



# Newsletter

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## Lewis and Clark Bicentennial

### The Expedition for Northwestern Discovery through a Wider Lens

David L. Nicandri

Plans for the Lewis and Clark Bicentennial in the state of Washington have followed several paths. Some of these activities are similar to those taking place in other trail states. Other activities, however, are unique. The Washington State Historical Society, in partnership with the Washington state Department of Transportation, State Parks, and Tourism Office settled on a two-part strategy.

First, we determined that our interagency team effort along the trail would take the form of a scenic byway corridor which was made possible by the relatively large sums of money available through the series of congressionally authorized transportation enhancement acts. In practical terms, the plan will include upgrades at several state park interpretive centers, the largest set of roadside markers put in place since the WPA, and several pedestrian trail improvements. The largest projects are the landscape interpretations planned by the famed architect and artist Maya Lin at the several river confluences in the Columbia Basin, and the expansion of Fort Clatsop National Memorial near Astoria, Oregon, to include three sites on the Washington side of the river.



Architect and artist Maya Lin, shown here with Antone Minthorn, President of the Board of Trustees of the Confederated Tribes of the Umatilla Indian Reservation and Jim Beard, Director of Planning for the tribe, has agreed to do four sculptures for the Lewis and Clark Bicentennial. With close involvement of and insight from the tribes, Lin's sculptures will be installed at the four major confluences that provided Lewis and Clark their passage to the "End of Voyage." (Washington State Historical Society photo.)

The second part of our plan included the development of a "brand identity" that would differentiate the state of Washington from the rest of the busy Lewis and Clark marketplace. Various trail states have claimed legitimacy over the expedition. In North Dakota planners were fond of saying "Lewis and Clark spent more time in our state than any other." In Montana, the claim was "there are more miles to the Lewis and Clark trail here than any place else." In Washington, we decided to rely on the fact that despite a century's worth of tourism promotion in Oregon—

starting with the centennial exposition of Lewis and Clark in Portland—the so-called end of the trail was not at Fort Clatsop, but rather the north bank of the Columbia River in what is now Pacific County, Washington. Thus, the tag line "End of Our Voyage," which was taken from a quote by Sergeant Patrick Gass, has been applied to several products and promotions.

We also created several museum exhibits. Although the flagship of our organization, the Washington State History Museum, is located in Tacoma (about 130 miles from the closest juncture with the Columbia River), popular interest in Lewis and Clark dictated that the museum address the subject in some substantive fashion. As a result, we are doing five different exhibits, including "Beyond Lewis and Clark: the Army Explores the West."

This exhibit presents Lewis and Clark as part of a continuum of the United States Army in the West. In contrast, many popular, and for that matter most scholarly, accounts of Lewis and Clark operate within the comfortable confines of the 1803-1806 chronology associated with the Expedition for Northwestern Dis-

See BICENTENNIAL / 7 ▶

## From the OAH President

### "Don't Know Much About History"

Jacquelyn Dowd Hall

Come away from my year as president of the OAH more impressed than ever by the vitality of historical practice in all of its varied sites. The annual meeting in Boston promises a cornucopia of intellectual pleasures. Hundreds of OAH members are participating in collaborations funded by the Teaching American History grant program created by Senator Robert C. Byrd (D-West Virginia), and, in the process, building bridges between professional historians, historical agencies, and precollegiate history teachers. The OAH is becoming both a bigger tent and a more agile organization, as it seeks new ways to share the excitement of historical research with a younger generation and a broader public. Yet neither the dazzling research on display at our annual gathering nor these innovations make good news bites, nor do they seem to register with die-hards eager to stir the embers of the so called "culture wars."

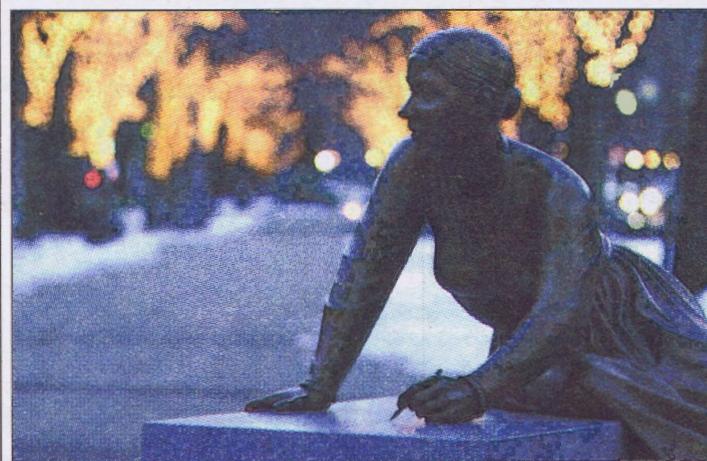


Hall

The culture wars burst into the news with the publication of Allan Bloom's *The Closing of the American Mind* (1987) and E.D. Hirsch's *Cultural Literacy* (1987). The brouhaha engulfed history when the National Endowment for the Humanities invited a broad group of precollegiate teachers and college and university historians, led by former OAH President Gary Nash, to devise guidelines for the study of history in the nation's schools. We knew we were in trouble when, on the floor of Congress, Senator Slade Gorton (R-Washington) summed up the attacks on this effort by posing a choice that he saw as a key to the survival of democracy as we know it: "George Washington or Bart Simpson," he asked—which represented a "more important part of our Nation's history for our children to study" (1).

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## 2004 OAH Boston



The Women's History Memorial on the Commonwealth Avenue Mall near Gloucester Street in Boston. Turn to page A1 for the 2004 OAH Convention Supplement. (Tim Correia photo.)

## Inside: 2004 OAH Convention Supplement

The OAH 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.

## Join the Organization of American Historians

### Individual Membership Options

Individual members in the following categories receive four issues each of the *Journal of American History* and the *OAH Newsletter* as well as a copy of the *Annual Meeting Program*. Member rates are based on annual income.

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### OAH Student Membership

- \$25 Students receive four issues of the *OAH Newsletter* and one copy of the *Annual Meeting Program*. In addition, students may choose to receive the *Journal* or the *Magazine*:
- Journal of American History*       *OAH Magazine of History*

### History Educator Membership

- \$40 Individuals in this category receive four issues of the *OAH Magazine of History* and the *OAH Newsletter* and one copy of the *Annual Meeting Program*.

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 \$15 per year for members       \$30 per year for institutions/libraries

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*(Board composition updated 1 May 2003)*

### OAH Mission Statement

The OAH 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.

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# Standards and Testing: Obstacles for Elementary History Education

JoAnn Fox

Students in public school today, like those of the past, come from many different economic and ethnic backgrounds. Some are eager to learn and to know; some are puzzled and reluctant. Their abilities vary greatly, and so do their expectations of what school can do for them. But elementary education is not what it used to be.

Unlike the 1970s and 1980s, our classrooms today have students with significant physical disabilities and diagnosed learning problems. Current orthodoxy says that placing all children in the same classroom makes the best learning environment for every child. But the facilities for these children are as different as the children themselves. Some are the finest money can buy, and some are seriously deficient, lacking air conditioning for summer classes, new technology, or even the power outlets needed for it. Many classes are confined to spaces designed for far fewer students with simpler needs.

Whatever their backgrounds or circumstances, we now impose on all children high-stakes tests on state academic standards, tests all students must pass to go on to the next grade. Teachers are told to believe that these children can learn the "standards"—but to what degree? No allowance is made for unequal home environments, different previous educational experiences, or widely varied readiness to learn. Can all children really master the same subject matter and carry away with them the same skills? State testing on academic standards, our state legislators tell us, will make it happen. Holding teachers and students accountable will guarantee it, they say.

For Indiana's fourth grade, however, there are 49 social studies standards, 58 language arts standards, 58 math standards, and 52 science standards—217 standards for the four academic subjects alone. All this in a school year of 180 days, with an average of six teaching hours each day. Even if teachers did nothing else, this means barely four hours of instruction per academic standard. Can twenty-five ten-year-old students with varying abilities be taught to "Identify important events and movements that changed life in Indiana in the twentieth century" (Standard 4.1.11) in four hours? And these standards are far from the only things teachers are required to present over the school year.

Given the consequences of test scores for children and schools, test-taking skills have become a demanding part of the curriculum. Teachers are expected to provide intensive and continuous instruction on such skills. And in addition to the mandated, highly publicized state standards, other things must be taught in our schools. AIDS education, drugs and tobacco education, and character education are among the federal programs we teach. State programs include health and hygiene as well as safety. And everyone thinks computer instruction, begun in the 1990s, is essential. Keyboarding skills begin as early as first grade. How much of the four hours for each tested academic standard is taken up by these areas of learning? Though today's budget cuts in most states may lessen time for teaching art, music, and physical education, these stalwarts of elementary school can, and should be given at least three hours each week.

A few states test all four academic subjects, but many now test elementary students only in language and math. Given the costs of standardized tests and heavy pressures

on states from the No Child Left Behind Act, more states will probably limit tests to those two subjects. Indiana's exams for science and social studies are written and ready to administer each fall but the funding to do so has not been available. They are scheduled on paper, but no one knows when they will begin. Test scores are a critical new factor in the Indiana school system. If schools are not "passed," they are relegated to probation until their scores rise from year to year, no matter what their original level or what changes occur in their student population. The results are organized by grade, school, and district and published in the media by grade, school, and district.

The result of this pressure on both the individual classroom teacher and the school is easy to predict. We teachers want answers to questions: Can this test truly reveal student mastery of the 217 fourth grade standards? Can it truly show which teachers are doing the best job conveying the 217 standards—and all the other mandated programs? Can test results honestly tell parents whether their school and its teachers are actually educating their children in all the areas of learning our society demands? Can test scores be expected to tell teachers what is working for each student in their classrooms?

What is happening to the atmosphere of the individual classroom? What is the individual teacher doing? Teachers with experience integrate the standards into their already developed curriculum. They carefully examine test questions and results and spend more time preparing their students for tests. They make tough decisions on how to use their limited instructional time, knowing that parents are more concerned with test scores than with the stan-

dards taught. For their principals, too, test scores seem to be the number one priority. Much time and many meetings are spent on areas where students scored poorly. What kinds of questions were missed? Who missed them? Why would they miss them?

Teachers are expected to teach all standards in every subject while administrators assure them that this can be accomplished. To see it done, many principals require teachers to list the standards in lesson plan books, in quarterly and semester reports, and in parent newsletters. Teachers must constantly search for time. Some alternate science and social studies by weeks or days. Some divide up the standards among weeks or quarters and go for "coverage." Those weak in content knowledge teach only those subjects they know something about, or have materials about at hand. Publishers assure teachers that their textbooks cover all standards. If they teach every chapter, they will have taught every standard. One teacher using this method spent thirty minutes per chapter each day during the closing week, trying to make sure her students had at least read and heard something of each standard.

Textbooks present even further obstacles for social studies teachers. Publishers design books to be "simple" by emphasizing the visual experience over the textual. Students, as a result, develop very limited reading skills to get to the list of dates, people, and events that they need to know. Any important word is already highlighted. Main ideas are set in bold. Paragraphs start with a question quickly answered in the next two sentences. There are few details to explain main ideas, so a few min-

utes of rapid reading gets students quickly through a chapter. If asked to take notes, the students only have to copy down the bold face headings and the highlighted words under them. What is missing with this kind of instruction, however, is that students lack the oftentimes needed contextual knowledge that enables them to retain the information for longer periods of time.

What effect does all this have on history and social studies? Are students learning more because we have standards? Not when teachers have less time to think about and prepare effective social studies lessons. Due to the sheer number of topics, some important ones are never taught, or given so little time that students cannot retain them. Students get movie or video-clip versions of historic events. Knowledge is disjointed. Students and teachers lack the time to discuss ideas and work at projects, and administrators offer little help or incentive to improve teaching and learning social studies when the test is only on language arts and math.

Standards and testing are said to be the answer to all school problems, the new and certain way to improve public education. But simply mandating results will not produce results. Demanding only that teachers and students work harder at overloaded standards and test preparation will not bring the positive outcomes our legislators expect to see soon. Positive change will appear when we move to a higher phase of school reform, beyond the narrow focus on standards and testing, and give serious attention to how instruction is delivered and the conditions under which each child can learn best. □

*JoAnn Fox has been teaching for over twenty-five years, most of them in fourth grade at Cumberland Road Elementary School. Fox also teaches a social studies methods class at Ball State University and is active in Indiana's National History Day program and sponsors a History Club for fourth graders at the Indiana Historical Society in Indianapolis.*

## OAH-AP Joint Advisory Board Announces New Essay Series

The OAH-AP Joint Advisory Board announces the first in a new series of essays designed to offer practical assistance to American history educators in the design and substance of the United States history survey. This essay series, a feature of both the *OAH Magazine of History* and the AP web site, AP Central, offers historiographical overviews and teaching suggestions to both secondary and college-level instructors in the design and substance of the U.S. history survey. Essays approach a specific chronological period and/or theme in American history by emphasizing both the importance and distinctiveness of the American national experience in the context of world history. In the first essay, "The Declaration of Independence in a World Context," David Armitage looks at the ways in which the Declaration of Independence launched the United States of America on the world stage as a new political entity; was a part of transnational and national concerns; and why and how subsequent revolutionaries throughout the world used the American Declaration of Independence in their own struggles. This essay will appear in the April 2004 issue of the *OAH Magazine of History*. □

# OAH Announces New Leadership Council

Composed of a select and distinguished group of historians and business/professional leaders, the OAH Leadership Council provides support and direction in securing significant philanthropic revenues to advance the organization's mission. Council members assist the Executive Board in the development of specific OAH initiatives and provide critical insight and experience for outreach efforts.



## Ira Berlin

Leadership Council Interim Chairman. Berlin is past president of the Organization of American Historians. He is currently a distinguished professor at the University of Maryland.

## Bernadette Cognac

Senior Vice President of Taylor Nelson Sofres Media Intelligence's Agency Group. Cognac received a Master's degree in history from New York University.



## Jay Goodgold

Goodgold received his MBA from New York University and studied history as an undergraduate at The Johns Hopkins University. He recently retired from his position as managing director in the Goldman Sachs & Co. equity division in Chicago.



## Jacquelyn D. Hall

Hall is OAH President and founder and director of the Southern Oral History Program and Julia Cherry Spruill Professor of History at the University of North Carolina, Chapel Hill. She is currently in residence at the Radcliffe Institute of Advanced Study.



## James O. Horton

OAH President-Elect Horton is the Benjamin Banneker Professor of American Studies and History at The George Washington University and directs the African American

Communities Project of the National Museum of American History at the Smithsonian. Last fall he was a Fulbright Professor in Amsterdam.

## Walter S. Rosenberry III

A Harvard University graduate, Rosenberry spent thirty years as a high school history teacher in Hawai'i and then Denver. He retired, in 1987 to become a full-time philanthropist. Rosenberry sits on the board of Colorado Public Radio and has been an OAH member since 1960.



## Michael J. Spector

Senior partner at Quarles & Brady in Milwaukee, retired. He is a graduate of Harvard Law School and studied under Merle Curti at the University of Wisconsin.



## Barbara Winslow

Winslow is an assistant professor at Brooklyn College's School of Education and Women's Studies Program. Winslow also serves on the boards of directors of the North Star Fund, the Brooklyn Center for the Urban Environment, the American Social History Project, and Antioch University, her alma mater.



## Stephanie G. Wolf

Senior fellow at the McNeil Center for Early American Studies in Philadelphia, Wolf received her Ph.D. from Bryn Mawr. Wolf has been an independent consultant to museums, historic houses, and humanities programs.



## Paul Martin Wolff

Partner at Williams & Connolly and Harvard Law School graduate. He is a member of the Wilson Council of the Woodrow Wilson International Center for Scholars. With Spector and Berlin, he studied under Merle Curti at the University of Wisconsin.

## Will Your Retirement Fund Become History?

When you are gone, do you want the bulk of your retirement fund to go to the government?

Any balance left in a pension plan after an individual's death is considered "income in respect of a decedent," meaning that it is income that has not yet been taxed while the person was alive, so it will be taxed now. In fact, it will be taxed twice: first, under estate tax rates and, second, under income tax rates.

For example: A person dies leaving a balance of \$250,000 in a pension fund to heirs. There could be federal estate tax due up to \$112,500 (if the estate was in the 45 percent bracket) leaving \$137,500 subject to an income tax of up to 35 percent (or \$48,125), **leaving only \$89,375 of the original \$250,000.** This doesn't include state and local taxes.\*

But if you designated the balance of the fund to a charitable organization, 100 percent of the remainder would be contributed to the charity. No income tax, no estate tax, just your gift going to a cause you hold dear.

\*Courtesy of The Fund Raising School

## OAH Bequest Society

We would like to recognize and thank the founding members of the OAH Bequest Society. These generous individuals have made provisions in their estate plans for the organization. We are grateful for their support.

Anonymous  
Lee W. Formwalt  
Lawrence J. Friedman  
Robert K. Murray  
Robert L. Tree  
Eugene Zandona

If you would like to join the bequest society, or would like more information, please contact Leslie Leasure at <development@oah.org>.

## Designating a Charitable Bequest

A charitable bequest is the most common form of providing a nonprofit organization with a major gift to perpetuate your life interest into the future. A bequest is a provision in a last will and testament where a gift or property is transferred from an estate to a charitable organization. A bequest can also be made by simply adding a codicil to an existing will.

### Examples of Bequests\*

*I hereby give, devise, and bequeath to the: Organization of American Historians:*

- a **specific bequest**:

*the sum of \$ \_\_\_\_\_ . Or: the property described as \_\_\_\_\_*

- a **residual bequest** (assets remaining after all other specific bequests have been satisfied):

*the rest, remainder, and residue of my estate. Or: \_\_\_\_\_% (or fractional interest) of the rest, remainder, and residue of my estate.*

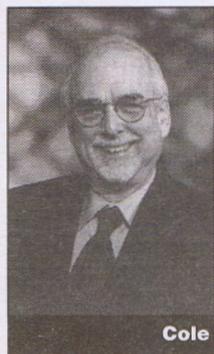
- a **contingent bequest** (to take effect only if those named as primary beneficiaries predecease you):

*If any or all of the above named beneficiaries do not survive me, then I hereby give the share that otherwise would be (his/hers/theirs) to the: Organization of American Historians.*

\*Courtesy of The Fund Raising School

# NEH Landmarks of American History Workshops for School Teachers

**Bruce Cole**



Cole

This summer, NEH will support seventeen intensive academies for school teachers at sites across America which witnessed key moments in our nation's history. Like all NEH-funded professional development programs, they will be rich in the study of primary texts and in scholarly discourse, but they will also add a distinctive and timely emphasis on the importance of American places. The 2,200 school teachers who will participate in these workshops will immerse themselves

in historical topics that range from the earliest colonial settlements to the Civil Rights Movement of our own time. They will return to their classrooms with a deeper understanding of American history and an intensive experience in how to incorporate historical places into their teaching.

Historical places educate and inspire. John Adams wept with emotion when he visited the Netherlands church whence the Pilgrims who settled Massachusetts Bay Colony had come. The historian who has brought Adams to life for our generation, the 2003 NEH Jefferson Lecturer, David McCullough, tells us how important it is to be on site—in his own words, "[To] look at Carpenters' Hall in Philadelphia. You go in there and you think: This is where the first Continental Congress met? One of the greatest beginnings

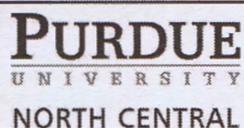
in all of history began in this little room?" Who can walk across the open field to Gettysburg's Cemetery Ridge or stand where Joshua Chamberlain started his desperately courageous bayonet charge to save Little Round Top without feeling the complexity—and the weight—of that battle and the destiny that depended on its outcome? Who can view the quiet simplicity of everything at Mt. Vernon from Martha Washington's jewelry to the sepulchers of our first First Family without a deepened understanding of the man who led America in war and peace to its birth as a nation?

Teachers participating in Landmarks workshops this summer will have such opportunities. Those who join the program offered by the Birmingham Civil Rights Museum, "Stony the Road We Trod," will read seminal texts and meet key leaders of the Civil Rights Movement like the Reverend Fred Shuttlesworth, while walking the steps of those who struggled for racial equality in America—visiting the Edmund Pettus Bridge, the 16th Street Baptist Church, Tuskegee University, and the Dexter Street Baptist Church. Participants in the North Carolina Museum of History program on black entrepreneurs and artisans will study the handiwork of antebellum black craftsmen, free and enslaved, like furniture maker Thomas Day and Elizabeth Keckley, who was Mary Todd Lincoln's seamstress. Other teachers may choose to focus on the Illinois and Michigan canal this summer in Chicago, visiting its monuments and studying how it united nineteenth-century America. The seventeen Landmarks Workshops encompass Pearl Harbor, Mt. Vernon, the Vancouver Historic Reserve, the U.S. Capitol, Ne-

braska's Fort Robinson, and many more.

I am particularly heartened by the way historians and historical organizations have responded to the call for this initiative, one of NEH's new We the People projects. Some of the nation's most eminent historians have stepped forward to lead or contribute to these programs. The topics show deep thinking, scholarship, and creativity. Highly traditional landmarks, like Andrew Jackson's Hermitage, serve as the focus of profound analysis of the economy and society of Jackson's age, the nature of Jacksonian democracy, as well as the slave system and Indian policy of the age. The entire historical district of Savannah will serve as the text for a program on its three centuries of urban planning from colonial settlement to the present, and a similar use of Charleston, SC, will explore the politics and culture of slavery and freedom in a place where they received much of their nineteenth-century definition.

