



Newsletter

Volume 32, Number 2 • May 2004

2004 OAH Boston

OAH Honors Centenarian Thomas D. Clark and Unveils Centennial Logo

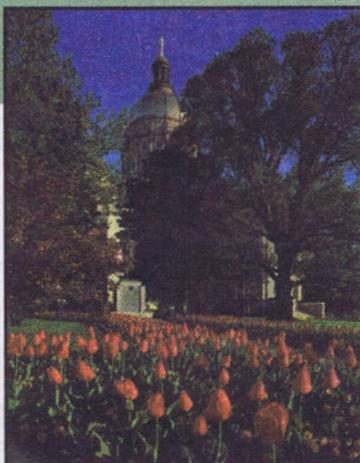


At its 2004 meeting in Boston, the OAH conferred its inaugural OAH Centennial Award on Thomas D. Clark for his singular contribution to the organization. Professor Clark, shown above, at left, with OAH President James O. Horton, began attending OAH meetings in the 1920s and he later joined the organization in 1937. Clark helped transform the organization from the Mississippi Valley Historical Association (MVHA) into the OAH during the 1960s. Professor Clark has served on program committees (1938-1941 and 1942-1944), the Executive Board (1941-1944, 1955-1963), and as president (1956-1957) and executive secretary (1970-1973). In this latter role, he helped move the OAH executive office in 1970 to its current home at Indiana University and launched the *OAH Newsletter* in 1973. Professor Clark played a particularly significant role in the organization in the 1950s and 1960s, a time when the MVHA doubled in size, became more nationally focused, and broadened its responsibilities as a scholarly association. As the MVHA grew to encompass all areas of the American past, Professor Clark pressed for the name change of the *Mississippi Valley Historical Review* to the *Journal of American History*. He also chaired the MVHA's Future of the Association Committee (1963-1964), which, among other important steps, renamed the association the Organization of American Historians, and urged that it find a "semi-permanent headquarters" linked to a university.

OAH established a Centennial Committee this past year to help prepare for the organization's 100th anniversary in 2007. Committee chair and former OAH Executive Secretary Richard S. Kirkendall joined his predecessor, Professor Clark (who turned 100 last July), in unveiling the new centennial logo (above) in Boston. □

OAH Southern Regional Meeting Atlanta, Georgia • July 8-11, 2004

The 2004 OAH Regional Conference will be held in Atlanta, Georgia, on the campus of Georgia State University, July 8-11, 2004. The meeting seeks to reach members and other historians and graduate students who find it difficult to attend the national meeting held in the spring each year. Atlanta is a convenient, central location in the Southeast and the conference benefits from the relatively inexpensive lodging and services offered by Georgia State University. Considerable attention will be devoted to professional development and the practice of history both in classrooms and in public settings in the South. More information about the Regional Conference can be found on the web at <http://meetings.oah.org>. □



From the OAH President

The Year Ahead: Challenges and Responsibilities

James O. Horton

As I begin my presidential year I am impressed by many things about our organization. Our membership is at an all-time high, our recent wonderfully stimulating meeting in Boston was the second largest in our history, and despite a weak national economy, our budget is in balance. Much of this is due not only to our fellow members who worked so hard on committee assignments last year and to the steady guidance of Jacquelyn Hall, our former president, but also to the OAH staff in the Bloomington office, whose work is greatly appreciated by all those who understand that smooth and efficient meetings do not just happen. We owe all these people, our friends and colleagues, much gratitude for their dedicated service to our profession.



Our expanding membership of historians from the public sphere and the secondary schools has infused OAH with additional energy. They have widened our perspective on the opportunities that we have to teach—in our college and university classrooms and beyond—to a broader public sorely in need of a historical context for the significant responsibilities that they bear and the decisions that they are called upon to make as citizens in a democracy. Recent attempts at national conversations on major contemporary issues make clear the need for a more general understanding of our national history. With little historical knowledge to draw on, too often public debates intended to illuminate instead degenerate into polarizing soundbite exchanges. Given the dangerous and increasingly complex world we live in, the need for a solid grasp of the national and international historical context is critical for policymaking and analysis at all levels. This, of course, makes our responsibilities as keepers of the national memory important, complicated, and controversial. Now, perhaps more than ever, historians teaching in the academy and the public world need to come together and redouble their efforts to make sound solid historical research and analysis available to our society.

The OAH is already attempting to facilitate such an alliance, working with academic institutions and with the National Park Service, the Gilder Lehrman Institute for American History, and other public history organizations. Many of these efforts have proved exceedingly valuable for all parties. The joint ventures of OAH and the National Park Service, for example, have introduced new historical ideas and interpretations into park service exhibition and presentation. They have also introduced many academic historians to the opportunities and difficulties of public history that park service historians know so well. In the process these

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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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Payment Information



Newsletter

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The *OAH Newsletter* (ISSN 1059-1125) is published each February, May, August, and November by the Organization of American Historians, 112 North Bryan Avenue, P.O. Box 5457, Bloomington, IN 47408-5457. Telephone (812) 855-7311; Fax (812) 855-0696; <newsletter@oah.org>; <<http://www.oah.org>>. ¶ The *OAH Newsletter* encourages submissions of articles (1,000 words or less), announcements, obituaries (400 words or less) and brief letters to the editor (300 words or less) related to the interests of our members. Material submitted for consideration should be typed in double-spaced format, with all notes integrated into the text. The *OAH Newsletter* reserves the right to reject articles, announcements, letters, advertisements, and other items that are not consonant with the goals and purposes of the organization. Copy may be condensed or rejected because of length or style. The OAH disclaims responsibility for statements made by contributors. ¶ Deadlines for receipt of all copy are as follows: 15 December for the February issue; 15 March for May; 15 June for August; and 15 September for November. Full-, half-, and quarter-page display advertisements and job announcement advertisements ("Professional Opportunities") are available. Contact the advertising manager <advertising@oah.org> for rates; charges for "Professional Opportunities" announcements are as follows: \$80 for fewer than 101 words; \$120 for 101-150 words (announcements of more than 150 words will be edited). Job application closing dates should be after the end of the month in which the announcement appears, and job announcements should represent an equal opportunity employer. Send advertisement inquiries and "Professional Opportunities" announcements to the attention of the advertising manager. Recent back issues of the *OAH Newsletter* are available for \$5.00 each. For more information contact the membership director <member@oah.org>.

The Mission of the Organization

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.

Is Your Money Becoming History?

*As a matter of fact, yes!
(American history, that is.)*

Every dollar contributed to the OAH is committed to furthering the study, teaching, and promotion of American history.

As part of the ambitious strategic plan approved last year by the OAH Executive Board, OAH is moving forward with a number of new initiatives aimed at reaching new audiences, expanding its membership, and improving history education, as well as continuing to support the quality of scholarship that is the foundation of our organization.

You may have heard and responded to these plans by intensifying your volunteer efforts and increasing your financial commitment to the cause. Revenues generated by direct mail and membership renewals are at an all time high, as are our membership numbers—this spring we recorded 9,252 individual members, the highest in the ninety-seven-year history of the OAH.

So what have we done so far with your support?

