

Newsletter

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Acceptable Bounds of Academic Discourse

Robert Shaffer

One of the most striking statements in Alan Greenspan's recently published memoirs is that he is "saddened that it is politically inconvenient to acknowledge what everyone knows: the Iraq war is largely about oil" (1). The passage is significant for historians and other scholars, of course, in legitimating a discussion of the economic motives of U.S. interactions with the world; after all, if the longtime chair of the Federal Reserve admits that control over resources is a key motive of the present war, we might certainly pursue such an analysis in our research and teaching, on this and other conflicts, past and present.

One person who probably did not welcome Greenspan's frank statement, however, is David Horowitz, the erstwhile radical turned conservative critic of the academy. In his 2006 book, *The Professors: The 101 Most Dangerous Academics in America*, Horowitz unleashes a raft of criticisms against a wide range of scholars, but one of his recurring themes is that an attempt to ascribe economic motives to U.S. actions in Iraq, or to suggest an interpretation of history based on greed or the needs of capitalism, is simply out of bounds for a scholar. Thus, Horowitz finds unacceptable Joel Beinin, a former president of the Middle East Studies Association, in part for insisting that the U.S. went to war in Iraq "to make and unmake regimes and guarantee access to oil." More broadly, Horowitz excoriates Howard Zinn for his widely circulated book, *A People's History of the United States*, in which "greed is the explanation for every major historical event" (2).

See **SHAFFER** / 11 ►

The OAH Centennial

One Hundred Years of History Teaching

Ron Briley

Teaching is sometimes perceived as the neglected stepchild of a historical profession focused on research and scholarship. This perception, however, was certainly challenged by the session on teaching sponsored by the Centennial Committee of the OAH at the 2007 Minneapolis convention. Five presenters from various walks of the historical profession chronicled the expanding role that teaching and outreach play within the OAH, but the audience was most energized by the concluding commentary presented by former OAH president Leon Litwack. While acknowledging that the OAH is to be congratulated for increasing its commitment to teaching in both the schools and colleges, Litwack, nevertheless, challenged the organization and its members to assume a more active role in addressing the savage inequality present within America's public schools. Based on audience reaction, Litwack clearly struck a nerve with those in attendance, many of whom teach history in the nation's schools.

The session began with introductory comments by another former OAH president, Gary B. Nash. Nash praised the OAH for its support of the National History Standards project which was attacked by Lynne Cheney of the National Endowment for the Humanities for ostensibly abandoning more traditional political and diplomatic topics while promoting a more diverse American history focusing on race, class, and gender.

After Nash's brief opening remarks, I presented an overview of the role of teaching in the Mississippi Valley Historical Association (MVHA). Teaching was not a major

priority in the early years of the MVHA as social studies replaced history in the school curriculum following the First World War. In the late 1930s, however, the association launched a new initiative in history education by instituting a Teacher's Section in the *Mississippi Valley Historical Review* (MVHR). The wartime idealism of the MVHA regarding its obligations to history education, nevertheless, could not be sustained in the postwar period. In 1947, the MVHA executive committee appointed a subcommittee, chaired by Thomas D. Clark, to study the relationship of the association to the teaching of history. The subcommittee concluded that the core of the MVHA consisted of research-oriented scholars, while the secondary school teaching profession was "neither research-oriented nor stable as a long-range professional organization." The Teacher's Section of the MVHR was dropped in 1949, and in his 1953 MVHA presidential address, James L. Sellers concluded that the organization's endeavors to attract public school teachers of history was unsuccessful. But the reconstructed OAH was prepared to make a new outreach toward teachers in the schools following the issuing of such reports as the *Bradley Commission on History in the Schools* (1987) and *A Nation at Risk* (1993).

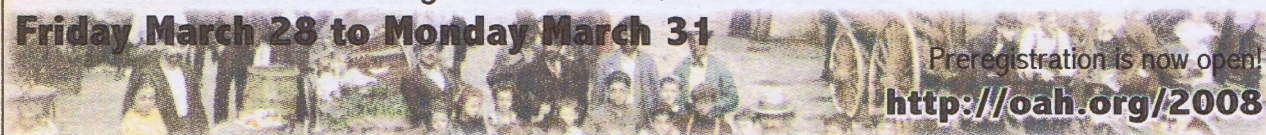
The effort of the OAH to establish a Focus on Teaching Day and provide a framework for collaboration in K-16 history education was addressed by Howard Shorr and Marjorie Bingham. Shorr, who currently teaches at Portland (Oregon) Community College, was a renowned history teacher at Roosevelt High School in Los Angeles when he was tapped by the OAH leadership to organize the first Focus on Teaching Day at the 1984 Los Angeles conference. Although funding was made available for teachers to attend the convention through a Rockefeller Foundation grant, which awarded the OAH a three-year grant of approximately \$250,000 for teacher activities, Shorr recounted his fears that few teachers would attend the meeting.

See **BRILEY** / 26 ►

Circle the Dates

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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.

Reconsidering Priorities: Some Responses

Nell Irvin Painter



Painter

In my last message to you I asked for your feedback regarding OAH priorities. I asked in August: "Do you see the OAH as a professional organization, one whose dues mainly support an annual meeting and the publication of a scholarly journal, a newsletter, and a magazine for teachers of U.S. history? To what parts of the Strategic Plan do you give higher priority than

to others? How broadly do you interpret the OAH's mission, in terms of activities and in terms of fundraising?" Perhaps due to the timing of the column—August isn't the

best time to find teachers of history focused on their profession—the responses were few, but very, very valuable.

One of the responses expressed skepticism regarding my statement that expenses related to twice moving the meetings had been covered and were no longer an issue. For this valued member, "endowments, as surely you know, are not supposed to be used for bailouts of this sort. . . . I will be reluctant to give generously in the future if the endowment is treated this way." As I said in August, I would not support the moving of any future meeting, for I believe that the OAH must choose between the professional interests of its members, i.e., in an orderly and well-organized annual meeting, and the values (almost no matter how completely I share them) of some, even most, of our members.

What I was trying to express in August was the tension between what we want to do and what we can afford

to do—as these choices relate not only to where we hold meetings, but also to how we rank the importance of our activities. Other comments addressed the latter of these matters.

One correspondent touched on issues that the OAH Executive Board has also recently revisited: contingent and part-time faculty. This comment reminded me that more than half of today's history faculty are contingent and/or part-time employees whose working conditions are unfavorable in comparison with those of the favored minority of tenure-track, full-time faculty members. This crucial issue had spurred the creation of a joint AHA-OAH committee, but lately this committee had run out of steam. Agreeing with the

correspondent, the OAH is revitalizing this joint committee and urging its members to address the working conditions of adjunct historians. President-elect Pete Daniel intends to make sure this issue once again receives the focused attention it deserves.

Several comments urged the OAH to take more seriously the interests of K-12 teachers of history. In part we are already trying to deal with faculty diversity, through reinvigorating the Committee on Teaching and bringing its work into closer touch with the *Magazine of History* and through bringing K-12 teachers into the mainstream of the 2008 annual meeting in New York City. However the larger question remains of the place of K-12 teachers within the organization, one I alone cannot answer. Much depends upon the energy K-12 teachers invest in the OAH as full-fledged members. Nonetheless, we need always to keep in mind that K-12 teachers seldom have access to funding support along the line of collegiate faculty. Their time and their resources are severely circumscribed, limiting their ability to participate fully in OAH activities, especially in the meetings of committees. In 2006 I was disappointed to learn that members who would have been happy to serve on OAH committees had to decline my invitation because the costs associated with attending committee meetings could not be met. Obviously travel expenses prevent full participation of members at many different kinds of institutions, but I suspect that K-12 and community college historians are particularly vulnerable to the imposition of travel expenses.

The actual fact of lack of funding for participation in OAH activities—from attendance at annual meetings to taking part in committees—brings me back to the basic fact I sought to highlight: the OAH's financial inability to fund all the activities it should in order to serve the needs of a diverse membership. One member of the Executive Board read my column as a statement of opposition to activities that would bring K-12 and community college historians into closer touch. This was not at all my intent.

My concern is how to reach that goal in a climate of financial stringency: should we be holding conferences or should we be supporting these historians' participation in OAH annual meetings, committees, and publications? I would like to be able to fund the travel to annual and committee meetings of K-12 and community college faculty whose institutions do not support this kind of professional activity. Currently this is not possible financially. But is it the sort of spending our membership considers important? I don't think anyone opposes making the OAH more inclusive. The question is how, when we have been running chronic deficits and must continually cut back our activities, that ideal is to be realized. □

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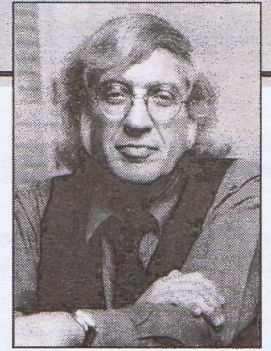
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Levine

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An "Accidental Historian": A Conversation with Stephanie Grauman Wolf

Lee W. Formwalt

When I called Stephanie Grauman Wolf to talk about her life and career as a historian, she was at Cape Cod: "As I'm sitting here, I'm looking out the window watching a great blue heron diving for fish. His legs are dangling down, and he looks very happy. It's not a bad thing to be doing. And I'm also sitting in front of my computer, which is in front of that window. It's a mixed bag." Like many of us, Stevie (as her friends call her) never completely gets away from history—even when she's on vacation.

I first met Stevie when she joined the OAH Leadership Advisory Council several years ago as OAH began thinking about creating a Second Century Campaign that would help fund efforts to strengthen American history teaching at the precollegiate and community college levels. She was an important part of that intellectual give and take that finally resulted in our Second Century initiatives on the *OAH Magazine of History* and the Community College Workshop project. Stevie and her husband Ted became major supporters of the latter project and helped us shape

our case statement as we applied to foundations and undertook a major fundraising effort.

As I got to know Stevie I was fascinated by her career that included traditional scholarly activities—research, writing, and teaching—and a very strong commitment and involvement in public history in the Philadelphia area. In addition, she has been involved with what has become the McNeil Center for Early American Studies and a number of other historical institutions in the Philadelphia area both as a scholar and a fundraiser. But Stevie did not start out as a historian.

Stephanie Grauman went to Wellesley where she "majored in philosophy and minored in English as an undergraduate." Her "career was interrupted because I got married at nineteen and left to go and be in the Navy with my husband in Norfolk, and when I got back, the philosophy department was very nice to me. I started out before the women's movement, although I had parents who were completely committed to the idea of females being considered the same as males, particularly my dad. So I had

that in my background, but on the other hand I had in my background that you get married, you do the traditional thing. In fact I got married because the Korean War was on, and we thought Teddy was going off to war on a ship. My father was very unhappy, because he saw me as doing something with my life, and I was doing this ordinary '50s-type thing. I promised, I said, 'Oh no, I'll graduate, Dad,' and he said, 'Oh no you won't, if you do this you'll never graduate.' So that was always a kind of a prod. I was going to show him."

"While I was in Norfolk I taught at the L. Minerva Turnbull School for Girls. They did not require any kind of certificate or college degree. Maybe that was my first brush with history. They had me teaching sixth- and seventh-grade math. . . I really was not good at math. The seniors had to take something that satisfied a history requirement, but they didn't want to buy books, so they told me I could

See WOLF / 8 ►



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Guiding Instruction: The AP U.S. History Free Response Essays

Michael Henry

To succeed on the Advanced Placement (AP) United States history examination, students must demonstrate competency in three areas: content knowledge, document analysis/synthesis, and writing proficiency. On the three hour and five minute test, students face eighty multiple choice questions, a document based essay question and two free response questions. The multiple choice

fine the scope of classroom instruction, determine content selection, and guide skill development.

Chronological Distribution of Free Response Essays

With four prompts appearing each year on the test, there were fifty-two questions on the free response section from 1994 to 2006. By sorting the questions/prompts into six chronological periods, a picture emerges concerning the time frames most popular with test developers at Educational Testing Service (Table 1). An analysis of the chronological topics that have appeared on the free response section offers insights for both teachers and students. Instructors can construct essay prompts that simulate the types of questions likely to appear on the examination. Further, the information offers guidance to teachers about the topics and time periods to emphasize in classroom activities and assignments. Thus, the scope of past prompts provides a pathway for a more effective approach to the AP United States history curriculum.

From 1994 to 2006, prompts/questions from three eras were most numerous: 23 percent of the questions came from the years 1920-1960; followed by 21 percent from the period 1820-1870; and 17 percent came from the years 1870-1920. In total, these three periods accounted for 61 percent of the prompts. The fewest prompts came from the pre-1763 era (15 percent), the years 1763-1820 (12 percent), and the post-1960 period (12 percent). These years made up 39 percent of the questions on the free response section.

The information suggests teachers can most effectively prepare their students for the free response essays by focusing on the years 1820 to 1960. This era has been most heavily represented on the examination in the last 13 years. In contrast, there have been only 6 prompts beyond 1960, and only 2 of these questions asked students to go beyond 1968 in their answer. These patterns point to spending substantial class time on the years between the Missouri Compromise and the conclusion of the Eisenhower presidency rather than rushing through the course content to reach the Carter and Reagan administrations before the May testing. Further, while the years before 1820 cannot be ignored, they probably should consume no more than 20 to 30 percent of classroom instruction.

Multidimensional Nature of the Free Response Questions

A second avenue of investigation of the free response section was through an examination of the multifaceted

characteristics of the prompts. A significant number of the prompts (71 percent) were of this type. They required students to choose among several elements or aspects of a time period and/or historical event in constructing their response. Test takers were asked to integrate political, social, cultural, geographic, and economic elements into their answer within a single prompt. For example, on the 1995 AP exam, students analyzed the ways the British policy of salutary neglect affected legislative assemblies (political), commerce (economics) and religion in America before 1750. Thus, in order to score high on this question, students needed to consider three different elements of colonial life: political, economic, and religious.

The thirty-seven prompts contained 105 references to various elements of social science and historical development. Using two sorting methods, these elements were grouped into seven categories (Table 2). In most cases, the prompts had clearly stated labels. Students were instructed to choose among economic, political, social, or religious elements of a topic and discuss how these factors explained aspects of American historical development. With other prompts, however, the manifest content required extrapolation because the elements within the question were not overtly defined. For example, in one case, students were asked to assess the impact of moral arguments, beliefs, or values on a historical issue. This prompt asked about cultural/intellectual issues and was placed in that category.

Table 1. Free Response Essay Prompts by Chronological Periods, 1994-2006

Time Periods	Number of Questions	Percentage of Total
Pre-1763	8	15
1763-1820	6	12
1820-1860	11	21
1860-1920	9	17
1920-1960	12	23
Post 1960	6	12
Total	52	100

questions make up one half of a student's final grade with the three essays accounting for the other fifty percent. Thus, a student must master substantial content knowledge and effective writing skills to succeed on the test. This article looks at one aspect of that writing process. It analyzes the free response section of the test by examining the types of questions/prompts that appeared on the test from 1994 to 2006. It offers insights into the patterns of questions and suggests how teachers might better prepare their students for the exam.

Until 1994 students selected one essay prompt from five choices on the free response section. The questions ranged from the age of exploration to the mid 1960s. Since 1994, the free response area has been divided in two parts with students, in the first section, selecting one of two prompts that deal with the age of exploration through the late nineteenth century. In the second portion, students choose between two questions from the late nineteenth century to the end of Richard Nixon's presidency.

The free response questions offer a challenge to both students and teachers. They are critical to students' success on the test with the two questions accounting for 27.5 percent of the final score on the exam. To demonstrate competency, students must construct a strong thesis, organize their knowledge, and develop an argument supported by substantial, relevant information. All this must be accomplished within a recommended thirty-five minute time frame for each prompt.

For teachers, the section provides a partial curriculum guide during the year. Instructors must structure their syllabus to reflect the content and writing skills necessary to develop student mastery in this area of the exam. An understanding of the chronology and the types of the topics that have appeared in the free response section can provide a valuable instructional tool. Such information can help de-

Table 2. Elements of Free Response Essays by Category, 1994-2006

Category	Number of References	Percentage of Total
Economic	22	21
Political	21	20
Social	19	18
Diplomatic/Military	16	15
Geographic/Expansion	11	10
Cultural/Intellectual	9	9
Religious	7	7
Total	105	100

An examination of the categories of elements on the free response section provides instructional insights for AP teachers. Most instructors realize the core of their curriculum should revolve around political, social, and diplomatic history. And the component distributions suggested these three areas were central in preparing students to write free response essays.

See HENRY / 10 ►

teach current events. So I taught out of the *New York Times* to these privileged children of the rich. It was fascinating to me, and then when I came back, Wellesley let me do my junior year in bits and pieces, but I still had a year of college to do." Stevie got permission to take her senior year courses at Bryn Mawr, near Ted's hometown of Philadelphia, and transfer the credit to Wellesley. Administrators at both schools doubted whether Stevie, now a mother of two children, could do it. "The next day I discovered I was pregnant with my third child. Literally the next day. I didn't want to tell anybody, because certainly that would be proof that I shouldn't do it. So I started back for my senior year at Bryn Mawr. Nobody ever knew except my professors. I took a week off, I had the baby, and I got back. This is not so unusual in this day and age, but in that day and age it was pretty peculiar."



Wolf

"They allowed me to take my senior year in two years, which was also peculiar, and I took my generals at the end of my first year and then did some hanging over courses. In those I could fiddle around, so I took a history course, which I loved, with Felix Gilbert. When I graduated Wellesley in 1957, I was seven to eight months pregnant with my fourth child. When Danny was born, I took off three years until he was in preschool. "Then I applied to Bryn Mawr for graduate school in history." Stevie had taken only a couple of history courses in college, "so I was very lucky to get into graduate school in history." She "went very part time, and Bryn Mawr was very nice about that. I got my Master's there in nineteenth-century American history in 1964, and my Ph.D. in colonial history with Mary Dunn in 1973, so it was a long stretched out kind of thing."

In addition to her graduate research in nineteenth-century and colonial history at Bryn Mawr and raising her five children, Stevie got involved in a book project—her first—*The Sounds of Time: Western Man and His Music* (J.B. Lippincott, 1969), of which she is "very proud." She "wrote that book in '68, which was somewhere between my master's and my Ph.D. I did it with a friend, Nancy Wise Hess, who ran the program for gifted young musicians at Temple University. We love music, and we talked about it a lot, and I helped her write some grants for her program, because that was not her field of expertise. She would ask me things like why would Mozart write music that sounded like that, which was very much of a history kind of question, and we got really interested in that. I had a friend who was in the book publishing business, and he said that would be an interesting book to do, and we decided to make it as much visual as verbal so that every chapter is illustrated. So we started going through the history of music looking at what kind of technologies were available so the music would sound like it did, and what the social life was of the music. It was a very good book and it sold out beautifully. It has gorgeous illustrations. What we tried to do with the art was to use in each chapter art that came from the period. In the chapter for modern music we used Dali and various art of that period, etc., and went all the way back to Greek vases and artifacts. It was a good book, and I liked doing it."

I asked Stevie for what audience they wrote the book. "We thought we were directing it toward high school. But it was reviewed in the newspapers and sold as an adult book. It was fun working with Nancy because she is much more genteel than I. One thing we had a whole lot of trouble with

was how to handle the castrati. She didn't want to say what they were, and she wanted to end up saying that they had an operation that meant they kept their voices. Well, really it sounds like they did something to their throat. I got to her because in the end when I was proofreading the final copy, I was reading the part on Louis XIV, and we had written inadvertently how he had people who did everything for him, people who arranged his food, and people who helped him get dressed, and those who arranged the royal balls. I saw this and I thought, shall I let it go through, or should I tell Nancy? I did tell her, and they did change it. You know, that's why you always proofread."

Stevie mused, "I would call myself maybe the accidental historian. I love history, I want explanations for everything, but as a career, much of what happened to me happened just by luck, just being in the right place at the right time." Her first job at the University of Pennsylvania was to run the NEH funded Bicentennial College that explored early American history at the time of the American Revolution Bicentennial. The grant recipients needed a project director and they turned to Caroline Robbins for a suggestion. Robbins recommended Stevie who was working for her on the microfilm edition of the William Penn papers. "It was a two-year grant. But, essentially it is what morphed into the Philadelphia Center for Early American Studies. My best friend there who is still really one of my best friends, was Mike Zuckerman. He didn't look down his nose at me, he took me out to lunch, and he was charmed by what we were doing. He started this evening seminar that met every six weeks or so, which still meets to this day, and it's sort of loosely attached to the center, but it's something Mike has just always done with undergraduates and graduates; he's a very generous scholar and a very generous person. So he was sort of my best contact, I would say. The way I set up the center was it was strictly a postdoctoral or a doctoral fellowship program. Drew Faust was in it the first year. We had a variety of doctoral dissertation students and people—this is how I got to know everybody in the field. We had ten of them a year, which was an exhausting experience if you're also trying to run a household with four kids in it. But I had an office, I had a secretary, I had a certain kind of status at Penn."

"At the end of the bicentennial college project, I applied for the job at the University of Delaware to run the Winterthur Program out of the history department and I got it. I liked the Winterthur Program in material culture, I thought that was cool. I had never done much with material culture, but actually my philosophy honors paper was in aesthetics, and I realized I've always been interested in this stuff. Personally, Teddy and I had always collected stuff, so it became an interesting thing. I would've stayed there forever except that the drive got to be too much. I was there for nine years."