Our history is not a story of perfection but a story of imperfect people working toward great ideals. The seventeen Landmarks workshops will give the school teachers on whom so much of our future depends the opportunity to study deeply with colleagues from around the nation the moments of both our successes and shortcomings. It is our hope that these teachers will return to their classrooms not only more knowledgeable of our nation's past but also inspired by their Landmarks experience and better prepared to inspire a new generation of Americans to play constructive roles as citizens of this nation. □



## ASSISTANT PROFESSOR OF HISTORY

Applications are now being accepted for a full-time, tenure-track faculty position in American history at the rank of assistant professor beginning August 2004. Candidates must have a Ph.D. in hand and teaching experience. Successful applicants must be able to teach U.S. history survey courses, modern western civilization survey courses and the modern component of our capstone Great Issues course for the Bachelor of Liberal Studies degree. Field of specialization is open but 18th or 19th century American intellectual history is preferred. With a teaching load of 12 credit hours per semester, teaching will be the primary responsibility. Modest research/scholarly activity is expected and supported, as is campus and community engagement. Salary is commensurate with experience. Review of applications will commence on January 15, 2004, and will continue until the position is filled. Submit a letter of application, vita, transcripts, and three letters of reference to:

Terry Blaschke  
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## OAH Regional conference 2004

ATLANTA, GEORGIA • JULY 8-11, 2004

### *Practicing American History in the South*

Hosted in conjunction with Georgia State University Department of History and the Georgia Association of Historians, this conference will be held on the campus of Georgia State University in Atlanta, July 8-11, 2004. Considerable attention in the programming will be devoted to professional development and the practice of history both in classrooms and in public settings in the South.

The Saturday night plenary will feature Congressman John Lewis (D-GA), former chairman of The Student Nonviolent Coordinating Committee (1963-1966).

Liberty Legacy Foundation Travel Grants will be available for precollegiate teachers attending this meeting. Applications and complete program information will be available March 1.

<[www.oah.org/meetings/2004regional](http://www.oah.org/meetings/2004regional)>



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# The Mary Baker Eddy Library Collections

James Albins

The Mary Baker Eddy Library for the Betterment of Humanity opened its doors a little over a year ago, and for the first time, researchers and the general public were introduced to the library's rich trove of primary source material.

The Christian Science religion, as discovered by Mary Baker Eddy, refers to the universal, practical system of spiritual, prayer-based healing, available and accessible to everyone. The Church of Christ, Scientist, consists of the First Church of Christ, Scientist, in Boston, Massachusetts, and about 2,000 branch churches of Christ, Scientist, worldwide in 80 countries.

Recently, the library invited three scholars—Ann Braude of Harvard Divinity School, David Hufford of Pennsylvania State College of Medicine, and Judith Wellman of the State University of New York at Oswego—to delve into its thousands of manuscripts, photographs, letters, and artifacts and assess the research potential of the collections in the areas of women's history, religious history, and spirituality and health. In October of 2003, they presented their initial findings.

According to Stephen Danzansky, the library's CEO, Braude, Hufford, and Wellman have confirmed that these thousands of letters, photographs, and documents hold "enormous research potential for fields as diverse as ethnic and social history, U.S. population and migration patterns, complementary and alternative medicine, the study of 'lived religion,' women's history, and even the history of the field of psychology."

In her comments, Ann Braude noted that the emergence of Christian Science as a religious movement coincides with the development of modern historical consciousness. As a result, the collection is characterized by precise language and attention to accurate documentation—and, thus, is an unusually thorough record of individual decisions and church activities both in Boston and throughout the nation.

Braude identified two major themes within the collections with substantial research potential—the study of pluralism and diversity and the study of "lived religion" and

religious practice—and suggested they offer research opportunities ranging from the study of the demographics of the membership to the faith's encounters with the issues of American religious diversity. As an example, she noted the 1893 encounter between Christian Science and a major event of the time—the World Parliament of Religions in Chicago—which provided "a front-row seat to inter-religious dialogue." The documents tell a complicated and fascinating story in which Eddy and her followers worked to realize the opportunity and avoid the pitfalls offered by the World Parliament of Religions for a wider understanding of their religion.

In the field of spirituality and health, David Hufford cited numerous research opportunities: the relationship between religion and science; the philosophy of mind; mental health and the development of psychotherapy; reform efforts in health care education and practice; the medicalization of birth; and complementary and alternative medicine.

The period covered by the collections, observed Hufford, is the crucial time in the transition to "medicalized" birth in the U.S. Because Eddy had a special and continuing interest in women's health—especially as it related to birth, obstetrics, and gynecology—the collections contain a substantial number of documents relating to birth practices in the late nineteenth century as well as Eddy's own research and observations on the physical and metaphysical issues associated with the birth process.

According to Hufford, the collections also contain "a wealth of commentary, clippings, reminiscences, and first person observations" on the interplay among various approaches to medical practice and the emergence of biomedicine. Documents exist on a variety of nineteenth-century healing traditions including homeopathy, mag-

netic healing, and dietetics, such as the Graham system.

The collections are especially rich in the area of gender studies. Eddy believed in the absolute equality of men and women, and her teachings directly attacked the idea of separate spheres. Nevertheless, Eddy's correspondence also documents how she and her followers encountered resistance to gender equality and how she often balanced her appointment of men and women to leadership positions based on a practical response to a given situation.

To encourage further study in the collections, the library has inaugurated a program of summer research fellowships. Available for one to twelve weeks during the summer of 2004, the fellowships are intended to support significant works of scholarship that draw on the library's strengths. The program gives special consideration to applicants who possess outstanding writing skills, evidence of previous publications, and a definite plan for publication. The fellowships are

open to doctoral and postdoctoral scholars, faculty members, and independent researchers. Detailed information on the library's holdings as well as fellowship application forms and instructions can be found on the library's web site (<<http://www.marybakereddylibrary.org/>>). Direct questions to <[fellowships@marybakereddylibrary.org](mailto:fellowships@marybakereddylibrary.org)> or call the Fellowship Program Coordinator at (617) 450-7138. The deadline for submission of fellowship applications is February 16, 2004, and announcements of awards will be made by April 15, 2004. □



The Mary Baker Eddy Library for the Betterment of Humanity. The library is a ten-minute walk from the OAH conference hotel in Boston this March.

James Albins is Manager of Program Development at the Mary Baker Eddy Library for the Betterment of Humanity.

## ▼ BICENTENNIAL / From 1

covery. Inspired by the work of William Goetzmann, the Washington State Historical Society is determined to tell the story of Lewis and Clark using a significantly wider lens. It was easily discernible several years ago that there would be great competition between institutions and repositories for the use of materials related to Lewis and Clark. In other words, there proved to be more ideas for exhibits about Lewis and Clark than material culture to sustain them. Accordingly, we established a partnership with the Virginia and Kansas state historical societies and the Frontier Army Museum in Leavenworth, Kansas, to conceive, design, and tour the exhibit. The latter, being affiliated with the Center for Military History in Washington, D.C., allowed us to use materials associated with later army expeditions that were modeled after Lewis and Clark.

Our project was greatly aided when we enlisted the help of James Ronda, one of the premier Lewis and Clark scholars of our day, and past president of the Western History Association. (Professor Ronda also wrote the companion book to the exhibit, with the same title, distributed by University of Washington Press.) Ronda and other scholars noted during a panel discussion in Charlottes-

ville, Virginia, on the occasion of the kick-off event of the bicentennial, that the towering figures of Lewis and Clark overshadowed many other important figures, such as William H. Emory and John C. Frémont.

"Beyond Lewis and Clark" also attempts to place the early exploratory ventures of George Armstrong Custer within the paradigm established by Lewis and Clark's initial foray. Indeed, when I am asked by people what they will learn from this exhibit I say: "that there is a little bit of Custer in Lewis and Clark; and little bit of Lewis and Clark in Custer."

"Beyond Lewis and Clark: the Army Explores the West" opened at the Virginia Historical Society on July 4, 2003, and will be on view at the Washington State History Museum February 15 through October 31, 2004. The exhibit will visit the Kansas and Missouri Historical Societies before being permanently placed at the Frontier Army Museum. A scholarly symposium in conjunction with the exhibit will be held at the Washington State History Museum, September 26-27, 2004. Participating will be Ronda, John Logan Allen, Tom Chaffin, Brian Dippie, and Ron Tyler. For more information about WSHS visit <<http://washingtonhistory.org/>>. □

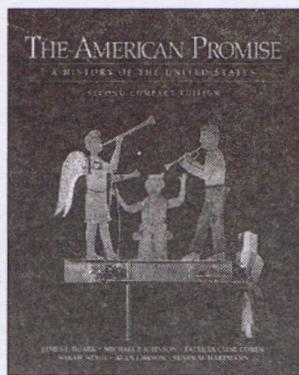
David L. Nicandri is director of the Washington State Historical Society.

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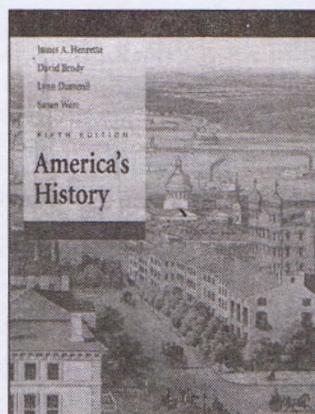
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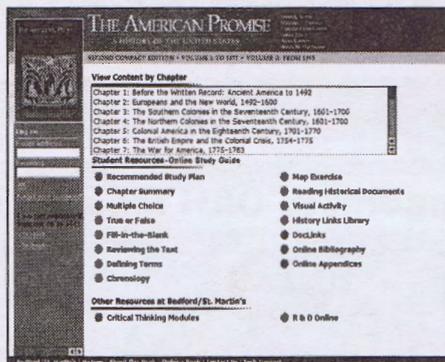
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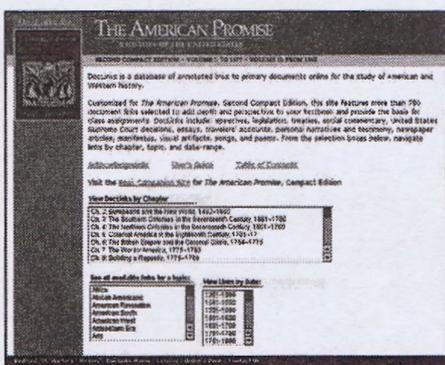
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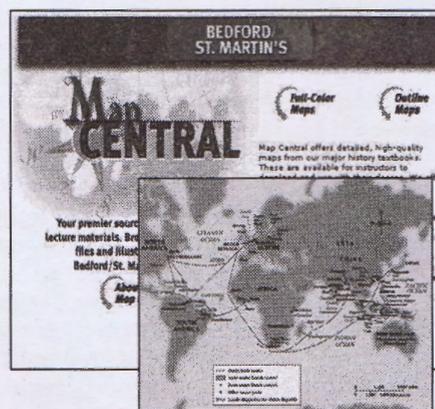
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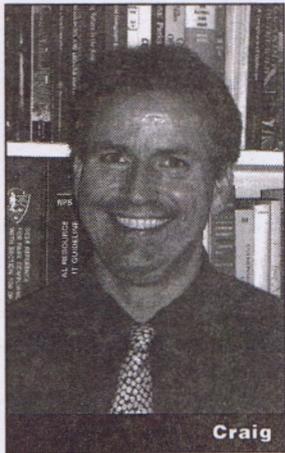
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## Bruce Craig Director of the National Coalition for History



### First Session of the 108th Congress

The first session of the 108th Congress is now history. Apart from the appropriation bills that fund several history/archive programs to record high levels, the session was rather lackluster in the realm of authorizing legislation.

Several bills were introduced this year that reflect a growing concern among members about the state of history education in

the United States—Senator Lamar Alexander's (R-TN) "American History and Civics Education Act of 2003 (S. 504) and Senator Judd Gregg' (R-NH) "Higher Education for Freedom Act" (S. 1515) are but two examples. Given the current partisan tensions existing within the Senate and House, however, final action on these bills have yet to materialize. Other heritage-related bills were merely relegated to the proverbial "dustbin" of committees [e.g., Senator DeWine's Presidential Sites grants program bill (S. 1748)]. The administration also advanced several bills designed to gut historic preservation laws—the effort to amend the 4-f historic preservation provision in the "Transportation Equity Act for the 21st Century" (S. 1072), for example. Nevertheless, nine history/archive-related bills of some importance become public law this session.

Of particular interest to the archival and museum community is the Museum and Library Services Act of 2003 (P.L. 108-81) and the Smithsonian Facilities Authorization Act (P.L. 108-72). The Museum and Library Services Act extends the authorization of appropriations for library and history museum grant programs and also provides greater access to library services through the development of electronic networks. The Smithsonian Facilities Authorization Act will provide for additional space and resources for nationally significant collections held in trust by the Smithsonian Institution.

The National Park Service also benefited from legislation enacted this session. The McLoughlin House National Historic Site Act (P.L. 108-63) authorizes the Secretary of the Interior to acquire the McLoughlin House National Historic Site in Oregon City and incorporate it into the National Park System. In addition, the Secretary of the Interior has been directed by Congress to conduct a special resource study to evaluate the resources and significance of Coltsville in Connecticut (homebase for the famed gun manufacturer) for potential inclusion in the National Park System (P.L. 108-94).

Memorial sites in Washington, D.C., were given special attention as well. Congress enacted legislation (P.L. 108-126) providing for the construction of a visitor's center for the Vietnam Veterans Memorial. That law also amended the Commemorative Works Act by establishing new guidelines for future memorials slotted for construction on the national mall in Washington, D.C. A new law (P.L. 108-59) also authorized the continued work of the Abraham Lincoln Bicentennial Commission in its plans for the rededication of the Lincoln Memorial.

Two pieces of legislation regarding African American history were enacted, including plans for the construction of a memorial to Dr. Martin Luther King Jr., in Washington, D.C. (P.L. 108-125). Perhaps the most significant history-related accomplishment of this Congress, however, is enactment of legislation (H.R. 3491) to establish the National Museum of African American History and Culture within the Smithsonian Institution. This legislation is the culmination of a fifteen-year effort by the principal sponsor of the bill—former civil rights leader, Rep. John Lewis (D-GA).

Since 1988 Lewis has introduced legislation creating

the museum, but his bills failed in the House or Senate. However, politics makes for strange bedfellows; because public opinion polls suggested low popularity of Republicans within the African American community, the Republican leadership was led to take action to boost support within this community. Under orders from their leaders and the White House, rank and file Republican members enthusiastically embraced various funding and legislative proposals designed to benefit the African American community, including Lewis's long-ignored bill. Republicans have reason to be proud of enacting this legislation that repeatedly failed for partisan reasons when the Democrats controlled Congress.

### Homeland Security History Office Authorized

On October 1, 2003, President George W. Bush signed legislation (P.L. 108-90)—Department of Homeland Security Appropriations Act, 2004 (H.R. 2555)—that includes language authorizing the establishment of an Office of History for the recently created department.

Language authorizing the office was incorporated in the Senate committee report (S. Rept. 108-86) largely due to the leadership of Senator Robert C. Byrd (D-WV), a longtime supporter of history in the federal government and the Ranking Member of both the Senate Appropriations Homeland Security Subcommittee and the full Appropriations Committee. While there was no similar language included in the House report, (H. Rept. 108-169) when House and Senate conferees met to reconcile differences in their respective measures, House managers concurred with the Senate language.

Language in the report recognizes the importance of history in Homeland Security Department decision making: "Knowledge of historical precedent, historical context, and institutional history is critical to effective decision making." To that end, once established, the Office of History is to "produce, oversee, and coordinate the production of a range of reference, policy, and historical background assessment papers ... provide expert historical knowledge essential for informed decision making to maintain the institutional history of the Department ... provide professional assistance to the historical and archival activities of the directorates and bureaus within the Department; and ... produce such documentary collections as may be deemed necessary."

The language authorizing the Office of History is the culmination of a fourteen-month bipartisan effort by various members of Congress and the National Coalition for History (NCH). The NCH has initiated contact with Homeland Security department officials to discuss implementation of the report language.

### Congress to Return to Finalize Budget

In December 2003, lawmakers departed Washington, D.C., for the holidays without having completed work on seven of the thirteen appropriation bills that would have kept the federal government fully operating in FY-2004. Though the House passed the catch-all omnibus bill (the Consolidated Appropriations Act of 2004—H.R. 2673) the last day that body was in session, the Senate declined to pass the measure. The government's fiscal year began October 1, but eleven of the fifteen cabinet departments that collectively comprise over one-sixth of the total federal budget are still unfunded.

When Congress finally does act on the pending funding measure in January when the second session of the 108th Congress begins, we expect good news for historians and archivists. Agreements have been officially reached (see H. Rept 108-401) setting the FY-2004 funding levels for the National Archives and Records Administration (NARA), including the National Historical Publications and Records Commission (NHPRC), and for the last remaining measure of central concern to our community: the "Teaching American History" initiative, Senator Robert C. Byrd's (D-WV) history-related funding

measure included in the massive Labor, Health and Human Services, and Education bill (H.R. 2660/S. 1356).

Conferees pegged the funding level for the Department of Education Teaching American History program at \$120 million. This is far more than the House had recommended (\$50 million) but less than the original request proposed in the Senate (\$140 million). NARA's general operating budget is set at \$256.7 million—\$1.5 million less than the president's request but \$8.4 million over the FY 2003 enacted level. For the first time in recent history, the NHPRC will get its full authorized funding of \$10 million. The Institute of Museum and Library Services (IMLS) is to be funded at \$262.596 million with \$31.590 million set aside for museum programs. Please bear in mind that all budget numbers are subject to a .59 percent rescission that will affect the final dollar figures slightly downward.

The Interior and Related Agencies appropriation measure (P.L. 108-83) that funds several programs of key interest to the history community (i.e. the National Endowment for the Humanities, National Park Service, Historic Preservation Fund, etc.) has already been enacted. Congress set aside \$10 million for the NEH We the People history initiative. The body also acted on the Homeland Security Department bill (P.L. 108-90) that provides for the creation of the departmental Office of History.

With work now nearly completed on the FY 2004 appropriation bills, once the Speaker's gavel sounds the opening of the second session of the 108th Congress, the House and Senate will begin to consider the FY 2005 budget as soon as the president submits his proposals that are expected in early February 2004. □

*Bruce Craig is executive director of the National Coalition for History <<http://www.h-net.msu.edu/~nch>>. Subscribe to Craig's weekly electronic newsletter—the NCH Washington Update—by sending an e-mail message to <[listserv@h-net.msu.edu](mailto:listserv@h-net.msu.edu)> according to the following model: SUBSCRIBE H-NCH firstname lastname, institution.*

## Upcoming in the March 2004 *Journal of American History*

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No such media attention has attended the release of recent reports on the state of history education by the Thomas B. Fordham Foundation and the Albert Shanker Institute. But I want to draw your attention to them nonetheless. *Effective State Standards for U.S. History: A 2003 Report Card and Education for Democracy* (2003) differ somewhat in tone and content. In each, critics mix valid concerns about the state of history education with recycled stereotypes that do little to advance our common project: to help teachers marry up-to-date, research-based content with sophisticated pedagogical practices that guide students toward thinking critically about the past and its legacy for the present.

In a few weeks, we will make available on the OAH web site a survey of history education (including history teacher certification requirements, history content standards for teachers and students, high school history graduation and exit exams requirements, and standards-based assessments in history) in each of the fifty states and the District of Columbia. We will also mount a summary of the Fordham and Shanker reports, along with a number of other perspectives on the issues at hand and links and citations for further reading. Prepared by Laura Micheletti Puaca, a graduate student at the University of North Carolina at Chapel Hill, this compendium is designed both to reprise an old controversy and to alert you to a new round of polemics that may roil the waters of history education in the months and years ahead.

As you will see, these reports make a number of points with which most historians would agree. The necessity of requiring formal training in history for history teachers and of strengthening American history as a separate subject within the core curriculum are two points of agreement that leap immediately to mind. The critical importance of historical consciousness for democratic citizenship is another. More generally, these reports signal a renewed attention to historical education that most practitioners would applaud.

It would be a mistake, in any case, to frame this discussion as us vs. them. In fact, professional historians often share a number of the critics' more problematic habits. Among these are the tendency to mock students for what they don't know, denigrate or ignore the work of education researchers, and—at least until recently—treat teachers on the front lines not as full-fledged partners but as part of the problem or as beneficiaries of our intellectual largess (2).

