

# Newsletter

Volume 35, Number 1 • February 2007

## Profession Mourns Passing of OAH Presidents Levine, Leopold



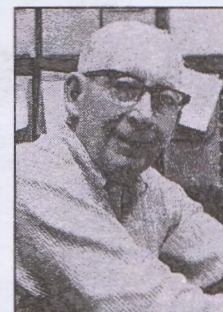
Levine

Lawrence Levine, a distinguished cultural historian and former president of the Organization of American Historians, died on October 23, 2006 at the age of seventy-three. He was Professor of History and Cultural Studies at George Mason University, where he had taught since 1995 as well as Margaret Byrne Professor of History Emeritus at University of California, Berkeley, where he had been on the faculty for the previous three decades.

Larry was born February 27, 1933, in the depth of the Great Depression and less than a week before the inauguration of Franklin D. Roosevelt—two subjects that would later attract his interest as a historian. His father, an immigrant from Lithuania, ran a fruit and vegetable store in New York's Washington Heights, where Larry often

worked. A self-described "lousy student" in high school, Larry entered City College of New York's afternoon and evening session, which offered open admissions. There, he found himself intellectually and graduated in 1955 with honors. He then received his M.A. (1957) and Ph.D. (1962) at Columbia University, where he worked with Richard Hofstadter.

Although Larry greatly admired Hofstadter, he marked out a very different intellectual path in his dissertation, which later became his first book, *Defender of the Faith: William Jennings Bryan, the Last Decade* (1965). Whereas Hofstadter mocked "the pathetic postwar career of Bryan" as the "perfect epitome of . . . the shabbiness of the evangelical mind," Larry depicted an optimistic defender of an enduring democratic faith. Four decades later, the student's judgment has endured while the mentor's has faded. Michael Kazin, Bryan's most recent biographer (2006), describes the Great Commoner as "a great Christian liberal" and Levine's work as the "the smartest study of W.J.B. ever written."



Leopold

Richard W. Leopold, a prominent diplomatic historian whose teaching and scholarship guided students and colleagues during an illustrious career, died of natural causes Thursday, November 23, 2006, in Evanston, Illinois. He was ninety-four.

Among the hundreds of former students identifying Leopold as a mentor who profoundly affected their lives are former Sen. George McGovern (D-SD), former

Rep. Richard Gephardt (D-MO), Rep. Jim Kolbe (R-AZ), former assistant secretary of state Phyllis Elliot Oakley, historian John Morton Blum (Sterling Professor of History Emeritus at Yale University), journalist Georgie Anne Geyer, and television and motion picture producer/writer/director Garry Marshall. Kolbe wrote, "I used to say with great pride that I learned American diplomatic history at the feet of one of the greatest scholars in the United States—Dick Leopold. I knew that statement would not be challenged in or out of academic circles. . . [He] believed that being a teacher and a mentor was a lifetime commitment, and for those who responded, it became a lifetime of friendship." McGovern noted, "I believe that every thoughtful student who studied under Professor Leopold's direction would agree that this country has produced no more dedicated and competent professor. He has not only mastered his field but he has had a lifetime passion to convey his knowledge and insight to his students." Marshall recalled his difficulty answering long essay questions in final exam blue books and how Leopold "allowed me to answer with dialogue scenes rather than prose writing and graded me on content rather than style. It helped me tremendously and I think my early Bismarck dialogue aided me in writing sitcoms and movies for a living."

The second son of Harry Leopold Sr. and Ethel Kimmelsiel, Richard Leopold was born on January 6, 1912 on the upper west side of Manhattan. He attended the Franklin School before enrolling in 1926 at Phillips Exeter Academy where he graduated cum laude in 1929. He then went on to Princeton University, graduating with highest honors and Phi Beta Kappa in 1933.

See **LEVINE** / 16 ▶



A golden chariot sits atop the Minnesota state capital in St. Paul. (Photo courtesy of "Explore Minnesota Tourism.")

The first annual meeting of the Mississippi Valley Historical Association (MVHA) took place a century ago at Lake Minnetonka, outside Minneapolis. This year, OAH returns to Minneapolis to celebrate the growth of OAH into the largest learned and professional society of American historians and pay tribute to the OAH members who directed that growth. With more than 150 sessions and 700 presenters, this year's meeting will present the latest research in American history. For details about what's in store for us at the meeting and to learn more about Minneapolis, turn to the convention supplement inside.

See **SUPPLEMENT** / A1 ▶

See **LEOPOLD** / 12 ▶



## Join the Organization of American Historians

### Individual Membership

Receive four issues each of the *Journal of American History* and the *OAH Newsletter* as well as a copy of the Annual Meeting Program in print and online, along with online access to the *OAH Magazine of History* and *Recent Scholarship Online*. Rates are based on annual income.

### History Educator Membership

Receive four issues each of the *OAH Magazine of History* and *OAH Newsletter* as well as a copy of the Annual Meeting Program in print and online.

### Student Membership

Choose either four issues of the *OAH Magazine of History* or the *Journal of American History*. Also, receive four issues of the *OAH Newsletter* and a copy of the Annual Meeting Program, as well as online access to *Recent Scholarship Online* and all OAH publications.

**OAH Magazine of History Subscription**—four issues per year.

### To join

VISIT: [www.oah.org](http://www.oah.org)  
CALL: 812.855.7311  
MAIL: P.O. Box 5457, 111 N. Bryan Ave.,  
Bloomington, IN 47407-5457

#### INDIVIDUAL MEMBERSHIP

- ☐ \$ 40 income under \$20,000
- ☐ \$ 55 income \$20,000 – 29,999
- ☐ \$ 75 income \$30,000 – 39,999
- ☐ \$ 85 income \$40,000 – 49,999
- ☐ \$ 95 income \$50,000 – 59,999
- ☐ \$105 income \$60,000 – 69,999
- ☐ \$115 income \$70,000 – 79,999
- ☐ \$130 income \$80,000 – 89,999
- ☐ \$200 contributing member
- ☐ \$ 45 emeritus
- ☐ \$ 55 associate
- ☐ \$440 dual [select income category, and add \$40 to share one copy of the *Journal of American History*]
- ☐ \$ 25 fifty-year [for members who have been with the OAH for fifty or more years]

#### HISTORY EDUCATOR MEMBERSHIP

- ☐ \$ 50

#### STUDENT MEMBERSHIP

- ☐ \$ 25 ☐ OAH Magazine of History, or
- ☐ Journal of American History

#### OAH MAGAZINE OF HISTORY SUBSCRIPTION

- ☐ \$ 15 per year for students
- ☐ \$ 20 per year for members
- ☐ \$ 30 per year for nonmembers

#### ADDITIONAL CHARGES

- ☐ \$ 20 for postage outside the U.S.

For additional information on OAH membership benefits and institutional subscriptions, visit: [www.oah.org/members/mbrinfo.html](http://www.oah.org/members/mbrinfo.html).



## OAH Newsletter

VOL XXXV, No 1 • FEBRUARY 2007

### Contents

Profession Mourns Passing of OAH Presidents Levine, Leopold	1
A Requiem and Thanks	
Richard White	3
Balancing Scholarship and Activism: An Interview with Lawrence J. Friedman	
Lee W. Formwalt	7
Some Parting Thoughts and Shots from Capitol Hill	
Bruce Craig	9
2007 OAH Annual Meeting Supplement	A1
Happy Centennial Birthday, OAH!	
Lee W. Formwalt	11
OAH Magazine Celebrates OAH Centennial	
James M. Banner, Jr.	11
NARA Boosts Civic Education Programs Nationwide	
Allen Weinstein	13
OAH Distinguished Lecturer's Point of View	
Gregory H. Nobles	13
Treasurer's Report: 2006 Fiscal Year July 1, 2005 - June 30, 2006	
Robert W. Cherny	14
History Education in Our Centennial Year	
Siobhan Carter-David	17
In Memoriam	18

### OAH Newsletter Editorial Staff

Executive Director	LEE W. FORMWALT
Managing Editor	MICHAEL REGOLI
Assistant Editor	CHAD PARKER
Editorial Intern	AMANDA DOLLAR
Membership Director	GINGER L. FOUTZ
Advertising Manager	TERRY GOVAN

### OAH Newsletter Advisory Board

PETER P. HINKS, Wethersfield, CT, CHAIR
KRISTIN L. AHLBERG, Office of the Historian, U.S. Department of State
CLYDE A. MILNER II, Arkansas State University
JEANNIE M. WHAYNE, University of Arkansas
DANIEL J. CZITROM, Mount Holyoke College, EXECUTIVE BOARD LIAISON

Copyright © 2007 • Organization of American Historians. All rights reserved.

The *OAH Newsletter* (ISSN 1059-1125) is published each February, May, August, and November by the Organization of American Historians, 112 North Bryan Avenue, P.O. Box 5457, Bloomington, IN 47407-5457. Telephone (812) 855-7311; Fax (812) 855-0696; <http://www.oah.org/pubs/nl/>. ¶ The *OAH Newsletter* encourages submissions of articles (1,000 words or less), announcements, obituaries (400 words or less) and brief letters to the editor (300 words or less) related to the interests of our members. Material submitted for consideration should be typed in double-spaced format, with all notes integrated into the text. The *OAH Newsletter* reserves the right to reject articles, announcements, letters, advertisements, and other items 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. ¶ Deadlines for receipt of all copy are as follows: 15 December for the February issue; 15 March for May; 15 June for August; and 15 September for November. Full-, half-, and quarter-page display advertisements and job announcement advertisements ("Professional Opportunities") are available. Contact the advertising manager <[advertising@oah.org](mailto:advertising@oah.org)> for rates; charges for "Professional Opportunities" announcements are as follows: \$80 for fewer than 101 words; \$120 for 101-150 words (announcements of more than 150 words will be edited). Job application closing dates should be after the end of the month in which the announcement appears, and job announcements should represent an equal opportunity employer. Send advertisement inquiries and "Professional Opportunities" announcements to the attention of the advertising manager. Recent back issues of the *OAH Newsletter* are available for \$5.00 each. For more information contact the membership director at <<http://www.oah.org/about/contact.php>>.

## OAH Executive Board

### Officers

RICHARD WHITE, Stanford University, President \*  
NELL IRVIN PAINTER, Princeton University, President-Elect \*  
LEE W. FORMWALT, OAH Executive Director \*  
ROBERT W. CHERNY, San Francisco State University, Treasurer \*  
VICKI L. RUIZ, University of California, Irvine, Immediate Past President \*  
JACQUELYN DOWD HALL, University of North Carolina, Past President  
JAMES O. HORTON, George Washington University, Past President  
EDWARD LINENTHAL, Editor, *Journal of American History* \*

\* DESIGNATES MEMBERS OF THE OAH EXECUTIVE COMMITTEE

### Elected Members

GLORIA SESSO, Patchogue-Medford (NY) School District  
MARILYN YOUNG, New York University  
(Terms Expire in Spring 2007)  
EDWARD L. AYERS, University of Virginia  
DANIEL J. CZITROM, Mount Holyoke College  
ALICE KESSLER-HARRIS, Columbia University  
(Terms Expire in Spring 2008)  
LINDA SHOPE, Pennsylvania Historical and Museum Commission  
DAVID S. TRASK, Guilford Technical Community College  
DAVID J. WEBER, Southern Methodist University  
(Terms Expire in Spring 2009)  
(Board composition updated May 1, 2006)

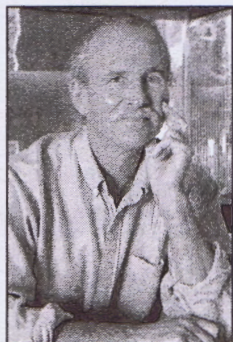
### Our Mission

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



## A Requiem and Thanks

Richard White



White

The last week of December is between holidays, but I have made it into a private ritual of sorts. This is the week when I begin going through files for my winter quarter survey course. I have been doing this fairly regularly for twenty-five or thirty years because I have had the good fortune to teach at institutions—the University of Utah, and particularly the University of Washington and Stanford University—that take the American history survey seriously. At Washington, when I was a graduate student and later when I was a faculty member, senior faculty always taught the survey. I learned most of what I know about lecturing by watching Thomas Pressly in the small auditorium in Smith Hall. Eventually, I taught the

same survey in the same room. At Utah and Washington, I taught the survey—all of it—in ten weeks. At Stanford, the course is divided in thirds, and I teach the nineteenth-century portion. I have kept good company there. Until David Kennedy recently gave up teaching the twentieth-century part of the course, I was sandwiched in between two Pulitzer Prize winners.

I say that I am fortunate not because I think lecturing is the best way to teach students. I am quite certain it is not. Nor do I consider myself lucky because the survey is a coveted slot. Many, perhaps most, of my colleagues hate the idea of teaching a course where various requirements corral students who would so obviously rather be somewhere else. I don't mind this. The course is not going to do them any harm, and hostile audiences do me good. I do think the students hate the course, and history, less at the end of the quarter than at the beginning, but this slight achievement is not the source of my pleasure. As unlikely as it may seem, it is the intellectual pleasure of preparing the course that makes me feel fortunate.

I am particularly aware of this eccentric pleasure this year because this fall Larry Levine, Richard Leopold, and George Tindall all died. I knew Larry Levine, but not well, and I never met either Professors Leopold or Tindall. They all had remarkable careers, and I will leave it for others who knew them to memorialize them as they deserve to be memorialized. I knew them as people whose books I sometimes read carefully but more often, particularly in my twenties and thirties, read quickly, often late at night or early in the morning when children were quiet and I had pages of my own to fill before I stood in front of a class. Sometimes, particularly with Tindall, I read them desperately, fifteen minutes before class, trusting them to explain elegantly subjects about which I knew next to nothing and yet would very soon be explaining to people who knew even less.

These first sleep deprived years of our acquaintance were not intellectually pleasurable, but they were

necessary. In those early lectures my students got inferior versions of Levine, Leopold, and Tindall, and many others. Their works were recognizable, but they had lost all nuance in my versions. I was gutting books, and the whole steaming mess went into the survey pot. It is no wonder the survey has seemed to many of my colleagues over the years a rendering down of the nuanced and complex into a stew of simplicities. There are still moments when I inwardly wince as I hear what I have just said. Over the course of time, however, pleasure replaced desperation.

Historians share with physicians a tendency to award specialists and demean generalists, but to teach the survey is to be a generalist. In the survey, I am an American historian, and not a historian of the West, or Indian peoples, or the environment. I teach, or have taught, politics, economics, and foreign relations and not the social and cultural history in which I was trained. And because of this I read things I otherwise would not have read, and what I read has to be related to what I have read in the past. Many of us read widely, but only in the survey does the eclectic reading of the year crowd in on me and force me to try to stitch together frameworks, narratives, and sets of stories that become, as far as my students are concerned, American history.

This annual ritual of rearranging narratives because I know things that I did not know before and because the changing world has changed my angle of vision is a daunting challenge. It has made me realize how collective our work as historians really is. Our careers are individual; most of us claim authorship. We worry, and rightly enough, about plagiarism, but plagiarism is site specific. In the undergraduate lecture, the author died sometime ago. In the survey, we borrow freely and rarely, if ever, say where a particular interpretation or story came from. An individual lecturer speaks of course, but it is ventriloquism, and sometimes it is hard to say who is the ventriloquist and who is the dummy.

Over the years in my lectures the work of Professors Levine, Leopold, and Tindall have gotten more and more rendered down and assimilated; I have combined them with the work of other historians whom they might despise. As each year brings new books and new thoughts, the process continues. It is not an accumulation. The lectures get no longer. Instead it is a rearrangement, and some years, a radical restructuring of much of what I already have. The lectures have changed dramatically from the years when the works of professors—and I carefully choose the honorific—Levine, Leopold, and Tindall were undigested, but their influences very much remain. They are dead and their friends and families will mourn and miss them, but when I open my folders, they are still there, still challenging me, helping me, and still open to new combinations and new readings. As I say, I am not sure who is the ventriloquist and who is the dummy. May they rest in peace, but in the years I have left in the survey, they will get no rest in my class. And I thank them for that. □

### The Library Company of Philadelphia and Historical Society of Pennsylvania Visiting Research Fellowships in Colonial and U.S. History and Culture for 2007-2008

These two independent research libraries will jointly award approximately thirty one-month fellowships for research in residence in either or both collections during 2007-2008. The two institutions, adjacent to each other in Center City Philadelphia, have complementary collections capable of supporting research in a variety of fields and disciplines relating to the history of America and the Atlantic world from the 17th through the 19th centuries, as well as Mid-Atlantic regional history to the present.

The Library Company's collections (500,000 volumes) represent the full range of American print culture from colonial times to the end of the 19th century. The Historical Society's archives (18 million items, now enriched by the holdings of the Balch Institute for Ethnic Studies) document the social, cultural, and economic history of a region central to the nation's development, with new strength in ethnic and immigrant history. Both collections are strong in African-American and women's history, popular print culture, newspapers and printed ephemera, and images of the Philadelphia region. For information on the collections, visit [www.hsp.org](http://www.hsp.org) and [www.librarycompany.org](http://www.librarycompany.org).

One-month fellowships carry a stipend of \$1,800 and are tenable for any one-month period between June 2007-May 2008. Two Barra Foundation International Fellowships, each for \$2,000 plus a travel allowance, are reserved for foreign national scholars resident outside the U. S. For more detailed information about Library Company fellowships, go to [www.librarycompany.org](http://www.librarycompany.org). We invite inquiries about the appropriateness of proposed topics. The Library Company's newly renovated Cassatt House fellows' residence offers rooms at reasonable rates.

The deadline for receipt of one-month fellowship applications is March 1, 2007, with a decision to be made by April 15. To apply, submit 5 copies each of a résumé, a 2-4 page description of the proposed research, and a letter of reference. Please send materials to James Green, Library Company, 1314 Locust Street, Philadelphia, PA 19107. Phone: 215-546-3181, FAX: 215-546-5167, or email: [jgreen@librarycompany.org](mailto:jgreen@librarycompany.org).

### The Albert M. Greenfield Foundation Dissertation Fellowship

This fellowship supports dissertation research in residence at the Library Company on any subject relevant to its collections. The term of the fellowship is from September 2007 to May 2008, with a stipend of \$1,800 per month. The award may be divided between two applicants, each of whom would spend a semester in residence. The application deadline and procedures are the same as for the one-month fellowships as described above, with the addition of a second letter of reference and a writing sample of about 25 pages.



# The OAH gratefully acknowledges the gifts and contributions of the following donors during the period of January 1, 2006, through December 31, 2006.

## Founders Society (\$25,000 and more)

Albert E. and  
Stephanie G. Wolf  
Gilder Lehrman Institute  
of American History  
The History Channel

## Frederick Jackson Turner Society (\$10,000 to \$24,999)

Jay S. Goodgold  
Paul Sperry and  
Beatrice Mitchell

## Charles and Mary Beard Society (\$5,000 to \$9,999)

Mary F. Berry

## 2007 Associates (\$2,000 to \$4,999)

Ira Berlin  
William H. Chafe  
Lee W. Formwalt  
George Fredrickson  
Donald Teruo Hata  
Richard H. Kohn  
Maeva Marcus  
Mary Beth Norton  
James T. Patterson  
Gary W. Reichard  
Michael J. Spector  
Robert L. Tree

## Millennial Club (\$1,000 to \$1,999)

Theodore L. Agnew  
Joyce Appleby  
Annette Atkins  
Neal Baker  
Richard A. Baker  
Gordon M. Bakken  
Charles L. Booth  
Alan Brinkley  
David Brody  
Jane Turner Censer  
Robert W. Cherny  
Pete Daniel  
Vincent P. DeSantis  
Lynn Dumenil  
Joyce Mason Evans  
Alice L. George  
William T. Gormley, Jr.  
and R. Zagari  
James N. Gregory  
Jacquelyn Dowd Hall  
and Robert Korstad  
William M. and Lilla  
Hammond  
Walter B. Hill, Jr.  
Darlene Clark Hine  
William C. Hine  
Daniel Horowitz  
Helen Lefkowitz Horowitz  
Kenneth T. Jackson  
David A. Jones  
Stanley N. Katz  
David M. Kennedy  
Linda K. Kerber  
Elizabeth A. Kessel  
Stanley N. Katz  
Wilma King  
Richard S. Kirkendall  
Gerda Lerner  
Leon F. Litwack  
Kristie Miller  
Gary Nash

Nell Irvin Painter  
Valerie Paley  
Hermann K. Platt  
Donald A. Ritchie  
Robert C. Ritchie  
Roy Rosenzweig  
Martin Sherwin  
Ruth E. Sutter  
Peter Wallenstein  
Deborah Gray White  
Richard White  
Shane White and  
Lexie MacDonald

## Mississippi Valley Club (\$500 - \$999)

Edward L. Ayers  
Emily Bingham and  
Stephen Reily  
Elizabeth K. Borgwardt  
Kevin Byrne  
Clayborne Carson  
Lizabeth Cohen  
Nancy F. Cott  
Hamilton Cravens  
Allen F. Davis  
Peter R. Decker  
Robert A. Devine  
Melvyn Dubofsky  
Ann Patricia Duffy  
Sandra Dykstra  
Literary Agency  
Sara Evans  
Fairway Central Services  
Corporation  
Susan Flader  
Eric Foner  
John Hope Franklin  
Gary L. Gerstle and  
Elizabeth Lunbeck  
Bradd Gold  
Linda Gordon  
Glennon Graham  
Sara S. Gronim  
Stanley Harrold  
David A. Jones  
Alice Kessler-Harris  
Michael Klarman  
Brigitte A. Koenig  
Bryan F. LeBeau  
James H. Madison  
Leisa D. Meyer  
Robert L. Middlekauff  
David Nord  
James M. O'Brien  
Justus F. Paul  
Elisabeth and  
Lewis C. Perry  
William Preston  
Susan Reverby  
K. Keith Richard  
Vicki L. Ruiz  
Eric Smith  
Wilson Smith  
Darwin H. Stapleton  
Sterling Stuckey  
Sandra F. VanBurkleo  
Clarence E. Walker  
Susan W. Ware  
James E. Wright

## Centennial Club (\$100 to \$499)

Elaine S. Abelson  
Keren Abra  
Richard Abrams  
Anne Aby  
Marsha A. Ackermann  
Jean Agnew  
Michele L. Aldrich  
Tyler G. Anbinder

Fred W. and Virginia  
DeJohn Anderson  
Stephen D. Andrews  
Margaret Anderson and  
James Sheehan  
Jo Ann Argersinger  
Peter H. Argersinger  
Susan H. Armitage  
Douglas M. Arnold  
W. David Baird  
Neil Baldwin  
Lois W. Banner  
Elliott and Bryn Barkan  
Marcellus C. Barksdale  
Betty Allen Barnouw  
Keith W. Baum  
Marie Lanser Beck  
Gail Bederman  
Thomas Bender  
Edward Bennett  
Philip J. Bergan  
Michael A. Bernstein  
C. J. Bibus  
Darrel Bigham  
Martha Biondi  
Mike and Vonora Bishop  
Janice Black  
Marilyn S. Blackwell  
George T. Blakey  
Maxwell Bloomfield  
John Bodnar  
Allan Bogue  
Lisa Bohannon  
W. Jeffrey Bolster  
Rochelle Bookspan  
Eileen Boris  
Charlotte G. Borst  
Paul Boyer  
Allan Brandt  
Stephen Brier  
Jean Bristol  
Jeff Broadwater  
John J. Broesamie  
Victoria Bissell Brown  
Darla S. Brown  
Samuel Brylawski  
John D. Buenker  
Rand Burnette  
Mary Christine Burton  
Bruce Bustard  
Lendol G. Calder  
Albert Camarillo  
Ardis Cameron  
Stephanie M. Camp  
Mark C. Carnes  
Joan Catapano  
James E. Cebula  
Joan R. Chalinor  
John W. Chambers  
Thomas L. Charlton and  
Rebecca Sharpless  
Jack Chatfield  
William and  
Aimee Lee Cheek  
Lawrence O.  
Christensen  
Lois E. Christensen  
John E. Clark, Jr.  
Loretta B. Clark  
Malcolm C. Clark  
Cheryll Ann Cody  
Bruce Cohen  
David Jared Cohen  
Ira Cohen  
Patricia C. Cohen  
James W. Cook  
Joseph J. Corn  
George B. Cotkin  
Caroline Cox  
Ed Crapol  
William W. Cutler  
Daniel Czitrom  
Calvin D. Davis

Cullom Davis  
David Brion Davis  
Jeffrey De Haan  
Julian J. DelGaudio  
Philip Deloria  
Michael J. Devine  
Merton L. Dillon  
Steven J. Diner  
John Dittmer  
Jacob H. Dorn  
Christopher L. Doyle  
Thomas Dublin and  
Kathryn Kish Sklar  
Ellen Carol Dubois  
Arthur P. Dudden  
Doris D. Dwyer  
Dean Eberly  
Laura Edwards and  
John P. McAllister  
G. Thomas Edwards  
Rebecca Edwards  
\*J. Merton England  
Nan Enstad  
Lewis Erenberg  
Emory G. Evans  
Drew Gilpin Faust and  
Charles Rosenberg  
Roger J. Fechner  
Laura F. Feller  
Sheila ffolliott  
Mark T. Fiege and  
Janet Ore  
Gary M. Fink  
Leon Fink  
Lorenz J. Firsching  
Marvin E. and  
Hilary M. Fletcher  
Neil Foley  
Alice Freifeld  
Mary O. Furner  
Donna R. Gabaccia  
Lynn Gale  
Alan Galloway  
Cheryl R. Ganz  
Eric Geiser  
Richard A. Gerber  
Timothy J. Gilfoyle  
Brent Glass  
Philip Gleason  
Lawrence B. Glickman  
Kenneth W. Goings  
Sidney Gottesfeld  
William Graebner  
Henry F. Graff  
Kenneth Graham  
Edward Gray  
Ronald J. Grele  
James Green  
James Grossman  
Sandra Gustafson  
Paul A. Hager  
Harland D. Hagler  
Gwendlyn Midlo Hall  
Carl V. Hallberg  
Karen Halttunen  
Richard Harless  
Susan M. Hartmann  
Christine Harzig  
John B. Hench  
Richard G. Hewlett  
James W. Hilty  
Dirk Hoerder  
James A. Hodges  
J. William Holland  
William P. Holowesko  
Brian Horrigan  
Gerd Horten  
James O. and  
Lois E. Horton  
Reed Hutner  
Thomas Jablonsky  
Matthew Jacobson  
Julie R. Jeffrey

David E. Johnson  
Howard B. Johnson  
Jacqueline Jones  
Robert H. Jones  
Jacob Judd  
Michael G. Kammen  
John and Joy S. Kasson  
Michael Kazin  
Kathleen C. Kean  
Marguerite Kelly  
William H. Kenney  
Daniel J. Kevles  
Curtis S. King  
Valerie B. Kitchens  
Catherine B. Kleiner  
John T. Kneebone  
William A. Koelsch  
Jeffrey Kolnick  
Gary J. Kornblith and  
Carol Lasser  
Mark Kornbluh  
Peter A. Kraemer  
Rebecca Kugel  
Vinod Kurup  
David E. Kyvig  
Virginia J. Laas  
Robert S. Lambert  
Marie Beck Lanser  
Bruce L. Larson  
Steven F. Lawson and  
Nancy Hewitt  
Mark H. Leff  
\*Richard W. Leopold  
Nelson Lichtenstein  
Karen Linkletter  
John L. Loos  
John W. Loose  
James J. Lorence  
Richard Lowitt  
Frederick C. Luebke  
Maxine N. Lurie  
Al and Susan Lyons  
Mark Lytle  
Gloria L. Main  
Stephen Maizlish  
Margaret Marsh and  
Howard Gillette  
Waldo Martin, Jr.  
Valerie J. Matsumoto  
Carol Mattusch

Elaine Tyler and  
Lary L. May  
Stuart I. Mayer  
Timothy P. McCarthy  
Michael McGiffert  
Sylvia W. McGrath  
Dennis and  
Beverly McGuire  
William McKelvey  
Carol McKibben  
Linda McKinstry  
Barry T. McNamara  
James M. McPherson  
Annette Melville and  
Scott Simmon  
Steve Messer  
Roger Meyer  
Joanne J. Meyerowitz  
Maureen C. Miller  
Patrick B. Miller  
Randall M. Miller  
Frederick V. Mills, Sr.  
Clyde Milner II and  
Carol O'Connor  
Gloria E. Miranda  
Shirley Ann Moore  
Thomas A. Moore  
Regina A. Morantz-  
Sanchez  
Edmund S. Morgan  
John M. Murrin  
Richard W. Nagle  
Anna K. Nelson  
Mae M. Ngai  
David Nichols  
Roger L. Nichols  
Alexandra M. Nickliss  
Stephen Nissenbaum  
Gregory H. Nobles  
Ellen Nore  
Gerd Norton  
Walter T. Nugent and  
Suellen Hoy  
Ogden Nutting  
Mary E. Odem  
Oliver Winery  
Paul Ortiz  
Alan M. Osur  
John O. O'Sullivan  
Oxford University Press

Grace Palladino  
Phyllis Palmer  
Phillip Papas  
Herbert S. Parmet  
Michael H. Pazeian  
Analena Percy  
Kathy Peiss  
Burton W. Peretti  
Bradford Perkins  
Dorothy R. Persons  
Paula E. Petrik  
Kermit J. Pike  
Merline Pitre  
Clifford Pountney  
Markham Shaw Pyle  
Jack C. Raby  
Gail Radford  
Jack N. Rakove  
Marcus Rediker  
Willis G. Regier  
Debra A. Reid  
Joseph P. Reidy  
David M. Reimers  
William C. Reuter  
Jo Ann O. Robinson  
Mary G. Rolinson  
Ricardo Romo  
William E. Rooney  
Donald M. Roper  
Mark Rose  
Ruth E. Rosen  
Dorothy Ross  
Leslie Rowland  
John Saffell  
Sharon Salinger  
Nick Salvatore  
Ronald Schaffer  
Harry N. Scheiber  
Irwin Scheiner  
Ron J. Schooler  
Frederick Schult, Jr.  
Ann G. Schultis  
Constance B. Schulz  
Loren F. Schwenger  
Vincent F. Seyfried  
John N. Shaffer  
Nathan Shah  
Michael Sherry  
Linda Shopes  
Abraham J. Shragge

## Second Century Initiative 2006

We appreciate the support of the following donors who have invested in OAH's next century of researching, teaching, and presenting American history through our Second Century Initiative.