"I'm very grateful for that job. Those students taught me more about material stuff than I ever would've learned on my own. When I went to Delaware, I had been very much a social economic historian. You know, the new social history was the thing." Stevie referred to her revised dissertation on Germantown, Pennsylvania, *Urban Village*—"it's more statistics than you would ever care to know. That was where we were, and I still believe at least in basic nose counting. I think that's part of my wanting to work with the public. There's a pragmatic streak that you need, not just to have ideas that are wonderful and that you can toss around at 2:00 a.m. over a bottle of Amstel, but to have something concrete that you can start with. Then you can get into the ideas. So social history really appealed to me from that standpoint. The students at Winterthur initially hated me, because my introductory course there was

statistics. They would say something like 'Oh, I saw an ad in the 1764 *Pennsylvania Gazette* for a man down on Second Street who sells mirrors, so that means that everybody in Philadelphia had mirrors.' I said, 'No, it means one man tried to sell them. A) we don't know whether he sold them; and B) we don't know whether there was anybody else, and you can't say that.'"

Stevie resumed her connection with the Philadelphia Center for Early American Studies after Winterthur. She became codirector, but "there was no money. We started the seminar project, and the seminars were terrific, and they tied in with Mike Zuckerman's evening seminars. Eventually Penn dribbled out a little bit more support and we moved around. We were in a bunch of places. Always moving around, because they would find the cheapest quarters nobody else needed and stick us in it. I ran the center with Richard Beeman for awhile, then I ran it with Richard Dunn and Richard Beeman, and Richard Dunn took it over, and he was the one who got Bob McNeil to invest in it. Once that happened, it really took off, because it got some fellowships." Robert McNeil's multimillion dollar gift resulted in the construction of a "very prominent building right on the corner of 34th and Chestnut. It's this big Georgian building. We have sixteen offices, and it's beautiful." Stevie is still connected with the McNeil Center—"I'm what they call a senior fellow, and I'm on the advisory committee, I'm on the executive committee, and I'm on the editorial board of the journal. I mean, I do whatever. . . . Yeah, I'm still happily involved."

As a fixture in Philadelphia for more than half a century, Stephanie Wolf has been involved in numerous historical institutions and served as a consultant for various historic places and programs. She helped develop History Hunters, a program for middle school students that involves four historic Philadelphia homes—Stenton, Cliveden, Wyck, and the Johnson House. The kids "hunt for history stuff in these four houses. Each house has a theme. They go to each of the houses over the course of a month or two months, spend a lot of time, and then they are responsible for writing up newspaper articles and turning out a little newspaper. It has acquired other funding and has really been a tremendous success." Stevie's most recent consultation at Stenton concerns Dinah, "the black woman at the time of the Revolution who was the 'caretaker,' the 'loyal servant,' who saved the home when the family was away, by misleading the British soldiers." Stevie looked into that story, "as I had looked into the Betsy Ross story and really was able to pinpoint, with the help of some research that Jean Soderlund had done, some of the key facts in Dinah's story, and none of it jibed with the original Dinah story. What, of course, turns out is that Dinah, like Betsy Ross, was a much more interesting and complex person, as a person, she has a story."

"This is my thing," said Stevie, "You can make real history, instead of ghost stories, very interesting, get the public totally fascinated by it, but it has to be real. The only people who can do that are professional historians, and unfortunately the profession does not reward public history the way it should. I think that the way it's structured you get absolutely no kudos and no brownie points for being involved with public history. They call it service to the community and you have to put it on your self-evaluation every year, but it counts for little."

"When historians go out to talk to the public, nobody gives them any training in 'talking to the public.' They don't understand that the public is not interested in histo-

Considering American Jewish History

Hasia Diner and Tony Michels

Since the 1970s the field of American Jewish history, a specialty within both the study of American history and modern Jewish history, entered into a period of growth and achievement. As measured by the number and quality of books and articles, courses taught in major universities, graduate students pursuing doctoral work, and professorial chairs specially earmarked for this scholarly endeavor, American Jewish history can rightly be said to have achieved intellectual substance and professional legitimacy (1).



Diner

As an enterprise of inquiry, American Jewish history owed its origins to the late nineteenth century with the simultaneous rise of anti-Semitism in the United States and the mass migration of east European Jews. The founders of the American Jewish Historical Society in 1892, none of them professional historians, used history in large measure as one tool in their communal defense against charges of the Jews' foreignness. Writing in the field continued but altered in perspective into the middle of the twentieth century as those who wrote American Jewish history shifted from the defense of the Jewish people to a focus on the internal life of American Jewry, reflecting in part their concerns about the stability of Jewish life in the increasingly hospitable environment of post-World War II America.

By that time, a number of scholars, some congregational rabbis, some with training in history at the graduate level, began to contribute to the development of the literature. Unlike the earlier generation, they turned instead to the institutional growth and development of Jewish communities, authoring in the 1950s and 1960s a string of communal biographies, documenting the histories of the Jews of Rochester, Syracuse, Buffalo, Los Angeles, Cleveland, and the like (2).

Simultaneously a small number of prominent historians, particularly Oscar Handlin at Harvard and Salo Baron at Columbia, and their graduate students turned their attention to American Jews (3). They began producing their scholarship just as other subfields of Jewish history, as well as Jewish studies generally, showed signs of growth within the American academy and as the historical profession, long unfriendly to Jews, moved toward inclusion. Both developments encouraged the professionalization of American Jewish history. The strong push for ethnic diversity during the 1960s and 1970s further accelerated post-war stirrings into clearly discernible trends, making it possible for graduate students in American history to pursue topics with a decided tilt towards the study of Jews (4).

American Jewish history arrived as an academic field by the 1970s and 1980s. Over the past three to four decades, scholars have focused on several main areas of concern, including the cultural and religious reinvention of Jewish life in the United States, the ties which have bound American Jews to Jews around the world, particularly those in dis-



Michels

trepreneurship, the formation of Jewish community life in the United States, and the economic success of American Jewry, a group which in the main came as relatively impoverished immigrants and who, within a generation or two, found themselves firmly located in the middle and upper-middle classes.

In examining the aforementioned themes, most American Jewish historians have argued that a fruitful, often harmonious, interplay between Jews and the larger society shaped Jewish life in the United States from its beginning. The United States, with its absence of an established clergy, made it possible for ordinary Jewish women and men to create religious and cultural institutions according to their preferences (5). When they found themselves dissatisfied with the structures and practices inherited from the past, they created new ones, albeit often cloaked with the mantle of authenticity. Fashioning communities as they saw fit, American Jews regarded tradition and past models as guides, but not as absolute ones, as they went about creating the kinds of structures and rites suitable to their circumstances (6). Likewise, they partook of the economic bounty of American life since, despite their poverty, they had arrived with a set of occupational skills that fit the needs of the American economy. In the middle of the nineteenth century, for instance, young Jewish men filled a crucial commercial niche as peddlers. Fanning out across the continent, they brought goods to Americans. While from the end of the nineteenth into the early twentieth centuries, Jews long familiar with needle work, helped as workers and entrepreneurs to create the American clothing industry and its unions (7). American Jews used their increasing economic and political clout to work on behalf of Jews in other lands who found themselves in harm's way. Thus, according to the scholarly consensus, American conditions allowed Jews to create new forms of ethnic culture and community while integrating into the social, political, and cultural mainstream. Despite several dissenting perspectives in recent years, this idea of an American Jewish symbiosis, or "synthesis," being the more commonly used word, persists as the dominant theme in the historiography (8).

In exploring the theme of synthesis, American Jewish historians have utilized many of the insights and methods of the post-1960s "new social history." Their focus on local communities, everyday women and men, family structures, work, consumption, and material culture reflected the ways in which scholarly innovations in the U.S. field profoundly affected American Jewish historiography as it came of age. More recently American Jewish historians have turned their attention to the changing meanings that American Jews, or some subset of them, invested in their own history, communities, and place in American society. This cultural turn in their works reflects the interest in historical memory ascendant in the discipline as a whole (9).

Much of this work has, however, for the most part, not garnered the attention and interest of their Americanist colleagues. A large gap divides the scholarly works of American Jewish historians and the wider world of American history scholarship, with the latter having made little room for the former.

Perhaps this reflects the fact that while much of what American Jewish historians have written has reflected the paradigmatic shifts within the larger field of American history, they have parted company with their colleagues in several ways. For one, while the latter have devoted much attention to the history of discrimination endured by America's racial and ethnic minorities, American Jewish historians have quite dramatically avoided the subject of anti-Semitism (10). As a topic it has not only received relatively little attention, but most, although not all, American Jewish historians have actually sought to show how minimal anti-Jewish behavior existed, particularly at a political level. Secondly, American Jewish historians have focused relatively little attention on the state, its relationship to the Jews, and in the largest sense to political history (11). In addition, while much recent scholarship in American Jewish history has focused on women's history (12), far less has explored matters of gender, in terms of the relationships between Jewish men and women and the ways in which each represented and understood the other. Finally, with a few notable exceptions (13), the study of American Jewish history has steered clear of the history of race in America. It has paid little attention to American society's racial categories, how they affected Jews, and the role of Jews in America's racial discourse.

Most American Jewish historians have posited or presumed a kind of American exceptionalism, noting stark differences in the prevailing circumstance of the Jews in the United States versus those elsewhere in the modern world. They have stressed that American Jews never had to fight for their emancipation, defend themselves against government oppression, or endure recurring mob violence, let alone genocide. To the extent that historians have considered anti-Semitism, they have done so in connection with how Jews succeeded at overcoming discrimination, while they simultaneously expanded the scope of civil and political equality for other minorities (14). By stressing the positive outcomes of the Jews' quest for full acceptance, American Jewish historians have identified tolerance and pluralism as defining traits of American society. In this regard, American Jewish historians have set themselves apart from their Americanist colleagues who have for the last forty years labored assiduously to dismantle the idea that "the American experience" constituted a unique and relatively benign phenomenon. Despite the thrust of the larger field in that direction, American Jewish historians, in the main, have not yet revised their orientation toward exceptionalism.

American Jewish historians have rarely intervened in the U.S. field's major scholarly debates to argue their positions. They have indeed been more inclined to engage other modern Jewish historians, especially Europeanists, who

See DINER / 18 ►

While teachers should continue emphasizing these aspects of instruction, they cannot ignore another important social science discipline in their classrooms, however. Economic elements were the most commonly referenced social science/historical aspect among the free response essay prompts. In fact, when economic components were combined with political, social, and diplomatic factors, these four areas represented almost 75 percent of all prompt references in the section.

This analysis suggests that economic development must be an integral part of the AP United States history curriculum. Issues such as distribution of wealth, labor relations, consumerism, economic change and status, technological developments, and financial matters should be combined with political, social, and diplomatic occurrences to provide preparation for free response essay writing.

Although representing only 10 percent of the references on the free response prompts, the inclusion of questions about geographic/expansion aspects of American development offer recommendations to AP teachers as well. Most instructors deal with American territorial expansion in the nineteenth century. They examine land acquisitions from the Louisiana Purchase, the Florida Purchase Treaty, and Manifest Destiny in the 1840s and 1850s. Several of these topics appeared in prompts on the free response section.

Yet, there were other questions beyond land acquisition that asked students to identify and use geographic regions of the western hemisphere (i.e., Middle Atlantic, Chesapeake, New England, Southwest, etc.) in their analysis. Test takers had to link geographic characteristics with economic, social, and political developments. The appearance of these elements indicated that teachers should

emphasize both political and cultural geography in their instruction. Teachers cannot merely roll out maps when discussing nineteenth-century American expansion and then put them in the closet until the next year. They must reinforce regional and sectional geography and cultivate a sense of place throughout the course.

Also, while religious references made up 7 percent of the multifaceted components of the free response questions, five of the seven references were from the years before 1763. This concentration indicates that teachers make religious development the spine of their instruction during the early parts of the survey. With students likely to see prompts concerning religion in Part B of free response essays, an understanding of colonial, religious development could provide students with greater choice on the free response section and enhance their performance.

Finally students are unlikely to encounter references to military battles in the free response section. There were, however, a number of questions that dealt with military/diplomatic issues (Table 2). The causes and consequences of armed conflicts from the Mexican War to Vietnam were part of eight prompts. In addition, seven prompts involved the years after 1930 and assessed America's military and diplomatic participation in world affairs. This data suggests that teachers emphasize results of armed conflicts rather than specific battles in their classrooms, and they spend significant time in the last weeks before the test analyzing America's role in international relations.

Promoting choice on classroom free response essays

It is clear from the free response essay prompts on the AP United States history test since 1994 that choice abounds in the section. Not only were students asked to choose between two prompts in Part B and Part C of the section, but they often selected among various social science and historical components of a problem within a question. This indicates that teachers should construct their in-class essays to reflect choice and help their students make quick, sound decisions as they prepare to write essay answers.

In class, teachers should always provide students with a choice of prompts on essay exams. Students need practice in selecting between and among prompts and their components. Giving students a single question on an essay exam will not allow them to develop the skill of making quick decisions under time constraints, which are the conditions they will confront during the AP testing. Also, in-class prompts should be multifaceted in nature. Students must learn to select and integrate multiple as-

pects of American development into their in-class essays.

One direct, albeit simple strategy to help students make these determinations is to have them construct a list of all relevant information they know about each question as a pre-writing exercise. This process provides a quick assessment of their knowledge of each question before beginning their essays. It provides a visual picture of students' understandings and allows for informed decisions about question choices. Instructors should caution their students, however, to list only information that fits the topic and the time period under consideration.

Students can also use this strategy with multifaceted prompts. In order to decide which aspects of a problem to include in their essay, students should divide the question into its components and then list the facts and concepts they know about each part of the question. The aspects with the longest, relevant list of ideas should be selected for the essay response. Of course, teachers must also work with students on other skills of writing including thesis development, topic sentence construction and support for the thesis. It is, however, important not to ignore the basic, but critical skill of making sound decisions regarding question options.

An investigation of the free response essay section from 1994 to 2004 contains curricular guideposts for AP United States history. It provides both teachers and students with information about the chronology most likely to appear on the test and the types essay prompts featured in the section. This analysis of essay prompts can be a significant tool for improving the teaching of AP United States history and raising student performance on the AP exam. □

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GOLDSTEIN-GOREN RESEARCH SCHOLAR IN AMERICAN JEWISH HISTORY

Department of Hebrew and Judaic Studies

ARTS AND SCIENCE

The Skirball Department of Hebrew and Judaic Studies seeks to appoint one Goldstein-Goren Research Scholar in American Jewish History for the Academic Year 2008-09. This position is a project of the Goldstein-Goren Center for American Jewish History, an institute at New York University dedicated to the study of the mutual impact of the Jews and America.

This position does not involve any teaching or the assumption of any departmental responsibilities. The successful applicant will have an academic year to conduct an independent research project on some aspect of American Jewish history. It is expected that the Fellow will produce a scholarly monograph, to be published by New York University Press. Final decisions on matters of publication are decided by the Press and the Goldstein-Goren Center.

The Skirball Department of Hebrew and Judaic Studies will provide the Fellow with a research assistant and office space. The Fellow must be in residence at New York University and in addition is required to make a scholarly presentation of her/his work.

Applicants are asked to send their curriculum vitae, a research proposal and a sample of previously published scholarship to: **Hasia R. Diner, Director of the Goldstein-Goren Center for American Jewish History, New York University, 53 Washington Square South, New York, NY 10012** by **December 1, 2007**.



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For more info: <http://www.jstor.org/stable/2545678> and <http://www.jstor.org/stable/2545678>

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Aside from attacking professors for specific arguments in their research, public statements, and, in some cases, their classes, Horowitz asserts that left-wing professors have taken over the universities and use their positions to indoctrinate students and to prevent moderate or conservative scholars from being hired. Horowitz further argues that these leftwing ideas are not based on legitimate scholarly research, so such professors do not deserve "academic freedom." Given the efforts of Horowitz and his followers to enlist the public, and state legislatures, in their campaign against the alleged radical takeover of the academy, historians and other academics must be familiar with Horowitz's line of reasoning (3). For example, in my state of Pennsylvania, a legislator who provided a dust jacket blurb for Horowitz's book was the driving force behind a committee which held hearings around the state for almost a year, searching for professors who abused their classrooms for political purposes (4).

What the careful reader of Horowitz's *The Professors* finds, however, is a book filled with inconsistencies, falsehoods, unverifiable claims, and innuendo. While Horowitz accuses the radicals whose work he profiles of ignoring scholarly standards, his own research, despite the 900 plus footnotes, is quite shoddy. The 101 individual portraits which make up the bulk of the book are bracketed by an introduction which explores the case of Ward Churchill and a brief chapter on Harvard president Lawrence Summers's conflicts with his faculty. Churchill, of course, is the University of Colorado Native American Studies professor whose inflammatory comments on 9/11 led eventually to an investigation of plagiarism, and whose tenure status has since been revoked; his case is one of the few for which Horowitz seems to have legitimate grounds for complaint. Too often Horowitz is simply denouncing professors for judgments that he does not like, regardless of the evidence that might be gathered on their behalf.

So, if Beinin and Zinn are "dangerous" to their students and to the U.S. because of their views—and Horowitz's briefs against biologist Paul Ehrlich, historian Mark LeVine, communications professor Robert McChesney, Islamic Studies professor Hamid Dabashi, and literature professor Gregory Dawes, among others, are based largely on similar criticisms—then Greenspan's comments are, if not "an inconvenient truth," at least an inconvenient hypothesis (5).

Other events, too, have overtaken Horowitz's analysis in *The Professors*. He ridicules Miriam Cooke of Duke, who has been the president of the Association for Middle East Women's Studies, for having predicted in 2003 that war in Iraq would lead to a surge (my phrasing) of refugees fleeing that country, and for her skepticism that the U.S. war would bring liberation to Iraqi women. "[T]he numbers of asylum seekers from Iraq and Afghani-

stan have been drastically reduced from pre-war levels," claims Horowitz, presumably writing in late 2005, but current estimates are that at least two million Iraqis have left the country since 2003. Moreover, women's experiences in the "new Iraq" are, at best, mixed (6).

A brief review can only hint at the levels of distortion in Horowitz's work. Journalism professor Todd Gitlin "can hardly bring himself to acknowledge the actual crimes committed by sixties radicals" in his account of that decade, writes Horowitz. But even a casual reader of *The Sixties: Years of Hope, Days of Rage* will see that the critique of the Black Panthers and of the Weather Underground is central to Gitlin's thesis (7). Suzanne Toton, who teaches theology at Villanova, a Catholic university, is castigated for teaching a class on poverty and liberation theology, which to Horowitz is somehow an illegitimate endeavor. Moreover, Horowitz first describes liberation theology as "a form of Marxised Christianity," which has validity despite the awkward phrasing, but then he calls it a form of "Marxist-Leninist ideology," which is simply not true for most liberation theology, and for which no footnotes are provided (8). Cornell West engages in anti-Semitic bigotry, according to Horowitz, although one of West's most visible

projects is his collaboration in the Network of Spiritual Progressives with Rabbi Michael Lerner of *Tikkun* (9). In his critique of Berkeley School of Journalism dean Orville Schell, Horowitz all but states that China is a "democratic capitalist" country, and that Schell's negative characterization of China today as practicing "Leninist capitalism" is somehow both wrong and beyond the boundaries of legitimate analysis (10).

In his analysis of Earlam's Caroline Higgins, a professor of peace studies and history, Horowitz states that she "is entitled to her private political views," and that his quarrel is with her advocacy of these pacifist views in the classroom. Leaving aside the question of whether it is wrong for a Quaker college to have courses which favor pacifism (11), Horowitz is caught here in a double standard, as his criticisms

of economist M. Shahid Alam,

philosopher Anatole Anton, and political scientist Laurie Brand, among others, are based solely on their published work and their political views, not on anything they have done in the classroom or in university affairs (12). Similarly, the notorious "Dirty Thirty" website attacking radical professors at UCLA makes allegations about indoctrination in the classroom, but many of the biographies, such as that of American historian Ellen Carol DuBois, are only about published scholarly work and public political

statements, including listings of internet-based petitions they have signed (13).

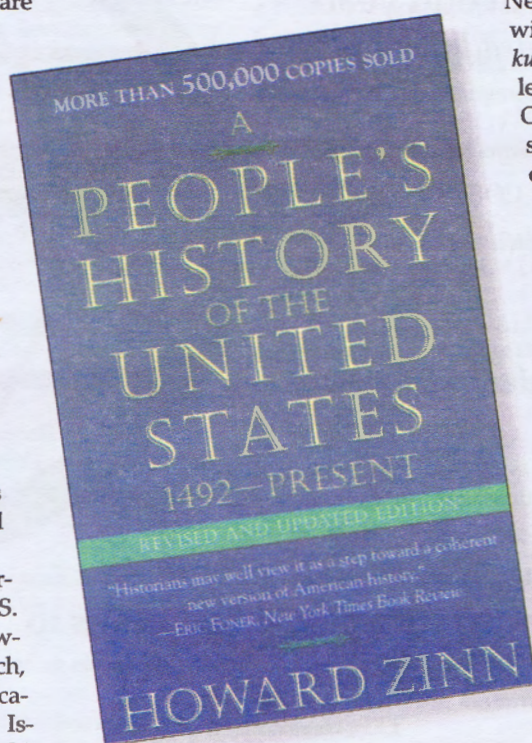
Another double standard appears in Horowitz's discussions of two prominent and controversial African American law professors. Seeking to unmask Derrick Bell, who left Harvard in protest in 1991 and has since been at NYU, as lacking the qualifications to teach at a major law school, Horowitz notes that Bell, who attended law school in the 1950s, received his B.A. and J.D. from non-elite schools. But when Horowitz dismisses Kathleen Cleaver, the former Black Panther, as also unqualified to teach law, he somehow neglects to mention her B.A. and J.D. from Yale, and her clerkship with a federal appeals court judge (14).