In a recent article in the *Phi Delta Kappan*, education researcher Richard J. Paxton skewers the "pop quizzes" that periodically inspire a round of hand-wringing about "historical illiteracy" among pundits, parents, professors, and politicians alike. College seniors in a 2000 survey, for instance, scored an average of 53 percent on multiple-choice questions. These "dismal" results set off a flutter of lamentations about "collective amnesia" and "civic ignorance." Doing what historians are supposed to do—bringing a historical perspective to bear—Paxton looks at such surveys over time. He finds that the United States has a long tradition of assessing students' knowledge of the past through "recall-on-demand" telephone surveys, the results of which have been remarkably consistent. From 1917 to the present, students have dredged up correct answers to approximately the same percentage of the questions put to them—and this was as true of the "Greatest Generation" that went on to win World War II as it is

of the much larger and more diverse student body of today. This consistency, Paxton argues, reveals more about the surveys than it does about what students know: "If standardized tests do a poor job of capturing the full spectrum of student ability and knowledge, then what can be said of surveys in which a telephone rings and an interviewer quickly begins asking unexpected questions?" (3)

Using such surveys as a starting point for debate diverts us from the real challenge at hand: how to use what students *do* know—the ideas and identities they glean from family stories, museums, historic sites, films, television and the like—to engage them in the life-changing process of learning to think historically (4). To meet that challenge we need to draw on the revolutions in historical knowledge that have taken place over the past forty years; on new developments in public history and history education research; and on the ideas and experience of precollegiate teachers.

For an excellent introduction to such fresh thinking, see *Knowing, Teaching, and Learning History*, an anthology inspired by the Teaching Division of the AHA and funded by the Spencer Foundation. One develop-

## **Professional historians must carve out for themselves an active and productive role in national, state, and local educational policy debates. In so doing, we are following in a well-established, if interrupted, tradition.**

ment stressed by this volume is the "cognitive revolution" that alerts us to how the frameworks students bring with them to the classroom influence, indeed often determine, what they take away. Another is a heightened interdisciplinary interest in history "as a distinct form of knowing and understanding." We can also benefit from new understandings of how collective memory "takes root in the concrete, in spaces, gestures, images, and objects," including but hardly limited to—and astonishingly understudied in—the classroom. Taken together and combined with a new spirit of boundary crossing, these developments can point us toward fresh collaborations, understandings and practices (5).

Yet all the fresh thinking in the world can take us only so far if "historical illiteracy" becomes a wedge issue used to promote policies that hamstring creative teachers and punish resource-poor schools. To prevent this result we must do what most professional historians are not very good at doing: translate complex issues into language that makes sense to politicians and the public. We must also work hand-in-hand with front-line teachers and teacher educators. Nowhere is this effort needed more than in the ongoing debates about educational standards and high-stakes testing.

As a voluntary and collaborative project between historians and teachers, the writing and revising of state history standards could contribute to an ongoing, dynamic process of revitalization. Yet the demand for standardization entails dangers as well as possibilities. The greatest of these is the potential link between standards and high-stakes testing. The No Child Left Behind Act of 2001, which couples high-stakes tests in math and reading with punitive sanctions, has not delivered on its promise of new funding for resource-starved schools. That act has, however, disproportionately punished schools with mi-

nority populations, undermined teachers' morale, reduced opportunities for students to engage in active learning, and encouraged school systems to distort their graduation rates and test results.

History is not one of the subjects included in these mandatory tests—and that exclusion puts history educators in a double bind. The pressure to "teach-to-the-test" in math and reading could further squeeze history out of the curriculum. Yet inclusion could have devastating consequences, especially in the face of assessment practices geared to rote memorization and not to the more complex problem of measuring the ability to assess evidence, weigh conflicting interpretations, discern causality, develop arguments, formulate comparisons, and trace change and continuity—all of which would seem to be critical to what the Shanker Institute calls "education for democracy" (6).

These are difficult issues. There are no simple answers, and there is plenty of room for serious research, hard thinking and frank conversation. But there is no question about one thing: professional historians must carve out for themselves an active and productive role in national, state and local educational policy debates. In so doing, we are following in a well-established, if often interrupted, tradition. Looking back on the controversies of recent decades, we may see not only sound and fury, but a critical turning point—a moment in which growing numbers of historians turned outward once more. Influencing the world beyond the academy is both a civic and a professional duty. In forging partnerships to vitalize precollegiate history education, we become better teachers ourselves. In promoting analytical, research-based history education, we help to produce engaged citizens while at the same time creating a civic culture that values the work we love. □

### Endnotes

1. Quoted in Peter N. Stearns, Peter Seixas, and Sam Wineburg, eds., *Knowing, Teaching, and Learning History: National and International Perspectives* (New York: New York University Press, 2000), 1.
2. Stearns, et al., 6.
3. Richard J. Paxton, "Don't Know Much About History—Never Did," *Phi Delta Kappan* (December 2003), 265, 270, 272. According to Paxton, the 2000 survey was conducted by the Center for Survey Research and Analysis at the University of Connecticut.
4. Roy Rosenzweig and David Thelen, *The Presence of the Past: Popular Uses of History in American Life* (New York: Columbia University Press, 1998).
5. Stearns, et al., 2-5; Pierre Nora, "Between Memory and History: *Les Lieux de Mémoire*," *Representations*, 26 (Spring 1989): 9. The term "cognitive revolution" was coined by Howard Gardner.
6. Stearns, et al., 472-73.

### Integrity Committee to Host Open Forum

On Saturday afternoon at the annual meeting in Boston, OAH's new Ad Hoc Committee on Intellectual Integrity will host a discussion of issues of intellectual integrity facing the historical profession. All are welcome to attend and bring their ideas and suggestions. The committee was created in 2003 to help the organization formulate guidelines for responding to issues of professional ethics involving honesty and integrity. Six committee members, led by the chair, Karen Halttunen, University of California, Davis, have been talking for the past few months about such matters as the peer review process and the roles and responsibilities of authors, publishers, editors, and professional organizations in fighting plagiarism and related misconduct. □

# A Milestone for NARA's Electronic Records Archives

John W. Carlin



Carlin

After years of research and planning among our staff and with our partners in and out of government, the National Archives and Records Administration (NARA) has reached a milestone in our effort to build a permanent archives for the federal government's electronic records. Late last year, we issued a formal Request for Proposals (RFP) to private companies for the design of the Electronic Records Archives (ERA). The bids were due on January 28, and we are now evaluating them.

The ERA, as I have mentioned before in this column, is a top priority for us. It will preserve and make accessible the records of our digital government to anyone, anywhere, anytime—well into the future. And it will do so long after the hardware and software used to create the records has been replaced.

Without an ERA, the electronic records of government—the history of our country and our citizens—could be lost forever. For these reasons, the creation of the ERA is a major goal in our Strategic Plan. The ERA is not only important for us, but for developers and users of information technology around the world. It is especially important for smaller archives, state governments, colleges and universities, libraries, and private companies that also must preserve electronic records far into the future. With this in mind, we will make the ERA technology scalable so that smaller versions or components of it can be used by institutions other than NARA.

The awarding of a design contract for our ERA will come after years of study and research among our own staff and

with our partners in government, higher education, and public and private research facilities across the country.

## How did we get here?

Five years have passed since we began talking about an ERA with experts at the Supercomputer Center at the University of California at San Diego. By August 2000, we realized that an ERA was possible. We needed to insure, however, that the products required to build the ERA would be available when we needed them. As a result, we enlisted several research and technology centers as partners, including the Georgia Institute of Technology, National Center for Supercomputer Applications at the University of Illinois, the Institute for Advanced Computer Studies at the University of Maryland, the Stanford Linear Accelerator Center at Stanford University, and the Information Technology Laboratory at the National Institute of Science and Technology.

The most important thing we learned from our research was that the ERA needed to be immune from obsolescence. The experts in San Diego showed us how a system can evolve over time and how pieces of the system—hardware and software—can be replaced without affecting the accessibility to or the integrity of the electronic records within.

During the past year, we held a number of information sessions with prospective vendors for the ERA, and learned as much about the market—what is available now and what is coming in hardware and software in the future—as the vendors have about our plans for the ERA. We also sent teams around the country to meet with prospective users of the ERA in order to learn about their desires and concerns.

Most major information technology companies in the federal marketplace are interested in this contract and

have already made major investments in preparing to compete for it. Before the formal request for bids went out, we solicited written comments and had three rounds of one-on-one, confidential meetings with these companies. They helped to make sure we clearly communicated our goals and assisted in the development of a contractual approach that will work for both the government and industry. We also learned that many of the companies had already devoted a lot of effort to learn about archival principles and practices. Some companies, for example, created advisory boards that included archivists and records managers. Others formed reading groups where employees discussed archival literature. Additionally, those companies laid plans for building an ERA. We estimate, in fact, that in the aggregate, IT firms spent from \$28 million to \$40 million just preparing to bid.

## Where do we go from here?

In summer 2004, we will award up to two design contracts and give those two companies, or teams of companies, eleven months to come up with a design for the ERA. Next, we will pick one company to build the ERA. The first increment of the operational ERA is scheduled to be on line in 2007, with four more increments in each of the following years.

The National Archives is building something very unique with the ERA. As the nation's record keeper, we know only too well that the times require it since records are no longer kept primarily on paper. The ERA will be the repository for the continued story of America and its people, and as we prepare for it, we are changing the way records are managed at the federal level. We are laying the groundwork to continue our primary job of providing "ready access to essential evidence" for generations to come. □

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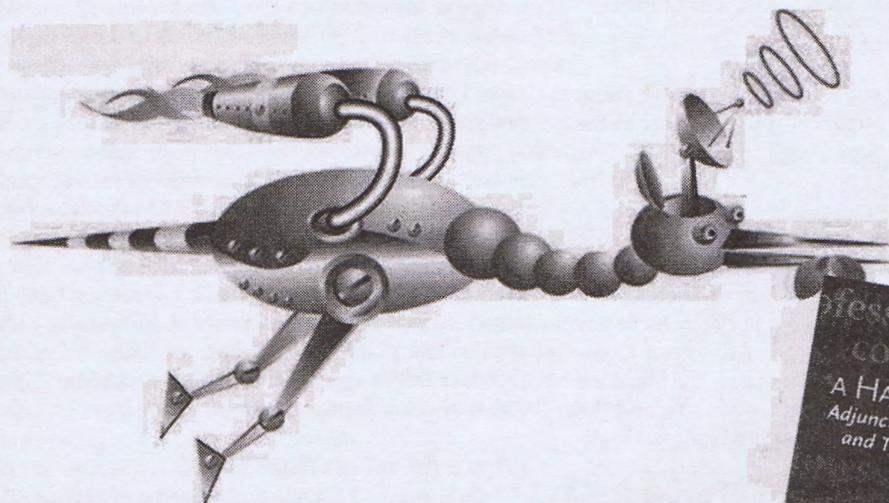
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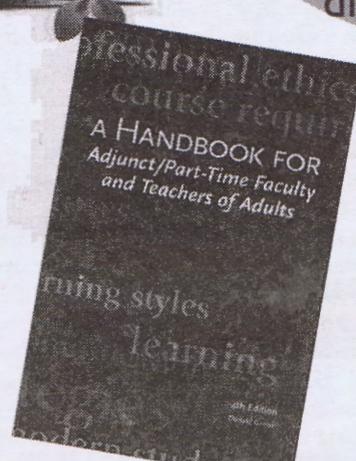
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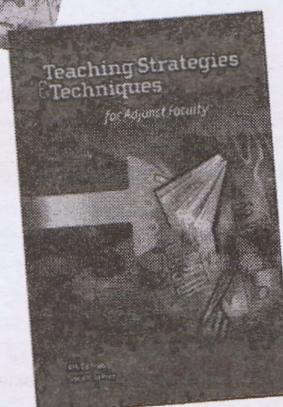
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From the OAH Treasurer

# Fiscal Year July 1, 2002 - June 30, 2003

Robert W. Cherny



In this, my first report as treasurer, there is almost entirely good news to share. My report is drawn from the annual accountants' report, which includes an audit, and from a less formal summary prepared by the OAH business manager.

### Total Assets

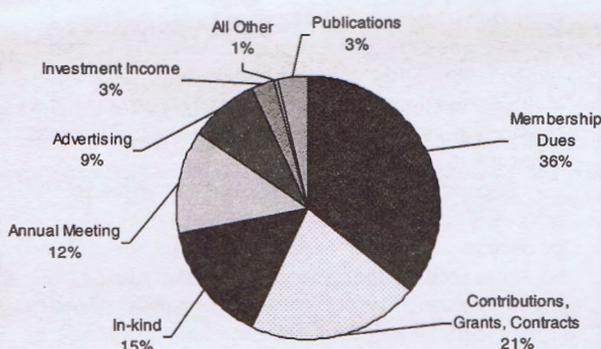
The annual accountants' report indicates total assets at the end of the 2003 fiscal year of \$2,837,831, as compared to \$2,238,892 the year before. Of the current assets, \$27,760 are in property and equipment, net of depreciation and amortization. In addition, \$136,421 is in receivables and \$4,739 is in other assets. The remainder is divided between operating cash, in the amount of \$519,180, and investments, \$2,149,731.

### Revenue

Total revenue, including the endowment and investment funds, was up by 20.6 percent, from \$2,242,408 to \$2,704,881.

As shown in Figure 1, our largest source of income continues to be dues, which totaled \$963,840, an increase of 2.1 percent over the previous year. Revenue from both institutional subscriptions and individual memberships was up from last year, but revenue from institutional subscribers increased by 4.7 percent compared with 0.6 percent from individual memberships. Several other revenue

Figure 1. Revenue by Type



categories also showed increases over last year. Advertising revenues were down somewhat, especially for the OAH Newsletter and the Annual Meeting Program, but they were up for the onsite program and for the OAH Magazine of History. This change in advertising revenue likely reflects the overall economic situation. The biggest category of increase for the annual meeting came in preregistrations. Revenue from grants and collaborative projects was up largely on the basis of increases in the National Park Service collaborative projects and three new projects. The other largest increases in revenue came from lectureships and general contributions, which more than tripled, reflecting, in part, an increase in expenditures on fundraising.

### Endowment Fund and Investments

The accountants' report shows the following net assets for our endowment fund, the Fund for American History, and the prize fund:

Value as of:	7/1/2001	7/1/2002	7/1/2003
Endowment Fund	\$999,141	\$912,794	\$962,951
Fund for American History	658,495	600,026	644,099
Prize Fund	322,561	282,339	340,840

TABLE 1. STATEMENT OF FINANCIAL POSITION  
June 30, 2003

ASSETS	June 30, 2003
Cash	\$ 519,180
Investments (market basis)	
Endowment Fund	\$ 948,260
Fund for American History	609,665
Prize Fund	320,383
Other Restricted Funds	271,423
Total Investments	\$ 2,149,731
Other Receivables	136,421
Other	4,739
Property and Equipment, net of accumulated depreciation and amortization; 2003-\$114,558	27,760
<b>TOTAL ASSETS</b>	<b>\$ 2,837,831</b>
<b>LIABILITIES &amp; NET ASSETS</b>	
Liabilities	
Deferred revenue	\$ 1,158,661
Accrued expenses	124,231
Total Liabilities	\$ 1,282,892
Net Assets (Deficit)	
Unrestricted	(412,715)
Unrestricted - Board designated	1,607,050
Temporarily Restricted	0
Permanently Restricted	360,604
Total Net Assets	\$ 1,554,939
<b>Total Liabilities and Net Assets</b>	<b>\$ 2,837,831</b>

June 30, 2002 (Restated)

ASSETS	June 30, 2002 (Restated)
Cash	\$ 401,974
Investments (market basis)	
Endowment Fund	\$ 903,958
Fund for American History	591,222
Prize Fund	276,096
Other Restricted Funds	26,647
Total Investments	\$ 1,797,923
Other Receivables	12,993
Other	362
Property and Equipment, net of accumulated depreciation and amortization; 2002-\$102,539	25,640
<b>TOTAL ASSETS</b>	<b>\$ 2,238,892</b>
<b>LIABILITIES &amp; NET ASSETS</b>	
Liabilities	
Deferred revenue	\$ 681,409
Accrued expenses	90,285
Total Liabilities	\$ 771,694
Net Assets (Deficit)	
Unrestricted	(364,690)
Unrestricted - Board designated	1,512,820
Temporarily Restricted	0
Permanently Restricted	319,068
Total Net Assets	\$ 1,467,198
<b>Total Liabilities and Net Assets</b>	<b>\$ 2,238,892</b>

TABLE 2. STATEMENT OF REVENUE, EXPENSES AND OTHER CHANGES IN NET ASSETS

June 30, 2003

REVENUES, GAINS, AND OTHER SUPPORT	June 30, 2003
Contributions and Grants	\$ 566,130
In-Kind	423,048
Membership	963,840
Publications	93,464
Advertising	233,803
Annual Meeting	332,446
Investment Income	75,885
Other	16,265
<b>Total Revenues, Gains, and Other Support</b>	<b>\$ 2,704,881</b>
<b>PROGRAM EXPENSES</b>	
Journal of American History	\$ 842,428
Other publications	243,644
Meetings and Conferences	272,345
Committees	81,255
Liaison/Advocacy	67,739
Prizes and Awards	53,731
Collaborative Projects	455,202
Other	3,316
<b>Total Program Expenses</b>	<b>\$ 2,019,660</b>
Management & General	500,077
Fundraising	97,403
<b>Total Expenses</b>	<b>\$ 2,617,140</b>

June 30, 2002 (Restated)

REVENUES, GAINS, AND OTHER SUPPORT	June 30, 2002 (Restated)
Contributions and Grants	\$ 267,566
In-Kind	468,000
Membership	943,919
Publications	69,632
Advertising	214,959
Annual Meeting	326,172
Investment Income	(123,354)
Other	75,514
<b>Total Revenues, Gains, and Other Support</b>	<b>\$ 2,242,408</b>
<b>PROGRAM EXPENSES</b>	
Journal of American History	\$ 886,212
Other publications	249,314
Meetings and Conferences	266,222
Committees	75,065
Liaison/Advocacy	52,375
Prizes and Awards	60,079
Collaborative Projects	212,323
Other	33,347
<b>Total Program Expenses</b>	<b>\$ 1,834,937</b>
Management & General	459,911
Fundraising	38,808
<b>Total Expenses</b>	<b>\$ 2,333,656</b>

TABLE 3. OAH INVESTMENTS

	2003		2002	
	Cost	Market	Cost	Market
Endowment Fund	\$ 898,528	\$ 948,260	\$ 855,716	\$ 903,958
Fund for American History	582,896	609,665	557,204	591,222
Prize Fund	310,281	320,383	262,148	276,096
Other Restricted	270,869*	271,423 <sup>1</sup>	27,956	26,647
<b>Total Investments</b>	<b>\$ 2,062,574</b>	<b>\$ 2,149,731</b>	<b>\$ 1,703,024</b>	<b>\$ 1,797,923</b>

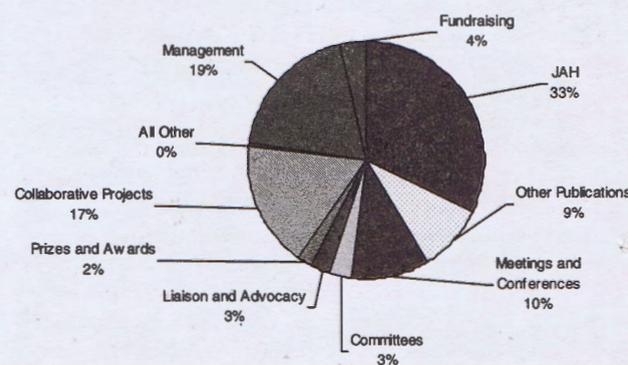
\*Includes \$250,000 in certificates of deposit.

Between 2002 and 2003, these funds were shifted from a mix of various securities to a mix of mutual funds administered by Wells Fargo Bank. Based on the benchmarks set by the bank for each mutual fund, all are performing well. I have begun to familiarize myself with these investments and hope in the near future to create an advisory committee on investments.

### Expenditures

Total expenditures were up by 12.1 percent, from \$2,333,656 to \$2,617,140, and the major categories of ex-

Figure 2. Expenditures by Type



Continued on next page ▶

penditures are shown in Figure 2. The biggest increase in expenditures, and the biggest variation from the projected budget, was in grants and collaborative projects, where the increase represents success in securing more or larger grants and collaborative projects and is more than offset by increased revenue from this source. The cost of the annual meeting was very similar to last year, contrary to budget projections that had anticipated reduced attendance in Memphis.

#### Audit Recommendations

The past and current accountants' reports have included a series of recommendations for changes in the organization's bookkeeping procedures. The most important, from a year ago, was to convert bookkeeping to the accrual method of accounting, something that was accomplished last year. A number of other recommendations from the previous report addressed office procedures for handling monies, all intended to safeguard the organiza-

	FY 2002	FY 2003
Revenue	\$2,242,408	\$2,704,881
Expenses	2,333,656	2,617,140
Change in Net Assets	(\$91,248)	\$87,741

tion's funds. Those, too, were implemented during the 2003 fiscal year. This year's accountants' report again includes a few additional recommendations for changes in procedures having to do with safeguarding funds. Executive Director Lee Formwalt has developed responses to those recommendations which, in my understanding, should completely accomplish the objectives of the recommendations.

#### The Bottom Line Fiscal Year 2002-2003

The accountants' report shows the following comparison of revenue and expenses for the past two fiscal years:

Thus, judging by the bottom line, fiscal year 2003 was clearly a good year for the OAH.