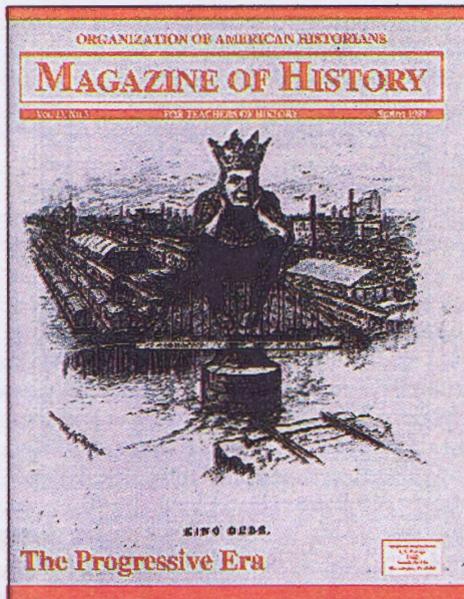
■ OAH Magazine of History Expansion and Enhancement Project

Your support, combined with grant funds, has supported the enhancement and expansion of the *OAH Magazine of History*, including the increased use of color, additional primary source documents, and other material improvements.

The *OAH Magazine* makes the latest historical scholarship available in a form adapted for classroom use. Each issue focuses on one particular theme, with articles presenting the recent findings and interpretations on the topic, document-based lesson plans, Internet resources, and more. All articles and lesson plans conform to the National History Standards.

■ Recent Scholarship Online

Your ongoing membership helped launch Recent Scholarship Online, a searchable, cumulative database. RSO begins with the June 2000 issue of the *JAH* and already has more than fifteen thousand citations from hundreds of history-related publications. This powerful bibliographic tool is for OAH members only. (<http://www.oah.org/rs/>).



The OAH Magazine then . . .

■ Outreach to Precollegiate Teachers

So far, OAH has doubled the number of history educator members—the primary recipients of the *OAH Magazine of History*—thanks to the help of new membership support staff, paid for by this increase of support. Additionally, you have helped facilitate the creation of a travel fellowship program that enables more precollegiate teachers to attend the OAH annual and regional meeting. This fellowship program brought an unprecedented number of precollegiate teachers to the OAH Annual Meeting in Boston. In addition, OAH has commissioned a series of essays on teaching the U.S. survey from a global perspective, which is featured in the current and future issues of *OAH Magazine of History*.

OAH is also collaborating with applicants and winners of the Teaching American History grant program, providing them with History Educator memberships, access to annual and regional meetings, and OAH Distinguished Lecturers.

■ OAH Prize Fund

Some of the prizes given each year recognizing the best new scholarship in the field are not endowed prizes and are funded through the organization's operating budget. With your help, we are slowly building our prize fund endowment, which will both ensure the longevity of these prizes and increase prize amounts.

ORGANIZATION OF AMERICAN HISTORIANS
MAGAZINE OF HISTORY
Published with the generous support of the Glazer-Lehrman Institute of American History
Volume 18, Number 2 • January 2004



Jim Crow

. . . and now.

What you can expect in the future

■ Enhanced Recent Scholarship Online

RSO will soon introduce an email alert service that allows OAH members to sign up for quarterly emails containing citations to the latest scholarship in selectable interest categories.

■ Continued Expansion and Enhancement of the OAH Magazine of History

The *Magazine* has hired a new full-time editor (see page 3) and in 2005, will begin publishing six times a year (instead of four).

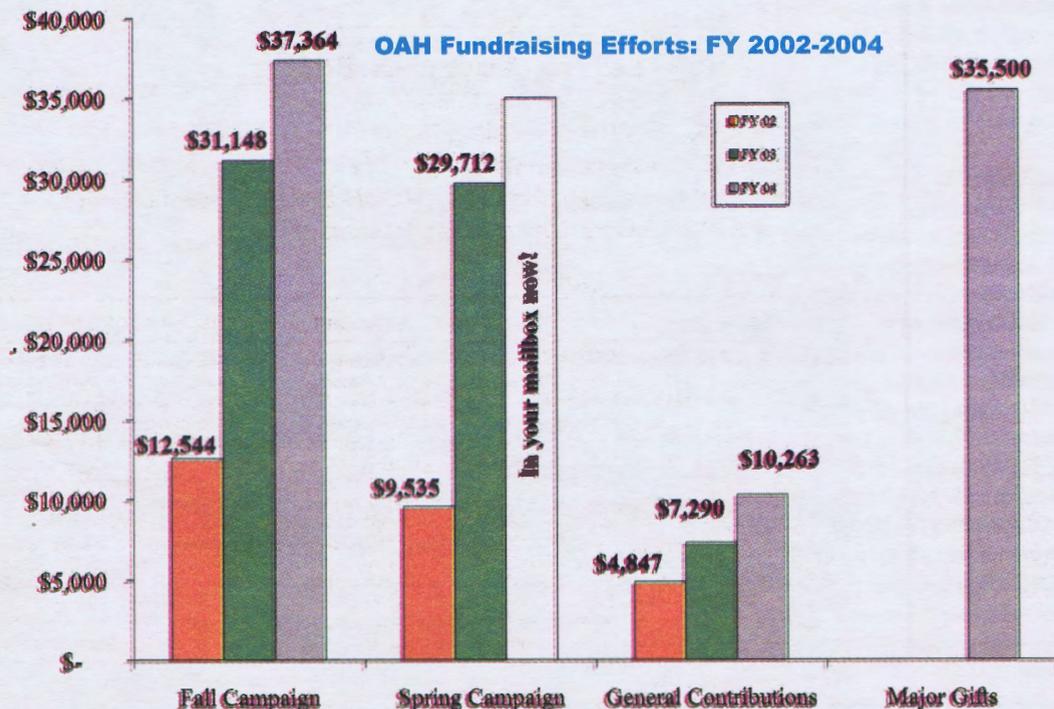
■ Community College Workshop Initiative

The OAH executive office, the OAH Committee on Community Colleges, and OAH members at community colleges will design a series of collaborative workshops—involving two-year, four-year, and research university historians—on teaching the U.S. survey, especially in this era of new immigration with more ethnically diverse classrooms. These one-day regional workshops will be held in different parts of the county, will include evaluation to help make adjustments for future workshops, and will culminate in an ongoing electronic handbook of best practices in teaching the U.S. history survey as well as ongoing regional collaborative networks of historians at all levels of college teaching.

■ Education and Collaboration Initiatives

A full-time education coordinator will come on board in 2005 and will coordinate efforts to create a collaborative model with university history departments and schools of education to improve the training of teachers. We hope to expand the travel fellowship program to include long-term professional development opportunities for precollegiate teachers, and establish a travel fellowship program for community college faculty.

The education coordinator will involve OAH in more Teaching American History projects and assist the membership department to increase the number of History Educator members.



Service-Learning and the Historian's Task

Stephen Warren

Service-learning is an exciting pedagogy that is a relative newcomer to the panoply of options available to history teachers. At its heart, "service-learning" means that students learn best when they are actively engaged in the needs of a community (1). The history field school I created acts on this definition by providing students with a chance to learn from American Indians, primarily the Absentee Shawnee and the Miami tribes of Oklahoma, as they work for each tribe's Cultural Preservation Department. Last June 2003, ten students and three faculty members implemented a two-week service-learning field school that both tribal members and students enjoyed. The success of our effort has led to a second-year course, and we hope to expand our service-learning offerings in the years ahead. Despite the successes of courses such as this one, historians have lagged behind other disciplines in terms of their interest in service-learning (2).

There are innumerable reasons why historians have been slow to adopt service-learning courses. The poor behavior of a single student might close a community to both researchers and students for years. Yet extensive collaboration with the host community can significantly reduce the chance of problems. The benefits clearly outweigh the potential risks. Community partnerships allow students to participate in off-campus cultural activities that yield the kind of positive, life-changing experiences that many teachers aspire to provide. Established relationships between professors and host communities are essential to effective service-learning courses. By investing time and energy in the needs of these communities, students and faculty demonstrate a willingness to learn from the host community on their own ground. Positive

outcomes typically result from these acts of humility and service (3).