While purporting to uncover for the general public the supposedly nefarious operations of academia today, Horowitz misstates much about the workings of the university. He belittles the publication record of political scientist Oneida Meranto of Metropolitan State College in Denver as far less than is necessary for tenure, ignoring the fact that many teaching colleges have different rules for tenure than research universities. He asserts that Tom Hayden has no qualifications to teach as an adjunct professor in politics at Occidental College, glossing over Hayden's two decades as a California elected official and his numerous books; these are often precisely the qualifications for an adjunct professor. Horowitz believes it illegitimate for literature professor Frederic Jameson, because he has "no formal training in history," to teach a class whose course description discusses "how novels, in different historical moments, provide views on the social world or 'visions' for meaningful change," ignoring the centrality of history for many literature classes. In an attack on Mary Frances Berry, a former president of the Organization of American Historians, which seriously distorts her academic publication record, Horowitz dismisses one article as having appeared in "a student-edited law school journal," failing to note that most law journals are edited by students (15).

Perhaps Horowitz's most bizarre attack is on Ron (Maulana) Karenga, a Black Studies professor and the founder of Kwanzaa, a holiday which would hardly seem to be "dangerous" to U.S. society. Karenga does have a criminal record, which Horowitz recounts, though he ignores Karenga's service as an F.B.I. asset in the late 1960s. Drawing on Ann Coulter as his source, Horowitz sets out to establish "guilt by association" in saying that the seven principles of Kwanzaa are the same as those of the short-



Greenspan



Howard Zinn's 1980 book, a target of Horowitz's critique.

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 (\$4,000) defrays the costs of dissertation research travel. *Annual deadline for applications: November 15.*

The Stuart L. Bernath Dissertation Grant (\$4,000) defrays the costs of dissertation research travel. *Annual deadline for applications: November 15.*

The Myrna F. Bernath Fellowship (\$5,000) 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 (\$4,000) defrays the costs of studying foreign language needed for research. *Annual deadline for applications: February 1.*

The W. Stull Holt Dissertation Fellowship (\$4,000) 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.shifr.org/prizes.htm>.

SHAFR

Society for Historians of American Foreign Relations at Forty

Gary Hess

The Society for Historians of American Foreign Relations (SHAFR) was established at a time when diplomatic history was very much at the center of the study of U.S. history. Spurred by the expansion of higher education in the 1960s and by the imperative of the cold war struggle, departments in many colleges and universities added specialists in the field. The rise of New Left scholarship and the debate over the origins of the cold war gave a certain urgency to the historical perspective of America's place in the world. This was accentuated by the intense controversies stirred by the Vietnam War, which further contributed to burgeoning enrollments in diplomatic history courses.

In that atmosphere, Professor Joseph P. O'Grady of La Salle College in Philadelphia and Professor Alexander De Conde of University of California-Santa Barbara took the initiative in bringing together some eighty diplomatic historians including several senior scholars, who had expressed interest in discussing the need for a professional society. Convened during the 1967 Organization of American Historians annual meeting in Chicago, this group agreed to the establishment of SHAFR. The name of the organization was important, underlining a redefinition of the field to include all aspects of American interaction with the world and breaking from the inaccurate but widespread connotation of "diplomatic history" as a narrow and exclusively archival-based discipline (the "what one clerk in the state department said to another clerk" characterization).

Instrumental in giving SHAFR credibility within the profession and in advancing its agenda was the leadership of senior diplomatic historians. The early presidents were among the "giants" in the field: Thomas Bailey was the first and was followed by DeConde, Richard Leopold, Robert Ferrell, Norman Graebner, Wayne Cole, Bradford Perkins, Armin Rappaport, Robert Divine, Ray Esthus, and Akira Iriye.

At its launching, SHAFR had a relatively modest agenda. Governed by an elected president and council with an appointed executive secretary-treasurer, it planned to hold sessions and social gatherings in conjunction with the annual meetings of the American Historical Association and Organization of American Historians. That soon changed, as SHAFR took a number of initiatives that addressed the concerns of its members. The first step was the establishment in 1969 of a *Newsletter* (renamed *Passport* in 2003), which quickly became an important source of information on official business as well as research-in-progress, recently-completed dissertations, essays on archival research opportunities, and forums on major books that challenge traditional interpretations. For instance, recent issues have included forums featuring extended commentaries by several scholars on Gareth Porter's *Perils of Dominance* and Victoria de Grazia's *Irresistible Empire*.

Of enduring significance in SHAFR's early development was the extraordinary generosity of Dr. Gerald and Myrna Bernath, who were instrumental in supporting the work of younger scholars. They were committed to honoring the memory of their late son, Stuart L. Bernath, who died of bone cancer in 1970 at the age of thirty-one. That same year his dissertation, *Squall Across the Atlantic: American Civil War Prize Cases and Diplomacy* (which had been directed by DeConde) was published to critical acclaim in 1970 by the

University of California Press. Between 1972 and 1976, the Bernaths established three awards for younger scholars: the Stuart L. Bernath Book Prize, the Stuart L. Bernath Lecture Prize, and the Stuart L. Bernath Scholarly Article Prize. Later the Bernaths also funded the Stuart L. Bernath Dissertation Grant and two prizes in honor of Myrna Bernath which encourage and recognize the scholarship of women historians: the Myrna F. Bernath Fellowship Award and the Myrna F. Bernath Book Award. A final legacy of the Bernaths is the subsidization of student memberships.

The Bernaths' commitment to fostering the careers of younger scholars established a tradition that is reflected in a number of other prizes that have been established over the last two decades, including the Michael J. Hogan Fellowship to promote research in foreign languages; the W. Stull Holt Dissertation Fellowship; the Samuel Flagg Bemis Research Grant for doctoral research; the Betty M. Unterberger Dissertation Prize; the Lawrence Gelfand-Armin Rappaport Fellowship for dissertation research travel; the Georgetown Travel Grant, also to support dissertation research. (Three prizes recognize established scholars: the Norman and Laura Graebner Award for lifetime achievement; the Robert H. Ferrell Book Prize; the Arthur S. Link-Warren F. Kuehl Prize for Documentary Editing.)

In 1975, SHAFR decided to hold summer meetings, which at first were modest and dependent on adequate numbers of participants in the early years for meeting in the Washington, D.C. area (thus facilitating combining travel to the conference with research in the National Archives) and on inviting other groups, such as the American Military Institute, to sponsor joint sessions. As the organization has grown, SHAFR continues the tradition of meeting in the Washington D.C. area, doing so now in alternate years; recent conferences outside the beltway have been at the University of Texas in 2004 and the University of Kansas in 2006; the 2008 meeting will be at The Ohio State University. At the 2007 Conference in Chantilly, Virginia, 375 persons attended and participated in fifty-four panels; attracting considerable media attention was a luncheon address by General Michael V. Hayden, Director of the Central Intelligence Agency, which outlined plans for the declassification of documents pertaining to the Agency's covert operations.

The decision to launch a journal was the most significant step in SHAFR's development and the most contentious one. Proponents, mostly younger scholars, argued that a journal would enhance SHAFR's stature and would encourage scholarship. On the other side, many members predicted that a journal would make it more difficult for members to publish in the mainstream journals and questioned whether the scholarly output of diplomatic historians would yield sufficient articles of quality. Proponents responded that the relative paucity of articles on U.S. foreign relations appearing in the *Journal of American History*, *American Historical Review*, *Pacific Historical Review* and other journals was not indicative of scholarly productivity as much as it was a result of the difficulty of competing with other areas of specialization, particularly at a time when social history was in its ascendancy. After considerable discussion, the SHAFR Council approved plans to launch *Diplomatic History*. A contract was secured with Scholarly Resources of Wilming-

ton, Delaware, and Armin Rappaport at the University of California-San Diego agreed to become editor, with the first issue appearing in 1977. Under a series of far-sighted editors, including Warren Cohen of Michigan State University, George C. Herring of the University of Kentucky, Michael J. Hogan then of The Ohio State University, and currently Robert Schulzinger of the University of Colorado – *Diplomatic History*, which is now published by Blackwell, has become one of the premiere journals in international relations. After twenty-five years as a quarterly publication, *Diplomatic History* in 2003 began publishing five issues annually. As the editor explained, that expansion reflected the need to devote more space to well-received surveys of the literature and review essays. By 2006, the journal's circulation totaled 4,605, including 850 institutional subscriptions and 2,450 sites with Blackwell Synergy online access.

The SHAFR of 2007 surpasses the expectations of its founders of 1967. Membership hovered around six hundred during the 1970s, with only a handful of non-U.S. members, but it grew dramatically, especially overseas, in the following decade with membership in 1990 reaching 1,300. Today membership stands at 1,440 with thirty-three countries represented. The national office and the editorship of *Passport*, which earlier had been at separate institutions, have since 2003 been housed at The Ohio State University. That institution will, in the summer of 2008, sponsor SHAFR's first institute for college and university faculty and advanced graduate students on the topic "War and Foreign Policy: America's Conflicts in Vietnam and Iraq in Historical Perspective."

There is an irony in SHAFR's remarkable growth in that today scholars of American foreign relations sense that their field has become marginalized within the profession. On the occasion of the fortieth anniversary, the editor of *Diplomatic History* invited former presidents to contribute their reflections on SHAFR's development. The fourteen presidents to do so spoke mostly of the excitement that surrounded the organization's founding and the ensuing growth and ventures, but a number spoke wistfully of the loss of the pre-eminence that diplomatic history enjoyed in the 1960s and the sense that mainstream journals shied away from publishing scholarship in the field and that there are fewer panels on foreign relations at the AHA and OAH meetings. SHAFR itself has something to do with these developments, as members have increasingly looked to its meetings and its journal for presenting their research. Yet concerns run deeper and have been reflected in several presidential addresses and essays in *Passport* and *Diplomatic History*. To some members, the marginalization reflects a bias in a social history-dominated profession against political and diplomatic scholarship, while to others, it results from the reluctance of scholars of American foreign relations to incorporate new modes of historical inquiry and to cross disciplinary boundaries. Much recent research suggests that scholars are broadening the approach to the study of foreign relations. So future debates on the pages of *Passport* and *Diplomatic History* may well focus on whether that reorientation has been inadequate or has gone too far. □

Gary Hess is professor of history at Bowling Green State University and a past president of SHAFR.

lived Symbionese Liberation Army of the early 1970s. But Coulter and others place Kwanzaa's invention in 1966, before the SLA's emergence, while Horowitz states, with no other documentation, that the holiday began in 1977 (16).

Horowitz's most irresponsible single attack involves Eric Foner, another former president of the OAH. Horowitz says sinisterly that at an antiwar teach-in at Columbia in 2003, "Foner had been preceded on the podium by fellow Columbia professor Nicholas De Genova," who called for the defeat of U.S. forces and for "a million Mogadishus." Horowitz neglects to say here, despite coverage at the time in the *New York Times* and the *Columbia Daily Spectator*—both easily available online—that Foner explicitly criticized De Genova's comments from the podium and in the press, calling them "idiotic and reprehensible." This attack epitomizes the flaws of the book: guilt by association, poor research, and selective quotation (17).

There are two more arguments in *The Professors* which simply cannot go unanswered, as they go to the heart of Horowitz's questionable methodology. Horowitz asks, "How many radical professors are there on American faculties of higher education?" He arrives at a figure of 25,000 by taking Harvard as a test case, asking readers to "assume a figure of 10 percent" radical faculty at that university, then cutting that 10 percent figure in half for universities as a whole, and citing government statistics on the total number of professors in the U.S. He offers no basis whatsoever for the 10 percent figure at Harvard; it is taken from thin air (18). Moreover, the "representativeness" of his sample of 101 professors must be questioned, as it includes thirteen who teach Middle Eastern studies, eleven who teach "peace studies," and ten who are in other "ethnic studies" fields. One would be hard-pressed to find a university in the U.S. with three percent of its faculty in these fields, let alone thirty percent.

On September 11, 2007, the American Association of University Professors released "Freedom in the Classroom," a wide-ranging defense of academic freedom in the face of conservative attacks, such as Horowitz's. Drawing on nearly one hundred years of AAUP position papers, and addressing specific recent controversies, "Freedom in the Classroom" argues that indoctrination occurs not when professors give their opinions in class, but "only when instructors dogmatically insist on the truth of such propositions by refusing to accord their students the opportunity to contest them" (19). Some of the professors who Horowitz describes might violate this reasonable definition, but the innumerable misstatements and exaggerations in Horowitz's accounts call into question most of his accusations. This AAUP report should prove useful to professors who find themselves targets of conservative ire, just as Greenspan's comments remind us of the difficulties in setting limits on acceptable scholarly, or political, analysis. □

Robert Shaffer is associate professor of history at Shippensburg University of Pennsylvania. He testified before a subcommittee of the Pennsylvania State Assembly in May 2006 in the so-called "academic freedom" hearings.

Endnotes

1. Alan Greenspan, *The Age of Turbulence: Adventures in a New World* (New York: Penguin, 2007), 463.
2. David Horowitz, *The Professors: The 101 Most Dangerous Academics in America* (Washington, D.C.: Regnery, 2006), 53, 362.
3. Many of Horowitz's charges were first published on his web-based journal, <<http://fronpagemag.com>>, which continues to publicize similar charges against others.

4. The blurb on the dust jacket is credited to "State representative Gibson Armstrong, author of Pennsylvania's Academic Freedom resolution."

5. Horowitz, *The Professors*, 141, 259, 262, 113, 122, and passim. Of course, an irony here is that Horowitz emerged on the intellectual scene in the 1960s with his highly critical economic interpretation of U.S. foreign policy, along with his service as editor of the New Left magazine, *Ramparts*, which published similar perspectives. David Horowitz, *The Free World Colossus: A Critique of American Foreign Policy in the Cold War* (New York: Hill and Wang, 1965); Horowitz, *Imperialism and Revolution* (Baltimore: Penguin, 1969); Horowitz, ed., *Containment and Revolution* (Boston: Beacon, 1968); Horowitz, ed., *Corporations and the Cold War* (New York: Monthly Review Press, 1969). I was an intern at *Ramparts* during the summer of 1974, working under Horowitz on several projects.

6. Horowitz, *The Professors*, 105; Samantha Power, "Access Denied," *Time*, October 8, 2007, 33; Amnesty International, "Millions in Flight: The Iraqi Refugee Crisis" (September 24, 2007), at <<http://web.amnesty.org/library/Index/ENGMD140412007?open&of=ENG-IRQ>>, accessed September 29, 2007; Amnesty International, "Iraq: Decades of suffering, now women deserve better" (February 22, 2005), at <<http://web.amnesty.org/library/Index/ENGMD140012005>>, accessed September 29, 2007; website of the Organisation of Women's Freedom in Iraq, at <<http://www.equalityiniraq.com>>.

7. Horowitz, *The Professors*, 194; Todd Gitlin, *The Sixties: Years of Hope, Days of Rage* (New York: Bantam, 1987), e.g. at 348-51 and 402-03.

8. Horowitz, *The Professors*, 339. See Phillip Berryman, *Liberation Theology: The Essential Facts about the Revolutionary Movement in Latin America and Beyond* (New York: Pantheon, 1987), which discusses points of convergence and divergence with Marxism at 138-50, and Jose Miranda, *Communism in the Bible*, trans. by Robert Barr (Maryknoll, N.Y.: Orbis, 1982), which, at 3, explicitly criticizes "Russian communism."

9. Horowitz, *The Professors*, 368; Cornell West and Michael Lerner, *Jews and Blacks: A Dialogue on Race, Religion, and Culture in America* (New York: Penguin, 1996). See also <<http://www.tikkun.org>> and <<http://www.spiritualprogressives.org>>, both accessed September 29, 2007.

10. Horowitz, *The Professors*, 316. Horowitz implies that Schell is an unreconstructed Maoist, an enthusiast for the Cultural Revolution whose views "have not significantly changed over the years." For a recent essay which briefly discusses the "errors, failures, and even great crimes" of the Maoist era, see Schell, "Memory, Forgiveness and Forgetting," *Time*, March 7, 2005, available at <<http://www.time.com/time/magazine/article/0,9171,1034828,00.html>>.

11. Horowitz, *The Professors*, 354-55, also considers peace studies professor George Wolfe of Ball State University a "danger" to our nation primarily because of his devotion to the teachings of Gandhi.

12. Horowitz, *The Professors*, 215, 1-2, 11-12, 74-76.

13. <<http://www.uclaprofs.com/articles/dirtythirty.html>>, accessed September 29, 2007.

The content of this web site does not appear to have been updated since early 2006.

14. Horowitz, *The Professors*, 57, 91. Cleaver is listed as a faculty member on the web sites of both Emory Law School and the African American Studies Department at Yale: <<http://www.law.emory.edu/faculty/faculty-profiles.html>>, and <<http://www.yale.edu/afamstudies/aboutfaculty.html>>, both accessed September 29, 2007.

15. Horowitz, *The Professors*, 286, 212, 231, 66.

16. Horowitz, *The Professors*, 241-243; Ann Coulter, "Kwanzaa: A Holiday from the FBI," Dec. 26, 2002, available at <<http://www.jewishworldreview.com/cols/coulter122602.asp>>; <<http://www.holidays.net/kwanzaa>>; <<http://www.officialkwanzaawebsite.org/origins1.shtml>>, all accessed September 29, 2007.

17. Horowitz, *The Professors*, 177-179; "Criticism Becomes Dogmatism" (editorial), *Columbia Daily Spectator*, March 27, 2003, and Margaret Hunt Gram, "De Genova Teach-In Comments Spark Fury," *Columbia Daily Spectator*, March 31, 2003, both available at <<http://www.columbiaspectator.com>>, and Tamar Lewin, "At Columbia, Call for Death of U.S. Forces is Denounced," *New York Times*, March 29, 2003, D3. My starting point for Foner's side of the story was the "Horowitz Fact Checker" section of <<http://www.freeexchangeoncampus.org>>, in which about two dozen of those attacked by Horowitz give their rebuttals. Free Exchange on Campus is a network, sponsored by the American Association of University Professors, the American Civil Liberties Union, the American Federation of Teachers, and seven other organizations, which monitors assaults on academic freedom, such as those levied by Horowitz.

18. Horowitz, *The Professors*, xlv.

19. <<http://www.aaup.org/AAUP/newsroom/pressreleases/classroom.html>>, and <<http://www.aaup.org/AAUP/comm/rep/A/class.htm?PF=1>>, both accessed September 17, 2007.

Announcement

RECORDS OF THE NATIONAL PARK SERVICE

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

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Now Playing: When Your Book Becomes a Film

Rachel Maines

It took twelve years of research and writing to turn a thin and highly speculative manuscript with the working title of *The Vibrator and its Predecessor Technologies* into the Johns Hopkins University Press book *Technology of Orgasm: "Hysteria," the Vibrator and Women's Sexual Satisfaction*. It took another seven and half years, and more than \$150,000, for award-winning documentary filmmakers Wendy Slick and Emiko Omori to turn it into a feature-length film, *Passion and Power*, that premiered at New York City's Lincoln Center on July 28 to a sellout (and highly enthusiastic) crowd. And you thought things like this only happened to the likes of Natalie Zemon Davis, whose *Return of Martin Guerre* was filmed in 1982.

Certainly, that's what I thought, as I spent all those years chasing obscure sources, visiting distant repositories, and double-checking footnotes for a book I thought might cause a mild stir among my fellow historians of technology, assuming I could find anybody willing to publish it. The auspices were not promising: three different versions of an article based on the research were rejected by the leading journal in my subdiscipline, and in 1989 the Technical Advisory Board of the Institute of Electrical and Electronics Engineers (IEEE) threatened to withdraw the charter of its publication *Technology & Society*, for having published my "Socially Camouflaged Technologies: the Case of the Electromechanical Vibrator." In 1996, when I finally had a complete book manuscript, the first university press to which I submitted it returned it within days, along with a letter asserting that it would be at least another ten years before the work was publishable. And even then, they wouldn't be interested. I have never held a tenure-track position in a college or university, so tenure and promotion weren't issues, but it was worrisome just the same.