## Founding Members (\$5,000 and up)

Richard A. Baker  
Ira Berlin  
Alan Brinkley  
David Brody  
William H. Chafe  
Lee W. Formwalt  
George M.  
Fredrickson  
Gilder Lehrman  
Institute of  
American History  
Jay Goodgold  
Jacquelyn Dowd Hall and  
Robert Korstad  
William M. and  
Lilla Hammond  
Donald Teruo Hata  
Nadine Ishitani Hata  
Evelyn Brooks  
Higginbotham  
Walter B. Hill Jr.  
Darlene Clark Hine  
The History Channel  
Daniel Horowitz

Helen Lefkowitz Horowitz  
Kenneth T. Jackson  
David A. Jones  
Linda K. Kerber  
Elizabeth Kessel  
Maeva Marcus  
Gary B. Nash  
Valerie Paley  
Donald A. Ritchie  
Paul S. Sperry and  
Beatrice Mitchell  
Ruth E. Sutter  
Peter Wallenstein  
Richard White  
Albert E. and  
Stephanie G. Wolf

## Contributing Members (up to \$4,999)

Joyce Appleby  
Robert Cherny  
Lizabeth Cohen  
Kathleen Dalton and  
Edward A. Rotundo  
Peter Decker  
Sarah Deutsch

Ellen C. DuBois  
Laura F. Edwards and  
John P. McAllister  
Emory G. Evans  
Eric Foner  
Estelle Freedman  
Linda Gordon  
Glennon Graham  
Barton C. Hacker and  
Margaret Vining  
John and Joy Kasson  
Richard Kohn  
Gerda Lerner  
David Levering  
Lewis  
Edward T. Linenthal  
Kristie Miller  
Nell Irvin Painter  
Justus F. Paul  
Jack N. Rakove  
Gary W. Reichard  
Robert C. Ritchie  
Roy Rosenzweig  
Vicki Ruiz  
Susan Ware  
Gavin Wright  
Jamil S. Zainaldin

We encourage you to consider making a financial gift to the organization to support advocacy for the profession, increase its many outreach efforts, and improve our services to historians. There are many ways to support the Organization of American Historians. For more information, please visit us online at <<https://www.oah.org/giving/>>.



Nina Silber  
Edward M. Silbert  
Harvard Sitkoff  
William Slayman  
Judith E. Smith  
Merritt Roe Smith  
Wilson Smith  
Susan Smulyan  
Nita R. Spangler  
Nicholas A. Spilotro  
Barbara Stewart  
James B. Stewart  
Delores Stirton  
Landon R. Storrs  
Mariam E. Strobel  
Cynthia Stout  
Susan Strasser  
A.E. Strickland  
David Suisman  
Judy Tachibana  
Thad W. Tate  
Burton Taylor  
William Taylor  
Carole Terry  
Richard H. Thomas  
George Thornton  
J. Mills Thornton III  
Timothy Thurber  
Barbara Tischler  
Ellen Todd  
Robert B. Townsend  
Eckard V. Toy, Jr.  
Ray Tracy  
Roger R. Trask  
Allen W. Trelease  
Roberto R. Trevino  
William M. Tuttle, Jr.  
Patrick W. Twiford  
Jules Tygiel  
Marie A. Tyler-McGraw  
Laurel T. Ulrich  
Alden T. Vaughan  
David Vigilante  
Ronald G. Walters  
John R. Waltrip  
David J. Weber  
Lynn Weiner  
Daniel J. Wilson  
Francille Rusan Wilson  
Allan M. Winkler

Rita Winkler  
Barbara Winslow  
Leon and Rosalind Wofsy  
Leon K. Wolfe, Jr.  
Peter H. Wood  
Harold D. Woodman  
James E. Wright  
Bertram Wyatt-Brown  
Donald Yacovone  
Mary Yeager  
Alfred F. Young  
\*James Harvey Young  
Mary Young  
Jamil S. Zainaldin  
Joanna S. Zangrando  
Charles A. Zappia  
\*Deceased

### Friends of OAH (up to \$99)

Kristin L. Ahlberg  
John H. Akers  
Ben F. Alexander  
Keith J. Alexander  
Ruth M. Alexander  
Kenneth G. Alfors  
Tommas Alleman  
Gregory Anderson  
Susan M. Armeny  
Douglas M. Arnold  
Frederick J. Augustyn  
Ellen R. Baker  
James M. Banner  
Lucy G. Barber  
Jeannett Barleen  
Jim Barrett  
Robert G. Barrows  
DeAnna E. Beachley  
Scott Beck  
Perky Beisel  
Stefanie Beninato  
Robert F. Berkhofer  
Robert H. Berlin  
George Berndt  
Shana B. Bernstein  
Chad Berry  
Amos J. Beyan  
Alan Bickley  
Frederick M. Binder

Amy Bix  
Ruth Bloch  
W. Roger Boedecker  
Margaret R. Bogue  
Brian C. Boland  
Marianne Bonner  
Elizabeth Bouvier  
James Boylan  
Mary Ann Brady  
Sema Brainin  
Jeffrey and Susan Brand  
Frank W. Brandon  
Kaye Briegel  
Ron Briley  
Thomas Briody  
Jeffrey P. Brown  
Ronald G. Brown  
Joan C. Browning  
Robert V. Bruce  
David Brundage  
Bill Bryans  
John Buda  
Robert D. Bulkley  
Paul E. Bushnell  
Ronald E. Butchart  
Jon Butler  
Peter M. Buzanski  
Frederick H. Campbell  
Ned M. Campbell  
Stuart W. Campbell  
Margot Canaday  
Eduardo Canedo  
Louis Carlat  
David Carlyon  
Mark C. Carnes  
E. Wayne Carp  
William Carpenter  
Rosemary F. Carroll  
Homer Carson  
Siobhan Carter-David  
James Caruso  
Virginia P. Caruso  
Robin Chandler  
Michael G. Chang  
Hal S. Chase  
Jean Christie  
John Cimprich  
Linda A. Civitello  
Clifford E. Clark  
Paul G.E. Clemens

Peter Coclanis  
Denise Coffey  
Ronald D. Cohen  
Sol Cohen  
William Coleman  
John J. Comitz  
Robert J. Cornell  
Jeffrey T. Coster  
Bruce Craig  
Alastair T. Crawford  
Charles W. Crawford  
Christopher Crawford  
Margaret S. Crocco  
Prudence D. Cumberbatch  
Christopher B. Daly  
John Davies  
Mark Davis  
Natalie Zemon Davis  
Sabrina Dawson  
Patricia Norred Derr  
Sarah Deutsch  
John R. Dichtl  
Leonard Dinnerstein  
Barbara Dobschuetz  
Gail J. Drakes  
Mitch Driebe  
James H. Ducker  
Mary L. Dudziak  
Michael H. Ebner  
Robin L. Einhorn  
Julie Ellison  
Carroll Engelhardt  
Thomas R. English  
E.J. Errington  
Melissa Estes  
Ann Fabian  
Ena L. Farley  
John M. Findlay  
Gayle V. Fischer  
Arthur M. Fish  
George Fishman  
Patsy Fletcher  
William A. Foley  
Kenneth Fones-Wolf  
Gaines M. Foster  
Mark S. Foster  
Jaime-Alexis Fowler  
Tony Fracchia  
Barbara Franco  
Campbell Franklin  
Janet B. Frazer  
Joshua Freeman  
Sora Friedman  
Richard H. Frost  
Louis J. Fuller  
Patrick J. Furlong  
John H. Gauger  
George Mason University  
Michael D. Gibson  
Paul Gillespie  
Francis R. Gilmore  
David H. Glassberg  
Ralph E. Glauert  
Myra C. Glenn  
John C. Gogliettino  
Christin Gold  
Terry Golway  
Linda Gordon  
Bret Gorsline  
Edward Gray  
Victor R. Greene  
Ariela J. Gross  
Robert A. Gross  
Phillip M. Guerty  
Gayle Gullett  
Zevi Gutfreund  
Patrick Hagopian  
Steven Hahn  
Shane Hamilton  
Barbara Handy-Marchello  
Debra L. Hansen  
Klaus J. Hansen  
Jerry Harder  
Alexandra Harmon  
Kristine Harper  
Margaret Harris  
Lowell H. Harrison  
William D. Harshaw  
Paul Harvey  
Laurence M. Hauptman

Jerry Herrera  
David Herschler  
Thomas Heumann  
Nancy A. Hewitt  
Libra Hilde  
Thomas D. Hills  
Michael Hobert  
Elizabeth A. Hohl  
Paul S. Holbo  
Ernest Hooper  
Alton Hornsby  
Andrew House  
Kim Ibach  
Joakim Isaacs  
David T. Jacobosky  
Caitlin Jeffrey  
Oscar F. Jespersen  
Melinda Marie Jette  
Jack J. Johnson  
Michael P. Johnson  
Mitchell Johnson  
Thekla Joiner  
Peniel E. Joseph  
Carla M. Joy  
Margaret I. Jurgen  
Karl Kabelac  
Debbie Kahn  
Donald D. Kaiper  
Mechelle Karels  
Alexander J. Karlin  
Kathleen Kasprick  
Lesley Ann Kawaguchi  
Yasuhide Kawashima  
Gwen Kay  
Melissa Kean  
Patricia Kelly Hall  
David Kelly  
Ruth M. Kelly  
George Kennedy  
Kathi Kern  
Natalie Kimbrough  
Amy J. Kinsel  
Susan E. Klepp  
Harry G. Klinkhamer  
James R. Kluger  
Sally Gregory Kohlstedt  
Tim Koster  
Melissa Kotulski  
David P. Krajcovic  
Steven G. Kraus  
Mark Kuhl  
Kathleen S. Kutolowski  
Judy Kutulas  
Ellen Condliffe Lagemann  
L.S. Lamson  
Ann J. Lane  
George J. Lankevich  
V.A. Lapomarda  
Catherine Lauritsen  
Suzanne Lebsack  
Corneila LeMaitre  
William D. Liddle  
Katharina Stadler Linder  
James M. Lindgren  
Brendan Lindsay  
Edward T. Linenthal  
Douglas Link  
Robert E. Long  
Barbara Loomis  
Margaret Lynch-Brennan  
Jeri Magliulo  
Rachel Maines  
Sarah S. Malino  
Nancy Malkiel  
Kent L. Mann  
Robert Markman  
Gerald Markowitz  
Carol A. Marsh  
Bonnie Maria Martin  
David Mason  
Kate Masur  
Nathan Matlock  
Craig Matthews  
Robert E. May  
Edith P. Mayo  
James McCarty  
Robert McColey  
John J. McCusker  
George W. McDaniel  
Pellom McDaniels

Harry C. McDean  
Kenneth J. McDonald  
William F. McKee  
Gordon B. McKinney  
Samuel T. McSeveney  
Betsy Mendelsohn  
Gregg L. Michel  
Janice J. Miller  
John E. Miller  
Linda Karen Miller  
Allan R. Millett  
Franklin D. Mitchell  
Natalia Molina  
Michael J. Moore  
Suzanne Moranian  
Jonathan Moreland  
Evelyn Krache Morris  
Thomas D. Morris  
William B. Morse  
Amy Morsman  
John Muller  
Charlotte Negrete-White  
William M. Neil  
Brandon Nelson  
Bruce Nelson  
Erle Newby  
John Nieto-Phillips  
Lisa A. Norling  
Elizabeth I. Nybakken  
Kevin J. O'Brien  
Lawrence E. O'Brien  
Alvaro Ochoa-Serrano  
Fusako Ogata  
Patricia Oldham  
George B. Oliver  
Karen Olson  
Jeff Ostler  
Elaine Pascu  
L.V. Patenaude  
Sue C. Patrick  
William E. Pellerin  
Pamela E. Pennock  
Jann Perez  
Peter L. Petersen  
Paula E. Petrik  
Michael Pierson  
John F. Piper  
Gina Marie Pitti  
David H. Popper  
Charles Postel  
Lawrence N. Powell  
Robert A. Pratt  
Cochran W. Pruett  
John C. Putman  
Nancy L. Quam-Wickham  
Julia Rabig  
Julie C. Radle  
Stephen M. Radulski  
Betty J. Reed  
Marguerite Renner  
William A. Rhodes  
James L. Roark  
George L. Robson  
Joe Rodriguez  
Donald W. Rogers  
Justin Rogers-Cooper  
Neil Rolde  
Danice Roller-Toyias  
Howard J. Romanek  
Vicki Rorke  
Duane F. Rose  
Mark H. Rose  
Joseph William Ryan  
Mary P. Ryan  
Dennis Sagaas  
Henry J. Sage  
Neal Salisbury  
Jonathan D. Sarna  
John E. Sauer  
Edward N. Saveth  
Julie Saville  
Pam Schaffer  
Eric Schneider  
Thomas A. Schwartz  
Thomas A. Scott  
David Sesser  
Gloria Sesso  
Mary Sheehan  
Gerald E. Shenk  
Martin J. Sherwin

Naoko Shibusawa  
Paul L. Silver  
Henry E. Simpson  
Stanley A. Skalski  
Kathryn Kish Sklar  
Douglas Slaybaugh  
Judith E. Smith  
Michael Smith  
Norman W. Smith  
Richard W. Smith  
Michael Smuksta  
Doreen Snider  
James K. Somerville  
James M. SoRelle  
Katherine Spada-Basto  
Robert Sperry  
Darlene Spitzer-Antezana  
Denise S. Spooner  
Jeffrey D. Stansbury  
Sandra H. Stark  
Bruce M. Stave  
Phyllis E. Steele  
Keir B. Sterling  
Margaret Strobel  
Karen S. Sturges  
George G. Suggs  
Martin A. Summers  
Martha H. Swain  
Morris Sweet  
Rolf H. Swensen  
Marcia G. Synnott  
Joel Tarr  
Geoffrey Tegnell  
Paul J. Tenney  
Keith Terry  
Samuel J. Thomas  
John A. Thompson  
Hana Thornton  
Sarah Thuesen  
Ralph R. Tingley  
Nancy J. Tomes  
Robert B. Townsend  
Peter Trachtenberg  
H.L. Trefousse  
Richard G. Trefry  
Tracey Trenam  
Hilliary Turner  
Bruce I. Turner  
William J. Ulrich  
Suzanne Unger  
Melvin I. Urofsky  
Philip VanderMeer  
Lara Vapnek  
Luis Vega  
Uma Venkateswaran  
Charles Vincent  
Gardiner Vinnedge  
David J. Voelker  
Yvonne C. von Fettweis  
James A. Walsh  
Ronald G. Walters  
Elwood Watson  
Linda Weinstein  
Jessica Weiss  
John Welckle  
Robert F. Wessner  
Elliott West  
Timothy C. Westcott  
Linda Wilke Heil  
John Williams-Searle  
K. P. Wilson  
Stanley B. Winters  
John Witt  
Craig Wollner  
Sharon Wood  
James M. Woods  
Elizabeth Woodward  
David M. Wrobel  
Kinya Yamakawa  
John Yarbrough  
Dale J. Yoder  
Paul C. Young  
Robert L. Zangrando  
Joseph Zellner  
Joan M. Zenzen  
Gary P. Zola

### 2006 Tribute Gifts to OAH

Contributions or pledges have been made to OAH in honor or in memory of the following individuals.

**In Honor of**  
A.P. US History  
Students at Abington  
Friends School  
Bernard Bailyn  
Thomas Bender  
Maxwell Bloomfield  
Allan G. Bogue  
John C. Burnham  
Angela Boswell  
Hal Bridges  
Richard Maxwell Brown  
Albert Camarillo  
William H. Chafe  
Bruce Clayton  
Stephanie Coontz  
Roger Daniels  
Don Dewey  
Merton Dillon  
John Dittmer  
Glenn T. Eskew  
Robert H. Ferrell  
Gene Fingerhut  
Lee W. Formwalt  
George Fredrickson  
Valerie French  
Douglas Garna  
Willard Gatewood  
Michael Grossberg  
David Hammack  
William H. Harbaugh  
Darlene Clark Hine  
Mr. and Mrs. Robert  
L. Huff  
Norris Hundley  
Kenneth T. Jackson  
Linda K. Kerber  
K. Austin Kerr  
Gerd Korman

Walter LaFeber  
William E.  
Leuchtenburg  
Leon F. Litwack  
Arven Mohun  
Bruce Nelson  
Idus A. Newby  
Christopher Newport  
Stephen Nissenbaum  
Stephen B. Oates  
Stewart O'Nan  
Nell Irvin Painter  
Peggy Pascoe  
Lewis and Elisabeth  
Perry  
Pete Petersen  
Daniel T. Rodgers  
Roy V. Scott  
Harry N. Scheiber  
Kathryn Kish Sklar  
Winton U. Solberg  
William R. Taylor  
Richard H. Thomas  
Will Thomas  
Robert Brent Toplin  
J. David Valaik  
Jon L. Wakelyn  
Richard White  
Vicky Woeste  
Ed Younger

**In Memory of**  
Willi Paul Adams  
George L. Anderson  
Lewis E. Atherton  
Lance G. Banning  
Paul Barrett  
J. Leonard Bates  
Maurice E. Baxter

Francis and Katherine  
Carroll  
Edward C. Carter II  
Thomas D. Clark  
Kenneth Cmiel  
C.H. Cramer  
Theodore S. Currier  
Merle Curti  
Sr. Marie de Lourdes,  
S.S.J.  
Arthur B. Darling  
William L. Davis, S.J.  
John A. DeNovo  
Joe Dubbert  
W.E.B. DuBois  
Paul Wallace Gates  
Clifford Geertz  
William E. Gienapp  
Dewey W. Grantham  
Janice Gross  
Robert Gunderson  
Nadine I. Hata  
LeRoy Haten  
C. William Heywood  
John Higham  
Richard Hofstadter  
Nathan Huggins  
J. Joseph Huthmacher  
W. Turrentine Jackson  
Hugh Jameson  
Archie (Jay) Jones  
Jim Kettner  
Allen Kitchens  
Muriel and Herbert  
Klarman  
Philip S. Klein  
Richard W. Leopold  
Adam and Edna  
Letendre

Lawrence W. Levine  
Jackson Turner Main  
David D. March  
Anatole Mazour  
Richard P. McCormick  
Sidney E. Mead  
Raymond Muse  
James O. Olson  
William N. Parker  
Laura Patenaude  
Dexter Perkins  
Stow Persons  
James Robert Phillips  
Earl Pomeroy  
David M. Potter  
Barbara E. Pratt  
Kathryn Turner Preyer  
Benjamin Quarles  
Ernest Donald  
Ramstetter  
Martin Ridge  
James L. Sellers  
Arthur Shaffer  
Fred A. Shannon  
Henry D. Shapiro  
James P. Shenton  
Henry H. Simms  
Wendell Holmes  
Stephenson  
Warren Susman  
John L. Thomas  
Chuck Trout  
James R. Turner  
Glenn E. Tyler  
Robert Wiebe  
T. Harry Williams  
William Appleman  
Williams  
Nancy Zimmerman

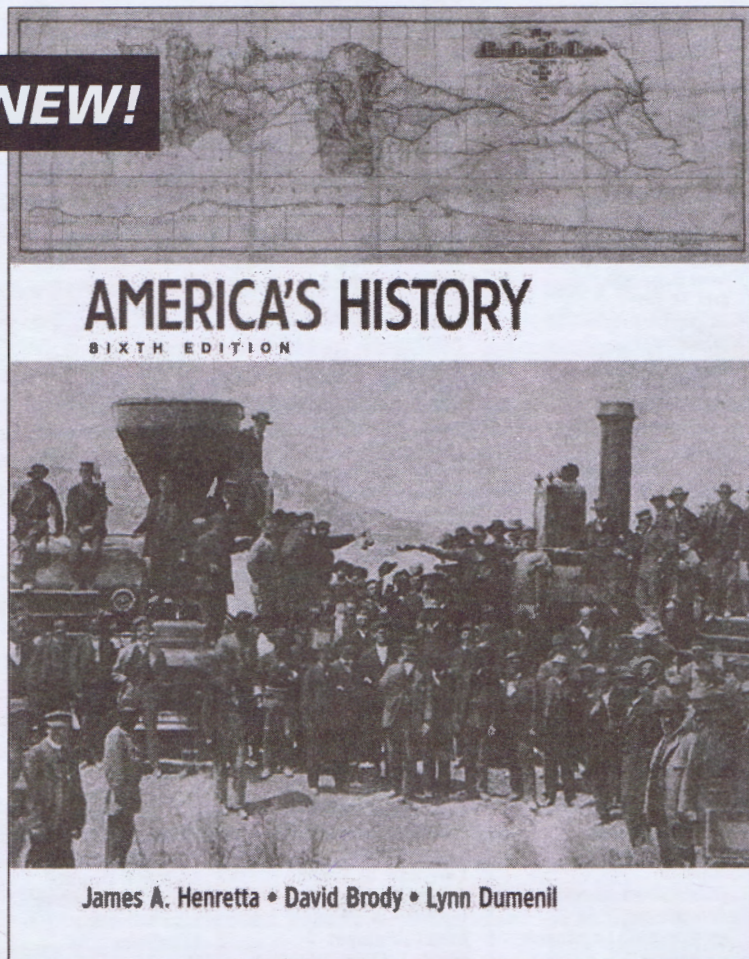
We strive for accuracy in our records. Kindly notify Susan Lyons, Development Director, via e-mail <slyons@oah.org>, regarding incorrect listings. OAH will be launching its new Second Century Campaign next month. Look for more details in your spring campaign letter.

The OAH is a 501(c)(3) not for profit organization. All gifts are tax deductible as allowed by law.



## Available now for AP\* US History courses!

**NEW!**



### America's History Sixth Edition

**James A. Henretta**, *University of Maryland*  
**David Brody**, *University of California, Davis*  
**Lynn Dumenil**, *Occidental College*

Building upon its enduring strengths—explanatory power, strong themes, and an unparalleled interpretive voice—the sixth edition of *America's History* includes a new feature program based upon primary sources and a richly reconceived treatment of U.S. history since 1945.

Combined Volume: 2008/paper/999 pages  
Volume 1 (To 1877): 2008/paper/499 pages  
Volume 2 (Since 1865): 2008/paper/499 pages  
[bedfordstmartins.com/henretta](http://bedfordstmartins.com/henretta)

“The authors are to be commended for being the first among major textbook authors to rethink large sections on the Cold War in light of recently released material from the East Bloc.”