#### Outlook for Fiscal Year 2004

So far, in the current fiscal year, the organization is in a stronger position than it was a year ago at this time. Revenue from memberships is up, and so are contributions and grants. Advertising continues to lag. Income from National Park Service projects will be significantly lower than anticipated because there has been no increase in the number of projects, a circumstance due in part to the tightening of the federal budget. □

### News of the Organization

#### Fall 2003 OAH Executive Board Meeting, Boston

At its 2003 fall meeting at the Boston Marriott Copley Place Hotel the OAH Executive Board took the following actions:

- Approved the minutes of the 3-6 April 2003 Executive Board meeting in Memphis, TN, with one minor change.
- Unanimously adopted a shortened version of the OAH Mission Statement (1998) that reads as follows:

*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.*

- Unanimously adopted the logo for the OAH that has been in use for the past two years as the official logo of the organization. (See masthead of the *OAH Newsletter* for example.)

• Authorized Executive Director Lee Formwalt and President-Elect James Horton to discuss with the National Museum of American History the creation of a collaborative agreement between the two organizations, using the OAH and National Park Service cooperative agreement as a model.

• Thanked the sixty OAH members who graciously gave of their time to deliver sixty-eight lectures from July 2002 through June 2003; and, especially, to Athan Theoharis who presented three OAH Distinguished Lectures, and to

Stephen Aron, Richard Blackett, Tera W. Hunter, Patricia Nelson Limerick, Peter S. Onuf, and Susan Ware, who each gave an additional lecture during the last fiscal year.

- Agreed to inform the membership about the increasing emphasis on "traditional history" by federal officials and others involved in the national conversation on history education and to encourage wider discussion about its ramifications. (See "From the OAH President," page 1.)

- Authorized the executive director to negotiate a contract with Palgrave Macmillan, Global Publishing at St. Martin's Press to jointly produce an annual collection of best essays in American history, drawn from a variety of published sources (journals, magazines, etc.) and written with clear, lively prose that is accessible to a broad audience.

- Accepted the Auditor's Report for FY2003.
- Authorized the president to appoint a committee to advise the treasurer on investments.

- Designated the following locations for summer regional meetings: the Midwest for 2006, the Pacific Northwest or Canada for 2008, and Florida for 2010.

- Adopted the following guidelines for presenters at OAH annual and regional meetings and directed that future annual meeting calls for papers should require applicants to explain in their proposals how they will address these guidelines:

*The OAH Executive Board encourages presenters at meetings to break away from the conventional academic session format. The board recognizes the importance of engaging the audience in a compelling manner, and envisions future meetings that are more dynamic, innovative, and interactive. To that end, the board encourages individual session participants to present or teach their material rather than read their papers aloud. The board also encourages proposals for online sessions, roundtables, debates, poster sessions, visual and musical performances, workshops, films and other appropriate formats.*

- Voted unanimously to authorize the president to appoint a Centennial Planning Committee for the 2007 OAH Annual Meeting in Minneapolis, MN, which will mark the one-hundredth anniversary of the founding of the Mississippi Valley Historical Association, precursor to the OAH.

- Voted unanimously to restructure the Membership Committee so that it will consist of five members representing the Northeast, the Mid-Atlantic; the South, the Midwest, and the West. These five members, who will choose a chair from among themselves, will be chosen by the various state chairs in their region. State chairs, appointed by the executive office on behalf of the president, will act as subcommittee members of the Membership Committee.

- Based on a recommendation of the OAH Committee on the Status of Women, approved creation of a childcare assistance program for the OAH annual meeting, as outlined by the OAH staff, in which ten OAH members (men or women) preregistered for the meeting may apply for up to \$200 of childcare/babysitting assistance. (See page A7.)

- Voted to involve the OAH in the nomination process of the new National Portrait Gallery Paul Peck Presidential Awards. (See page 15.)

- Voted to approve the proposal from the Immigration and Ethnic History Society (IEHS) to jointly create, in memory of John Higham, a travel grant program for graduate student travel to the annual meeting, and voted to contribute \$1,000 to the effort.

- Adopted a policy on creating new prizes, awards, grants, and fellowships that will help strengthen those that already exist and limit the proliferation of smaller prizes, awards, grants, and fellowships.

Subsequent to the fall 2003 board meeting, the OAH Executive Board took the following actions electronically:

- Voted to authorize the president to appoint an editor and editorial board for the best essays in history book project with Palgrave Macmillan, Global Publishing at St. Martin's Press.

- Voted to recommend to a Yale University graduate student and OAH member petitioner that she, not the board, present her resolution regarding the Yale administration and the Graduate Student Employee Organization to the Business Meeting of the OAH in Boston on March 28, 2004. □

## Update

# AHA-OAH Departmental Survey on Part-Time/Adjunct Employment Juli A. Jones

In an effort to map the growing use of part-time and adjunct faculty, the OAH and AHA recently invited department chairs from more than 2,000 two- and four-year history departments to complete an online survey about employment practices at their institutions. So far, 17 percent of departments have responded. The surveys, which will allow us to better understand the part-time/adjunct situation in history departments nationwide, will be posted for review on the OAH web site. The departments that did not respond will be indicated, as will those who meet or surpass our standards. This is only the beginning, however.

We need your help. First, we need your interest. Some tenure-track full-time faculty are slow to recognize the direct impact of this issue on their work. The growing use of part-time/adjunct faculty is directly related to the decline in tenure-track positions. In many institutions, the increasing use of part-time/adjunct faculty results in larger burdens of service for the fewer tenured full-time historians remaining. Furthermore, many graduate students face a future in which temporary adjunct, and part-time, non-tenured appointments will be the norm rather than the exception. Our department chairs are struggling, caught between administrative budget imperatives and the best interests of their departments, faculty, and students. There are no easy answers, but OAH and AHA are committed to facing and exploring the issues and options. We need to engage with our colleagues in frank discussions of where we are, what we should do, and what we can do.

Second, we need your participation in the survey. Because the survey should reflect the experiences of the diverse institutions we belong to—research universities, state institutions, colleges, community colleges—many more institutions need to respond. So far, the percentage of research institution respondents is disproportionately small. You can find out if your department has responded by going to the OAH web site at <http://www.oah.org/surveys/>.

Third, you can also participate within your institution by supporting a dialogue on employment issues, rationale for hiring part-time/adjunct faculty, and treatment of faculty based on our standards. Keep yourself informed by attending sessions on employment at the OAH and AHA annual meetings and by reading publications that cover these issues such as the *OAH Newsletter*, *AHA Perspectives*, and the *Chronicle of Higher Education*.

While our survey results are still tentative, it is clear that a majority of respondents want ongoing information and a forum for historians to work together on employment issues. We appreciate the support of colleagues throughout the profession at a time of change and challenge. If you have questions or concerns that we may address, please contact me at [jjones@stchas.edu](mailto:jjones@stchas.edu). We hope that you will join us in Boston for the Part-time Faculty Reception—all are welcome. □

*Juli A. Jones is Chair of the AHA-OAH Joint Committee on Part-time and Adjunct Employment and Professor of History, St. Charles Community College in St. Charles, Missouri.*

# A Conference Revolution in the Making

John Dichtl

Come to the 2004 Annual Meeting in Boston and you should notice some striking changes in how a conference is run. Not only has the 2004 Program Committee crafted an innovative event, but it has begun to implement the organization's Strategic Plan to make the annual meeting more dynamic and engaging between now and the OAH's one-hundredth anniversary. In Boston this March a revolution begins. From there we hope it will carry to San Francisco in 2005, Washington, D.C., in 2006, and Minneapolis for the OAH Centennial in 2007.



Dichtl

First, there is a fundamental challenge to the old order. In Boston we are launching the beginning of a campaign to reduce the number of papers that are read to conference goers. The point is not to force immediate change or for all presenters to adopt a different style, but to begin asserting that the traditional kind of presentation—read papers, comment on papers, answer questions—need no longer be the standard one. Certainly most of us, at conferences past, have shared the wish that more paper presenters—perhaps ourselves—could be more efficient and compelling. Why travel to a conference to have so much read aloud to us that we could track down and read ourselves on a website, in a listserv, or through direct email? Like OAH, the AHA, American Studies Association, and others are attempting to shake up what Roy Rosenzweig recently termed the “scholarly ritual ... of reading written papers aloud” (see “Should the Format of the Annual Meeting Be Changed?” AHA's *Perspectives*, September 2003).

Many presenters may still prefer to read their work, but the OAH Executive Board would like all to know it endorses innovations that invigorate the exchange of ideas. Last fall the board adopted a statement challenging the primacy of the traditional session format. (See previous page for the Presentation Guidelines as approved by the OAH Executive Board.) The board hopes more conference participants will enliven their time on the dais by trying to “teach their material” as they would in a classroom or by finding other ways to make it engaging. The presentation guidelines, which originated in the OAH Strategic Plan, were worked into the 2005 Call for Papers and will be more fully integrated into the 2006 call. The spirit of change embodied in this resolution is also reflected throughout the 2004 Program Committee's plan for an innovative and open conference, March 25-28.

We are trying to do more than scholarly conferences typically do—descend on a host city, hunker down in a convention hotel for three days, and leave on Sunday morning without having sparked local attention or otherwise engaged with history's friends in the local community. Two plenary sessions in Boston will be at venues outside the hotel, with keynote speakers who appeal to OAH members and the general public alike. On Thursday night at the Old South Meeting House, Howard Zinn will speak on “The Uses of History.” Friday night at Union United Methodist Church, the Honorable Robert L. Carter will discuss his role in and the fiftieth anniversary of the *Brown v. Board of Education* decision. These and more than a dozen other offsite sessions will be free and open to the public. They inaugurate a major OAH effort to not only get

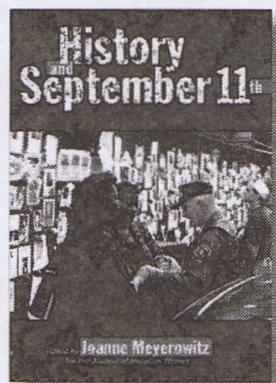
historians and teachers to delve into the local history and culture of the conference city, but to find ways to invite members of the local community into the annual meeting itself.

Other transformations will premier in Boston next month. A session to help orient first-time attendees will take place on Thursday at 4:30 p.m. Speakers from the OAH Membership Committee will offer suggestions about mining the rich resources of the annual meeting. Another innovation will be the thread of history and memory sessions that runs throughout the meeting. And thanks to an outstanding Local Resource Committee, each of the several tours has been carefully crafted around a unique slice of Boston history and has a historian as guide. Some of the tours offer discussions or roundtables afterward, peeks behind the scenes at historical parks and exhibits, and one includes a living history performance. Our Screening History film series from last year continues, but will focus on films that have won or been runners up in 2003 and 2004 for the OAH Erik Barnouw Award.

You will not be alone in assessing the radical changes afoot at the Boston conference. Michael Frisch (chair), Thomas Dublin, Estelle Freedman, Stephanie McCurry, Marla R. Miller, and Roy Rosenzweig constitute the newly formed Committee on the OAH Annual Meeting, which is charged with evaluating all of these new practices and making recommendations for further improvements. By the time of the one-hundredth annual meeting of the organization, in 2007, the revolutionary impulse should be incorporated thoroughly into OAH conferences. □

## HISTORY AND SEPTEMBER 11<sup>TH</sup>

Edited by Joanne Meyerowitz  
for *The Journal of American History*



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## 2004 Paul Peck Presidential Awards

### Portraying the Presidency

OAH has joined eight organizations providing nominations for the National Portrait Gallery's (NPG) two Paul Peck Presidential Awards for 2004. One award recognizes individual excellence in portrayal of the president and the other is for excellence in service to the president. According to the NPG guidelines, “portrayal of the presidency” includes historical depiction or any other “visual or literary form,” such as by a “portrait artist in any medium, a journalist, a presidential biographer or a scholar.” As the National Portrait Gallery web site <<http://www.npg.si.edu/news/peck2.htm>> notes, the awards program is named for Paul Peck, the National Portrait Gallery's chief individual donor.

Last year's winners, career diplomat Thomas R. Pickering and former White House photographer Diana Walker, each received \$25,000 and a specially designed Smithsonian medal. In 2002, the first year of the program, Richard Neustadt, emeritus professor of government at Harvard University received the portrayal award, and former national security adviser Brent Scowcroft won for service.



Along with the National Coalition for History, OAH is participating to help ensure historians are represented in significant numbers among the nominees each year. Each of the nine participating groups may submit up to three names for either or both awards. Please forward any suggestions for consideration to <[peckpresidential@oah.org](mailto:peckpresidential@oah.org)>.

Other participating organizations include the White House Historical Association, American Political Science Association, Center for the Study of the Presidency, American Society of Portrait Artists, Portrait Society of America, Junior State of America, and Close Up Foundation. As the presence of the latter two groups would suggest, Paul Peck created the award in part to inspire young people to study American government and democracy. Winners of the award are expected to talk with high school students at related events, and the NPG's Paul Peck Fund for Presidential Studies also pays for scholarly panels, town hall forums for high school students, and other educational programs.

OAH member Robert Remini has served on the selection committee each year, in the company of individuals such as Geraldine Ferraro, Robert Dole, David Gergen, Cokie Roberts, Robert Samuelson, and Roger Wilkins. □

### Results of The People's Vote: One Hundred Documents that Shaped America

In the Rotunda of the National Archives Building on Bill of Rights Day, December 15, 2003, National Archivist of the United States John Carlin announced the results of The People's Vote: 100 Documents That Shaped America. The event, cosponsored by the National Archives, National History Day and *U.S. News and World Report*, invited people of all ages to vote on the top ten documents from a list of one hundred milestone documents chosen primarily from the holdings of the National Archives.

Created as part of a major civics initiative by President George W. Bush, The People's Vote was a national challenge to engage Americans in a lively and thoughtful debate about which documents in American history have been most influential—which changed the course of history, shaped the United States, and defined the country.

The top ten documents voted most influential are: the Declaration of Independence, the Constitution of the

United States, the Bill of Rights, the Louisiana Purchase Treaty, the Emancipation Proclamation, the Nineteenth Amendment (Women's Right to Vote), the Thirteenth Amendment (Abolition of Slavery), the Gettysburg Address, the Civil Rights Act, and the Social Security Act. Original texts for all documents included in the vote can be found at the Our Documents web site, <<http://www.ourdocuments.gov>>. □

### New Web Site Aims to Help Historians Find Careers Outside of Academia

A lack of academic job openings and a surplus of Ph.D.s is not a new phenomenon in the history profession; recent state budget cuts and a decrease in endowments for private schools threatens many tenure-track positions. Shrinking job openings and inconsistent employment security has many scholars questioning their future in the academic world. However, a new web site, <<http://www.beyondcademe.com/>>, hopes to combat this problem. The site, created by former history professors Alexandra M. Lord and Julie Anne Taddeo, provides advice, testimonials, and job tips for historians interested in pursuing a career outside of the university. □

### Wheelock College Announces Second Black Panther Conference

Building on the success of its first conference, "The Black Panther Party in Historical Perspective" (June 2003), Wheelock College recently announced a second scholarly conference in the spring of 2005. The second conference, once again at Wheelock, encourages papers or complete panels that reflect new research and perspectives on the Black Panther Party—its origins, nature, development, and legacy. Anyone interested should send a five hundred word abstract and one page cv by April 15, 2004 to Jama Lazerow, Wheelock College, 200 The Riverway, Boston, MA 02215 <[jlazerow@wheelock.edu](mailto:jlazerow@wheelock.edu)> or Yohuru Williams, Delaware State University, 1200 North DuPont Highway, Dover, DE 19903 <[ywilliam@dsc.edu](mailto:ywilliam@dsc.edu)>. □

### In Memoriam

#### William Eugene Gienapp

William Eugene Gienapp, professor of American history at Harvard University, died on October 29, 2003, after a long battle with cancer. Bill was born in Denton, Texas, on February 27, 1944. He grew up in rural Iowa, where his father was a teacher-superintendent of a small country school. Bill's love of sports came from the schoolyard, and his deep understanding of Americana came from his fellow pupils, many descended from Iowa farmers who had fought in the Civil War. In Bill's early teens, the family moved to Orange County, California, where his father headed a suburban school district. He described his childhood as an idyllic combination of rural wholesomeness followed by urban sophistication.

As an undergraduate at the University of California at Berkeley, Bill studied physics and computer science. Although more a scholar than an activist, he joined the sit-in during the Free Speech Movement in 1964. Bill, however, got hungry and left Sproul Hall to eat dinner. When he returned, the doors were locked, and he missed being among the 773 arrestees. In 1965, he took a Reconstruction Era seminar with Professor Kenneth Stampp that changed his life—he met his wife Erica and discovered his calling. After receiving his history degree in 1967 he entered graduate school at Yale University. Yale, however, did not fit Bill's interests, and in 1969 he returned to Berkeley to study with Stampp, who became both mentor and friend.

In the 1970s, Bill taught his fellow graduate students a lot about quantitative methods, the Civil War, and American politics, both past and present. Determined to be thorough in his dissertation research, Bill and Erica made a sixteen-month trip around the country to read manuscripts. The resulting 1980 dissertation explained how the political system during the 1850s had unraveled and then had been reshaped. To anyone who lived in Berkeley in the years of Watergate and Patty Hearst, political upheaval ran close to the surface. Bill's understanding of complex issues was aided by his unusual capacity for mastering secondary literature and his total recall of everything that he had ever read.

He published his dissertation as *The Origins of the Republican Party, 1852-1856* (New York: Oxford University Press, 1987). This remarkable synthesis blended information from newspapers, private letters, and new quantitative techniques to provide both detailed state-by-state analysis and methodologically sophisticated statistical tables. A brilliant composite portrait of an emerging new political structure, it set a standard for political history and won the OAH's Avery Craven Award.

After teaching at the University of Wyoming for nine years, Bill moved to Harvard in 1989. He was the first tenured professor of American history hired in two decades, a tribute to his brilliance, his political skills, and

his personality. At Harvard, he undertook heavy responsibilities. A devoted teacher, adviser, and mentor, he found himself in his first years supervising senior theses in women's history. Recognizing the emergence of a new field, he worked hard in his usual quiet way to bring Laurel Thatcher Ulrich to Harvard. Much of his work was behind the scenes; one year he served on twelve search committees. When colleagues proved difficult, he did not argue but went home to cut firewood with a chainsaw. Some stumps, he observed, remarkably resembled certain individuals.

Bill coauthored a successful textbook, *Nation of Nations* (New York: McGraw-Hill, 1990). His section showed unusual attention to detail. For example, he used little-known railroad timetables to create a map of the United States illustrating various railroad gauges in 1860. Bill's short biography, *Abraham Lincoln and Civil War America* (New York: Oxford University Press, 2002), was based on massive primary research and yet distills this most complex of presidents into essentials. This deceptively simple book, designed for classroom use, is filled with deft sentences that incorporate shrewd conclusions based upon wide and deep knowledge. At the same time, he edited a companion volume, *This Fiery Trial: The Speeches and Writings of Abraham Lincoln* (New York: Oxford University Press, 2002). Bill probably had a greater understanding of the Civil War and mastery of its vast primary and secondary literature than anyone of his generation.

In 2000, Harvard honored Bill's devotion to undergraduates by naming him a professor of Harvard College. After his death, *The Harvard Crimson* called him "beloved." He taught a large, award-winning course on the Civil War, as well as a popular course on baseball in which he wore a different team cap, drawn from his personal collection, to each lecture. A Red Sox and Patriots fan, Bill once said that had he been free to choose any occupation, he would have been a National Football League, Hall of Fame quarterback.

Bill is survived by his wife Erica of Lincoln, Massachusetts, and two sons, William and Jonathan. We shall miss his intelligence, originality, wisdom, wit, and unique throaty laugh. □

W. J. Rorabaugh  
University of Washington

#### Douglas Edward Leach

Douglas Edward Leach, professor emeritus of history at Vanderbilt University, died at home in Nashville, Tennessee, on July 1, 2003. Doug, who was eighty-three, succumbed to leukemia after a battle of twenty-two years. A Rhode Islander, Doug grew up in Providence and graduated from Cranston High School and Brown University, where he earned election to Phi Beta Kappa and honors in English

### History Books Needed in the Republic of Georgia

The Georgian Association for American Studies requests help in gathering U.S. history books for university libraries in this small Caucasus nation, where the study of American history and culture and the English language is rapidly expanding.

Books may be sent to a collection point at the following address, from where they will be shipped by container to Tbilisi at the end of March 2004.

Shota Vashakidze, President, Kvaili: The Georgian Community Development Program, 21 Hunt Road, Freehold NJ 07728.

Questions may be sent to <[webmaster@kvaili.com](mailto:webmaster@kvaili.com)> or telephone (732) 845-3257 or fax (732) 845-5493. Book donations after the March shipment in late March should be sent overseas to the following address:

Center of American Studies in Tbilisi  
Room 231 1st Building, Iv Javakhishvili  
Tbilisi state University  
1 Chavchavadze Avenue  
Tbilisi 0128, Georgia

(1942). After wartime military service, he earned the MA and Ph.D. in history from Harvard University. Doug taught for six years at Bates College, followed by thirty years at Vanderbilt University, from which he retired in 1986.