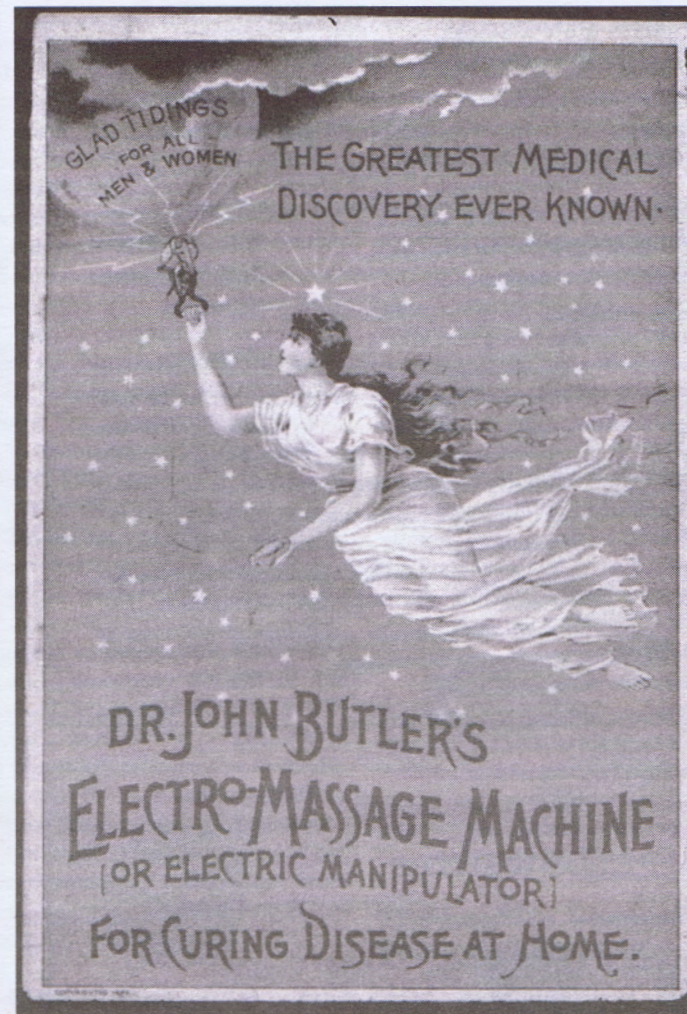
Once Johns Hopkins had accepted the manuscript, I spent the next six months jumping out of my skin every time the phone rang, thinking it was my editor Bob Bruger calling to say he'd changed his mind. So it was a pleasant surprise when positive reviews—and even more positive sales results—started coming in early in 1999. Everybody from the *New England Journal of Medicine* to *WHAP! Magazine*, it seemed, had something to say about my book. For those of you who haven't been reviewed in *WHAP!*, that's *Women who Administer Punishment*. When the book won two prizes in 2000 and 2001, I began to think the thing might be a success. The book got an unexpected boost from the Alabama state legislature, which passed the Anti-Obsecenity Act of 1998 just before the book was published, making its jurisdiction the fourth state in which it is illegal to sell vibrators or dildos, and to own more than five. The other states are Texas, Georgia and Kansas. Naturally, everybody wanted a sound bite from the only university-trained historian to weigh in on vibrators.

In 2000, I started getting phone calls from filmmakers, the first of what were to be fourteen bidders on the rights to *Technology of Orgasm*. Neither Johns Hopkins nor I had much experience evaluating filmmakers, so we hired an agent, and I called my old friend Pat Ferrero, a docu-

mentary filmmaker who teaches film production at San Francisco State University, for advice. Her advice was that she and her colleagues Wendy Slick, Emiko Omori and Pat Jackson should make the film. In the event, her team prepared by far the best proposal, and was the high bidder as well, at \$30,000. Johns Hopkins and I were dumbfounded and delighted. My fifty percent share of this bounty was more than three times what the book earned in royalties in its best year.

None of us anticipated that it would take as long as it did to make the film. Over the next few years, Pat, Wendy and Emiko flew me out to San Francisco for what were for me more like giggly slumber parties for middle-aged women than real work. The filmmakers, though, slaved through fourteen-hour days, renting a mansion for the filming, hiring a costumer and make-up artist, searching heaven and earth—well, maybe only the earthy sources—for historical images of vibrators and their use. They tirelessly interviewed women who had modern perspectives on the kinds of women's sexuality issues I had raised in my book, including Dell Williams, owner and founder of the world's first feminist sex-toy boutique, Eve's Garden; Betty Dodson, who is the only septuagenarian I know who makes a living from classes in female orgasm; performance artist Reno; and Joanne Webb and her attorney BeAnn Sisemore, who fought Joanne's arrest on obscenity charges for selling vibrators in Texas in November 2003.

The making of the film had to proceed in fits and starts, as the team was forced to make frequent and discouraging pit stops for fundraising, which ultimately included mortgaging the homes of both the team members who had survived the process through 2005: Wendy Slick and Emiko Omori. So it was yet another pleasant surprise when Wendy called at the end of April 2007 to tell me that the film would be premiering in New York City in July. Could I possibly be there? *Could I!* My husband and I spent two exuberant days shopping for appropriate clothing and shoes, mobi-



An early twentieth-century advertisement for Dr. John Butler's Electro-Massage Machine.

lized my parents, my friends and colleagues, and even my tenant and her boyfriend, and bought tickets to the Big Apple.

The premiere was an amazing experience. My mother, fiction author Natalie Petesch, to whom *Technology of Orgasm* is dedicated, called the event "a miracle." Even my tired old jokes, by now repeated in dozens of presentations over a period of twenty years, sounded new and funny in the colorful context of imaginative documentary film-making. I was especially impressed by how successfully the contemporary issues were integrated with the historical substance of my book, and with the diversity of disciplines represented in the audience. Psychologists, sociologists, historians, physicians, film critics, lawyers,

and sex educators all find something to love in it; the film got a standing ovation at the American Association of Sexuality Educators, Counselors and Therapists (AASECT) meeting earlier this summer, and was shown at the Society for the History of Technology annual meeting in Washington D.C. in October. Gratifying as well was the immediate interest in classroom use. I should not have been surprised. It says a lot about gender, technology, and law that you can buy and sell any number of guns in all fifty states, but in four of them you can't own more than five vibrators. If you cannot get your students talking about *that*, I respectfully submit that you are ready for a sabbatical.

The film, as historian of technology Ruth Cowan expressed it, "captures the essence of the book," but it's really Wendy and Emiko's film. The film's proceeds will all be theirs, and more power to them—they're going to need them to pay off those mortgages. But I have to say, all this glamorous Hollywood stuff makes every single one of those footnotes seem worthwhile. □

Rachel Maines is a visiting scholar in the Department of Science and Technology Studies at Cornell University.

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.



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The application to become an AP Reader can be found at 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 to request an application. Applications are accepted throughout the year but you are encouraged to apply now to be considered for appointment to the AP Reading to be held June 5–11, 2008 at the Kentucky International Convention Center in Louisville, Kentucky.

MHS-NEH FELLOWSHIPS



THE MASSACHUSETTS HISTORICAL SOCIETY will award at least two long-term MHS-NEH fellowships for the academic year 2008–2009. 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. There will also be a supplement for professional expenses of \$375 (half year) or \$750 (full year). 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, 2008.

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 visit the Society's website, www.masshist.org, or contact Conrad E. Wright, Massachusetts Historical Society, 1154 Boylston Street, Boston, MA 02215 (e-mail cwright@masshist.org).



Call for Papers 2009 OAH Annual Meeting



Seattle Sheraton Hotel and Washington State Convention Center
Thursday, March 26—Sunday, March 29, 2009

With the theme of "History Without Boundaries," the 2009 Organization of American Historians program committee seeks an eclectic program that will highlight the creative use of history in research, education, the media, and public presentations. We seek proposals reflecting the broad chronological and subject diversity of American history, including race, gender, disabilities, social, cultural, political, economic, diplomatic, and military studies, by those teaching at universities, community colleges, and secondary schools, public historians, and independent scholars. Meeting on the West coast, the program should feature sessions on the history of the West and the borderlands, rural life, Native Americans, African Americans, Hispanic Americans, and Asian Americans, and issues of immigration and environmental policy. We encourage international participation, and sessions that emphasize oral history, museums, archives, and broadcast and electronic media.

The program committee invites the submission of panels and presentations that deal with these and other issues and themes in American history. We welcome teaching sessions, particularly those involving the audience as active participants or those that reflect collaborative partnerships among teachers, historians, and other history educators at all levels. We encourage presenters to post their papers on the OAH website before the meeting, in order to deepen the discussion in Seattle. We prefer to receive proposals for complete sessions, but will consider individual paper proposals as well.

The program should reflect the full diversity of the OAH membership in the U.S. and abroad. Wherever possible, proposals should include presenters of both sexes and members of ethnic and racial minorities. Panels also should represent a range of historians, public and academic, and other history professionals, wherever they are employed and at varying levels of seniority in the profession.

Registration and Membership Requirements

All participants must preregister for the meeting. Participants who specialize in American history and support themselves as American historians are also required to be members of the OAH. Participants representing other disciplines do not have to be members.

Repeat Participation

OAH policy prohibits individuals from participating in two consecutive annual meetings in the same role and limits individuals to appearing only once on the program in a given year. If you have questions about this policy, contact the OAH meetings department.

Submission Procedure

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

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White

Presidential Records Fight Back on Front Burner

Long-time readers of this column are aware of the now six year battle that the historical and archival communities have waged to overturn the Bush administration's Executive Order (EO) 13233. Under the Presidential Records Act, presidential records are legally required to be released to historians and the public twelve years after the end of a presidential administration. In November

2001, President George W. Bush issued EO 13233 giving current and former presidents, their heirs or designees, and former vice presidents broad authority to withhold presidential records or delay their release indefinitely.

Less than a month after EO 13233 was issued, a lawsuit was brought by Public Citizen on behalf of itself, the American Historical Association (AHA), National Security Archive (NSA), Organization of American Historians (OAH), Reporters Committee for Freedom of the Press, American Political Science Association (APSA) and historian Stanley Kutler against the federal government questioning the order's legality.

After years of filing and counter-filings, on October 1 a federal district court judge gave historians and researchers a partial but significant victory in the suit. Judge Colleen Kollar-Kotelly struck down the section of the Executive Order that allows a former president to indefinitely delay the release of records. However, the judge did not rule on the constitutionality of the Executive Order itself, narrowly crafting her decision to address only specific provisions in the order.

Unfortunately, Judge Kollar-Kotelly did not rule on the legality of the sections of the Executive Order allowing heirs and designees of former presidents, and former vice presidents, the authority to control the release of documents, calling them "unripe" since no records have yet been withheld pursuant to those provisions. However, the judge left open the right for the plaintiffs to challenge these provisions in the future. According to press reports, the Bush administration is reviewing its options concerning an appeal of the decision.

Legislation to overturn Executive Order 13233 overwhelmingly passed the House by a vote of 333-93 in April. At the time the legislation was considered in the House, the Bush administration issued a threat to veto the bill, but it passed the House by a veto-proof margin.

Similar legislation cleared the Senate Homeland Security and Government Affairs Committee by voice vote this summer. However, when the Democratic leadership sought to bring the bill to the floor on September 29, Senator Jim Bunning (R-KY) objected to consideration of the bill.

On October 2, Senate Homeland Security and Governmental Affairs Committee Chairman Joe Lieberman (ID-CT) called for an end to the hold that has been blocking Senate consideration. "While I am pleased that the court struck down a troubling section of this Executive Order, the ruling underscores the need to replace the entire order with a process that provides greater public access to presidential records," Lieberman said. "This bill was offered in the spirit of the First Amendment and the principle of free-

dom of information upon which our nation was founded. I call on my colleagues to refrain from procedural roadblocks and allow the public access to the important historical records of their elected leaders."

Then former President Bill Clinton jumped into this political maelstrom asserting that the Bush administration was at fault for delaying the release of his records. "I want to open my presidential records more rapidly than the law requires, and the current administration has slowed down the opening of my own records," the former president said. "And I do think that I will have extra responsibilities for transparency should the American people elect Hillary president." Judicial Watch, a conservative watchdog group, has filed suit against the National Archives seeking release of Senator Hillary Clinton's (D-NY) records from when she was first lady. The group alleges that the Archives has not responded to its request for the Clinton documents in a timely manner. The National Archives has countered that there were 156 Freedom of Information Act (FOIA) requests pending before Judicial Watch filed its request and that they have shown "no irreparable harm" that would result if the records were not released on an expedited basis.

In a court filing in response to the lawsuit, Emily Robison, the acting director and the deputy director of the William J. Clinton Presidential Library, said there were 287 pending FOIA requests, which involve the processing of approximately 10,500,000 pages of presidential records. She estimated that it would take through January 2008 to complete processing the 10,000 pages of records representing the first portion of the first lady's records requested by Judicial Watch. The Clinton Presidential Library has only six archivists on staff for processing all of its pending FOIA requests for textual and electronic records.

House Passes Woodrow Wilson Presidential Library Bill

On September 24, by voice vote, the House of Representatives passed H.R. 1664, a bill that would authorize the National Archives and Records Administration (NARA) to make pass-through grants towards the establishment of a Woodrow Wilson presidential library in Staunton, Virginia, Wilson's birthplace. It should be made clear that H.R. 1664 only authorizes that federal funds can be used to make grants to the Wilson library. Separate language in an appropriations bill would be needed to provide the Archives the funds needed to make the grants.

In addition, the legislation sets stringent requirements that must be met before any federal dollars may be appropriated. First, the private entity running the Wilson library must certify that it has raised double the amount of the proposed federal grant from nonfederal sources. Second, the grant is conditioned on the Wilson library coordinating its programs with other federal and nonfederal historic sites, parks, and museums that are associated with the life of Woodrow Wilson. Finally, the bill prohibits the use of federal grant funds for the maintenance or operation of the library. The legislation also makes it clear that the library will not be considered part of the existing Presidential Library System and that the National Archives will have no involvement in the actual operation of the library.

While the Bush administration took no formal position on H.R. 1664, sources at the National Archives do not

feel that NARA should be used as a pass-through for federal funds to a private entity. Private institutions usually receive funds through specific earmarks in appropriations bills. The bill had the unanimous support of the Virginia delegation in the House. Companion legislation (S. 1878) has been introduced by Senator James Webb (D-VA), with the co-sponsorship of Virginia's senior Senator John Warner (R-VA).

World War II Crimes Group Issues Final Report to Congress

On September 28, the Nazi War Crimes and Japanese Imperial Government Records Interagency Working Group (IWG), formed under the Nazi War Crimes Disclosure Act of 1998 and the Japanese Imperial Government Disclosure Act of 2000, issued its final report to Congress describing the seven-year, approximately \$30 million government-wide effort to locate, declassify, and make publicly available U.S. records of Nazi and Japanese war crimes.

More than eight million pages were declassified and opened to the public as a result of the Disclosure acts. Notably, the records include the entirety of the operational files of the Office of Strategic Services (the predecessor agency of the CIA), and more than 163,000 pages of CIA materials of a type never before opened to the public.

One of the IWG's aims was to uncover documentation that would shed light on the extent to which the U.S. Government had knowingly used and protected war criminals for intelligence purposes. Findings on this subject were explored in two volumes produced by the IWG: *Researching Japanese War Crimes: Introductory Essays* (January 2007) and *U.S. Intelligence and the Nazis* (April 2004).

Smithsonian Channel Debuts on DirecTV

The long-delayed Smithsonian television channel finally made its debut on satellite provider DirecTV. The launch ends a lengthy saga of fits and starts and controversy since the Smithsonian Institution announced its exclusive deal with Showtime Networks, Inc. to develop a television presence nearly two years ago. Originally conceived as an on-demand digital channel, the venture debuted on September 26 as a traditional channel with regular programming scheduled twenty-four-hours a day.

In March 2006, the Smithsonian ignited a storm of controversy when it announced that it had entered into a thirty-year, semi-exclusive contract with Showtime to create a digital on-demand television channel. Members of Congress and other stakeholders, including the National Coalition for History, raised issues concerning the contract's potential effects on public access to and use of the Smithsonian's collections, its confidential nature, and the process by which the Smithsonian negotiated the agreement.

The Smithsonian claims that the fears that access to their holdings by filmmakers would be impacted have proved unfounded. From January 1, 2006 to August 3, 2007, the Smithsonian says it received more than 210 requests to film at the institution. Of these, only two were declined due to the creation of Smithsonian Networks. One request was for a one-hour show, focusing entirely on the Smithsonian and the other was a proposal for a partnership with the Smithsonian on a children's series. Producers for commercial cable channels made both requests. □

have, until recently, mostly looked askance at American Jewish history. The contentiousness of important U.S. sub-fields, especially those pertaining to race, class, and gender, have also likely deterred American Jewish historians, who have wanted to gain acceptance from their colleagues, from entering into controversy. Whatever the reasons, American Jewish historians have by and large stood on the sidelines. Their own scholarly advances notwithstanding, American Jewish historians have exercised little influence on the direction of the U.S. field.

Even so, American Jewish historiography poses a quiet challenge to scholars working within the areas of race, class, and gender, who have been largely unable or unwilling to account for Jews, as a group, in their writings (15). As the scholarly literature reveals, the experiences of Jews in the U.S. confounds categories of oppression and resistance. They have, over the decades, experienced poverty and affluence, discrimination and acceptance, distinctiveness and assimilation, often at the same time. American Jewish historians have shown how an immigrant group, and its descendants who adhered to a distinctive religious and cultural outlook, went to great lengths to accommodate to America, yet sought to reform it substantially, even transform it entirely, which the radicals among them hoped to do. American Jewish liberalism, the position of the majority, persisted as these acculturating women and men articulated a set of beliefs that deviated from American norms. This played itself out in a number of key areas, such as race relations, in which the major Jewish organizations promoted civil and political equality for African

Americans. It also manifested itself as American Jewish communal bodies, including religious ones, worked to secularize the larger society, in addition to supporting internationalism in foreign affairs, the growth of the welfare state and the legitimization of labor unions. Jews pursued liberal and social democratic agendas, which placed them on the left end of the American political spectrum, even as they sought integration into the mainstream (16).

Specialists in American Jewish history have produced a raft of books examining how Jews balanced tensions between their desire for acceptance and their efforts to achieve it on suitable terms. They have examined the multiple points of intersection between American Jews' inner communal lives and the larger American society, exploring the times, places, and mechanisms by which they lived and made sense of their two identities. They have studied how Jews balanced their American loyalties with their global responsibilities. How Jews did these, and the debates over them, may offer much to U.S. historians. □

Hasia Diner is professor of history at New York University and Tony Michels is associate professor of history at the University of Wisconsin.

Endnotes

1. For a statement on the state of the field at present, see, Hasia R. Diner, "American Jewish History," in *The Oxford Handbook of Jewish Studies*, Martin Goodman, ed. (Oxford: Oxford University Press, 2002), 471-90.
2. Lloyd P. Gartner and Max Vorspan, *History of the Jews of Los Angeles* (San Marino: Huntington Library, 1970); Hyman Grinstein, *The Rise of the Jewish Community of New York, 1654-1860* (Philadelphia: Jewish Publication Society, 1945).
3. Salo Baron, *Steeled by Adversity: Essays and Addresses on American Jewish Life* (Philadelphia: Jewish Publication Society, 1971); Oscar Handlin, *Adventure in Freedom: Three Hundred Years of Jewish Life in America* (New York: McGraw Hill, 1954); Moses Rischin, *The Promised City: New York Jews, 1870-1914* (Cambridge: Harvard University Press, 1962).
4. On anti-Semitism in the historical profession see, Leon Fink, *Progressive Intellectuals and the Dilemmas of Democratic Commitment* (Cambridge: Harvard University Press, 1997); Peter Novick, *That Noble Dream: The 'Objectivity Question,' and the American Historic Profession* (Cambridge: Cambridge University Press, 1988).
5. Leon Jick, *The Americanization of the Synagogue: 1820-1870* (Hanover, New Hampshire: University Press of New England, 1976); Alan Silverstein, *Alternatives to Assimilation: The Response of Reform Judaism to American Culture* (Hanover, New Hampshire: University Press of New England, 1994); Weisman Joselit, *The Wonders of America: Reinventing Jewish Culture, 1880-1950* (New York: Hill and Wang, 1994); Jonathan Sarna, *American Judaism* (New Haven, Ct.: Yale University Press, 2004); Jeffrey Gurock, *A Modern Heretic and a Traditional Community: Mordecai M. Kaplan, Orthodoxy and American Judaism* (New York: Columbia University Press, 1997).
6. Hasia Diner, *A Time for Gathering: The Second Migration, 1820-1880* (Baltimore: Johns Hopkins University Press, 1992); Arthur Goren, *New York Jews and the Quest for Community: The Kehilla Experiment, 1908-1922* (New York: Columbia University Press, 1970); Jeffrey Gurock, *When Harlem Was Jewish, 1870-1930* (New York: Columbia University Press, 1979); Deborah Dash Moore, *At Home in America: Second Generation New York Jews* (New York: Columbia University Press, 1981); Daniel Soyer, *Jewish Immigrant Association and American Identity in New York* (Cambridge: Harvard University Press, 1997); Beth Wenger, *New York Jews and the Great Depression: Uncertain Promise* (New Haven, Ct.: Yale University Press, 1996); Deborah Dash Moore, *To the Golden Cities: Pursuing the American Jewish Dream in Miami and Los Angeles* (New York: Free Press, 1994).
7. Diner, *A Time for Gathering*; Thomas Kessner, *The Golden Door: Italian and Jewish Immigrant Mobility in New York City, 1880-1915* (New York: Oxford University Press, 1977); Ewa Morawska, *Insecure Prosperity: Small Town Jews in Industrial America, 1890-1940* (Princeton: Princeton University Press, 1996); Ruth A. Markowitz, *My Daughter, The Teacher: Jewish Teachers in the New*

York City Schools (New Brunswick, N.J.: Rutgers University Press, 1993). On Jews and consumption, see Hasia Diner, *Hungering for America: Italian, Irish, and Jewish Foodways in the Age of Migration* (Cambridge: Harvard University Press, 2002); Andrew Heinze, *Adapting to Abundance: Jewish Immigrants, Mass Consumption and the Search for American Identity* (New York: Columbia University Press, 1990).