—David Steigerwald, *Ohio State University at Marion*

### Now available! AP-specific resources for *America's History*:

#### AP U.S. History Teaching Toolkit for America's History

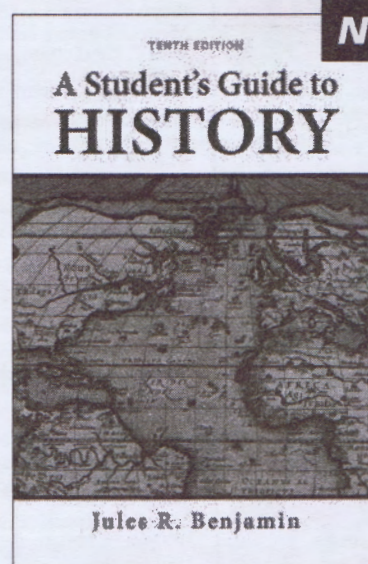
The Toolkit provides AP U.S. History Teachers with practical resources to assist them in making their course as rich and effective as possible, covering the basics of and preparation for the AP U.S. History examination – particularly the DBQ portion of the exam. It also includes a wealth of materials intended to help teachers address the challenges presented by the course, especially coverage, pacing and methods for conveying critical knowledge.

#### AP Testbank

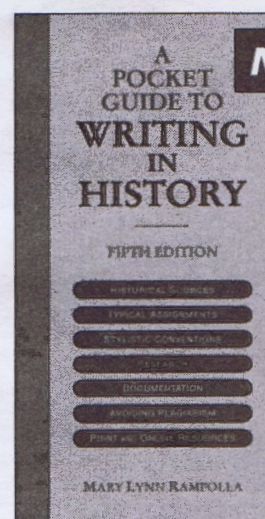
The Testbank is designed to help students both review information and become familiar with the format and difficulty level of the AP exam, consisting of multiple-choice questions and AP style questions that mimic the type students will encounter on the exam.

\*AP and the Advanced Placement Program are registered trademarks of the College Board which was not involved in and does not endorse this product.

### Great resources for your courses!



**NEW!**



**NEW!**

For more information: [bedfordstmartins.com](http://bedfordstmartins.com)



# Balancing Scholarship and Activism: An Interview with Lawrence J. Friedman

Lee W. Formwalt

Sometime before his retirement party two months ago, Indiana University History Professor Lawrence J. Friedman informed the OAH that he had made provisions to include the organization in his estate plans. Larry and I have lunch every month or so at a local Bloomington restaurant, so at our last noonday repast, I suggested that we do an interview and talk about his career as a historian, his lifetime of balancing activism and scholarship, and his feelings about the OAH.

The earliest influences in Larry's life came from two very different sources: his activist parents and his scholarly grandfather. "Both my parents were very active in the Communist Party," Larry remembers. "They were middle level party people, so it seems to me, as historiography has shown, that their intentions were fairly noble. So that's very much where I picked up the activism." This activism, however, was "balanced," he recalls, by his grandfather, "an Orthodox Jew and a Talmudic scholar, who would always be at the kitchen table going through books, the Old Testament, everything else, and it was insisted that I would study with him, that I would be clear, be logical, be precise, and I could sometimes win some arguments against my folks by doing that."

"So it was that combination, the scholarly life from my grandfather, the political activism from my folks, that was very crucial to my early life." Larry's mother "received a M.A. in chemistry and bacteriology and was pursuing a M.D. degree in the Depression and wasn't able to complete it for financial reasons and remained pretty much a lab bacteriologist much of her life, coupled with political activism." His father "worked in a family business making grave stones, sometimes he would work in auto plants, sometimes he'd work in other ventures—life insurance for awhile. The making money part was always very secondary to the activism."

In the late 1940s, Larry's family moved from Ohio to California, ostensibly for health reasons as Larry "was always getting sick. The real reason, as Dorothy Healy later explained to me, is the Party reassigned my father to California to organize." His parents' activism shifted after the Soviet invasion of Hungary in 1956 and the Khrushchev revelations of what had happened under Stalin. They "never formally quit the Communist Party, but they became considerably less enthusiastic and at the same time became more and more active in the American Civil Liberties Union (ACLU) to the point where my father was on the national board of the ACLU and my mother was the Southern California chair of the ACLU."

"I remember once asking my father how he could reconcile basically a Marxism that never left him and a formal allegiance to Soviet Marxism to civil liberties, and his reply was that one day we academics will wake up to the fact that people are layers, and often contradictory layers, and that's what makes us human."

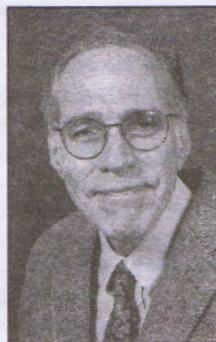
At this point I asked Larry how he balanced political activism with professional scholarship. With little hesitation, Larry replied, "I don't think there's a conflict or a contradiction. I don't think scholars are ever totally unbiased, and it's actually very helpful if we discover our own biases. They won't necessarily always (once we

know of them) totally control our scholarship. I think a case in point where this came together for me was as a junior at the University of California at Riverside. I was in a student group—this was sort of the beginnings of the New Left—and we sponsored a forum on American dissent, far left and far right, and found out that the university allowed the members of the John Birch Society to present but wouldn't let communists present, because there had been a long-standing University of California ban on communist speakers. At that point I was really shaken. How could some wonderful professors—a friend of mine, Robert Nisbet, the dean of the college at UC-Riverside—go along with something like this? Where was the scholarship? Where was the openness? So with my mother as chair of the Southern California ACLU, we filed suit against the university. We beat them, and removed the ban on communist speakers."

When I asked how he got into the history business, Larry observed that "it emerged during my college years. There was a group of six or seven of us at the University of California at Riverside in 1958 to 1962, and some of us were in philosophy, some in history, some in political science. We'd shift around, but whatever the classes we took together, we found all of the people, whatever their discipline, were in essence giving us history. Robert Nisbet in sociology was really giving what was my first experience in the history of ideas. David McClellan in political science was basically giving me German and French history. It didn't matter what the form of discipline, we were all history, and it sort of struck me here that history, very clearly, embraces every other discipline and is fairly welcome to it. So history was just the thing to pursue."

Larry graduated with a history degree after writing his senior thesis on the Alien and Sedition Acts of 1798. His interest in civil liberties led him to enroll in the UCLA law school, which he "found easy, boring, and not very consequential. But at the time I was in law school I was clerking in an L.A. office which had civil liberties, labor law, civil rights law, and what I found there in the clerking process is that you have to spend about 90 percent of your time in business law making money to spend 10 percent of your time on the fun stuff—civil liberties, civil rights, and so forth—and I didn't want to spend only 10 percent of my life on the fun stuff, so that was clearly a sign that I needed to do what was 100 percent fun, and that was history, so I went to graduate school."

"Shortly after I began graduate school, things were happening in Mississippi that led to the Mississippi Freedom Summer project in 1964, and I was very much interested, so I went as a graduate student organizing for the undergraduate students coming in from Ohio. I was organizing a number of freedom schools in Jackson, Mississippi, under the Council of Federated Organizations (COFO).



Friedman

I knew Chaney, Schwerner, and Goodman, the three civil rights workers who had been killed that summer. After about six or seven weeks of organizing freedom schools, I too was arrested for vagrancy (when they take your wallet you're a vagrant), so a deal was cooked up. Rather than be in Mississippi jails, I would leave the state, and I went on and then spent the rest of the summer and some subsequent years with Anne and Carl Braden in Louisville, largely working on segregated housing issues."

"It was clear that after the Freedom Summer that I wanted to do my dissertation on race relations." So Larry returned to UCLA where he developed his interest in psychohistory. "I was working then with Donald Meyer, who was an American social intellectual historian. He was an important figure in my life, because he was really a public intellectual. He wrote regularly for the *New Republic* and the *Nation*, he spoke in public schools everywhere, was active in the ACLU, and he was just a brilliant interdisciplinary scholar. In 1963, my first year of graduate school, he taught one of the earliest seminars on the history of women. He was also very much interested in African American history, and with my background starting out as certainly sympathetic to Marxism, you can see that the interest in race, class, and gender of current vintage has been with me a long time. I'm very glad it has spread to the entire profession."

"In addition to the breakthroughs in race, class, gender, Don Meyer introduced me to the works on psychology and history. He told me to read Erik Erikson, of whom I've subsequently done a biography; he told me to read Freud, and Jung, the behaviorists, the cognitive sciences, and be attentive to psychology in history. By the mid-1960s, we called that psychohistory, which was very much a mix of psychology, psychological theories, and making connections with time and place. And so that added to the interest in race relations coming out of Mississippi. I wanted to do something psychological too, and Meyer let me."

The result was first a seminar paper and then his dissertation on the southern rape complex. In his dissertation, which became his first book, *The White Savage: Racial Fantasies in the Postbellum South*, Larry took on C. Vann Woodward's thesis that there was a late nineteenth-century lull in the racial hatred and animus that characterized the post-Reconstruction South until the turn of the century when segregation and lynching became pervasive in the Deep South. According to Larry, "there was no period in the late nineteenth century of a relaxation in southern race relations. Things had been pretty tough, pretty vicious through the nineteenth and into the twentieth century." Larry admits that he may have been intemperate in his attack on Woodward. "I guess I regret that I took him on too directly, too bluntly." It was Woodward's students rather than the master himself who attacked Friedman in the book's reviews. When I asked about Woodward, Larry replied, "He was fine. It wasn't a problem. He enjoyed the discussions, he enjoyed the disagreements. I didn't convince him, he didn't convince me."

See **FRIEDMAN** / 8 ►



In Larry's career, Ronald Takaki played an important role from graduate school to the present. Larry met Takaki, a founder of the University of California, Berkeley's Ethnic Studies Department, when they were both researching their dissertations together in Durham, North Carolina, "and scared like hell because the Ku Klux Klan was active in the area at the time. We were both doing research in the Duke archives, and there was a Klan rally in town. We were both renting a place in town, and we wondered what the hell we should do, so we started talking together, and Ron and I have in essence written and helped frame each other's books for the last forty years. He came up with the title, *The White Savage*. And with every book since we sort of re-work each other's stuff, and we still do."

Racism and sexism played important roles in Friedman's second and third books, *Inventors of the Promised Land*, and *Gregarious Saints*. Then Larry's scholarship turned in a new direction—the history of psychiatry, psychology, and mental health. "Quite by accident in 1982, on a leave at the Menninger Clinic Foundation, I bumped into the founder of the Menninger Clinic, who was about eighty-eight at the time, Karl Menninger. Karl was sort of pushed aside in the organization, and the first time we met he started pulling books off the shelves, asking 'Have you read them?' I said, 'Yeah, I've read most of them.' Then he pulled out *The Brothers Karamazov* and says, 'Let's both read this tonight and talk about it tomorrow,' which we did, and that is the beginning of a good ten years with Karl Menninger as I wrote a book on the Menninger Clinic and traveled the whole state of Kansas with him talking about his own life. We became very good friends, and working on this book (*Menninger: The Family and the Clinic*) enforced my commitment to activism because Karl Menninger was very active against capital punishment, for the banning of nuclear weapons, for civil rights. So that was, again, the activism on the one hand—admiring an activist; and the scholarship—dealing with a person who is very much a public intellectual, a scholar."

"Then the book after that, which is probably my best book, coming out in 1999 was a biography of Erik Erikson (*Identity's Architect: A Biography of Erik H. Erikson*). Erikson is often considered the founding figure in psychohistory, and what I found that I was attracted to in Erikson was this idea that what we are is the intersection of our inner emotions and our outer social circumstances, with a lot of factors feeding into the intermixture of the two. It's just very broadening, non-reductionist. I had been making contact with Erikson since the 1960s, and then in 1990 when I finished the Menninger book, my friend Robert Lifton said, 'Well, you've been talking to Erikson for a few decades, why don't you do his biography?' This was a wonderful period. This was in the 1990s, he was living right nearby his papers at Harvard's Houghton Library. I would simply go through the archives much of the day and in the afternoon go over and sit and talk to him based on photocopies of his letters. It was fun and it was broadening."

I asked Larry about his current work: "I'm about to finish a biography of Erich Fromm—if you want to frame someone who's an activist and a scholar, that was Fromm, the author of *Escape from Freedom*. One thing I found about Fromm, in addition to very much sharing Erikson's orientation, the intersection of outer social circumstances and inner psyche, I found out that he was able to pitch his books, which have considerable depth, to a very popular audience. He would sell anywhere from five million to thirty-seven million copies of each book. So one day I'm wondering where all this money goes, and I got hold of his tax returns, and he's giving it all away. He gives everything away to the civil rights movement, to the ACLU, to all these other groups which brought him considerable

influence, and he was just writing out large checks all the time. So with this dimension I see somebody who has been an activist, a scholar, a donor, and I'm very comfortable with him, and it's a very wonderful life he lived."

I wondered how Larry's teaching fit in with his research and writing. "I think, even in retirement I'm going to teach, because I could never continue writing effectively without teaching. I'm just always bringing my writing documents into the classroom, after the class session I go to my notepad and jot down ideas. They're just always inseparable. My first teaching job was at Arizona State University in Tempe in the late 1960s, early 1970s. One thing I found when I got there on the teaching side is they didn't have a course in African American history, so though my basic area was American intellectual and cultural history, I taught African American history there."

"The first semester I arrived there, I agreed to join the American Association of University Professors (AAUP) executive board, and we had our first case. The university had fired Morris Starsky, who was a Trotskyite activist, for dismissing class to go to a peace rally and so all of a sudden here am I, and by my second semester I'm president of the AAUP, and we moved toward censure of the university, which is a sure ticket to academic success at Arizona. We brought censure, we got it, and Arizona State was censured for a number of years. ACLU helped. So I found myself again in the activism role not only with the AAUP, but also active in Vietnam peace efforts, active in civil rights, working in the Phoenix area ACLU, and bringing all of this into classroom stuff. I don't think we ever had a period in my forty years of academe like the late 1960s, early 1970s, where what you did in the classroom—say, read Thomas Jefferson or Emerson—are always connected to what was going on directly in the outside world."

"The next job after Arizona State was at Bowling Green State University in Ohio from 1971 to 1993. When I got there, no one did any women's history, no one wanted to, so I taught women's history. It's just something that should have been. In Bowling Green I got on right away to the Ohio ACLU board, always ACLU, and actually did seminars and classes on civil liberties in American history in the classroom, connected to the ACLU work."

"I did something else at Bowling Green. I was graduate director of the history department for a number of years, and we brought in a doctorate in policy history, which was fairly new stuff at the time. It was the application of current social, political issues, the policy dimensions, to the historic dimensions to current conditions. I did stuff on mental health policy, others did it on trade policy, etc., and then the cuts came later in the Ohio doctoral programs in history, but the policy history program is still alive and well."

I asked Larry why he left Bowling Green after twenty-two years. "I think when you're at any place for a few decades, you have the same conversations over and over, and it was very pleasant, it was a little too comfortable. I knew Dave Thelen here at the *Journal of American History* and a few people here at Indiana University. My wife loved Bloomington, so it wasn't that hard a decision. So I came and have been at Bloomington since 1993."

I asked Larry how he came to be involved with OAH. "When I came to Bloomington, Arnita Jones, who was at the time OAH executive director, was very important to me, because both of us being scholars and activists, we started talking about getting historians more active. So with her help, we created in the history department, about 1994, I think it was, a regular public advocacy committee so that we could take on issues. I wrote a piece for the *OAH Newsletter* on how all departments should have advocacy committees, and then with Arnita we created a statewide advocacy committee for the humanities. We went to a lot of

agencies lobbying, and it was just very comfortable. Here's a historian, she's director of the OAH, and she believes in activism and scholarship. It was just a very nice fit, and Arnita to this day has been a very good friend and really made me see how important OAH's advocacy role was."

"I had been a member of OAH, but I didn't quite realize that OAH could be a primary agency for advocacy and could do the same kinds of things as the ACLU, the National Association for the Advancement of Colored People (NAACP), peace groups, and yet represent the other part, the scholarly side, in a nice balance."

"For me, another crucial turning point beyond Arnita's advocacy was the decision on the Adam's Mark in St. Louis. The issue of the Adam's Mark was, of course, an unabashed discrimination against African American guests, and the question was whether the OAH, after learning of this, should go ahead with its contract to meet there. For me this was sort of a litmus test. I certainly wouldn't attend a conference in a hotel that discriminated, and I probably couldn't stay a member of the OAH if it had maintained that contract. It did the right thing, and I knew about this, especially from one of my doctoral students, Damon Freeman, who was active in organizing the alternate site at Saint Louis University for the conference. It was a good conference. It was a very difficult one for the OAH financially, but I'm glad it did that. I'm glad it then basically later at San Francisco, would not cross a picket line for workers on strike in a hotel there and relocated to San José. I find it very difficult to deal with an organization dedicated to scholarship that isn't at the same time committed to principle, which now gives the OAH, in my sense, a very very good track record."

I mentioned to Larry that we appreciated his recent efforts to make sure that the OAH was included in his estate plans. "Yeah. What I've done in my estate plan, I've seen to it that the most important organizations in my life are going to get a chunk, which is not only the OAH, but the ACLU and the NAACP. They're all very important to me."

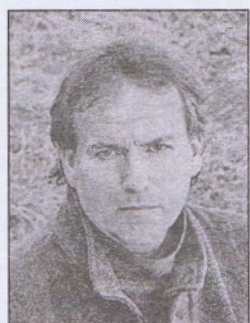
I mentioned that a lot of people say that a professor's loyalty is often to the institution where he or she taught, and that when we started getting involved in development at OAH, that was one of the things that we had to deal with. I asked him what argument he would make for why one's loyalty should also be with one's professional organization. "It seems to me," he said, "and this is my perspective and I realize it's not going to be shared by others, but American higher education, especially large institutions like Indiana University are heavily status quo institutions, they have very wealthy CEOs on their board who are dedicated to the acquisition of funds, to public relations, and so forth. So whereas one can make some changes in a university, I don't see universities today as primary institutions of social change, which is very important to me. It's much easier to render social change through the OAH, the ACLU, or activist groups dedicated to select principles for change than a university. So it really didn't enter my mind to give significant funding to the universities I was at, but it did enter my mind to fund organizations that stood for change."

Larry Friedman, a dedicated scholar, teacher, activist, and loyal supporter of the OAH is an inspiration for us. Many of us have shared our time, talent, and treasure with the Organization of American Historians. But what Larry and a few others have done is to show how we can make a final tribute or gift in our estate plans for the learned society and professional group that provides the world's leading scholarly journal in American history and an opportunity each year for thousands of us to gather, share our latest scholarship, and make the connections with old friends and new colleagues that are the glue that holds us together as a profession. □



# Some Parting Thoughts and Shots from Capitol Hill

Bruce Craig



Craig

As regular readers of this column are aware, at the end of December 2006, I departed the National Coalition for History (NCH) as the organization's Executive Director. This then will be my last regular contribution to the *OAH Newsletter*.

My wife Pat and I are both looking forward to our new lives on Prince Edward Island,

Canada. There, in addition to helping to run our "Harbour Lights" bed and breakfast operation (and soon to be launched artist's and writer's retreat) that overlooks Northlake harbor, I will be commuting a couple days a week to the provincial capitol, Charlottetown, where I will be teaching on a part-time basis. I also will be working with members of the University of Prince Edward Island history department in creating what may well develop into one of the few undergraduate programs in public historical studies in North America. I also hope to devote considerable time and energy to several writing projects, including a biography of accused Soviet spy Alger Hiss—a project that for far too many years has languished in the form of various piles of papers on my desk, closet, and floor.

I am very pleased that the history coalition has hired Lee White to succeed me. Lee comes to the NCH with a law degree, a recent master's degree in history from George Mason University, and considerable experience in working on Capitol Hill. During our several week transition, I have come to realize that Lee has a passion for history—perhaps the single most important qualification for the director of the National Coalition for History to possess.

With the Congress now firmly in the hands of the Democratic Party for the first time in twelve years, the history coalition has both new opportunities and new challenges in advancing the cause of history and archives. Some may think that now that the Democrats control Congress, history advocacy will all of a sudden become easier. Frankly, I doubt it. In fact, history advocacy faces considerable obstacles.

During my seven years at the helm of the NCH, the Congress and the White House have both been controlled by Republicans. The truth is, throughout these years Congress and the White House have been generally supportive of history—though clearly the Bush administration's particular interest has been in advancing what is termed "traditional" American history. To that end, Senator Lamar Alexander (R-TN) was able to enact legislation creating his

presidential and congressional academies to benefit outstanding students and teachers of American history. With Bruce Cole as steward of the National Endowment for the Humanities (NEH), the endowment has been implementing its We the People initiative, which has brought renewed vitality to history as a vital segment of the broader humanities community. In the Department of Education, Senator Robert C. Byrd's Teaching American History grants initiative (in excess of a half billion dollars has been devoted to this program now) has been competently managed by administration officials, and their efforts have done much to boost the teaching of history in our elementary and secondary schools.

Of course, not everything has gone as well as I had hoped with the Republicans in power. For example, year after year the White House Office of Management and Budget has ignored the requests of the Archivist of the United States, Allen Weinstein, and zeroed out all funding for the National Historical Publications and Records Commission (NHPRC). As a consequence, every year the NCH, the Association for Documentary Editing, a few other member organizations, and the National Humanities Alliance visit scores of congressional offices in order to convince members that some level of funding needs to go to this small but important NARA program office. Now that Byrd will once again be master of the Senate Appropriations Committee, we have a powerful friend on our side.

Another disappointment with the congressional Republican leadership is what they have done (or perhaps more properly not done) with the Higher Education Act. For several years now a proposal introduced by Senator Judd Gregg (R-NH) titled Higher Education for Freedom Act (S. 1209) held the promise of generating a large pool of new funds to support the study and teaching of history at the postsecondary level. But Gregg's proposal, along with the Higher Education Act in general, was relegated to a back burner by the Republican majority. Just weeks ago, Congress passed its third extension of the act, and we have yet to see reauthorization hearings in Congress to discuss the important issues that need to be addressed.

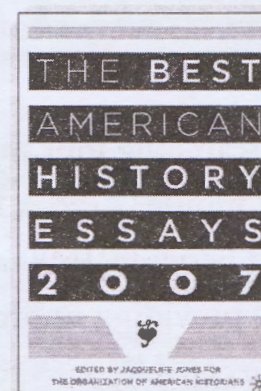
And then there is the No Child Left Behind (NCLB) Act—the centerpiece of the Bush administration's education program. Ever since its inception, it has been a thorn in the side of history educators. Perhaps the NCLB legislation has made some progress in improving some students' reading, math, and science skills, but it has certainly done nothing to improve (in fact, it has harmed) the teaching of history in America's public schools. But now, with Senator Ted Kennedy (D-MA) slotted to become chair of the Senate committee responsible for formulating the nation's

education policy, we have an opportunity to open some new doors that could ultimately lead to innovations in how history is funded and taught, from elementary school through college.

In retrospect, twenty-five years on Capitol Hill has reinforced in my mind a great truism—no matter what party is in the majority, life on Capitol Hill goes on. Arthur Schlesinger Jr. points out in his book *Cycles of American History* (1986) that power in Congress and the White House swings like a pendulum between the Republicans and Democrats. How true it is! Members come, members go, and there are always new eager young staffers waiting in the wings aching to fill in behind retiring pros.

My departure from the National Coalition for History brings this aspect of my public history career to a close. It has been a memorable and satisfying experience, but frankly I am ready to be settling into what I hope will be a less hectic but equally rewarding experience. □

### New Edition Available April 2007



Showcasing articles selected as the "best of the best" in American history from the previous year, these essays combine traditional political and social history with the stories of individuals, introducing readers to fresh research about the past while vividly

highlighting the breadth of questions Americans are asking about their society and its history. Published for OAH by Palgrave Macmillan Press, the 2007 edition is edited by Jacqueline Jones, Brandeis University.

**TO ORDER** Contact Palgrave Macmillan by visiting <[www.palgrave-usa.com](http://www.palgrave-usa.com)> or calling 888.330.8477. To order the 2006 paper edition, use ISBN 1-4039-7659-7, and for the cloth use ISBN 1-4039-7660-0.





**“Digital *Early American Newspapers* will revolutionize  
the way American history is taught and studied.  
...The possibilities boggle the mind.”**

— Edward G. Gray, Associate Professor of History, Florida State University

## **AMERICA'S HISTORICAL NEWSPAPERS, 1690-1922**

**An *Archive of Americana*<sup>SM</sup> Collection**

***Now including* EARLY AMERICAN NEWSPAPERS, SERIES I, II AND III**

Imagine searching four million pages from more than 1,000 U.S. historical newspapers with the click of a mouse. Readex has created the most extensive digital archive of American newspapers published between 1690 and 1922, including hundreds of 19th-century titles from all 50 present states. By providing unprecedented access to this primary source material, *America's Historical Newspapers* enables researchers at institutions of all types and sizes to explore virtually every aspect of America over more than two centuries.

For more information or to request a free trial, call 800.762.8182,  
email [sales@readex.com](mailto:sales@readex.com) or visit [www.readex.com](http://www.readex.com).

**Readex**  
A Division of NewsBank

Photo Credit: Library of Congress, Prints & Photographs Division, National Child Labor Committee Collection, #LC-DIG-nclc-03221



# Happy Centennial Birthday, OAH!

Lee W. Formwalt



Formwalt

For the past year we have been reflecting on the OAH's first century. It is a remarkable history and one that many of us do not know very well. Historians are notorious for doing everyone's history but their own. When I was working on local African American history in southwest Georgia, I had traced numerous family trees, black and white, in the course of my research. Still I have yet to do the work on my own family history to find out how I might be related to Atlanta's first mayor Moses Formwalt.

Similarly, I would wager that most American historians know very little about our own organization's history. In fact, when the OAH executive board voted back in the fall of 2002 to hold our centennial convention in Minneapolis, none of us knew that we would be going back to the site of the very first annual meeting of the Mississippi Valley Historical Association. Only several years later did one of the staff members who was going through our early meeting programs discover that the MVHA first met on the shores of Lake Minnetonka.

Last year, as we reflected on our past and the upcoming centennial, we celebrated several smaller anniversaries—twenty-five years of the OAH Distinguished Lecture Program, twenty years of the *OAH Magazine of History*, and five years of the weekly *Talking History* radio program. Unfortunately, last year was a difficult one financially, and we had to suspend *Talking History*. But most indications are that we have turned the corner and we are recovering. And as we do, we look ahead to our next one hundred years. What legacy are we going to leave to those behind us?

The OAH Executive Board and Leadership Advisory Council have been wrestling with that question since the turn of the century. They devised and revised a four-part strategic plan from which they have produced a four-part Second Century Initiative that will be launched with our annual spring campaign next month. We encourage members to participate in our Second Century Campaign with a generous gift and pledge this spring. Your support will ensure the future of the *Journal of American History*, the *OAH Magazine of History*, and the numerous annual prizes and awards recognizing the best American history scholarship and teaching. It will also underwrite a major new initiative for community college historians.