Many communities desire partnerships with knowledgeable faculty members and the students who work with them. In fact, Julie Olds, the Cultural Preservation Officer with the Miami Tribe of Oklahoma, believes that "service learning is the only way to study American Indian history." For more than a decade the Miami Tribe has acted on this belief through an elaborate, mutually-beneficial relationship with Miami University in Oxford, Ohio. Jennifer Makaseah, the Cultural Preservation Officer with the Absentee Shawnee Tribe of Oklahoma, has pursued similar partnerships with colleges and universities. In a recent interview I conducted, she explained that "the reason for us asking you to come anyway is because I had kind of looked at working with a college . . . to see about inviting students to come in and work with us, like on an internship, and to do some research, because it was going to help the tribe." She did not have the tribal employees or the funding necessary to realize all of the Absentee Shawnees' long-term goals. According to Makaseah, "at the time it was just me and I was looking for other resources" (4).

College students in search of extraordinary learning experiences can be ideal candidates for communities in search of outside assistance. Since John Dewey's *Democracy and Education*, educational researchers have implored history teachers to connect the past and present through methods akin to service-learning. In his words, "the segregation which kills the vitality of history is the divorce from present modes and concerns of social life" (5). I wanted to avoid this segregation and to engage with

American Indian communities on their own terms.

I became interested in service-learning because of obvious parallels between the goals of American Indian communities and the needs of students. But the interests do not stop there. As a professor at Augustana College in Rock Island, Illinois, the vast majority of my time is devoted to teaching, and it is imperative that my research interests complement my teaching. I have found that service-learning promotes student-faculty research, summer internships, and campus diversity in ways that validates academic research and illustrates the tangible benefits that come from it.

The service-learning course I teach begins with a long van ride from Rock Island, Illinois, to Miami, Oklahoma. We spend a week with the Miami Tribe during the most demanding time of their year. As the Miami Tribe holds its Annual Council Meeting as well as its Annual Powwow, students and faculty assist them by completing projects linked to these events. Students paint the tribal library, prepare the powwow grounds, and assist powwow vendors as they set up their booths. A second group of students works in the tribal archive, organizing the research collections that a summer intern from Augustana will catalogue during a two-month internship that begins this year, when the field school ends. These blockbuster annual events provide our students with the kind of cultural immersion that service-learning courses can supply. In between our efforts with the Miamis, field school participants enjoy meetings with members of other area tribes.

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OAH Appoints Magazine of History Editor

Kevin B. Byrne joins Bloomington Staff this Summer



Kevin B. Byrne has been appointed editor of the *OAH Magazine of History*. Byrne, a longtime member of OAH, has served on the organization's Committee on Teaching as well as the *Magazine's* Advisory Board. Byrne completed his graduate work at Duke University and for most of his career was a professor in the history department of Gustavus Adolphus College in St. Peter, Minnesota. He served as chair of the department, associate dean for International Experiential Education, and coordinator of the Secondary Education Social Studies Program in

the Education Department.

The recipient of numerous grants and professional honors, Byrne is completing a sabbatical year as Scholar in Residence at Duke and Visiting Scholar at the University of North Carolina at Chapel Hill. Byrne brings with him a rich experience in teaching, both as a teacher of the college survey of U.S. history and in working with precollegiate teachers. In the latter area, he advised and taught social studies education students at Gustavus Adolphus College. In addition he served as a reader for the Advanced Placement U.S. History tests where he worked with other college professors as well as numerous secondary school teachers. Byrne has authored a number of articles, editorials, and book reviews and has edited two books.

Expansion of the *Magazine* is a key component of the OAH Strategic Plan's goal to influence American history education at all levels. Several grants from foundations, including the Gilder Lehrman Institute of American History, have allowed the *Magazine* staff this past year to improve its content and enhance the visual appearance of the publication. Beginning in January 2005, the *Magazine* will appear six times a year. □

Personalized Email Updates of New Scholarship Now Available

The *Journal of American History* staff has launched an exciting new feature of Recent Scholarship Online. In addition to having a fully searchable and cumulative database of history-related citations at their fingertips, OAH members may now sign up to receive quarterly emails listing the latest articles, books, and dissertations being written in their own areas of interest. Members who visit <<http://www.oah.org/rs>> can create an account profile by customizing the keywords and categories of scholarship they wish to track—they will then receive quarterly lists of relevant citations. Stay up-to-date in your areas of research and teaching interest by filling out a form. (You will need your membership number, which appears above your name on the mailing label of this OAH Newsletter or any other OAH publication.) The email citations arrive in your e-mailbox months before they will appear in the print issue of the *JAH*.

Also new to Recent Scholarship Online this summer is the user's ability to save his or her bibliography, from one session of use to another. Much like the "shopping carts" used during online credit card purchases, this personalized bibliography function allows one to pick and choose individual citation during searches of the database. Now OAH members also have the capability of editing their collections of search results and saving them in personalized accounts. □

The *Brown v. Board of Education* National Historic Site

Stephen E. Adams

In 1950 and 1951, five school desegregation cases advanced to the United States Supreme Court: *Bulah (Belton) v. Gebhart*, Delaware; *Oliver L. Brown et al. v. Board of Education*, Kansas; *Briggs v. Elliott*, South Carolina; *Davis v. County School Board of Prince Edward County*, Virginia; and *Bolling v. Sharpe*, District of Columbia. The state cases were argued under the equal protection clause of the Fourteenth Amendment to the Constitution; because *Bolling* was filed in the District, it was argued under the due process clause of the Fifth Amendment. For administrative convenience, the combined cases were referred to as *Oliver V. Brown et al. v. Board of Education of Topeka, Kansas et al.* After hearing the arguments and researching the social and legislative history of segregation, the Court decided to overrule the 1896 U.S. Supreme Court decision in *Plessy v. Ferguson* which established segregation as the law of the land, and issued its unanimous opinion on May 17, 1954: "In the field of public education we find that the doctrine of 'Separate but Equal' has no place."

In October 1992, Congress authorized the establishment of *Brown v. Board of Education* National Historic Site at the former Monroe Elementary School, one of four segregated schools in Topeka, Kansas, in the early 1950s. May 17, 2004, marks the fiftieth anniversary of *Brown* and the grand opening of the national historic site.

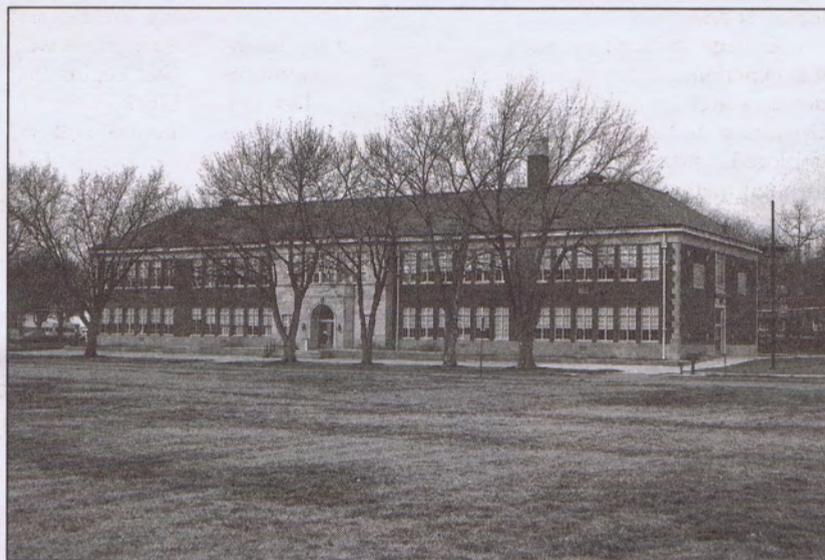
The significance and impact of *Brown* have been poorly understood by the general public and many in the legal community, largely due to myths perpetrated by the news media over five decades. Interpreting the story to the public has three primary challenges. The first is presenting the historical, social, economic, and legal background of *Brown* within a relatively small amount of exhibit space. The second is to provide for the learning styles and preferences of different visitors. The third is to overcome the momentum of past and contemporary *Brown* mythology which completely distort and simplify a complex and profoundly compelling story.

