it, Paine based his constitutional draft on the constitution of the Pacific Coast Branch (PCB) of the American Historical Association (AHA). The new organization, named the Mississippi Valley Historical Association (MVHA), was to meet twice a year, once at the annual AHA meeting each December and again at an annual MVHA gathering in May or June. After discussion of the draft constitution, they came to a consensus to vote on it with possible revisions at the December 1907 AHA meeting to be held in two months in Madison, Wisconsin. The only newspaper taking note of this seminal event was the *Lincoln Star*. It reported on October 18, 1907, that "The Mississippi Valley Historical Association was organized, tentatively, this morning at a meeting of secretaries of the societies of the Mississippi Valley states" (7). It reported the new officers and where the meeting occurred but offered no comment.

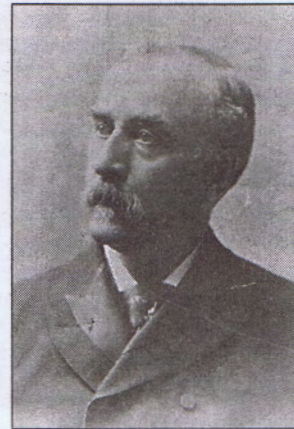
No doubt there was a flurry of activity in Clarence Paine's office for the next two months as he helped the nascent organization prepare for its initial business meeting. The correspondence between Paine and Reuben Gold Thwaites, secretary of the State Historical Society of Wisconsin, who was also a member of the AHA Council and a respected editor and compiler of colonial documents, is most enlightening. Thwaites revealed that there was, as historian James L. Sellers has written, a "delicate problem" (8). The AHA opposed the creation of a new, independent history organization. It wanted the MVHA to become a midwest branch of the AHA, not unlike the PCB. Moreover, the AHA sought to restrict membership in the MVHA to historical societies only. There would not be membership dues, as they should be paid to the AHA. Instead, institutions could pay a fee for joining the proposed branch. Paine shared this news with the other founders. In the Age of Progressivism, most were not impressed.

That December at the Madison meeting, a new development occurred. Professors came to the MVHA meeting, and from the start, they played an active role. Especially prepared to be supportive was Clarence W. Alvord, a young faculty member of the University of Illinois. At Madison, Alvord joined Paine and Harlan to revise the constitution. They successfully lobbied for the defeat of the affiliation with and restrictions proposed by the AHA. Alvord argued that the AHA "underemphasized" the history of the American South and West, and that their new organization could remedy this oversight. Moreover, he said that enough work had already been done in "the military and political fields" (9). New areas needed investigating, such as studies in economic life, immigration, agriculture, urban history, family history, rural life, legal history, the history of technology, leisure, architecture and the fusion of cultures and folkways. Alvord was clearly ahead of his time (10).

Once they approved the constitution, the membership elected Thomas M. Owen, secretary of the Alabama Historical Society, president; Alvord vice president; and Paine secretary/treasurer. George Martin from the Kansas Historical Society and Thwaites were chosen to be members of the first executive committee along with any former presidents, which already included one, Francis Sampson. The association approved five objectives that involved communicating among and publishing helpful bibliographies for historical societies. Finally, Warren Upham of the Minnesota Historical Society invited the now official Mississippi Valley Historical Association to hold its first annual meeting at the Tonka Hotel on Lake Minnetonka in June of 1908.

The members accepted. Because the association delegated responsibility for organizing the program to the president, Owen was now officially in charge (11).

In the next five months, Paine and Alvord fast became friends. Their correspondence indicates a rapid meeting of the minds as well as some worry about the organization. There was concern about AHA maneuvering. Alvord wrote Paine, "I am aware that there was a good deal of opposition on the part of members of the A. H. A. to forming a new association in the [W]est, and we cannot expect cordial support from that association" (12). Still enthusiasm abounded. Benjamin Shambaugh printed a report on the Madison meeting along with the new MVHA constitution in the 1908 issue of a new journal he edited, the *Iowa Journal of History and Politics* (13). Then a bombshell hit. In



J. Sterling Morton

early May, Owen informed Alvord that he was not going to attend the annual meeting and that he had not lined up a program. He complained that the meeting was too far north and too expensive. He was not impressed that historians of the American West had not responded to his entreaties. Owen went so far as to predict that the association would "die before it is really born." He concluded that "Perhaps Thwaites was right. We have started a movement that can have no life" (14).

Clearly, Owen was not presidential material. Alvord quickly informed Paine, and Alvord as vice president took over. In six weeks, he put together a program of nine papers, and he presided over all of them. At the Minnesota meeting, attendance was modest, coming from eighteen states and Canada. Paine reported that eighty members had joined the MVHA; dues were \$1 each (15). The papers, including one by Alvord, were deemed sufficiently important for Shambaugh to publish in the next issue of the *Iowa Journal of History and Politics* in a special section entitled *Proceedings of the Mississippi Valley Historical Association*.

The next crisis came in 1909 when the AHA refused to cooperate with the MVHA. In 1908 the AHA had allowed the MVHA to include some of their program with the AHA's, but the following year the AHA refused even to communicate with the MVHA about anything having to do with its meeting. Thus, the MVHA did not meet with the AHA in 1909 and instead held an emergency meeting in Lincoln. On January 18, 1910, Lincoln hosted the budding organization once again. Even though it was an impromptu affair, Clarence Paine managed to have three papers read, and plans for a May meeting in Iowa City were reportedly well-advanced. Benjamin Shambaugh, the host for the upcoming annual meeting, was chosen as the new MVHA president. Moreover, at the previous annual meeting at St. Louis in 1909, Paine had reported an alarming deficit of \$62.03 to the membership; since then he had been actively recruiting members. By the third annual meeting in Iowa City in 1910, membership had increased to 453 and the treasurer's report noted that the deficit had been overcome and a positive \$73.00 balance achieved (16).

Other concerns in these early years involved structural issues. In 1913, the association decided that it needed



# Demystifying and Rethinking the Study of History: An Interview with Gerda Lerner

Lee W. Formwalt

Twenty-six years ago, at the behest of OAH President Gerda Lerner, the organization began a new and exciting Distinguished Lectureship program. Today it stands as one of the organization's most engaging accomplishments, as it brings leading scholars to audiences across the country, both to impart a greater understanding of the American past and to raise money for the OAH. Gerda Lerner is widely recognized as a major force in the creation of Women's History. She was only the second female president of the OAH, the first in fifty years. Last month, I had the opportunity to speak with Professor Lerner about her thoughts on graduate education, the OAH, and the future of the profession.

Graduate education in history remains a topic of heated discussion among scholars, and it has received significant attention recently from the AHA's report, *The Education of Historians for the Twenty-first Century* (2004), to the Carnegie Initiative on the Doctorate initiative. Through her long career, Lerner has been an integral part of changes in the profession. I asked her for her thoughts regarding changes in graduate education that are needed to better prepare future historians.

"The first thing I have to say is that we are always being questioned as though there were two different aspects of what historians do—teaching and research—two really separate things. I don't believe that, and I don't believe in coming out with anything that says do one OR the other. I think, however, many improvements can be made in what we do in the training in research. Historical training should impart to the future historian a deep and abiding passion for presenting the past to the present. It seems to me that if we don't make students feel that history matters and matters profoundly, we are missing the essence of what we are doing. Many people are so busy with career-building strategies that they never get to think about the larger and deeper meaning of what it means to be a historian. I feel that if you don't have that and you don't impart that, there is no point in doing what we do."

Lerner noted that she has observed that graduate students often pursue history because of their high school experiences with history. "Over and over again, when I've asked incoming graduate students what made you decide to become a historian, they said, 'well, I had this teacher in high school.' So it's this teacher in high school that I want to address, that I want us to begin to honor as a professional, because this teacher in high school is really doing his or her job without which what we do is impossible." Breaking down the barrier between research and teaching is central to Lerner's understanding of how best to train future members of the profession.

For Lerner, imparting this passion requires that we train future scholars not just as researchers, but as teachers and public historians. "I think we need to have actually three different goals for training, and these three different goals should be explicitly stated, described, and discussed with every student, and probably after the first year, the student should make a choice which track he or she wishes to pursue. That would, of course, require a fundamental change in the profession, because each of these

three strands should be equally rewarding economically and in terms of prestige, but they are not so now. The three strands are, first, research and writing; second, teaching at every level; and third, applied history in the community, or public history." Those "are the basic courses, but the main goal of the basic foundation should be to inspire students to really understand what history is, what the use of history can be, and secondly to get them to learn the methods by which you think critically. These are learnable."

To achieve these goals, said Lerner, we need to "demystify the process" of graduate education. "This is a radical idea, it's not a new idea with me, a lot of people have already said that. Essentially, the profession, as it developed out of the medieval cloister-like atmosphere, became interested in keeping itself alive and creating clones and mystifying as much as possible the process of what we are doing. If you demystify the process, students flock to you." One must "be open with the student and treat the student as a partner in a continuous conversation you are going to have over the several years of graduate training. You must be forthcoming about what it is that you want the student to learn and how the student can learn. It is good practice to evaluate at regular intervals the student's progress from both the student's and teacher's viewpoint. Testing, too, needs to be demystified. Graduate students have to run an obstacle race with hurdles, the various tests they are called to take, and the tests are never explained or justified. I believe there should be testing, because like anything that you are learning, you have to know where you stand, but students should be tested in a way that does not create terror and panic."

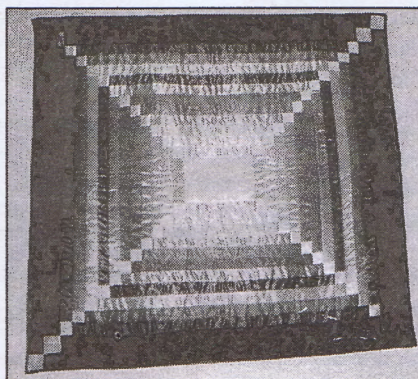
Public history should be an important part of history graduate education. "We need a much more flexible and creative approach in structuring graduate programs. That includes something like a public history internship. It might be: working a semester in an archive or in a library, or going to an organization and helping it make a list of important people and record what they did for the association. We need to find an instrument for giving them credit for it, and I did that at Wisconsin, where I got the department to give me a three-credit course we called Practicum. It was probably the most successful thing I did for the students, because when it came to writing their recommendations, I could write a half-page on all the skills they acquired while they were organizing, in my case, Women's History Month celebrations in the university and the community. Over the years they did seventy-two performances in elementary and high school. They invited speakers and arranged discussion forums. They organized film viewings. When it

came to writing a reference for them, I said this student is wonderful in research and great in thinking, and is a competent organizer and it helped get them good jobs. I would like to see that everywhere. It's practicing history, spreading historical insight and methods into the community. We can build into every course some practical assignments for students. In my practice, I made several such assignments. One of them was interviewing somebody of their grandmother's generation about a specific event, and then come to class and give a report. Then interview the person sitting next to you about the report she gave, and then give me a written statement of what she told you and all of a sudden they have learned biography, and autobiography, and they have learned the difference between the two."

For Lerner, passion remains the most important aspect of good teaching. "But on the same line, it's striking, of course, that in the profession there are people who produce two to fifteen books in their career. There is a large number who produce two books, with luck, and do wonderful things in teaching. Well, I think that is fine, and for the people who wish to go the career path where teaching is their main emphasis, they should nevertheless be given research money and resources to go to conferences, to work on articles, to give papers, so that they are

practicing historians. But then they should be honored and rewarded for their good teaching. There is good work being done in this area. I think team teaching is a wonderful way in which you can go out of your narrow focus, you can be transnational, you can be multicultural. What is needed is for faculty to fight for recognition by the university, that preparing a team-taught course takes time, work time. I would say maybe two months to prepare a good three-month course. They should be compensated for that. It should count, like a research grant."

Professor Lerner's own experience developing courses on Women's History provides a good example of how this can be accomplished in a university environment that does not embrace collaborative efforts. "You know, Women's History was nonexistent when I started in 1963, and in 1970 there were about two or three places where you could take a course in Women's History, and then it had this enormous expansion. One way in which it spread so fast was that we women historians deliberately changed the cultural attitude about property in courses, and we exchanged course outlines and bibliographies widely. We were happy when one of our courses was being taught by



When Lee Formwalt visited Gerda Lerner in her home in Durham, NC, last winter, she pointed out the colorful quilt on her wall: "It is wonderful to get honorary degrees, but for me the hood that came with the degree also symbolized the millennium of exclusion of women from universities. I wanted to change this patriarchal symbol into an art object, which would honor a traditional craft of women—a quilt. To do so I spent a year ripping the fourteen hoods apart to salvage the beautiful fabric. Then a professional quilter in Madison created this quilt after my design. Now it has a place of honor on my living room wall." Lerner continues to receive honorary degrees and their accompanying hoods.



to sponsor more research outlets, and it approved the creation of a new journal, the *Mississippi Valley Historical Review*, antecedent to the *Journal of American History*. Clarence Alvord became the founding editor, and the University of Illinois gladly supplied funds to support the new journal. There was some tension over whether to discontinue the *Proceedings*, but that confrontation was avoided by letting both publications continue briefly. Shambaugh wrote to Alvord that he favored phasing out the *Proceedings* and making the *Review* the primary research organ of the association, a position eventually adopted (17).

The association attempted to incorporate, and its officers sought federal approval which required a bill from Congress. Unable to move such a bill out of a congressional committee, Paine and others instead managed to incorporate the nonprofit organization in the state of Nebraska. Early, members of the association urged teachers to join them. In 1912 a special teachers section was approved, and wherever the annual meeting was held, local teacher organizations were invited to attend (18). More and more professors were joining the organization, and some of the historical societies were becoming less active. By 1915, professors constituted the majority of the membership, and the goals had become much broader with the infusion of new members. At this point, the association listed its primary concerns: the relationship of historical societies to departments of history, the teaching of history in the schools and the teaching of state history in universities and schools, the marking of historical sites, and the encouragement of quality publications by historical societies and the association (19). Moreover, the boundaries of the Mississippi Valley as initially designated were becoming more and more flex-

ible. Historical organizations and individuals outside of the geographical region joined and participated in the annual meeting. Just as the purposes of the organization had expanded, so too would its range, scholarship, and membership. In many ways, by 1915 the MVHA's evolution into the OAH was inevitable. □

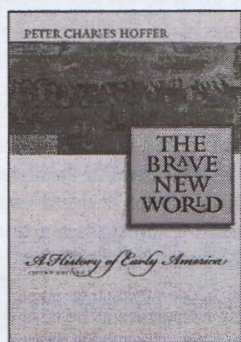
*John R. Wunder, scholar of U.S. legal history and the American West, is a professor of history at the University of Nebraska-Lincoln.*

#### Endnotes

1. This essay relies in part on a number of sources, both archival and published. See "Organization of American Historians Records, 1906-2003," Ruth Lilly Special Collections and Archives, University Library, Indiana University Purdue University Indianapolis, Indianapolis, IN [hereafter cited as OAH Records]; Nebraska State Historical Society Archives, Lincoln, NE; John D. Hicks, *My Life with History: An Autobiography* (Lincoln: University of Nebraska Press, 1968); Gerald D. Nash, "John D. Hicks," in John R. Wunder, *Historians of the American Frontier: A Bio-Bibliographical Sourcebook* (Westport, CT: Greenwood Press, 1988), 396-415; Mari Sandoz Papers, Personal Correspondence, University Archives/Special Collections, University of Nebraska-Lincoln, Love Library, Lincoln, NE [hereafter cited as Sandoz Papers]; William D. Aeschbacher, "The Mississippi Valley Historical Association, 1907-1965," *Journal of American History* 54 (Sept. 1967): 339-53; Theodore C. Blegen, "Our Widening Province," *Mississippi Valley Historical Review* 31 (June 1944): 3-20, the presidential address at the 37th annual meeting of the MVHA in St. Louis, MO, Apr. 20, 1944; James L. Sellers, "Before We Were Members—The MVHA," *Mississippi Valley Historical Review* 40 (June 1953): 3-24; and "The Semicentennial of the Mississippi Valley Historical Association," *Mississippi Valley Historical Review* 44 (Dec. 1957): 494-518.
2. See J. Sterling Morton Papers and runs of the *Nebraska News* (Nebraska City, NE) and *The Conservative* (Nebraska City, NE), Nebraska State Historical Society Archives, Lincoln, NE; and James C. Olson, *J. Sterling Morton* (Lincoln: University of Nebraska Press, 1942).