8. See, for example, Eric Goldstein, *The Price of Whiteness: Jews, Race, and American Identity* (Princeton, N.J.: Princeton University Press, 2006); Eli Lederhendler, *New York Jews and the Decline of Urban Ethnicity, 1950-1970* (Syracuse: Syracuse University Press, 2001); Tony Michels, *A Fire in Their Hearts: Yiddish Socialists in New York* (Cambridge: Harvard University Press, 2005). These three authors have not put forward a shared critique, but have taken issue, to one extent or another, with the idea of an American Jewish symbiosis.

9. Hasia Diner, *Lower East Side Memories. The Jewish Place In America* (Princeton: Princeton University Press, 2001); Riv-Ellen Prell, *Fighting to Become Americans: Jews, Gender and the Anxiety of Assimilation* (Boston: Beacon, 1999); Joyce Antler, *You Never Call! You Never Write!: A History of the Jewish Mother* (New York: Oxford University Press, 2006).

10. Leonard Dinnerstein's *Anti-Semitism in America* (New York: Oxford University Press, 1994) is an exception.

11. Three exceptions are Richard D. Breitman and Alan M. Kraut, *American Refugee Policy and European Jewry, 1933-1945* (Bloomington: Indiana University Press, 1987); Henry Feingold, *The Politics of Rescue: The Roosevelt Administration and the Holocaust, 1938-1945* (New Brunswick, NJ: Rutgers University Press, 1970); and Christopher Sterba, *Good Americans: Italian and Jewish Immigrants During the First World War* (New York: Oxford University Press, 2003).

12. Joyce Antler, *The Journey Home: Jewish Women and the American Century* (New York: Free Press, 1997); Susan Glenn, *Daughters of the Shtetl: Life and Labor in the Immigrant Generation* (Ithaca, New York: Cornell University Press, 1991); Karla Goldman, *Beyond the Synagogue Gallery: Finding a Place for Women in American Judaism* (Cambridge: Harvard University Press, 2000); Mary McCune, "The Whole Wide World, Without Limits": *International Relief, Gender Politics, and American Jewish Women, 1893-1930* (Detroit: Wayne State University Press, 2005); Diane Ashton, Rebecca Gratz: *Women and Judaism in Antebellum America* (Detroit: Wayne State University Press, 1997); Pamela Nadell, *Women Who Would Be Rabbis: A History of Women's Ordination, 1889-1985* (Boston: Beacon Press, 1998); Shuly Rubin Schwartz, *The Rabbi's Wife: The Rebbetzin in American Jewish Life* (New York: New York University Press, 2006) represent just some of the rich work on the history of Jewish women in America and hardly constitutes a complete list.

13. Hasia Diner, *In the Almost Promised Land: American Jews and Blacks, 1915-1935* (Baltimore: Johns Hopkins University Press, 1992) (orig. 1977, Greenwood Press); Eric Goldstein, *The Price of Whiteness*; Cheryl Greenberg, *Troubling the Waters: Black-Jewish Relations in the American Century* (Princeton, N.J.: Princeton University Press, 2006).

14. Mark Dollinger, *Quest for Inclusion: Jews and Liberalism in Modern America* (Princeton, N.J.: Princeton University Press, 2000); Stuart Svonkin, *Jews Against Prejudice: American Jews and the Fight for Civil Liberties* (New York: Columbia University Press, 1997).

15. While a considerable number of Americanists have occasionally written on Jewish individuals as part of larger studies, few have devoted sustained attention to them, engaged seriously with American Jewish historiography, or accorded significance to Jews as a group. Important exceptions include Paul Buhle, *From the Lower East Side to Hollywood: Jews in American Popular Culture* (London and New York: Verso, 2004); Susan Glenn, *Daughters of the Shtetl*; John Higham, *Send These to Me: Jews and Other Immigrants in Urban America* (New York: Atheneum, 1975); David A. Hollinger, *Science, Jews, and Secular Culture: Studies in Mid-Twentieth-Century American Intellectual History* (Princeton: Princeton University Press, 1996).

16. Arthur A. Goren, "A 'Golden Decade' for American Jews: 1945-1955," in *Studies in Contemporary Jewry* vol. 8 (1992); Hasia Diner, *The Jews of the United States, 1654-2000* (Berkeley: University of California Press, 2005).

ASSISTANT PROFESSOR AFRICAN AMERICAN HISTORY

The Department of History at Hunter College, CUNY invites applications for a tenure-track Assistant Professorship in African American history with an anticipated starting date of September 1, 2008.

A Ph.D. in history is required at the time of appointment. In addition to teaching courses in the specialty, the appointee should have a demonstrated commitment to regularly teaching U.S. history survey.

Salary range: \$38,801 - \$67,092.

Review of applications will begin in January 2008 and continue until the position is filled. Send letter of application, C.V. and three letters of reference to **Professor Barbara Welter, African American History Search Committee, Dept. of History, Hunter College, 695 Park Avenue, New York, NY 10065** or email history.search@hunter.cuny.edu; please put "African American History Search" in subject line.

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Amending the Constitution

Lee W. Formwalt



Formwalt

Oftentimes, constitution and by-law changes can be as dry as dust and consist of small technical changes that make little difference in the operation of the association. This time, however, both the quantity and nature of changes to the constitution that you approved this summer and the additional bylaw changes that the executive board approved in September will affect

the governance of our learned society and professional association for a long time to come. Hence, the importance of examining these changes and what they mean for OAH.

The driving force behind all we do as an organization is our mission. Nine years ago, the executive board, led by President Bill Chafe, went on retreat to develop a clear mission statement to guide OAH as it moved into the next century. In 2003, the executive board, under President Jacquelyn Dowd Hall, approved the shortening of that statement to the customary one sentence mission and this summer OAH members approved the incorporation of that mission

into the Constitution replacing the former "Object of the Organization." Members are familiar with our mission as we include it in all of our publications as a reminder of what we are about as an organization: "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." Everything we do at OAH should tie in one way or another to our mission. If it does not, we should not be doing it or we should change the mission. Since the mission is central to who we are, it appears at the very beginning of our revised constitution. You can view the current, i.e., revised, constitution at <http://www.oah.org/about/constitution.html>, and, for comparison purposes, visit the link there to the old constitution.

Perhaps the most important office in the organization is that of the president, who serves as the presiding officer or chair of the executive board, the OAH governing body. Until the recent changes this year, the president was chosen by the nominating board to run unopposed for the office of president-elect. The

nominee would serve one year in that capacity, one year as president, and three years on the executive board as past president for a total of five years. In actuality, our presidents worked for nearly six years, since the incoming president-elect (in the year before officially becoming president-elect) often sat in on executive board meetings to get up to speed and appointed the program committee and local resource committee for the annual meeting to be held the year of his/her presidency. In the revised constitution, we have created the office of vice president which would be the equivalent of the "incoming president-elect" position. So now, the nominating board will choose a vice president who will then become president-elect and finally president and serve for only two years as past president. OAH presidents in the future will serve only five years—two years before their presidency (as vice president and president-elect), one year as president, and two years after their

presidency. OAH presidents work long and hard for us and these changes will make that service a bit less onerous.

The constitution as amended on September 1, calls for the election of a vice president in the upcoming fall elections (see ballot on p. 31), but the nominating board does not meet until next spring at the annual meeting in New York. In order to implement the election of a vice president, the nominating board will have to offer two names for vice president, one whose term would begin in 2008 and the other whose term would begin in 2009. Both of these individuals will appear on the fall 2008 ballot. Future ballots after 2008 will have the usual single election for vice president.

The major task of OAH presidents-elect has been the appointment of members to the association's service and awards committee. In addition to the Program and Local Resource committees, OAH has fourteen service committees and eighteen prize committees. Each year the president-elect had to appoint members to these thirty-two committees. Most OAH presidents agree that making appointments to thirty-two committees was one of the most difficult tasks they had to undertake. Such appointments allow presidents to leave their imprint on the OAH governance structure, but it often stretched the presidents' network of colleagues and required the appointment in some fields with which they were not familiar. The new constitution recognizes the challenge of the tradition of presidential appointments and has replaced it with a committee on committees that will make most committee appointments. Now, instead of making several dozen appointments, the president-elect will appoint four members to the eight-member committee on committees. President-elect Pete Daniel has just appointed four members for one year and four for two years, thus creating a rotation so that in the future the committee will have four new members and four veterans each year.

This important change is not just about lessening the president-elect's burden, but it also democratizes the appointment process by putting it into the hands of the committee on committees members whose choices must also be approved by the executive board. We have moved from one person making appointments to twenty-three—eight on the committee on committees and fifteen voting members of the executive board. Instead of drawing on just one person's experience and networks of colleagues, we'll be drawing on eight. In the end this should provide for even better committee membership.

Another committee related change will strengthen the connection between committees and the executive board. In the past, presidents-elect appointed a member of the executive board to serve as a liaison to each of the service committees. Each year at the annual meeting the chair of each service committee would have five minutes to report to the executive board on committee concerns. Everyone involved understood the shortcomings of this limited

See **FORMWALT** / 24 ►

OAH-IU. Diversity Fellowship

Applications Accepted Fall 2007

Consider applying for a Ph.D. in American History at Indiana University. The IU Department of History, Indiana University's College of Arts, and Sciences and the Organization of American Historians have teamed up to offer promising students from underrepresented groups an opportunity to earn their Ph.D. degrees

in history while gaining diverse experiences in the historical profession. The six-year fellowship package offers two years of assistant teaching with the history department, two years as Education Coordinator for the OAH, and two years on fellowship—each complete with fee remission and health insurance.



For more information, please contact Claude Clegg at (812) 855-3236 or cclegg@indiana.edu.

riographical disputes between historians. I make it an absolute rule never to talk about another historian that that group of people is unlikely to have ever heard of. You can say this is much contested, but these are the facts, and this is the way I see it. People get interested in that."

I wanted to know if Stevie had a role in the recent public debate in Philadelphia over recognizing the location of the 1790s President's House near the Liberty Bell. Although her role was small, Stevie spoke with passion about the controversy. "It really started earlier with the new Liberty Bell pavilion, and Charlene Mires and some other folks including myself took umbrage" that the National Park Service "was building the Liberty Bell pavilion right over part of the location of the President's House." A number of historians, including former OAH president Gary Nash, "finally came up with a list of demands concerning what they were going to put in that museum, and we did get it changed. I've always thought the executive as a branch of government needed to be represented here. You have the place where Congress was, you have a place where the court was, and you don't have the place where the executive mansion was. If you're going to have a mall that shows the constitution, you need to have the executive branch."

The controversy in Philadelphia "then gets into George Washington and slavery. It's the poison pit on which this whole country was founded. They couldn't make up their mind about that. So we have fights over the President's House because we never did really make up our minds about that. The only way we can have a hero is to ignore what he did that was unheroic. Nobody wants to talk about Martha Washington sending her slaves to New Jersey to keep them in bondage. Pennsylvania had passed a gradual abolition law. There were still slaves being held

in Pennsylvania as late as 1840, but essentially they passed it in 1780. One of the things about the law was if you kept a slave in Pennsylvania, and specifically in Philadelphia, for more than six months, the person became free. George Washington didn't think it applied to him because it specifically exempted members of Congress who were in Pennsylvania. He thought it exempted members of the government. It didn't. It just exempted members of Congress. So suddenly he was faced with the fact that that law applied to him, so he began rotating his slaves, and Martha Washington had a fit, because she really didn't want to rotate them. Somebody told her, because New Jersey was still a slave state, that if you took them for one day out of Pennsylvania, the six months began counting all over again. So that was a loophole that became available to folks."

"We started with all this controversy . . . Then they did the archaeology, which is required, and everyone had assumed that in the early 1820s when they tore the building down and put up three stores there, that everything was gone. Certainly when they built the mall, they just shoveled everything under in the 1950s, and it was all gone. When they started doing the archaeology on that spot, lo and behold they came up with a piece of the oval office, where the oval window was. They came up with the corridor through which the slaves went underground so nobody would see them walking above ground probably, between the president's part of the house and the kitchen, and they came up with a piece of the kitchen. You could actually see the oval of the oval window, and you could see the corridor, and you could see the corner of the kitchen."

"The National Park Service has become a real ally in many ways, having first dug in their heels. They built a little platform over it. It has been filled with the public.

People are fascinated. They come and watch it, and so now they will have to have to go back and reevaluate the plans that were chosen in the face of needing to keep this recovered bit visible. Everybody understands that this is what turns the public on. I don't know if you know that old museum rule, the three most important questions that get asked to a museum. Number one is where's the bathroom? Number two is when do you close? And number three is is it real? And that really fascinates the public. Here it is, and it's real, so you can't just cover it over and put something pretend there. The mayor has come out strongly in favor of working with it, as have other folks, and it looks like a go. It looks like we will actually get something worth having on that site, and it sure took years. But it is very exciting."

Over her long career, Stevie Wolf has made an important contribution to the study of history. She helped transform students into cultural historians at Delaware. She facilitated the scholarship of numerous colleagues from around the country at the McNeil Center for Early American Studies. Her own scholarship in her study of Germantown and her *As Various As Their Land: The Everyday Lives of Eighteenth-Century Americans* (Harper, 1994) is significant. But the history that has affected more people than any of this has been her public history in Philadelphia. Thousands of middle school students and adults have a better understanding of eighteenth- and early nineteenth-century America because of her work at places like Stenton and other historic homes, as well as her support of efforts to have a more accurate presentation of the executive branch and slavery on Independence Mall in Philadelphia. In Stephanie Grauman Wolf, we see the union of what is best in academic and public history and the challenges of practicing our craft in both areas. □

The Labor and Working-Class History Association
in cooperation with the University of Illinois Press

Is Proud to Announce the First Annual

Herbert G. Gutman Prize for an Outstanding Dissertation in United States Labor and Working-Class History

Named in honor of pioneering labor historian Herbert G. Gutman, the award comes with a cash prize of \$500 from LAWCHA and a publishing contract with the University of Illinois Press. The prize is contingent upon the author's acceptance of the contract with the University of Illinois Press.

Eligible dissertations must be in English, be concerned with U.S. labor and working-class history broadly conceived, and have been defended between September 1, 2006 and August 31, 2007. Applicants must be members of LAWCHA at the time of the submission. The winner will be announced by March 15, 2008 and will receive the award at the annual LAWCHA conference, held in 2008 in Vancouver, British Columbia, June 6-8.

Send four hard copies of the dissertation, along with a letter of endorsement from the dissertation advisor stating the date of the defense, by November 30, 2007 to LAWCHA, c/o Sanford Institute of Public Policy, Duke University, Box 90239, Durham, NC 27708-0239. More information is available on LAWCHA's web-site: www.lawcha.org.

LAWCHA, in collaboration with the Pacific Northwest Labour History Association, also solicits paper and panel proposals for its annual conference titled "Indigenous, Immigrant, Migrant Labour & Globalization" to be held June 6-8, 2008, in Vancouver. The proposal deadline is January 14, 2008. Send a short summary and list of all presenters to Ms. Joey Hartman, PNLHA BC Vice President, preferably by email to pnlha@shaw.ca, or by mail to #2402 - 6888 Station Hill Drive, Burnaby, BC, Canada, V3N 4X5. The full call for papers is at www.lawcha.org.

News of the Organization

Action Items of the OAH Executive Board

The following actions were taken by email by the executive board subsequent to its spring 2007 meeting:

■ By email on April 14, 2007, the executive board did not approve the University of Missouri Kansas City's request for OAH to: 1. sponsor *Talking History*, 2. issue a letter of non-tangible support, 3. nominate three people to serve on an advisory board.

■ By email on June 9, 2007, the executive board voted to approve the selection of Crowe Chizek and Company LLC of Indianapolis as the new auditor for OAH.

■ By email on July 18, 2007, the executive board approved the following three actions:

a. the cutting of \$196,415 in expenses from the FY 2008 Annual Budget

b. the hiring of Financial Consultant Tim Murphy of Nonprofit Financial Solutions as a part-time CFO at a cost of \$29,000 for the balance of the fiscal year, plus costs not now known of new software and its implementation

c. the hiring of a permanent accountant to replace Sheri Sherrill, in accordance with IU policies and salaries, to be supervised by a search committee consisting of Lee Formwalt (executive director), Tim Murphy (part-time CFO), Phillip Guerty (assistant executive director), Michael Regoli (director of publications and CTO), Ginger Foutz (membership director) and Nancy Croker (JAH production manager).

■ By email on July 28, 2007, the executive board accepted the invitation of the National Council on Public History (NCPH) to join them and the AHA in creating a joint Working Group on Evaluating Public History Scholarship.

■ By email on September 5, 2007, the executive board approved the following bylaw changes that it had made in Minneapolis on March 28, 2007:

■ The time for the annual meeting was expanded to between March 1 and May 15.

■ A Committee on Committees was created, to be appointed by the president-elect, which will make appointments to the OAH service and award committees, subject to the approval of the executive board.

■ Additional duties of the executive director and the editor of the *Journal of American History* have been included in the bylaws.

■ Service Committees will report to committees of the executive board created under Article VI of the constitution.

■ The treasurer was made a voting member of the finance committee.

■ The executive director and the *Journal of American History* editor were made nonvoting members of the executive board.

■ The OAH *Magazine of History* Advisory Board will consist of five to ten appointed members.

■ The teaching committee will be composed of five to seven members.

■ The Joint OAH/American Historical Association (AHA) Committee on Part-Time and Adjunct Employment is now included in the bylaws.

■ The Lawrence W. Levine Award Committee was established in order to select the best book annually in American cultural history.

For the revised constitution and bylaws, visit: <http://www.oah.org/about/constitution.html>

■ By email on September 14, 2007, the executive board selected the recipient of the 2008 OAH Friend of History Award who will be announced at the annual meeting in New York on March 29, 2008. □

Fall 2007 Action Items of the OAH Executive Board

At its 2007 fall meeting in Newark, New Jersey, the OAH Executive Board took the following actions:

■ Approved the minutes from the March 29-April 1, 2007 executive board meeting in Minneapolis as well as the minutes of actions taken subsequent to the meeting.

■ Selected the recipient of the Distinguished Service Award who will be announced at the annual meeting in New York on March 29, 2008.

■ Thanked ninety-one OAH members who graciously gave their time to deliver more than one hundred OAH Distinguished lectures from July 2006 through June 2007; and especially Raymond O. Arsenault, Thomas Bender, Elizabeth K. Borgwardt, Roger Daniels, Alan Dawley, John E. Ferling, Paul Finkelman, Woody Holton, Heather Huyck, Gregory H. Nobles, Athan Theoharis, and Laurel T. Ulrich who delivered more than one lecture.

■ Adopted an OAH Staff Credit Card Policy.

■ Approved a proposal from Bedford/St. Martins for a book of historiographical essays based on the April 2006 Centennial issue of the *OAH Magazine of History*.

■ Approved *Journal of American History* Editor Edward T. Linenthal's recommendation for appointment of the following to the *Journal of American History* Editorial Board: Paul Boyer, Dylan Penningroth, Alison Games, and Dee Andrews.

■ Adopted the American Historical Association's Statement on Professional Conduct.

■ Approved an OAH Conflicts of Interest Policy for executive board members and staff.

■ Thanked new OAH CFO Tim Murphy for his report on the transition of the OAH business office including: the hiring of business manager Scott Dobereiner, preparing for the 2007 audit, implementing new accounting software, evaluating and improving the use of the NOAH membership software, developing cash flow forecasts, and producing monthly financial statements with the new system and software.

■ Recognized the deep loss to the American history profession caused by the death of Roy Rosenzweig and approved naming the OAH Distinguished Service Award, the OAH Roy Rosenzweig Distinguished Service Award.

■ Appointed an ad hoc committee to establish a process for honoring certain distinguished members of the profession. □

Ford Foundation Awards \$100,000 Grant to OAH Community College Project

The Ford Foundation notified OAH in October that it approved the organization's application for a grant of \$100,000 for a full year of the OAH Community College Workshop project. A pilot community college workshop took place at El Camino College in Torrance, CA, in June (see *OAH Newsletter*, August 2007, p. 1) and was a success. The workshop sessions brought together four- and two-year faculty as partners; presenters included faculty from research institutions and community colleges, as well as public historians. The workshop encouraged the use of public history resources in local areas through site visits

and the use of curriculum materials. The sessions were videotaped; portions of which will be placed with workshop materials and handouts on the OAH web site for use by historians nationwide. To assist faculty to attend the workshop, small stipends (\$200) were provided through the OAH Second Century Campaign.