For the past three years, building on the general interpretive concepts developed in the 1996 Visitor Experience Plan, the park and its professional partners crafted an exhibit design to meet those challenges. When visitors enter the school, they immediately will be confronted with a choice of which queue to enter to obtain their security hall pass—one side is labeled "White," the other "Colored." Following facility orientation, they will proceed to the auditorium. In this space, labeled "Race and the American Creed," there is a highly active presentation involving actors, moving and still images, banners, wall graphics, large icons, and changing lighting. Here, the broad context of *Brown* from 1619 to today is explored: the introduction of enslavement to America; the rise of chattel slavery; the pre-Civil War politics and economy of slavery; slavery as the root cause of the Civil War; the "Civil War Amendments" to the Constitution; Reconstruction and its failure; virtual enslavement through "Black Codes" and Jim Crow; the legal history of school desegregation; the social impact of World War II and the Cold War; and post-*Brown* America. This background is presented in five short and different segments: how segregation came to be, resistance, education, national service and the Double V Campaign, and civil rights.

Next are two galleries which provide information through wall graphics and text, time lines, small theaters, interactive computers, discovery drawers, flipbooks, and mechanical interactives.

Gallery A, "Education and Justice," offers greater detail on the five cases comprising *Brown*, the myths of *Brown*, the NAACP Legal Defense and Education Fund strategy on attacking all segregation by setting legal precedent in integrating education, the importance of education, and how desegregation cases made their way to and through the Supreme Court. The centerpiece of this gallery is "The Hall of Courage," where visitors are surrounded by real sights and sounds of the ugliness and violence of the modern civil rights era.

Gallery B, "The Legacy of *Brown v. Board of Education*," explores individual figures in the modern civil rights movement, economic and political segregation, segregation in housing, transportation, and employment,



The Monroe Elementary School, one of the four segregated elementary schools for African American children in Topeka, Kansas. (Photo courtesy of the *Brown v. Board of Education* National Historic Site <<http://www.nps.gov/brvb/>>.)

contemporary issues from the headlines of today and from everyday life, protest music of several generations, the impact of *Brown* on the women's movement and rights for the disabled, and its impact on civil and human rights globally. This gallery also includes an inspiring and uplifting video, "Pass It On," which encourages introspection and personal responsibility for acceptance and inclusion of diversity in our daily lives.

The final interpretive area is "Expressions and Reflections." Visitors can access databases and some of the gallery exhibits, and provide electronic feedback to staff in writing, "finger art," or short audio recordings. They can share their thoughts with other visitors using a magnetic board and pre-printed words. The space includes flipbooks, art representing African American and other oppressed groups, and a reproduction of the Constitution and the Fourteenth Amendment. In the center of the room, there is a seating area for "civil discourse" between visitors. Park staff trained in the facilitation of civil discourse will be available to assist. To learn more about *Brown v. Board of Education* National Historic Site and its grand opening, see our website at <<http://www.nps.gov/brvb/>>. □

Stephen E. Adams is Superintendent of the Brown v. Board of Education National Historic Site

Library of Congress Exhibition Marks Fiftieth Anniversary of *Brown v. Board of Education*

The Library of Congress will open an exhibition titled, "With an Even Hand: *Brown v. Board* at Fifty" on May 13, in the South Gallery of the Thomas Jefferson Building's Great Hall. The exhibition, featuring more than one hundred items from the Library's collection of books, photographs, political cartoons, manuscripts, maps, music and films, will examine the Supreme Court's decision and related precedent-setting court cases, public response and the aftermath of this historic milestone. The exhibition title quotes Robert L. Carter, a counsel for the plaintiffs, in his December 9, 1952 oral arguments before the Supreme Court. Arguing against the constitutionality of racial segregation in public schools, he said, "It is our position that any legislative or governmental classification must fall with an even hand on all persons similarly situated."

"With an Even Hand" is presented in three sections. Section one examines the court cases leading to the 1954 decision, as well as pivotal events such as the founding of the National Association for the Advancement of Colored People (NAACP). Section two examines the history of the *Brown v. Board* decision and reaction to the Supreme Court decision, including letters from the justices and photos from the time of the trial. Section three explores the aftermath of the *Brown* decision and focuses on events such as the Montgomery bus boycott and the desegregation of Little Rock High School.

In connection with the exhibition, the Library of Congress will present a variety of outreach and educational programs, including educators' institutes and school tours, a film series, symposia, lectures and other presentations. The exhibit runs until November 13 and is free and open to the public from 10 a.m. to 5:30 p.m., Monday-Saturday. □

Thank You

The OAH gratefully acknowledges the contributions of the following donors during the period January 1, 2004 to March 31, 2004. We strive for accuracy in our records. Please notify the OAH office regarding incorrect listings.

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Teaching American History in India: Case Study of the University of Delhi

Anita Nahal

The contemporary role of the United States in world politics is a matter of intrigue and excited debate in Indian academic circles, and the history of the U.S. greatly interests students at Indian colleges and universities. Undergraduates across the country, for instance, have the option of taking one paper (class)—entitled, *The History of the United States*—while Master's students generally have their choice of one or two papers, depending on the institution. It is not easy to teach the history of another country to a group of students who may have never visited that country or even read much about it and whose knowledge is acquired from popular culture and contemporary news. But through a combination of methodologies, including lectures, seminars, tutorials, pictorial history and map study, Indian students get a deeper understanding of the U.S. history.

U.S. History at the University of Delhi

The University of Delhi, which provides an excellent overall example of U.S. history as it is offered in India, is a central university with almost eighty-five colleges under its administrative authority. There are sixteen central universities in India, known as such because they receive funding from the central (federal) government. The professors in the various colleges do not have the freedom to frame their own courses but rather a central committee frames one course that is then taught in all the colleges under the university.

On average about 1,200 students annually take the exam in American history from the University of Delhi. The exam is centralized, meaning that all of the exams are collected at a central point and then passed on to a group of professors assigned to that particular course.

The current undergraduate *History of the USA, 1776-1945* course taught in the various colleges of the University of Delhi includes such topics as the Making of the Republic, which examines such subtopics as the American Revolution and the Creation of the Constitution; Evolution of American Democracy which looks at Jefferson, Jackson, and the rise of political parties; and Expansion of the Frontier which analyzes Turner's thesis and the displacement of Native Americans. Other topics include the Civil War, Reconstruction, Industrial America, Resistance and Reform, U.S. Imperialism, African American Movements, and Women's Movements.