3. Sellers, "MVHA," 6.
4. *Ibid.*, 5-6.
5. Correspondence of C. S. Paine, Box 1, OAH Records, 1907, quoted *ibid.*, 4.
6. Sellers, "MVHA," 5.
7. *Lincoln Star* (October 18, 1907), as quoted in Sellers, "Semicentennial," 494-95.
8. Sellers, "MVHA," 7.
9. Blegen, 4-5, 8.
10. *Ibid.*, 8.
11. *Ibid.*, 4; Aeschbacher, 340; Sellers, "Semicentennial," 496-97; and Sellers, "MVHA," 8.
12. Letter, Clarence Alvord to Clarence Paine, Jan. 7, 1908, OAH Records, 1908, quoted in Sellers, "Semicentennial," 498.
13. Shambaugh, a native Iowan who obtained a B.A. and M.A. from the University of Iowa in 1893 and a Ph.D. from the Wharton School of Finance and Economy at the University of Pennsylvania in 1895, founded the Department of Political Science at the University of Iowa. He also was elected to the State Historical Society of Iowa board of curators in 1897 and had only recently become its superintendent in 1907. He had been made editor of the society's journal, the *Iowa Historical Record*, that basically published reminiscences of Iowans and antiquarianism in 1900; but he changed the entire thrust of the journal to a modern scholarly periodical, including changing the name to the *Iowa Journal of History and Politics* in 1903. Shambaugh defined a state historical society as a "laboratory of scientific historical research." Like Paine, Shambaugh was committed to creative communications with the public that even included doing a film documentary of the Marquette and Joliet 1673 trip down the Mississippi. Shambaugh would be the fifth president of the MVHA in 1911. See Alan M. Schroder, "Benjamin F. Shambaugh," in Wunder, 611-13.
14. Sentence fragments from several letters from Alvord to Paine reporting on communications from Owen, beginning May 29, 1908, OAH Records, 1908, quoted in Sellers, "Semicentennial," 499.
15. Blegen, 4; Aeschbacher, 340.
16. Sellers, "MVHA," 11.
17. Sellers, "Semicentennial," 500-502.
18. Aeschbacher, 350.
19. *Ibid.*, 341.

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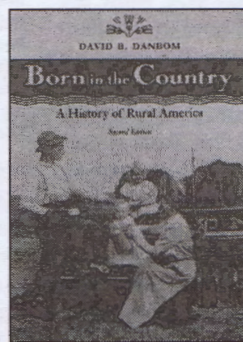
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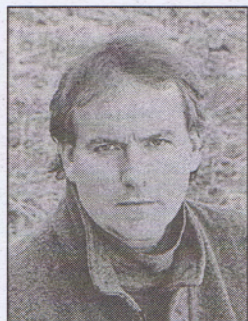
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## Capitol Commentary

### Bruce Craig

Executive Director, National Coalition for History



Craig

#### Kyle-Lott—Is the Cost Really Worth It?

As part of a congressionally mandated review of previously released historical documents relating to nuclear energy and weaponry, the Pentagon and the Energy Department have reclassified as national security secrets historical data relating to the size of the American nuclear arsenal during the Cold War. The cost of the review to the American taxpayer is over \$3,313 per page, a figure that has raised the eyebrows of government watchdog groups that are questioning the relative costs and benefits of the reclassification program. The reclassifications are the result of a wide-ranging review, authorized in 1998, of archival documents that could contain nuclear weapons data. The so-called Kyle-Lott amendments sought to re-screen documents for inadvertent releases of information relating to the American nuclear arsenal. Since then, continuation of the costly program has been justified in terms of its potential to thwart terrorism.

In implementing Kyle-Lott amendments, the Energy Department has spent some \$22 million. The department has surveyed more than 200 million pages of previously released public documents. While the program has certainly kept young historians and contract researchers employed, there are serious questions relating to the relative costs and benefits of the program and whether America is actually any safer as a result of the rereview. According to sources, there is no documented evidence of terrorists ever seeking information from archival or historical documents deposited in a NARA facility that has been of use in planning or executing a terrorist attack. The Department of Energy reports that to date a total of 6,640 pages have been withdrawn from public access as a result of the re-screening. This comes at a total per-page cost of \$3,313, but even this figure is deceptively low. The majority of the documents being withheld hold a lesser classification than that of "Restricted Data"—a classification that could potentially include weapon systems design information of use to a terrorist.

Agency officials, amid criticism, continue to justify the rereview and reclassification. According to Bryan Wilkes, a spokesperson for the National Nuclear Security Administration, "There's no question that current classified nuclear weapons data was out there that we had to take back . . . . By today's environment, where there is a great

deal of concern about rogue nations or terrorist groups getting access to nuclear weapons, this [program] makes a lot of sense." According to critics, there is no national security reason for the administration to keep such historical information classified, especially since it has been publicly available for years and in some cases had been specifically turned over to America's then number one enemy, the Soviet Union, in order to comply with provisions in two strategic arms reductions treaties. According to National Security Archive director Thomas Blanton, "What's really at risk is accountability in government."

of policies, declassification practices, procedures, and organizational structures believed to be needed to create a more reliable declassification program for federal records. Weinstein said, "When we last met in April, I promised that the National Archives and Records Administration (NARA) would act swiftly and responsibly to begin to address the very serious challenges that we face in coordinating with other Federal agencies in the realm of declassification." Weinstein stated that effort is now being implemented. The new NARA initiative was conceived in response to an April 2006 audit report by the Information Security Oversight Office (ISOO) entitled "Withdrawal of Records from Public Access at the National Archives and Records Administration for Classification Purposes." Weinstein explained the objectives, milestones, and progress to date for the initiative that he hopes will serve as the catalyst for declassification reform among federal agencies. The program, he said, would establish a better means for managing referrals of classified equities among executive branch agencies. In addition to the NDI, the meeting included a briefing on the National Archives program for handling the systematic declassification of presidential records called the "Remote Archives Capture Project." The archivist explained that all federal agencies are being encouraged to participate in and support both of these declassification initiatives.

As envisioned, the new NDI program will reduce redundancies in declassification review, will promote accurate and consistent declassification decisions, will improve equity recognition across the declassification community, will develop centralized priorities and management controls around the priorities, and will make the declassification process more transparent to the public. In order to realize that goal, an interagency executive steering group has been established. Weinstein reported that the steering group met on August 28 where representatives of the twelve executive branch agencies with major declassification responsibilities discussed various strategies required to ensure the NDI's success. The archivist stated that in subsequent meetings, the executive steering group will develop and implement detailed work plans designed to ensure that agency equities are referred and resolved to allow the maximum feasible declassification. In addition, the steering group will focus on ensuring that common referral standards are developed, redundancies are reduced, and that records are appropriately reviewed for declassification so that only information that must be retained for national security purposes is withheld.

Weinstein also gave the group of researchers a status report on specific audit items. He stressed that since the ISOO audit report was issued, notwithstanding the ongoing Department of Energy document review pursuant to the Kyle-Lott amendments, the practice of withdrawing documents from the open shelves "has been stopped in its tracks." Weinstein stated that "today, withdrawals are extremely rare," and in order for an agency to do so, it "must demonstrate a compelling case." He stated that only seven new documents had been withdrawn in that last four months and that "all of these withdrawals have been carefully noted in the opened files so that their removal is transparent to researchers and all have been

## SCHOMBURG CENTER FOR RESEARCH IN BLACK CULTURE SCHOLARS IN RESIDENCE

**SCHOMBURG CENTER FOR RESEARCH IN BLACK CULTURE**, a unit of The New York Public Library's Research Libraries, announces its Scholars-in-Residence Program for the academic year of 2007-2008.

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

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

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

**AWARD** Fellowships funded by the Program will allow recipients to spend six months or a year in residence with access to resources at both the Schomburg Center and The New York Public Library. The fellowship stipend is \$25,000 for six months and \$50,000 for twelve months. This program is made possible in part through a grant from the National Endowment for the Humanities, the Ford Foundation, and the Samuel I. Newhouse Foundation.

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#### Archivist Reports on Declassification Initiative Progress

In a meeting with representatives of the research community in September, Archivist of the United States Allen Weinstein reported on the progress being made in the effort to implement the "National Declassification Initiative (NDI)," a new set

See NCH / 12 ►



editors and moderators provide guidelines to ensure civility, regulate the list to prevent redundant messages, and terminate access for those eventually identified as rogue contributors. This has brought charges that H-Diplo stifles the very democratic process that lies at the core of Internet communications. Some readers complain about ideologically driven gate-keeping that represses open inquiry, but it is impossible to verify such complaints with any accuracy, especially as such grievances are common in the academy. My brief survey of H-Diplo members (of which just a handful responded) turned up grumbling across the political spectrum (though more from the Left). In determining content from the top down, the editors also work closely with other scholarly journals (such as *Diplomatic History*, the journal of record for the field) to present forums on articles, and they have their own excellent list of book review roundtables. But the core of H-Diplo, just like Wikipedia, remains member driven. Subscribers offer topics on whatever suits their fancy. Free expression, however moderated by the editors, is in evidence, but a question arises as to how positive the consequences are.

Surely, there is much that is good within the messages posted to the list. For starters, there is considerable discussion whose quality and breadth we might expect and demand from traditional print journals. A quick look at recent traffic reveals, for instance, that writers on a thread regarding Hans Morgenthau's *Politics Among Nations* (1967) included Robert Jervis, Robert Kaplan, and other leading scholarly commentators. Similarly, the H-Diplo staff has worked wonders in ensuring that the list deals with the most germane scholarship and also allows for spirited (albeit sometimes ranting) debate over contemporary events. Professors reportedly assign these discussions to their students in order to stimulate classroom discussion, while many nonscholars tap H-Diplo for analysis of the day's diplomatic events. In some senses, such as global accessibility and pervasiveness, H-Diplo does a better job than print journals of reaching readers throughout the world. It does a better job of internationalizing the production and consumption of history writing, though the list remains largely American centered despite the vision of the editors to broaden the geographic scope. H-Diplo has also been invaluable in fostering communication between scholars who wish to create panels at conferences, or by announcing such conferences in the first place. Researchers have found answers to their queries about archive rules, travel, and the like, and the intimacy of this advice makes it often far more valuable than what libraries offer visitors. Scholars feel less isolated, despite their geographical location, because of contact through the list. Thus, H-Diplo serves as a forum for both academics and the layperson; it provides communication for a diverse community of people interested in diplomacy. It is, like Wikipedia, a modern community in its own sense, with rules, norms, and a sense of common identity—all via the Internet and among members who might never meet face-to-face in their lifetime.

Given all these positives, why then, according to my experience,

the brief survey, and anecdotal evidence, do the bulk of diplomatic historians routinely delete or ignore H-Diplo messages? Why do the usual suspects always seem to engage in debate? Why aren't more scholars involved in discussion; why does a more diverse group of scholars contribute to the field in print rather than online? In short, why isn't the list more relevant to the field?

One answer lies in H-Diplo's very strength and mission: promoting democratic access for all within a moderated forum. Because free speech can be chaotic even under the best of circumstances, this very openness undermines the forum and hurts H-Diplo's reputation. That is a downside of democracy; endless chatter. Yet those who ply the trade of scholarship presumably diverge from the Wikipedians, whose purpose is to disseminate knowledge. H-Diplo contributors hold to high standards of scholarly debate that we find at conferences and in journals. H-Net forums were designed with scholars in mind. Yet in the past, many postings resulted in turf wars and endless one-upsmanship, and less scholarship. And that is why the Speaker's Corner format turned off a large segment of serious readers whose reaction to a thread was to tap the delete button rather than ponder, craft a reply, or take umbrage. The novelty of the Internet waned, and with it, interest in battling on H-Diplo.

Contributors may believe that their postings have the effect of either altering scholarly discourse or affecting popular and political dialogue, but this is a reach. Certainly, we have all clicked on interesting discussions, shutting down computer operations for the night with a slightly different appreciation of history. Forums on World War II, the Cold War, and the atomic bombings have wrestled with interpretations, although they have revealed little by way of new information and oftentimes splinter into arguments over the most minute details until the moderators mercifully sever the threads. Still, H-Diplo has served even the famous. In one instance, the list posted a submission by General Anthony Zinni who voiced his opposition to the invasion of Iraq. The course of the national debate, of course, did not change, but Zinni drew attention to his views. Rigorous scholarship and effective criticism are hard to come by on H-Diplo.

A part of the problem is the inherent uneasiness, within an academic community which stresses skepticism and even a fair amount of downright orneriness, of editorial oversight, especially over the democratic channels of the Internet. Any H-Diplo editor, or reader, for that matter, will be aware of a myriad of conflicts over wording, content, and intentions between moderators and authors of submissions. While the editor-in-chief of *Diplomatic History* has the last word in such battles, it is harder for H-Diplo editors to justify restrictions other than insist on adherence to *Robert's Rules of Order*. They do so, but at the peril of alienating those who might otherwise participate in vigorous debate.

After all, the Internet is all about open access, but therein lies a paradox. A Speaker's Corner, by definition, means less oversight yet also less sustained interest to what is being said. Along with the heat generated by discussion, H-Diplo

editors do their best to provide light through their authority over the list. Still, democracy is supposed to rule on the Internet. Some contributors detest that democracy is muffled by moderators; most readers merely become bored by the rantings. The editors have a truly thankless task. Running interference is appreciated by many readers, but in the past, the quarrels became so tedious that a large segment of scholars simply threw up their hands in frustration and quit the list altogether. They have not been won back, and that is a setback for H-Diplo as well as the field of diplomatic history itself.

Openness creates another problem: list members are free to begin a thread on any topic they so choose. That is a strength in Wikipedian terms of transparency, and, presumably, in promoting breadth of topics. Yet it is a weakness when it comes to maintaining the interest of scholars, and primarily the historical profession which is, presumably, H-Diplo's main target audience. It is not that so many discussions relate to contemporary events, but that there is little history, or historically- or archive-based explanation, given to these forums. While the critics castigate their ideological opponents and the moderators themselves, most subscribers merely lament that history is shunted aside by contemporary policy debates centering, say, on the Bush administration (and with few or no citations to sources to support their reasoning). One former editor expressed chagrin that no matter how hard he tried, through solicitation and the like, he could not drum up enough responses on "old" diplomatic topics from the nineteenth century or World War I to keep a thread going. The lion's share of attention went to the here and now, with the Second World War usually considered the ancient past. Discussion of Clinton- and Bush-era foreign policy has become hegemonic on the list. It does seem clear that policy wonks and bloggers have overwhelmed the historians. For now, democracy has rendered history—unless, of course, it is used to make a point about current affairs—a tough sell.

H-Diplo, like any element of the democratic process, is a work in progress. Most subscribers would agree, however, that an effort should be made to address H-Diplo's original intended purpose: a discussion of international affairs and diplomacy in a historical context that scholars find relevant, useful, and engaging. Perhaps the editors can simply take an even more high-brow approach, insisting on the study and discussion of historical topics while providing a chat room on the side for current events. They may devise an even sterner vetting process, as print journals do now, of discussions (and certainly of book and article reviews) that deal not only with civility but with content. This would be a healthy signal to readers of the elevated standards of H-Diplo from the Wikipedia model, as well as serve notice that a thread is important and worth reading. The entire community of foreign and international relations scholars and commentators should also engage in a discussion offline, perhaps at a meeting of the Society for Historians of American Foreign Relations (SHAFR) or the OAH, about the reforms needed to bring diplomatic historians back into the H-Diplo fold. Such a panel could be organized by the journal *Diplomatic History* to give it added seriousness. These, and other remedies, might regain the trust and scholarly purpose of H-Diplo in the halls of academia, while maintaining the essential freedom and openness that makes Internet scholarship so invaluable. □

Thomas Zeiler, professor of history at the University of Colorado, is executive editor of *Diplomatic History* and is a member of the advisory board of H-Diplo, an H-Net discussion list dedicated to the study of diplomatic and international history at <<http://www.h-net.org/~diplo/>>.

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# Charting the Future: NARA's Strategic Plan

Allen Weinstein



Weinstein

Since October 1, the National Archives and Records Administration (NARA) has been operating under a new Strategic Plan that will guide it for the next decade through 2016. Written with the suggestions and advice of many parties, including hundreds of NARA employees and all of our major stakeholders, it sets NARA's goals and explains the strategies for achieving them.

With its focused objectives and clear priorities, it gives all of us at NARA and our customers, stakeholders, the White House, and Congress a yardstick by which to measure progress, success, or failure.

The new Strategic Plan offers some major changes to previous plans that have helped make NARA the efficient, customer-oriented federal agency it is today. Following are some major new directions for NARA in the next decade and where it hopes to be by the end of the next few years.