While at Vanderbilt, Doug Leach was awarded Fulbright lectureships at the University of Liverpool (England) and the University of Auckland (New Zealand). He also taught at the University of Leeds, where he served as Resident Director of Vanderbilt-in-England. Doug received a National Endowment for the Humanities Fellowship and at Vanderbilt was named Harvey Branscomb Distinguished Professor, 1981-1982, in recognition of his "creative scholarship," "stimulating and inspiring teaching," and "service to students, colleagues, the university . . . and society at large." Among Doug's many contributions to his colleagues was a three-year term as department chair. Distinguished Professor of History Emeritus Paul Conkin spoke for all of us who worked with Doug when he eulogized him as "a kind man, sensitive to the feelings of others. He exemplified the moral integrity, strength of character and religious concerns that so marked his New England progenitors."

Doug Leach's scholarship illuminated the American colonies and interactions among colonials, Native Americans, and Britons, especially in military affairs. His major works were *Flintlock and Tomahawk: New England in King Philip's War* (New York: Norton, 1966); *The Northern Colonial Frontier, 1607-1763* (New York: Macmillan, 1958); *Arms for Empire: A Military History of the British Colonies in North America, 1607-1763* (New York: Macmillan, 1973); and *Roots of Conflict: British Armed Forces and Colonial Americans, 1677-1763* (Chapel Hill: University of North Carolina Press, 1986). He also wrote numerous scholarly articles. Doug's account of service on a destroyer escort, *Now Hear This: The Memoir of a Junior Naval Officer in the Great Pacific War* (Kent, Ohio: Kent State University Press, 1987), earned him the John Lyman Book Award, North American Society for Oceanic History.

A memorial service for Doug was held at Calvary United Methodist Church. He is survived by his wife of fifty-three years, Brenda Mason Leach; two children, Carol Leach-Morehead and Brad R. Leach; and sister, Marilyn Schmid. □

Samuel T. McSeveney  
Vanderbilt University

### John K. Mahon

John K. Mahon, distinguished historian and long-time chair of the University of Florida history department, died on Oct. 11, at the age of ninety-one. He was born in Ottumwa, Iowa, on February 8, 1912, and attended Swarthmore College and graduated Phi Beta Kappa in 1934. He acted as secretary and treasurer in the family wholesale grocery business from 1934 until 1942. He was then "selected by his neighbors," as he liked to put it, and served in the field artillery in the United States Army in Europe during World War II and was discharged as a captain in 1945.

After the war, Mahon received the opportunity he had been waiting for to return to academia. He did his graduate work at U.C.L.A. and received his Ph.D. in history in 1950.

Mahon worked as interim instructor in U. S. History at U.C.L.A. and at Colorado A & M. College (now Colorado State University). From 1951 to 1954, he served as Civilian Military Historian in the Office of the Chief of Military History in Washington, D.C.

In 1954, he accepted a teaching position in the history department at the University of Florida. His interest in military history and in Florida's Seminole Indians led to such important books as, *The History of the Second Seminole War* (Gainesville, FL: University of Florida Press, 1967), *The War of 1812* (Gainesville, FL: University of Florida Press, 1972), and *The History of the Militia and National Guard* (New York: Macmillan, 1983), as well as numerous articles for encyclopedias and historical journals. The first two books have remained in print these many years.

In 1965, he was promoted to chairman of the history department, a position he held until 1973. Mahon retired from the university in 1982. The annual John K. Mahon Undergraduate Teaching Award was endowed in his honor.

After retirement, Mahon remained active as a historian, but he also became deeply involved as an environmentalist and social activist. He helped start the Alachua Audubon Society and Florida Defenders of the Environment. He was past president of the local chapter of the Sierra Club. He was past president of the Florida Historical Society and board member of the Seminole Wars Historic Foundation.

John K. Mahon's boundless energy and commitment to good causes remain a source of inspiration to all who knew him. □

John K. Mahon III

### Raymond Muse

Raymond Muse, eighty-eight, long-time chair of the Washington State University history department, died October 28, in San Diego, after a long illness. Muse dedicated himself to educational leadership as a department chair and an unmatched undergraduate classroom teacher, and to sophisticated, scholarly graduate training. Although warm, relaxed and outgoing in personality, he had an intense passion to share the camaraderie of learning with his colleagues and students alike. Not one to stand on the sidelines, he was totally committed to the welfare of his university, his community, the world around him, and humankind in general.

Muse was born on a farm in Webster County, Missouri, on September 24, 1915. He graduated from Marshfield High School, where he was a champion debater, in 1932. He began teaching at a one-room country school near Marshfield. The school board adjusted its school year so that Muse could spend part of the year attending Southwest Missouri State University in Springfield, from which he graduated in 1938.

Muse taught from 1938 to 1940 at the Pipkin School in Springfield, before a mentor suggested that Muse could be an outstanding college professor. He not only encouraged Muse, but gained him admission to the Stanford University graduate program in 1940. He received his MA in 1943. Muse entered the military in November 1942 and served with the 91st Division as a traffic analyst and cryptanalyst in Asia, primarily in Delhi, India.

In the fall of 1946, Muse returned to Stanford to complete his Ph.D. His dissertation, which he wrote under the direction of Max Savelle and Edgar Eugene Robinson, evaluated the work of William Douglass, a physician and historian in colonial America. In fall 1948, Muse became an instructor in the Department of History and Political Science at WSU. By 1956, he had become chair of the newly-formed Department of History, a position he held until his retirement in 1979, by which time it was ranked among the top 15 percent of history departments in the US. When he retired, Muse had been chair of a department longer than anyone else in WSU history. He also played a major role in the creation of the American Studies program at WSU.

In August 1969, Muse married Marianne Johnson, widow of a long-time family friend. He asked her eldest son for her hand at the 1969 OAH convention in Philadelphia. He relished the "instant family" her three sons provided him. Today, two of them are practicing historians, one academic and one public. Two of his grandchildren have also earned history degrees.

Muse had a national reputation among colleagues who knew him as a "consummate" department chair, thanks to his ability to know all the buttons to press. Despite administration demands for heavier teaching assignments, he arranged reduced loans for those with research and service commitments. When he went to meetings, other chairs cornered him and asked him how he handled this departmental crisis or typical administrators. As the supreme tribute for a chair, deans and vice-presidents often sought his advice.

Muse's strong suit was the ability to cast a rosy glow on the direst conditions or the gloomiest prospects and make a person or an entire department feel good about themselves. He could also be a scathing critic of those trying to water down the traditional requirements for degrees or turn the faculty away from scholarly approaches.

Above all, Muse was a humanist who fought for his colleagues, friends and causes dear to him. He was a fervent supporter of civil liberties and free speech, demonstrated best perhaps by his testimony in the landmark John Goldmark libel case in 1964.

The eighth floor of Orton Hall dormitory on the WSU campus is named in Muse's honor, as is the history office at WSU. □

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Carnegie Mellon University

Postdoctoral Fellow: Center for African-american Urban Studies and the Economy (CAUSE). The Dept. of History, Carnegie Mellon University, seeks a scholar in the humanities and/or social sciences doing history-related research in African American urban studies. The fellow will pursue his/her own research project; collaborate with the director on current Center projects; and interact with faculty, graduate students, and undergraduate students. The appointment is for 9 months beginning August 15, 2004. The fellowship carries a stipend of \$40,000, \$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 (including a description of the project and its significance to its field, in addition to goals and plans for the fellowship term) to Prof. Joe W. Trotter, CAUSE, Department of History, Carnegie Mellon University, Pittsburgh, PA 15213-3890. Deadline for receipt of applications is March 12. (Notification of decision by April 2.) Women and minorities are urged to apply, AA/EEO.

Shepherd College

United States. Shepherd College invites applications for a tenure-track assistant professorship in Colonial and Revolutionary era United States history to begin Fall, 2004. Ph.D. required. The teaching assignment will also include U.S. and World Civilization survey courses. Ability to teach U.S. women's history desirable. Applications, accompanied by c.v., transcripts, and at least 3 letters of reference, should arrive by March 15, 2004, addressed to Office of Human Resources, Shepherd College, P.O. Box 3210, Shepherdstown, WV 25443. Women and members of minority groups are especially encouraged to apply. AA/EEO

College of Mount St. Joseph

Assistant Professor of History: The College of Mount St. Joseph, a Catholic, liberal arts college located in suburban Cincinnati, is accepting applications for the full-time tenure-track position of Assistant Professor of History in the Department of Humanities beginning in August, 2004. Minimum requirement: Ph.D. by August of 2004 preferred (but will consider ABD); commitment to teaching excellence; interest in interdisciplinary teaching; and evidence of research activity. Teaching responsibilities include courses in American History and World Civilizations and/or some area of non-Western History. For general information about the college, please visit web site <http://www.msj.edu>. To apply, please send letter of application, curriculum vitae, statement of teaching philosophy, evidence of teaching effectiveness, and three letters of recommendation to: Margaret McPeak, C.S.J., Chair, Department of Humanities, College of Mount St. Joseph, 5701 Delhi Road, Cincinnati, OH 45233-1670. A review of applications will begin immediately and continue until the position is filled. EOE

Activities of Members

**Edward Ayers**, University of Virginia, has been named Professor of the Year at Outstanding Doctoral and Research Universities by the Carnegie Foundation for the Advancement of Teaching and the Council for Advancement and Support of Education.

**Ira Berlin**, University of Maryland at College Park, received the Albert J. Beveridge Award from the American Historical Association for his book, *Generations of Captivity: A History of African-American Slaves* (Belknap Press of Harvard University Press).

**Orville Vernon Burton**, University of Illinois at Urbana-Champaign, received the Eugene Asher Distinguished Teaching Award from the American Historical Association.

**Thomas D. Clark** received a 2003 Scholarly Distinction Award from the American Historical Association. Among his many achievements, Clark has edited or written more than thirty books in the fields of Southern and frontier history as well as served as president and executive secretary of the OAH.

**Patrick T. Conley** received an Award of Merit from the American Association for State and Local History for lifelong service to Rhode Island history.

**Constance Curry** received the 2003 John E. O'Connor Film from the American Historical Association for her film, *The Intolerable Burden*.

**Wade G. Dudley**, East Carolina University, received a John Lyman Book Award in U.S. Maritime History from the North American Society for Oceanic History for his book, *Splintering the Wooden Wall* (Naval Institute Press).

**Victor Greene**, Emeritus Professor of History, University of Wisconsin-Milwaukee, gave a series of lectures last November on American history and nationalism at the Kyiv Slavonic University, Ukraine. The lectures were given on the invitation of the university under the recently established Fulbright Senior Specialists Program.

**Carl Guarneri**, Saint Mary's College of California, received the William Gilbert Award for Teaching Articles from the American Historical Association.

**Robin Hingham**, Kansas State University, published *100 Years of Air Power and Aviation* (Texas A&M University Press).

**Peter C. Holloran**, Worcester State College, was elected president of the Northeast Popular Culture/American Culture Association.

**Michael Honey**, University of Washington, Tacoma, finished his second two-year term of the rotating Harry Bridges Chair of Labor Studies at the University of Washington. Honey is also beginning an NEH grant to write a book on Martin Luther King, Jr. and the Memphis Sanitation Strike of 1968.

**Lloyd Hunter**, professor of history at Franklin College, has been named the 2003 Indiana Professor of the Year by the Carnegie Foundation for the Advancement of Teaching and the Council for Advancement and Support of Education (CASE).

**Douglas E. Kupel**, Arizona State University, published *Fuel for Growth: Water and Arizona's Urban Environment* (University of Arizona Press).

**Kenneth M. Ludmerer**, Washington University in St. Louis, received the 2003 Abraham Flexner Award for Distinguished Service to Medical Education from the Association of American Medical Colleges. He was also recognized for his two books on the history of American medical education, *Time to Heal* and *Learning to Heal*.

**Bruce Mann**, University of Pennsylvania, received the Littleton-Griswold Prize from the American Historical Association for his book, *Republic of Debtors: Bankruptcy in the Age of American Independence* (Harvard University Press).

**Nina Mjagkij**, Ball State University, published a new paperback edition of *Light in the Darkness: African Americans and the YMCA, 1852-1946*.

**Roger L. Nichols**, University of Arizona, has published *American Indians in U.S. History* (University of Oklahoma Press, 2003). He has also been selected as a Senior Fulbright Scholar at the University of Cologne in Germany for the 2003-2004 academic year, and has been elected President of the American Historical Association, Pacific Coast Branch for 2003-2004.

**John Pagan**, University of Richmond, received the Prize in Atlantic History from the American Historical Association for his book, *Anne Orthwood's Bastard: Sex and Law in Early Virginia* (Oxford University Press).

**Jennifer Spear**, University of California, Berkeley, received the Ruth and Lincoln Ekstrom Fellowship for a five-month fellowship at the John Carter Brown Library at Brown University. The title of her project is "Intimate Colonialism: Race, Sex, and Social Order in Colonial New Orleans."

**Carol Williams**, University of Houston, is the recipient of the Baylor University's Institute for Oral History fellowship for 2003-2004

for research in the collection entitled "The Dallas Urbanization Project."

**Michael Willrich**, Brandeis University, received the John H. Dunning Prize by the American Historical Association for his book, *City of Courts: Socializing Justice in Progressive Era Chicago* (Cambridge University Press).

**Lawrence S. Wittner**, State University of New York, Albany, published *Toward Nuclear Abolition: A History of the World Nuclear Disarmament Movement, 1971 to the Present*.

**Virginia Yans-McLaughlin**, noted scholar on the history of immigration, was named a distinguished service professor by the Board of Governors of Rutgers, The State University of New Jersey.

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

Check out OAH's weekly radio show  
<[talkinghistory.oah.org](http://talkinghistory.oah.org)>.  
Can't hear *Talking History* where you live?  
Recommend it to your local public radio program director.



Here is a quick preview of some upcoming *Talking History* programs. We hope you are listening and encouraging others to listen, as well. If *Talking History* is not yet being aired in your area, please tell your local public radio station about us—program directors respond best to their listeners. If you would like to receive a flyer and/or promotional CD, please contact the OAH at <[marketing@oah.org](mailto:marketing@oah.org)>.

Presidential Recordings

Americans were electrified in 1973 when, amidst the Watergate affair, they learned that President Richard Nixon had secretly recorded his Oval Office conversations and that other presidents had done the same. Beginning the week of February 9th through the first week in April, *Talking History* will air short segments from those recordings beginning with Franklin Roosevelt and ending with Ronald Reagan.

The Illusion of Victory

Bryan Le Beau and Thomas Fleming discuss some fresh perspectives on Woodrow Wilson and World War I. Thomas Fleming is author of *The Illusion of Victory: America in World War I* (New York: Basic Books, 2003). Airs the week of February 16.

Wall Street

John Steele Gordon discusses his book, *The Great Game: The Emergence of Wall Street as a World Power, 1653-2000* (New York, NY: Scribner, 1999) with *Talking History's* Fred Nielsen. Airs the week of February 23.

Progressives

Michael McGerr joins Jim Madison to discuss one of the greatest reform movements in American History—progressivism. Michael McGerr is author of *A Fierce Discontent: The Rise and Fall of the Progressive Movement in America 1870-1920* (New York: Free Press, 2003). Airs the week of March 1.

Lenny Bruce

Alive, Lenny Bruce was considered offensive, sick and threatening; dead he became a martyr of the First Amendment. Eileen Dugan discusses the legal battles of Lenny Bruce with Ronald Collins, coauthor with David M. Skover of *The Trials of Lenny Bruce: The Fall and Rise of an American Icon* (Naperville, Ill.: Sourcebooks MediaFusion, 2002). Airs the week of March 8.

The IRA

Bryan Le Beau is joined by Richard English, Professor of Politics at Queen's University, Belfast. His book, *Armed Struggle: The History of the IRA* (New York: Oxford University Press, 2003) is a definitive account of one of the most important revolutionary movements in modern world history. Airs the week of March 15.

## Great Speakers, Fascinating Topics

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Available as a service to OAH members, RSO is a searchable, cumulative database of history-related citations for articles drawn from over 1,000 journals and for books, dissertations, and CD-ROMs. The collection begins with the "Recent Scholarship" section of the June 2000 *Journal of American History*.

Search the content of the database by multiple criteria, including author, title, subject or chronological category, language, year of publication, and document type. Create a bibliography that combines results of multiple searches into a single list, formatted according to *The Chicago Manual of Style*.

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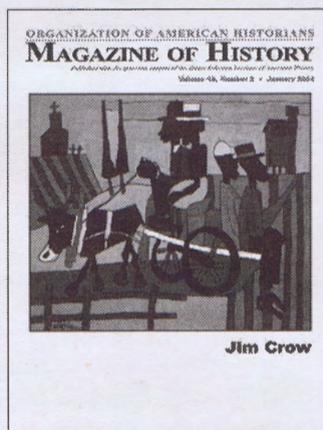
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## You are invited to attend the 2004 Annual Conference of the Western Association of Women Historians

May 21-23, 2004  
University of California, Santa Barbara

Pre-registration due: April 25, 2004  
Onsite registration available

We would also like to congratulate our 2003 Award winners:

**Founders' Dissertation Fellowship**  
Amanda Littauer

"V-girls, B-girls and Vagrants: Women, Sexuality and Criminality in the Wartime and Postwar Urban West, 1943-1960"

**Judith Lee Ridge Article Prize**  
Lynn Sacco

"Sanitized for Your Protection: Medical Discourse and the Denial of Incest in the United States, 1890-1940"

**Sierra Book Prize**  
Lucy Barber

*Marching on Washington: The Forging of an American Political Tradition*

**Penny Kanner Award**

The authors of *American Women: A Library of Congress Guide for the Study of Women's History and Culture in the United States*

The Western Association of Women Historians was founded in 1969 to promote the interests of women historians. For information about the annual conference, membership, and awards and prizes, please see [www.wawh.org](http://www.wawh.org).

Second Biennial Urban History Conference



**The Urban History  
Association**

## Call for Papers

*University of Wisconsin - School for Continuing Education  
Milwaukee, Wisconsin • October 7 - 10, 2004*

The Urban History Association invites submission of individual papers and panels for the Second Biennial Urban History Conference at the University of Wisconsin - School for Continuing Education in Milwaukee, Wisconsin on October 7 - 10, 2004. The central goal of the conference is to explore urbanism and urban regions in all their complexity across time and space.

Session themes or subjects may include but are not limited to: society, demography, immigration, race, ethnicity, gender, class, culture, space, landscape, the natural and built environment, economy, technology, infrastructure, architecture, political economy, politics, policy, and planning.

Even though the conference deals with all urban topics, the committee is seeking to foster comparative, international, and interdisciplinary explorations of urbanization, urban life, or the dynamics of urban regions that enhance theoretical understandings. The committee particularly welcomes session proposals that have a comparative international framework or that place the study of urbanization in one country or a specific period within an international context or that have transnational implications. In addition the committee also seeks papers that explore the history of Milwaukee and its region in a comparative framework with a special focus on urban institutions and landscape, migration and immigration, industrialization and deindustrialization, Wisconsin's Progressive and reform past and its leadership in conservation, and the public presentation of urban history.

The committee invites proposals for full panels with three paper presenters or speakers and welcomes individual paper submissions. The committee especially welcomes paper submissions from recent Ph. D. recipients as well as Ph. D. candidates still writing their dissertations. The committee encourages queries and ideas for sessions from scholars who are interested in participating and will help them form panels or find an appropriate session for their papers.

*Final submissions are due on March 1, 2004 and should be sent to  
Timothy R. Mahoney, Executive Secretary, The Urban History Association  
Department of History, 612 Oldfather Hall  
University of Nebraska-Lincoln • Lincoln, Nebraska 68588-0327 U.S.A.*

**To contact committee members consult the "Conference" section  
of the web site of the Urban History Association.**

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

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*The College Board welcomes college and high school faculty to attend the College Board Breakfast Panel at the 2004 Annual OAH Conference in Boston. Our keynote speaker is Pauline Maier from the Massachusetts Institute of Technology. Her presentation is titled "Filling Holes, Making it Global, Balancing the Parts: Rethinking American History."*

#### HELP ASSESS THE U.S. SURVEY COURSE

OAH and College Board's Advanced Placement History Program invite college faculty teaching the introductory U.S. survey to fill out the curriculum questionnaire at the following website:  
<http://ntis01.ets.org/onyx.APUSHistory.htm>

Survey results will be published jointly by OAH, AHA, and AP to facilitate the teaching of the survey course.

# 2004 Convention Supplement

## OAH

### Walking with History in a Walking City

Michael Kenney

When Boston calls itself a walking city, it means it—and even if the weather doesn't seem perfect, it's worth taking a break from the convention and heading out and about. To get you started, here are several paths, any one of which may be enjoyed during your stay in Boston.

#### The Revolutionary City

Not all that far afield, take the Green Line from the Copley Square "T" station four stops "inbound" and get off at Government Center. Just ahead of you as you exit the station is City Hall, a much-admired (by architects)

but often-reviled building in the 1960s expressionist style. As you pass it on your left, look up the broad pedestrian mall to the right where you will see the Old State House, well worth a detour. The seat of the British colonial government, its second-floor Council Chamber overlooks the site of the 1770 Boston Massacre and from its balcony the Declaration of Independence was

read out in July 1776.

Opposite the Old State House's entrance is the Visitor's Center for the National Park Service's Boston National Historical Park, now celebrating its thirtieth anniversary. There you will find Boston's Freedom Trail. And if you decide to trace it on your own, the NPS Visitor's Center can supply you with maps and guide books. (See maps on pages A10 and A12.)