The Ford Foundation Grant will cover Community College Workshop project expenses for the current fiscal year, including workshops at Ivy Tech Community College in Bloomington, Indiana (May 29-31, 2008), and Mountain View College in Dallas, Texas (June 19-21). For more information on the first OAH community college workshop and the OAH project, point your browser to <http://www.oah.org/pubs/nl/2007aug/jones.html> and <http://www.oah.org/cc/07wkshp/>. □

MEMBERSHIP Corner

Beginning with this issue of the *OAH Newsletter*, we are introducing a new feature: the Membership Corner. With this new feature, we hope to provide answers to commonly asked membership questions, and to communicate new and exciting membership benefits as they arise. We want to remind you of services available while also opening up a dialogue so that the membership department can better meet the needs of all our members, new and old. Our first installment of the Membership Corner involves the OAH Member Services Account.

Q Why should you set up a Member Services Account and how do you do it?

A A Member Services Account allows you to stay current in your area of specialty. You can sign up to receive customized monthly e-mails of recent scholarship online citations. You can also quickly and easily preregister for the 2008 OAH Annual Meeting to be held Friday, March 28 through Monday March 31, in New York, and save money on your registration fees. Something available to all members is access to PDF versions of the *OAH Magazine of History*, back to April 2003. You can download the latest issue, Lincoln, Race, and Slavery, from the OAH Member Services webpage. If you need to change your address and other personal information, or if you would like quick answers to frequently asked questions, a Member Services Account will easily point you in the right direction.

All you need to do to create a Member Services Account is your OAH ID number, which is found above your name on the mailing label of this and all other publications you receive from OAH, or if you're a new member, in your welcome letter. Simply point your browser to <http://www.oah.org/members> and follow the steps for new users.

We're excited to provide this new feature for our members and look forward to hearing your questions, comments, and concerns. Please contact us at <http://www.oah.org/about/contact.php>, or by phone at (812) 855-9873. □

In Context: Nixon, the National Archives, and History

Allen Weinstein



Weinstein

In his farewell remarks to White House staff on August 9, 1974, just hours before his resignation as the nation's thirty-seventh president took effect, Richard Nixon alluded to his long career in public life, with its historic victories and humiliating defeats. "Only if you have been in the deepest valley," he said, "can you ever know how magnificent it is to be on the highest mountain." Nixon was in both places, on multiple occasions, over the course of his extraordinary half-century in public life. And he has left a legacy that has already been well researched and will continue to be studied as more of the documents of his life and his White House tenure are opened.

Those records will now be opened under the auspices of the National Archives and Records Administration. On July 11 of this year, NARA accepted, on behalf of the federal government, the privately run library and museum in Yorba Linda, California, built by Nixon's supporters and friends.

The Richard Nixon Presidential Library and Museum will be administered by NARA's nonpartisan professional archivists and other staff working for the library director I appointed, historian Timothy Naftali. The new team will work to open formerly closed and unprocessed records and to create a nonpartisan, interactive museum that will provide a resource for all Americans interested in Nixon's life and career, the presidency as an institution, and American history itself. The transfer of control of the Yorba Linda facility ends a story that began more than three decades ago in 1974, when Nixon, facing impeachment proceedings in Congress, resigned amid the Watergate scandal and subsequently fought an unsuccessful legal battle for custody of his papers and access to them.

The establishment of the library as a federal entity and the eventual consolidation in one institution of the records of Nixon's career is important, whether you are a Nixon admirer or a Nixon detractor (or both), since it will provide a single setting to study the most documented presidential administration in American history.

Although the Watergate scandal brought the Nixon presidency to an end, the Nixon years were notable also for significant changes in the nation's social, political, and economic structure. Historic breakthroughs in foreign affairs—with the Chinese and the Soviets and in the Middle East—were high points of the Nixon years even as the Viet-

nam War continued. His records also contain a long list of domestic policy initiatives that have had enormous impact—in the areas of health, safety, the environment, and antidiscrimination—brought about by Nixon's Republican administration and a heavily Democratic Congress.

context of the mission of the National Archives. At NARA, we are in the business of preserving records and providing access to them without regard to the impact of their revelations. The exception here, of course, are national security records considered too vital to our defense to be made public until at least twenty-five years after they are created, often longer. This "let the chips fall where they may" approach, of course, means that both positive and negative information about our former presidents will be revealed. President Lyndon Johnson, for example, wanted visitors to his library to see the record of his presidency "with the bark off." Not everything in the archives of NARA's presidential

libraries is necessarily complimentary to the men whose names are on the buildings.

President Nixon's allusion to the "deepest valley" and the "highest mountain" in his farewell speech also has relevance here. As we assume the stewardship now of all the Nixon records, it is our intention at the National Archives to preserve and make accessible to everyone the records of Richard Nixon's time in the deep valleys as well as the high points. This is in keeping with the major mission of the



Nixon Presidential Library and Museum in Yorba Linda, California.

National Archives—access. To fulfill that mission, we will continue to safeguard these records and will honor our obligation to make them accessible to the maximum extent possible—without exception, evasion, or excision.

I thank the Richard Nixon Library and Birthplace Foundation for agreeing to transfer the library and museum to NARA, allowing it to become a part of our system of federal presidential libraries. We look forward to working with all those interested in the entire career of Richard Nixon. Historians will need what we preserve for them, and with these records, they will make the judgments of history, including those on Richard Nixon, in the fullness of time. □

This long-awaited inclusion of the Nixon Library as one of NARA's presidential libraries is also an important step for this agency. It becomes the twelfth presidential library in our system, from Herbert Hoover to Bill Clinton, and in the next few years, these libraries will be joined by the George W. Bush Library.

With this historic transfer, it is appropriate to place the Nixon Library not only in historical context but in the

Celebrate a Diverse, Flexible OAH

To the Editor:

Nell Painter is a wonderful historian and a very decent human being. Her books and articles are consistently thoughtful, nuanced, probing, and brilliantly crafted. She is cordial, empathetic, and proficient—an excellent choice for our current OAH president. This is why her essay in the August 2007 *OAH Newsletter* ("Into the OAH's Second Century") seems altogether uncharacteristic. She argues, less than persuasively, that the OAH is at a crossroad in its finances and its mission, and that it needs to consider contracting its activities.

Painter is deeply concerned with a \$179,000 OAH deficit for 2005-06 and a \$44,000 deficit for 2006-07. She notes that both shortfalls were covered by OAH reserve funds and that they were unrelated to the shift of the 2000 annual meeting from the racially discriminatory Adam's Mark Hotel in St. Louis or the change in the 2005 meeting site from the San Francisco Hilton, which was plagued by labor difficulties. Painter maintains that the St. Louis costs were covered by member contributions and by the OAH General Reserve Fund, while San Francisco costs were mostly covered by the General Reserve Fund. But she does not acknowledge that because they reduced reserves, the necessary and admirable OAH stands in 2000 and 2005 obviously constricted its financial capacity to cope with subsequent shortfalls. We might reference these subsequent

shortfalls as part of the "normal" operations of an increasingly vibrant organization that requires more revenue and is on the way to securing it.

"Normal" OAH operations include the publication of the journal, the newsletter, and the magazine for teachers, the staging of an annual and diverse regional meetings, plus extensive advocacy efforts that advance the interests of historians. They also include major outreach efforts to comparatively new constituencies like K-12 teachers, community college faculty, independent writers and researchers, and people in other callings who enjoy American history. Recent and rather creative fundraising efforts have also become part of "normal" operations. While these new fundraising ventures require a significant outlay of time and seed money, they are mandatory for a vibrant organization. Moreover, they are already providing indications of significant results.

Nell Painter states that she supports these extensions of OAH efforts. But in the face of 2005-2007 deficits, she argues that the OAH should essentially return to "the basic fundamentals"—the *Journal of American History* and the annual meeting: "those two, I think, need to come first." Whatever else the OAH does, however desirable, becomes construed as less than essential. Painter's logic here is problematic. As historians know all too well, there can be no return to "basic fundamentals" or to any presumed "golden age" based on purportedly core practices after significant changes have occurred. Neither organizations nor societies behave that way.

The Mississippi Valley Historical Association/OAH that Painter and I joined many decades ago did center on the journal and the annual meeting. But those two "fundamentals" were inseparable from a culture that we cannot and would not want to restore. It sometimes had the semblance of a club of privileged white male and predominantly Protestant historians at elite research universities. They were usually averse to a professional organization taking stands on major public issues, too often secured jobs for their graduate students over drinks at the annual meeting, did not foresee what we now call the "internationalization of American history," and had minimal interest in public history or popular culture. Many also regarded *JAH* articles as the optimal words in historical scholarship, and only a few (like Hofstadter and Elkins) drew heavily and systematically from literature in other fields and nations. While that constricted "world" had exciting and creative aspects, which we forget at

our peril, it is hardly one that we can reembrace. The "fundamentals" of the journal and the annual meeting have become less fundamental while the culture that now surrounds the two has become far better suited to our current needs and values. Let me briefly elaborate.

The OAH of recent years is decidedly more inclusive and flexible and vibrant than it has ever been. To underscore the obvious, we welcome all who enjoy American history regardless of their race, religion, nationality, or gender. Formal historical training and specialization, while important, seem less compelling to us than they once had been, while the actual substance of what a person of any background or discipline produces and teaches appears to be more relevant. Indeed, we have become so heterogeneous in our backgrounds, skills, and interests that "one size" clearly cannot "fit all." Neither the journal and the annual meeting nor any other purported "fundamentals" of old can accommodate the increasingly protean, constantly changing organization that the OAH has become. Some prioritize the newsletter or the magazine for teachers, others gravitate to the regional and less costly OAH sponsored meetings and events, some underscore *JAH* book reviews or select articles, and others are refreshed by the OAH spirit of activism on public issues. Contrasting priorities abound.

As we enter our second century, we should celebrate this diversity in a spirit of tolerance and eschew any retreat to purported "fundamentals." Short-term deficits like those of the last two fiscal years may be inherent in the structure of such a vibrant and changing OAH, but several of the new fundraising initiatives should be responsive if given time. As well, a membership quite happy with the lively state of the OAH will consider it in their estate plans and their charitable contributions. Indeed, we member-donors will be far more responsive to a flexible and exploratory OAH than one purporting to retreat to the "fundamentals." □

—Lawrence J. Friedman
Professor of History Emeritus
Indiana University-Bloomington

Objection to Byrd's Award

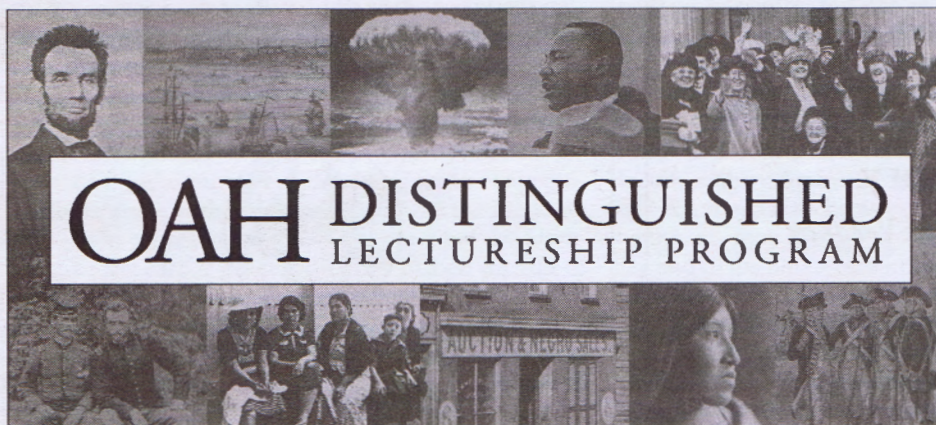
To The Editor:

I could not agree more with Daniel Levine's letter in the August *OAH Newsletter*. Dismissing Robert C. Byrd's racist past is something from which the OAH, of all organizations, should refrain. I join Professor Levine in objecting to the OAH honoring Senator Byrd. □

—Michael S. Mayer
University of Montana
Via the Internet

Contact Us

The *OAH Newsletter* encourages your letters as they relate to the interests of our members and readers. We reserve the right to reject letters that are not consonant with the goals and purposes of the organization. Copy may be condensed or rejected because of length or style. The OAH disclaims responsibility for statements made by contributors. For contact information and additional editorial guidelines, please see page 2. □



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connection between committees and the board. This year the executive board will create a series of subcommittees among its own members; service committees will report to the appropriate subcommittee of the executive board. These reports will happen during the year, usually by teleconference. The new system will allow for a significantly greater amount of time for executive board members to interact with service committee members.

The old constitution made several references to the annual business meeting, but neither described the meeting, when it was to occur, nor the rules governing procedures. That has been remedied in the new constitution which states that the annual business meeting occurs during the annual meeting, and provides for the appointment of a parliamentarian (a position we have had, but was not in the constitution) and the use of Robert's Rules of Order. Also included in the new constitution is a deadline for proposing resolutions to the annual business meeting. In the past new bylaws or bylaw changes were approved by the executive board and then went to the annual business meeting for final approval. The new constitution allows the governing body to make bylaw changes by itself. This is standard procedure for many organizations like ours and allows changes to be made without waiting until the following spring to get approval to implement them.

The revised bylaws have redefined the jobs of executive director, editor, and treasurer. The current job descriptions in the old bylaws reflected the positions as they were twenty years ago and much has changed in the last two decades. The executive director and the *Journal of American History* editor have been made nonvoting members of the executive board. This ends the peculiar situation of these two officers being accountable to a board on which s/he serves as a voting member. That unusual arrangement is not found in most learned societies and no longer exists at OAH. The bylaws also provide for annual reviews of the executive director and biennial reviews of the *JAH* editor. The treasurer is now a voting member of the Finance Committee and continues as a voting member of the executive board. Unlike the executive director and the *JAH* editor, the treasurer is not a paid staff person, but a volunteer who contributes his/her expertise to the consideration of OAH financial matters.

Changes have been made to the composition of several OAH service committees. Although most service committees consist of five members, the size of the Community College Committee is now between five and nine, while the *OAH Magazine of History* Board was increased to between five and ten members and the Committee on Teaching to between five and seven members. The Membership Committee now consists of five regional chairs representing the

Northeast, the Mid-Atlantic region, the South, the Midwest and the West. State chairs appointed by the executive office on behalf of the president act as subcommittee members of the Membership Committee and report to their regional chair. All regional chairs and state chairs are encouraged to attend Membership Committee meetings.

We very sadly note the passing of Roy Rosenzweig whose untimely death is a great loss for the American history profession. A distinguished scholar and active citizen of the profession—he served on the governing bodies of both the OAH and the AHA—Roy is perhaps best known as the founder of the Center for History and New Media at George Mason University. Many of us have benefited from his role as a connector in the profession bringing together various groups and individuals usually to work together creatively to use new technology to better practice our craft. The OAH executive board has traditionally given its Distinguished Service Award each year to an individual who has provided exemplary service to the organization and to the profession. In March, Roy Rosenzweig received that award at the OAH Centennial Convention in Minneapolis. Last week at its fall board meeting, the executive board voted to rename the award the Roy Rosenzweig Distinguished Service Award and it will be given for the first time at the next annual meeting in New York. □

2008 Hackman Research Residency Awards at the New York State Archives Albany, New York

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Anticipated Start Date: September 1, 2008

Applicants should submit a letter of application, curriculum vitae, evidence of teaching effectiveness, and three letters of recommendation by December 1, 2007 to:

Liza Fiol-Matta, Ph.D.
William J. Maxwell College of Arts and Sciences
New Jersey City University
2039 Kennedy Boulevard
Jersey City, New Jersey 07305

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Applications must be postmarked by December 1, 2007.

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Robert K. Sutton selected Chief Historian, National Park Service



Sutton

The National Park Service (NPS) announced the selection of Dr. Robert K. Sutton as Chief Historian of the National Park Service. The Chief Historian position in the National Park Service is one of the most prestigious historian positions in the federal government. The chief historian provides guidance and direction to the national parks as well as nationwide to

the American people on the importance of verifying historical events and interpreting the significance of America's historic places. The position provides national leadership in setting and implementing NPS standards and guidelines relating to the documentation of historically significant properties.

Sutton has been Superintendent of the Manassas National Battlefield Park since 1995, which has an annual visitation of 800,000. While at Manassas, he initiated a major symposium on the Civil War that attracted renowned scholars and developed an interpretive institute for Civil War park rangers on creating new ways to interpret the Civil War. He oversaw the restoration of a hundred-acre area of the park through a creative partnership with the

Smithsonian Institution, where the loss of wetlands at the new Air and Space Museum at Dulles Airport was mitigated through the restoration of the Manassas land. He holds a Ph.D. in history from Washington State University and has decades of experience in conveying to the public the importance of preserving the nation's cultural resources.

"We are very pleased that Dr. Sutton has joined the Washington, D.C. office of the National Park Service as Chief Historian," said Janet Snyder Matthews, Associate Director, Cultural Resources. "We look forward to working with him on a wide range of history projects, including those that develop from the Centennial of the National Park Service through 2016."

Sutton will be responsible for managing the service's history programs, which includes coordinating historical studies at the national level, managing the administrative history program, and overseeing the quality of documentation of historic places within national parks. □

National Archives Names New Director of the Clinton Library

Archivist of the United States Allen Weinstein announced the appointment of Terri Garner as the new director of the William J. Clinton Presidential Library in Little Rock, Arkansas. Garner, who is currently executive director of the Bangor Museum and Center for History in Bangor, Maine, assumed her duties this month.

In making the announcement, Weinstein said, "Garner brings sound management experience and a fresh perspec-

tive to the Clinton Library. Her leadership roles in the private sector at Xerox and Sun Microsystems and in the non-profit world at the Bangor Museum and Center for History will provide a strong foundation for continuing the important work at the Clinton Library. We look forward to welcoming her into the National Archives system and to working with her on exciting plans for the future."

From 2005 to the present, Garner has served as executive director of the Bangor Museum and Center for History. While holding that position she worked closely with civic and government leaders in Maine to develop local community economic enhancements. As Vice President for Service and Marketing at Intellisource in Denver, Colorado from 2004 to 2005, Garner was responsible for market research and plan development and implementation with special emphasis on education and corporate partnerships. At Sun Microsystems, she was the director of the Americas Command Center for two years. As part of her duties she was responsible for customer and employee recovery in New York following the events of September 11, 2001. Prior to working at Sun Microsystems, Garner worked at the Xerox Corporation for thirteen years where she was general manager of Xerox Business Services for the Rocky Mountain Operation and the New Jersey Operation.

Garner is currently finishing her Ph.D. in history at the University of Maine, Orono. She holds a M.A. in history from the University of Colorado, Denver and a B.A. in Political Science from Chatham College in Pittsburgh. □

The Atlantic World And African American Life And Culture In The Georgia Lowcountry, 18th To The 20th Century

A Symposium
FEBRUARY 28-29, 2008
Savannah, Georgia

The role of African Americans in the history of Georgia's barrier islands and Georgia's place in the larger Black Atlantic world, has been largely overlooked by scholars who have traditionally focused on South Carolina. Featuring ten of the leading voices in the field, this Symposium will provide a forum for new directions and scholarship on African American life in the Georgia lowcountry, stretching from Cumberland Island north to the Savannah River.

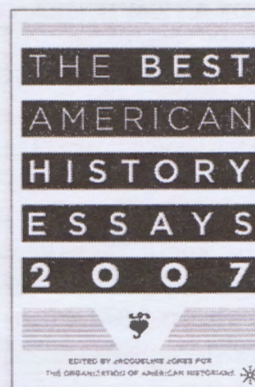


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Participants: Emory Campbell, Erskine Clarke, David Brion Davis, Allison Dorsey, Michael Gomez, Jacqueline Jones, Philip D. Morgan, Timothy B. Powell, Theresa A. Singleton and Betty Wood

For more information or to register for the Symposium, please visit
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OAH and Palgrave Macmillan Publishers are proud to announce the second annual *Best Essays in American History* volume, which showcases the best American history articles published between the summers of 2005 and 2006. This second volume provides a quick and comprehensive overview of the top work and the current intellectual trends in the field of American history. With contributions from a diverse group of historians, this collection appeals both to scholars and to lovers of history alike.

Edited by Jacqueline Jones, Harry S. Truman Professor of American History at Brandeis University, the *Best American History Essays 2007* includes ten of the best essays in American history published in the last year. Written by such prominent historians as Juliana Barr, Monica Najar, Stephen Aron, Gail Bederman, Moon Ho-Jung, Drew Gilpin Faust, Molly M. Wood, Janet R. Bednarek, Michelle Brattain, and Jacquelyn Dowd Hall, the book's essays cover all aspects of American history, from the early days of the republic to the twentieth century.

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Speaking before an overflow room in 1984 at the Biltmore Hotel in Los Angeles, Shorr recognized that there was considerable interest in improving history teaching and fostering collaboration between the schools and universities. Shorr, however, noted that the dialogue between history teachers in the schools and university professors of history was still somewhat strained. The OAH maintained a separate registration process for teachers and professors, and Shorr asserted that he would not be treated as a second-class citizen and enter through the back door.