In the meantime, much of our attention will be focused on preparing for the Centennial Convention in Minneapolis. The annual meeting will include our usual complement of scholarly sessions, receptions, luncheons, and other social events, as well as the exhibit hall. This year, however, we have three special features that set our gathering apart as a special time to celebrate the past century.

First will be a series of Centennial Sessions assembled by a specially appointed Centennial Committee. Under the leadership of former OAH executive secretary Richard Kirkendall, the Centennial Committee created a stunning array of panels that explore the one-hundred-year history of the MVHA and OAH as well as changes in the various fields of American history. Three former OAH presidents

and two former executive secretaries will explore the institutional and political history of our association, while eight former presidents will reflect on their presidencies and their involvement in OAH. You won't want to miss this rich feast that includes not only fifteen OAH presidents (John Hope Franklin, Carl Degler, Anne Firor Scott, William E. Leuchtenburg, Leon Litwack, Stanley N. Katz, Mary Frances Berry, Eric Foner, Gary B. Nash, Michael Kammen, William Chafe, David Montgomery, Ira Berlin, Vicki Ruiz, and Richard White), four JAH editors (Lewis C. Perry, David Thelen, Joanne Meyerowitz, and Edward T. Linenthal), and three executive secretaries (Dick Kirkendall, Joan Hoff, and Arnita Jones), but many of the leading scholars in various American history fields. For more on the array of panels organized for the centennial, see Juli Jones's article on page A9.

A second way that we will honor our past one hundred years is through a special centennial issue of the *OAH Magazine of History*. In the April issue, we will feature articles that examine major changes in historical research, writing, and education since 1907. Guest editor James Banner has brought together a group of notable scholars, including Sean Wilentz, Diane Ravitch, Emily Rosenberg, Gary Kornblith, Carol Lasser, Julie Reuben, and David Hollinger. Jim and his contributing authors have put together an excellent issue that not only celebrates our centennial, but will undoubtedly serve as a valuable classroom resource for many years. In order to have the April issue available in time for the convention, we have moved up its print date by several weeks. For more on the centennial issue of the

*OAH Magazine*, see James Banner's article below.

The third way that makes this centennial convention different will be a display of OAH's past assembled by staff at the OAH executive office—Assistant Editor of the *OAH Newsletter* Chad Parker, Assistant Editor of the *OAH Magazine of History* Keith Eberly, and OAH Education Coordinator Siobhan Carter-David. Parker, Eberly, and Carter-David have scoured the OAH archives in Indianapolis and solicited photos from longtime members. Look for this display near the meeting registration area in the Minneapolis Convention Center.

The celebration of our one-hundredth birthday has been saddened somewhat by the passing of several giants in the field. In addition to George Tindall, and former OAH presidents Lawrence W. Levine and Richard Leopold, we have recently learned of Elizabeth Fox-Genovese's passing. As Richard White has noted elsewhere in this issue, historians live on long after they have departed this world. We read their books, we incorporate their ideas in our lectures, and those of us fortunate to have known them will carry our memories of them with us. But we still miss them.

In Minneapolis next month, we will have an opportunity to talk to many of the living giants still with us. We will learn much from what they have to say, whether it is on the history of the OAH or the changes in their particular field of American history over the last century. I look forward to seeing you in the Twin Cities where all of us will be able to explore, challenge, and celebrate our organization's past and the history of the profession we practice. □

## OAH Magazine Celebrates OAH Centennial

James M. Banner, Jr.

To mark the centennial of the OAH, the April 2007 issue of the *OAH Magazine of History*, of which I am the guest editor, will be devoted entirely to two sets of developments over the hundred years since 1907: changes in the historiography of major subjects of American history and alterations in the school and college history curricula. The issue engages these themes with articles by such noted scholars as Sean Wilentz, Gary Kornblith, Carol Lasser, Emily Rosenberg, David Hollinger, and Diane Ravitch.

What decades these ten have been, what changes they have seen. A gambler would be justified in laying heavy odds that, could they return to life, the historians of the United States alive and at work in 1907—some of them founders of the Mississippi Valley Historical Association (MVHA), the original name of today's OAH—would not recognize what their discipline had become one hundred years later. Some of these resurrected men (all men then, which of course is part of the story) would guess not incorrectly, as Wilentz makes clear in his essay in the issue, that the history of the national state, its politics, and its leading figures would continue to pique historians' interests. None

would be surprised to find a few of their contemporaries, like Frederick Jackson Turner and Charles A. Beard, figuring so prominently in the issue's reports on the historiography of important segments of American history. But could they have anticipated the emergence of social history to its place of prominence in historians' concerns, as Kornblith and Lasser present its development? Could they have imagined the challenges that would be thrown down to the ways they had conceived of narrating and understanding the place of the United States in the world—challenges laid out by Rosenberg? Could they easily grasp the enlargement of subjects, whose story Hollinger narrates, that have fallen under the umbrella of American intellectual history? Would they not be astonished and troubled by the changes in—or, as Ravitch implicitly sees it, the degradation of—the history curriculum and its teaching in the schools? Would they recognize in today's college curriculum, especially the rise to such prominence of American history, much of what their own institutions' curricula once presented, as Julie

See BANNER / 16 ►





**NATIONAL TRUST**  
for HISTORIC PRESERVATION®

## Scholars Invited to Bring NEW PERSPECTIVES ON HISTORICAL INTERPRETATION to National Trust Historic Sites

**Decatur House** • Washington, D.C.  
**Drayton Hall** • Charleston, S.C.

**Lyndhurst** • Tarrytown, N.Y.  
**Shadows-on-the-Teche** • New Iberia, La.

The National Trust for Historic Preservation is seeking scholars to assess and enhance the interpretation at four of its Historic Sites to ensure tours, exhibits, publications, school programs, and other educational activities incorporate diverse perspectives and current scholarship. Each Site will bring together three scholars specializing in different disciplines, such as African American history, labor history, diplomatic history, leisure history, cultural geography, history of domestic life, or military history. Each scholar will attend a one-day on-site workshop in mid-2007 with staff and scholars to examine the collections, buildings, and landscape; assess the Site's current interpretation; identify needs and opportunities for research; and write an article interpreting the Site from his or her perspective.

Scholars will be paid \$3,000 and travel expenses. Qualifications include a master's degree in history or another academic discipline appropriate for the project (doctoral degree preferred); two to three years experience in academic research, teaching, historic site interpretation, or public history; 2-3 professional articles, book reviews, reports, or monographs; active participation in a regional or national professional conference in the last five years; ability to speak, read, and write English fluently; and ability to climb and descend ladders and stairs to a height of fifteen feet.

To apply or for more information, contact  
Max A. van Balgooy, Director of Interpretation and Education  
(202) 588-6242 or max\_vanbalgooy@nthp.org

*This project is funded in part by the Institute of Museum and Library Services*



ARTHUR AND ELIZABETH SCHLESINGER LIBRARY  
RADCLIFFE INSTITUTE FOR ADVANCED STUDY  
HARVARD UNIVERSITY

## Schlesinger Library Summer Seminar on Gender History

### *Writing Past Lives: Biography as History*

The Schlesinger Library at the Radcliffe Institute for Advanced Study, Harvard University, Cambridge MA, invites applications to a Summer Seminar on Gender History. This concentrated series of lectures and workshops will take place June 24–29, 2007. The seminar will include numerous plenary lectures by distinguished historians, as well as workshop groups in which seminar participants will share and discuss their own relevant research and writing. Established scholars, writers, and advanced graduate students in US history and gender studies are welcome to apply. Application deadline is March 15, 2007. More information can be found at <http://www.radcliffe.edu/schles/>.

The Schlesinger Library also sponsors grants for those doing research in our collections. Information is available at <http://www.radcliffe.edu/schles/grants>. Application deadline for grants is April 5, 2007.

## ▼ LEOPOLD / From 1

After Princeton he pursued graduate study at Harvard University under the tutelage of Arthur M. Schlesinger Sr., receiving a master's degree in 1934 and a Ph.D. in 1938. Leopold's doctoral dissertation became his first book, *Robert Dale Owen: A Biography* (1940), which won the American Historical Association's John H. Dunning Prize as the best book on any subject relating to United States history.

During World War II, he was commissioned as a naval officer and worked at the Office of Naval Records and Library in Washington, D.C. where he devised a unique system—used long thereafter—for organizing materials relating to ongoing naval operations. After the war, he returned to Harvard for two years before joining the Northwestern University faculty in 1948. Over the subsequent three decades there, Leopold was instrumental in Northwestern's successful effort to build one of the finest collections of American history scholars ever assembled at a single institution of its size. In addition to Leopold, the 1950s roster included Ray A. Billington, Arthur S. Link, and Clarence L. Ver Steeg. Leopold and Link became especially close collaborators, producing *Problems in American History* (1952, 1957, 1966, 1972), among many other works. In addition to hundreds of articles, Leopold also wrote *Elihu Root and the Conservative Tradition* (1954), and *The Growth of American Foreign Policy: A History* (1962), which remained a seminal treatise in United States diplomatic history for more than a decade after its first publication. He became the William Smith Mason Professor of History at Northwestern University in 1963.

At the height of the Vietnam war protests in 1968, Leopold led the successful effort to prevent Northwestern from dismantling its Naval ROTC program, even though virtually all other comparable academic institutions were doing so. He made a three-fold case in favor of retaining the

program. First, it benefited the nation. He was concerned about the potential need to mobilize quickly in times of war; he was also concerned about a military whose officer ranks came exclusively from the service academies and the limited perspectives they offered. Second, the program benefited the university. He noted the many noteworthy program participants who had enriched the university and who would have been unable to attend Northwestern without the NROTC's financial support. Third, he argued that NROTC helped the students who participated. He was unmoved by those who argued that the program itself somehow proved the academy's support for a controversial war or "the teaching of killing." In his faculty address that turned the tide of the debate in favor of retaining the program, he said: "We do not ban the teaching of nuclear physics because someone might make a bomb; we do not avoid the study of Marxism because the student might become a Communist; and we do not discourage the study of sexual deviants because the student himself might become one." Many of the program's graduates went on to become career officers; some rose to the rank of admiral.

In 1969, Leopold was asked to head an independent investigation into Francis L. Loewenheim's charges against the Franklin D. Roosevelt Presidential Library. Loewenheim claimed that the FDR Library staff had withheld certain documents in connection with his research and further asserted that the American Historical Association, Organization of American Historians, and National Archives had thereafter covered up his resulting charges. After a year-long investigation, the joint AHA-OAH committee that Leopold chaired issued a 447-page report, *Final Report of the Joint AHA-OAH Ad Hoc Committee to Investigate the Charges Against the Franklin D. Roosevelt Library and Related Matters* (1970). Contrary to Loewenheim's allegations, the report

concluded that there had been no conspiracy and that the professional bodies charged with investigating the original complaint had simply been ill-equipped to deal with the vicious and unprecedented assault that Loewenheim and his lawyer had launched against a group of academics.

Leopold served on numerous governmental advisory committees, including those for the Secretary of the Navy, State Department, Army, Marine Corps, Atomic Energy Commission, CIA, and Library of Congress. He was also a member of the Editorial Advisory Committee for *The Papers of Woodrow Wilson* and of the board of directors for the Harry S. Truman Library Institute. He was president of the Society for Historians of American Foreign Relations in 1970 and of the Organization of American Historians in 1976.

In 1984, Leopold's former doctoral students established the OAH's Richard W. Leopold Prize, which is awarded bi-annually. In 1990, former students, colleagues, and friends established the annual Richard W. Leopold Lectureship at Northwestern in his honor. This year's lecturer was Samantha Power. In 1997, more than 230 former students collectively endowed the Richard W. Leopold Professorship in American history at Northwestern.

He is survived by a nephew, John P. Leopold, who lives in Centennial, Colorado. Plans for an early 2007 memorial service are underway. A former student, Steven J. Harper, has written Leopold's biography, which Northwestern University Press has tentatively scheduled for publication in the fall of 2007. □

*Steven J. Harper, a former Northwestern student and the biographer of Leopold, wrote the obituary. Mr. Harper is an attorney in Chicago.*



## NARA Boosts Civic Education Programs Nationwide

Allen Weinstein



Weinstein

A great historian and good friend of the National Archives, David McCullough, once briefly defined history as “who we were and why we are the way we are.” Another great historian, also a friend of the Archives, Arthur M. Schlesinger Jr., has observed that “history is to the nation as memory is to the individual.” These distinguished scholars distilled in a few

words what we at the National Archives and Records Administration (NARA) have in mind and spirit as we go about our work. We are the nation’s record keeper, of course, but we also bear special responsibility for ensuring that these records—some famous, others quite ordinary—have consequential meaning for the American people to whom they belong. They are records that deserve preservation not simply for reference purposes but for use by all interested Americans. If the American people do not maintain a solid and respectable measure of civic literacy, however, they will not be able to understand or use these records effectively. For that reason alone, NARA considers civic education essential and an important element of our overall mission and goals.

This year, despite the absence of increased government funding for new initiatives, NARA continues to expand and enhance the museum, education, communications, and public outreach programs aimed at increasing levels of civic literacy.

In Washington, D.C., our Learning Center serves as a central focus of NARA’s efforts to help teachers make the study of history, civics, and social studies more engaging, interesting, and important for students. This summer, NARA’s education specialists will offer our highly successful Primarily Teaching workshops at eight locations around the country: in Washington; at regional archives in California, Texas, and Massachusetts; and at the Eisenhower, Johnson, Ford, and Bush presidential libraries.

Taking our civic literacy efforts directly into homes, we have partnered with the Mini Page, which is syndicated in more than four hundred newspapers around the world and reaches millions of children and their families.

In NARA’s downtown Washington, D.C., building, the National Archives Experience includes the popular and engaging Public Vaults permanent exhibit. And the highly-successful exhibit, Eyewitness: American Originals from the National Archives, has taken to the road for two years, starting at the Carter Library in Atlanta. Future stops include the Ford and Nixon libraries as well as institutions in Pennsylvania, Texas, and Nebraska. A new exhibit, School House to White House—examining the early education of modern Presidents—will open in the Lawrence F. O’Brien Gallery in March and run through the end of the year. In 2008, it will show at several of the presidential libraries.

At Federal Hall National Memorial in New York City, NARA and its partner, the National Park Service, are developing a permanent exhibit that will feature historic documents related to New York City as the nation’s first capital under the U.S. Constitution.

This fall, C-SPAN will examine each of our presidential libraries in a dozen two-hour specials in prime time. On the Internet, you’ll find a new interactive Presidential Timeline, where you can learn what an American president was doing on any particular day from 1929 to the present.

NARA also continues its longstanding education activities, such as its involvement in National History Day—at the local, state, and national levels—and in Teaching American History grants, in which staff in Washington, at many of the libraries, and at regional facilities around the country all participate.

The records NARA holds at thirty-four locations around the country chronicle not only the landmark decisions and historic statements of important figures, but also the records of actions involving the federal government taken by or for American citizens. Indeed, there are many extraordinary but as yet undiscovered stories still to be found in our billions of documents. As President Harry S. Truman, a shrewd, self-educated student of history, once noted, “The only thing new in the world is the history you don’t know.” At all our facilities, staff and volunteers stand ready to assist visitors in finding the records they seek and in helping them assess the information, meaning, and historical context of those records. Our hope is that by the time you leave, you not only have the records you need but have also expanded your civic education usefully. “When the past no longer illuminates the future,” Alexis de Tocqueville wrote in *Democracy in America*, “the spirit walks in darkness.” At the National Archives, we promise to continue working diligently to light the path for that walk into the future. □

## OAH Distinguished Lecturer’s Point of View

Gregory H. Nobles



Nobles

There’s one sure thing I’ve learned from going on the road for the OAH Distinguished Lectureship Program: Jefferson gets people jumping.

Last fall, I drove over to Savannah, one of my favorite southern cities, to give a talk on “The Contradiction of Slavery in the Era of the American Revolution.” It’s a standard lecture I give in my undergraduate survey course, but when freed from

the shackles of curricular requirements, it’s also something that I’ve found very accessible and engaging to other (and older) audiences—including, this time, the hundred or so people who took their seats in an aging but very comfortable theater for this session sponsored by the Coastal Heritage Society.

These days, Savannah is probably best known as the setting for John Berendt’s 1994 noir narrative, *Midnight in the Garden of Good and Evil*. But last fall, the Coastal Heritage

Society organized a very lively series of public lectures and performances to highlight Savannah’s significant place in the American Revolution, and my talk came about midway on the menu. Since I always think it wise to connect the lecture to the locality, I opened by noting the remarkable mix of people in Revolutionary-era Savannah—certainly as diverse as the crowd I was addressing that night.

As is always the case, though, the talk soon turned to Thomas Jefferson, the man who best embodied the contradiction of slavery—that is, the revolutionary movement’s fine language about the rights of liberty and equality, but also the founders’ failure, even outright refusal, to extend those rights to slaves. By the time we got to the question and answer part of the proceedings, Jefferson had become the main topic of everyone’s attention. “That man was a pedophile!” exclaimed one woman, pressing her point about Jefferson’s salacious relationship with Sally Hemings. “Sure, slavery was a problem,” a man said a little later, “but on the whole you have to admit that Jefferson was a pretty remarkable guy—and that the United States turned out to

be a pretty remarkable nation.” And so it went for over a half-hour, lots of comments, lots of questions, and certainly lots of controversy, all of which continued informally once the scheduled session came to a close.

Looking back, the thing I liked best about this lecture experience was the energetic, occasionally even passionate, reaction of the audience. These were mostly grown-ups, people who came to learn something, but also people who brought some learning with them to the lecture. They graciously accepted me as an academic authority, but they also asserted their own authority as citizen-students with positions and opinions. It was quite a satisfying situation for a visiting scholar: no tests to give, no grades to negotiate, no sleepers to wake, nothing but people listening and then talking—and talking not just to me, but to each other. I like to think that some of them kept talking to each other long after the lecture ended. □

Gregory H. Nobles is professor of history in the School of History, Technology, and Society at the Georgia Institute of Technology.



# Treasurer's Report: 2006 Fiscal Year July 1, 2005 - June 30, 2006

**Robert W. Cherny**

In my fourth report as treasurer, the news is once again mixed—we ended Fiscal Year 2006 (FY06) with an unanticipated deficit, but the finance committee and the board has worked with the executive director and staff to identify the sources of the problem and develop appropriate remedies.

It may be helpful to understand OAH's budget process. The first draft of the annual budget is prepared by the executive director and staff. During my tenure, the treasurer has visited Bloomington to review that draft with the executive director, assistant director (and previously deputy

director), JAH editor, and business managers for the OAH and JAH offices. The draft, with whatever revisions came during that review, goes to the finance committee, which includes the president, past president, and president-elect as voting members, and the executive director, JAH editor, treasurer, and a cochair of the Leadership Advisory Council as nonvoting members. The version approved by the finance committee then goes to the board for action during the annual meeting.

The budget is for the fiscal year that begins July 1. After the beginning of each new fiscal year, an accounting firm, recently the CPA firm of BKD LLP (<http://www.bkd.com/>), reviews our books and procedures and prepares a report usually referred to as the audit. The board reviews the audit during its fall meeting in October, reviews a report from the treasurer, and approves any necessary revisions in the budget.

My report is drawn in part from the annual accountants' report and in part from summaries of revenue and expenditures prepared by the executive office.

The accountants' report indicates total assets at the end of the FY06 of \$2,390,198, as compared to \$2,227,457 the year before.

## Revenue and Expenditures

Total revenue was up from \$2,818,037 to \$3,415,488. Figure 1 indicates revenue by type.

Our largest source of income continues to be dues, which totaled \$1,008,187, up from \$978,690 last year; as a proportion of the total, however, dues have fallen from 35 percent to 30 percent. The next largest continues to be contributions, grants, and contracts, which in-

creased from \$576,002 to \$957,841, and from 20 percent to 28 percent of the total; much of that increase was in restricted contributions and grants that cannot be applied directly or immediately to on-going operations. All other sources of revenue have changed very little proportionately since last year. In-kind revenue consists of support provided by Indiana University (IU), which does not charge for two of the three houses used by OAH as its offices and which provides some salaries and administrative services for the *Journal of American History*.

Total expenditures were down from \$3,289,888 in FY05 to \$3,210,178 in FY06. The major categories of expenditures are shown in Figure 2 (facing page).

The biggest proportional changes in expenditures are a reduction in the cost of meetings, reflecting primarily the unusual costs associated with moving the annual meeting in FY05, and increases in JAH expenditures and collaborative projects (the latter of which is related directly to increased revenue for collaborative projects).

## The Bottom Line

The accountants' reports show the following revenue and expenses for the past four fiscal years (Table 1).

The FY05 deficit of nearly \$472,000 resulted primarily from unanticipated expenses involved in moving the annual meeting from San Francisco to San José, unanticipated office operations, and failure to realize projected revenues. The "surplus" of \$205,310 noted above for FY06 includes more than that amount of temporary restricted revenues, i.e., funds not available for on-going operations. Thus, at the end of FY06, we faced an unanticipated debt of about \$179,000 owed to IU, something not reflected in the accountants' summary of revenue and expenses, but noted in the report itself.

## Investments

OAH assets consist primarily of investments. In general, our investments have done better this past year, partly as a result of moving them to the IU Foundation and partly because of a favorable stock market. The accountants' report shows net assets for the Endowment Fund, the Fund for American History, the Prize Fund, and the new Second Century Initiative (Table 2).

Revenue from the Fund for American History is earmarked for particular projects within the overall OAH budget, while revenue from the Prize Fund is used solely for prizes and awards. The Second Century Initiative Fund is also restricted; it was created initially in the hopes of securing an NEH matching grant for community college outreach, but we did not receive the grant. The Endowment Fund is not restricted in this way, and the decline in the value of that fund in FY05 came from using it to pay off most of the FY05 deficit. The decline in the Endowment Fund in FY06 resulted from using that fund to pay off the final costs of moving the annual meeting in FY05.

Figure 1. OAH Revenue by Type

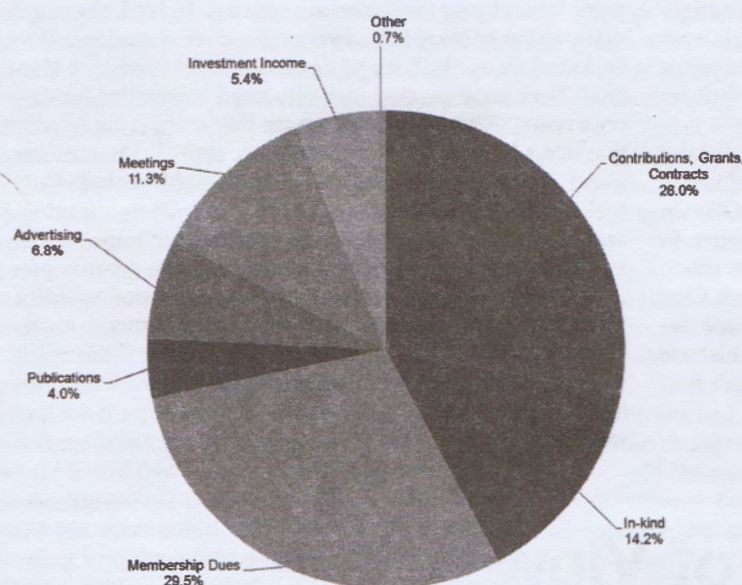


Table 1. OAH Revenues and Expenses, 2003-2006

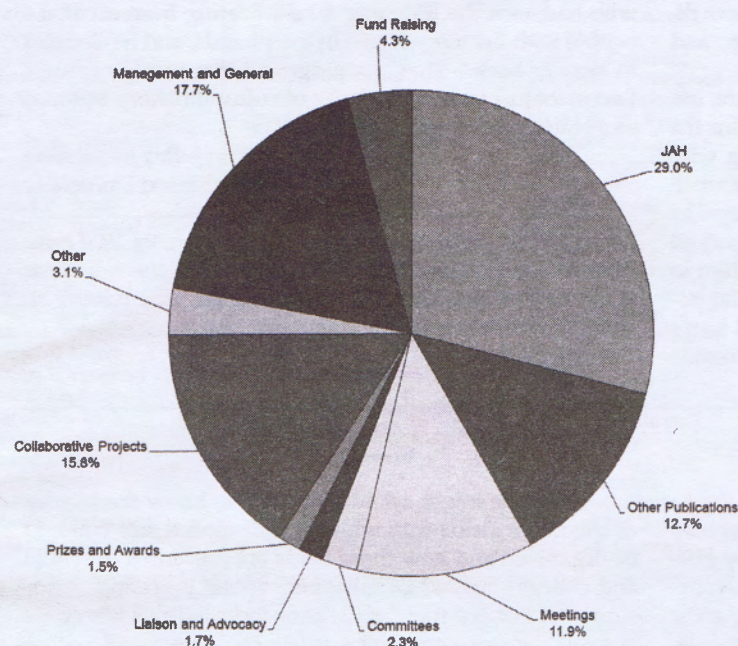
	FY 2003	FY 2004	FY 2005	FY 2006
Revenue	\$2,704,881	\$2,782,468	\$2,818,037	\$3,415,488
Expense	2,617,140	2,739,818	3,289,888	3,210,178
Difference	\$ 87,741	\$ 42,650	(\$ 471,851)	\$ 205,310

Table 2. OAH Net Assets

	Value as of June 30, 2003	Value as of June 30, 2004	Value as of June 30, 2005	Value as of June 30, 2006
Endowment Fund	\$922,855	\$1,011,754	\$754,056	\$658,520
Fund for American History	595,518	692,849	666,172	688,238
Prize Fund	311,363	313,297	339,376	348,053
Second Century Initiative Fund	—	—	—	58,925
<b>TOTAL</b>	<b>\$ 1,829,736</b>	<b>\$ 2,017,900</b>	<b>\$ 1,759,604</b>	<b>\$ 1,753,736</b>



Figure 2. OAH Expenditures by Type



### Audit Recommendations

Previous accountants' reports have recommended changes in procedures for bookkeeping and handling cash, all of which have been implemented. Of these, one of the most significant was conversion to the accrual approach to bookkeeping. Last year's accountants' report recommended that all bookkeeping be converted to the accrual approach and that there be monthly reports to the Finance Committee and quarterly comparisons of budgeted expenditures and actual expenditures. This has been done—members of the finance committee can now view monthly summaries online. With this year's accountants' report, we have also implemented a change in the way that in-kind support from IU appears in our bookkeeping; previously in-kind support appeared only in the annual accountants' reports, but now it appears in all our summaries.