Continuing into the old colonial city, retrace your steps back toward City Hall to the broad stairway lead-

See WALKING / A5 ►

### Meeting At A Glance

Preregistration Deadline March 4, 2004  
Preregister Online [www.oah.org/meetings](http://www.oah.org/meetings)  
Headquarters Boston Marriott Copley Place  
Convention Hotel Boston Marriott Copley Place  
110 Huntington Ave.  
Boston, MA 02116  
Phone: 617-236-5800  
Toll-free: 800-228-9290

Airline Reservations Ross and Babcock Travel  
800-345-1647

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### Boston as a Women's City

Sarah Deutsch

This past October, Boston dedicated its first public monument to important women in its past—women more significant to its postcolonial history than Mary Dyer, the Quaker woman who was hanged as a heretic in 1660, and whose monument sits before the State House.



Boston Public Library (Tim Correia photo.)

The new Boston Women's Memorial is located on the Commonwealth Avenue Mall near Gloucester Street. It is a stunning interactive set of three separate statues of poet Phillis Wheatley, private politician Abigail Adams and Lucy Stone, the influential equal rights advocate who for many decades operated the American Women's Suffrage Association office in Park Street, one of the first places claimed by women in Boston's historic public space.

When Kate Gannett Wells, a white, wealthy Boston antisuffragist and purity reformer in 1880, wanted to signify the greatest danger shifting gender roles held, she pointed straight at the changes in women's geography. "Women do not care for their homes as they did," she wrote in the *Atlantic Monthly*. "Professional women have found that, however dear the home is, they can exist without it. The simple fact is that women have found that they can have occupation, respectability, and even dignity disconnected to the home."

Boston women proudly led in such developments. Even when they did not abandon the home, they reimagined it. It is no accident that the term "Boston marriage" refers to women who set up house together.

See BOSTON / A8 ►

### American Revolutions: Boston and Alfred F. Young

Reeve Huston

American Revolutions is the theme of the 2004 OAH meeting. Sessions explore the wide variety of revolutions in American life, including several on the Revolution itself, and others on radical and revolutionary movements from abolitionism through civil rights, black power, and the queer movement, and on dramatic transformations in such diverse areas of American life as religion, print culture, law, art, and sexuality.

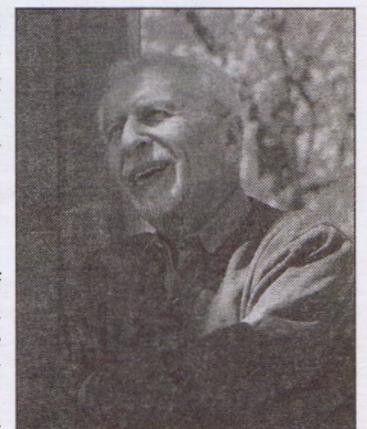
Among these sessions is one assessing the work of Alfred F. Young. Young has been an influential writer on the American Revolution, and has played a critical role in transforming our understanding of American history through his pioneering work in the new social history.

He has also done pathbreaking work in two emerging fields that will be featured at the OAH program: public history, which will be evaluated in a State of the Field session; and public memory, the focus of a conference within a conference at this year's meeting.

The setting of this year's meeting is especially apt to honor Young, since for the last several decades his research has centered on Boston. Young has played a major role in shaping the city's public history landscape through lectures, workshops, consulting, and publications—most recently through his "eight propositions" for reconstructing the interpretation of the Freedom Trail, published in the spring 2003 issue of *The Public Historian*. Young questioned whether the many, albeit ill-coordinated, sites of the trail do justice to the "popular" side of the Revolution.

The session on Young's work will be held in one of the most important sites of revolutionary Boston, the Old State House, where a portrait hangs of George Robert Twelves Hewes, the subject of Young's 1999 book, *The Shoemaker and the Tea Party: Memory and the American Revolution* (Boston, Mass.: Beacon Press, 1999).

As a newly minted Ph.D. in 1958, Alfred Young bucked historical conventions, which gave a central place to high politics, political biography, and elite intellectual history. In *The Democratic Republicans of New York* (Chapel Hill: University of North Carolina Press,



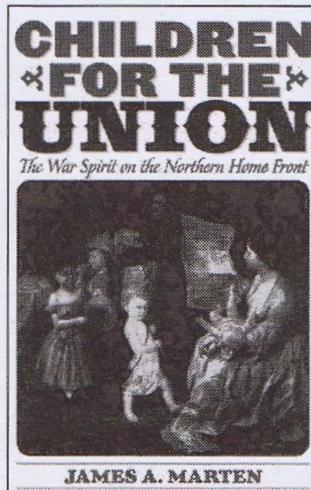
Alfred F. Young (Photo courtesy Diana O. Rasche.)

See YOUNG / A7 ►

# NEW HISTORY FROM IVAN R. DEE

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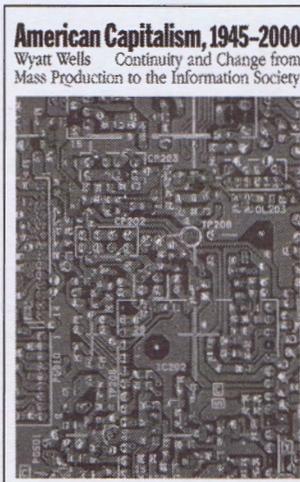
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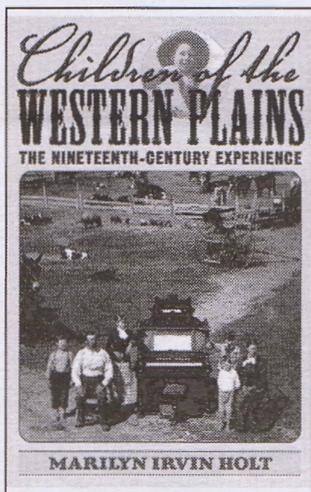
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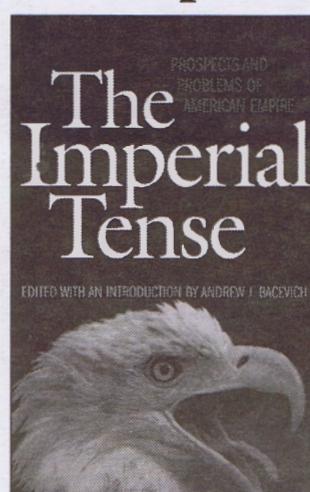
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# Judge Carter and the *Brown* Decision

Patricia Sullivan

The OAH will commemorate the fiftieth anniversary of *Brown v. Board of Education* with a plenary session on March 26, 2004, featuring Judge Robert L. Carter, a primary architect of *Brown*. Carter will reflect on the legacy of the Supreme Court decision that launched the modern civil rights movement, and participate in a discussion with Derrick Bell, John Hope Franklin, Lani Guinier, and Charles Ogletree, who will serve as moderator.

*Brown v. Board of Education* was a crowning achievement in Robert Carter's illustrious career with the National Association for the Advancement of Colored People. From 1944 through 1968, Carter played a leading role in crafting and litigating the major cases of the civil rights era. While counsel for the NAACP, he argued and won twenty-one of twenty-two cases before the United States Supreme Court. Since 1972, Robert Carter has served as a federal district judge for the southern district of New York.

Born in Careyville, Florida, in 1917, Robert Carter was a child of the Great Migration. His family moved north to Newark, New Jersey, shortly after his birth. When he was just a year old his father died, leaving his mother with eight children to support. Annie Martin Carter went to work as a domestic worker and presided over a loving and close-knit family, which supported the educational ambitions of the youngest child. "My desire for education," Carter recalled, inspired him in his early years.

At the age of sixteen, Carter enrolled in Lincoln University in Pennsylvania. His first experience of a predominantly black educational environment was a deeply rewarding experience, both personally and intellectually. In the fall of 1937, he entered Howard University Law School. During his second semester he visited the Supreme Court for the first time to hear former Howard Law School dean Charles Hamilton Houston argue and win the first NAACP school case to reach the Supreme Court, *Missouri ex. Rel. Gaines v. Canada*, regarding Lloyd Gaines's application to attend the University of Missouri Law School. Carter's memory of

this civil rights milestone is punctuated by a revealing episode: Supreme Court Justice James McReynolds swirled his chair around and turned his back to Charles Houston during his presentation to the court.

Carter contemplated an academic career. Upon receiving his law degree from Howard, he attended Columbia University and earned an LLM degree before being drafted into the army in 1941. The virulent racism he experienced in the Army Air Force set him firmly on his life course. "It made a militant of me," Carter explained, "and instilled in me a fierce determination to fight against racism with all my intellectual and physical strength." When Thurgood Marshall offered him a job with NAACP legal staff upon his release from the army in 1944, he eagerly accepted.

Working as Marshall's chief legal assistant, Carter conceptualized legal strategy and supervised the preparation and filing of briefs for the NAACP's frontal assault on Jim Crow during the postwar years. As one associate put it, "Bob Carter was the keel and Thurgood was the wind." His work in developing a sharp-edged litigation program was complemented by extensive work in the field. He tried cases in every state of the former Confederacy, and his experiences in the courtroom deepened his appreciation of the unique role played by black civil rights

lawyers in the segregated South. The trials, he explains, were a form of public theatre, which afforded southern blacks an opportunity to see black lawyers in a position of authority, cross-examining and challenging white officials. After trying a teacher's salary case with Constance Baker Motley in Jackson, Mississippi, he learned that scenes from the trial were reenacted in barbershops, beauty parlors, and bars throughout the black community.

In 1950, the NAACP shifted from a strategy designed to compel equalization of facilities and resources to an all-out challenge to enforced racial segregation. This was a leap into uncharted legal waters, and demanded fresh approaches. Robert Carter looked to contemporary social science and found psychological and sociological studies demonstrating the deleterious effects of segregation. Here,



Judge Robert Carter

he believed was the key to successfully challenging *Plessy v. Ferguson*, and he recruited the young sociologist, Kenneth Clark, to aid the NAACP legal team in pursuing this approach. This became the pivot on which a unanimous court ruled on May 17, 1954 in *Brown v. Board* that "separate educational facilities are inherently unequal."

*Brown* initiated a decade of heightening black protest and the escalation of white massive resistance, which aimed to crush civil rights protest and drive the NAACP from the South. In countering these attacks, Robert Carter argued and won three major cases. *NAACP v. Alabama*,

which secured First Amendment protection for civil rights organizations, preventing the enforced disclosure of the identity of NAACP rank and file members; *NAACP v. Button*, which validated the right of the organization to encourage and sponsor litigation challenging the constitutionality of Jim Crow laws and procedures; and *Gomillion v. Lightfoot*, which struck down the gerrymandering of Tuskegee, Alabama, and paved the way for the court to enter the "political thicket" of voting and electoral procedures and issue its "one man, one vote" decision.

While the final assault on Jim Crow went forward in the South, Carter began working to expand the interpretation and application of the court's mandate, namely "to establish through constitutional doctrine equal educational opportunity for black children in real life."

After becoming general counsel of the NAACP in 1955, he developed and led an innovative legal campaign against northern-style school segregation and racial inequality. He and his associates sought, with little success, to expand the application of *Brown*, arguing that whenever school assignment policies or organization produced inferior education of black students, whether intentional or not, that was a violation of the law. While waging a broad fight for equal educational opportunities in north-

ern public schools, Carter and his small staff also challenged job and housing discrimination, and secured a National Labor Relations Board ruling outlawing craft union segregation as an unfair labor practice.

Following his departure from the NAACP in 1968, Carter became a partner in the law firm of Poletti, Frieden, Prashker, Feldman and Gartner and remained active in public affairs. With Floyd McKissick, he was a cofounder of the National Conference of Black Lawyers. In 1972, on the recommendation of Senator Jacob Javits, Richard Nixon appointed Carter to the federal bench.

Robert Carter has just completed an autobiography that will be published by the New Press. While his life story reflects the major changes in race relations that transpired in the last century, he remains intent on keeping attention focused on the persistence of inequity and discrimination in American society. He has advocated cross-racial coalitions of African Americans and other disadvantaged groups as "essential to reform the democratic process in the country and advance the struggle for civil rights and racial justice in the twenty-first century."

In taking stock of *Brown*, Carter observes that it failed to achieve its primary purpose—to guarantee equal educational opportunity for African American children. But the larger meaning of *Brown* continues to resonate. It will, he writes, "always stand at the highest pinnacle of American judicial expression because in guaranteeing equality to all persons in our society as a fundamental tenet of our basic law, it espouses the loftiest values." □

Patricia Sullivan is an associate professor of history and African American studies at the University of South Carolina. She is writing a history of the NAACP.

## OAH Resources on the *Brown* Decision

May 17, 2004 marks the fiftieth anniversary of the Supreme Court's landmark ruling in *Brown v. Board of Education*, which declared racially segregated schools unconstitutional. To assist historians in teaching about this important turning point, OAH offers the following resources.

- A special issue of the *OAH Magazine of History* devoted to school desegregation, available online at <<http://www.oah.org/pubs/magazine/deseg/>>. Guest editors Vicki Ruiz and Waldo Martin assembled a collection of useful articles, lesson plans, historiography, and web resources.
- *Racial Desegregation in Public Education Theme Study*, available online at <[http://www.cr.nps.gov/history/online\\_books/nhl/school.htm](http://www.cr.nps.gov/history/online_books/nhl/school.htm)>. The result of a joint effort between OAH and the National Park Service, this document provides a historical overview of segregated schooling and efforts to eradicate it.
- A special roundtable on *Brown v. Board* in the June 2004 issue of the *Journal of American History*, available online to OAH members through the History Cooperative, <<http://www.historycooperative.org/jahindex.html>>. Authors include Kevin Gaines, Clayborne Carson, Mary Dudziak, Adam Fairclough, Lani Guinier, Scott Kurashige, Charles Payne, and Daryl Michael Scott.
- Speakers to talk about the history of desegregation and civil rights, through the OAH Distinguished Lectureship Program. For more details about this program and a list of available speakers, visit <<http://www.oah.org/lectures/>>.

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by James Goodman

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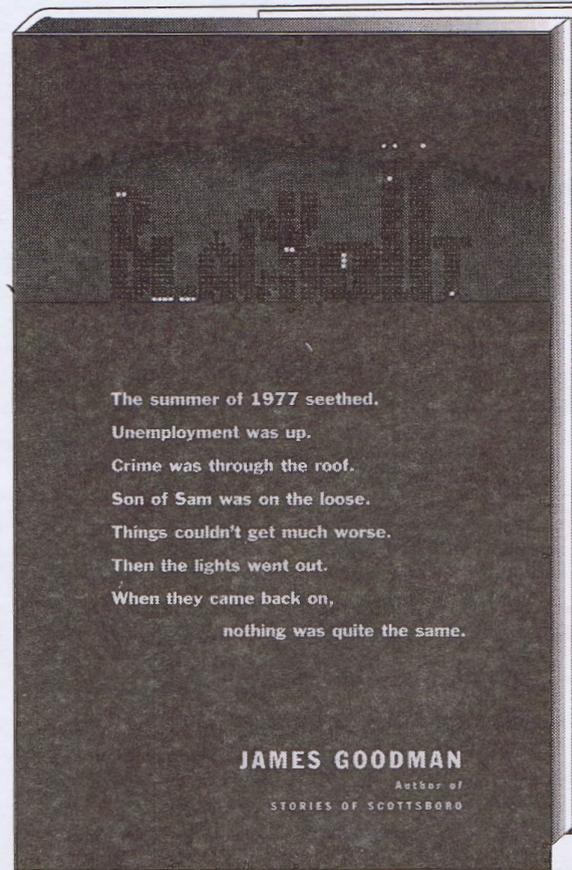
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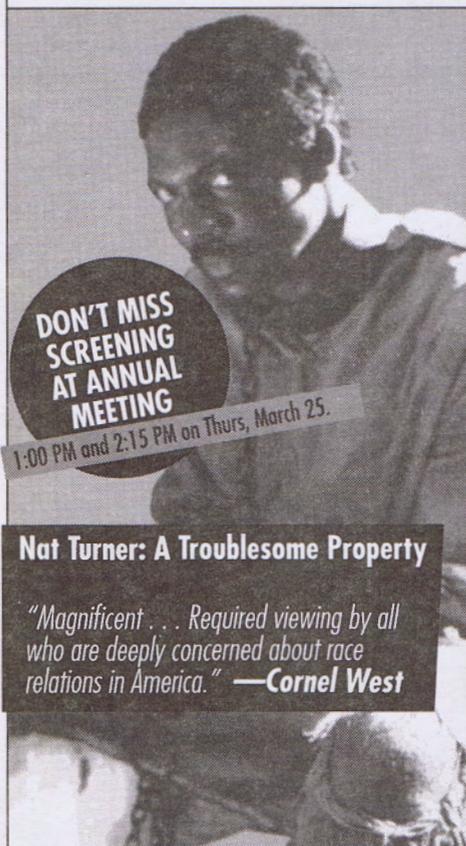


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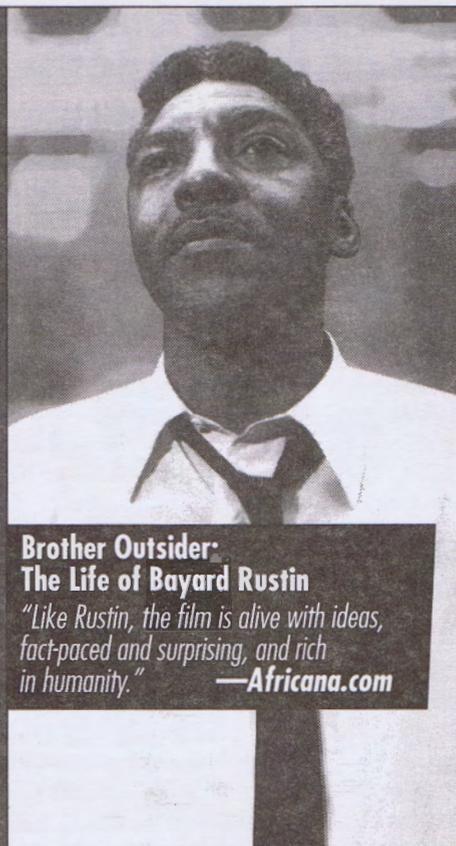


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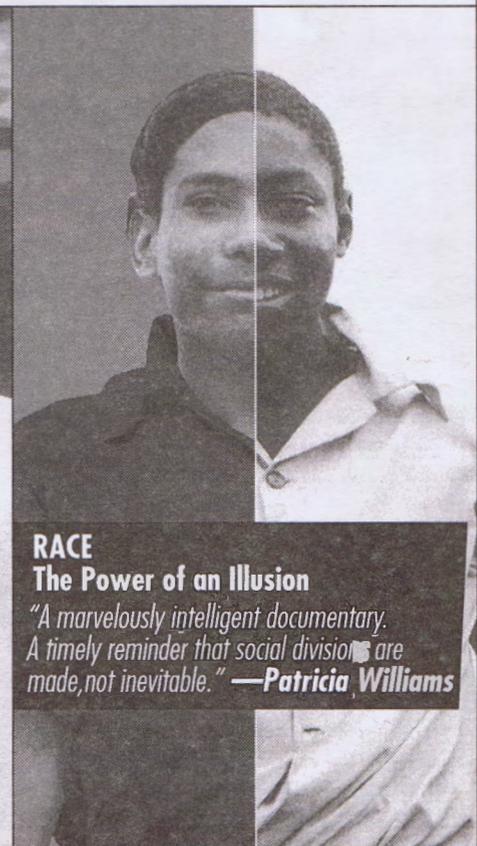
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ing toward **Faneuil Hall**, Boston's "Cradle of Liberty," where Samuel Adams advocated revolution.

Adams's statue stands before the building, but step back from it a few paces and look at the granite paving underfoot. Etched into the stone is a delicate tracing of seaweed, clam shells, and gulls' feathers that resembles a shoreline's high-water mark—which is exactly what it records: the original shoreline when Boston's first settlers arrived in 1630. All the land between you and the present harbor was filled over the centuries, first for docks and wharves, then for merchants' warehouses and ship chandleries.

Just beyond Faneuil Hall is **Quincy Market**—restored and recycled in the 1970s as a food court—whose bustle recalls the original market stalls and has served as a model for similar reuse projects in other nineteenth-century urban marketplaces.

There's another option for lunch nearby, the landmark **Union Oyster House**, another site of revolutionary ferment. The early eighteenth-century building forms one side of the **Blackstone Block** where the original seventeenth-century street patterns remain in Salt Lane, Marsh Lane, and Creek Square.

No visit to Boston would be complete without at least a peek at "**The Big Dig**," the awesome \$14.6 billion project to tear down the elevated Central Artery and rebuild it underground. It's hard to tell in advance how much construction and deconstruction work you'll encounter—but you can't miss it, especially if you head on a bit farther into the North End, a labyrinth of twisting streets reflecting three hundred years of settlement, many of them lined with small, family-run Italian restaurants.

Once in the North End, you'll find the **Paul Revere House** and the nearby **Old North Church**, where the lanterns hung that alerted the patriots in Charlestown that the British troops were about to march to Lexington and Concord.