This separation was dropped for the second OAH Focus on Teaching Day at the 1988 Minneapolis convention. The local organizer for the 1988 Teaching Day was Marjorie Bingham, a member of the Bradley Commission, founder of the Organization of History Teachers, and a teacher at St. Louis Park High School in suburban Minneapolis. In her remarks for the Centennial teaching session, Bingham emphasized three major reasons for the establishment of a Focus on Teaching Day: to encourage the participation of more teachers in the OAH, to demonstrate good teaching, and to provide opportunities for unintended outcomes. As an example of these unintended outcomes, Bingham cited the network of OAH Rockefeller Scholars who constituted a pool of teachers for positions within the OAH and who played instrumental roles in the formation of the *OAH Magazine of History*, Organization of History Teachers, and the National Council for History Education. Bingham concluded that the Focus on Teaching Day has a "tradition to uphold for good thought, creative ideas, and shared plotting."

Charles Zappia of San Diego Mesa College cautioned that in the discussion of collaboration, the contributions and challenges of community college historians not be ignored. Recovering from surgery, Zappia appeared via a well prepared DVD package. He congratulated the OAH

for recent initiatives to recruit community college teachers into the organization's leadership and committee structure as well as for the regional workshop series for two-year faculty which began on June 21-23, 2007, at El Camino College in Torrance, California. Zappia, however, observed that major obstacles remain for teaching at the community college level where adjuncts are often employed. Teaching loads are heavy, research assistance is often nonexistent, and pay is generally low. Community college teachers feel isolated from the historical profession. Zappia, nonetheless, insisted that he was proud to be among the community college historians, who teach the majority of American history surveys at the collegiate level.

While Zappia warned about the dangers of a two-tiered system within the profession on the collegiate level, Timothy Thurber, who is a member of the OAH Teaching Committee and teaches history at Virginia Commonwealth University, emphasized the commitment of the OAH to improving history education and teaching at all levels over the last quarter century. Specifically, Thurber touted the organization's sponsorship for the *Magazine of History*, collaboration with the Teaching American History Grant Program, cooperation with National History Day, adoption of the public radio program *Talking History*, honoring of an outstanding K-12 educator with the Mary Kay Bonsteel Tachau Precollegiate Teaching Award, and promotion of history through the National Coalition for History. Thurber also commended the *Journal of American History* for paying greater attention to teaching issues, concluding that the OAH has evolved from "primarily a scholarly organization to a more broadly-based professional body that views teaching as central to its mission."

In his commentary, Leon Litwack agreed with all the speakers that the OAH has expanded its commitment to

history education and the schools in recent years, but he raised serious reservations regarding the state of education in the public schools. According to Litwack, too many of the initiatives in education sponsored by professional organizations such as the OAH serve private or well-financed suburban public schools. Litwack challenged the OAH and his colleagues to address the essential question of economic inequality in the nation's schools. He urged professional historians to work with teachers in the public schools to break down the class and racial barriers contributing to the inequality in America education. In fact, Litwack suggested that one of the greatest reforms for the nation's educational system would be the abolishment of private schools and education. The idea was greeted with considerable applause by many of the public school teachers in the room.

Audience reaction focused on Litwack's remarks, which resonated with many of the teachers present. Several teachers called on the OAH to work with teachers unions in questioning the provisions of the No Child Left Behind Act, which by emphasizing punitive standardized testing restricts the ability of teachers to foster critical historical thinking. Whether one fully agrees with the ideas of Litwack or not, this lively session provided ample proof that teaching issues matter to the historical profession. While there has been considerable expansion of the organization's mission from the MVHA to the OAH over the last hundred years, issues of how to achieve a democratic citizenship education for all Americans will continue to confront the OAH and the nation during the twenty-first century. □

Ron Briley teaches American history at Sandia Preparatory School in Albuquerque, New Mexico.



TEACHERS

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

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

OAH SEEKS New Treasurer

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

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

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

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

The committee will begin reviewing applications November 15, 2007.

As we go to press . . .

Roy Rosenzweig, the Mark and Barbara Fried chair in the department of history at George Mason University, and founder of Mason's Center for History and New Media, died on October 11, 2007 after a long battle with cancer. We plan a memorial in our February 2008 issue. Colleagues may visit CHNM's tribute web site, <<http://thanksroy.org>>, and leave their own remembrances.

Saul Benison

Saul Benison died of pneumonia in a nursing home in Baltimore, Maryland on October 5, 2006. During the last years of his life, he was afflicted with dementia. Saul was born in New York City on November 2, 1920, grew up in Brooklyn, and graduated from Queens College in 1941, where he was the recipient of the K. S. Pinson Award in History. After serving as a historian for the War Production Board (1943 to 1945), he entered Columbia University's graduate history program in 1945. By the time he received his Ph.D. in 1953, Saul had taught at the City College of New York, Sarah Lawrence College, and Long Island University. A pioneer in the field of oral history, he was a research associate of Columbia University's Oral History Research Office from 1953 to 1961. Although he specialized in the history of medicine and science, he also prepared memoirs in American social history including one with Arthur M. Schlesinger. From 1953 to 1955, Saul served as a research associate for the American Jewish Tercentenary Committee, and from 1962 to 1969, he was adjunct professor in the Brandeis University department of history and was employed as historian for the National Foundation for Infantile Paralysis.

By the early 1960s, Saul was an acknowledged expert in oral history. He functioned as an advisor on oral history for numerous groups and institutions including the American Archives of Art, the American Institute of Physics, and the National Library of Medicine. His *Tom Rivers: Reflections on a Life in Medicine and Science: An Oral History Memoir* appeared in 1967. The reviewer for *Isis* called it "a remarkable achievement" and the reviewer for the *American Historical Review* proclaimed that Benison "has clearly produced a new kind of historical document that is at once the memoir of an important scientific figure and the creation of a historian-interviewer who has framed all the questions and set the historical problems." In 1968 Saul received the American Association for Medical History's William H. Welch Medal for distinguished achievement in medical historiography.

Saul joined the University of Cincinnati's department of history in 1969 as a full professor. He planned to continue his analysis of the history of Poliomyelitis by doing an extensive oral history memoir of Albert Sabin. Saul conducted numerous interviews with Sabin, including a video

interview in 1979, but the long awaited memoir never saw its way into print. While working on the Sabin project, Saul began collaborating with Clifford Barger and Elin L. Wolfe on a multivolume biography of the noted physiologist Walter B. Cannon. The first volume appeared in 1987 as *Walter B. Cannon: The Life and Times of a Young Scientist*. Saul and Clifford Barger toiled on the companion volume until Barger died in 1996. Soon thereafter Wolfe took an ever increasing role in the project due to Saul's declining health. *Walter B. Cannon, Science in Society* appeared in 2000.

A true New Yorker, Saul did not learn to drive until after he moved to Cincinnati. Although he took driver's education twice because he wanted to be sure of his skills, riding with Saul in his early driving days could be a scary experience. Saul had a well-deserved reputation as a bibliophile extraordinaire. He amassed an extensive history library and a spectacular history of medicine library that have now been absorbed by the University of Cincinnati's library system. Anyone who met Saul quickly discovered that he loved to tell anecdotes and was a connoisseur of jokes. He told stories skillfully and, as a colleague put it, with a little cheshire-cat grin on his face.

Saul retired from the University of Cincinnati in 1990. While there, he became famous for his willingness to offer a wide range of courses. Although Saul never married, he was in many ways a family man. As his colleagues—especially his junior colleagues—can attest, Saul gave away innumerable books, paid for many a meal, and remembered birthdays. And, as he neared retirement, Saul gave up a merit raise so his younger colleagues' base salaries could be augmented. Graduate students had good reason to give him the nickname "Uncle Saul." While he was a kind person by nature, Saul's special sensitivity to graduate students and younger faculty also reflected the fact that he came of age as a historian at a time when—like today—many a talented historian had to struggle constantly to cobble together a range of appointments merely to survive. He never forgot how hard the early years of a historian's career can be. The faculty and students of the University of Cincinnati benefited greatly from that sensitivity just as the history profession benefited from Saul's pioneering work. □

—John K. Alexander
University of Cincinnati

Phillip Shaw Paludan

Regarded as one of the world's foremost constitutional, Civil War, and Abraham Lincoln scholars, Phillip Shaw Paludan, sixty-nine, died on August 1, 2007, at his home in Springfield, Illinois. His life exemplified that of a teacher and scholar extraordinaire. He was generous and supportive of others, particularly younger scholars. He was witty and always fun to be around.

Phillip Shaw Paludan was born January 26, 1938, in St. Cloud, Minnesota. Paludan earned his B.A. and M.A. from Occidental College in California and his Ph.D. from the University of Illinois in 1968. His doctoral dissertation, "Law and Equal Rights: The Civil War Encounter—A Study of Legal Minds in the Civil War Era," was under the direc-

torship of Harold Hyman. He began his teaching career at the University of Kansas and his teaching adventures took him beyond Kansas when he took visiting professorships at University College in Dublin, Ireland, and at Rutgers University in Camden. Coming to the University of Illinois, Springfield, from the University of Kansas, Paludan was selected as the Naomi Lynn Distinguished Chair of Lincoln Studies in 2001. Trained as a legal and constitutional historian, Paludan excelled in several genres, including local and community studies, social history, and violence.

His many honors include numerous teaching awards and the very prestigious Lincoln Prize in 1995 for his book, *The Presidency of Abraham Lincoln*, which was also a History Book Club Selection and a Book of the Month Club Selection.

Among his many other publications is the standard study of the northern homefront during the Civil War, "A People's Contest": *The Union and Civil War* (1988). He also wrote *A Covenant with Death: The Constitution, Law and Equality in the Civil War Era* (1975), and the Pulitzer nominated *Victims: A True Story of the Civil War* (1981), a History Book Club Selection and a MacMillan Library of World History Selection. *Victims* is an amazing book, full of empathy and historical imagination. Paludan took the reader into the heads of Civil War soldiers by using accounts by modern soldiers as well as Civil War soldiers. As in all his scholarship, he found universal truth.

Paludan's other awards include the Barondess/Lincoln Award from the New York City Civil War Round Table, and postdoctoral fellowships from the American Council of Learned Societies, the Guggenheim Foundation, the National Endowment for the Humanities, and Harvard Law School.

His published articles are too numerous to list here; one of his earliest essays, "The Civil War as a Crisis of Law and Order," in the *American Historical Review* is a seminal work which still influences Civil War scholars, and his latest, "'Dictator Lincoln': Surveying Lincoln and the Constitution," is in the *OAH Magazine of History*.

Phil Paludan met his wife Marty at Kansas University in 1984, and they married in 1990. He is survived by Marty, by two daughters, Karin Sorey and Kirsten Paludan, by four step children, Jim Hammond, Brett Hammond, Jill Donatelli and Cody Hammond, and five step grandchildren. According to the *Journal-World* (Lawrence, Kansas, August 4, 2007), his daughter Karin said that her father taught her to keep an open mind, that he liked Lincoln because Lincoln strove to understand people with different opinions.

Renowned as a teacher and scholar, Phil Paludan was even more well thought of as a man of integrity and willingness to help others—students and colleagues alike. As Chancellor Richard Ringeisen told the *State Journal Register* (Springfield, IL, August 3, 2007), "Phil is just the kind of person you'd like to talk with, so we miss him in the sense of his being such a distinguished professor, but also (because) he was such a kind, warm individual." □

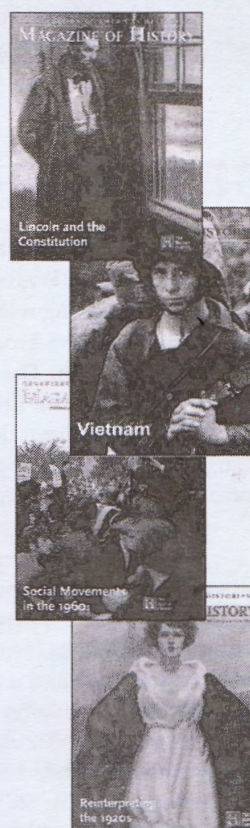
—Vernon Burton
University of Illinois

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

APPLY OR NOMINATE SOMEONE FOR 2008 OAH AWARDS AND PRIZES

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

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



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ORGANIZATION OF AMERICAN HISTORIANS
MAGAZINE OF HISTORY

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 31 for voting options and instructions).

► President-Elect

ELAINE TYLER MAY. Regents Professor, Departments of American Studies and History, University of Minnesota. **Degrees:** Ph.D., University of California, Los Angeles, 1975; M.A., University of California, Los Angeles, 1970; B.A., University of California, Los Angeles, 1969. **Grants, Fellowships, Honors and Awards:** Douglas Southall Freeman Professor, University of Richmond, Spring 2008; Residential Fellow, Huntington Library, 2004-2005; Rockefeller Foundation Residential Fellowship, Bellagio Study and Conference Center, Bellagio, Italy, 2005; American Philosophical Society, Sabbatical Fellowship, 2000-2001; Fulbright Distinguished Chair: Mary Ball Washington Professor of American History, University College Dublin, 1996-1997. **Professional Affiliations:** OAH: Editorial Board, *Journal of American History*, 2003-2006; Distinguished Lecture Program; Merle Curti Prize Committee, 1986-1988; Chair, Erik Barnouw Award Committee, 1991-1994; Society of American Historians (elected

2008 OAH Election

to membership 2005); American Studies Association: President, 2005-2006; Distinguished Lecture Program; cochair, Program Committee, 1990; National Council, 1987-1991; Women's Committee, 1985-1988; AHA: Committee on Committees, 2003-2006. **Publications:** With Jacqueline Jones, Peter Wood, Thomas Borstelmann, and Vicki Ruiz, *Created Equal: A Social and Political History of the United States* (2003, 2005; forthcoming 2007); with Reinhold Wagnleitner, eds., *Here, There, and Everywhere: The Foreign Politics of American Popular Culture* (2000); *Barren in the Promised Land: Childless Americans and the Pursuit of Happiness* (1995); *Homeward Bound: American Families in the Cold War Era* (1988); *Great Expectations: Marriage and Divorce in Post-Victorian America* (1980). **Personal Statement:** We live in a time when the public understanding of American history is often undermined by media misrepresentations, political pressures, restrictions on access to critically important documents such as presidential and government papers, and highly politicized efforts to control the history curriculum in public schools. It has never been more important for historians to work to insure that scholars have access to the archival sources they need, that teachers have the academic freedom necessary to teach history without outside pressures, and that public historians are free to develop exhibits and programs that bring American history to a wide public audience. I fully support the ongoing efforts of the OAH to reach out to community college and secondary school teachers, and to continue to work closely with public historians and institutions. I am eager to work with other professional organizations to promote these concerns. ♦

► Executive Board Candidates Pair One

EARL LEWIS. Asa Griggs Candler Professor of History and African American Studies, Provost and Executive Vice President for Academic Affairs, Emory University. **Education:** Ph.D., University of Minnesota, 1984; M.A., University of Minnesota, 1981; B.A., Concordia College, 1978. **Grants, Fellowships, Honors & Awards:** Ford Foundation Grant, PI, 2006; Honorary Degree, Doctor of Humanities, Honoris Causa, Concordia College, 2002; Mellon Foundation Grant, Co-PI, 2001; Gustavus Myers Outstanding Book Award, 2001; *Chicago Tribune* Favorite Book 2001; Distinguished Achievement Award, University of Minnesota, 2001; National Science Foundation Grant, PI, 1998. **Professional Affiliations:** OAH: James Rawley Book Prize Committee, 1991-1994, Chair, 1993-1994; Committee on the Status of Minorities, 1993-1996, Chair, 1995; Program Committee, 1996-1997; Director Review Committee, spring 1997; ABC-CLIO Award Committee, 2007-present; AHA: Futures Committee, 2006-present; AHR, Editorial Board, 1996-1999; American Council of Learned Societies: Board of Directors, 2004-present; Chair, Nominating Committee, 2006. **Publications, Museum Exhibits, and Other Projects:** With Patricia Gurin, Jeffrey Lehman, et.al, *Defending Diversity* (2004); with Heidi Ardizzone, *Love on Trial: An American Scandal in Black and White* (2001); with Robin Kelley, eds., *To Make Our World Anew* (2000); *In Their Own Interests: Race, Class and Power in Twentieth Century Norfolk, Virginia* (1991); "La Constitution Des Américains Africains Comme

2008 OAH Election ■ Candidates for Office

Minorité," translated "Constructing African Americans as Minorities," *Annales: Histoire, Sciences Sociales* (Mai-Juin 1997); "To Tell a Full Story: The Institutionalization of the CIO and Matters of Race and Class," *Labor History* (Spring 1996). **Personal Statement:** Many colleges and universities are either experiencing or anticipating a significant demographic shift, as members of the baby boom generation retire. Concomitantly, the composition of high school classrooms is changing. This dual demographic shift comes as the academy anticipates new pressures in areas of scholarly publication and new calls for the regulation of higher education. Like all higher education learned societies, OAH will find itself in the midst of a changing demographic and political world, one that will require planning, nimbleness, and leadership. For two decades I have been fortunate to combine an active scholarly life with a wide range of professional and administrative assignments that I believe could aid the organization at this time. I believe that I can help connect the OAH further to key stakeholders in and outside of the academy. If elected, I plan to be an active member, assisting the continued development of the profession. ♦

JAMES GROSSMAN. Vice President for Research & Education, The Newberry Library. Education: Ph.D., History, University of California, Berkeley, 1982; B.S., Industrial & Labor Relations, Cornell University, 1974. **Grants, Fellowships, Honors, and Awards:** "Chicagoan of the Year" (with Ann Durkin Keating), Chicago Magazine, 2005; New York Public Library "Outstanding Books for the Teen Age," 1998; Gustavus Myers Award for Outstanding Book on the Subject of Human Rights, 1991; Lloyd Lewis Fellowship, The Newberry Library, 1989-1990; National Endowment for the Humanities Fellowship, 1985-1986. **Professional Affiliations:** OAH: Committee on Ethics and Professional Conduct, 2005-present; Cochair, Program Committee, 2005; Ad Hoc Committee to Evaluate the Executive Director, 2004; AHA: Task Force on the Future of the AHA, 2006-2007; Professional Division, 1998-2002. **Publications, Museum Exhibits, and Other Projects:** With Ann Keating and Jan Reiff, eds. and project director, *The Encyclopedia of Chicago* (2004); <<http://www.encyclopedia.chicagohistory.org>> "A Chance to Make Good": African Americans, 1900-1930 (1997); project director, *The Frontier in American Culture* (exhibit, The Newberry Library, 1993); with Timothy Gilfoyle and Becky Nicolaides, eds., *Historical Studies of Urban America*, series, 21 volumes (1992-); *Land of Hope: Chicago, Black Southerners, and the Great Migration* (1989). **Personal Statement:** OAH is at once a professional organization, a mission-driven nonprofit, a participant in the discourse of history education policy, and a publisher. These identities do not always cohere easily, and the executive board must provide the oversight and guidance required to balance and nourish a wide variety of activities. I offer the OAH experience with all aspects of this work, having served both OAH and AHA in numerous capacities, plus chairing two nonprofit boards (one oriented towards high school teachers). As a historian who practices outside a university setting while also teaching part-time and addressing a range of audiences through various media, I bring awareness of our professional diversity. I also bring an understanding of budgets, the relationship between institutional culture and implementation of mission, and the dynamics of board/staff relationships. The OAH is important to our profession, and like all nonprofits it faces challenges that afford no easy answers. ♦

► Executive Board Candidates Pair Two

THEDA PERDUE. Atlanta Distinguished Term Professor, University of North Carolina, Chapel Hill. **Degrees:** Ph.D., University of Georgia, 1976; M.A., University of Georgia, 1974; B.A., Mercer University, 1971. **Grants, Fellowships, Honors and Awards:** Fellow, John Simon Guggenheim Foundation, 2006-2007; Fellow, Woodrow Wilson Center, 2006-2007; Spray-Randolph Research Award, 2004; Residency, Rockefeller Foundation's Bellagio Center, 2004; Fellow, National Humanities Center, 2003-2004. **Professional Affiliations:** OAH: Lectureship Program, 2004-present; Program Committee, 1990; Publicity Committee, 1991; Southern Historical Association: Francis B. Simkins Award Committee, 2007; William F. Holmes Prize Committee, 2000; Fletcher M. Green and Charles W. Ramsdell Award, 1998-1999; Nominating Committee, 1998, 1997; American Society for Ethnohistory: Executive Council, 1999-2002; President, 2001. **Publications:** With Michael D. Green, *The Cherokee Nation and the Trail of Tears* (2007); "Mixed Blood" Indians: *Racial Construction in the Early South* (2003); *Sifters: Native American Women's Lives* (2001); *Cherokee Women: Gender and Culture Change, 1700-1835* (1998); *Slavery and the Evolution of Cherokee Society, 1540-1866* (1979). **Personal Statement:** One of the strengths of the OAH is the inclusion of school teachers and public historians in the organization. Since most people learn their history in secondary schools, museums, theaters, and venues other than the college classroom, the organization should expand these relationships. The OAH also must reiterate its commitment to history as a liberating discipline in which evidence is honored, open debate welcomed, and dissent respected. At a time when evidence has been distorted to justify horrendous acts, the organization must remain a bulwark against deceit by insisting on the broadest possible access to records, the critical analysis of evidence, and transparency in the process by which we arrive at conclusions. The organization must not be cowed by a hostile political climate or a public that might prefer romanticized pap to a history that confronts a problematic as well as a glorious past. ♦