The required list of books include some classics like Bernard Bailyn's *The Great Republic*; Charles Beard's *An Economic Interpretation of the American Constitution*; J.W. Pratt's *A History of the United States Foreign Policy*; Frederick Jackson Turner's *The Frontier in American History*; Dee Brown's *Bury My Heart at Wounded Knee: An Indian History of the American West*; James Randall's *The Civil War and Reconstruction*; Kenneth Stampp's *The Peculiar Institution*; Faulkner's *An Economic History of the United States of America*; John Hope Franklin's *From Slavery to Freedom*; Eric Foner's *The Black Past* and others like Fogel and Engerman's *Time on the Cross*; Gerald Grob and George Billias, eds., *Interpretations of American History, Patterns and Perspectives* and Boyer, Sitkoff and Woloch, eds., *The Enduring Vision*. Professors are free to suggest other readings.

The Master's level paper at the University of Delhi covers the period from the War of 1812 to the end of

Reconstruction. It is an in-depth study of the social, economic and political events during this period with special emphasis on slavery, the Civil War, women's history, Native American history and African American history. Professors at this level are not at liberty to devise and structure their own course but can emphasize the topics of their choice. Annually, about twenty-five to forty students take the M.A. paper in American history. The book list is not as extensive at the Master's level than at the undergraduate and there is more emphasis on in-depth study of primary material. To date, there has been only one M.Phil. thesis in American history at the University of Delhi and no Ph.D. thesis. The M.Phil. work is generally very difficult because students lack access to primary sources and fellowships to travel to the United States are rare. Thus, the one M.Phil. thesis that the University of Delhi did produce was based on secondary sources. Those students who are interested in pursuing American history or American Studies move to Jawaharlal Nehru University, a smaller university in New Delhi,

where only Master's, M.Phil. and Ph.D. teaching is done. The University's School of International Relations has a separate department of West European and American Studies. For Ph.D. studies, Jawaharlal Nehru University provides a small fellowship to travel to the U.S. to study and collect primary documents.

Obstacles to Teaching U.S. History

There are several main obstacles facing U.S. history teachers in India. The American history paper is taught in both English and Hindi, the national language of India, depending upon the student demography in the institution. Where the student population is equally divided, there are two sections,

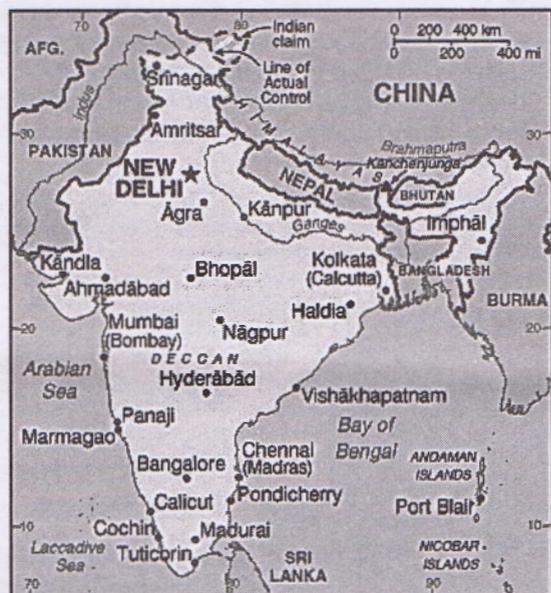
one in English and the other in Hindi. Where there are not enough students speaking one or the other language, however, the teaching can become quite difficult because of translation issues—instructors are required to translate from one language to the other after only a few sentences. This leads to a break in the flow of teaching and, in some cases, differences in meaning.

Another difficulty in teaching in two mediums, especially a subject that is dependent on foreign published books, is that books in translation do not exist. As a result, students who speak Hindi suffer in many ways and many important works of historical interpretation are not available. Despite these obstacles, U.S. history continues to be an intriguing area of study for Indian students—especially in the current global environment. With programs like those at the University of Delhi, students are better equipped to understand American history and the role of the United States in today's world. □

Anita Nahal is currently a postdoctoral student in the International Affairs and Women's Studies Department at the Graduate School at Howard University and is an associate professor in the department of history at Sri Venkateswara College, University of Delhi, India. A former Fulbright Scholar-in-Residence and visiting associate professor at State University of New York at Binghamton, Nahal has published a workbook, *The History of the United States of America, A Workbook for College Students (1998)*, a study guide for Indian students who are preparing for the American history examination.

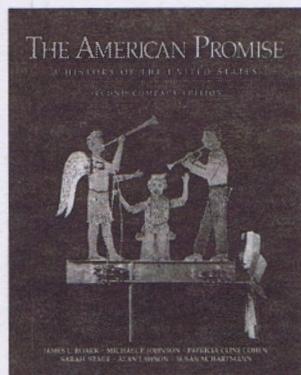
The course in U.S. History at the University of Delhi is divided into the following areas:

- **The Background** (pre-colonial America, indigenous people, arrival of Europeans, indentured labor)
- **Making of the Republic** (Revolution, interpretations, process and features of Constitution-making, Charles Beard's interpretation and other interpretations)
- **Evolution of American Democracy** (Jefferson, Jackson, rise of political parties)
- **Expansion of the Frontier** (Turner's thesis, displacement of Native Americans, case histories of Tecumseh and other Native American leaders)
- **Early Capitalism** (beginnings of industrialization, immigrants and changing composition of labor, early labor movements)
- **The Agrarian South** (plantation economy, slave society and resistance)
- **Antebellum Foreign Policy** (War of 1812, Monroe Doctrine, Manifest Destiny and the Polk Doctrine)
- **Civil War** (abolitionism, sectionalism, rise of Republicanism, interpretations, Lincoln and emancipation)
- **Reconstruction** (moderate and radical plans, the new South, participants like scalawags, carpetbaggers, African Americans, and the Ku Klux Klan)
- **Industrial America** (growth of capitalism and rise of big business, business cycles, depression)
- **Resistance and Reform** (labor movements and unionism, agrarian crises and populism, urban corruption, progressivism, New Deal)
- **U.S. Imperialism** (Spanish-American War, expansion in the Far East and Latin America, World War I and Wilson's Fourteen Points, interwar foreign policy, World War II, Hiroshima and Nagasaki)
- **African American Movements** (Booker T. Washington, W.E.B. Du Bois, Marcus Garvey, NAACP)
- **Women's Movements** (rise of the Lowell factory system, abolitionists and women's rights movements, suffrage, African American women's history and movements)
- **Religious, Cultural and Intellectual Trends** (early revivalism, Puritans, Quakers, Mormons, Temperance, mass culture from 1900 to 1945, major literary trends from 1900 to 1945)



(Source: CIA The World Factbook [2003].)