We began FY06 by reducing our revenues by about \$30,000 to pay the debt to IU from FY05. We overestimated FY06 revenues by \$142,213, of which \$139,127 can be attributed to our failure to realize projected membership revenue. We exceeded our budgeted expenditures by \$8,429. These three items total \$180,642—slightly more than the year-end debt to IU.

In both recent fiscal years, actual revenues fell short of projected revenues. In FY05, we reduced expenditures significantly, but not enough to avoid a deficit. In FY06, expenditures slightly exceeded projections, and, combined with the shortfall in projected revenues, produced a deficit of \$117,413. This does not appear in the accountants' summary of revenue and expenditures primarily because that summary of revenue includes contributions and grants that cannot be used to meet ongoing expenditures.

One source of the deficit in both fiscal years was a shortfall in projected revenues from individual and institutional memberships (Table 3).

### The Outlook for Fiscal Year 2007

The finance committee and the board have been deeply concerned by this financial situation, and have worked with the executive director and staff to remedy it. At the annual spring meeting, the board adopted a budget for FY07 that reduces several expenditures. Among other savings, the FY07 budget:

- eliminates funding for the Talking History radio program;
- returns the *OAH Magazine of History* to its quarterly publication schedule and reduces the editor's position to part-time; and
- reduces the fulltime deputy director position to a halftime assistant to the director.

It was the intention of the board that these reductions in expenditures would permit OAH to begin to repay the endowment fund for the funds taken from it to cover the FY05 shortfall; the intent was to repay those funds over five years.

In June, when we learned that OAH had not received the NEH grant for the Second Century fundraising initiative, we reduced the number of community college workshops in FY07 from two to one. When the finance committee and board learned of the end-of-FY06 debt to IU, they approved an increase in institutional membership fees, to take effect in January 2007. At its annual fall meeting, the board discussed the finances of the organization in depth and at length. As a result, the board approved several additional measures intended to put the organization on a more solid financial footing:

- approved a revised budget that further cuts expenditures, including a one-year deferral of the repayment of the endowment fund; the revised budget is intended to pay off the current debt to IU by the end of the fiscal year;
- urged the executive director to reduce expenses further wherever possible;
- directed the finance committee to bring a recommendation to the membership for a change in membership dues;
- directed the finance committee to reconceptualize the OAH Endowment Fund and to bring a proposal to the board at the spring meeting;
- decided not to reapply to NEH for a 2-1 match grant that would have expected that OAH would raise an additional \$1.2 million for the Second Century Initiative; and
- directed that the finance committee work with the Leadership Advisory Council to develop a revised approach to the Second Century Initiative.

Since the fall board meeting, the finance committee has met via a conference call to approve a proposal for a new dues structure, to be presented to the membership in the spring. The finance committee also approved a plan to rotate accounting firms periodically and began discussing the endowment fund.

We are, frankly, uncertain that these measures will balance our books by the end of FY07. If not, we shall need to go into the endowment fund once again at the end of the fiscal year to balance our account with IU. We all recognize that this situation cannot continue. However, there are hopeful signs six months into the fiscal year—contributions are up, our investments continue to perform well (thanks to the bullish stock market and to the IU fund managers), and membership is stable. □

Table 3. OAH Membership and Subscription Revenues, Fiscal Years 2005, 2006

	Projected	Actual	Difference
Fiscal Year 2005	\$ 1,096,983	\$ 975,680	\$ 121,303
Fiscal Year 2006	1,162,574	1,023,447	139,127



Even more important, as Jean-Christophe Agnew has observed, *Defender of the Faith* set the tone for Levine's subsequent work: "Everything he has written since 1965 may be said to reenact the democratic opening that his first book had identified with Bryan's abiding democratic faith." His Bryan book, despite its focus on a major political figure, also pushed him in the direction of cultural history, a field just emerging in the 1960s and of which Larry himself would prove to be the most influential American practitioner. He realized that if he was going to "be open to [Bryan's] voice" and not just "be his judge," he had "to understand the culture from which he came." "This," he later explained to Ann Lage in an oral history interview, "was the evolution of me into a cultural historian."

Influenced in part by his own activism in the Free Speech Movement at Berkeley and the civil rights movement—in 1965, for example, he would join Hofstadter and thousands of others in the March from Selma to Montgomery—Larry turned next to the study of African American history and an examination of black protest thought in the twentieth century. But in the middle of his first year working on that book, as he later told Lage, "I suddenly realized that I was writing the Bryan book all over again, in this sense. I was writing from the perspective of the leaders." He felt that he needed to know whether black leaders and intellectuals were "expressing the feelings of the black people" or just themselves. This quest to "open up" his study led him much more deeply into cultural history and to a range of sources—songs, folk tales, jokes—that professional historians had previously ignored. The result was a pathbreaking book, *Black Culture, Black Consciousness—Afro-American Folk Thought from Slavery to Freedom* (1977), Larry's most influential and best-known work. Having started out writing a conventional intellectual history, Larry produced what he described (in a phrase from historian Joseph Levenson) as a "history not of thought, but of men thinking"—a phrase that described equally well the new cultural history that he championed.

*Black Culture, Black Consciousness* eventually won wide acclaim and was one of the reasons why Larry became one of the very first historians to be awarded a MacArthur "genius" grant in 1983. In the meantime, Larry had begun work on a massive study that brought his cultural history approach to the examination of the Great Depression—a book that would look at radio, film, comics, music, and other popular forms of the 1930s. Over the next two decades, he published a number of influential essays on 1930s culture (some of them later collected in a 1993 anthology, *The Unpredictable Past: Explorations in American Cultural History*), but the full study was uncompleted at the time of his death, in part because he took time out to write three other major books.

In the early 1980s, he began investigating a question that had intrigued him while writing *Black Culture, Black Consciousness*. Why, he wondered, were Shakespearean parodies ubiquitous in white blackface minstrel shows? Why was something conventionally seen as "high culture" so widespread (and so obviously familiar) in a "low" cultural form like minstrelsy? The answer, he realized, was that "Shakespeare must have been well known throughout the society since people cannot parody what is not familiar." Gradually, he expanded his investigation to other traditional arenas of high culture such as symphonic music, opera, and fine arts and into a much broader argument about how "the perimeters of our cultural divisions have been permeable and shifting rather than fixed and immutable." Larry himself described the resulting book, *Highbrow/Lowbrow: The Emergence of Cultural Hierarchy in*

*America* (1988)—along with *Black Culture, Black Consciousness*—as his "best work" and it had a profound influence on "opening up" the subject matter and approaches of cultural history.

Larry's next book, *The Opening of the American Mind: Canons, Culture, and History* (1996), he later observed, "came out of the present in a way that I don't think any of the others did." Conservatives like Allan Bloom were attacking historians and universities in the 1980s and 1990s because they believed contemporary popular culture and multiculturalism had led to a decline of standards and a neglect of the traditional western canon. Larry's book began as a well-received presidential address at the 1993 meeting of the Organization of American Historians and then evolved into a vigorous, book-length critique of the ideas of Bloom and his compatriots and an optimistic defense of new directions in higher education, historical scholarship, and American culture.

Larry then returned to his interest in 1930s culture, but not yet to the long awaited monograph. Instead, he for the first time undertook a collaborative project working with wife Cornelia Levine, who he had met decades before when she was a German history graduate student at Berkeley. The compilation of primary documents they produced marked Larry's return to a problem that had first interested him in his dissertation on Bryan—the relationship of a popular political figure to his followers. Together, Cornelia and Larry produced *The People and the President: America's Conversation*

with FDR (2002), a collection of more than five hundred letters written to Roosevelt after his Fireside Chats.

Larry was a historian of unusual warmth, widely known for his sense of humor, and beloved by fellow historians and his students. Some evidence of this can be found in the dozens of reminiscences of Larry that are being collected at a website <<http://chnm.gmu.edu/levine>> organized in his honor. Numerous historians testify to what Shane White calls his "aggressive egalitarianism," his distrust of conventional markers of scholarly status. They also describe how he generously offered his friendship to much less established scholars, routinely inviting junior colleagues to join him for lunch, and encouraging them with his sincere interest in their work. "In some sense, deep in his soul," Jeffrey Stewart writes there, "Larry was a man who had seen the little guy take a beating from all of the people with the megaphone in their hands, and he decided to answer back." That is a judgment that nicely captures Larry not just as a practitioner of cultural history but also as a teacher, colleague, and friend. □

—Roy Rosenzweig  
George Mason University

*The OAH has voted to create an annual Lawrence W. Levine Prize for the best book in cultural history. You can contribute to the \$50,000 endowment that will make the prize possible at: <<https://www.oah.org/giving/levineprize.html>>.*

## ▼ BANNER / From 11

Reuben relates that particular story? I doubt it.

For the plain fact of the matter is that the century since the founding in 1907 of the Mississippi Valley Historical Association has been one of extraordinary advances in historical knowledge, fresh ways of evaluating the past, altered curricular arrangements, and, of course, new media for the presentation of knowledge. These advances may not have been greater than those that preceded them in the previous century, but they have been broader and entirely different.

During the ten decades before 1907 (starting, that is, when Thomas Jefferson was president) the study of the past had slowly distinguished itself from moral philosophy, organized itself into a discipline as a distinct branch of knowledge with its own institutions, and begun to develop its enduring protocols of research, scholarship, teaching, and professional practice. By 1907, an increasing proportion of those who called themselves historians were being trained in university graduate schools, organizing themselves into learned societies and professional associations like the MVHA, creating the archival collections from which so much history has been written, interpreting documents in new ways, and setting out in pursuit of careers as professional historians in schools and colleges.

But in retrospect, as critical to the discipline as these developments were, they have been surpassed by what has occurred since then. Intellectually, history has become thick with distinct, often warring, interpretive themes and schools. As the authors of the articles in this issue make clear, the older, standard narratives of the major branches of historical knowledge have been built upon, supplemented, and challenged—where they have not simply been pushed aside. Broad new fields of inquiry, like the *omnium gatherum* that is now social history, have shouldered their way to great significance. In schools and colleges, the curriculum has splintered.

Why, one might ask, do we need to know the history of the major fields into which the discipline has come to be organized and how those fields are presented in school and college courses? Of what benefit is it to us and to our students? For one thing, such knowledge tells us where we entered the story and helps locate us in time and within the community of thought that constitutes a discipline and its constituent parts—knowing historiography locates us historically. In addition, having that knowledge helps us understand our own thinking—how we came to have the views about the past that we do and how, were we to choose to do so, we might alter or escape from those views. For our students, it is essential that they see historical knowledge and understanding not as something fixed but as information given meaning by human beings located in time and culture. Understanding is additive and, like geological strata, is tossed upon and mixed up with earlier sedimentary knowledge. As we help our students view the past—and the present, too—in new ways, they come to see that there exist various ways, many of them complementary and mutually enriching, to understand their own lives and that of their forebears.

Allotted more space, I would have sought coverage by additional authors of additional subjects. Whatever the necessary limitations of the April issue of the *Magazine of History*, all of its elements stand on their own as penetrating overviews of their particular subjects. I have every confidence that readers will find them of use to themselves and to their students. □

*James M. Banner, Jr., a Washington, D.C. historian, is a founder of the National History Center, codirector of the History News Service, and, most recently, coauthor, with Harold C. Cannon, of The Elements of Teaching (1997) and The Elements of Learning (1999). This article is adapted from the Foreword to the April 2007 issue of the OAH Magazine of History.*



## History Education in Our Centennial Year

**Siobhan Carter-David**



Carter-David

**A**s we begin our year-long centennial celebration, I'd like to take this opportunity to update OAH members on the history educator programs currently in place and which we hope to strengthen in coming months.

The *OAH Magazine of History* is probably the most salient means by which we continue to meet the needs of precollegiate educators. In this respect, our mission is two-fold. First, it is to provide articles and teaching strategies that focus on traditional subjects and themes in United States history, such as those that can be found in our 2005 issues on the American West and the Market Revolution. Second, we work to keep history educators abreast of new developments in the scholarship of United States history, as evidenced through our issues on the history of sexuality, American identity, and our upcoming issue on the history of disability. Blending both the novel and traditional, we have devoted three issues to celebrating the

bicentennial of the birth of Abraham Lincoln: one dealing with the Constitution, another focusing on race during his presidency, and the last exploring Lincoln's legacy.

Another way we demonstrate our pledge to support secondary educators is through our work with the Teaching American History (TAH) grant program. In partnership with TAH administrators and program directors, we currently offer a myriad of support services including reduced rate history educator memberships, sponsorship of joint seminars at the annual meeting, providing speakers from the OAH Distinguished Lectureship Program, and consultation regarding content and materials for TAH program workshops. In the future, we hope to expand our assistance to include help with grant proposal preparation for school systems and technical support for web-based manifestations of TAH projects.

Additionally, our partnership with the Gilder Lehrman Institute for American History has enabled us to provide fifty precollegiate educators with travel grants to attend the annual meeting each year since 2004. This program has enjoyed much success, drawing dozens of applications from teachers across the country seeking professional develop-

ment opportunities in keeping up with the latest scholarship and teaching methods in American history. Through the use of GLI travel grants, we have been able to offer over one hundred teachers from rural and urban districts the chance to expand their knowledge base and fellowship with peers when their school systems were often unable to provide funding for such opportunities.

Finally, the OAH has confirmed its dedication to providing support for community college instructors through the organization of several community college workshops, the first of which will take place in June 2007 at El Camino College in Torrance, California.

The OAH continues to explore new and exciting ways to broaden and extend its support for the teaching of American history. With the commemoration of one hundred years of service this year, we hope that you will also join us in celebrating our renewed commitment to exploring and enriching the craft of teaching American history. □

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

**Our thanks go to the following OAH Distinguished Lecturers who have spoken or agreed to speak during the period of July 1, 2006, through February 28, 2007, as well as to their host institutions. (Asterisks indicate federally funded Teaching American History programs.)**

**Fred Anderson** Idaho Council for History Education  
**Eric Arnesen** Maryland-National Capital Park and Planning Commission  
**Thomas Bender** Danbury (CT) High School\*  
 College of William and Mary  
**Ira Berlin** Southwest Center (MO) for Educational Excellence\*  
**Surendra Bhana** Southern Arkansas University  
**Allida M. Black** Minnesota Historical Society  
**Elizabeth K. Borgwardt** Utah Valley State College  
**Kevin Boyle** State Bar of Michigan  
**Lonnie G. Bunch III** McLean County (IL) Museum of History  
**Edwin G. Burrows** Harding Township (NJ) Historical Society  
**Jon Butler** Park University  
**Mary Marshall Clark** Miami University at Hamilton  
**Saul Cornell** Kentucky Wesleyan College  
**Nancy Cott** University of Kansas  
**Edward Countryman** Henry County (GA) Board of Education\*  
**Kathleen Dalton** Dartmouth College  
**Roger Daniels** College of Southern Maryland  
**Alan Dawley** Newport News (VA) Public Schools\*

**John Dittmer** University of Memphis  
**Laura F. Edwards** Park University  
**Alice Fahs** Utah Valley State College  
**John Ferling** Lake County (FL) Schools\*  
**Paul Finkelman** Jamestown (NY) Public Schools\*  
 College of Saint Rose  
**Joanne B. Freeman** Idaho Council for History Education  
**Donna Gabaccia** University of Missouri - Kansas City  
**Matt Garcia** Nichols College  
**Lloyd C. Gardner** Kentucky Wesleyan College  
**Elliott J. Gorn** Canisius College  
**Ronald Hoffman** Lake County (FL) Schools\*  
**Michael F. Holt** Weber State University  
**Woody Holton** Lake County (FL) Schools\*  
**Helen Lefkowitz Horowitz** John Carroll University  
**James O. Horton** Watkins Community Museum (KS)  
**Frederick E. Hoxie** Akron Public Schools\*  
**Heather A. Huyck** Lake County (FL) Schools\*  
 Pinellas County (FL) Schools\*

**Stanley N. Katz** Central Michigan University  
**James Marten** Watkins Community Museum (KS)  
**Joanne Pope Melish** University of Wisconsin - La Crosse\*  
**Steven H. Mintz** Truckee Meadows Community College\*  
**Douglas Monroy** University of Missouri - Kansas City  
**Maria E. Montoya** Educational Service District 112 (WA)\*  
**Wilson J. Moses** Lebanon Valley College  
**Mae M. Ngai** Sarah Lawrence College  
**Gregory H. Nobles** Coastal Heritage Society (GA)  
**Gunther Peck** University of Missouri - Kansas City  
**Michael Perman** Park University  
**Dwight T. Pitcaithley** Indiana University  
**Jack N. Rakove** Salinas Union (CA) High School District\*  
**Todd L. Savitt** Miami University at Hamilton  
**Paul R. Spickard** Saint John's University  
**Athan Theoharis** Minnesota Historical Society  
**Laurel Thatcher Ulrich** Idaho Council for History Education  
**Brian Ward** Spring Hill College  
**Jonathan Zimmerman** SUNY Brockport

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





## At Deadline . . .

We became aware of the passing of Elizabeth Fox-Genovese and J. Merton England at press time. Look for complete obituaries in the May 2007 issue.

## Thomas B. Alexander

Thomas B. Alexander died in Columbia, Missouri, on July 3, 2005 at age eighty-six and was buried at his home town of Nashville, Tennessee. Alexander took all three of his degrees at Vanderbilt University, earning his B.A. in 1939, his M.A. in 1940, and his Ph.D. in 1947, and he was elected to Phi Beta Kappa. He served as a supply officer in the U.S. Navy from 1943 to 1946 in England, in France on the heels of the Normandy Invasion, and after active duty in the Navy Reserves as lieutenant commander.

In the course of his career, Alexander taught at Clemson College (from 1946 to 1949), as professor and chairman of the division of social sciences at Georgia Southern College (from 1949 to 1957), at the University of Alabama (from 1957 to 1969), and from 1969 until his retirement in 1988 at the University of Missouri, where he was named the Middlebush Professor in History from 1979 to 1982 and received the Tyler Distinguished Professor Award in 1985.

A student of Frank Owsley, Alexander took his mentor's empirical approaches and ran with them. He was one of the pioneers of quantitative political history and a leader in the founding of the Social Science History Association, which elected him as its president in 1986. He successfully bridged various approaches to history, as is attested by his election to the presidency of the Southern Historical Association in 1979. Along with some twenty-five scholarly articles and book chapters, he published three single-authored books, *Political Reconstruction in Tennessee* (1950; 1968); *Thomas A.R. Nelson of East Tennessee* (1956); and *Sectional Stress and Party Strength: A Study of Roll-Call Patterns in the United States House of Representatives, 1836-1860* (1967).

Alexander's character and generosity were exemplified when he and a recently minted Ph.D., Richard Berringer, discovered that they were at work on essentially the same project, a legislative analysis of the Confederate Congress. As Berringer relates their first contact: "He replied that he had heard of my dissertation . . . and very graciously asked if I would like to join him in a coauthored book. You can imagine my surprise and gratitude when an established member of the profession asked a newcomer like me to join him in a book. But that was the kind of man Tom was." The result was *The Anatomy of the Confederate Congress* (1972), which won both the Jefferson Davis Award of the Confederate Memorial Literary Society and the Charles S. Sydnor Award of the Southern Historical Association.

Tom's generosity extended to graduate students as well. Those in his seminars could always count on an invitation to the Alexander home for a delicious steak dinner, complemented by Jack Daniels and Budweiser, to round out the semester. Tom advised an even dozen Ph.D.s at Alabama and at least a half-dozen, officially and unofficially, in the leaner job market of the 1970s at Missouri. It was a point of pride with him that of all his advisees who had passed their comprehensives, all but two successfully competed their dissertations. His support often went far beyond the call of duty, as I can attest, having defended my

dissertation with one foot on the plane to a job in Germany, half a chapter still in Tom's rough typescript, and the bibliography still to be extracted from the footnotes by him and the typist. My bad conscience was only assuaged from having assisted him while he shepherded several Alabama stragglers across the finish line.

Tom was survived by his wife of sixty-four years, Elise Alexander, a classmate and fellow math tutor at Vanderbilt; three daughters, Wynne Guy, Elaine Gates, and Carol Gajek; and three grandchildren. □

—Walter D. Kamphoefner  
Texas A&M University

## Sylvia Freeman Wallace McGrath

Sylvia Freeman Wallace McGrath, Regents Professor in the Department of History at Stephen F. Austin State University, died September 1, 2006. She was born in Montpelier, Vermont, on February 27, 1937, but was raised in East Lansing, Michigan. Her parents, George and Martha Wallace, both taught at Michigan State University where George became a world renowned ornithologist.

She received her M.A. from Radcliffe College in 1960 and her Ph.D. from the University of Wisconsin in 1966, the year in which she married William Thomas McGrath. Their two children, Sandra Jean, born in 1968, and Charles George, born in 1971, were the center of the McGrath family life personally and professionally. They moved to Nacogdoches, Texas, in 1966 when William accepted a position in the Department of Forestry.

Two years later, after teaching parttime, McGrath joined the Department of History as an assistant professor where she taught for the next thirty-eight years. The university named her a Regents Professor in 1994. During the last six years of her life, she served as chair of the department. In 2004-2005, she was elected Chair of the University Chairs Forum.

Sylvia's two major fields of interest were the history of women and the history of science which, in her decades of research and writing, she was often able to combine in innovative teaching and scholarship. The University of Wisconsin Press published her dissertation, *Charles Kenneth Leith, Scientific Advisor*, in 1971. She provided a chapter, "Scientific Foundations, Societies, and Museums," for *100 Years of Science and Technology in Texas* published by Rice University Press in 1986. "Unusually Close Companions: Frieda Cobb Blanchard and Frank Nelson Blanchard" appeared in *Creative Couples in the Sciences*, in 1996. She also contributed articles to the *Encyclopedia USA* and to *The Biographical Dictionary of Women in Science: Pioneering Lives from Ancient Times to the Mid-Twentieth Century* and published numerous book and media reviews. She continued preliminary research for a biography of Frieda Cobb Blanchard, the well known plant geneticist and zoologist, at the time of her death.

Throughout her life, Sylvia McGrath exemplified the best standards of sound scholarship and professional teaching. Her integrity, insistence on ethical values, and faith in others provided a caliber of service to her department, students, university and community that was truly exceptional and profoundly influential upon all who worked with her. She lived her life with a grace, dignity, and innate kindness that commanded great affection from those who loved her and enormous respect from all who knew her. □

—Elizabeth Deane Malpass  
Stephen F. Austin State University

## John A. Munroe

John Andrew Munroe died on September 6, 2006, at the age of ninety-two. Munroe was born in Wilmington, Delaware and received his B.A. at the University of Delaware and his Ph.D. at the University of Pennsylvania. In 1942 he accepted a position in the Department of History at the University of Delaware where he taught until his retirement in 1982.

A prolific writer and popular speaker, John Munroe published more than eighty professional articles and many shorter pieces. He spoke frequently to fellow scholars and community groups and also developed two sets of televised lectures on Delaware history. For many years, he taught most of the students at the University of Delaware, where students were required to take a course on the history of the state. Munroe published numerous books including *Federalist Delaware, 1775-1815* (1954), *Louis McLane: Federalist and Jacksonian* (1973), *Colonial Delaware: A History* (1978), and *The University of Delaware: A History* (1986). At the age of ninety he published his last book, *The Philadelwareans and Other Essays Relating to Delaware* (2004).

Munroe's first book, *Federalist Delaware*, challenged Charles A. Beard's then regnant thesis that clear and sharp economic interests separated mercantile-minded Federalists from Republican agrarians. The opposite was true in Delaware, where Republicans were dominant in the bustling city of Wilmington while Federalists held sway in rural Kent and Sussex counties. Writing in the *Mississippi Valley Historical Review*, Manning Dauer praised the book as "well-rounded, ably written, and balanced."

Munroe's greatest contribution to scholarship may have been his biography of the nineteenth-century politician and businessman Louis McLane. McLane was a congressman, senator, secretary of the treasury, ambassador to England, and president of two of the nation's largest business enterprises, the Morris Canal and Banking Company and the Baltimore and Ohio Railroad. In 1951-1952, Munroe discovered caches of family correspondence that were still in the hands of McLane's descendants in Colorado. Writing in the *American Historical Review*, Charles M. Wiltse described the resulting biography as "an immensely readable book" that "add[ed] measurably to our understanding of the Jackson period."

John Munroe is survived by his wife, Dorothy, three children, and seven grandchildren. In the words of University of Delaware President David P. Roselle, "John A. Munroe was the perfect embodiment of the gentleman scholar. He was revered as an accomplished historian, a learned professor, a caring mentor, and a delightful friend. He helped shape the history department here at the university, a department now housed in a building that appropriately bears his name." □

—Raymond Wolters  
University of Delaware

## David L. Smiley

Historian of the South, extraordinary teacher, memorable personality, David L. Smiley died on December 27, 2004, at the age of eighty-three. Born on St. Patrick's Day in 1921, in Clarksdale, Mississippi, David attended Mississippi College before serving in World War II. After the war he earned his A.B. and M.A. at Baylor University before completing his Ph.D. at the University of Wisconsin in 1953.



Smiley retired from Wake Forest University in 1991, after forty-one years of teaching—in fact, mesmerizing—successive generations of students. He commanded a huge following, which was due, according to one of his colleagues, to “his keen sense of history, humor, fondness of telling anecdotes, and the way he combined the light touch and serious discussion in the same lecture.” He also loved to provoke his students with seemingly outrageous statements about history, to the end that many were moved to race to the library in an effort to prove him wrong. Usually they found that Smiley’s “wild” claims were solidly based in fact, but in the meantime, as numerous alumni testify, the students discovered how much they could learn for themselves. “My true education began in Dr. Smiley’s class” and “He made me think” are comments one still hears often today. Though his most popular course was that on the history of the South, he took no less pleasure in courses on ancient history, the American West, and women in American history.

As a scholar, David Smiley was best known for collaborating with William B. Hesseltine on *The South in American History* (second edition, 1960). He also published *The Lion of Whitehall: The Life of Cassius Marcellus Clay* (1962) along with numerous articles and papers. One of his favorite topics was “The Quest for the Central Theme in Southern History,” about which he spoke to a wide range of historical gatherings. His article on this subject appeared in the *South Atlantic Quarterly* in the summer of 1972.

Legendary professors not only give themselves with passion and dedication to teaching and scholarship; they also seek to improve the society into which they were born. David Smiley, profoundly opposed to segregation, worked hard with a small number of colleagues to bring the first black student into the Wake Forest student body. That student, Edward Reynolds, became a protégé and close friend of Smiley and is now a respected professor of African history at the University of California, San Diego. In short, David Smiley’s life exemplified his beliefs, whether as professor at Wake Forest or as a Sunday school teacher in the community.