"As the nation's record keeper," NARA's vision is "that all Americans will understand the vital role records play in a democracy, and their own personal stake in the National Archives. Our holdings and diverse programs will be available to more people than ever before through modern technology and dynamic partnerships. The stories of our nation and our people are told in the records and artifacts cared for in NARA facilities around the country. We want all Americans to be inspired to explore the records of their country."

Accordingly, the new mission states, "The National Archives and Records Administration serves American democracy by safeguarding and preserving the records of our government, ensuring that the people can discover, use, and learn from this documentary heritage. We ensure continuing access to the essential documentation of the rights of American citizens and the actions of their government. We support democracy, promote civic education, and facilitate historical understanding of our national experience."

Following the vision and the new mission, the Strategic Plan outlines six strategic goals which it hopes to achieve by the Archives' seventy-fifth anniversary in 2009.

*First*, "As the nation's record keeper, we will ensure the continuity and effective operations of federal programs by expanding our leadership and services in managing the government's records." We envision that NARA's lead role in managing federal and presidential records will be widely acknowledged and implemented through constructive partnerships with other segments of the archival community. This includes our role in federal efforts to prepare for the preservation and recovery of vital records after natural and man-made disasters.

*Second*, "We will preserve and process records to ensure access to the public as soon as legally possible." We envision a thorough confirmation of NARA's reputation for preserving and making accessible to the public on the timeliest basis the greatest number of records possible. We will reduce, and eventually eliminate,

the backlog of unprocessed records, both classified and unclassified. Also, we envision the current classification system deprived of possible abuse through development of a national declassification system and other reforms.

*Third*, "We will address the challenges of electronic records in government to ensure success in fulfilling NARA's mission in the digital era." We envision successful implementation of successive increments of NARA's Electronic Records Archives, and we will continue to adapt our services to other agencies and the public as the shift to e-government continues, increasing the need to preserve vital electronic records of all types.

*Fourth*, "We will provide prompt, easy, and secure access to our holdings anywhere, anytime." We envision a greatly expanded NARA presence online and significant expansion of our digitization efforts, all with a focused goal of assuring prompt and easier access to our holdings anywhere and everywhere. We already have a partnership with Google that has put some of our historical films on the Internet, and we recently partnered with a private firm to digitize the holdings of the Kennedy Library in Boston. Other partnerships will follow in the years ahead.

*Fifth*, "We will increase access to our records in ways that further civic literacy in America through our museum, public outreach, and education programs." We envision the National Archives playing a major role in strengthening civic literacy in the general population through programs at our facilities nationwide. All of the outstanding scholarly and journalistic achievements our holdings make possible would be of little use to a citizenry that has lost touch with the country's history, culture, and values.

*Finally*, "We will equip NARA to meet the changing needs of our customers." By 2009, we envision even more greatly improved customer services and assistance to stakeholders and employees. We will begin to identify and implement changes needed to serve our customers better, and we will ensure that staff has the skills, competencies, training, and tools necessary to work in a changing cultural environment.

These are ambitious goals—made even more so by the fact that we expect the years through 2009 and beyond to be a fiscally austere period of tight domestic spending throughout the federal government. Nevertheless, we believe we are off to a good start toward pursuing, and eventually achieving, all of these goals. Now that I have visited all but one of NARA's facilities nationwide—four in the Washington, D.C. area, eleven presidential libraries, fourteen regional archives, and seventeen records centers (a number of them several times), I can testify firsthand to the pride and commitment which NARA's talented staff displays toward all of their responsibilities. Guided by the new Strategic Plan and committed daily to excellence in public service, my colleagues at NARA have taken current financial challenges in stride and renewed a commitment to continuous fulfillment of each and every agency goal.

To read the entire plan, visit: <<http://www.archives.gov/about/plans-reports/strategic-plan/>>. □

THE CHARLES  
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FOR STUDIES IN  
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HISTORY

## 2007-08 FELLOWSHIPS:

### POLITICS AND SOCIAL MOVEMENTS

The Charles Warren Center, Harvard University's American history research center, invites applications from historians, political scientists, sociologists and others to participate in a workshop on "Politics and Social Movements." One goal of the workshop is to bridge divides between social and political history by bringing together scholars whose work addresses the intersection of civil society and the state. We will explore how, when, and why various groups of women and men in North America during the past three hundred years have collectively organized to press their claims and influence the political process—and, in turn, what influence social mobilization had on the state. A second goal is to bridge disciplinary boundaries by encouraging interdisciplinary approaches. We are interested in investigations that concentrate on the origins, development, and strategies of social movements, the relationship between political institutions and the state to non-state actors—both elites and grassroots—and, most generally, how society and the political process have interacted and shaped one another. While the primary focus will be on North American history, we welcome comparative and transnational projects.

Fellows will participate in a seminar led by Lisa McGirr (History) and Daniel Carpenter (Government), presenting their work and discussing that of invited speakers. Applicants may not be degree candidates and should have a Ph.D. or equivalent. Fellows are Harvard University members with library access, and receive a private office which they must use for at least the nine-month academic year. Stipends are individually determined in accordance with each fellow's needs and the Center's resources. Application deadline: January 15, 2007. Decisions announced: early March. Obtain an application from the Center (Emerson Hall 400, Harvard University, Cambridge, MA 02138) or our web site.

phone: 617.495.3591 • fax: 617.496.2111  
cwc@fas.harvard.edu • [www.fas.harvard.edu/~cwc](http://www.fas.harvard.edu/~cwc)



handled in accordance with the audit protocol." One of the documents—from the Truman Library—has been declassified and is now back on the shelf and agency decisions are still pending on the other items which originated from the Carter Presidential Library.

### NARA Issues New Hours Final Rule

After soliciting public comment on proposed changes in the hours of operation for the National Archives and Records Administration (NARA) research and museum facilities in Washington D.C. and College Park, Maryland, a final rule was published in the Federal Register on September 27, 2006. New hours for both the museum and research side of the two NARA facilities went into effect on October 2, 2006. The new research hours are: Monday-Friday, 9:00 a.m. to 5:00 p.m. In order to accommodate researchers who work during regular business hours, the National Archives will have extended hours once a month. The monthly extended hours are: Thursday and Friday, 9:00 a.m. to 8:45 p.m., and Saturday, 8:45 a.m. to 4:45 p.m. The first extended hours were held October 19-21. The new hours are posted online at: <http://www.archives.gov/research/>.

The new hours also will affect visitors to Washington D.C. who each year flock to visit the NARA Rotunda where the founding documents are on display. The new museum hours are: 10:00 a.m. to 7:00 p.m. during the spring and summer (March 15 through Labor Day). Fall and winter hours (the day after Labor Day through March 14) will remain unchanged: 10:00 a.m. to 5:30 p.m. These changes affect (except for special events) the Rotunda, the Public Vaults, the O'Brien Gallery, the Archives Shop, and the Mc-

Gowan Theater. The museum will close on Thanksgiving day and Christmas day.

The National Archives' regional archives around the country will continue to operate during core hours, but will modify their extended hours, effective October 2. For more information on these changes, go to <http://www.archives.gov/locations/regional-archives.html>.

### Constitution Day Federal Mandate Expanded

In 2004, Senator Robert C. Byrd (D-WV) tacked onto federal legislation a requirement that "each federal institution that receives federal funds . . . must hold an educational program on the U.S. Constitution on 17 September each year." This year, there is a new requirement: federal employees must complete a twenty-five-minute tutorial on the Constitution. The tutorial is thirty-seven pages and provides a general historic overview and summary of the amendments.

Some federal officials such as Daniel Sutherland, officer for civil rights and civil liberties and George Tanner, chief learning officer, view Constitution Day and all its requirements as an "opportunity to pause and consider the larger purpose behind our professionalism." However, not all federal employees find the tutorial worthwhile. One Department of Homeland Security employee noted that the tutorial was a "waste of time . . . stuff I learned in high school."

Byrd's belief in the relevance and importance of the Constitution has been apparent throughout his service in the U.S. Senate. He regularly carries a copy of the Constitution in his coat pocket and often quotes from the document

during Senate debates. According to Byrd, the Constitution "embodies the vision of the Framers, their dream of freedom . . . but we cannot defend and protect this dream if we are ignorant of the Constitution's history and how it works."

### Robert Byrd Now Longest Serving Senator in History

On June 12, 2006, the eighty-eight year-old West Virginia Senator, Robert C. Byrd marked his 17,327th day in the Senate and thereby became the longest-serving senator in American history. Byrd, who has long held the record for the most Senate votes cast as well as for holding more leadership positions than any other senator in history, now also pulls ahead of the late South Carolina Senator Strom Thurmond, who previously held the record as the "longest serving senator." The Senate noted the occasion with appropriate tributes to Byrd, a champion for the funding of American history-related programs. Senators gushed as Byrd struggled to maintain his composure; ultimately he exited the chamber without speaking.

This year, Byrd is seeking his ninth term as senator from West Virginia, and, according to some, he faces his toughest reelection campaign in years against Republican businessman John Raese. Raese, who is a relative political novice, has the strong support of the Republican Party, which is expected to pour money raised outside of the state into the campaign against Byrd, an outspoken critic of the Bush administration's handling of the war in Iraq. Should Byrd be defeated, history would lose its most vocal and most ardent spokesman for American history programs. □

## The Annual U.S. History Panel AP® Reading

### U. S. History Faculty Wanted to Evaluate AP Exams at the Annual College Board AP Reading

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 AP Readers, are vital to the AP Program because they ensure that students receive AP grades that accurately reflect college-level achievement in each discipline. AP Readers receive a stipend and are 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 Reader can be found at [www.ets.org/reader/ap](http://www.ets.org/reader/ap) or you may contact Performance Assessment Scoring Services at ETS at (609) 406-5384 or via e-mail at [apreader@ets.org](mailto:apreader@ets.org) to request an application. 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 12-18, 2007 at the Kentucky International Convention Center in Louisville, Kentucky.



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Program

## MHS-NEH Fellowships



THE MASSACHUSETTS HISTORICAL SOCIETY will award at least two long-term MHS-NEH fellowships for the academic year 2007-2008. MHS-NEH fellowships are made possible by an award from the National Endowment for the Humanities, an independent federal agency. The stipend, governed by an NEH formula, will be no more than \$40,000 for a term of six to twelve months or \$20,000 for a term of four to five months. Within the constraints of the NEH's guidelines, the Society will also supplement each stipend with a housing allowance of up to \$500.00 per month. MHS-NEH fellowships are open to U.S. citizens and to foreign nationals who have lived in the United States for at least the three years immediately preceding the application deadline. Applicants must have completed their professional training; NEH-sponsored fellowships are not available to graduate students. The awards committee will give preference to candidates who have not held a long-term grant during the three years prior to the proposed fellowship term.

Application deadline: January 15, 2007.

For information about MHS-NEH fellowships and about the Society's other awards, including short-term grants and support through the New England Regional Fellowship Consortium, please check the Society's web site, [www.masshist.org](http://www.masshist.org), or contact Cherylinne Pina, Massachusetts Historical Society, 1154 Boylston Street, Boston, MA 02215 (e-mail [cpina@masshist.org](mailto:cpina@masshist.org)).



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Department of History

Dorothy F. Schmidt  
College of Arts and Letters

Florida Atlantic University  
777 Glades Road  
Boca Raton, FL 33431-0991

# SELLING WAR IN A MEDIA AGE: THE PRESIDENCY AND PUBLIC OPINION IN THE AMERICAN CENTURY

✱ FEBRUARY 15 & 16, 2007 ✱

Thursday, February 15, 2007  
University Theatre

4 P.M. KEYNOTE ADDRESS

**David Halberstam**

*Pulitzer Prize-winning Author and Historian*

Friday, February 16, 2007  
Live Oak Pavilion, University Center

9-11 A.M. SESSION I

"Selling the New Empire: The War of 1898  
and the Dawn of the American Century"  
George C. Herring, *University of Kentucky*

"War and the Health of the State: The U.S.  
Government and the Communications  
Revolution During World War I"  
Emily S. Rosenberg, *University of California, Irvine*

"Franklin Roosevelt and American Public  
Opinion During World War II"  
Mark A. Stoler, *University of Vermont*

Friday, February 16, 2007  
Live Oak Pavilion, University Center

1-2:45 P.M. SESSION II

"The Hard Sell: Korea"  
Marilyn B. Young, *New York University*

"Cementing Consensus in the Cold War"  
Robert D. Schulzinger,  
*University of Colorado at Boulder*

"Eisenhower's Dilemma: Talking Peace  
and Waging Cold War After Stalin's Death"  
Kenneth Osgood, *Florida Atlantic University*

3-5 P.M. SESSION III

"We Need to Get a Better Story to the  
American People: Johnson, Nixon, and the  
Vietnam War on Television"  
Chester Pach, *Ohio University*

"Selling Star Wars: Ronald Reagan's  
Strategic Defense Initiative"  
Paul S. Boyer, *University of Wisconsin*

"The Ministry of Fear: Selling the Iraq Wars"  
Lloyd C. Gardner, *Rutgers University*

For more information, please contact  
Andrew K. Frank  
Director of Alan B. Larkin Symposium  
at 561.297.3415 or email [afrank@fau.edu](mailto:afrank@fau.edu)

FAU

FLORIDA ATLANTIC UNIVERSITY  
Dorothy F. Schmidt College of Arts and Letters  
Department of History



# News from the *Journal of American History*

Edward T. Linenthal



Linenthal

The December 2006 issue of the *Journal of American History* will include Vicki Ruiz's presidential address, "Nuestra América: Latino History as United States History." The issue will feature three articles: Claudio Saunt's "Telling Stories: The Political Uses of Myth and History in the Cherokee and Creek Nations"; Linda Gordon's "Dorothea Lange: The Photographer as Agricultural Sociologist"; and Jennifer Ratner-Rosenhagen's "Conventional Iconoclasm: The Cultural Work of the Nietzsche Image in Twentieth-Century America." This issue will also feature a round table on the career of Lawrence Levine. Roy Rosenzweig opens the round table with a brief introduction, followed by a substantial introduction by Leon F. Litwack. Following the introduction are revised texts of keynote presentations given at the conference "The State of Cultural History: A Conference in Honor of Lawrence Levine," which was held in the fall of 2005. We are delighted to publish the keynotes of Nell Irvin Painter and Jean-Christophe Agnew. The round table concludes with an edited interview with Levine conducted by the Regional Oral History Office at the University of California, Berkeley.

Thanks to Associate Editor John Nieto-Phillips, the JAH has had the opportunity to be involved in a very different and important project. On April 30, 2006, a fire in the basement of Zimmerman Library at the University of New Mexico, in Albuquerque, destroyed approximately 30,000 volumes of journals in the areas of history, ethnic studies, Latin American studies, and anthropology. On learning this news, the staff at the *Journal of American History* rounded up 25 years (or 100 back issues) of the journal and donated them to the University of New Mexico.

John Baesler, our international editorial assistant, attended a meeting of international editors of American studies journals at the annual meeting of the American Studies Association in October in Oakland, California.

The staff of the JAH is delighted to learn that Thomas Andrews has been awarded the 2006 Ray Allen Billington Award from the Western History Association for his article "Made by Toile"? Tourism, Labor, and the Construction of the Colorado Landscape, 1858-1917," *Journal of American History* (December 2005).

Melissa C. Beaver, our information technology manager, has been working with the History Cooperative to update the site as well as develop new features that will benefit users and editors of the journals forming the cooperative and foster an online community of historians. Such changes will continue the pioneering spirit of the cooperative, making it an innovator in disseminating scholarship online. We are very excited about the changes and

the new initiatives previewed at the annual summer meeting in Bloomington. Melissa is also continuing to work on significant improvements in our database submission and evaluation process. When building a system that processes all the materials we receive, we wanted to create an application that could grow and expand as our needs changed and increased. Melissa has built such a flexible system. This year, as the number of submissions grew, we asked for an efficient system to process the increased volume. Once again, Melissa has come through for us. She has expanded our database capability to allow us to manage the flow of each manuscript from submission through to decision and, if it is accepted, publication. This was not an easy task, but she completed it in a timely fashion. In the past, the *Journal* searched for comparable software, but we were unable to find any that provides the level of detail we require to make the peer review process as efficient and fair as we demand. This new benefit added to our database allows us to streamline the process without any damage to the integrity of the blind peer review process that is at the heart of our evaluation. With some exceptions, we are able to enter an article submission in our database, read it in-house (it is read by both a primary and a secondary reader), and if it is not rejected in-house, submit it to readers and make a decision based on readers' reports within three months. □

## Shelby Cullom Davis Center for Historical Studies

<http://dav.princeton.edu/>

Princeton University

### FEAR

During the academic year 2007/08, the Shelby Cullom Davis Center for Historical Studies will focus on the study of fear in history. We invite scholars from all disciplines to examine fear as an historical experience, its generative, productive as well as negative and destructive roles in history, and the processes by which it operates, spreads, dissipates, and is countered. As in the past, we hope to address topics and problems from a wide variety of periods and places, from prehistory to the present, and from all parts of the world. Topics could include but are not limited to the following: the emotional and psychic texture of fear in historical situations; the mode of fear's operation, circulation, and dissolution; people's fear of the state and the state's fears as reflected in its generation of documentation and archives; fear of disease, war, empire and imperial dissolution; fear of the racial, religious, political, ideological, and sexual contamination; fear of disorder or the imposition of order; fear of change and fear of stasis; fear of technology and the projection of alternatives; fear of hell and for the fate of the soul; fear of urban dysfunction in generating utopian futures; fear of the "mob"; fear as a productive agent in violence, resistance, solidarity, artistic expression, and thought.