From the North End or the Blackstone Block, head back to the OAH convention via the Green Line from its Haymarket station (five stops to Copley).

### The Brahmin City

A ride inbound on the Green Line, three stops to the Park Street "T" station, gets you started on a rambling excursion through the byways of **Beacon Hill** and then down along Boston's antiques row. As you exit the station, you'll see the gold dome of the **State House**. Head for it up a gentle slope along one edge of **Boston Common**.

The Common is where early residents pastured their cattle and where British troops camped before heading for Lexington and Concord. It's been a victory garden and a public art gallery. There's a summer wading pool that becomes a winter skating rink. The corner nearest the "T" station was the stomping ground for soapbox orators well into the last century.

Before crossing Beacon Street to the State House, detour a few steps to the left where you will find the **Shaw Memorial**, the grandest of all Boston's historic sculptures and second only to the Vietnam Memorial in Washington as America's finest and most moving war memorial. The bronze bas-relief by Augustus Saint-Gaudens depicts Colonel Robert Gould Shaw, Boston Brahmin, leading members of the 54th Massachusetts Regiment, an African American unit that led the assault on Confederate Fort Wagner, popularized in the movie, *Glory*.

The gold-domed **State House**, designed by Charles Bulfinch and built in 1797 to replace the colonial-era Old State House, is worth a visit, but we'll continue past it, down Beacon Street and up Joy Street to Mount Vernon Street onto Boston's classic red-brick, gas-lit and cobblestoned **Beacon Hill**.

The townhouses along Mount Vernon Street were built beginning in the early 1800s and over the years were the homes of Boston's "Brahmins," the social and mercantile aristocracy satirized in the gibe, "The Cabots speak only to the Lowells and the Lowells speak only to God."

As an alternative, continue on Joy Street to pick up Boston's **Black Heritage Trail** (see map on back page). Years of gentrification have blurred the distinctions, but for much of the past two centuries, Beacon Hill was home to members both of Boston's black community and of its white establishment.

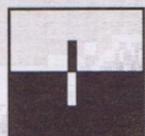
Whether from Mount Vernon or Pinckney, turn half-way down the hill into **Louisburg Square**, whose London-styled garden is edged on either side by stately Greek Revival townhouses. (Note that Bostonians give the square an English pronunciation, "lew-is," rather than the French "lou-ie," to commemorate the capture of the French Canadian fortress of Louisburg by Massachusetts colonial troops in 1745.)

Walk through the square, then continue downhill along Pinckney Street to Charles Street. Today, it is not only **Boston's Antiques Row**—no less than fourteen stores, plus another dozen design studios and gift shops—but serves as the Beacon Hill neighborhood's main street, with markets, a drug store, and a hardware store that have been on the street a half-century or more. You'll be likely to find neighborhood residents having breakfast or coffee at The Paramount or lunch at Panificio—and check the restaurant guide for evening suggestions.

Follow Charles Street toward Beacon Street, then head back to the OAH convention hotel through the **Public Garden**, a formal greenspace laid out in the 1830s as the Back Bay flats were being filled. The charming **Swan Boats** are tucked away for the winter, but the delightful bronze sculptures of the "Make Way for Ducklings" figures head toward the central pond.

The Arlington Street "T" station at the far corner of the Public Garden will get you on the Green Line back to Copley and the OAH convention hotel—or you can walk back down the Commonwealth Avenue Mall, turning left at Dartmouth Street. □

*Michael Kenney writes frequently on local and regional history.*



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# EXPLORATIONS IN WORLD HISTORY

## Commemorating the Anniversary of the Lewis and Clark Expedition



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Historic St. Louis, Missouri will host the 2004 National Council for History Education (NCHE) National Conference in conjunction with the debut of the traveling exhibition *Lewis and Clark: The National Bicentennial Exhibition* organized by the Missouri Historical Society. St. Louis, built in Spanish territory and named for a French king, come see what makes this eastern, southern, European, but totally American city completely unique. This year's conference will be held at the Millennium Hotel, located in the heart of downtown St. Louis mere steps from the Gateway Arch, Busch Stadium and overlooking the Mississippi River.

### NCHE CONFERENCE HIGHLIGHTS



**BERNARD BAILYN**, Adams University Professor Emeritus at Harvard University and Director of the International Seminar on the History of the Atlantic World as well as NCHE founding member, will be a featured General Session Speaker on Saturday, April 3, 2004. Bailyn's presentation will be on *Cultural Encounters in Atlantic History*.

Dr. Bailyn has received two Pulitzer Prizes, one for *The Ideological Origins of the American Revolution*, for which he also was awarded the Bancroft Prize, and the second for *Voyagers to the West*. His biography, *The Ordeal of Thomas Hutchinson*, won the National Book Award. In 2000, he received the Catton Prize of the Society of American Historians for lifetime achievement in the writing of history. Bailyn is also member of the Kluge Center Scholars' Council convened by the Librarian of Congress.

**CAROLYN IVES GILMAN**, is special projects historian at the Missouri Historical Society, as well as the curator of the newest exhibit; *Lewis & Clark: The National Bicentennial Exhibition*. Gilman is also author of non-fiction and fiction works, of which her most recent is *Lewis and Clark: Across the Divide* the companion volume to the exhibition. She will be speaking about her work preparing the exhibit.

Her other non-fiction works include: *The Way to Independence: Memories of a Hidatsa Indian Family, 1840 - 1920*, a publication of the Minnesota Historical Society and *Where Two Worlds Meet: The Great Lakes Fur Trade*. Gilman's fiction includes a novel entitled *Halfway Human*. In 1992 she was a finalist for the Nebula Award for her novella, *The Honeycrafters*.



**JEANNE EDER** is the director of Alaska Native Studies at the University of Alaska, Anchorage. She received her Ph.D. in American History and Public History from Washington State University. Eder is a Dakota Sioux, whose name is Oya-win (pronounced OH-yeah-wee-a), meaning tracked woman. She is one of the first American Indian members of the *National Lewis and Clark Bicentennial Council* and will be presenting a session on how explorers and colonizers see the world and on the exploration of what is now Yellowstone National Park.

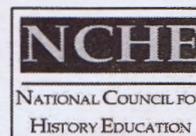


Dr. Eder also participates in a Washington State University series, *American Indian Perspectives*:

*Sacag(j)awea and the Lewis & Clark Expedition*, portraying Sacagawea the Shoshone woman who accompanied the Lewis and Clark expedition.

**EMBARK** on your own Exploration of NCHE's 2004 National Conference by registering to attend. Contact us at the address below or log on to our web site

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1967), Young studied the political movements and aspirations of the "meaner sort" of the Revolutionary era, placing them within a broader class analysis of politics. With more rigor than any previous work, *The Democratic Republicans* substantiated Carl Becker's proposition that the American Revolution began as a struggle for "home rule" but became a conflict over "who should rule at home."

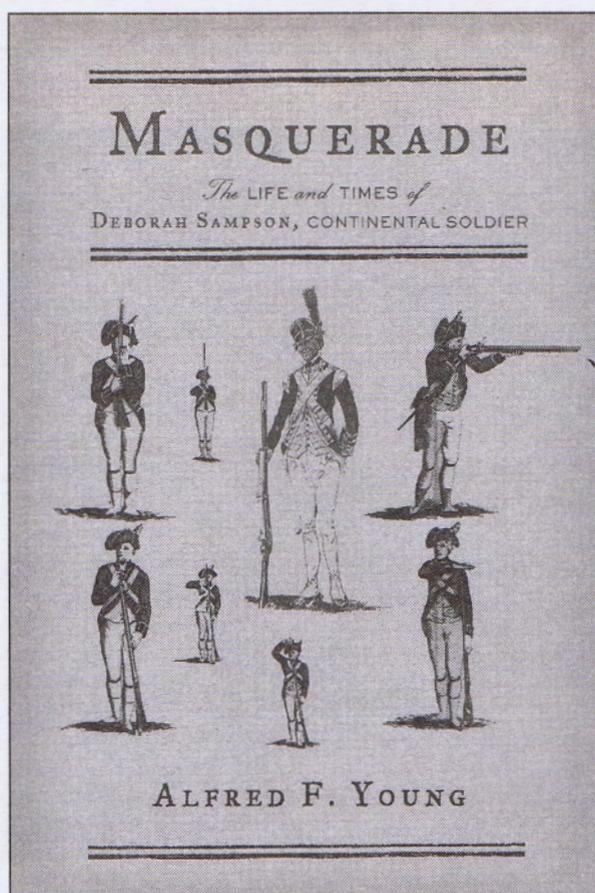
In its focus on the popular classes, on social conflict, and on the Revolution as the occasion for unleashing popular politics, Young anticipated many of the themes and interpretations that distinguish studies of the Revolution over the next two decades.

Young then embarked on an ambitious study of Boston artisans during the Revolutionary era. In a pathbreaking article, he traced Boston shoemaker George Robert Twelves Hewes's participation in the Revolution and explored the ways in which the conflict changed Hewes's political and social consciousness. Young also traced how later Americans remembered and commemorated Hewes's participation in the Revolution.

In other articles and lectures, Young explored the transmission of English popular rituals and traditions to the colonies and their mobilization during the Revolution, the transformations of artisans' consciousness and politics, and the impact of popular politics on the drafting of the Constitution.

Young also examined women's participation in and politicization by the Revolution. Next year, Knopf will publish *Masquerade: The Life and Times of Deborah Sampson, Continental Soldier*, the story of a Massachusetts woman who fought in the revolutionary army disguised as a man. Young will follow that with his long-awaited volume on the people of Boston in the Revolution.

Young's greatest influence may be as a mentor, collaborator, and network-builder among younger historians. In two widely read collections of essays, he showcased the innovative work of younger scholars. *The American Revolution* (DeKalb, Ill.: Northern Illinois University Press, 1976) brought together a virtual "Who's Who" of young historians who would soon transform Americans' understanding of the Revolutionary era. Edmund Morgan hailed the collection as "the most important book yet produced by historians of the New Left." *Beyond the American Revolution* (DeKalb, Ill.: Northern Il-



Book jacket of Alfred F. Young's forthcoming work, *Masquerade: The Life and Times of Deborah Sampson, Continental Soldier*. (Image courtesy of Claire Williams)

linois University Press, 1993) brought together essays which explored the long-term impact of the Revolution.

The first pioneered, and the second helped consolidate a new vision of the Revolution as a panoply of linked conflicts in which a wide variety of social groups—gentlemen, educated white women, slaves, apprentices, family farmers, evangelicals—fought for (or against) national independence and, in the process, transformed the fundamental relationships and beliefs governing American society.

Always an antielitist, Young has devoted considerable energy to bringing the new social history to public

audiences. During the bicentennial of the Revolution, he traveled the country, presenting a slideshow lecture on artisans in the Revolution to union members and other lay audiences. With the American Social History Project, he collaborated on a video about George Robert Twelves Hewes's experience of the Revolution and served as a consulting editor on the Project's alternative American History textbook, *Who Built America? Working People and the Nation's Economy, Politics, Culture, and Society* (New York: Pantheon Books, 1989). And with Terry Fife, he created a permanent exhibit on the Revolution at the Chicago Historical Society which juxtaposed Revolutionary texts with artifacts from white artisans and farmers, women of various races and classes, slaves, and American Indians. The pairings served to raise questions about how ordinary people understood and participated in the Revolution, how their participation changed their consciousness, and whether the Revolution lived up to its promises for non-elites.

This year's OAH meeting will feature sessions on several pathbreaking and influential historians of the United States: John Higham, Benjamin Quarles, Herbert Aptheker, and August Meier. Alfred F. Young is among them because he has influenced so many important developments in how historians make sense of American history, because he has contributed so much to the public's understanding of the American past, and because he has contributed mightily to the welfare of the OAH. The organization recognized Young's distinguished service to the profession with a special award in 2000, and this year it will honor him with a critical assessment of his scholarly work. □

Reeve Huston teaches history at the University of Arizona and is cochair of the 2004 OAH Program Committee.

## Chat Rooms

### A Call for the Boston Annual Meeting

Need a space for a public but informal discussion of an issue important to the history profession? During the annual meeting OAH makes possible several Chat Rooms. These are for members who would like to host conversations about topics such as collaborative research or publishing projects; ideas for future conferences or seminars; burgeoning new subfields of American history; and professional issues for historians and teachers.

Topics at past annual meetings included:

- Reparations for Slavery
- Teaching Controversial Subjects in the Classroom
- History of Manhood and Masculinity, a new field
- Marking the sixtieth anniversary of FDR's Economic Bill of Rights proposal
- Assisting Historically Black Colleges and Universities with historic preservation

#### To Reserve a 2004 Chat Room

1. Email the OAH office (<chat@oah.org>) with your topic of discussion. The proposer is the point person responsible for greeting the other discussants and beginning the conversation.
2. Proposals should be no more than 150 words in length and should speak to the purpose and potential audience of the planned discussion. (Chat rooms are public and open to anyone who registers for the 2004 Annual Meeting.)
3. Rooms will be filled on a first-come, first-served basis. Chat Rooms received and accepted by March 1 will appear in the Onsite Program for Boston, which will be distributed at the meeting. □

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## Childcare at the 2004 Annual Meeting

Childcare during the meeting can be arranged with Parents in a Pinch, 45 Bartlett Crescent, Brookline, Massachusetts 02446; phone 617-739-5437; toll-free 800-688-4697. Parents in a Pinch provides childcare in all hotels in the greater Boston area. Parents and guardians may call to reserve a sitter Monday through Friday, from 8:00 a.m. to 5:00 p.m. Babysitters are paid by parents directly: \$10.00 per hour for one child, \$1.00 for each additional child, plus reimbursement for the provider's travel expenses and parking. There is a four-hour minimum. Parents also pay a referral fee by credit card: \$60/day during the weekdays, \$40.00/session for evenings and weekends. There is a \$30.00 cancellation fee for childcare booked and cancelled. All caregivers are screened and must submit to background checks. More information about Parents in a Pinch is available at <<http://parentsinapinch.com>>. Please contact Parents in a Pinch directly for childcare. OAH is not responsible for arrangements. □

#### Childcare Assistance Grants

Preregistrants for the 2004 OAH Annual Meeting may apply for reimbursement of childcare costs associated with their attendance in Boston. This new OAH program, proposed by the OAH Committee on the Status of Women in the Historical Profession, will provide ten grants of up to \$200 reimbursement for parents or guardians. Grants will be made on a first-come-first-served basis to individuals who are members of OAH, have pre-registered, and have a combined/household income of less than \$40,000. The childcare may happen in the child's home or at the annual meeting. Grant recipients will be asked for receipts or other written documentation before receiving reimbursement. To apply, send an email to <[childcare@oah.org](mailto:childcare@oah.org)> that includes name, mailing address, telephone number, number of children needing care, and hours and days of childcare (e.g., 6 hours on Thursday, 8 hours on Friday, etc.).



The Boston Women's Memorial includes Abigail Adams, Lucy Stone, and Phyllis Wheatley. The memorial is an enjoyable fifteen-minute walk north of the OAH conference hotel. (Take Exeter north to Commonwealth Avenue, then west [left] to Gloucester. Photo courtesy Tim Correira.)

By the 1890s, elite Boston women advised seduced innocents to "Shoot Your Betrayed." Newspapers covered women's bicycling, and women strikers took to the streets. That decade witnessed a revision of urban etiquette and gender roles debated daily in U.S. newspapers. Not only did unescorted "working girls" become familiar figures in public, but so did "New Women," the college graduates who made "social" work—visiting, organizing, caring for neighbors—into a paid profession, sought appointive office, or joined the professions.

Alongside traditional tales of urban seduction and abandonment—now almost entirely about rural mill girls and immigrants—the papers printed stories of spunky urban sophisticates who drove off male predators with long words. So convinced was the *Boston Globe* of the direction of the new trend, that it printed a futuristic cartoon in 1895 depicting a twentieth-century summer resort called "The Eveless Eden," in which solitary men and the occasional infant moped about because their professional wives were too busy in the city to join them, while an all-female orchestra played in the background.

By the 1890s, activist women had also taken over substantial parts of downtown's Boylston Street, adjacent to our convention hotel in the Back Bay. The Women's Educational and Industrial Union (WEIU) still has its headquarters there. The WEIU aimed to make women more self-dependent spiritually, economically, socially, and politically. Founded by professional women in 1877, it was joined by thousands of women who used it to organize women more effectively. In the late nineteenth and early twentieth century, it literally redrew the map of Boston—publishing its own map with its headquarters, public kitchens, lunchrooms, and meeting rooms spread across the heart of the city.

In the early twentieth century, its president, Mary Morton Kehew, was a force at the State House and City Hall, and made the WEIU an effective lobby. One of her interns recalled in 1908, "During her long illness last fall and winter she of course had to be out of public affairs entirely. About the time of her recovery in the spring some man is reported to have remarked to a legislator, 'I see Mrs. Mary Morton Kehew is recovering.' 'Why yes,' said the other. 'I believe she is. How did you know?' 'Because I noticed them cleaning up the State House,' was the quite sufficient reply."

Both black and white women belonged to the WEIU, but it was harder for black women to create respectable and safe public places for themselves. WEIU member

Josephine St. Pierre Ruffin organized against the national public degradation of black women, but even she had a sense of the 1890s as a "new era"—indeed, a "Woman's Era"—as she titled her national newspaper run out of her home in the West End, not far from Lucy Stone's headquarters. In 1904, a black branch of the Women's Christian Temperance Union in Boston, the Harriet Tubman Crusaders, created Harriet Tubman House in a rented South End brownstone as a residence for black women who, regardless of income, were excluded from the city's college dormitories and respectable rooming houses. Five years later, Mrs. Julia O. Henson, active in the branch and in the black Northeastern Federation of Women's Clubs, donated her own townhouse down the street as permanent headquarters. That remained the only public space in Boston created and run by black women for black women until 1920, when two black women's service organizations, the League of Women for Community Service and the Women's Service Club, both purchased club buildings a few blocks apart on Massachusetts Avenue. Like Harriet Tubman House, these club buildings were in the less desirable South End, not the Back Bay or Beacon Hill.

By 1910, the meaning of downtown space had further changed. While men still dominated, in the sense that they had more power (as employers and politicians), the tens of thousands of women store and office workers meant that downtown was no longer uncontested male space. Factory women had eaten lunches, brought from home, at their machines. Downtown workers—including the thousands working in department stores—now used their lunchtime to enjoy the commercial streets.

These trends culminated in the spring of 1913, when thousands of Boston's female garment workers and telephone operators voted to strike. Both groups relied heavily on the Boston Women's Trade Union League and the WEIU and in both the women workers would make use of the theater of the streets.

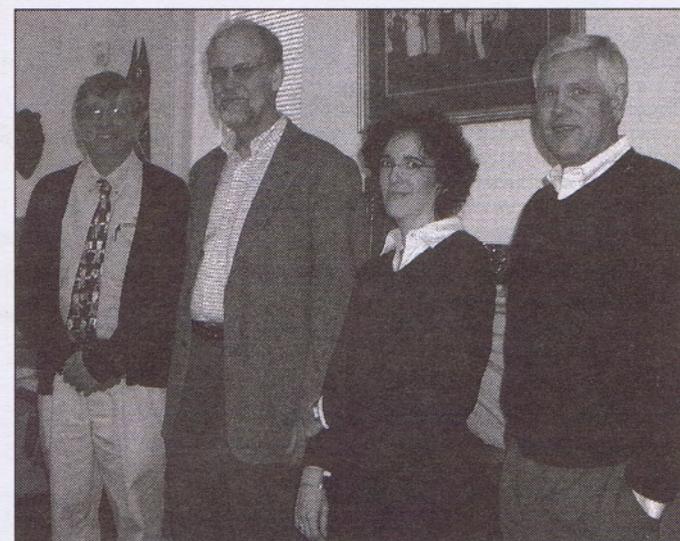
While the garment strikers occupied sites in the neighborhoods surrounding downtown, the telephone workers performed at the center, virtually at our convention site. The strikebreakers, in fact, were put up at the then brand new Copley Hotel. While there, they were carefully controlled by company matrons lest immorality taint corporate efforts at public relations. The union women, on the other hand, had a field day. They staged mock wrestling matches, infiltrated the hotels, and finally squared off at Young's Hotel in the heart of the business district on April 8, 1913, against Chamber of Commerce president James J. Storrow, a Brahmin reformer. On the operators' side was union president Annie Molloy, who would later work for the consummate Irish American machine politician, James Michael Curley. It was, in short, the male Boston Brahmins against the upstart Irish American women workers. The telephone workers scored a dramatic victory. It was an extraordinarily successful staking of a direct claim by these working-class women to Boston's public sphere.

Not all working women would fare so well, but the area surrounding our convention site is rich with the evidence of women's continual remaking of the city, reappropriation of urban space—in buildings and in the uses of the streets, and refusal to be denied a place in the public realm. The modern city takes its shape, in part, precisely from these contests.