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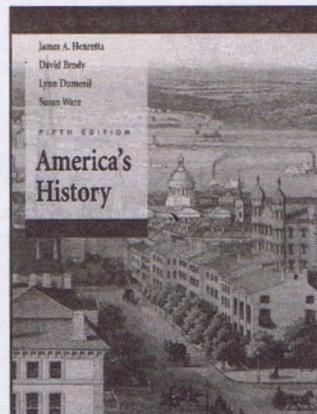


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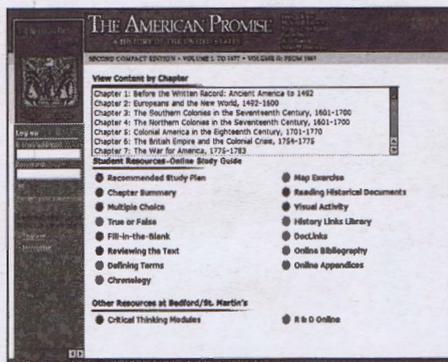
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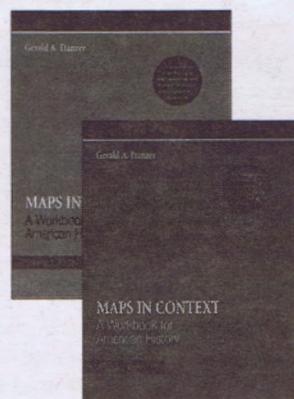
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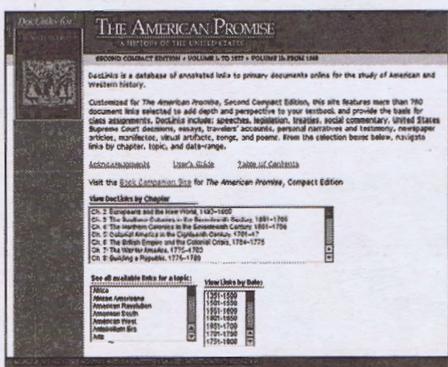
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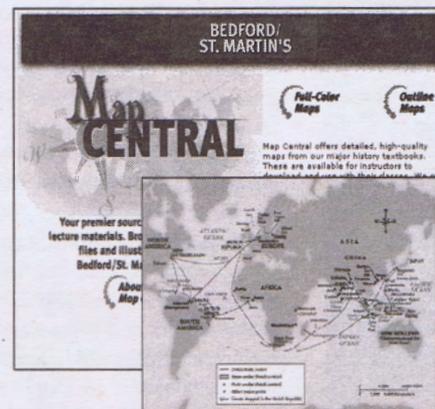
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White House Nominates Historian Allen Weinstein to Become Next Archivist of the United States

On April 8, 2004, President Bush nominated historian Allen Weinstein, currently senior adviser at the International Foundation for Election Systems in Washington, D.C., and formerly the president of the

controversial Center for Democracy, to be the Archivist of the United States.

The announcement took the historical and archival communities by surprise as John Carlin, the current Archivist of the United States, had let it be widely known that he intended to retire in the summer of 2005—on his 65th birthday, and upon the completion of key aspects of his NARA ten-year strategic plan (specifically, the Electronic Records Archives).

Regardless of whether the White House move is “politically inspired” as critics allege, the nomination clearly violates the Congressionally sanctioned requirement that selection of a nominee should be preceded by consultations with “recognized organizations of professional archivists and historians.” No such consultation took place though efforts are now underway through the auspices of the National Coalition for History to inject some level of appropriate “consultation” with the Senate Governmental Affairs Committee, which must pass judgement on the nomination before it is considered by the full Senate.

According to Hill insiders, the effort to replace Carlin is coming from the highest levels of the White House.

Reportedly, Karl Rove, who is widely viewed as one of the president’s chief political advisors, if not his political mastermind, and Alberto R. Gonzales, counsel to the president, want their own archivist in place for two overarching reasons: first, because of the sensitive nature of certain presidential and executive department records likely to be opened in the near future, and second, because there is genuine concern in the White House that the president may not be reelected.

Though it is not widely known, in January 2005, the first batch of “confidential (P-5 exemption) records (the mandatory twelve years of closure having passed) relating to the first Bush administration will be subject to the Presidential Records Act (PRA) and could be opened. Another area of concern to Bush administration officials relates to the 9-11 Commission records. Because there is no mandatory thirty-year closure rule (except for highly classified White House and Executive Department records and documents), all materials relating to the commission are scheduled to be transferred to the National Archives upon termination of the commission later this year. Theoretically, these records could be made available to researchers and journalists just as soon as they are processed by NARA. The speed of that processing rests with the Archivist.

In what appears to be a calculated move by administration officials, Rove and Gonzales have advanced the nomination of Weinstein fully aware that according to the National Archives and Records Administration Act of 1984 (P.L. 98-497), the Archivist of the United States position is to be an appointment based “without regard to political affiliations and solely on the basis of the professional qualifications required to perform the duties and responsibilities of the office of the Archivist.” If Weinstein is confirmed before the November election and if President Bush is not elected, then President John Kerry could

be accused of “politicizing” the position should he try to replace Weinstein. In fact, though, the president’s strategy in seeking to replace Carlin at this time rather than later injects an element of partisanship that could give Kerry, should he be elected president, ample justification to replace Weinstein in the same manner that the White House is seeking to replace Carlin.

On April 14, 2004, archival, historical, and other governmental watchdog organizations, including the Organization of American Historians, concerned both by the politicization of the appointment process and the qualifications of the nominee, issued a statement (see below) calling for Congress to conduct a confirmation hearing consistent with other positions of importance requiring Senate confirmation. Due in part to the publicity and to a statement of concern issued by nearly two dozen historical and archival organizations, the White House effort to see the nominee confirmed through an “expedited” appointment process was thwarted. The Senate Governmental Affairs Committee—the committee of jurisdiction that will be making a recommendation to the U.S. Senate about the qualifications of the nominee—indeed will give the Weinstein nomination a full and proper hearing. According to committee spokesperson Leslie Phillips, “We’re just beginning the vetting process But we will examine him [Weinstein] carefully as we do all nominees.” It is unknown exactly when confirmation hearings will be scheduled.

Who is Allen Weinstein?

Allen Weinstein possesses strong bipartisan political connections and scholarly qualifications (For Weinstein’s

See **CRAIG** / 20 ▶

OAH Joins Statement on Nomination of Allen Weinstein as Archivist of the United States

The OAH joined with the Society of American Archivists, the American Historical Association, the National Humanities Alliance, and nearly two dozen other groups, in issuing the following statement:

Statement Issued on the Nomination of Allen Weinstein to Become Archivist of the United States

We are concerned about the sudden announcement on April 8, 2004, that the White House has nominated Allen Weinstein to become the next Archivist of the United States. Prior to the announcement, there was no consultation with professional organizations of archivists or historians. This is the first time since the National Archives and Records Administration was established as an independent agency that the process of nominating an Archivist of the United States has not been open for public discussion and input. We believe that Professor Weinstein must—through appropriate and public discussions and hearings—demonstrate his ability to meet the criteria that will qualify him to serve as Archivist of the United States.

When former President Ronald Reagan signed the National Archives and Records Administration Act of 1984 (Public Law 98-497), he said that, “the materials that the Archives safeguards are precious and irreplaceable national treasures and the agency that looks after the historical records of the Federal Government should be accorded a status that is commensurate with its important responsibilities.” Earlier in 1984, when the National Archives Act was being discussed, Senate Report 98-373 cautioned that if the Archivist was appointed “arbitrarily, or motivated by political considerations, the historical records could be impoverished [or] even distorted.”

P. L. 98-497 clearly states that, “The Archivist shall be appointed without regard to political affiliations and solely on the basis of the professional qualifications required to perform the duties and responsibilities of the office of Archivist.” In 1984, House Report 98-707 noted, “The committee expects that [determining professional qualifications] will be achieved through consultation with recognized organizations of archivists and historians.” The law also states that when the Archivist is replaced, the President “shall communicate the reasons for

such removal to each House of Congress.” President Bush has not given a reason for the change, and there is no evidence to suggest that it is being made because of John Carlin’s resignation.

We agree with these statements and believe that the decision to appoint a new Archivist should be considered in accordance with both the letter and the spirit of the 1984 law.