The Center will offer a limited number of research fellowships for one or two semesters, running from September to January and from February to June, designed for highly recommended younger scholars who have finished their dissertations by the application deadline as well as for senior scholars with established reputations. Fellows are expected to live in Princeton in order to take an active part in the intellectual interchange with other members of the Seminar. Funds are limited, and candidates are, therefore, strongly urged to apply to other grant-giving institutions as well as the Center, if they wish to come for a full year.

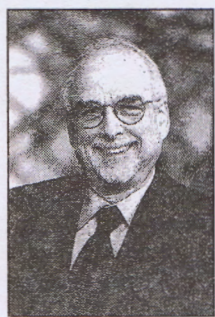
Written inquiries should be addressed to the Manager, Shelby Cullom Davis Center for Historical Studies, Department of History, 129 Dickinson Hall, Princeton University, Princeton, NJ 08544-1017, U.S.A. Applications can be made online at <http://dav.princeton.edu/program/e13/application.html>. The deadline for applications and letters of recommendation for fellowships for 2007/2008 is December 1, 2006. Scholars who would like to offer a paper to one of the weekly Seminars are asked to send a brief description of their proposal and current curriculum vitae to the Director. Please note that we will not accept faxed applications.

Professor Gyan Prakash, Director



## We the People "Pursuit of Happiness" Bookshelf

Bruce Cole



Cole

*We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness.*

— Declaration of Independence

When the Humanities Endowment four years ago launched We the People at the president's direction, our aim was to inspire the best in citizenship by reinvigorating the teaching,

study, and understanding of America's founding ideals. Central to this mission was recognizing that as citizens, we are bound not by blood, land, or birth, but by the shared values of which Jefferson spoke in the Declaration of Independence. Through innovative new programs and grants, We the People has reached millions of Americans. Documentaries and museum exhibitions have dazzled audiences, winning awards and national recognition. Our Landmarks of American History program has brought more than six thousand school teachers and community college professors to America's most storied sites where they have studied alongside scholars and brought those lessons back to their classrooms.

Thanks to lasting partnerships with the American Library Association and the McCormick Tribune Foundation, our We the People Bookshelf program has delivered free sets of classic literature chronicling the American story to more than four thousand public and school libraries. For the last three years, this learning tool has sparked discussion and brought together teachers, students and community leaders by focusing on themes central to our identity as Americans. Themes for past bookshelves have included "Freedom," "Courage," and "Becoming American." With this in mind, I am proud to announce that the theme of our coming year's We the People Bookshelf will be "The Pursuit of Happiness." From Willa Cather's vivid depiction of an immigrant farmer's struggle to build a future for her family in the classic *O Pioneers!* to Jacob Lawrence's breathtaking images of African Americans seeking a better life in the North in *The Great Migration*, these stories transcend background and have the power to engage, include, and inspire.

The story of America, to be sure, is an imperfect one. For many, the basic rights Jefferson enumerated in the Declaration would come only after years of struggle and hardship. It is a chapter that still haunts, and from which we continue to draw wisdom and perspective. But just as our story instructs, it ultimately inspires. For the first time in modern history, a person's future would be determined not by caste, nor creed, nor religion, but by merit, hard work, and ingenuity. It would be a future filled with uncertainty, but also unbridled possibility. Happiness was never guaranteed, but the liberty to seek it would be unhampered.

In addition to Cather's and Lawrence's work, other titles in this year's "Pursuit of Happiness Bookshelf" include:

### Grades K-3

Aesop, *Aesop's Fables*. A lazy grasshopper, a greedy mouse, and a plodding tortoise learn that wise and prudent actions lead to happiness and a good life in this classically illustrated edition.

Robert Frost, *Stopping by Woods on a Snowy Evening*. A poet rejoices in the quiet solitude of nature, while honoring his ties to people and other places. Beautiful illustrations bring the poem to life.

Virginia Lee Burton, *Mike Mulligan and His Steam Shovel*. In this classic tale of loyalty and persistence, a man and his steam shovel find their place in a changing world.

### Grades 4-6

Natalie Babbitt, *Tuck Everlasting*. Winnie Foster can choose her fate: live, grow up, and finally leave the world, or stay in it forever, young and unchanging.

Laura Ingalls Wilder, *These Happy Golden Years*. The winters are cold, independence is frightening, and work is hard. Still, family, friends, songs, and new love make for a good life on the prairie.

Laurence Yep, *Journal of Wong Ming-Chung*. A young Chinese immigrant and his uncle learn that the "Golden Mountain" is just a dream; but there may be other ways to prosper and forge a new life in California.

### Grades 7-8

Madeleine L'Engle, *A Wrinkle in Time*. Meg, Charles Wallace, and Calvin enter a fantastic world in search of a missing scientist, stretching the fabric of time and space in a journey of self-discovery.

Pam Muñoz Ryan, *Esperanza Rising*. Calamity befalls the Ortega family in Mexico, and their new life in California is far from easy. Esperanza learns what it means never to be afraid to start again.

Jean Lee Latham, *Carry On, Mr. Bowditch*. Young Nat Bowditch pursues his unquenchable thirst for knowledge, gains mastery of navigation and astronomy, and makes his mark on the world.

### Grades 9-12

Octavia Butler, *Kindred*. Yanked back in time to the antebellum South, Dana shares in the powers and the perils lived daily by her African American and white ancestors.

F. Scott Fitzgerald, *The Great Gatsby*. In this story of romance and intrigue set in 1920s New York, Jay Gatsby is a wealthy, powerful, and successful man. But has he achieved happiness?

Walt Whitman, *Leaves of Grass*. Praising nature, democracy, and the human spirit, one of our nation's greatest poets invites us to hear America singing.

Thomas Paine, *Common Sense*. From this rousing pamphlet that helped ignite patriotic passion in 1776, we can glimpse what the pursuit of happiness meant to the Revolutionary generation. □

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

APPLY OR NOMINATE SOMEONE FOR 2007

## OAH AWARDS AND PRIZES

The Organization of American Historians sponsors or cosponsors more than 20 awards, prizes, grants, and fellowships given in recognition of scholarly and professional achievements in the field of American history. The awards and prizes are presented during a special awards ceremony along with the presidential address at the OAH annual meeting. Most deadlines are October 1 or December 1, 2006.

For descriptions, application instructions, and guidelines, visit: [www.oah.org/activities/awards](http://www.oah.org/activities/awards)





## Fall 2006 Executive Board Meeting, Minneapolis, Minnesota

At its 2006 fall meeting in Minneapolis, the OAH executive board took the following actions:

- Approved the minutes of the April 19-22, 2006 executive board meeting in Washington, as well as the minutes of actions taken subsequent to the meeting.
- Selected the recipients of the Distinguished Service and Friend of History awards who will be announced at the annual meeting in Minneapolis on March 31, 2007.
- Thanked ninety-one OAH members who graciously gave their time to deliver more than one hundred OAH Distinguished lectures from July 2005 through June 2006; and especially to Fred Anderson, Robert Bain, Roger Daniels, Adrienne D. Davis, Lloyd C. Gardner, Wanda A. Hendricks, Virginia Sanchez Korrol, Jack N. Rakove, Vicki L. Ruiz, and Bruce J. Schulman, who each gave more than one lecture during the last fiscal year. The board also extended heartiest thanks and highest recognition to OAH Distinguished Lecturer Allida Black for giving more than one lecture each year in 2005-2006 as well as in 2004-2005.
- Approved resolutions setting up a brokerage account for OAH with Raymond James Financial Services at Monroe Bank, OAH's bank in Bloomington, allowing OAH to accept gifts of stock to go into the general operating fund.
- Approved signing on to a working group, created at a Social Studies Summit in Arlington, VA, in September 2006, whose mission is to "advocate for greater recognition of the core social studies—civics, economics, geography, history—within the reauthorization of No Child Left Behind."
- Agreed to ask University of Missouri, Kansas City, Department of History to submit a formal proposal for resuming the *Talking History* program as a podcast.
- Agreed to discontinue biennial regional conferences.
- Approved accepting a challenge grant from the Gilder Lehrman Institute of American History 1) for the OAH *Magazine of History* and 2) to provide copies of the OAH *Magazine* to members of the National Council for History Education for the rest of FY 2007.
- Agreed to adopt the revised budget for FY 2007 that will cover the FY 2006 deficit of \$179,000. The executive director is encouraged to consider further savings for FY 2007.
- Agreed that OAH should not reapply for the NEH challenge grant for community college regional workshops.

- Approved a motion instructing the Finance Committee to investigate and report to the board on restructuring current membership dues.
- Endorsed the white paper, "The Next Generation of History Teachers: A Message to Departments of History at American Colleges and Universities," which was prepared following a June 2006 conference in Charlottesville, Virginia on "How College History Departments Can Produce the Best K-12 History Teachers." The document will be widely distributed, especially to history departments at American institutions of higher education.
- Agreed to have a session at every annual meeting about current national issues or crises.
- Commended Bruce Craig of the National Coalition for History for his years of service and dedication to the history profession.
- Began a discussion on strategic planning. □

What do ocean liners,  
saloon lunches, and class action-  
lawsuits have in common?

### The University of Delaware- Hagley Program

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[www.udel.edu/hagley](http://www.udel.edu/hagley)

Our thanks go to the following  
OAH Distinguished Lecturers who have  
spoken or agreed to speak during the period  
of July 1, 2006, through November 30, 2006,  
as well as to their host institutions.

(Asterisks indicate federally funded  
Teaching American History programs.)

Fred Anderson	Idaho Council for History Education
Thomas Bender	Danbury (CT) High School*
Ira Berlin	Southwest Center (MO) for Educational Excellence*
Surendra Bhana	Southern Arkansas University
Lonnie G. Bunch III	McLean County (IL) Museum of History
Nancy Cott	University of Kansas
Edward Countryman	Georgia Humanities Council*
John Dittmer	University of Memphis
Alice Fahs	Utah Valley State College
John Ferling	Lake County (FL) Schools*
Paul Finkelman	Jamestown (NY) Public Schools* College of Saint Rose
Joanne B. Freeman	Idaho Council for History Education
Matt Garcia	Nichols College
Lloyd C. Gardner	Kentucky Wesleyan College
Elliott J. Gorn	Canisius College
Ronald Hoffman	Lake County (FL) Schools*
Michael F. Holt	Weber State University
Woody Holton	Lake County (FL) Schools*
Helen Lefkowitz Horowitz	John Carroll University
James O. Horton	Watkins Community Museum (KS)
Frederick E. Hoxie	Akron Public Schools*
Heather A. Huyck	Lake County (FL) Schools* Pinellas County (FL) Schools*
Stanley N. Katz	Central Michigan University
James Marten	Watkins Community Museum (KS)
Joanne Pope Melish	University of Wisconsin - La Crosse*
Steven H. Mintz	Truckee Meadows Community College*
Wilson J. Moses	Lebanon Valley College
Mae M. Ngai	Sarah Lawrence College
Gregory H. Nobles	Coastal Heritage Society (GA)
Todd L. Savitt	Miami University at Hamilton
Paul R. Spickard	Saint John's University
Laurel Thatcher Ulrich	Idaho Council for History Education
Brian Ward	Spring Hill College
Jonathan Zimmerman	SUNY Brockport

For more information about  
the OAH Distinguished Lectureship Program, please visit  
[www.oah.org/lectures](http://www.oah.org/lectures)





## Centennial Reflections

Lee W. Formwalt



Formwalt

As we approach our one-hundredth birthday, the staff at the OAH executive office has been exploring our past. The first quarter-century of the Mississippi Valley Historical Association's (MVHA) history was a world that we could relate to in some ways—after all it was a historical society and it consisted of American historians. A half-century ago, former MVHA president James L. Sellers

crafted a history of the association for its semicentennial, and I found his description of longtime secretary/treasurer Clara Paine's job quite familiar—"the collecting of dues, paying of bills, keeping of records, holding on to old members, securing new ones, soliciting guarantors and collecting their pledges, preparing budgets, satisfying editors and officers. In fact she became a clearing center that was much more than financial" (1). We do all of these things today in the OAH executive office in Bloomington. Another significant continuity from our earliest days to the present is that this historical association remains solidly grounded on two pillars—the annual meeting and the scholarly journal. The annual meeting has been held every year, but one, since 1908, and the scholarly journal (first the *Mississippi Valley Historical Review* and now the *Journal of American History*) has appeared regularly since 1914. Next spring, we journey back to our roots when we return to Minneapolis for the OAH's centennial convention near the shores of Lake Minnetonka, site of the first annual meeting.

I suspect, however, that many of us would find the world of the MVHA, particularly before 1950, to be an alien world, many parts of which we would not recognize or find comfortable. First of all, it was clearly a world of white men (see photograph on page 1). Among its first seventy-five presidents were two women and one African-American man. John Hope Franklin was the first president of color in 1974, and Gerda Lerner the second female president in 1981. Before her, there was only one woman president in our first seventy-five years—Louise P. Kellogg in 1930. True, Clara Paine served as secretary/treasurer for thirty-six years from 1916 to 1952. She stepped into the position when her husband, Clarence S. Paine, the founding secretary/treasurer, died unexpectedly. Opposition to her holding that position was more because she was a woman than her not being a historian.

An American historian in the first half of the twentieth century was by and large white and male, incredibly important exceptions like W.E.B. Du Bois and Mary Beard notwithstanding. And for most members, an unthinking acceptance of their white male privilege pervaded their world and their scholarship. Linked to this commonly accepted racism and sexism was the idea that the history scholar's role was simply to chronicle change in society, not reform it. Not only were scholars to refrain from advocating change in the wider society, but they considered it inappropriate to address professional problems, like low salaries or a tight job market. When they advocated, they promoted only what they considered to be scholarly matters.

In one sense, many MVHA members saw their association as a learned society, but not necessarily a professional organization. But as the association grew in size—by 1931 it had over 1,000 members; by 1949, over 2,000; and by 1957, over 3,000—some members began to advocate change, and a struggle between insurgents and traditionalists ensued. Eventually in the 1950s and 1960s, the insurgents won, and the association began to see its role as not only writing history but also challenging what was wrong in society. Members passed resolutions objecting to loyalty oaths and holding meetings in segregated facilities. Eventually, in the heat of the Vietnam War, members passed a resolution calling for immediate withdrawal from Vietnam. For several years, the organization refused to hold conventions in states that rejected the Equal Rights Amendment.

Although much progress has been made in the last quarter-century, diversity—racial, gender, and professional—is not as widespread as many would like. Yes, the number of women members has increased significantly, but they still comprise only a third of our membership, a percentage comparable to the profession as a whole. Racial and ethnic diversity in OAH is also discouraging, with only 7 percent of our members self-identifying as African American, Latino/a, Asian American, or Native American. Professional diversity is another concern. While we have made great strides in increasing our precollegiate teaching members (now at 19 percent), our public history numbers have remain fairly static at 15 percent and our handful of community college members make up a mere 4.5 percent. The greatest diversity in the organization can be found in its governing body, the executive board, as well as the nominating board. This has resulted from a policy adopted in the late 1990s to allow for paired elections, thus ensuring that certain constituency groups (e.g., community college historians and precollegiate teachers) are represented by selecting two members of a certain constituency to run against each other.

If we have made important progress on the diversity front, recognizing there is much still to be done, even more significant advances have been made in our advocacy efforts. Here we see clearly the important transition of OAH as a learned society into a professional organization as well. OAH was actively involved in the formation of what is now the National Coalition for History (NCH), our one-person lobbying machine in Washington. For the last six years, Bruce Craig has been history's face on Capitol Hill, and we will surely miss him when he leaves in December. OAH and AHA are the largest supporters of NCH and are actively involved in its governance. We also play a major role in the National Humanities Alliance (NHA), which is a lobbying group largely for maintaining and increasing congressional support of the National Endowment for the Humanities and the National Historical Publications and Records Commission.