You can see these nearby sites on your own by taking the self-guided Women's Heritage Trail (an illustrated guide book is available at the tourist kiosk in the Prudential Center and at the Boston Visitors Information Center on Tremont Street near Park Street Station). Or better still, you may join the guided tour of women's history sites scheduled on Saturday morning. The trail offers one of the best visual impressions to be had anywhere in the nation of the places in which women made history, created new public spaces for themselves and in the process changed the moral geography of a major city. □

*Sarah Deutsch is professor of history at the University of Arizona and cochair of this year's Program Committee. She is author of Women and the City: Gender, Space, and Power in Boston, 1870-1940 (New York: Oxford University Press, 2000).*

## OAH Leaders Meet and Prepare FY04 Budget



OAH Executive Director Lee Formwalt, incoming OAH Treasurer Robert Cherny, *Journal of American History* editor Joanne Meyerowitz, and outgoing OAH Treasurer Gale Peterson (left to right) meet in Bloomington to prepare the FY 2004 OAH budget. Peterson now chairs the OAH Constitution Committee and Meyerowitz will be leaving the *JAH* and Indiana University for Yale University in the fall.

# Exploring Boston's Museums and Historic Sites

Boston offers a rich assortment of museums and historic sites. Be sure to make time to explore our cultural institutions and significant historical places. There is something for everyone from the Freedom Trail to the Museum of Arts and from the Science Museum to the Institute of Contemporary Art. In addition to all that Boston has to offer, you are only an hour away from Lexington, Concord, Lowell and Salem to the north, Plymouth and New Bedford to the south, and Sturbridge to the west.

## Boston

### Boston National Historic Park

<<http://www.nps.gov/bost/>>  
Downtown Visitor Center, 15 State St.  
617 242-5642 • Hours: Open daily 9-5.

### Freedom Trail

<<http://www.thefreedomtrail.org>> • Sixteen key historic sites in Boston. See map on back cover and individual listings for sites open to the public. Burying Grounds open during daylight hours.

### Boston Public Library

<<http://www.bpl.org>> • Copley Square, 617-536-5400 • Hours: Mon-Thu, 9-9, Fri & Sat, 9-5, Sun 1-5 • "Faces & Places" - Maps from the Norman B. Leventhal collection.

### Bunker Hill Monument—Freedom Trail

<<http://www.charlestown.ma.us/monument.html>> • 617-242-5641 • Hours: Visitor Lodge and Exhibits, 9-5 • Monument open to climb 9-4:30 daily • Free.

### The Children's Museum

<<http://www.BostonKids.org>> • 300 Congress St. • 617-426-8855 • Hours: Daily 10-5, Fridays until 9 p.m.

### The Commonwealth Museum

<<http://www.state.ma.us/sec/mus/musidex.htm>> • 220 Morrissey Blvd. • 617-727-9268 • Hours: Mon-Fri 9-5, Sat 9-3 • In March: "Big Dig" Archeology of the Central Artery Project."

### Faneuil Hall—Freedom Trail

<<http://www.faneuilhallmarketplace.com>> • North and Congress Streets • 617-242-5675 • National Parks Service tours, daily 9-5 • free • Museum of the Ancient and Honorable Artillery Co. 4th floor. Hours: Mon-Fri 9-4:30.

### Isabella Stewart Gardner Museum

<<http://www.gardnermuseum.org>> • 280 The Fenway • 617-566-1401 • Hours: Tues-Sun 11-5.

### Gibson House Museum

<<http://www.thegibsonhouse.org>> • 137 Beacon St. 617-267-6338 • Hours: Wed-Sun tours in the afternoon at 1, 2, and 3.

### Institute of Contemporary Art

<<http://www.icaboston.org>> • 617-266-5152 955 Boylston St. • Thurs 12-9; Wed & Fri noon-5; Sat & Sun 11-5 • In March: "Made in Mexico/Hecho en México."

### John F. Kennedy Library and Museum

<<http://www.cs.umb.edu/jfklibrary>> • 617-514-1600 • Columbia Point • Daily 9-5.

### Museum of Afroamerican History—Black Heritage Trail

<<http://www.afroammuseum.org>> • 617-725-0022 • 46 Joy St. and 8 Smith Court • Mon-Sat 10-4 Free • Ongoing exhibits: "The Times We Had," "Separate Schools, Unequal Education." • In March: "What's in Your Attic?"

### Museum of Fine Arts

<<http://www.mfa.org>> • 617-267-9300 • 465 Huntington Ave. • Sat-Tues 10-4:45; Wed-Fri 10-9:45 (Thurs and Fri after 5 only West Wing is open.) • In March: Chinese Jades and Court Costume; "Gauguin's Tahiti."

### Museum of Science

<<http://www.mos.org>> • 617-723-2500 • Science Park • Sat-Thur 9-5; Fri 9-9 • In March: Einstein exhibit.

### New England Aquarium

<<http://www.neaq.org>> • 617-973-5200 • Central Wharf • Winter hours: Mon-Fri 9-5, weekends & holidays 9-6.

### New England Sports Museum

<<http://www.sportsmuseum.org>> • 617-624-1234 • Fleet Center • Mon-Thurs 11-5.

### Nichols House Museum

<<http://www.lit-trail.org/html/nichols.html>> • 617-227-6993 • 55 Mount Vernon St. • Feb-April, tours Thurs-Sat, 12-4 • In March: "Gardens of Rose Standish Nichols."

### Old North Church—Freedom Trail

<<http://www.oldnorth.com>> • 193 Salem St. 617 523-6676 • Hours: Daily, 9-5 Free.

### Old South Meeting House Freedom Trail

<<http://www.oldsouthmeetinghouse.org>> • 617-482-6439 • 310 Washington St. • Nov-Mar daily 10-4.

### Old State House Museum Freedom Trail

<<http://www.bostonhistory.org>> • 617-720-1713 • State and Washington streets. Daily 9-5 • In March: "Adapting to America: Six Synagogues and Their Stories" and "Where in the World Does Boston Come From?"

### Harrison Gray Otis House

<<http://spnea.org/visit/homes/harrison.htm>> • 617-227-3956 • 141 Cambridge St. • Sat-Sun 11-4:30.

### Paul Revere House—Freedom Trail

<<http://www.paulreverehouse.org>> • 617-523-2338 • 19 North Square. • Nov 1-April 14, 9:30-4:15 daily; Closed Mondays.

### USS Constitution-Freedom Trail

<<http://www.usconstitution.navy.mil>>  
Nov 1-Apr 1 open 10-3:50 Thursday-Sunday

### USS Constitution Museum-Freedom Trail

<<http://www.usconstitutionmuseum.org>> • 617-426-1812 • Charlestown Navy Yard • Daily 10-5 • Ongoing; "The Barbary War: Piracy, Politics and Power."

## Cambridge

### Harvard University Art Museums

<<http://www.artmuseums.harvard.edu>> • 617-495-9400 • 32 Quincy St. Mon-Sat 10-5, Sun 1-5.

### Harvard Museum of Natural History

<<http://www.hmn.harvard.edu>> • 617-495-3045 • 26 Oxford St. Open daily.

### Peabody Museum of Archeology and Ethnology

<<http://www.peabody.harvard.edu>> • 617-496-1027 • 11 Divinity Ave. • Daily 9-5.

### MIT Museum

<<http://web.mit.edu/museum>> • 617-253-4444 • 265 Massachusetts Ave. • Tues-Fri 10-5; Sat-Sun noon-5.

### Vassall-Craigie-Longfellow House

<<http://www.nps.gov/long>> • 617-876-4491 • Longfellow National Historic Site, 105 Brattle St. • Wed-Sun 10-4:30.

## Lexington and Concord

### Lexington Historical Society

<<http://www.lexingtonhistory.org>> • 781-862-1703 • 1 Bedford St, Lexington • The Buckman Tavern, The Munroe Tavern and the Hancock-Clarke House available for a special tour by request.

### Concord Museum

<<http://www.concordmuseum.org>> • 978-369-9763 • Cambridge Turnpike at Lexington Rd, Concord • Jan-Mar, Mon-Sat 11-4, Sun 1-4.

### Minuteman National Historic Park

<<http://www.nps.gov/mima/>> • Concord, Lincoln, and Lexington • Minuteman Visitor Center: April-October daily 9-5, November-March daily 9-4 • North Bridge Visitor Center: Nov-March daily 9-4.

### National Heritage Museum

<<http://www.monh.org>> • 781-861-6559 ext. 100 • 33 Marrett Rd, Lexington • Mon-Sat 10-5, Sun 12-5 • "Lexington Alarm'd," the Museum's permanent exhibition on the American • Revolution. In March: "Artist to Icon - Elvis, Dylan, and the Beatles" and "Lunch Box Memoirs."

### Orchard House, The Alcotts' Home

<<http://www.louisamayalcott.org>> • 978-369-4118 • 399 Lexington Road, Concord Nov-Mar: Mon-Fri 11-3, Sat 10-4:30, Sun 1-4:30.



Boston Public Library (Photo courtesy Tim Correia)

## North Shore

### House of Seven Gables

<<http://www.7gables.org>> • 978-744-0991 54 Turner St, Salem • Open daily 10-5.

### Peabody Essex Museum

<<http://www.pem.org>> • 800-745-4054 • East India Sq, Salem • Mon-Sat 10-5; Sun 12-5.

### Salem Maritime National Historic Site

<<http://www.nps.gov/sama/>> • Orientation Center • 978-740-1660 • 193 Derby Street, Salem • Daily 9-5.

### Regional Visitor Center

<<http://www.essexheritage.org>> • 2 New Liberty Street, Salem • 978-740-1650 • Daily 9-5.

### Lowell National Historic Park

<<http://www.nps.gov/lowe/>> • 67 Kirk Street, Lowell • 978-970-5000 • Visitor Center open year round.

## South Shore

### New Bedford Whaling Museum

<<http://www.whalingmuseum.org>> • 18 Johnny Cake Hill, New Bedford • 781-784-5642 • Tues-Sat 10-5, Sun 1-5.

## Western Massachusetts

### Old Sturbridge Village

<<http://www.osv.org>> • 800-733-1830 • Rte 20 West, near exit 9 off Mass. Pike and exit 2 off I-84, Sturbridge • Jan 5-Mar 31, Wed-Sun, 9:30-4.

# OAH Tours and Offsite Sessions

- |                                |                                     |
|--------------------------------|-------------------------------------|
| 1. Old South Meeting House     | 5. UNITE Union Hall                 |
| 2. Boston Architectural Center | 6. Mary Baker Eddy Library          |
| 3. Boston Public Library       | 7. Union United Methodist Church    |
| 4. Old State House             | 8. Massachusetts Historical Society |



# Dining in Boston: The Restaurant Critics' Choices

Choosing among Boston's many fine restaurants can be a daunting task, so we asked for suggestions from the *Boston Globe's* restaurant critics—Alison Arnett, Amy Graves and Sheryl Julian.

## NORTH END

**Sage** • 69 Prince St. 617-248-8814. Anthony Susi's delicately rich French and Italian cuisine is getting national attention. A congenial staff makes this small restaurant welcoming, but the room can be clamorous when full. \$18-\$28. Closed Sunday. Reservations.

**Carmen** • 33 North Square. 617-742-6421. With only thirty seats, this North End newcomer is cozy and inviting, but don't hold your breath waiting for a table. Consulting chef Bill Bradley turns out crespelli in bolognese to die for. The menu varies with what's at the market. \$15-\$21. Reservations recommended. Cash or American Express.

## SOUTH END

**Café Umbra** • 1395 Washington St., 617-867-0707. Chef/owner Laura Brennan's new place has dishes to savor and a friendly feel to it. It may be the most likable place in the newly chic Washington Street lineup. \$18-\$25. Reservations suggested. Sunday brunch. Valet parking Thursday-Saturday.

**Franklin Café** • 278 Shawmut Ave. 617-350-0010. It's too loud and the wait is impossibly long. But once you get a table, the sophisticated, hearty American food will make you forget. Gets louder late. \$11-\$17. Food until 1:30 am. No reservations.

## BACK BAY

**Clio** • Eliot Hotel, 370A Massachusetts Ave. 617-536-7200. So his portions are petite. Still, Clio's chef Kenneth Oringer is a true talent, creating fascinating food. A new sashimi bar offers raw delicacies one morsel at a time. Wait staff is purringly professional. \$28-\$36; sashimi bar \$15-\$27. Reservations. Valet parking.

**Davio's** • 75 Arlington St. 617-357-4810; Also 5 Cambridge Pkwy., Cambridge. 617-661-4818. This long-time Northern Italian eatery has hearty dishes and, at new bigger digs in Park Square, wood-fire pizzas and a separate bar. \$15-\$29. Valet parking.

**Jacob Wirth's** • 31-37 Stuart St., 617-338-8586. At this 137-year-old landmark, we were floored by a velvety carrot-ginger soup that even a vegan could love. Chef Phylis Phyllis Kaplowitz built a contemporary addition onto the blood-and-schnitzel menu that includes salmon, brie, sun-dried tomatoes, and grilled chicken. Beer and sausage are still mainstays at this friendly place. Popular oldies sing-along Friday nights. \$12-\$32. Reservations recommended.

**Legal Sea Foods** • 26 Park Square. 617-426-4444. Other locations in Boston, Cambridge, South Shore Plaza, North Shore Mall, Chestnut Hill, Natick, Burlington and other states. From a takeout fish store in Inman Square, Legal has multiplied and spread out of state, all the while stressing very fresh fish. These restaurants are great places for out-of-towners who seek oysters, lobster, and cod. There are a variety of seafood preparations, good wine lists, and non-seafood selections. No reservations. \$15-\$40. Validated parking after 5 p.m.

## BEACON HILL

**Beacon Hill Bistro** • 25 Charles St. 617-723-1133. This restaurant has an understated elegance in both appearance and food. A French influence predominates, with clear flavors and simple presentation. And the prices are reasonable. \$16.50-\$22. Breakfast, lunch, and dinner served. Reservations preferred.

**No. 9 Park** • 9 Park St. 617-742-9991. Barbara Lynch's homegrown talent continues to astonish. Her crispy duck, the silken pastas, and her way with breads and vegetables make all of us believers. No wonder the State House powerbrokers beat a path to her door. \$27-\$38. Reservations recommended. Closed Sunday. Valet parking.

## CHINATOWN

**Chau Chow City** • 83 Essex St. 617-338-8158. Three floors, noisy, crowded, and gaudy, this place has stolen the mantle from China Pearl as the dim sum palace. There's a full menu from all over China but the crowds come to choose shrimp and pork dumplings, clams in garlic sauce, steamed buns with red beans, and other delicacies from the roving steam-table carts. \$8-\$16; dim sum, \$2-\$6. Reservations on weekends for big parties. Open 365 days a year.

**East Ocean City** • 27 Beach St., 617-542-2504. A top-notch destination for both Chinese and great seafood. Vast array of fish and shellfish can be chosen, still alive, from in-house tanks. Hard to go wrong with their specials or Peking duck. \$9.50-\$10.50. Reservations for six or more.

## CAMBRIDGE

**Cambridge, 1** • 27 Church St. 617-576-1111. You can opt for "pizza" or "not pizza" at this sociable Harvard Square pub where the vibe hovers between industrial and snug. The grilled pizzas have cracker-thin crusts and inventive toppings like a combo of portobellos, roasted onions, and asiago cheese, while the simpler "not pizzas" include bruschetta and several salads. Moderately noisy. \$11-\$14. Open nightly until 1 a.m.

**Upstairs on the Square** • 91 Winthrop St., Harvard Square. 617-864-1933. Two dramatic dining rooms, each with star chefs. Susan Regis and Amanda Lydon, make this redo of the beloved UpStairs at the Pudding an exciting place. There are fireplaces and a club atmosphere downstairs where Regis's menu is served, and electric pink walls in the pricier dining room upstairs, where Lydon does the cooking. Reservations for lunch and dinner. \$11-\$39. □

## HELP SAVE HISTORIC SITES IN LEXINGTON & CONCORD!

Visit our booth at the OAH Annual Meeting in Boston. Learn how airport expansion is endangering the historic sites of the Birthplace of Liberty, Walden Pond, and the homes of Emerson, Hawthorne and Alcott.

Sign up for our bus trip to Lexington and Concord with a ranger-guided tour of Minute Man National Historical Park, pick up our video for your classroom, and get informational materials.



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Box 441, Concord, MA 01742  
www.ShhAir.org

## Nonprofit Tables at the 2004 OAH Meeting

Nonprofit groups or associations of historians (having less than one thousand members) may use a table, free of charge, at the OAH annual meeting. Your group or organization may promote itself by distributing materials, soliciting memberships or subscriptions, and selling publications and other products.

Requests for tables will be honored on a first-come, first-served basis, and at the discretion of the OAH executive director. There are no general storage facilities available beyond the space beneath each table, so each group is responsible for the security of its materials.

Each request for table space should include: information on your group or association, which should include a mission statement, federal tax exempt identification number (or other proof of nonprofit status), and a statement of your organization's size.

Requests must be received no later than **March 1, 2004**. Send requests to: Amy Stark, OAH Convention Manager, OAH, P.O. Box 5457, Bloomington, IN 47408-5457

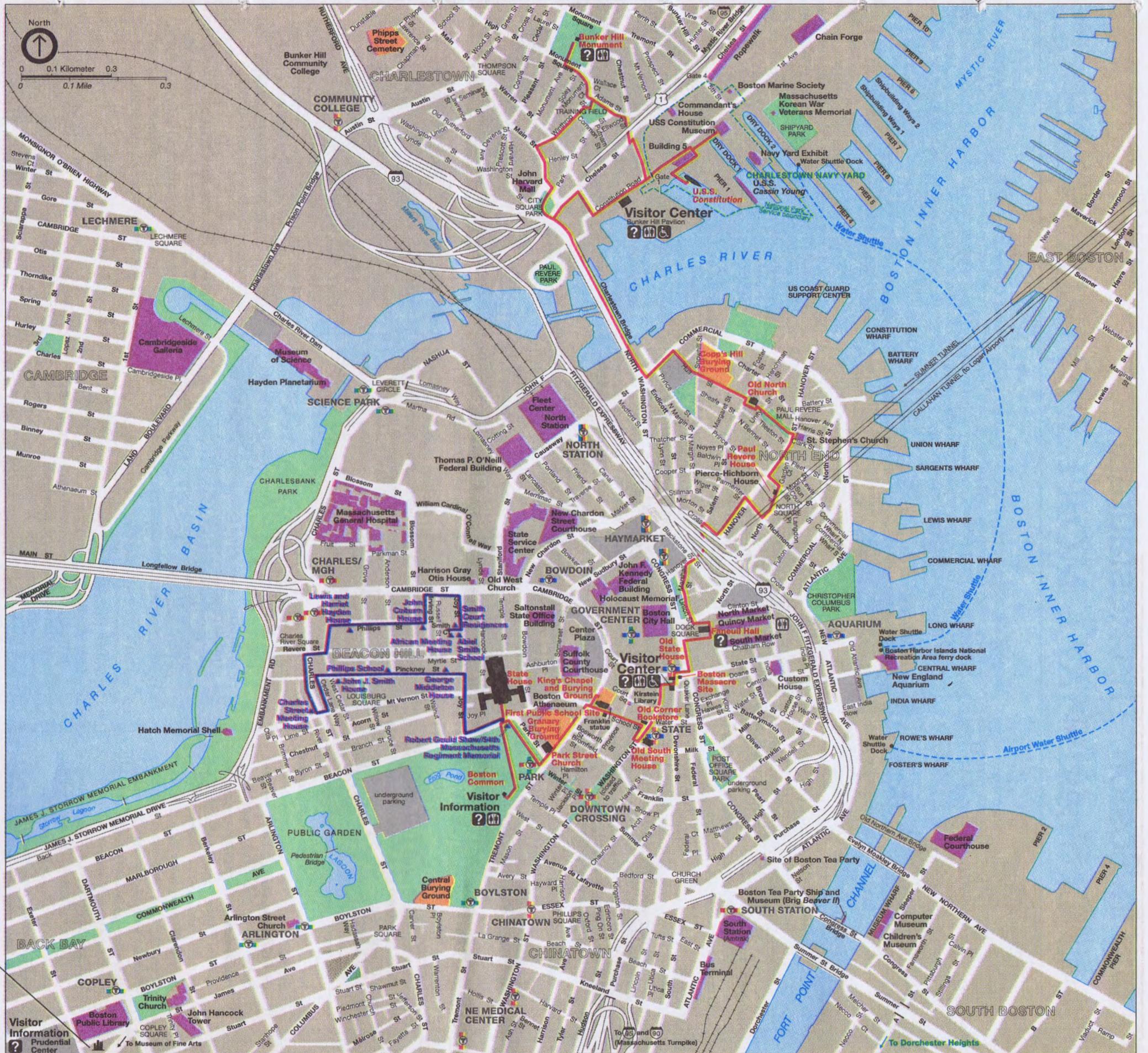
<meetings@oah.org>. □

## Guidelines on Presenting at OAH Meetings

**New!**

The OAH Executive Board encourages presenters at OAH annual and regional meetings to break away from the conventional academic session format. The board recognizes the importance of engaging the audience in a compelling manner, and envisions future meetings that are more dynamic, innovative, and interactive. To that end, the board encourages individual session participants to present or teach their material rather than read their papers aloud. The board also encourages proposals for online sessions, roundtables, debates, poster sessions, visual and musical performances, workshops, films and other appropriate formats. □

# Boston Map



OAH Convention Hotel  
Boston Marriott Copley Place

Visitor Information  
Prudential Center

To Museum of Fine Arts

To Dorchester Heights