A southerner living in the South and teaching southern history, David Smiley was anything but provincial. One day in 1968 he was called to the telephone. An instant later a voice was speaking to him in French from Washington, D.C. Despite his astonishment David replied quickly in his own French, whereupon he was informed that he was to be a Fulbright lecturer at the University of Strasbourg for 1968-1969. Upon returning from Strasbourg, David was seldom seen without his favorite beret as he bicycled back and forth from home to campus. On other occasions he delighted in carrying on conversations with visitors from Germany, even though the German he picked up during his service in World War II could hardly be called flawless.

Upon his retirement in 1991, in a letter of response to a former student, Smiley wrote that he could “look back upon a most rewarding life. A Mississippi boyhood with parents who encouraged and abetted my bookishness; a beach crossing into Normandy in 1944 that forced me to face the reality of mortality and the precious gift that is life; marriage to a caring woman who never once asked me to be anything other than what God made me to be, a talker and a reader; the very finest professional training in history at Wisconsin; and forty-one years of enjoying students in this charmed spot.”

His passing was mourned by his wife and daughter, and no less by a world of colleagues, former students, and

friends. He was one of the most colorful, eccentric, and unforgettable characters to grace any college. □

—Thomas E. Mullen  
Wake Forest University

### George Brown Tindall

Southern historian George Brown Tindall, Kenan Professor Emeritus at the University of North Carolina at Chapel Hill, who is remembered as an early advocate of equality for black Americans, died Dec. 2, 2006 in Chapel Hill. He was eighty-five.

On the UNC history faculty from 1958 until he retired in 1990, Tindall pioneered the discussion of southern myths, which he said white southerners developed after the Civil War to explain how what they saw as a just and noble cause could have been lost. A native of Greenville, South Carolina, Tindall was president of the Southern Historical Association in 1973. His first book, *South Carolina Negroes, 1877-1900*, was published by the University of South Carolina Press in 1952. In it, he converted his exhaustive research of primary sources into a readable account of segregation and the methodical disfranchisement of blacks into a state of economic dependency. His other books include *America: A Narrative History* (1984, 1988) and *Emergence of the New South, 1913-1945* (1967).

Tindall was a major editor and contributor to the *Encyclopedia of Southern Culture* (1989), an eight-pound, 1,656-page tome by 800 experts on the region that was recently updated. The volume’s coeditor, William Ferris, is a former chairman of the National Endowment for the Humanities, a UNC history professor, and senior associate director of the university’s Center for the Study of the American South. He called Tindall a giant among southern scholars. “He was a great teacher and a great scholar, and his legacy as a southern historian is outstanding,” Ferris said. “His scholarship was extraordinary, but his personal warmth and generosity also were beyond measure.” Tindall also pioneered the study of diversity in the South beyond black and white, to the recognition of Irish, Jewish, Scottish and other heritages represented in the region, he said.

Tindall’s son, Bruce Tindall, a lecturer at the University of California, San Diego, said his parents sent him to what likely was the first integrated day-care center in Chapel Hill, and that his father stood fast for human rights and civil rights through his academic career. He remembered his father organizing a meeting of historians in the 1950s for which he struggled with hotels to find a place that both black and white could sit down to dinner together.

George Tindall began his academic life with a bachelor’s degree in English from Furman University in his hometown of Greenville. He fought in the Pacific theater of World War II with the U.S. Army Air Force and rose from the rank of private to second lieutenant from 1942-46. He completed a master’s and doctoral degree in history at UNC, then taught at several other universities before returning to North Carolina in 1958.

Tindall advised twenty-six doctoral candidates and other students at UNC, many of whom now are history teachers and professors across the country. In 1991, some of his former students wrote essays in his honor, which was published as *The Adaptable South*. “In the fall of 1966, I walked into George Tindall’s seminar and my life changed,” wrote Elizabeth Jacoway. “Within a matter of weeks, the elegant gentleman with the wry wit and the bow ties had led me into a world of new concerns, deeper meanings and higher callings, and in his gentle way, he encouraged me to see that this could be my world, too.”

In recent years, Tindall attended weekly luncheon discussions on the UNC campus by southern studies experts, where “George was sort of the chairman of the board,” Ferris said. And until recently, Tindall could be seen riding his bicycle to class.

Tindall is survived by his wife, Blossom McGarity Tindall of Chapel Hill; son, Bruce Tindall of San Diego; daughter, Blair Tindall of Santa Monica, Calif., and one grandson. □

—University of North Carolina News Services

## Professional Opportunities

### Carnegie Mellon University

Postdoctoral Fellow: Center for Africanamerican Urban Studies and the Economy (CAUSE). The Dept. of History, Carnegie Mellon University, seeks a scholar in the humanities and/or social sciences doing history-related research in African American urban studies. The fellow will pursue his/her own research project; collaborate with the director on current Center projects; and interact with faculty, graduate students, and undergraduate students. The appointment is for 9 months beginning August 15, 2007. The fellowship carries a stipend of \$42,000, \$4,000 for research and expenses, and benefits. Send a cover letter, c.v., two letters of reference, writing sample, and a 3-5 page project proposal. The proposal should provide a description, explain the significance to relevant fields, include a chapter outline, and state plans and goals for the fellowship term. Send to Prof. Joe W. Trotter, CAUSE, Department of History, Carnegie Mellon University, Pittsburgh, PA 15213-3890. Deadline for receipt of applications is March 15. (Notification of decision by April 16.) Women and minorities are urged to apply, AA/EEO.

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

### National Council for History Education

The National Council for History Education (NCHE), with over 6,000 members—K-12 teachers, academics, and concerned citizens—is seeking a new Executive Director who will be an energetic public champion of history education. In pursuit of NCHE’s mission of promoting the importance of history in school and society, the Executive Director will direct a staff of eight employees; manage an annual budget approaching \$2 million; oversee an annual national conference; coordinate the Teaching American History grant partnerships (71 since 2001) and other projects; and promote the development and growth of the allied State History Councils (currently 41). Visit the NCHE website [www.nche.net](http://www.nche.net) for more background on the Council. NCHE’s Board of Trustees seeks an Executive Director of foresight and imagination, with a profound commitment to history education; an understanding of the needs of history teachers; a willingness to travel widely; outstanding managerial and external relations skills; and an ability to anticipate future opportunities and alliances for an organization increasingly seen as the principal advocate for history education for the schoolchildren of America. Salary will depend on experience and qualifications. Appointment will commence July 1, 2007. Inquiries and applications—a resume and a one-page cover letter that includes a strategic vision for the future development of NCHE—may be sent to [searchcommittee@nche.net](mailto:searchcommittee@nche.net) by February 15, 2007.





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

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

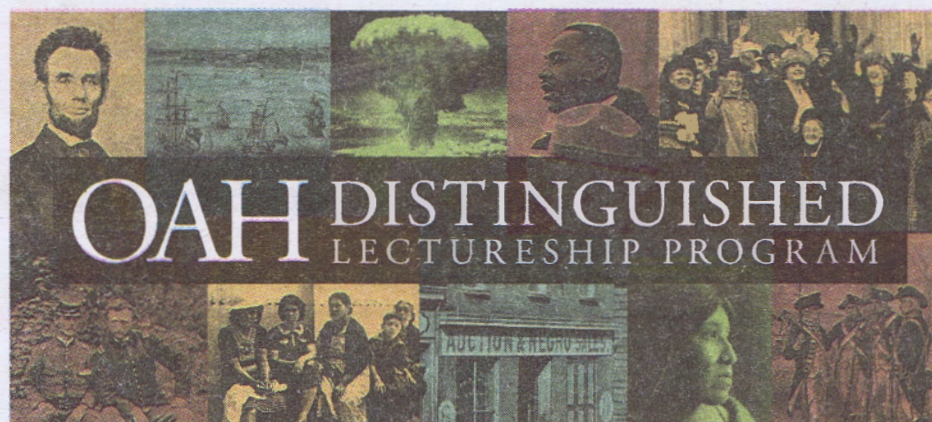
## ORGANIZATION OF AMERICAN HISTORIANS MAGAZINE OF HISTORY



## OAH Newsletter

112 North Bryan Avenue  
P O Box 5457  
Bloomington IN 47407-5457  
[www.oah.org](http://www.oah.org)

Non Profit Organization  
Bulk Rate  
U.S. Postage  
PAID  
Permit No. 116  
Bloomington IN 47401



## Great Speakers. Fascinating Topics

The *OAH Distinguished Lectureship Program* connects you with 300 outstanding U.S. historians, perfect for public programs, campus convocations, lecture series, teacher workshops, History Month observances, and conference keynotes.

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

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

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

## BEDFORD/ST. MARTIN'S

**With Audio Reviews, students can study on the move...  
anywhere, anytime.**



Available now at  
[bedfordstmartins.com/audioreviews](http://bedfordstmartins.com/audioreviews)

Many students today own portable audio devices, and they're using them in their cars, at the gym, and while walking around campus. They're listening not just to music, but to news, audio-books, and podcasts. Why not take this opportunity to help your students get the most out of your history course?

Bedford/St. Martin's is proud to introduce *Audio Reviews* for *The American Promise: A Compact History*, a tool that fits easily into students' lifestyles and provides a practical new way for them to study. These 25- to 30-minute chapter summaries highlight the major themes of the text and help reinforce student learning. And at \$.99 per chapter (\$9.99 for an entire volume), the audio reviews fit students' budgets as well.

For more information: [bedfordstmartins.com](http://bedfordstmartins.com)

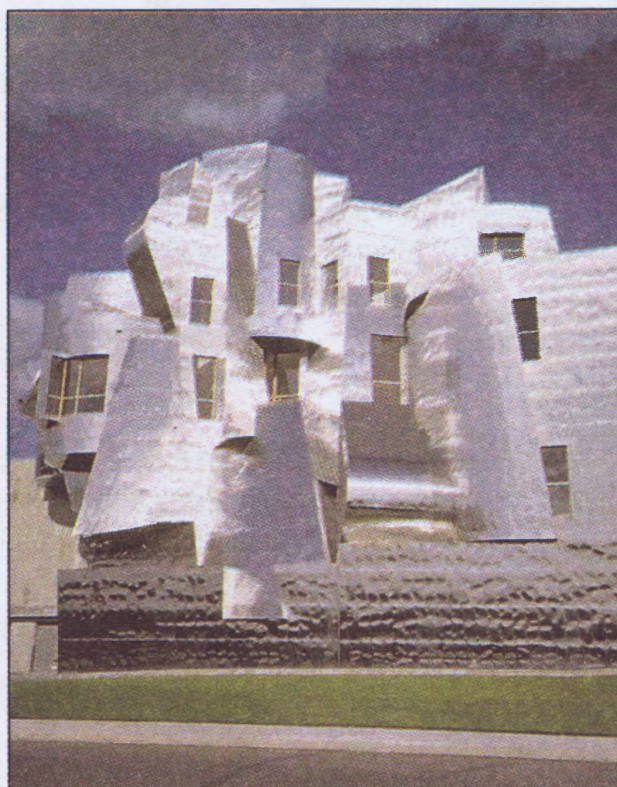




CENTENNIAL  
1907-2007

# 2007 OAH Annual Meeting Supplement

OAH Centennial Meeting • Thursday, March 29 to Sunday, April 1, 2007 • Minneapolis



Concrete reminders of each city's past: the Weisman in Minneapolis (left) provides a sharp contrast to the Landmark Center (right) in St. Paul. (Photos courtesy of MeetMinneapolis.com and the Landmark Center.)

## Contents

### Separated at Birth: The Sibling Rivalry of Minneapolis and St. Paul

Mary Lethert Wingerd.....	A1
Welcome Back, OAH Historians	
Nina Archabal.....	A3
Law and Order in Mayor Charles Stenvig's Minneapolis	
Jeff Manuel and Andy Urban.....	A3
Second Annual TAH Symposium	
Kelly A. Woestman.....	A3
Twin Cities Dining	
Jennifer Goloboy.....	A4
The Sesquicentennial of Indian Survivance in Minnesota	
Brenda J. Child.....	A7
The Mall of America	
James J. Farrell.....	A8
History of Our Own: Celebrating the OAH Centennial	
Juli A. Jones.....	A9
Springtime in Minneapolis	
Dana Carmichael.....	A9
The Minnesota Choral	
Annette Atkins.....	A10
Walker Art Center Opens Retrospective	
Sarah Peters.....	A11
Theater in the Twin Cities	
Jennifer Goloboy.....	A12

## Mary Lethert Wingerd

Are the Twin Cities really so different? As any native will tell you, "Minneapolis is a champagne town, St. Paul a shot and a beer." Or "Minneapolis is the first city of the West and St. Paul is the last city of the East." Despite the fact that the rest of the country tends to perceive them as a single, frigid, Scandinavian outpost, and even the surrounding hinterland lumps them together as "the Cities," Minneapolis and St. Paul are as different as, say, Los Angeles and San Francisco. Though separated only by the Mississippi River, the cities are definitely not identical twins.

The skylines and built environment are tangible manifestations of their distinct histories. Even the topography differs, though both cities owe their existence to the Mississippi. Steamboats could go no farther upriver than the site

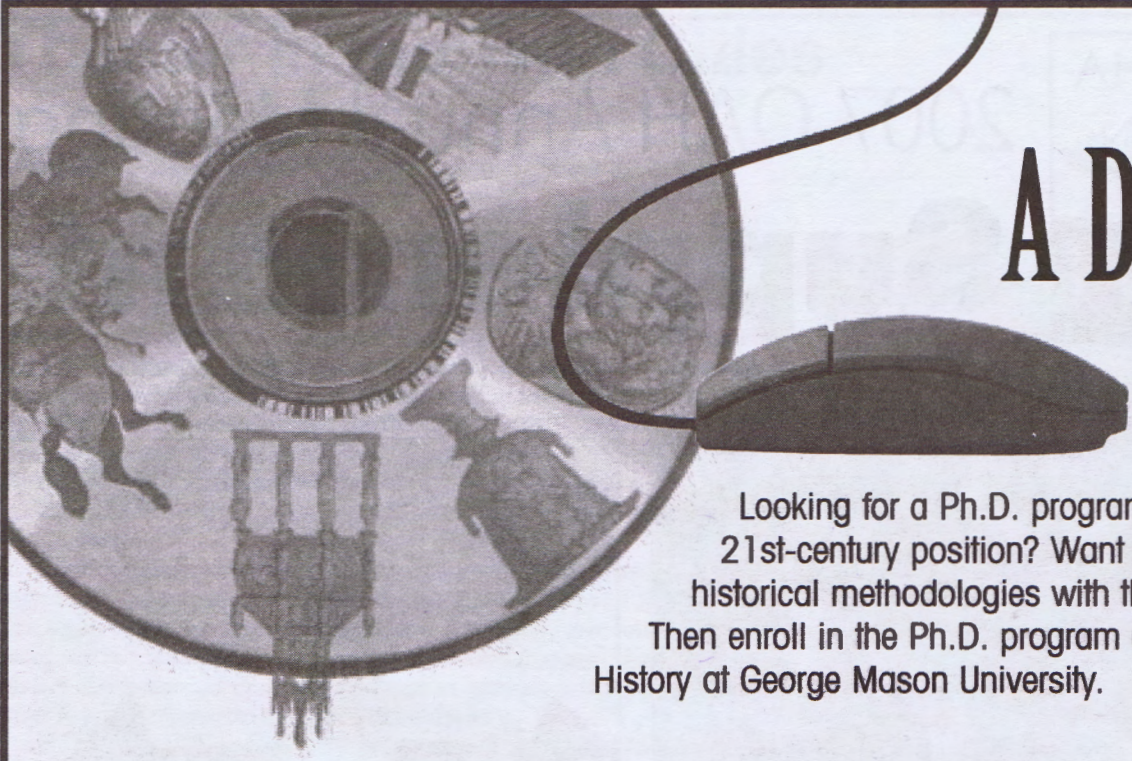
of St. Paul. Consequently, traders, merchants, and speculators congregated there, eventually carving out a city from the adjacent bluffs and valleys. St. Paul hugged the river and made its fortune as a transportation and mercantile hub. Canny politicians and Catholic immigrants secured its place as the state capital. Today the illuminated domes of the capitol and the mammoth St. Paul Cathedral stand out on the hills above the skyline, tangible reminders of the city's history.

The terrain changes just across the river, the hills smoothing out into the beginning of the western plains. The skyscrapers of Minneapolis rise out of the flatland, visible for miles, glittering like the towers of Oz. Nineteenth-century boosters liked to claim that Minneapolis was the "first city of the West." Progress and profit were always the name of the game. Established at the site of St.

(Top left: The Mary Tyler Moore Show gave many Americans their first impression of Minneapolis during the 1970s. TVLand network paid tribute to Moore with this statue, near the corner of Nicollet Mall and 7th Street in downtown Minneapolis. Many of the landmarks of Mary's fictional life still exist downtown, including her table at Basil's Restaurant in the Marquette Hotel. Photo courtesy of MeetMinneapolis.com.)

See **WINGERD / A5** ►





# A Doctorate With A Difference

Looking for a Ph.D. program in history that prepares students for a 21st-century position? Want a program that integrates conventional historical methodologies with the latest in web-based technologies? Then enroll in the Ph.D. program at the Department of History and Art History at George Mason University.

## Unique Features

- **New Media and Technology:** George Mason University's Center for History and New Media has an international reputation for applying various new media and web-based technologies to the study, presentation, and teaching of history. One of its projects, The September 11th Digital Archive, created with the American Social History Project of the City University of New York, was accepted by the Library of Congress as its first major digital acquisition.
- **Traditional and Nontraditional Students:** The program is designed for both working professionals furthering their career goals and new students seeking a Ph.D. to begin their professional career in history.
- **Public and Applied History:** Our successful M.A. program in applied history and the unparalleled resources of the neighboring Washington, D.C., metropolitan area helps students start and advance in careers in public history.
- **Outstanding Faculty and Individualized Attention:** Publications by our nationally renowned faculty have helped shape their respective fields. The program's size allows for individualized attention and program flexibility for all students. Substantial financial support is available.

For further information on this dynamic Ph.D. program, please contact Dr. Suzanne Smith, Ph.D. Coordinator, at 703-993-2147 or by e-mail at [smisuze@gmu.edu](mailto:smisuze@gmu.edu).

**Department of History and Art History**  
**4400 University Drive, MS 3G1**  
**Fairfax, VA 22030**  
**Web site: [history.gmu.edu](http://history.gmu.edu)**

# Ph.D. in HISTORY



**GEORGE  
MASON**  
UNIVERSITY



# Welcome Back, OAH Historians

**Nina Archabal**

**Director, Minnesota Historical Society**

**W**elcome to Minnesota! All of us at the Minnesota Historical Society are delighted that you are here and hope that you will take advantage of the opportunity to visit both our headquarters at the Minnesota History Center located near the State Capitol in St. Paul and Mill City Museum located on the Minneapolis Riverfront under the Gold Medal Flour sign. We are pleased to host several OAH panels at the Minnesota History Center on Friday afternoon and the OAH Centennial Celebration that evening.

The Minnesota Historical Society was established in 1849—nine years before Minnesota achieved statehood. You may know us as one of the largest and most dynamic state historical organizations in the nation. We benefit from generous public and private funding with support from over eighteen thousand members. I invite you to join the millions of people whom we serve each year both in person and online at <http://www.mnhs.org>.

Whatever your role—professor, K-12 teacher, student, archivist, public historian, or history lover of any stripe—the Society has something for you. Our program includes: the Minnesota History Center, our headquarters and location of the state History Museum and Library; Mill City Museum; the Mille Lacs Indian Museum; twenty-two historic sites (eight in the Twin Cities area); Minnesota's History Day program; the Minnesota Historical Society Press; *Northern Lights*, a curriculum used by teachers statewide; public programs and much more.

Minnesota was privileged to host the first meeting of the OAH one hundred years ago. It is great to have you back to celebrate one hundred years of service to history. □

## Law and Order in Mayor Charles Stenvig's Minneapolis

**Jeff Manuel and Andy Urban**

**I**n 1969, just months after Hubert H. Humphrey narrowly lost the presidential election to Richard Nixon, the city where he began his political career, Minneapolis, elected a mayor with no previous political experience, no party affiliation, and no platform aside from his pledge to "take the handcuffs off the police." Labeled the "George Wallace of the North" by his opponents, Charles Stenvig's 1969 mayoral victory marked a decisive shift in Minneapolis's political landscape. Minnesota had long been a stronghold of New Deal liberalism and progressive politics, as illustrated by the careers of Humphrey, Eugene McCarthy, and Walter Mondale. Campaigning on the themes of "law and order," resentment against student and black "militants," Christian values, and fiscal conservatism, Stenvig was elected for three separate terms as mayor.

"Law and Order: The Career and Legacy of Minneapolis Mayor Charles Stenvig," an exhibit on display at the University of Minnesota's Andersen Library Gallery, explores not only Stenvig's local impact but also his connection to a burgeoning national movement. Jeff Manuel and Andy Urban, Ph.D. candidates in history at the University of Minnesota and the exhibit's curators, began looking at Stenvig's career during a graduate seminar in public history that encouraged students to research topics of local interest. Using video footage, historical photographs, campaign memorabilia, audio clips, and oral histories, the exhibit examines Stenvig's relationship to the antiwar movement, affirmative action and busing, crime, moral values, and masculinity. The exhibit also allows visitors to explore Stenvig's legacy in the context of governmental expertise. Stenvig clashed repeatedly with university administrators over their claims that they knew best how to manage campus dissent, and dismissed the technocrats and social scientists who had previously administered the city's pro-

grams. The exhibit posits important questions that still resonate today: why did Stenvig appeal to voters and why did they trust him to manage the city's affairs?

"Law and Order: The Career and Legacy of Minneapolis Mayor Charles Stenvig" will be open to the public in the Andersen Library Gallery from 8:00 a.m. to 5:00 p.m. weekdays. The exhibit will also be open during the OAH's Thursday evening reception at the library, 5:30-7:00 p.m., and Manuel and Urban will be on hand to answer questions. □

*Jeff Manuel and Andy Urban are the curators of the exhibit and Ph.D. candidates in history at the University of Minnesota.*

## Second Annual TAH Symposium

**Kelly A. Woestman**

**S**amuel Wineburg, author of *Historical Thinking and Other Unnatural Acts* and a professor of history and education at Stanford University, will be the keynote speaker at the 2<sup>nd</sup> Annual Teaching American History (TAH) Grant Symposium to be held March 28 and 29 and cosponsored by H-Net <http://www.h-net.org> and OAH. Wineburg, a leading researcher in the growing field of historical cognition and the scholarship of teaching and learning history, will offer his insight and critical analysis of the larger impact of the TAH grant program. For more information about Wineburg and his work in the field, please consult <http://ed.stanford.edu/suse/faculty/displayRecord.php?suid=wineburg>.

Last April, more than 140 participants of the first TAH Symposium laid the groundwork for networking among the various constituent groups involved in the writing, implementation, and evaluation of TAH grants and provided a critical evaluation of the larger impact of the TAH program on the teaching and learning of history across the nation and the historical profession. This year's registration will begin at noon on Wednesday with the introduction and overview

### Minnesota Historical Society Sites in the Twin Cities

- **Mill City Museum**, 704 S. Second St., Minneapolis, 612-347-7555. Built within the limestone ruins of the Washburn A Mill, the national Historic Landmark that was once the centerpiece of the world's flour-milling industry, the museum tells the story of a mighty river, a young city, and how flour fueled the growth of Minnesota.
- **Minnesota History Center**, 345 Kellogg Blvd. W., St. Paul, 651-296-6126. A modern architectural masterpiece in a beautiful metropolitan setting, the History Center features hands-on exhibits, interactive school programs, comprehensive research library and state history archives, and vibrant public events.
- **Minnesota State Capitol**, 75 Rev. Dr. Martin Luther King, Jr. Blvd., St. Paul, 651-296-2881. There's always something to see at the State Capitol, from its grand stairs to its historic Senate, House, and Court chambers. Designed by renowned architect Cass Gilbert, the capitol has held a special place in Minnesota history since it opened in 1905.
- **Historic Fort Snelling**, 200 Tower Ave., St. Paul, 612-726-1171. Once the northernmost outpost of the U.S. Army, this restored fortress invites you to the world of 1827. Costumed guides lead tours, demonstrate crafts, and practice authentic military drills.
- **James J. Hill House**, 240 Summit Ave., St. Paul, 651-297-2555. The rugged stone, massive scale, fine detail, and ingenious mechanical systems of this magnificent Gilded Age mansion recall the powerful presence of James J. Hill, builder of the Great Northern Railway.
- **Alexander Ramsey House**, 265 South Exchange St., St. Paul, 651-296-8760. One of the best-preserved Victorian houses in the country, the home of Minnesota's first territorial governor is still filled with the original furniture and artwork.
- **Sibley House Historic Site**, 1357 Sibley Memorial Hwy., Mendota, 651-452-1596. Four limestone buildings stand testament to the Dakota trade managed by the American Fur Company between 1825 and 1853. □

See **TAH SYMPOSIUM** / A12 ►



# Twin Cities Dining

Jennifer Goloboy

**Y**ou're in luck! Thanks to fresh local produce, thriving immigrant communities, and relatively low rents, Minneapolis and St. Paul are great restaurant towns. This list is divided into three categories: restaurants close to the OAH conference location in downtown Minneapolis, restaurants close to the Minnesota History Center in downtown St. Paul, and restaurants worth a special trip. If something you are looking for is not on this list, I suggest checking out the recommendations of three local restaurant critics: Dara Moskowitz of City Pages, Jeremy Iggers of the *Star-Tribune*, and Andrew Zimmer of *Mpls-St. Paul Magazine*.

## Close to the OAH Meeting

The Hilton, Millennium, and Convention Center are midway between the downtown restaurants, which cater to business diners, and "Eat Street," a stretch of Nicollet Avenue populated mainly by restaurants serving ethnic food that reflects Minneapolis's growing immigrant community. A trolley makes it easy to get from the Convention Center to Eat Street. The Convention Center is also close to Loring Park's restaurants, which are known for their artistic sensibility.

## "Eat Street" (Nicollet Avenue)

In this neighborhood, the streets are lined with good restaurants. Here is just a small sample.

- **Azia and Anemoni.** These are owned by the same entrepreneur, who has received national attention for the

Asian fusion cuisine offered at Azia. Anemoni is an accomplished sushi restaurant with a hipster-ish vibe. It's said to have some of the freshest and rarest fish in town. \$\$\$ for Azia, less expensive for Anemoni. <<http://www.citypages.com/restaurants/summary.asp?SCID=665>>. 2550 Nicollet Ave., Minneapolis; 612-813-1200.