SARAH DEUTSCH. Professor of History and Dean of the Faculty of Social Sciences, Duke University. **Education:** Ph.D., Yale University, 1985; M.Litt., Oxford University, 1980. **Grants, Fellowships, Honors and Awards:** Woodrow Wilson Center Fellowship, Washington, D.C., spring 1994; Charles Warren Center Fellowship, Harvard University, fall 1993; National Humanities Center Fellowship, Research Triangle Park, NC, 1988-1989; Most Distinguished Teacher in Lower Division Undergraduate Courses, College of Social and Behavioral Sciences, University of Arizona, 2003; Gustave O. Arlt Award in the Humanities, Council of Graduate Schools, 1989. **Professional Affiliations:** OAH: Cochair, Program Committee, 2004; ABC-CLIO American History and Life Award Committee, 1994-1996; Ray Allen Billington Prize Committee, 1991-1993; AHA: American Studies Association: National Council, 1995-1998; Cochair, Program Committee, 1996-1997; Western History Association: Nominating Committee, 1996-1998; Bolton-Kinnaird Award Committee, 1998; Berkshire Conference of Women Historians: Book Prize Committee, 1995. **Publications, Museum Exhibits and Other Projects:** "Being American in Boley, Oklahoma," in *Beyond Black and White: Race, Ethnicity, and Gender in the United States South and Southwest*, eds. Stephanie Cole and Alison M. Parker (2004); *Women and the City: Gender, Space, and Power in Boston, 1870-1940* (2000); *From Ballots to Breadlines: American Women 1920-1940* (1994);

with George Sanchez and Gary Okihiro, "Contemporary Peoples/Contested Places," in *The Oxford History of the American West*, eds., Clyde Milner, et al. (1994); *No Separate Refuge: Culture, Class, and Gender on an Anglo-Hispanic Frontier in the American Southwest, 1880-1940* (1987). **Personal Statement:** Having served as department chair and now as dean, I'm increasingly interested in thinking in broader frames about how organizations can successfully engage new generations and new technologies without losing core constituencies, depth of analytical research, and a commitment to nuanced understandings of our past. To remain vibrant and intellectually challenging, we need to be broadly inclusive. We need to ensure that we improve our record at recruiting, mentoring, and retaining historians from under-represented groups. We need to continue to welcome new questions and methods. We need to ensure access across types of institutions (including transnationally) and the public. We need to protect intellectual freedoms and our broader civil liberties. We need to recognize that generational transfer involves engaging a new generation of web-savvy historians in the importance of face-to-face communication, archival research, and unwired networking. Finally, we need to learn from those successful at reaching broader audiences in a variety of media. ♦

► Executive Board Candidates Pair Three

WILLIAM CRONON. Frederick Jackson Turner and Vilas Research Professor of History, Geography, and Environmental Studies, University of Wisconsin-Madison. **Education:** Ph.D., Yale University, 1990; D.Phil., Oxford University, 1981; B.A., University of Wisconsin-Madison, 1976. **Grants, Fellowships, Honors, and Awards:** Elected to American Academy of Arts and Sciences, 2006; Elected to American Philosophical Society, 1999; Awarded John Hope Franklin History Maker Award for Distinction in Historical Scholarship, Chicago Historical Society, 1998; Bancroft Prize, 1992; Francis Parkman Prize, 1984. **Professional Affiliations:** OAH: Nominating Committee, 2003-2006, Chair, 2005; Ray Allen Billington Prize Committee, 1993-1995, Life Member; AHA: Vice President for the Professional Division, 2001-2004; American Society for Environmental History: President, 1989-1993. **Publications, Museum Exhibits, and Other Projects:** UW-Madison's Lakeshore Nature Preserve Website <<http://lakeshorepreserve.wisc.edu>> (2006); *Uncommon Ground: Rethinking the Human Place in Nature* (1995); "A Place for Stories: Nature, History, and Narrative," *Journal of American History* 78 (March 1992); *Nature's Metropolis: Chicago and the Great West* (1991); *Changes in the Land: Indians, Colonists, and the Ecology of New England* (1983). **Personal Statement:** Professional organizations like the OAH are facing unprecedented challenges as shifting funding sources and radically altered strategies for studying, teaching, and communicating history to diverse audiences are calling past practices into question—all at a time when the insights of history have never been more needed. Such groups have long relied on their journals to recruit members and provide funding for other activities, and it's not clear how long this can continue in the web-based age we now inhabit. We must make sure that U.S. historians from all walks of life—from colleges and schools to institutions of public history to those who write and practice history independently—continue to regard OAH as an indispensable source of intellectual and professional support. OAH has been navigating these complex transitions with creativity and skill, and I'd welcome the opportunity to make what contributions I can to that process. ♦

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LIZABETH COHEN. Howard Mumford Jones Professor of American Studies, Department of History, Harvard University. **Education:** Ph.D., University of California, Berkeley, 1986; M.A., University of California, Berkeley, 1981; A.B., Princeton University, 1973. **Grants, Fellowships, Honors and Awards:** Harmsworth Professor of American History, Oxford University, 2007-2008; Fellow, Radcliffe Institute of Advanced Study, Harvard University, 2001-2002; John Simon Guggenheim Foundation Fellowship, 1994-1995; National Endowment for the Humanities Fellowship, 1993-1994; Bancroft Prize, 1991. **Professional Affiliations:** OAH: Distinguished Lecturer, 2001-present; Cochair, Search Committee for *Journal of American History* Editor, 1998-1999; Program Committee, 1996; Editorial Board, *Journal of American History*, 1996-1999; AHA: Nominating Committee, 1994-1997; Society of American Historians: Executive Board Member, 2005-present; Charles Warren Center for Studies in American History, Harvard University: Director, 2003-2007. **Publications, Museum Exhibits and Other Projects:** "Buying into Downtown Retail: The Centrality of Retail to Postwar Urban Renewal in American Cities," *Annals of AAPSS*, 605 (May 2007); "Escaping Steirgerwald's 'Plastic Cages': Consumers as Subjects and Objects in Modern Capitalism," *Journal of American History* (September 2006); *A Consumers' Republic: The Politics of Mass Consumption in Postwar America* (2003); *Making A New Deal: Industrial Workers in Chicago, 1919-1939* (1990); with David Kennedy, *American Pageant* (1998, 2002, 2006). **Personal Statement:** Although I now teach at a research university, my first jobs were at a public middle school and an outdoor history museum. Over my thirty-four-year career, I have remained involved with public history and secondary education as an adviser on exhibitions and documentaries and by working with high school history teachers and writing a textbook. The OAH is uniquely situated to encourage cross-pollination between public history, public schools, and colleges/universities, and I would like to facilitate greater exchange. I also feel that history is on the frontlines politically and that the OAH has a key role to play in defending the importance of complex analysis that cannot be reduced to "True/False" test questioning. Insuring open access to archives continues to be a challenge as well. Finally, I would like to see the OAH take a leadership role in diversifying the academy by developing strategies to recruit talented college students into history graduate school. ♦

► Nominating Board Candidates Pair One

DWIGHT PITCAITHLEY. College Professor of History, New Mexico State University; Chief Historian (Retired) National Park Service, 1995-2005. **Education:** Ph.D., Texas Tech University, 1976; M.A., Eastern New Mexico University, 1971; B.A., Eastern New Mexico University, 1970. **Grants, Fellowships, Honors, and Awards:** Visiting Distinguished Public Historian, Middle Tennessee State University, 2006; Robert Kelley Memorial Award, National Council on Public History, 2006; Distinguished Service Award, Organization of American Historians, 2005; Sequoia Award, 2002; Woodrow Wilson Visiting Fellow, 2002, 2003, 2005; Distinguished American Scholar, Fulbright New Zealand Board of Directors, 2000. **Professional Affiliations:** Organization of American Historians; National Council on Public History; Western History Association; American Association for State and Local History; George Wright Society. **Publications, Museums Exhibits, and**

Other Projects: "On the Brink of Greatness: National Parks and the Next Century," *The George Wright Forum* 24 (2007); with David Harmon and Francis P. McManamon, eds., *The Antiquities Act: A Century of American Archaeology, Historic Preservation, and Nature Conservation* (2006); "A Cosmic Threat: The National Park Service Addresses the Causes of the American Civil War," in *Slavery and Public History: The Tough Stuff of American Memory*, eds., James Oliver Horton and Lois E. Horton (2006); "Abraham Lincoln's Birthplace Cabin: The Making of an American Icon," in *Myth, Memory, and the Making of the American Landscape*, ed., Paul A. Shackel (2001); "A Dignified Exploitation: The Growth of Tourism in the National Parks," in *Seeing and Being Seen: Tourism in the American West*, eds., David M. Wrobel and Patrick T. Long (2001). **Personal Statement:** I have been an active member of the OAH since the early 1980s having served on the Public History Committee from 1983-1985 and Program Committee in 1995 and 2002; I am currently a member of the Editorial Board of the *Journal of American History*. My thirty-year career with the National Park Service enabled me to develop professional relationships with a wide range of historians working in museums, historical sites and organizations, historic preservation offices, and academia. Since 1994, when the NPS signed a cooperative agreement with the OAH, I have worked with a diverse array of historians throughout the organization to further history education in the nation's parks. If elected, I will encourage the representation of historians on the OAH's committees and in its elected offices from across the broad spectrum of our profession. ♦

SPENCER R. CREW. President, National Underground Railroad Freedom Center. **Education:** Ph.D., Rutgers University, 1979; M.A., Rutgers University, 1973; B.A., Brown University, 1971. **Grants, Fellowships, Honors, and Awards:** Morehouse College Collegium Scholar, 2006; University of Cincinnati Community Service Award, 2002; Lifetime Achievement Award, Association of African American Museums, 2002; Honorary Doctorate, Rutgers University, 2002; Honorary Doctorate, University of New Haven, 1999; NEH Grant Recipient, 1985. **Professional Affiliations:** OAH: Public History Committee, 2001-2003; Editorial Board, *Journal of American History*, 1990-1992; American Historical Society: Professional Division, 2005-2007; Coeditor, *Exhibition Reviews*, 1991-1995; National Council for History Education: Search Committee for Executive Director, 2007; Chair of the Board, 2001-2005; Board of Trustees, 1999-present. **Publications, Museum Exhibitions, and Other Projects:** *Black Life in Secondary Cities: Camden and Elizabeth, New Jersey 1860-1920* (1993); with Henry Louis Gates and Cynthia Goodman, *Unchained Memories: Readings from the Slave Narrative* (2002); with Lonnie Bunch, Mark Hivsch and Harry Rubenstein, *The American Presidency: A Glorious Burden* (2000); curated with Lonnie Bunch and Harry Rubenstein, "The American Presidency: A Glorious Burden," (2000); "Field to Factory: Afro-American Migration 1915-1940," Major Exhibition, National Museum of History (opened, 1987). **Personal Statement:** I have had the opportunity of working with a wide variety of historians in both the academy and in the public sphere in the course of my career. During that time I have worked in both universities and at major cultural institutions like the Smithsonian Institution and the National Underground Railroad Freedom Center. This has allowed me to connect to a broad network of individuals who I can put forward for consideration by the nominating committee. I believe as a member of the nominating committee I can help insure the pool of

candidates for consideration is a diverse one representing many different sectors of the profession. My career and my work have focused on insuring that a variety of voices are present and made visible when they were previously overlooked. I will follow this same direction as a member of the nominating committee. ♦

► Nominating Board Candidates Pair Two

MAE NGAI. Professor of History, Columbia University. **Education:** Ph.D., Columbia University, 1998; M.A., Columbia University, 1993; B.A., State University of New York, Empire State College, 1992. **Grants, Fellowships, Honors, and Awards:** Frederick Jackson Turner Award, OAH, 2005; Littleton-Griswold Prize, AHA, 2004; American Fellow, Radcliffe Institute for Advanced Study, Harvard University, 2003-2004; Goleib Fellow, New York University School of Law, 1999-2000; Louis Pelzer Memorial Prize, OAH, 1998. **Professional Affiliations:** OAH: Program Committee, 2005; Merle Curti Award Committee, 2007; AHA; American Studies Association: Program Committee, 2003; Gabriel Dissertation Prize Committee, 2008; Immigration and Ethnic History Society: Editorial Board, *Journal of American Ethnic History*; American Society for Legal History: Editorial Board, *Law and History Review*; International Society for the Study of Chinese Overseas. **Publications, Museum Exhibits, and Other Projects:** *Impossible Subjects: Illegal Aliens and the Making of Modern America* (2004); "Birthright Citizenship and the Alien Citizen," *Fordham Law Review* (Spring 2007); "Asian American History: Reflections on the De-centering of the Field," *Journal of American Ethnic History* (Summer 2006); "The Strange Career of the Illegal Alien," *Law and History Review* (Spring 2004); "The Architecture of Race in American Immigration Law: A Reconsideration of the Immigration Act of 1924," *Journal of American History* (Winter 1999). **Personal Statement:** The leadership of the OAH should represent the membership and interests of the profession in all its diversity (research universities and colleges, public and private, graduate education, academic and public history, race and gender). Collegiate and high school education and public history are especially important these days in light of the abuse of history in public and political discourse. ♦

NANCY MACLEAN. Professor of History and African American Studies and History Department Chair, Northwestern University. **Education:** Ph.D., University of Wisconsin-Madison, 1989; M.A., Brown University, 1981; B.A., Brown University, 1981. **Grants, Fellowships, Honors, and Awards:** Willard Hurst Prize for best book in sociolegal history, Law and Society Association, 2007; *Labor History* Best Book Prize from the International Association of Labor History Institutions, 2007; Visiting Scholar, Russell Sage Foundation, 1999-2000; American Council of Learned Societies Fellowship, 1995-1996; James A. Rawley Prize (for book on the history of race relations), OAH, 1995. **Professional Affiliations:** OAH; AHA; Labor and Working-Class History Association; Southern Historical Association; Chicago Center for Working-Class Studies: Cochair, 2005-2007, Steering Committee, 2002-present. **Publications, Museum Exhibits, and Other Projects:** *The Modern Women's Movement: A Brief History with Documents* (forthcoming 2007); with Donald T. Critchlow, *Debating the Conservative Movement: 1945 to the Present* (forthcoming 2008); *Freedom Is Not Enough: The Opening of the American Workplace* (2006); *Behind the Mask of Chivalry: The Making of the Second Ku Klux Klan* (1994); "The Hidden History of Affirmative Action:

Official Ballot

2008 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 15, 2008. 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)

☐ PETE DANIEL

President-Elect (one-year term)

☐ ELAINE TYLER MAY

Executive Board (three-year term)

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

☐ EARL LEWIS
☐ JAMES GROSSMAN

☐ THEDA PERDUE
☐ SARAH DEUTSCH

☐ WILLIAM CRONON
☐ LIZABETH COHEN

Nominating Board (three-year term)

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

☐ DWIGHT PITCAITHLEY
☐ SPENCER R. CREW

☐ MAE NGAI
☐ NANCY MACLEAN

☐ JANICE SUMLER-EDMOND
☐ DARYL MICHAEL SCOTT

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!

	Vice President	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 15, 2008.

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

Working Women's Struggles in the 1970s and the Gender of Class," *Feminist Studies* 25 (Spring 1999). **Personal Statement:** If selected, I will work to enhance the participation of diverse OAH stakeholders in the organization, including secondary school teachers, with whom I have collaborated in several TAH grant projects; historians of the U.S. in other countries; archivists; documentary producers; independent scholars; and historians from the varied subfields my scholarship explores, including African American, labor, Mexican American, political, social, southern, and women's/gender history. ♦

► Nominating Board Candidates Pair Three

JANICE SUMLER-EDMOND. Professor of History and Director of the W. E. B. DuBois Honors Program, Huston-Tillotson University. **Education:** J.D., UCLA School of Law, 1985; Ph.D., Georgetown University, 1978; M.A., University of California, Los Angeles, 1971; B.A., University of California, Los Angeles, 1970. **Grants, Fellowships, Honors, and Awards:** Sam Taylor Fellowship Award, United Methodist Church, 2007; Participant, Gilder-Lehrman Institute Summer Seminar for Historians, 2006; Cross Hemispheric Partnership Grant, UNCF-SP, 2003-2004. **Professional Affiliations:** OAH; Association of Black Women Historians (life member); National Director, 1989-1991; Vice Director,

1985-1989; Chair, Archives Committee, 2004-2006; Chair, Drusilla D. Houston Graduate Scholarship Prize Committee, 1989-2005; Texas State Historical Association: Historical Preservation Committee, 2004-2006; Association for the Study of African-American Life and History. **Publications, Museum Exhibits, and Other Projects:** *The Secret Trust of Aspasia Mirault, a Free Woman of Color in Nineteenth-Century Georgia* (forthcoming 2008); with Rosalyn Terborg-Penn, eds., *Black Women's History at the Intersection of Knowledge and Power: ABWH's Twentieth Anniversary Anthology* (2000); with Alexa B. Henderson, eds., *Freedom's Odyssey: African American History Essays from Phylon* (1999); "The Quest for Justice: African American Women Litigants, 1867-1890," in *African American Women and the Vote*, eds., Ann D. Gordon, et. al. (1997); "Twelve Black Classicists Posters Exhibit," Bertha Sadler Means African American Heritage Center, Huston-Tillotson University, 2006. **Personal Statement:** I am honored to be a candidate for the OAH Nominating Board. If chosen, I will continue to seek diverse voices and constituencies for the activities and leadership of our organization. This work is essential so that the OAH can sustain its mission to advance the history profession and to magnify the value of history in our national life. ♦

DARYL MICHAEL SCOTT. Professor of History and Chair, Howard University. **Education:** Ph.D., Stanford

University, 1994; B.A. Marquette University, 1984. **Grants, Fellowships, Honors, and Awards:** James A. Rawley Prize, 1998; Ralph Metcalf Mini-Chair, Marquette University, April 1997; Scholar-in-Residence, Schomburg Center for Research in Black Culture, 1995-1996; Ford Foundation Postdoctoral Fellowship for Minority Scholars, 1995-1996; Carter G. Woodson Institute Fellowship, 1991-1993; Mrs. Giles Whiting Fellowship, 1990-1991; Patricia Harris Fellowship, 1985-1988. **Professional Affiliations:** Association for the Study of African American Life and History, life member; National Vice President for Programs, 2006-present; Association of Black Women Historians, life member. **Publications, Museum Exhibits, and Other Projects:** *Contempt and Pity: Social Policy and the Image of the Damaged Black Psyche, 1880-1996* (1997); ed., *The Mis-Education of the Negro*, Carter G. Woodson (2005); Founding Editor, *The Woodson Review*, 2005-Present. **Personal Statement:** For the past several years, I have spent considerable time institution building within our profession, and believe I have learned a lot about the attributes of academic leadership. As a member of the nominating committee of the OAH, I will nominate scholars who are leaders in their areas of expertise and experienced in administration. I believe this is possible while maintaining our core professional ideals of diversity and intellectual inclusiveness. ♦



TEACHERS

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

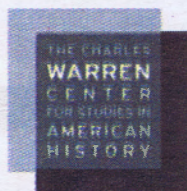
Thanks to the generous support of the Gilder Lehrman Institute of American History, the Organization of American Historians is offering travel grants for precollegiate history teachers to attend the 2008 OAH Annual Meeting, Friday, March 28 to Monday, March 31. The annual meeting affords a unique opportunity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



OAH Newsletter

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2008-09 FELLOWSHIPS:

RACE-MAKING AND LAW-MAKING IN THE LONG CIVIL RIGHTS MOVEMENT

The Charles Warren Center, Harvard's American history research center, invites applications from historians and scholars in related disciplines to a workshop on race-making and law-making in "the long civil rights movement" – a term put into academic discourse by Jacquelyn Dowd Hall. Participants will question and rethink the period during which the movement for racial equality in America is believed to have taken place, including extension beyond the 20th century, and the movement's geographic scope, within and outside the U.S. The long civil rights movement will also be considered in relation to organizational strategies and leadership, personnel and successes in claims-making within state apparatuses (such as courts), war and wartime contexts, and processes of racial and cultural formation. We will focus less on origins, successes and failures than on discontinuities, disruptions and ironies that attended the creation of equal citizenship in America.

Fellows will participate in a seminar led by Evelyn Brooks Higginbotham (History, African American Studies) and Kenneth W. Mack (Law), 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 University members with library access, and receive a private office which they must use for at least the 9-month academic year. Stipends are individually determined in accordance with fellow needs and Center resources. The Center encourages applications, consistent with the Workshop theme, relating to the nation's life during and as a consequence of wars, and from qualified applicants who can contribute, through their research and service, to diversity and excellence in the Harvard community. Application deadline: Jan. 15, 2008. 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
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One of the Best Tools Available to All Teachers of U.S. history

The *OAH Magazine of History* is a quarterly thematic publication featuring historical scholarship by prominent historians in an accessible way, yielding new information and insight on contemporary research. The illuminating articles are not only of interest to educators, but also appeal to those with a passion for our nations' past. Future themes include: The Lincoln Legacy, Military History, American Religions, Human Rights, and U.S. Foreign Policy.

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