We call on the Senate Committee on Governmental Affairs to schedule open hearings on this nomination in order to explore more fully 1) the reasons why the Archivist is being replaced and 2) Professor Weinstein’s qualifications to become Archivist of the United States. Among other issues, we believe it is important to learn more about Professor Weinstein’s:

- Knowledge and understanding of the critical issues confronting NARA and the archival profession generally, especially the challenges of information technology, and the competing demands of public access to government records, privacy, homeland security, and ensuring the authenticity and integrity of all records.
- Thoughts on how NARA should balance competing interests for protecting sensitive or confidential information with those seeking to gain access to records created by government agencies.
- Ideas for continuing essential programs as well as important new archival initiatives, such as the Electronic Records Archives project.
- Thoughts on fully supporting the National Historical Publications and Records Commission (NHPRC), whose grants have been instrumental in starting and supporting the production of published editions of historical documents and in helping to raise the level of archival practice at state and local levels.
- Experience and demonstrated ability to lead and manage a large government agency such as NARA.
- Plans for protecting the professional integrity and political non-partisanship of NARA as a governmental agency. □

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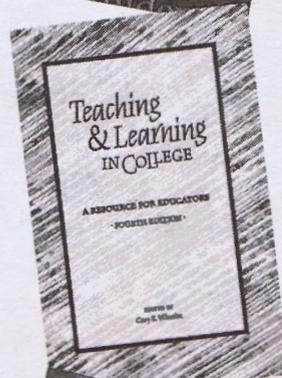
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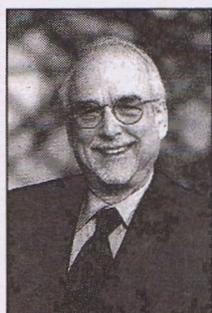
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The National Digital Newspaper Program Workshops for School Teachers

Bruce Cole



On March 31, I signed an agreement with James Billington, the Librarian of Congress, that will ultimately lead to the creation of a unique digital resource for the study of American history and culture. Under the terms of this partnership, the Endowment will make grants to convert microfilm of historic United States newspapers into digital files, which will then be

mounted (and permanently maintained) by the Library on a national and fully searchable database that will be accessible to all our citizens free via the Internet.

The National Digital Newspaper Program (NDNP) will be a complex, multiyear undertaking. NEH will provide support for the digitization of thirty million pages of historically significant newspapers over the next twenty years through awards made to institutions in every state of the Union and its territories. These digitized materials will focus on the extensive and crucial period of the nation's history from 1836 to 1923. The database will therefore complement digital resources that will cover

earlier periods of the country's history. Many newspapers published after 1923 are not yet in the public domain and hence could not be candidates for inclusion in the NDNP at this time. Current plans also call for incorporating into the NEH/LC database bibliographic records of all newspapers held in U.S. institutions, so that users of the website can find not only digital images of newspapers but information about access to newspapers in every available format.

The NDNP builds on the foundation established by an earlier NEH initiative: the United States Newspaper Program (USNP). Since 1982, the Endowment has supported a cooperative, national effort to locate, catalog, and preserve on microfilm American newspapers published from the eighteenth century to the present. NEH has now funded newspaper projects in all the fifty states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands. We expect to conclude the program in 2007. When currently funded projects are completed, descriptive records for more than 200,000 unique newspaper titles will have been created and 67.5 million pages of (often fragile) newsprint will have been microfilmed. The Library of Congress has provided technical assistance for the USNP since its inception.

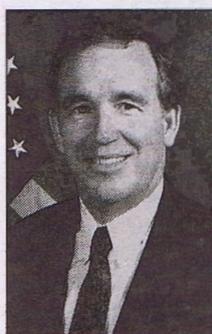
It is a pleasure to recall that the OAH played an important role in the genesis of the USNP. In 1969, its committee on the Bibliographical and Research Needs of the Organization of American Historians recommended that Winifred Gregory's *American Newspapers, 1821-1936* be revised. A few years later, when NEH requested that the American Council of Learned Societies undertake a survey to determine the research tools that were most needed by its members, a revision of Gregory was accorded a high priority by the OAH as well as by the American Historical Association and the Society of American Archivists. The OAH subsequently received grants from the Endowment for a project to explore how the Gregory bibliography could be updated. The findings of this project, coupled with the results of a model pilot project conducted by OAH through the Iowa State Historical Department, established the feasibility of launching a national program for historic newspapers that would encompass preservation as well as bibliographic concerns.

The needs and judgments of historians will continue to be an essential component of NEH's new digital newspaper program. Scholars in the various states will be in-

See COLE / 13 ►

An Important Records Transfer

John W. Carlin



This spring, the National Archives and Records Administration is marking a milestone in its stewardship of the records of the federal government with the receipt of the its first major body of electronic textual records. These important records are the first increment of electronic documents that contain cable communications between the U.S. State Department in Washington, D.C., and

foreign service posts all over the world. They also include records from other federal agencies, Congress, the public, and foreign embassies and consulates in the United States. They date from July 1973 to December 1974—a historic time for our nation. After a period of processing, these history-rich electronic documents will be available to the public via the Internet through our Access to Archival Databases (AAD), the first publicly accessible application developed under our Electronic Records Archives (ERA) program.

In an April 13 ceremony at the State Department, I accepted the first increment of these electronic records from Secretary of State Colin Powell. We also signed a Memorandum of Understanding for a research partnership involving our ERA program and the department's State Messaging and Archival Retrieval Toolset (SMART) relating to the next generation of State Department electronic records.

State Department documents and other records dealing with U.S. foreign affairs are the second most heavily used category of NARA materials after genealogical records. Moreover, these State Department records will be the starting point for American historians, students, and others who want to research U.S. foreign relations during this period. The documents will also be important for students, historians, and scholars from foreign countries where records of the decisions of their public officials, the actions of government, and events in their nation's history are not available to the public—or simply do not exist. Now, foreign researchers can learn about their country's history by reading what our diplomats were saying about events in their countries as those events unfolded.

The period covered by these records, 1973 to 1974—during which Henry Kissinger was secretary of state—saw some dramatic changes in the United States and the world. The war in Vietnam was winding down as the United States was disengaging itself from the Southeast Asian conflict. War erupted once again in the Middle East, followed by efforts for peace through shuttle diplomacy involving Israel and its Arab neighbors. U.S. relations with the People's Republic of China and its Communist rulers were beginning their long road to normalization, and we were engaged in détente with the Soviet Union and its leaders in the Kremlin. The Watergate scandal, involving the break-in at Democratic headquarters and the subsequent coverup, drove Richard M. Nixon from the presidency and replaced him with a man all but unknown to the rest of the world, Gerald R. Ford.

After the records are processed, we plan to have all fully releasable cables available on AAD. There, either the document itself or a finding aid can be accessed on the Internet. In fact, it is just this kind of collection of records—the day-to-day chronicles of one of our cabinet-level departments—for which AAD was designed. Through keyword searches in AAD, researchers will be able to access all of the records except those that are classified or restricted.

The accessioning of these records comes after years of work by a number of individuals at the State Department and NARA. The Department of State's Office of IRM Programs and Services reviewed the records for security classified materials and prepared the records for transfer. The department's Advisory Committee on Historical Diplomatic Documentation, made up of historians, political scientists, archivists, international lawyers, and specialists in the field of U.S. foreign relations, performed a valuable service in moving this process along.

As the first increment of these records comes to NARA, we and the State Department are launching a joint research project into technical issues relating to the future transfer of all State Department records to NARA. The research will involve a project that will transfer test collections to NARA and evaluate archival access issues.