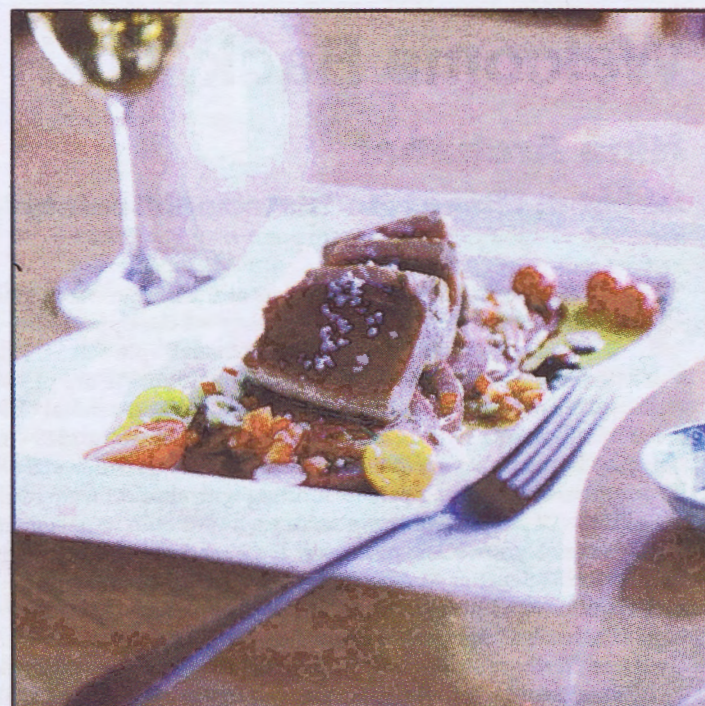
- **Black Forest Inn.** A beloved, old-school German restaurant, with interesting gnome-centric decor. The bullet hole in the bar is real, but it's been there a while. \$\$ 1 E. 26th St., Minneapolis; 612-872-0812.

- **Christos.** Sunny and welcoming Greek restaurant that offers options not seen on your average Greek menu. There is an additional location in St. Paul. \$\$ 2632 Nicollet Ave. S., Minneapolis; 612-871-2111.

- **New Delhi Bar and Restaurant.** Perhaps the best Indian food in town. The fork out front is a leftover from an earlier pasta restaurant. \$\$ 1400 Nicollet Ave. S., Minneapolis; 612-813-0000.

- **Taco Morelos.** A local Mexican restaurant with several branches, serving reliable home cooking. \$ 14 W. 26th St., Minneapolis; 612-870-0053.

- **Yummy and Rainbow Chinese.** These offer some of the best Chinese food in town. During the day, Yummy also serves dim sum. \$\$ for Yummy, \$ to \$\$ for Rainbow Chinese. 2450 Nicollet Ave., Minneapolis; 612-870-8000; 2739 Nicollet Ave. S., Minneapolis; 612-870-7084.



A sumptuous dish prepared by the chef at JP American Bistro, 2937 Lyndale Ave. (Photo courtesy JP American Bistro.)

Key to prices: \$—up to \$15; \$\$—\$15 to \$25; \$\$\$—\$25 to \$35; \$\$\$\$—\$35 and up.

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

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

Each year in June, college faculty and high school teachers from all over the world gather to evaluate and score the free-response section of the AP Exams. These hard-working professionals, known as AP Readers, are vital to the AP Program because they ensure that students receive AP grades that accurately reflect college-level achievement in each discipline. AP Readers receive a stipend and are provided with housing and meals, and reimbursed for travel expenses. At the AP Reading you will also exchange ideas, share research experiences, discuss teaching strategies, establish friendships, and create a countrywide network of faculty in your discipline that can serve as a resource throughout the year. The application to become an AP Reader can be found at [www.ets.org/reader/ap](http://www.ets.org/reader/ap) or you may contact Performance Assessment Scoring Services at ETS at (609) 406-5384 or via e-mail at [apreader@ets.org](mailto:apreader@ets.org) to request an application. Applications are accepted throughout the year but you are encouraged to apply now to be considered for appointment to the upcoming AP Reading to be held June 12-18, 2007 at the Kentucky International Convention Center in Louisville, Kentucky.

**The College Board invites all interested faculty to attend the following AP U.S. History panels at the 2007 Annual Conference of the OAH.**

#### AP U.S. HISTORY BREAKFAST PANEL

KEYNOTE SPEAKER:  
**David Guteirrez, University of California, San Diego**  
DATE: Saturday, March 31, 7:30 AM

**AP U.S. HISTORY PANEL**  
TITLE: **America on the World Stage Panel Series, A Preview**  
DATE: Thursday, March 29, 1:00 PM

**AP U.S. HISTORY ROUND TABLE**  
TITLE: **AP Round Table: The 2006 exam: An Overview of Themes and Questions**  
DATE: Sunday, April 1, 11:30 AM

ETS is an authorized provider of Continuing Education Units (CEUs).

 **CollegeBoard**  
Advanced Placement Program

## Downtown Minneapolis

- **Chambers Kitchen.** As of November 2006, the hippest restaurant in Minneapolis. The menu was designed by Jean-Georges Vongerichten. Reportedly, the food is erratic, but the scene is wonderful. There are also very trendy bars, one of which is members-only. \$\$\$\$ 901 Hennepin Ave., Minneapolis; 612-767-6999.

- **Cosmos at Graves 601 Hotel.** Excellent modern food from a chef who has won awards from *Food & Wine* magazine. A genuinely stunning futuristic dining room. \$\$\$ 601 First Ave. North Minneapolis; 612-312-1168.

- **The Local.** More of a bar with food than a restaurant. A beautiful Irish pub-themed decor offers large gathering areas as well as private spaces. \$\$ 931 Nicollet Mall, Minneapolis; 612-904-1000.

- **Oceanaire.** Very close to the convention center, offers fresh fish with steakhouse-classic sides. A little unimaginative but very consistent. \$\$\$\$ 1300 Nicol-

let Mall (in the Hyatt Regency Hotel), Minneapolis; 612-333-2277.

- **Solera.** A nationally acclaimed tapas restaurant, with a wonderfully over-the-top decor. \$\$ 900 Hennepin Ave., Minneapolis; 612-338-0062.

- **Vincent.** Serves some of the most reliably delicious French-inspired food in town. This is a very popular spot for business lunches. Try the madeleines for dessert. \$\$\$-\$\$\$\$ 1100 Nicollet Ave., Minneapolis; 612-630-1189.

- **Zelo.** Loud, fun, and accommodates groups well. \$\$\$-\$\$\$\$ 831 Nicollet Mall, Minneapolis; 612-333-7000.

## Loring Park Neighborhood

This area, overlooking Loring Park, has long attracted some of the quirkiest, most artistic restaurants in the city.

- **Café Lurcat.** Part of the locally respected D'Amico's family of restaurants, Café Lurcat offers bistro-style food in an attractive setting. Bar Lurcat is right next door. \$\$\$ 1624 Harmon Place, Minneapolis; 612-486-5900.

- **Joe's Garage.** If it's warm (it could happen), try to get seated in the rooftop garden. Joe's Garage is best known for its burgers, made from pork, lamb, tuna, or turkey, as well as beef. They occasionally host site-specific plays, drawing on some of the best local theatrical talent. \$\$ 1610 Harmon Place, Minneapolis; 612-904-1163.

- **La Belle Vie.** The most elegant restaurant in the Twin Cities, serving some of the best food in town. \$\$\$\$ 510 Groveland Ave., Minneapolis; 612-874-6440.

- **20.21.** Located in the Walker Art Center, with an amazing view of the city. Wolfgang Puck is executive chef, and the restaurant reflects his take on California cuisine. \$\$\$-\$\$\$\$ Walker Art Center (1750 Hennepin Ave.), Minneapolis; 612-253-3410.

## Near the Minnesota History Center in St. Paul

- **Babani's Kurdish Restaurant.** Kurdish food is a wonderful mixture of Mediterranean favorites. Be certain to read the menu to learn the romantic story of how this restaurant came to exist. \$ 544 St. Peter St., St. Paul; 651-602-9964.



▪ **Cossetta's.** Join the long line of happy people for a selection of Southern Italian favorites—eggplant parmigiana, pizza, sausage sandwiches. There's an attached deli which has just about anything you'd need to make a great Italian meal at home. \$. 211 W. Seventh St., St. Paul; 651-222-3476.

▪ **Mickey's Diner.** Tiny and beautiful classic boxcar diner, which is actually listed in the National Register of Historic Places. It recently appeared in the *Prairie Home Companion* movie. Serves well-executed diner food. \$. 36 Seventh St. W., St. Paul; 651-222-5633.

▪ **Ruam Mit.** A longtime source of great Thai food. \$. 475 St. Peter St., St. Paul; 651-290-0067.

▪ **Zander Café.** A beloved, chef-driven landmark. Expect cozy, heartwarming bistro food. \$\$\$-\$\$\$\$. 525 Selby Ave., St. Paul; 651-222-5224.

▪ **Matt's Bar.** Home of the Juicy Lucy; it looks like a regular hamburger, but there is a delicious glob of melted cheese trapped inside. I recommend getting it with onions. \$. 3500 Cedar Ave. S., Minneapolis; 612-722-7072.

▪ **Midtown Market Exchange.** Like Pike Place Market in Seattle, or Reading Terminal Market in Philadelphia, this new marketplace combines many small, individually-owned restaurant stalls under one roof. The Mexican food is generally outstanding, but you can also find Middle Eastern food, African food, Tibetan food, and Thai food, from vendors who are often recent immigrants. Save room for a treat from the Starlight Bakery; their cakes are unassuming looking, but incredibly delicious. Free music most weekends. A great place to pick up presents for your friends at home. A visit here will cure any visitor of the belief that Minneapolis is a big Lake Wobegon. \$\$\$-. Corner of Chicago and Lake Street, Minneapolis.

▪ **Nye's Polonaise Room.** *Esquire* recently named this the best bar in North America. A local restaurant reviewer, Dara Moskowitz, says that it looks like a place that Captain Kirk would go to meet women. But it's not just a great place to go for a drink. The Polish food is excellent, though you'll probably need a nap afterwards. \$\$\$-. 112 Hennepin Ave. E., Minneapolis; 612-379-2021.

▪ **Town Talk Diner.** Answers the question of what diner food would taste like if the chef had trained at the French Laundry. Offers elegant takes on Minnesota favorites (best cheese curds ever). I recommend paying close attention to the specials, which are always fantastic. \$-\$\$-. 2707 1/2 E. Lake St., Minneapolis; 612-722-1312.

### For fine dining

▪ **112 Eatery.** Probably my favorite restaurant at the moment, serves comfort food perfectly prepared. Try the stringozzi pasta with lamb sauce. Due to the size of the restaurant, it may be more appropriate for a small group than a large one. \$\$\$-\$\$\$\$. 112 N. 3rd St., Minneapolis; 612-343-7696.

▪ **A Rebours.** I haven't eaten here myself, but many people think this is the best restaurant in St. Paul. \$\$\$-\$\$\$\$. 410 St. Peter St., St. Paul; 651-665-0656.

▪ **Auriga.** Quirky, innovative food that relies on the best of local ingredients. Consistently good and surprising, and often brilliant. \$\$\$-. 1930 Hennepin Ave. S., Minneapolis; 612-871-0777.

▪ **Fugaise.** Wonderful French cuisine served in a very modern-looking setting. \$\$\$-\$\$\$\$. 308 E. Hennepin Ave., Minneapolis; 612-436-0777.

▪ **Heartland.** Fine food characterized by a rigorous use of local ingredients, in a room William Morris would have

loved. When I was last there, I had one of the best desserts I've ever eaten in the Twin Cities. There is an attached wine bar, which is more casual, and doesn't take reservations. \$\$\$-. 1806 St. Clair Ave., St. Paul; 651-699-3536.

▪ **jP American Bistro.** Relaxed but refined, and particularly good with pasta and risotto. Local wine lovers enjoy this place for its great wine list and wine-friendly cuisine. \$\$\$-\$\$\$\$. 2937 Lyndale Ave. S., Minneapolis; 612-824-9300.

▪ **Loring Pasta Bar.** Has a reputation for being both inexpensive and beautiful. You're likely to hear live music from an interesting local band. I recommend the Artichoke Ramekin appetizer—a reminder of the original and long-closed Loring near Loring Park. \$\$-. 327 14th Ave. SE, Minneapolis; 612-378-4849.

▪ **Origami.** Great sushi in a downtown setting. Your sushi will be so attractive that you'll almost wish you didn't have to eat it. \$\$\$-\$\$\$\$. 30 1st St. N., Minneapolis; 612-333-8430.

▪ **Restaurant Alma.** A chef-driven favorite, Alma is particularly good with Mediterranean-inspired dishes and shellfish. \$\$\$-\$\$\$\$. 528 University Ave. SE, Minneapolis; 612-379-4909.

▪ **Sakura.** Offers excellent Japanese food of all kinds, from sushi to shabu-shabu, in a charming room. It's very close to the Xcel Center, which explains why all the sushi is named for hockey players. \$\$\$-\$\$\$\$. 350 St. Peter St., St. Paul; 651-224-0185. □

*Jennifer Goloboy, an independent historian living in Minneapolis, is a member of the 2007 OAH Annual Meeting Local Resource Committee. (Most prices, addresses, and phone numbers came from City Pages online Dish Guide, written by Dara Moskowitz and others, and available at: <<http://citypages.com/dish/summary.asp>>.)*

### ▼ Wingerd / From A1

Anthony Falls, Minneapolis was the child of enterprising Yankee capitalists who harnessed the waterpower to create an industrial dynamo. Feeding on the northern forests and western wheat fields, by the 1880s, Minneapolis produced more lumber than any other city in the country; a decade later it had become the flour milling capital of the world.

The two cities are different in a hundred ways that stem back to their origins. St. Paul began as a fur trade post that provided whiskey to soldiers at nearby Fort Snelling. Originally known as Pig's Eye, it took its name from its most notorious whiskey trader, Pig's Eye Parrant. French Canadians, Anglo traders, Indians, and soldiers from the fort comfortably mingled at the multicultural watering hole. But as a town haphazardly began to develop, residents (many of them French-Canadian Catholics) took the advice of the local priest to rechristen the settlement with a more respectable name.

Minneapolis, on the other hand, was a planned community from the outset. The west side of the river was closed to settlement until 1854—thirteen years after the citizens of Pig's Eye changed its name to St. Paul. But well-heeled, politically connected Yankee capitalists were poised to take control of the falls long before the land became officially available. Even the city's name was chosen in advance. They considered Lowell since they intended to emulate that New England industrial center. They settled on Minneapolis, a combination of the Dakota word for water and the Greek word for city that advertised both local identity and cosmopolitan ambition. Unlike St. Paul's somewhat

chaotic multicultural character, Minneapolis originated as a well-ordered, homogeneous, New England Protestant enclave, fixed firmly on industrial development.

The cities were rivals from their infancy, each one opposing anything that might advantage the other. The rivalry only grew more intense by the turn of the century as Minneapolis, with its industrial base, grew steadily more powerful, while St. Paul's heyday as a transportation entrepot was clearly on the wane. Increasingly overshadowed by their upstart neighbor, St. Paulites remade their image of themselves into the "last city of the East"—gracious rather than grasping, neighborly rather than competitive, defining themselves fundamentally as "not Minneapolis." In short, they turned economic stagnation into a cultural virtue—at least in their own minds. Minneapolitans, for their part, sneered at St. Paul (when they thought of it at all) as a hidebound backwater. By the 1930s *Fortune* magazine declared that the most important fact to know about the Twin Cities was that "they hate each other."

Minneapolis embraced progress with enthusiasm, a project that often pitted business against labor; whereas, in St. Paul, a culture of compromise grew out of necessity, as city residents worked across class, religious, and ethnic differences, to sustain the struggling economy and defend embattled St. Paul against outsiders. The first commandment children learned at their parent's knee was never to spend their money in Minneapolis!

Today, of course, the world has changed and most of the economic circumstances that fed the rivalry are no lon-

ger relevant. St. Paulites and Minneapolitans happily partake in the amenities and jobs on both sides of the river. Most often, the cities also find themselves on the same side of political issues that pit urban priorities against suburban ones. Even so, the cultural distinctiveness persists. Minneapolis seems to embody progress, everything shiny and new, from trendy loft apartments to the mirror-like steel explosion of Frank Gehry's Weisman Museum, to the new Guthrie Theater, which opened in September to widespread architectural acclaim. St. Paul has a different style, a slower pace. Prosperous at last, it has reclaimed its historic buildings and emanates an undeniable charm, from the mansions of beautiful Summit Avenue to the leafy neighborhoods that have always been the city's centerpiece; from the lovingly restored, nineteenth-century federal courthouse, home to many of the city's arts organizations, to the fabulous Minnesota History Center.

Together, the cities offer the best of the old and the new. Still, most Minneapolitans would never consider relocating to St. Paul, and most St. Paulites would move to the moon before they would put down roots in Minneapolis. Fortunately, as visitors to the Twin Cities, you can enjoy them both. □

*Mary Lethert Wingerd is a historian at St. Cloud State University, director of their Public History M.A. program, author of *Claiming the City: Politics, Faith, and the Power of Place in St. Paul* (2001), and a fifth-generation St. Paulite.*





# HOUGHTON MIFFLIN

Congratulations,  
OAH,  
on your first 100 years!

**"I wish my students would keep up with their reading."**

**"Too much of my time is spent grading."**

**"It's important to have my students working with primary sources."**

***"Year after year, my students arrive in class with poor geography skills."***

**"I need to be able to track my students' progress more easily."**

**"I want to give a test online—without spending weeks to figure out how to do that."**

Allow Houghton Mifflin, your partner in textbooks for so many years, to show you ways to address these challenges. Our technology products were created to help with these issues; more importantly, we have people on staff to help you take small, medium, or large steps to use technology to help with these challenges. Our course management system, Eduspace, has the tools; our people (both representatives around the country and a special group of people and services called TeamUP) have the understanding and skills to translate your wishes into solutions.

Please visit our booth, number 450–452, to discuss what you'd like to do with your courses and how we can help you do it.

### **New this spring:**

- Houghton Mifflin now publishes **American Passages**; we welcome Ed Ayers and his co-authors to the Houghton Mifflin history team
- a fresh edition of the much-praised **The Enduring Vision** by Boyer et al.
- an exciting new realization of **The Brief American Pageant** (a whole new look and feel!)
- several titles in the well-loved **Major Problems** series
- the just-published Student Achievement Series version of **The Enduring Vision** takes pedagogy to a whole new level—stop by to see the program students helped us create

**college.hmco.com • Faculty Services Center: 800-733-1717 x4024**



# The Sesquicentennial of Indian Survivance in Minnesota

**Brenda J. Child**

Ojibwe writer Gerald Vizenor, born in Minneapolis, frequently invokes the word "survivance" to describe the unique history of survival and resistance that sustained indigenous creativity within American Indian communities, despite conditions of domination and colonialism. Next year, Minnesota will celebrate its sesquicentennial, and American Indian citizens will enter yet another era of relations with the state and federal governments, one in which the ongoing struggle for sovereignty positions tribes in a much different place than in the statehood and treaty year of 1858.

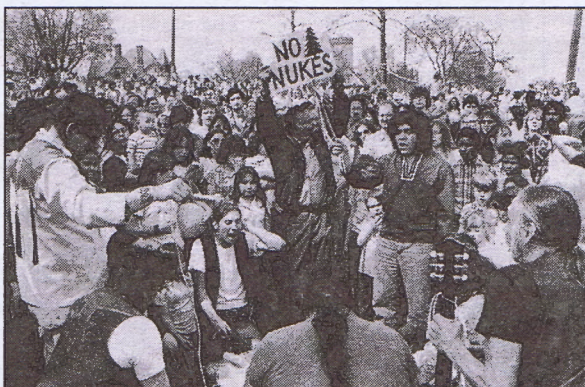
In the year of statehood, Dakota people ceded some of their last remaining lands in Minnesota. Place names in the southern part of the state reflect the Dakota presence, including Shakopee, Minnetonka, Winona, and even the state's name, taken from Dakota

words for the Minnesota River. In 1862, a short-lived war resulted from the land loss and accompanying deprivation Dakota people experienced in their homeland. In the aftermath, Dakota men were incarcerated at Fort Snelling, their families in nearby concentration camps. On December 26, 1862, thirty-eight Dakota men were hanged in Mankato in the largest mass execution in American history. Many Dakota people, permanently exiled from their Minnesota homeland, went to the Crow Creek Reservation in South Dakota or fled to Canada. Four Dakota communities thrive in Minnesota today and work to preserve their unique cultural heritage.

Minnesota is also the homeland of Ojibwe people, the Anishinaabe, located in the lakes and forests of central and northern Minnesota, with many communities near the

headwaters of the Mississippi, which takes its name "great river" from the Ojibwe language. Ojibwes participated in a number of treaties at mid-century, and frequently reserved rights to hunt, fish, and gather wild rice over lands ceded to the federal government, as was the case in an 1837 treaty negotiated with Lake Superior bands. The allotment of tribal lands and political corruption within the state created circumstances that resulted in dispossession, with reservations such as White Earth, where many Ojibwe had been removed, retaining a mere 8 percent of their tribal lands. Red Lake was the only reservation within Minnesota to avoid allotment and predatory timber companies, and its 800,000 acres of timber, land, and water remain communally owned today. Seven separate Ojibwe nations, with strong ties of language, culture, and history, are political partners in the protection of sovereignty.

Dispossession led to an early twentieth-century migration of American Indians to cities carved from the Dakota homeland, Minneapolis and Saint Paul. Tribal people formed organizations as soon as they arrived in the city. One of the first "urban Indians," the Dakota physician and writer Charles Eastman, helped form a significant national organization comprised of professional, educated Indians,



The Mother's Day Parade and gathering at Fair Oaks Park, early 1980s. (Randy Croce photo, courtesy Minnesota Historical Society.)

See **CHILD** / A11 ►

## Congratulations!

to

## RICHARD WHITE

2007 OAH President

and author of the award-winning

*It's Your Misfortune and None of My Own:  
A New History of the American West*

UNIVERSITY OF OKLAHOMA PRESS

800 627 7377 • OUPRESS.COM

2800 VENTURE DRIVE • NORMAN, OKLAHOMA 73069

## BEDFORD/ST. MARTIN'S

**With Audio Reviews, students can study on the move...  
anywhere, anytime.**



Available now at  
[bedfordstmartins.com/audioreviews](http://bedfordstmartins.com/audioreviews)

Many students today own portable audio devices, and they're using them in their cars, at the gym, and while walking around campus. They're listening not just to music, but to news, audio-books, and podcasts. Why not take this opportunity to help your students get the most out of your history course?

Bedford/St. Martin's is proud to introduce *Audio Reviews for The American Promise: A Compact History*, a tool that fits easily into students' lifestyles and provides a practical new way for them to study. These 25- to 30-minute chapter summaries highlight the major themes of the text and help reinforce student learning. And at \$.99 per chapter (\$9.99 for an entire volume), the audio reviews fit students' budgets as well.

For more information: [bedfordstmartins.com](http://bedfordstmartins.com)



# The Mall of America

James J. Farrell

The Mall of America opened with great fanfare in 1992 on the site of the old Metropolitan Stadium in Bloomington, Minnesota. It is the biggest shopping center in the United States (although others have more stores), attracting more visitors annually than Disneyland and Disney World, more than all the national parks and monuments combined (a French visitor once said he thought it was a national monument, and, in a perverse way, of course, it is).

A good place for shopping, the Mall of America is an even better place for thinking about consumer culture and the history of shopping. At its four corners, for example, it is anchored by department stores, the nineteenth-century invention that made shopping into a spectacle and created what William Leach calls "a land of desire." In its hallways and central court, the Mall of America echoes the history of the galleria, a collection of shops covered by a single roof (often of glass). The Galleria Vittorio Emman-

uele in Milan was the prototype, but American gallerias—such as the immense Cleveland Galleria—proliferated in the late nineteenth century.

The Mall of America reflects the inspiration of early shopping centers—like Country Club Plaza in Kansas

City—with its size, central management, and themed architecture. Country Club Plaza added Mediterranean notes to Kansas, but the Mall of America has four different themed shopping "streets," including the European references of West Market and the American urban expressions of East Broadway. The center also echoes the pattern of Victor Gruen's

Southdale Center, which turned fifty years old in November. Like Southdale, the Mall of America is a suburban spectacle crafted for a culture of cars. It shares Southdale's introverted architecture, with its fully-enclosed, climate-

controlled spaces. With its 12,000 parking spaces located on all levels, and its batteries of escalators, it also capitalizes on Southdale's solution to the problem of circulation in a multi-tiered mall. Like more recent malls, the Mall of America offers not just shopping but "shoppertainment." Its centrally located amusement park echoes Coney Island and Disneyland. With its movie theaters and bars and restaurants, it continues long-standing traditions of cinema and commercial sociability.

The mall also pays homage to its site. On the ground floor, you can find the location of home plate in the old Metropolitan Stadium (the first home of the Twins and Vikings), and 520 feet away, a lone bleacher seat commemorates Harmon Killebrew's longest home run. In between is the amusement park, which is themed to suggest the boreal forests and logging history of Minnesota's North Woods. Some of the papier-mâché cliffs were even molded from real rocks on the upper St. Croix River.

In all of this, the Mall of America is also an expression of commercial postmodernism, a pastiche of spectacle and hyperreality that keeps visitors in the building long enough to spend the money that makes this world go round. □

James J. Farrell is professor of history at St. Olaf College, Northfield, MN, and author of *One Nation Under Goods: Malls and the Seductions of American Shopping* (2003). He will lead a tour of the Mall of America for OAH convention attendees on Friday morning.

## JOURNALS FROM *Chicago*

### *Isis*

Bernard Lightman, *Editor*

Since its inception in 1912, *Isis* has featured scholarly articles, research notes and commentary on the history of science, medicine, and technology, and their cultural influences. An official publication of the History of Science Society, this is the oldest and most influential English-language journal in the field.

### *Journal of British Studies*

Anna Clark, *Editor*

Published for the North American Conference on British Studies, the *Journal of British Studies* is the premier journal devoted to the study of British history and culture.

### *Osiris*

Kathryn Olesko, *Editor*

This annual thematic journal highlights recent research on significant themes in the history of science. *Volume 21, Historical Perspectives on Science, Technology, and International Affairs*, explores the ways in which scientists and issues in science and technology have played significant roles in foreign policy and international relations, especially since the Second World War.