Another major change that can be traced throughout the MVHA's and OAH's history has been the subject of its members' historical research, publication, teaching, and presentation. MVHA started out as a regional historical society formed by public historians—the leaders of

the major Midwestern state historical societies. But as its membership grew, it lost much of its public history dimension, especially as college professors came to dominate the membership as early as 1915. For some time, the geographical limits remained the Appalachians in the East and the Rocky Mountains in the West. But by the 1940s, it was clear that the MVHA had *all* of American history, not just the Midwest, as its purview. More and more of its members came from the east and west coasts, although it was not until 1969 and 1970 that its conventions became bicoastal with meetings in Philadelphia and Los Angeles. Finally in 1964, despite the resistance of MVHA traditionalists, the *Mississippi Valley Historical Review's* subtitle, *Journal of American History*, became its new name, and the following year the MVHA became the Organization of American Historians. Three decades later, the OAH executive board endorsed a series of efforts to internationalize American history, bringing to fruition a long journey from regional to national to international organization.

Another area that has seen significant change in OAH's first century has been public history. Although the term public history became popular only in the last quarter-century, public historians have been around as long as history itself. Through the middle decades of the last century, however, academic historians were at the pinnacle of the profession and below them in status and importance were public historians and precollegiate teachers. Only in the last quarter-century has the status of public historians risen. Part of that can be attributed to the increasing number of Ph.D.s trained as academic historians who could not find teaching jobs in an ever tighter job market. In 1979 public historians organized and created the National Council for Public History.

Public historians complain, and rightly so, that they are not recognized and do not have the same status as academic historians. OAH values the contributions of public historians to the profession. We are all practitioners of history whether in the college or precollegiate classroom, or in the government, a historical society, historic park, or business. Academic historians have a lot to learn from public historians and their work with the wider public outside of academe. Public historians sit on the OAH executive and nominating boards, annual meeting program committees as well as other service and awards committees. The Committee on Public History insures that the organization remains strongly connected to history as it is practiced in the wider world. For the first time in recent memory, OAH has selected a public historian—Pete Daniel of the National Museum of American History—to serve as its president in 2008–9.

Perhaps the best example of OAH involvement with public history has been our twelve-year collaboration with the National Park Service. OAH serves as a bridge between its academic and public historians and the Park Service historians. Over the last decade and more, it has provided the very latest scholarship to a wide public audience—the seventy-five million visitors to historic National Park sites.



If public historians have felt at times like second-class citizens in OAH, that has certainly been the case with precollegiate teachers and community college historians. At some of their earliest meetings, MVHA leaders expressed concern about the state of high school history teaching. Academic historians, however, generally looked down on precollegiate teachers. In his 1978 article on MVHA and OAH history, Ray Billington, who pointed out the racism and sexism of earlier MVHA members, nonetheless referred to their Saturday morning papers at annual meetings as "designed to appeal to the local schoolmarms" (2).

This sense of superiority over school teachers has certainly diminished over time. Within a few years of Billington's remark, the OAH began the *OAH Magazine of History*, a publication designed to provide good solid materials for precollegiate history teachers. In addition to the *Magazine of History*, OAH has included precollegiate teachers on its executive and nominating boards, established a Teaching Committee and integrated teaching sessions into the annual meeting. To recognize and reward quality precollegiate teaching, the Tachau Teacher of the Year Award was established, and each year, one of the nation's outstanding teachers is honored at the annual meeting. For a decade or more, OAH attracted several hundred precollegiate teachers as members. In the last five years, largely as a result of the more than 600 million federal dollars poured into the Teaching American History grant program, the number of precollegiate teaching members in OAH has tripled to over 1,800 and now comprise 19 percent of our membership.

Another group in the profession today that played little if any role in the old MVHA was community college historians. There were only twenty-five community colleges in the entire nation at the time the MVHA was founded. By 1960, there were 412. Then in the Sixties, community colleges grew at an explosive rate. Within ten years, the number of community colleges more than doubled. When the history job market at four-year colleges and universities plummeted in the 1970s, many Ph.D.s in history turned to community colleges as alternative places to practice their craft. Even though many community college historians had been trained at the same schools and in the same ways as their university colleagues, the latter often treated them the same way they treated precollegiate teachers. Eventually community college historians made their voices heard and the governing body of OAH responded, first with an ad hoc and then a permanent committee on community colleges. In 1999, under the leadership of Nadine Ishitani Hata, OAH community college historians published a status report on historians in U.S. community colleges.

In addition to its efforts to include public historians, teachers, and community college historians as members, the OAH has reached out to an even broader audience outside of academe and the profession. One of the organizations's goals has been to bring the very latest and very best American history to the wider public interested in learning about our past. The OAH Distinguished Lectureship Program, created by President-Elect Gerda Lerner in 1980, has become an important outreach effort that brings over a hundred OAH lecturers each year to campuses, schools, historical societies, and other venues around the country. Our most recent effort to bring the latest and best American history to the general public has been a collaborative project with Palgrave Macmillan to publish an annual volume of the *Best American History Essays*. The first volume debuted last spring and the second volume will appear next March at the Centennial convention.

As we look ahead to OAH's next century, we must consider how we can continue to provide the kind of support that American historians need to practice their craft, to keep the widest access possible to historical sources, and to disseminate their work to their colleagues and to the wider world that is thirsting for a deeper understanding of our past. This mission served us well in our first century. Our challenge is to carry it out under the known and yet unknown perils and obstacles of the next hundred years. □

#### Endnotes

1. James L. Sellers, "The Semicentennial of the Mississippi Valley Historical Association," *Mississippi Valley Historical Review* 44 (Dec. 1957): 505.
2. Ray Allen Billington, "From Association to Organization: The OAH in the Bad Old Days," *Journal of American History* 65 (June 1978): 76.

#### Distinguished OAH Lecturer at College of Saint Rose



OAH Distinguished Lecturer Paul Finkelman (at left) chats with John Williams-Searle, director of the Center for Citizenship, Race, and Ethnicity Studies, prior to his lecture at the College of Saint Rose, Albany, New York, in September.

To learn more about the OAH Distinguished Lectureship Program, visit <http://oah.org/lecture>. □

## Bringing Us All Together

The One-Hundred and First Meeting of the OAH



New York, New York ■ Friday, March 28 to Monday, March 31, 2008

The one-hundred and first annual meeting of the Organization of American Historians will be held in New York City, answering a call to bring us all together. The last generation or so of scholarship in American history has excavated the experiences and concerns of a wide array of Americans. Our field now advances a far more expansive definition than ever before of what it means to live an American life. We not only know about people of many genders and races, we see class and region as integral dimensions of American identity. Scholars writing in languages other than English and living outside the United States are also valued members of the community of American historians.

However a fragmentation of concept has accompanied this fine bounty of scholarship. Too often we lose sight of what brings our subjects and our fields together, letting slip the opportunity of intellectual cross-fertilization. In New York in 2008 we will talk across lines, addressing larger issues as they manifest themselves in our sub-fields. No more fragmentation for now: rather, an attempt of synthesis and unity. Let us talk across sub-fields and specialization, not in some relapsed American exceptionalism, but in an expansive spirit of unity.

The program committee invites the submission of panels and presentations that surmount intellectual barriers, but it will also consider proposals exploring other issues and themes in American history. We prefer to receive proposals for complete sessions, but will consider individual paper proposals as well.

Teaching sessions are also welcome, particularly those involving the audience as active participants or those that reflect collaborative partnerships among teachers, historians, and other history educators. Topics may cover any pedagogical issue or technique, at any level, from K-12 through postsecondary.

We encourage presenters to post their papers on the OAH website before the meeting, in order to deepen the discussion in New York.

The committee will work to have the program represent the full diversity of the OAH membership in the U.S. and abroad. We urge proposers to include presenters of both sexes and members of ethnic and racial minorities. Panels also should represent a range of historians, teachers, and other history professionals, wherever they are employed and at varying levels of seniority in the profession.

#### Submission Procedure

Proposals should be submitted electronically beginning October 1, 2006, at <http://www.oah.org/2008/>. Please download proposal system instructions before beginning your submission. Complete session proposals must include a chair, participants, and, if applicable, one or two commentators. **Deadline for proposals is February 15, 2007.** All proposals must include the following information:

- ▶ a complete mailing address, e-mail, phone number, and affiliation for each participant;
- ▶ an abstract of no more than 500 words for the session as a whole;
- ▶ a prospectus of no more than 250 words for each presentation; and a vita of no more than 500 words for each participant.

#### 2008 Program Committee

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# A Report from the 2006 Social Studies Summit

**Siobhan Carter**



Carter

This fall marks the beginning of my tenure as Education Coordinator for the OAH. As part of my new position, I was given the opportunity to participate in a Social Studies Summit hosted by the National Council for the Social Studies (NCSS) and Junior Achievement Worldwide. This event brought together delegates from numerous organizations representing the disciplines

of social studies in the United States. Each group was asked to add reflections from their area of expertise to the profession and pre-K-12 students by contributing their time and talents to the discussion.

The summit was an outgrowth of a response to the 2004 report, *Academic Atrophy*, which found curricular erosion, particularly in the social studies, at the elementary level and decreases in classroom time for all subjects but math and reading. Moreover, these findings indicate that this has a disproportionate impact on schools serving students of color.

After discussing the implications of these findings and possible routes to correcting them, the group settled on a mission for a proposed coalition: "To advocate for greater recognition of the core social studies disciplines of civics, economics, geography, history—within the reauthorization of the No Child Left behind Act." A steering committee to determine the agenda for the next meeting was formed consisting of a representative from NCSS and four more representatives, one from each of the four core disciplines. In addition, participants were asked to solicit approval from their respective organizations and to be part of a working group aimed at initiating this mission.

Attending this summit was an eye-opener for me in many ways. As a graduate student who is training to become a professional historian, it was both awe-inspiring and refreshing to be exposed to the work and insights of such a diverse group of practitioners of social studies disciplines. Although the group consisted largely of directors, CEOs, and presidents, precollegiate classroom teachers, columnists, education advocates, and other graduate students were also present to voice their views on the issues. I was pleased to witness what a rewarding choice many of them had made to dedicate their time—and for a few of them, entire careers—to helping teachers. Those who at-

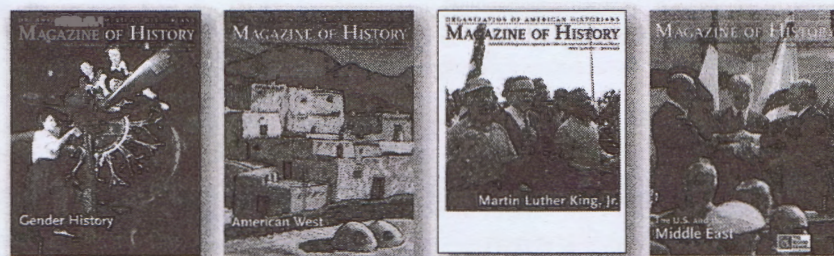
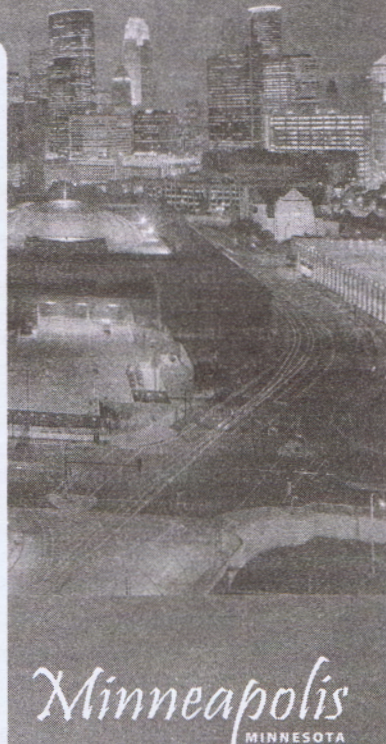
tended the summit do a great service to American school children by offering their knowledge and connections to the cause of creating an informed and active citizenry, but they also inspire budding academicians to think outside of the box regarding where our Ph.D.s can take us.

As it concerns OAH members, those working in higher education will be forced to reckon with those working in the trenches known as America's public schools. If primary and secondary education students do not receive a proper history instruction—and see how history is important in their daily lives—this task becomes even more difficult when they reach college. So that our positions and passions do not become obsolete in the minds of the students we face at the start of each semester, and so that we continue to do the work that we know is important, those involved in all levels of the practice of history must continue to forge alliances aimed at examining and remedying these issues. To those individuals and organizations working to make it happen, Kudos. □

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

## Teachers, apply for a travel grant to attend the 2007 OAH Annual Meeting

Thanks to the generous support of the Gilder Lehrman Institute of American History, the Organization of American Historians is offering travel grants for precollegiate history teachers to attend the 2007 OAH Annual Meeting, March 29 to April 1. The annual meeting affords a unique opportunity for teachers to enhance their professional development in U.S. history by attending sessions specifically geared to classroom teaching, as well as scholarly research and public history. Grants are for travel-related expenses, and teachers who have not yet attended an OAH annual meeting will be given preference. **Information and application are available at:** [www.oah.org/meetings/2007](http://www.oah.org/meetings/2007).



**Discover the OAH Magazine of History.** Each thematic issue is filled with illuminating articles on recent scholarship, current historiography, and innovative and document-based teaching strategies. Researched and written by subject specialists from across the country, the *Magazine* expands upon a wide variety of important topics for U.S. history educators. Whether supplementing the U.S. survey course, providing content for A.P. classes, or offering a snapshot of a particular historical subject, the *OAH Magazine of History* can expand your knowledge of the American past. Future themes include: The 1960s, Military History, Reinterpreting the 1920s, and Lincoln and the Constitution.

As an OAH member, if you receive the *Journal of American History* as your primary publication, you may get a subscription to the *OAH Magazine of History* for 33% off the regular nonmember rate. For more information, visit: <http://www.oah.org/pubs/magazine/>.

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## In Memoriam

### At Deadline . . .

We are saddened to learn of the passing of Lawrence Levine, professor of history at George Mason University and the University of California, Berkeley, and past president of OAH (1992-1993). Levine died on October 23, 2006, after a long illness. We plan a memorial tribute in our February 2007 issue.

### Ann Leger-Anderson

Ann Leger-Anderson, historian of women of the Canadian prairies and a former member of the Organization of American Historians, passed away on February 22, 2006, in Regina, Saskatchewan. Ann had recently retired from the Department of History at the University of Regina where she had taught since 1966.

Ann Leger-Anderson was born in Reading, Pennsylvania on August 15, 1936. She was educated at Ursinus College, Clark University, and the University of Iowa, where she received her Ph.D. in 1968. She taught briefly at Idaho State University before moving to the University of Regina. Originally trained in U.S. history, Ann developed her major research interest in Canadian prairie women's history. One of the first historians to work in this field, Ann played an important role in developing the discipline through her activities in teaching undergraduates, supervising graduate students, developing research networks, and raising public awareness concerning women's history. She served as the chair and edited a newsletter for the Canadian Committee on Women's History, an affiliate of the Canadian Historical Association. She was one of the founding members of Women in Alberta and Saskatchewan History. She arranged events to celebrate Women's History Month in Canada, led walking tours on women's history in Regina, organized and participated in conference panels on women's history, sat on editorial boards, took inventory of archival resources to assist other scholars, and played a leading role in applying the methodologies of her discipline to the history of the Canadian prairies. In 1998, Ann reviewed the progress of Canadian prairie women's history in an article published in the *Journal of the West*. While recognizing how much had been done to recover women's voices and to "engender" the history of the Prairie West, she expressed dissatisfaction that women were still absent from standard "malestream" histories. Not enough had been done, she insisted, to recover the history of women or to understand the place of Euro-Canadian women in the history of imperialism. Comparing women's history to a patchwork quilt, a collective work patiently assembled by many hands over time, Ann considered it a work very much in progress. At the time of her death, Ann was working on a general history of Saskatchewan women.

A serious-minded and exigent scholar, Ann was similarly demanding in the classroom. One of her students stated, "She is clearly an excellent scholar and well read in the subject matter. She takes the subject, the class, the students and the essays very seriously." She was demanding of herself and of her students, but generous too, in the time she devoted to helping students prepare their essays.