### *American Art*

Cynthia Mills, *Executive Editor*

Published for the Smithsonian American Art Museum, *American Art* is a peer-reviewed journal dedicated to exploring all aspects of the nation's visual heritage from colonial to contemporary times. Through a broad interdisciplinary approach, *American Art* provides an understanding not only of specific artists and art objects, but also of the cultural factors that have shaped American art over three centuries of national experience.

### *Winterthur Portfolio*

Katherine C. Grier, *Editor*

*Winterthur Portfolio* publishes articles on the arts in America and the historical context in which they were developed.

The University of Chicago Press • [www.journals.uchicago.edu](http://www.journals.uchicago.edu)



# A History of Our Own: Celebrating the OAH Centennial

**Juli A. Jones**

The OAH Centennial Committee invites you to attend our special series of sessions celebrating the one-hundredth anniversary of the MVHA and OAH. Please take this occasion to recognize our contributions, struggles, goals, and ongoing discussions about history and historians. Whether you are a longtime OAH member or a scholar beginning your career, the centennial offers all a unique opportunity to make meaning of our profession and our place in it. We hope that you will join in our conversations and add to the perspectives of past presidents, leading scholars, teachers, and public historians.

In creating these sessions, the committee has sought to acknowledge the contributions of historians to our discipline and profession, to recognize changes and challenges in the fields of history, teaching, and the profession, and to encourage historians to consider how our history can inform our future. We were particularly interested in examining diversity in fields, teaching, and our profession. In three sessions leading scholars will explore changes in American history fields: military, political, diplomatic, and economic history; social, intellectual, immigration and ethnicity, and African American history; and sexuality, women's, Native American, and environmental history. Other sessions will examine our support of teaching and public education. The Teaching of History panel will discuss our long history in promoting teaching at all levels, K-12 through university, while the Public History session will focus on our support for public history in the National Park Service, historical societies, the National Archives, and other parts of the federal government.

Our institutional history will be addressed in exhibits and three sessions that include four *JAH* editors, seventeen OAH presidents, and three executive secretaries. A look at changes in the *JAH* will be offered by three past editors and the current editor, and the institutional and political history of the MVHA/OAH will be explored by three former presidents and two former executive secretaries. Finally, a special plenary session on Saturday evening will feature eight former presidents who will reflect on their presidencies and their involvement in OAH. Other centennial-related activities include a session sponsored by the OAH Community College Committee in honor of Nadine Ishitani Hata: The OAH & Community Colleges: History and Opportunity. And don't miss the Friday evening Centennial Celebration reception at the Minnesota History Center. We hope to see you there!

## Thursday Sessions

### • The MVHA, the OAH, and Public History

Spencer Crew, Heather Huyck, David McMillen, Donald A. Ritchie, Otis L. Graham, Jr., and Marla R. Miller.

### • The MVHA-OAH and the Fields of History, Part I

William E. Leuchtenburg; James T. Patterson, *Political History*; Robert H. Ferrell, *Diplomatic History*; Gavin Wright, *Economic History*; Edward M. Coffman, *Military History*; and Joan Hoff.

## Friday Sessions

### • The MVHA-OAH and the Fields of History, Part II

Juli A. Jones; Stephanie Shaw, *Social History*; David A. Hol-



Five OAH presidents who have served or will serve as presidents of the Southern Historical Association met at the OAH reception at last November's SHA annual meeting in Birmingham, Alabama. From left to right: Pete Daniel, Jacquelyn Dowd Hall, Darlene Clark Hine, Leon F. Litwack, and Anne Firor Scott (seated). (Photo by David Dennard.)

linger, *Intellectual History*; John Bodnar, *History of Immigration and Ethnicity*; Arvarh Strickland, *African American History*; and Ira Berlin.

### • Editing the *Journal of American History*

Edward T. Linenthal, Lewis C. Perry, David Thelen, and Joanne Meyerowitz.

### • The MVHA-OAH and the Fields of History, Part III

Suzanne Lebsock; Alice Kessler-Harris, *Women's History*; Frederick E. Hoxie, *Native American History*; Karl Brooks, *Environmental History*; Kathy Peiss, *History of Sexuality*; and Thomas Bender.

### • A Centennial Session in Honor of Nadine Ishitani Hata: The OAH & Community Colleges: History and Opportunity (sponsored by the OAH Committee on Community Colleges)

Doris Dwyer, David Trask, Gloria Miranda, and Juli A. Jones.

### • Friday Evening Centennial Celebration Reception at the Minnesota History Center

## Saturday Sessions

### • The MVHA, the OAH, and the Teaching of History in the Schools and Colleges

Gary B. Nash; Ron Briley, *MVHA and History Teaching*; Marjorie Bingham and Howard Shorr, *Focus on Teaching Day*; Charles Zappia, *History in the Community Colleges*; Timothy Thurber, *The Recent Years*; and Leon Litwack.

### • The Institutional and Political History of the MVHA-OAH

Stanley N. Katz; Michael Kammen, *MVHA, 1907-1952*; Richard S. Kirkendall, *From MVHA to OAH, 1951-1981*; Arnita Jones, *Recent Years*; and William Chafe.

### • Presidential Memories

Mary Frances Berry; David Montgomery; Carl Degler; Vicki Ruiz; Eric Foner; Anne Firor Scott; John Hope Franklin; Richard White; and Richard Leopold, represented by his biographer, Steven J. Harper. □

## Springtime in Minneapolis

**Dana Carmichael**

When coming to Minnesota always check the weather forecast. Minnesota's weather is a bit like a fickle friend, with highs and lows in deep opposition to each other. When the OAH conference begins, the high temperature might be a balmy 47 degrees, which is just about the same as it was on March 29 a hundred years ago. [Or it could be 89 degrees as it was on the first day of the annual meeting when OAH last met in Minneapolis, April 18-21, 1985. —Eds.] In that case, you might see Minneapolitans in shorts at sidewalk cafes. Alternatively, it might be bitter, as it was in 1969 when we had the lowest "high" ever recorded for that date: -1 degree. In 1958 it snowed 14.7 inches on the last day in March, totaling over 40 inches that month.

Here's the good news: you don't really need to go outside at all. There is always a choice. Our forward thinking architects took weather in hand and made skyways (enclosed second-story walkways) through nearly all of downtown. For those more adventuresome types in the crowd who would like to brave the climate, we natives recommend layers of clothing. This allows one to

### Average Twin Cities Temperature, March 29-April 1

- high: 47°
- low: 29°

(Source: Midwest Climate Center, Champaign, Illinois. Temperature and precipitation data are for 1891-2002.)

be drawn into the midafternoon sunshine for a walk in the park, while still benefiting from the modern comforts of indoor heating and plumbing. We highly recommend waterproof shoes, a hat, gloves, a decent jacket, and a scarf for fresh air jaunts, just in case.

A local favorite website for weather forecasts is <<http://www.kare11.com/weather/>>. You can find up-to-date forecasts and also a historical look at Minnesota's fickle friend, the weather. □

Dana Carmichael is a social studies curriculum specialist and educational consultant based in St. Paul, MN.



# The Minnesota Chorale

Annette Atkins



Hubert Horatio Humphrey, Jr., mayor of Minneapolis (1945-1948), two-term Minnesota senator (1948-1964), and 38th Vice President of the United States, serving under President Lyndon Johnson.

Hubert Humphrey talking, talking, talking (a torrential talker, *Time* Magazine once called him) and Garrison Keillor talking so mellifluously every Saturday night from Lake Wobegone (makes even those of us who never did listen to the old radio programs believe, somehow, that we did). Without ever actually saying anything, Betty Crocker has instructed generations of cooks how to make a perfect baking powder biscuit, yes the same kind that Keillor's

Powdermilk Biscuit Band calls "tasty and expeditious."

Sinclair Lewis's words earned him the Nobel Prize in literature in 1926, but Ole Rolvaag's account of Scandinavian pioneer farmers, *Giants in the Earth* (1927) didn't. Prince maybe can't decide what he wants to be called, but like Bob Dylan and Judy Garland—other Minnesotans who dropped their Minnesota identities—makes fine music.

Minnesota Woman's skeleton speaks of life 10,000 years or more ago; her conch shell necklace of continental

trade networks. Little Crow didn't want to speak at all, but the war cries of the 1862 Dakota War and the grief and anger of the dispossessed Dakota echo still.

Director Tyrone Guthrie arrived in Minnesota in 1963 to give voice to Hamlet and Willy Lohman in the middle of farm fields, and the Coen Brothers in 1996 put the bite in cold farm fields, appointed a pregnant woman sheriff, and called it *Fargo* (didn't they know that Fargo is in North Dakota?) Besides, we don't really sound like that, do we? Artist Hazel Belvo doesn't need words. Her painting of Lake Superior's sacred Witch Tree speaks of nature's wonders, the same ones that naturalist Sigurd Olson's books whisper about.

Nineteenth-century Populist Ignatius Donnelly had a tongue of silver, dreams of gold, and a vision of Atlantis. A different kind of populist, a century later, Tammy Faye Baker, with her husband Jim, preached her way onto Christian television, and Mr. Sears, carnival barker of another sort, talked people into buying everything from shoes to houses through the mail. Robert Bly's Iron John and his band of men drum their inner selves into sound, and Congresswoman Coya Gjesdal Knutson (and don't call us the Democratic Party, we're the Democratic-Farmer-Labor Party) was singing her way to another election (she really did campaign by singing) when in 1958 her political opponents goaded her husband to whine "Coya, Come Home." Meanwhile, the Republican Boy Governor Harold

Stassen trumpeted his talents and ran for president, then again, and then some more times, and Eugenie Anderson talked her way into Danish affections as the first woman ambassador from the United States

NeeGawNwayWeeDun (Clyde Bellecourt) and other Native Americans of many bands, drummed and sang their anger and their community into the American Indian Movement in the 1970s. The Frs. Phillip and Daniel Berrigan from Duluth, too, spoke justice to power. Minnesota Attorney General Walter Mondale spoke up for indigent defendants in *Gideon v. Wainwright* (1963), and Supreme Court Justice Harry Blackmun in 1973 wrote the majority decision in *Roe v. Wade* (though his grade school classmate and eventual nemesis, Chief Justice Warren Berger concurred). We cheered Alan Page as Minnesota Viking who now referees cases as an Associate Justice of the state Supreme Court.

If you stand in just the right spot on the Mississippi or the Minnesota Rivers, on the Lake of the Isles, on the continental divide outside Ely up north, in the middle of a field of sunflowers or Norway pines or lilac bushes, at Fort Snelling or the Hockey Hall of Fame, you'll hear this chorus's song. Not in harmony, not even in the same time signature, but recognizably the chorus of this place. □

Annette Atkins is professor of history at Saint John's University, Collegeville, MN.

THE UNIVERSITY OF VIRGINIA  
salutes its

BANCROFT PRIZE WINNERS



2005

Michael J. Klarman

*From Jim Crow to Civil Rights: The Supreme Court and the Struggle for Racial Equality*

2004

Edward L. Ayers

*In the Presence of Mine Enemies: War in the Heart of America, 1859-1863*

1993

Melvyn P. Leffler

*A Preponderance of Power: National Security, the Truman Administration, and the Cold War*

1961

Merrill D. Peterson

*The Jefferson Image in the American Mind*



UNIVERSITY OF ILLINOIS PRESS

Come celebrate with

Authors

of

New and  
Award-winning Titles

from the

University of Illinois Press

at a reception

Friday, March 30, 3:00-4:00 p.m.

exhibit booths 246 & 248

www.press.uillinois.edu • 800-621-2736



# Walker Art Center Opens Retrospective

**Sarah Peters**

**K**nown as one of the most complex and prolific American artists of her generation, Kara Walker has gained national and international recognition for her room-size tableaux depicting historical narratives haunted by sexuality, violence, and subjugation. "Kara Walker: My Complement, My Enemy, My Oppressor, My Love," opening at the Walker Art Center on February 17, 2007 and showing through May 13, 2007, brings these themes together in the first full-scale American museum survey of Walker's work. Organized in close collaboration with the artist, the exhibition features works ranging from her signature black-paper silhouettes to film animations to more than one hundred works on paper.

Over the years Walker has used drawing, painting, colored-light projections, writing, shadow puppetry, and, most recently, film animation to narrate her tales of romance, sadism, oppression, and liberation. Set in the American South before the Civil War, Walker's compositions play off stereotypes to portray, often grotesquely, life on the plantation, where masters and mistresses, slave men, women, and chil-

dren enact a subverted version of the past in an attempt to reconfigure their status and representation. These scenarios thwart conventional readings of a cohesive national history and expose the collective, and ongoing, psychological injury caused by the tragic legacy of slavery.

Walker's visual epics systematically and critically walk a line—the "color line," to quote W.E.B. Du Bois—that moves us from the antebellum South to an analysis of the sustaining economic, social, and individual power structures still in place today. Deploying an acidic sense of humor, she examines the dialectic of pleasure and danger, guilt and fulfillment, desire and fear, race and class. She has said, "The black subject in the present tense is the container for specific pathologies from the past and it is continuously growing and feeding off those maladies." Organized deliberately as a narrative, this exhibition articulates the parallel shifts in Walker's visual language and subject matter: from a critical analysis of the history of slavery as a microcosm of American history through the structure of romantic literature and Hollywood film to a revised

history of western modernity and its relationship to the notion of "Primitivism."

A series of lectures, gallery dialogues, and interactive, art-making activities will accompany the exhibition to give visitors an opportunity to respond to the work. On Thursday, March 29, at 7:30 p.m. in the Walker Cinema, historian Kevin Gaines will present a lecture on U.S. history and its relationship to stereotypes and blackness. Gaines is a professor of history and the director of the Center for Afroamerican and African Studies at the University of Michigan with research interests that include minstrelsy, postwar U.S. history, transnational black radicalism, and jazz. This event is free and open to the public. Free tickets are available at the Walker's Bazinet Garden Lobby desk starting at 6:00 p.m. that evening; a block of tickets has been reserved for OAH attendees. For more information call 612-375-7600 or visit <<http://walkerart.org>> and <<http://learn.walkerart.org/karawalker>>. □

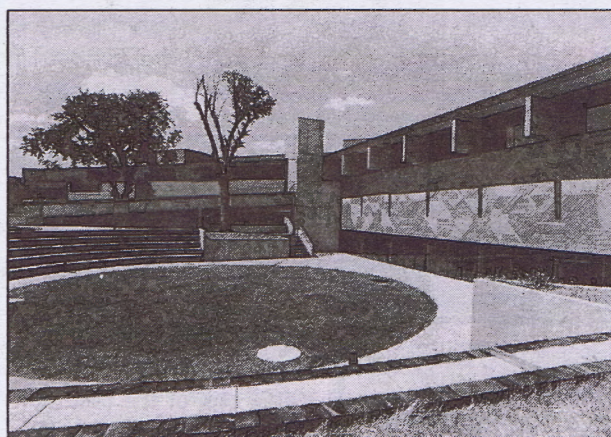
*Sarah Peters is the Assistant Director, Public Programs at the Walker Art Center, Minneapolis.*

## ▼ CHILD / From A7

the Society of American Indians (1911). Census figures may not be reliable for the Indian population in the early years, but some estimates suggest that in the 1920s, fewer than a thousand Indian people lived in the Twin Cities. All the same, George Peake, an Ojibwe, and Warren Cash, a Dakota, organized an "American Indian Day" in the Twin Cities, becoming a regional affiliate of the American Indian Association and Teepee Order. During World War II, thousands more American Indians came to the Twin Cities to find jobs, even though they faced discrimination and housing shortages in the urban area. Nonetheless, tribal people forged a new community in the cities. Ignatia Broker, an Ojibwe who came to the Twin Cities during World War II, described hardship but also fortitude, generosity, and a new kinship that crossed tribal lines, resulting in the distinctive urban Indian community that emerged in the Twin Cities:

Maybe it was a good thing, the migration of our people to the urban areas during the war years, because there, amongst the millions of people, we were brought to a brotherhood. We Indian people who worked in the war plants started a social group not only for the Ojibwe but for the Dakota, the Arikara, the Menominee, the Gros Ventres, the Cree, the Oneida, and all those from other tribes and other states who had made the trek to something new. And because we, all, were isolated in this dominant society, we became an island from which a revival of spirit began.

Pan-Indian organizations multiplied in the postwar and relocation years. The Ojibwe-Dakota Research Society formed out of concern for cultural preservation and tribal languages. In 1952, the Division of Indian Work began to advocate for the Indian population in Minneapolis. This social service organization still thrives a half-century later, now under the leadership of Noya Woodrich, an Athabascan social worker and Native Alaskan. Minneapolis was the center of national Indian activism in the late 1960s, when the American Indian Movement formed to combat police brutality and discrimination. In 1975, the Minneapolis American Indian Center opened on Franklin Avenue in the heart of the urban community. An extraordinary wood collage designed by one of Minnesota's premier artists, George Morrison of the Grand Portage Ojibwe Band,



The American Indian Center and Morrison's wood collage on the wall, 1009 Franklin Avenue East, Minneapolis. (Courtesy Minnesota Historical Society.)

adorns one exterior wall that faces Franklin Avenue, and the Indian Center remains a distinctive hub of urban Indian life and social services. Morrison's wood collages, modern totems, and landscapes of Lake Superior are also located in the collections of national and regional museums, including the Minneapolis Institute of Arts. *The Circle*, the main newspaper of the urban Indian community, also dates from the 1970s and is published and edited on Franklin Avenue by Lakota journalist Catherine Whipple. The civil rights movement and Indian activism also gave rise to the Department of American Indian Studies at the University of Minnesota, one of the first departments of its kind established at a university in the United States. In 1969, an ad hoc committee of faculty, students, and members of the Indian community presented a report to the university's central administration to establish the need for the department, a unique academic program that would also have ties to the state's eleven tribes. Since its inception in 1969, one of the department's strengths is its commitment to teaching and studying the Dakota and Ojibwe languages.

The urban community plays a dynamic role in Indian life in Minnesota, yet most tribal people remain fully engaged with family, politics, culture, and issues on reservations and communities outside of the city. In fact, the growth of Indian gaming with its employment oppor-

tunities on the reservation has led to a new migration of urban people back home. On the political front, concern for issues such as treaty rights or opposition to the University of Minnesota's controversial research on the wild rice genome, appear to transcend urban/reservation boundaries, as do cultural issues such as language preservation. For example, representatives from urban and reservation Dakota and Ojibwe communities recently testified before the Minnesota legislature on the importance of language preservation and revitalization. In 1999, most American Indians in Minnesota and many in Wisconsin were well aware of the stakes surrounding the case that ended at the U.S. Supreme Court in *Minnesota v. Mille Lacs Band of Chippewa Indians*. The court ruled with the Ojibwes rather than Minnesota, and upheld the Indian right to hunt, fish, and gather on lands that had been ceded in an 1837 treaty.

Indians within Minnesota have greater access to higher education than ever before, though drop-out rates and low test scores remain a problem in public urban schools and on reservations. A few tribal colleges have emerged in Ojibwe Country, including institutions at White Earth, Red Lake, Leech Lake, and Fond du Lac. Indian education has come full circle from the old days of assimilation and boarding schools. Indian magnet schools that attract Indian and non-Indian students, the tribal college at the Fond du Lac Ojibwe community with an enrollment that is 65 percent non-Indian, and a culturally diverse student population in American Indian Studies courses at the University of Minnesota all attest to the energy and importance of Indian culture and issues statewide.

It is difficult to imagine that Indians in Minnesota in 1858 were expecting a bright future. One hundred and fifty years later, thirty thousand Indian people from more than forty tribal nations live in the seven-county metropolitan region. Thirty-one thousand Indians reside within the eleven tribal nations, and still others live in the smaller towns and cities of greater Minnesota. Indians live on ancestral lands and in suburbs. Indian life in Minnesota is rich, diverse, and a testimony to 150 years of "survival." □

*Brenda J. Child (Red Lake Ojibwe) is a historian in the Department of American Studies and American Indian Studies at the University of Minnesota.*



# Theater in the Twin Cities

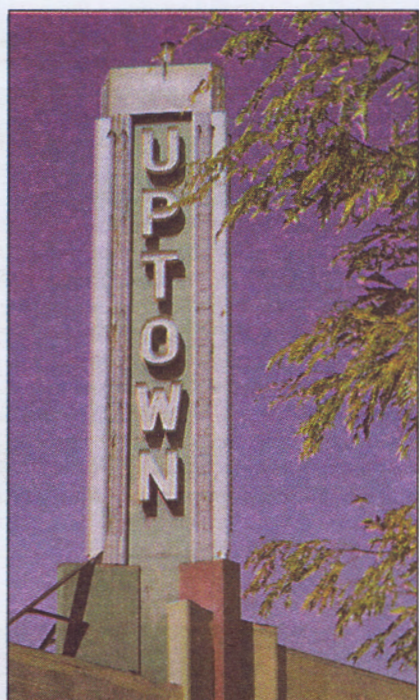
**Jennifer Goloboy**

It is said that the Twin Cities have more theater seats per capita than any other American metropolitan area besides New York. Long-lived and influential local theaters include the Brave New Workshop, the Guthrie Theater, and the Penumbra Theater. Founded in 1958 (a year earlier than Second City in Chicago), the Brave New Workshop has nurtured talents such as Al Franken and Mo Collins of *MADtv*. Pioneering the regional theater movement, Sir Tyrone Guthrie created the Guthrie Theater in 1963 because he was concerned about the commercialism of Broadway. The Penumbra Theater, which is celebrating its thirtieth anniversary this season, was a product of the Black Arts Movement. This theater is known for its early support of August Wilson's career.

Unfortunately, some of Minneapolis's best theaters (such as the Penumbra and the Jungle) will be closed during the OAH, and *A Prairie Home Companion* will be broadcasting from New York City. What follows is a short list of my recommendations of productions available during the OAH conference. I recommend visiting City Pages at <<http://www.citypages.com>> in order to get a full picture of what will be showing.

- **The Guthrie Theater.** This theater has recently moved from the beloved Ralph Rapson building next to the Walker Art Institute to a new site on the Mississippi River. Reviewers have remarked how well the Jean Nouvel building integrates with its setting, offering amazing views of the river. During the OAH, the Guthrie will be showing *The Merchant of Venice*. 818 South 2nd St., Minneapolis; 612-377-2224.

- **The Jeune Lune.** Inspired by mime and opera, this troupe writes new productions through improvisation. During the OAH, they will be showing *Don Juan Giovanni*. As their website describes the production, "Actors and singers join together in a cross-country road



(Photo courtesy Meetlineapple.com)

trip that brilliantly skewers notions of love, sex, and hypocrisy." 105 North 1st Street, Minneapolis; 612-333-6200.

- **Brave New Workshop.** After the scripted show on weekends, they offer one of the best bargains in town—a \$1.00 improv session. Late Night Improv starts on Friday at 10:00 p.m. and Saturday at midnight. 2605 Hennepin Avenue, Minneapolis; 612-332-6620.

- **Bryant-Lake Bowl.** A theater used by many small theater companies, such as the Hardcover Theater, which turns written fiction into plays. The only place I've ever been that combines a bar, a restaurant, a bowling alley, and a dinner theater. I can't imagine not having a good time here. 810 W. Lake St., Minneapolis; 612-825-3737. □

Jennifer Goloboy, an independent historian living in Minneapolis, is a member of the 2007 OAH Annual Meeting Local Resource Committee.

## ▼ TAH SYMPOSIUM / From A3

sessions scheduled for 2:00 p.m. OAH Executive Director Lee Formwalt will open the symposium. Peter Kupfer, H-Net executive director and associate professor at Michigan State University, and Kelly Woestman, H-TAH coeditor and professor of history at Pittsburg (KS) State University, will introduce and discuss the symposium's panels.

"Tenure, Promotion, and Departmental Mission Statements: What Impact are TAH Grants Having on the Profession at the 'Local Level'?" will be the subject of the second session that begins at 2:30 p.m. Scheduled panelists include Kriste Lindemeyer, Timothy D. Hall, Laura Westhoff, and Ed Crowther. They will examine how the involvement of individual faculty members in TAH grants affects their goals of tenure and promotion.

After a short break, the third panel will focus on "Enhancing Collaboration: Historians, Teachers, and Education Experts Learning From One Another." H-TAH coeditor Thomas Thurston will chair this session. Tim Hoogland of the Minnesota State Historical Society will begin the discussion and Dennis Lubeck of the Cooperating School Districts (St. Louis, MO) will describe his work with several TAH grants. Robert D. Vicario of the University of California, Irvine, and the Santa Ana School District will describe his view of collaboration in TAH grants. The panel will explore the impact of the grants on historical thinking and other pedagogical skills of all TAH cohorts.

Small group interaction will be the focus of the optional Wednesday night activity at restaurants near the hotel. We will continue the theme of small group interaction Thursday morning over breakfast. Note: H-TAH is open to anyone interested in Teaching American History grants and is not restricted to project directors.

During the fifth session beginning at 9:20 a.m. Thursday, we will continue the evaluation discussion we started last year with "What is Research and Evaluation Telling Us About the Impact of TAH Grants?" Alex Stein will discuss his views and be joined by Elizabeth Ashburn and Carol Lasser. Randal Ernst will round out this session as panel members discuss the larger impact TAH grants are having on the profession and the teaching of history. Rachel Ragland will chair this session.

Kupfer will chair the wrap-up session with the H-TAH coeditors and will summarize and analyze some of the larger issues brought forward during the symposium. They will also discuss possible panel topics for the 3rd Annual TAH Symposium to be held in New York City in 2008. Weinburg's keynote address will begin at 11:45 a.m. on Thursday and will conclude the 2007 TAH Symposium.

Registration for the TAH Symposium is separate from the OAH Annual Meeting and combined registered is offered at a reduced rate. We invite anyone interested in the future of TAH grants and their impact on our profession to join us. For more information on registration, please visit: <<http://www.oah.org/2007/>>. □

Kelly A. Woestman is professor of history and history education director at Pittsburg State University in Pittsburg, Kansas, and a coeditor of H-TAH and H-Teach

*In December 1606, 108 men and boys set sail from England, destined for the horizon...*

*On May 14, 1607, the Susan Constant, Godspeed, and Discovery landed in the New World. Experience the legacy of that voyage April 12 -14, 2007! Attend the 2007 National Council for History Education Conference in Williamsburg, VA.*

*Delve into the conference theme- Expanding Horizons: Individuals and Their Encounters with the New- with keynote presenters, field trips, costumed interpreters from Colonial Williamsburg, enriching exhibits, door prizes and more!*

*We invite you to discover the history that lies just beyond the horizon. Do not delay- register for NCHE 2007 today!*

**For more information, call the NCHE Office at 440-835-1776 to expand your historical and educational horizons.**



**Visit Us Online at [www.nche.net](http://www.nche.net)**