Although she reinvented herself as a Canadian women's historian and was a naturalized Canadian citizen, Ann continued to teach American history until 2005. She retained ties with colleagues in the United States and was a frequent presenter at the Northern Great Plains History Conference. These connections as well as her association with the Organization of American Historians kept her alive to new

developments in women's and gender history and brought a valuable comparative perspective to her understanding of the history of women on the Canadian prairies. □

—Ian Germani  
University of Regina

### Marshall Fishwick

Marshall William Fishwick, teacher, author, and world traveler, died May 22 at his Blacksburg home. He was eighty-two. Fishwick was professor emeritus in the College of Liberal Arts and Human Sciences at Virginia Tech when he retired in 2003. He is widely regarded as originator of the academic movement known as Popular Culture, and he cofounded the Popular Culture Association in the late 1960s.

Born in Roanoke, Virginia, and a graduate of Jefferson High School, Fishwick held degrees from the University of Virginia, the University of Wisconsin, and Yale University. He later received honorary degrees from Krakow University, Bombay University, and Dhaka University. During his career, he received eight Fulbright Awards and numerous additional grants which enabled him to introduce the popular culture discipline at home and abroad in Denmark, Germany, Italy, Poland, Russia, Bangladesh, India, and Korea. Fishwick founded the journal *International Popular Culture* and was cofounder of the Popular Culture Association. He served as the association's president and was advisory editor of both the *Journal of Popular Culture* and the *Journal of American Culture*. Throughout his career, he contributed articles on American studies and popular culture to papers and journals all over the world; he also published numerous articles and commentaries in American magazines and newspapers. In 1997, he was presented the Life Achievement Award in Popular Culture by the Popular Culture Association.

Fishwick's literary career began while he was at sea with the Atlantic Fleet during World War II. His collected poems, *The Face of Jang*, were published in 1945. After the war, he earned a doctorate in American Studies at Yale University. His dissertation was published as *A New Look at the Old Dominion*. He went on to write more than twenty books and edited an additional dozen in the fields of history, literature, education, theology, and communication. A life-long interest in heroes resulted in such titles as *Virginians on Olympus*, *The Hero: Myth and Reality*, *The Hero: American Style*, *Heroes of Popular Culture*, and *The Hero in Transition*. Other titles included *Lee after the War*, *General Lee's Photographer*, *Springlore in Virginia*, and *Faust Revisited*. His books on popular culture included *Seven Pillars of Popular Culture*, *Common Culture and the Great Tradition*, *Great Awakenings: Popular Religion in America*, and most recently, two textbooks, *Go and Catch a Falling Star* and *An American Mosaic*. An inveterate traveler, Fishwick reminisced about his journeys in *Around the World in Forty Years*. His most recent book, *Cicero and Popular Culture*, is in press and will be published posthumously.

Fishwick was a member of the Guild of Scholars of the Episcopal Church and former Historiographer of the Diocese of Southwest Virginia. He was a member of Christ Episcopal Church in Blacksburg. He is survived by his wife, Dr. Ann La Berge (Fishwick), four children, the Reverend Jeffrey Fishwick, Ellen McLean, Susan Green, and Lucy Reinhardt, two step-children, Leigh Claire and Louisa La Berge, and thirteen grandchildren. □

—Jean Elliott  
Virginia Tech

### Kermit L. Hall

On August 13, 2006 Kermit L. Hall suffered a heart attack while swimming at Hilton Head, South Carolina. His

death, at sixty-one, was a huge loss to historians and to the larger academic world. The son of a tire worker and bookkeeper, Kermit was a first generation college graduate, earning a B.A. from Akron City University (now the University of Akron) in 1966. He received his M.A. from Syracuse University in 1967 and then served as a Captain in the U.S. Army in Vietnam. After military service, he earned a Ph.D. in 1972 in constitutional History, studying under Paul Murphy at the University of Minnesota. In 1980 he received a Master of Science in Law from Yale Law School. An accomplished historian, Kermit moved into administration in 1992. He served as a college dean at the University of Tulsa and at Ohio State, as provost at North Carolina State, and then as president of Utah State from 2000 to 2004. In the early winter of 2004, he became president of the University at Albany.

Kermit was a dynamo of scholarly energy. He published about seventy-five scholarly articles and book chapters, mostly on constitutional history, the Supreme Court, and legal history. He was the author and editor of more than twenty-five books, including *The Magic Mirror: Law in American History* (1989), *The Oxford Companion to American Law* (2002), and with Paul Finkelman and James W. Ely Jr., *American Legal History: Cases and Materials*, third edition (2005). He is perhaps best known for his *Oxford Companion to the Supreme Court*, second edition (2005) which won a number of prizes, and for a reference book, was a minor best seller. During his career, he served on numerous professional committees and boards, gave hundreds of lectures worldwide, and despite moving into administration, continued to attend scholarly conferences.

Beyond the classroom and the world of academic publishing, Kermit was a significant public intellectual. Even while president of two universities, he found time to participate in Teaching of American History grants and to lead seminars and institutes for the Center for Civic Education. In 1994, he was appointed by President Clinton to serve on the President John F. Kennedy Assassination Records Review Board.

Kermit was deeply committed to fine scholarship, good teaching, and public education. Indicative of this commitment was his first act as president of the University at Albany. He rejected the idea of an elaborate presidential inauguration and insisted that the funds allocated for the inauguration be used to start a scholarship fund at the university. He then contributed some of his own resources to the scholarship fund. Immediately after assuming the presidency at Albany, Kermit took steps to create the first Honors College at the university. Unlike many university administrators, Kermit continued to teach and write. He was scheduled to teach an honors seminar on the history of the Supreme Court when he died.

Most historians saw him as a powerful force within the profession: smart, thoughtful, energetic, always involved, and ever ready to help undergraduates, graduate students, and younger scholars. He was all of that, but he was also an accomplished fisherman, a tenacious bird watcher, and someone who—at age sixty-one—still drove a vintage red Corvette. He will be deeply missed by those of us who worked with him and knew him well and by countless others who benefited from his scholarship and his vast contributions to the field. His early and untimely death is a tragic loss for the academic community. □

—Paul Finkelman  
Albany Law School

See MEMORIAM / 23 ►



# The Society for Historians of American Foreign Relations

The Society for Historians of American Foreign Relations offers several grant and fellowship opportunities for graduate students who are conducting research on some aspect of U.S. foreign relations history.

**The Lawrence Gelfand - Armin Rappaport Fellowship** (\$2,000) defrays the costs of dissertation research travel. *Annual deadline for applications: November 15.*

**The Stuart L. Bernath Dissertation Grant** (\$2,000) defrays the costs of dissertation research travel. *Annual deadline for applications: November 15.*

**The Myrna F. Bernath Fellowship** (\$2,500) is awarded in odd years to a woman conducting research in the field. *Biannual deadline for applications: December 1 (even years).*

**The Michael J. Hogan Fellowship** (\$2,000) defrays the costs of studying foreign language needed for research. *Annual deadline for applications: February 1.*

**The W. Stull Holt Dissertation Fellowship** (\$2,000) defrays costs of travel, preferably foreign travel, necessary for dissertation research. *Annual deadline for applications: February 1.*

**Samuel F. Bemis Research Grants** (various amounts) are awarded to graduate students, untenured faculty, and recent Ph.D.s working as professional historians to defray costs of travel necessary to conduct research in the field. *Annual deadline for applications: February 1.*

*Complete information on all of SHAFR fellowship and grant programs may be found at <http://www.shafr.org/prizes.htm>.*

# SHAFR



## Stow Persons

Stow Persons, the Carver Professor of History Emeritus at the University of Iowa, died in Iowa City, Iowa, on January 6, 2006 at the age of ninety-two. Persons was born on June 15, 1913 in Mt. Carmel, Connecticut, the son of Frederick Torrell and Florence Cummings Persons. On September 4, 1943, he married Dorothy Reuss in Princeton, New Jersey. Stow received both his B.A. and Ph.D. in history from Yale University and taught at Princeton from 1940 until he joined the University of Iowa Department of History in 1950. He served as acting dean of the Graduate College in 1960-1961 and as chairman of the Faculty Senate and Council in 1969-1970. Persons held visiting professorships at the Salzburg (Austria) Seminar, Stetson University, San Francisco State College, the University of Wyoming, and the University of Colorado.

To say that Persons's scholarly interests were capacious is to deal in understatement. Moving across a broad and diverse spectrum of historical inquiry, he took as subjects New England's advocates of free religion, declining gentility in nineteenth-century America, and analysis of ethnicity and race relations by the famed Chicago school of sociology. Stow also edited pathbreaking volumes on Darwinian evolution and, with Donald D. Egbert, socialism in American life, each of which emerged from yearlong seminars sponsored by Princeton's Program in American Civilization. Both still stand as points of departure for scholarship on these subjects. Persons published the masterful *American Minds: A History of Ideas* in 1958. Spanning the centuries from seventeenth-century European settlement to the middle decades of the twentieth century, *American Minds* featured a systematic and highly sophisticated analysis of clusters of ideas and attitudes, with particular attention to their philosophical foundations, including their internal structure and their linkages to one another. After his retirement in 1981, he pursued a long-standing interest in the evolving institutional structures of the school he had served so well. Published in 1990, *The University of Iowa in the Twentieth Century* charted the school's trajectory from a liberal arts college to a multipurpose university.

As the practitioner of intellectual history par excellence, Persons attracted a large following of undergraduates throughout his long career. Today a prize, named for him, is awarded annually for the best senior thesis in the History Department. Supervising the training of thirty-seven students and working closely with scores of others, Stow left an indelible impact on generations of graduate students. For those of us fortunate enough to count ourselves as one of his students, we encountered the most disciplined of minds. In that example, he taught us the meaning of rigorous research, keen analytical thinking, lucid exposition, and a passion in the pursuit of intellectual history. These were invaluable gifts. With his death, we reckon as never before how much Stow and those gifts have meant to our lives and careers.

His wife Dorothy Reuss Persons of Iowa City, his daughter Catherine Persons and his son-in-law Peter Rob of Nome, Alaska survive him. □

—Mary Kelley  
University of Michigan

## James Harvey Young

James Harvey Young, Candler Professor Emeritus at Emory University, died on July 29, 2006 at ninety years of age from complications following a stroke. Harvey was born in Brooklyn, NY, in 1915. He received his B.A. from Knox College in 1937. He received his M.A. and Ph.D. from the University of Illinois in 1938 and 1941 respectively where he studied with the distinguished Civil War historian James G. Randall.

In spite of the fact that his interests soon turned to the history of American medicine, he maintained a lifelong interest in Abraham Lincoln and Illinois history. His first and most famous book, *The Toadstool Millionaires: A Social History of Patent Medicines in America Before Federal Regulation* (1961) was widely respected as a serious and pathbreaking social history of patent medicines in the United States. The colorful newspaper ads that other scholars had amused themselves reading while pursuing more serious lines of historical inquiry, Harvey established as the focus of his first-rate study and the inspiration for the rest of his career. *Toadstool Millionaires* was reprinted and distributed in paperback by Consumer's Union and forty years later, became one of the first "classics" made available electronically on the World Wide Web. In 1967, he published a sequel, *The Medical Messiahs: A Social History of Health Quackery in Twentieth Century America*. A *New York Times* reviewer paid tribute at that time by noting that "a subject that in other hands had always been exploited as a joke or horror story" had been identified by him as a "social phenomenon of genuine, continuing importance in American life." A medical history review article concluded in 1979 that Harvey was perhaps "the most widely read and influential medical historian alive." He also published several edited books before finishing *Pure Food: Securing the Federal Food and Drugs Act of 1906* (1988), a comprehensive study of the enactment of the Progressive era's pioneering 1906 Pure Food and Drugs Act.

Harvey published nine books altogether and almost 150 articles or book chapters. He trained thirty-eight Ph.D. students, and when he retired in 1984, he had two honorary degrees, many fellowships and lectureships, and the highest awards in medical and pharmaceutical history. At Emory, his twentieth-century U.S. Social History course was the most popular course in the department. The first Arts and Sciences professor to receive the university's highest award for graduate teaching, he influenced the thinking—or attempted to do so—of several soon-to-be politicians including Newt Gingrich (R-Ga) and Max Cleland (D-Ga). As one of his students noted, "he had a fine mind, but an even temperament," and it was this quality, above all others that endeared him to his colleagues and his students. □

—Suzanne White Junod  
U.S. Food and Drug Administration

somebody else. Now, the same thing could be done, if a good team-taught course is developed, or if a good introductory course is developed. It seems to me the professional organizations should have an apparatus for people to exchange courses and to talk to each other on the Internet about courses, how to teach a course, and what teaching strategies worked and which ones did not. This we could do."

Mystery continues to plague the historical profession, but we have made great strides over the last few decades. Lerner remembers in the 1960s the "deep, deep mystery" of getting published, for instance, and her work as "one of the spies that found out how to do it." After which, she would "immediately send out mimeographs to everybody I knew," with any useful information she uncovered. But, she says, "The profession is in much better shape in democratic access to professional advancement." The expansion of teaching and public history panels at the OAH and other conventions suggests further progress, but, Lerner contends that this is "not enough—it has to be year round in some way."

When looking back at her career, Professor Lerner observed some of the revolutionary changes she witnessed. Women, she maintains, "have changed the tone of the profession in a very decisive way." No longer would an established scholar come to a convention "with his favorite male student" to find him a job instead of advertising the job, as was standard procedure until the late 1960s. "Women challenged the status quo. We set ourselves the goal right from the beginning of our forming a women's caucus and women's committees to put an end to this big boys' network, and it transformed and democratized the organization to the benefit of both men and women. This is a fact that's not often remembered. The next step was to insist the job interviews not take place in bedrooms. That was a revolutionary idea; it was considered quite shocking." People asked, "Why not? What's the matter with the women? Are they afraid? Answer: yes, and for good reason."

Lerner remains proud of her work with the OAH, as president and as a member of the executive board. And while she believes "very strongly in the role of the professional organizations," she also strongly believes that they need to "be advocates of the profession." The profession needs to do a better job of protecting historians and their labors. "Once in awhile we do, in setting standards on plagiarism or something like that, but we have not been strong advocates for the profession, because if we had been, the scandal of the undermining of the profession by the erosion of tenure and the substitution for tenured faculty, the outsourcing of knowledge with a secondary labor pool, wouldn't have happened. We have not been strong advocates."

Although retired, Gerda Lerner remains active in the profession. She spends her summers in Madison, Wisconsin and winters in Durham, North Carolina. She keeps up with the latest developments in the profession and clearly enjoys reflecting on both her career as well as the future of the profession. OAH is indeed fortunate to have had her as president a quarter-century ago and as an active member today. □

Lee Formwalt thanks OAH Newsletter Assistant Editor Chad Parker for his assistance in preparing this article.



# 2007 OAH Election ■ Candidates for Office

Each fall, individual members of the Organization of American Historians cast their ballots for the annual OAH election using the slate of candidates prepared by the OAH Nominating Board.

As outlined in Article V of the OAH Constitution <<http://www.oah.org/about/>>, candidates receiving the highest number of votes then serve a three-year term in office. Election results are reported at the annual business meeting.

After reviewing the candidates for office below, please cast your vote either online or on paper (see page 27 for voting options and instructions).

## President-Elect

**Pete Daniel.** Curator, Division of Work and Industry, National Museum of American History, Smithsonian Institution. **Education:** Ph.D., University of Maryland, 1970; M.A., Wake Forest University, 1962. **Grants, Fellowships, Honors, and Awards:** National Endowment for the Humanities Fellowship for independent research and study, 1978-1979; Woodrow Wilson International Center for Scholars Fellowship, 1981-1982; Regent's Fellowship, Smithsonian Institution, 1994; Charles S. Sydnor Prize, Southern Historical Association, 1986; Elliott Rudwick Prize, Organization of American Historians, 2001. **Professional Affiliations:** OAH: Executive Board, 1987-1990; Search Committee for Executive Secretary, 1990-1991; Southern Historical Association: Executive Committee, 1989-1992, 2001-2004; Program Committee, 1993; National Coordinating Committee representative, 1993-1994; Nominating Committee, 1999; Executive Committee, 2002-2005; Vice President, 2004-2005; President, 2005-2006; American Historical Association: Nominating Committee, 1990-1993; Search Committee for Executive Director, 1994; The Agricultural History Society: Nominating Committee, 1988-1991; President, 1993-1994; *American Quarterly*: Board of Managing Editors, 1997-2000. **Publications, Museum Exhibits, and Other Projects:** *Toxic Drift: Pesticides and Health in the Post-World War II South* (2005); *Lost Revolutions: The South in the 1950s* (2000); *Breaking the Land: The Transformation of Cotton, Tobacco, and Rice Cultures since 1880* (1985); *Official Images: New Deal Photography*, National Museum of American History, 1987; *Rock 'n' Soul: Social Crossroads*, Rock 'n' Soul Museum, Memphis, Tennessee, 2000. **Personal Statement:** I have spent my career both in universities and in the Smithsonian's National Museum of American History and appreciate the complex interrelationship between the academy and public history. While I have been free to publish my own work, I have seen firsthand the challenges of presenting controversial ideas in a public history setting. The intellectual chill following the Smithsonian's *Enola Gay* crisis at the National Air and Space Museum is a glaring example. In addition, reliance upon private funding for exhibits has narrowed the spectrum of topics, as donors are wary of controversy. Exhibits and public programs seldom stray beyond conventional wisdom and avoid important scholarship of the last quarter century. These issues involve not only scholars but also curators, teachers, and public historians. History, after all, is not an agreed upon text but a swirl of scholarly ideas that energizes students, museum and park visitors, and the public at large. I strongly support OAH's initiatives to reach out more aggressively to community college faculties, secondary teachers, and public historians. I will stress cooperation as well as an aggressive exchange of

ideas among academic scholars, community college faculty, secondary teachers, and public historians. ♦

## Executive Board Candidates Pair One

**Waldo E. Martin Jr.** Professor of History, University of California, Berkeley. **Education:** Ph.D., University of California, Berkeley, 1980; M.A., Berkeley, 1975; B.A., Duke University, 1973. **Grants, Fellowships, Honors, and Awards:** Distinguished Visiting Scholar, Washington University, St. Louis, spring 2005; Simkins Lecturer, Longwood University, spring 2004; Fellow, Center for Advanced Study in the Behavioral Sciences, Stanford, CA, 2002-2003; Nathan I. Huggins Lecturer, Harvard University, December 2001. **Professional Affiliations:** OAH: Lectureship Program, 1993-present; Cochair, Convention Local Resource Committee, 2005; Program Committee, 2003; Southern Historical Association: Chair, Membership Committee, 2006-2007; Chair, Nominating Committee, 2002; Member: AHA, Association for the Study of African American Life and History (ASALH), American Studies Association (ASA). **Publications, Museum Exhibits, and Other Projects:** *No Coward Soldiers: Black Cultural Politics in Postwar America* (2005); "'Stretching Out': Living and Remembering Brown," in *From the Grassroots to the Supreme Court*, ed. Peter Lau (2004); "In Search of Booker T. Washington: *Up From Slavery*, History, and Legend," in *Booker T. Washington and Black Progress: "Up From Slavery" 100 Years Later*, ed. Fitzhugh Brundage (2003); *Brown v. Board of Education: A Brief History With Documents* (1998); *The Mind of Frederick Douglass* (1985). **Personal Statement:** Having served the OAH and a number of professional organizations in a variety of leadership and service capacities, I am well aware of the contemporary challenges and opportunities confronting U.S. historians both collectively and individually. If elected, I will work collaboratively and diligently to meet those challenges head-on and to promote those opportunities, all in the spirit of advancing the best interests of the OAH, its membership, and related constituencies. ♦

**Philip J. Deloria.** Professor, Department of History and Program in American Culture, University of Michigan; Director, Program in American Culture. **Education:** Ph.D., Yale University, American Studies, 1994; M.A., University of Colorado, Mass Communications, 1988; B.M.E., University of Colorado, Music Education, 1982. **Grants, Fellowships, Honors, and Awards:** National Endowment for the Humanities Fellowship, 1999; Gustavus Myers Outstanding Book Award, Gustavus Myers Program for the Study of Bigotry and Human Rights in North America, 1999. **Professional Affiliations:** OAH: Editorial Board, *Journal of American History*, 2002-2005; Program Committee, 1999 and 2007; Ray Allen Billington Prize Committee, 2001; Lectureship Program, 1998-present; American Studies Association: National Council and Executive Committee, 2005-2008; American Historical Association: Committee on Minority Historians, 1999-2002; Sara Jackson Prize Committee, 1996-1998. **Publications, Museum Exhibits, and Other Projects:** *Indians in Unexpected Places* (2004); with Neal Salisbury, eds., *A Companion to Native American History* (2002); *Playing Indian* (1998); "American Indians and American (Indian) Studies," *American Quarterly* (2003); "Thinking Self and Subject in a Family Way," *Journal of American History* (2002). **Personal Statement:** A professional organization is many things: an annual meeting and a scholarly journal; a structure for lobbying, networking, and fundraising; a site for debating and declaring directions and positions; a bud-

get spreadsheet. Over the last decade, I have—often to my surprise—developed competencies in each of these areas as I've served on program committees, editorial boards, and national councils and, during the last three years, headed a demanding academic unit. The OAH has confronted challenges of its own during this time, particularly in relation to the annual conference and the financial difficulties ensuing from contracts and our collective positions. There are no easy answers to these kinds of problems, and I do not claim to have any magical solutions. I simply promise that, if elected to the board, I will do my best to bring my experience and creativity to bear on the effective stewardship of the organization. ♦

## Pair Two

**Neal Salisbury.** Professor of History, Smith College. **Education:** Ph.D., University of California, Los Angeles, 1972; M.A., University of California, Los Angeles, 1966; B.A., University of California, Los Angeles, 1963. **Grants, Fellowships, Honors, and Awards:** American Council of Learned Societies: Fellow, 2000-2001; American Antiquarian Society: Fellow, 1995-1996; National Humanities Center: Fellow, 1991-1992; National Endowment for the Humanities: Fellow, 1984-1985; Newberry Library: Fellow, 1977-1978. **Professional Affiliations:** OAH: Membership Committee, 1993-1998; Program Committee, 2000; Lectureship Program, 2005-2007; American Society for Ethnohistory: President, 1998-1999; Executive Board, 1981-1983, 1997-2000; Omohundro Institute for Early American History and Culture: Council, 2005-2007; Program Committee Cochair, 2004; American Antiquarian Society (elected); American Historical Association. **Publications, Museum Exhibits, and Other Projects:** *Manitou and Providence: Indians, Europeans, and the Making of New England, 1500-1643* (1982); *The Sovereignty and Goodness of God by Mary Rowlandson* (1997); with Philip J. Deloria, eds., *A Companion to American Indian History* (2002); with R. David Edmunds and Frederick E. Hoxie, *The People: A History of Native America* (2007); with Paul S. Boyer, et. al., *The Enduring Vision: A History of the American People* (2008). **Personal Statement:** OAH must continue enhancing its financial condition, adapting to publication and communication in an electronic world, and working to ensure the preservation, responsible management, and accessibility of archival sources. We must also respond to challenges arising from the nation's degraded political condition. For example, the recently enacted Florida Education Omnibus Bill decrees that in the state's K-12 classrooms, "American history shall be viewed as factual, not constructed [*sic*], shall be viewed as knowable, teachable, and testable, and shall be defined as the creation of a new nation based largely on the universal principles stated in the Declaration of Independence." The OAH must join with concerned teachers, parents, students, and others in resisting such attempts to impose a rigidly orthodox, non-debatable construction of history on students at all levels. We must communicate to the public the primacy of critical inquiry and debate as fundamental components of democratic education and citizenship. ♦

**Martha A. Sandweiss.** Professor of American Studies and History, Amherst College. **Education:** Ph.D., Yale University, 1985; M.Phil., Yale University, 1979; M.A., Yale University, 1977; B.A., Harvard University, 1975. **Grants, Fellowships, Honors, and Awards:** Ray Allen Billington Prize, OAH, 2003; Beinecke Senior Research Fellowship, Yale University, 2004-2005; National Endowment for the Humanities Resident Fellowship, School of American Re-



search, 2000-2001; American Council of Learned Societies Fellowship, 1996-1997; Caughey Western History Association Prize, Western History Association, 1995. **Professional Affiliations:** OAH: Cochair, Program Committee, 2005; Western History Association: Nominating Committee, 1987-1989; Editorial Board, *Western Historical Quarterly*, 1989-1992; Council, 1995-1998; Joan Patterson Kerr Award Committee, 2001; Billington Award Committee, 2001-2003; School of American Research: Fellowships Panel, 2003; Presidential Academic Advisory Committee, 2005-present; Center for American Places: Board of Directors, 2003-present. **Publications, Museum Exhibits, and Other Projects:** *Print the Legend: Photography and the American West* (2002); with Clyde A. Milner and Carol O'Connor, eds., *The Oxford History of the American West* (1994); ed., *Photography in Nineteenth-Century America* (1991); with Rick Stewart and Ben Huseman, *Eyewitness to War: Prints and Daguerreotypes of the Mexican War* (1989); *Laura Gilpin: An Enduring Grace* (1986). **Personal Statement:** Trained as a historian at a large research university, I worked as a museum curator and director for ten years before becoming a professor at a liberal arts college. My background gives me a particular interest in the OAH as an organization that facilitates exchange among historians practicing in a broad range of venues, and my experience as cochair of the 2005 annual meeting leaves me particularly aware of the diversity of the group's membership. As someone who works closely with art historians, museum curators, American Studies scholars, and anthropologists, I value the OAH as an organization that supports the practice and study of American history in the very broadest sense. And, I am mindful that even as the organization provides important support for graduate students and the employees of large universities, it offers a critical community of peers and a valuable intellectual forum for those of us working in small institutions. ♦

### Pair Three

**Ron F. Briley.** Assistant Headmaster, Sandia Preparatory School, Albuquerque, New Mexico. **Education:** ABD, University of New Mexico, 1976; M.A., West Texas State University, 1972; B.S., West Texas State University, 1970. **Grants, Fellowships, Honors, and Awards:** OAH Mary K. Bonsteel Tachau Precollegiate Teaching Award, 1997; The United States-Eurasia Award for Excellence in Teaching (Azerbaijan), 2003; Fulbright Memorial Fund (Japan), 2000; Excellence in Teaching Award by the Golden Apple Foundation of New Mexico, 1996; Eugene Asher Distinguished Teaching Award, American Historical Association and Society for History Education, 1995. **Professional Affiliations:** OAH: Centennial Committee, 2004-2007; Erik Barnouw Award Committee, 2004-2007; American Historical Association: Membership Committee, 1995-1997; Teaching Division, 1997-2000; American Studies Association: Secondary Education Committee, 2003-2005; Society for History Education: Member of Advisory Board, 1999-present; National Council for History Education: State Contact Person for New Mexico, 1996-2000. **Publications, Museum Exhibits, and Other Projects:** Ed., "Sports in Film, Television, and History," *Film & History* (2005); "Working Long Into the Night: Improving Education and Searching for Social Mobility in Post-Soviet Azerbaijan," *Passport: The Newsletter of the Society for Historians of American Foreign Relations* (August 2004); *Class at Bat, Gender on Deck, and Race in the Hole: A Line-Up of Essays of Twentieth-Century Culture and America's Game* (2003); with Robert Toplin, eds., "Film and History," *OAH Magazine of History*, (Summer 2002); "The Sun Comes Out Tomorrow: Hollywood's Depiction

of Franklin D. Roosevelt and New Deal, from *Gabriel Over the White House to Annie*," and "Don't Let Hitler (or the Depression) Kill Baseball," in *Franklin Roosevelt and the Shaping of American Political Culture*, eds. Nancy Beck Young, William D. Pederson, and Byron W. Daynes (2001). **Personal Statement:** It is, indeed, an honor to be nominated for the OAH Executive Board, and the OAH is to be commended for creating a board position representing the interests of teachers and the schools. During my thirty years as an OAH member, the organization has grown in diversity, and if the members select me for this post, I will do my best and work hard to continue this process. The OAH has cooperated with schools and teachers in the Teaching American History grants, but we must examine how to maintain this momentum if TAH funding should expire. Also, the organization should continue to expand support for community college teachers. History should extend beyond the narrow confines of the classroom walls, with the OAH taking an active role in the promotion of public history. I would welcome this opportunity to serve all the members of the OAH. ♦

**Kimberly L. Ibach.** Director, American History Cowboy Coalition, Department of Curriculum and Instruction, Natrona County School District One, Casper, WY. **Education:** M.A.T., American History, University of Wyoming, 1999; B.A., Secondary Social Science/Education, University of Northern Colorado, 1991. **Grants, Fellowships, Honors, and Awards:** Mary K. Bonsteel Tachau Teaching Award, OAH, 2003; Teaching American History Grant, 2004-2007; Educational Testing Services, Advanced Placement, United States History Reader, San Antonio, Texas, 2003-2005; National History Day Teacher of Merit Award, national finalist, 2003; Ellbogen Excellence in Teaching Award, 2001. **Professional Affiliations:** OAH: Consultant to OAH Leadership, 2005; Education Associations (NCEA, WEA, and NEA): Building Representative, 1996-1999 and 2005-present; Executive Board, 2005-present; McGrath trainer, 2004-present; Curriculum and Instruction Issues Chair, 2005-present; National Council for the Social Studies: Interim President of the Wyoming Council for the Social Studies/NCSS, 2005-present; Association for Supervision and Curriculum and Development, 2004-present. **Publications, Museum Exhibits, and Other Projects:** With William H. Moore, "The Emerging Civil Rights Movement: The 1957 Wyoming Public Accommodations Statute as a Case Study," *Annals of Wyoming* (Winter 2001); Rights and Responsibilities—"It is My Charge": The Impact of a National History Day Summer Institute on Teaching the Civil Rights Movement, OAH annual convention, spring 2003; National History Day, Report to the Natrona County Historical Society, 2002-2004. **Personal Statement:** Participating in the continued growth of the OAH to enhance the practice of history excites me. I am continually reminded there are so many people with important contributions that bring history alive for the public. My expertise lies with my ability to listen to and bring together students, educators, and historians in order to strengthen our profession. As a mentor teacher, coordinator for social studies vertical articulation, History Day coordinator, and TAH grant author/director, I use these skills daily. Articulating concerns with educators on all levels with respect to history education is a passion of mine that culminates in collaboratively solving challenges and creating results. One complicated aspect of our profession is that it includes so many varying views and opinions. Through open discussions, OAH members wrestle with a diversity of information. Continu-

ing the dialog with kindergarten through collegiate educators and historians provides a challenge that highly interests me and currently parallels my work in Wyoming. ♦

### Nominating Board Candidates Pair One

**Barbara Dianne Savage.** Geraldine R. Segal Professor of American Social Thought and Professor of History, University of Pennsylvania. **Education:** Ph.D., Yale University, 1995; J.D., Georgetown University, 1977; B.A., University of Virginia, 1974. **Grants, Fellowships, Honors, and Awards:** Herbert Hoover Book Award, Hoover Presidential Library Association, 1999; Fellowship, Radcliffe Institute for Advance Study, Harvard University, 2004-2005; Scholar-in-Residence, Schomburg Center for the Study of Black Culture, New York Public Library, fall 2001; Fellowship, Center for the Study of Religion, Princeton University, 1999; Smithsonian Institution Post-Doctoral Fellowship, 1996-1997. **Professional Affiliations:** American Studies Association: National Council, 2000-2003; Southern Historical Association: Program Committee, 2003; Berkshires Women's Studies Conference: Program Committee, 2002; Book Prize Committees: Lora Romero Prize Committee, American Studies Association, 2002; Frederick Jackson Turner Prize Committee, Organization of American Historians, 2000; Julia Cherry Spruill Prize Committee, Southern Association for Women Historians, 1999. **Publications, Museum Exhibits, and Other Projects:** *Broadcasting Freedom: Radio, War, and the Politics of Race, 1938-1948* (1999); with R. Marie Griffith, eds., *Women and Religion in the African Diaspora* (2006); "W.E.B. Du Bois and 'the Negro Church,'" *The Annals of the American Academy of Political and Social Science* (March, 2000); "Biblical and Historical Imperatives: Toward a History of Ideas about the Political Role of Black Churches," in *African Americans and the Bible*, ed. Vincent L. Wimbush (2000); "Carter G. Woodson and the Struggle for a 'United Black Church,'" *The A.M.E. Church Review* (fall 2000). **Personal Statement:** If chosen to serve on the Nominating Board, I will work to encourage greater participation from a diverse cross-section of OAH members in the activities and governance of the association. ♦

**Kimberley L. Phillips.** Frances L. and Edwin L. Cummings Associate Professor of History and American Studies, College of William and Mary. **Education:** Ph.D., Yale University, 1992; M.A., Yale University, 1987; B.A., University of California, San Diego, 1982. **Grants, Fellowships, Honors, and Awards:** Fellow, Charles Warren Center for American History, Harvard University, 2006-2007; Faculty Research Award, Wellesley College, 2003-2004; Richard L. Wentworth Prize in American History, University of Illinois Press, 1999. **Professional Affiliations:** OAH; American Historical Association; American Studies Association; SHGAPE; LAWCHA. **Publications, Museum Exhibits, and Other Projects:** Primary Investigator, "Desegregation of Lewis Mountain, Shenandoah National Park," National Park Service, 2006-2008; "Keeping a Record of Life: Women, Art, and War," *OAH Magazine of History* (March 2005); with Daniel Bender, eds., *Culture, Labor, and History*, New York University Press, (2004-present); with Hermine D. Pinson, Lorenzo Thomas, and Hanna D. Wallinger, eds., introduction with Hermine D. Pinson, *Critical Voicings of Black Liberation: Resistance and Representations in the Americas* (2003); *AlabamaNorth: African-American Migrants, Community, and Working-Class Activism, Cleveland, 1915-1945* (1999). **Personal Statement:** My scholarship, teaching, and community-based history interests in African American, U.S.,



# 2007 OAH Election ■ Candidates for Office

and women's cultural and labor history have introduced me to diverse audiences, including K-12 teachers, public historians, National Park Service historians, and museum curators interested in U.S. history. The OAH remains vital because it joins these diverse audiences for its regional and national conferences and reaches them through a variety of publications and services. I will bring both my interests and contacts inside and outside the academy to the Nominating Board, and I will help fulfill the OAH mission to reach and sustain its members who study and teach American history. I hope to help the OAH continue to expand its inclusion of scholars, archivists, and secondary educators working outside the U.S. ♦

## Pair Two

**Christine Leigh Heyrman.** Distinguished Professor of History, University of Delaware. **Education:** Ph.D., Yale University, 1977; B.A., Macalester College, 1971; **Grants, Fellowships, Honors, and Awards:** Bancroft Prize, 1998; Notable Book of *The New York Times*, 1997; John Simon Guggenheim Memorial Foundation Fellowship, 1993-1994; American Council of Learned Societies Fellowship, 1993-1994; National Humanities Center (NHC) Fellowship, 1985-1986. **Publications, Museum Exhibits, and Other Projects:** *Southern Cross: The Beginnings of the Bible Belt* (1997); with James West Davidson, et. al., *Nation of Nations: A Narrative History of the American Republics* (2005); *Commerce and Culture: The Maritime Communities of Colonial Massachusetts, 1690-1750* (1984); "Spectres of Subversion, Societies of Friends: Dissent and the Devil in Provincial Essex Coun-

ty, Massachusetts," in *Saints and Revolutionaries: Essays in Honor of Edmund S. Morgan*, ed. David D. Hall, John M. Murrin, and Thad Tate (1983); "The Fashion Among More Superior People: Charity and Social Change in Provincial New England, 1700-1740," *American Quarterly* (1982). **Professional Affiliations:** OAH: Binkley-Stephenson Award Committee, 1996-1999; Member, Editorial Board, *Journal of American History*, 1989-1992; National Humanities Center: Fellowship Selection Committee, 2005-2006; Contributing Scholar and Design Team Member for TeachServe's "Living the Revolution: The Early American Republic," a website sponsored by the NHC, 2002-present; Society of American Historians: Executive Board, 2005-present; Chair, James Fenimore Cooper Prize Committee, 2000-2001. **Personal Statement:** The Organization of American Historians should increase its efforts to encourage collaborations between college/university history faculty and history teachers at the secondary level. ♦

**Jon Gjorde.** Professor, Department of History, Interim Dean of Social Sciences, University of California, Berkeley. **Education:** Ph.D., University of Minnesota, 1982; M.A., University of Minnesota, 1978; B.A., University of Northern Iowa, 1975. **Grants, Fellowships, Honors, and Awards:** Chair of Board of Editors, Statue of Liberty-Ellis Island Centennial Series, University of Illinois Press, 1999-present; Fellow, Center for the Teaching and Study of American Cultures, University of California, Berkeley, 1996 and 1998; Theodore Saloutos Memorial Book Award, Agricultural History Society, 1998; Theodore Saloutos Memorial Book Award, Immigration History Society, 1986 and 1998. **Professional Affiliations:** OAH; AHA; Immigration and Ethnic History Society: Executive Board, 1994-1997; Norwegian American Historical Association: Board of Editors, 1993-present; California History-Social Science Project: Co-director, Berkeley site, 1997-2001. **Publications, Museum Exhibits, and Other Projects:** With Elizabeth Cobbs Hoffman, *Major Problems in American History* (2006); with Peter Franson, "Still the Inwardly Beautiful Bride of Christ: The Development of Lutheranism in the United States," in *Luther zwischen den Kulturen*, ed. Hans Medick and Per Schmidt (2004); *Major Problems in American Immigration and Ethnic History* (1998); *The Minds of the West: The Ethnocultural Evolution of the Rural Middle West, 1830-1917* (1997); *From Peasants to Farmers: The Migration from Balestrand, Norway to the Upper Middle West* (1985). **Personal Statement:** In these troubled times, the OAH faces an enormous range of challenges. Its members, for example, must remain vigilant in protecting academic freedom in all arenas of American life, and they should promote a critical reading and learning of American history at all levels of instruction. In my view, a member of the nominating committee should suggest people who are mindful of these complexities, who have a demonstrated record of excellence in their arena of the profession, and who are representative of the varied perspectives and activities that stimulate our profession. ♦

## Pair Three

**Kenneth G. Alfors.** Professor of History, Mountain View College. **Education:** Ph.D., George Washington University, 1975; M.Ph., George Washington University, 1971; M.A., Creighton University, 1968; B.A., Creighton University, 1966. **Grants, Fellowships, Honors, and Awards:** Piper Professor (State of Texas), 2005; Lifetime Achievement Award in Distance Learning, Instructional Technology Council, 2005; Aurora Award-Platinum, "Best of Show," Educational Video, 2002; Alumni Merit Award, Gradu-

ate School, Creighton University, 1994; The Excellence in Teaching Award, Dallas Community College District, 1983. **Professional Affiliations:** OAH: Committee on Community Colleges, 2001-2005; Texas Community College Teachers Association; Dallas Community College Faculty Association: President, 2002-2003; Mountain View College Faculty Association: President, 1973-1974, 1976-1978, 1987-1989, 2001-2003. **Publications, Museum Exhibits, and Other Projects:** Twenty-six, thirty-minute video programs: *Transforming America* (2005) and *Shaping America* (2001); *Telecourse Guide for Transforming America* (2005); *Telecourse Guide for Shaping America*, (2001, 2005); *Law and Order in the Nation's Capital: A History of the Washington Police, 1800-1886* (1976). **Personal Statement:** As a lifelong member of the OAH, I have always supported the goals of this organization. My recent service on the Committee on Community Colleges was time well spent, and now, if chosen, I am willing to serve on the Nominating Board. In addition, my involvement with documentary history video productions has brought me in contact with hundreds of American historians. That unique experience, along with my career as a community college teacher, enables me to bring a perspective that I believe would be helpful to the board. ♦

**Amy J. Kinsel.** History Instructor, Shoreline Community College. **Education:** Ph.D., Cornell University, 1992; M.A., Cornell University, 1985; B.A., University of Puget Sound, 1982. **Grants, Fellowships, Honors, and Awards:** Allan Nevins Prize of the Society of American Historians, 1993; Gertrude A. Gilmore Graduate Fellowship, Cornell University Department of History, 1986-1987; Ronald F. Lee Research Fellowship, Eastern National Park and Monument Association, 1985-1986; Martin M. McVoy Trust Fellowship, Cornell University Graduate School, 1984-1985; Newton C. Farr Graduate Fellowship, Cornell University Department of History, 1982-1983. **Professional Affiliations:** OAH: Chair, Joint OAH/AHA Committee on Part-Time and Adjunct Employment, 2004-present; AHA: Joint OAH/AHA Committee on Part-Time and Adjunct Employment, 2003-2006; H-Net: Editor, H-Adjunct, 2005-present; Lincoln and Soldiers Institute, Gettysburg College: Advisory Council for the Lincoln Prize, 1997-present; National Coalition of Independent Scholars: Elected Treasurer, Board of Directors, 2002-2004. **Publications, Museum Exhibits, and Other Projects:** "American Identity, National Reconciliation, and the Memory of the Civil War," *Proteus, A Journal of Ideas* (2000); "From Turning Point to Peace Memorial: A Cultural Legacy," in *The Gettysburg Nobody Knows*, ed. Gabor S. Boritt (1997). **Personal Statement:** I believe it is important for members of the OAH Nominating Board to represent all areas of the historical profession. Since receiving my Ph.D., I have worked as an independent historian, a part-time history instructor, and a tenure-track faculty member at a community college. As a result, I have worked on some of the most important issues the OAH is concerned about today, including restricted access to research facilities and online databases for independent, part-time, and community college scholars; the growing reliance on and exploitation of part-time and adjunct history instructors at all institutions; and the introduction at community colleges of outcomes-based history curricula tied to state educational mandates. As a member of the OAH Nominating Board, I will seek to nominate candidates for OAH committees who represent historians who pursue research as independent scholars, serve as adjunct and part-time faculty at colleges and universities, and teach at community colleges. ♦

## WHITEHOUSE

FELLOWSHIP IN PRECOLLEGIATE EDUCATION

### Call for Proposals

The White House Historical Association and the Organization of American Historians seek proposals for research projects focusing on the roles of the White House as home, workplace, museum, structure, and symbol. Teachers and scholars whose research enhances understanding of how the White House functions in its many capacities, and of life and work at all levels within the walls of the president's house, are encouraged to apply. Awards are \$2,000/month, for one to six months. Applications for the 2007 award must be received by December 1, 2006.

Apply and view recent project samples at:  
[www.oah.org/activities/awards](http://www.oah.org/activities/awards)





# Official Ballot

## 2007 OAH Election

**We encourage OAH members to vote electronically.** Please point your web browser to <<http://www.oah.org/members/vote/>> and provide your OAH ID number to begin. If you do not have easy access to the Internet, you may vote using this ballot. Ballots must be postmarked no later than **Friday, February 16, 2007. Photocopies of this ballot will not be accepted. Only current individual OAH members are eligible to vote.**

### OAH I.D. Number

If you choose to vote using this paper ballot, we must have your OAH ID to prevent duplicate voting. (Your ID number is located above your name on the mailing panel of this issue. The ID number is in the MIDDLE of the line that looks like: "NL-12345-mm/dd/yyyy" In this example, your ID number would be "12345".)

Your OAH ID Number: \_\_\_\_\_

### President (one-year term)

☐ NELL IRVIN PAINTER

### President-Elect (one-year term)

☐ PETE DANIEL

### Executive Board (three-year term)

Please vote for three (3) candidates, one from each pair.

☐ WALDO E. MARTIN, JR.

☐ PHILIP J. DELORIA

☐ NEAL SALISBURY

☐ MARTHA A. SANDWEISS

☐ RON F. BRILEY

☐ KIMBERLY L. IBACH

### Nominating Board (three-year term)

Please vote for three (3) candidates, one from each pair.

☐ BARBARA DIANNE SAVAGE

☐ KIMBERLEY L. PHILLIPS

☐ CHRISTINE LEIGH HEYRMAN

☐ JON GJERDE

☐ KENNETH G. ALFERS

☐ AMY J. KINSEL

### Nominations

Who gets nominated for positions in the Organization of American Historians? A key role, you should know, is exercised by those members who take the time to offer their recommendations to the Nominating Board. But the Nominating Board does not receive a substantial number of recommendations. Please list the names and the institutional affiliations of individual nominees below and attach a brief c.v. or statement describing their qualifications. Your suggestions **do** make a difference!

	President-Elect	Nominating Board	Executive Board
Nominee/Affiliation			
Nominee/Affiliation			
Nominee/Affiliation			
Your Name (optional)			

Please mail completed ballots and your nominations to the OAH office: P.O. Box 5457, Bloomington IN 47407-5457.

Ballots must be postmarked no later than **Friday, February 16, 2007.**

Vote online at <<http://www.oah.org/members/vote/>>

## 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](mailto: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 site: <<http://www.oah.org/>>

### California State University, Sacramento

Early American History. The History Department at California State University, Sacramento invites applications for a probationary, tenure-track Assistant Professor in the history of Early America to begin Fall 2007. Candidates must be qualified to teach courses in colonial, revolutionary, and early American history. Applicants with teaching and research interests in the Atlantic World, empires in America, indigenous peoples, race, slavery, religion, or constitutional history are particularly encouraged to apply. Interest and ability to teach courses and advise students in the teacher training program is preferred. The successful candidate will engage in scholarly activities, supervise undergraduate and graduate research, advise History majors and pre-credential students, serve

on department, college and university committees, and perform community service. The Ph.D. in History must be completed by August 15, 2007. Review of applications will begin December 1, 2006; position open until filled. CSUS is an Affirmative Action/Equal Opportunity employer. Send vita, graduate transcripts (unofficial accepted), three (3) letters of recommendation, statement of interest in teaching and research, sample syllabi and teaching evaluations (if available) to: Chair, Early America Search Committee, Department of History, California State University, Sacramento, 6000 J Street, Sacramento, CA 95819-6059.

### University of North Carolina

POSTDOCTORAL FELLOWSHIPS IN SOUTHERN STUDIES. The UNC Center for the Study of the American South invites applications for two one-year postdoctoral fellowships in the history, culture, or society of the American South, to begin July 1, 2007. The awards support two outstanding junior scholars in the revision of book-length manuscripts for publication in fields related to the South, broadly construed to include the states of the former Confederacy and adjoining areas. Applications are welcome from any field, but projects are especially welcome that draw on the special collections of the UNC-CH Library or other research collections of the Triangle area, or explicitly engage issues of southern regional identity or distinctive ness. SUPPORT: Each Fellowship provides a salary of \$40,000, plus health insurance and \$3,000 in research and travel funds. Fellows may arrange to teach no more than one course at UNC during the fellowship term. REQUIREMENTS: Ap-

plicants must have received the Ph.D. prior to the beginning of the fellowship year and no more than four years before the year begins. Scholars who have received tenure, published a previous scholarly book, or signed a book publication contract are not be eligible. PUBLICATION: Fellows are encouraged to submit their manuscripts to UNC Press. Acceptance is contingent on peer review and the editors' discretion. Manuscripts are subject to UNC Press's editorial processes. APPLICATIONS: Applications are due December 31, 2006 and consist of a cover sheet (available at [www.unc.edu/depts/csas/](http://www.unc.edu/depts/csas/)), curriculum vitae, three letters of recommendation, a three- to five-page description of the project, including a comprehensive plan for revision of an existing manuscript, and a sample of writing from the project of no more than thirty pages. Following selection, each Fellow must submit a hard copy of the dissertation or existing manuscript. SEND APPLICATIONS TO: Postdoctoral Fellowships in Southern Studies, The Center for the Study of the American South, 411 Hamilton Hall, CB# 9127, UNC-CH, Chapel Hill, NC 27599-9127. For more information, call (919) 962-5665, or visit [www.unc.edu/depts/csas/](http://www.unc.edu/depts/csas/).

For the latest job listings, activities of members, announcements for calls for papers, awards, grants and fellowship opportunities, visit the OAH online at <<http://www.oah.org/announce/>>.



## Teachers, apply for a travel grant to attend the 2007 OAH Annual Meeting

Thanks to the generous support of the Gilder Lehrman Institute of American History, the Organization of American Historians is offering travel grants for precollegiate history teachers to attend the 2007 OAH Annual Meeting, March 29 to April 1. The annual meeting affords a unique opportunity for teachers to enhance their professional development in U.S. history by attending sessions specifically geared to classroom teaching, as well as scholarly research and public history. Grants are for travel-related expenses, and teachers who have not yet attended an OAH annual meeting will be given preference. **Information and application are available at:** [www.oah.org/meetings/2007](http://www.oah.org/meetings/2007).



Minneapolis  
MINNESOTA



## OAH Newsletter

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[www.oah.org/lectures](http://www.oah.org/lectures) contains a complete list of participating speakers as well as information on scheduled lectures. Visit today!

E-mail [lectures@oah.org](mailto:lectures@oah.org) or call 812-855-7311 for more information.

[www.oah.org/lectures](http://www.oah.org/lectures)

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

APPLY OR NOMINATE SOMEONE FOR 2007

## OAH AWARDS AND PRIZES

The Organization of American Historians sponsors or cosponsors more than 20 awards, prizes, grants, and fellowships given in recognition of scholarly and professional achievements in the field of American history. The awards and prizes are presented during a special awards ceremony along with the presidential address at the OAH annual meeting. Most deadlines are October 1 or December 1, 2006.

For descriptions, application instructions, and guidelines, visit: [www.oah.org/activities/awards](http://www.oah.org/activities/awards)