The accessioning of these State Department records is important not only for the rich trove they will provide for researchers from all over the world, but also for providing us a preview of the way we will operate when the ERA is operational. □

Soar to new academic heights!

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**2004 ELECTRONIC PRIZE
FOR HISTORY**

*Sponsored by
the American Historical Association,
Columbia University Press,
and the Andrew W. Mellon Foundation*

For the 2004 competition (the sixth in the series), submissions will be accepted for dissertations in all fields of history.

The AHA will award six prizes in 2004. Each prize will consist of a \$20,000 fellowship to be used by the author for converting the dissertation into an electronic monograph of the highest quality to be published by Columbia University Press.

Deadline September 1, 2004

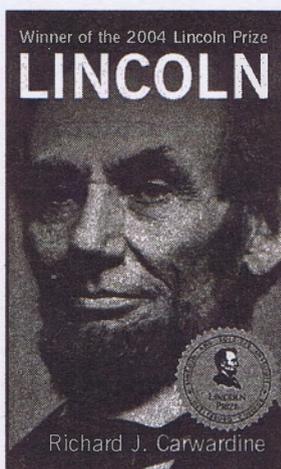
For more information, please visit:

<http://www.historians.org/prizes/gutenberg>

British Historian and Grant Papers Editor win Lincoln Prize

An Oxford University historian has become the first British scholar to win the Lincoln prize, the largest award in the area of American history. Richard J. Carwardine, Rhodes Professor of American History at Oxford and OAH member, received the \$30,000 award for his biography, *Lincoln* (Pearson Education Ltd., 2003). *Lincoln* combines the earliest original sources and latest historical scholarship to present a fresh perspective on Abraham Lincoln's political career and rhetorical achievements. The narrative portrays him as a skillful politician blessed with a strong moral foundation, whose religious convictions helped him to frame—and justify—his decision to wage war to preserve the Union and eventually to end slavery.

Professor John Y. Simon of Southern Illinois University, Carbondale, also received a special Lincoln Prize in recognition of his achievement in editing twenty-six volumes of *The Papers of Ulysses S. Grant* (Carbondale: Southern Illinois University Press, 2003). Simon, an OAH member, was awarded \$20,000. The Lincoln Prize was founded and is endowed by philanthropists Richard Gilder and Lewis Lehrman. The Gilder Lehrman Institute has amassed one of the nation's largest private collections of American historical documents, which was recently placed on deposit at the New-York Historical Society. The institute also creates and supports public and private history in high schools, teacher education, curriculum development, exhibitions, and publications. □



Richard J. Carwardine

Outstanding High School History Teacher Honored

William Sepnanski, a social studies teacher at Menasha High School in Wisconsin and OAH member, recently received a Global Teacher Award from the State of Wisconsin Department of Public Instruction. The award honors teachers and institutions that support international education and global understanding. The committee selected Sepnanski based on his excellence in teaching courses such as World Problems, Youth Service-Learning and Advanced Placement World History. He accepted the award on behalf of ten other area schools for their collaboration in creating a Sister Cities Youth Conference, which included a live video connection with Russian students and an opportunity to meet Mikhail Gorbachev, past president of the former Soviet Union. State School Superintendent Elizabeth Burmaster, University of Wisconsin-Madison Dean of Education Charles Read and UW International Studies Dean Gilles Bousquet presented the awards at the "Education Across Six Continents" conference held in Madison this past March. □



Fordham Institute Says History Textbooks Are More Style Than Substance

Today's history textbooks have plenty of colorful illustrations and bright graphics, but the text is shallow, bland and bulky, according to a recent review by the Thomas B. Fordham Institute. The review, summarized by historian Diane Ravitch in *A Consumer's Guide to High School History Textbooks* (Washington, DC: Thomas B. Fordham Institute, 2004), paints a gloomy picture of high school history texts. Ravitch concluded that despite attention-getting graphics, the texts lacked a central narrative and overwhelmed the student with dates and facts. "If history textbooks are not consistently interesting and enlightening, they won't do a good job of teaching history to their readers," she said in the review's conclusion.

Ravitch led a team of professors and teachers who read and reviewed the most widely-used American and world history textbooks. Each reviewer graded each text according to twelve criteria, which included accuracy, context, lack of bias, selection of supporting material, literary quality and selection of graphics. Of the twelve books graded, none scored higher than 78 percent overall and five received failing marks.

The reviewers concluded that statewide textbook adoption programs that preselect books for use in public schools dictate the content of textbooks that are sold throughout the country. Publishers tailor their books to meet the specific requirements related to content, binding, and illustrations.

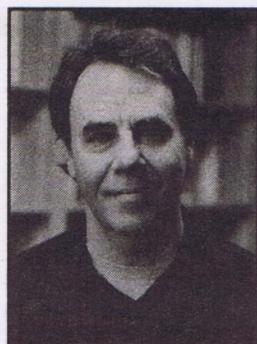
The reviewers recommended that teachers be allowed to select their own texts that meet their state's history standards. To combat disjointed and boring textbooks, publishers should stop the "author in committee" style of writing and only allow a handful of historians to write the text. They also suggested that history texts should undergo regular independent

reviews. The full text of the report can be found at: <http://www.edexcellence.net/foundation/publication/publication.cfm?id=329> □

▼ COLE / From 11

involved in the selection of titles proposed for digitization and they will be consulted at various stages of the construction and use of this national database. Their work will then be augmented by the knowledge of hundreds of librarians, archivists, and technical specialists, as well as by access to the holdings of libraries and archives across the country. I like to think that the NDNP is an example of the critical contribution that a national endowment for the humanities can make to our nation—through its capacity to envision and then deploy public funds to translate a great cultural project, which by definition demands a sustained cooperative effort by individuals and institutions, into an achieved reality for the American people.

Historical newspapers are perhaps the single, most comprehensive resource on which to base a study of America's past. It is for this reason that NEH has designated the NDNP as part of its new initiative entitled *We the People*. Newspapers have chronicled the daily life of America's citizens in small towns and cities, since the first newspaper appeared in the colonies in 1690. They vividly document the civic, political, social, and cultural events of the nation's history. The Endowment's first newspaper program, the USNP, ensured (in a predigital era) that this widely scattered and highly vulnerable corpus was organized and then cataloged and preserved on microfilm to consistent national standards. Now the NDNP will complete the process of making these materials fully accessible, by digitizing microfilmed newspaper titles from every state so that they will be available for use in academic offices, classrooms and homes across the nation. Scholars will have ready access to essential primary materials. Teachers will be able to integrate these materials into their lesson plans and classroom instruction. Parents will be able to sit down with their children to learn about the people and events that have shaped our country. And citizens of all ages will be able to enter a vast storehouse of local, regional, and national information about the great experiment in freedom and democracy that is America. □



Hahn wins Pulitzer

University of Pennsylvania professor and OAH Distinguished Lecturer Steven Hahn was awarded the 2004 Pulitzer Prize in history for his book, *Nation Under Our Feet: Black Political Struggles in the Rural South from Slavery to the Great Migration* (Cambridge, Mass.: Belknap Press of Harvard University Press, 2003). The book also was co-winner of the OAH

2004 Merle Curti Prize in Social History.

Hahn's research focuses on the importance of kinship, labor, and networks of communication among slaves and how these helped to transform African Americans into a political people. Through his study of Reconstruction, Hahn identifies the pursuit of self-governance as an essential goal of black politics throughout the South, and cites emigrationism, biracial electoral alliances, and social separatism as important steps in the development of a black political identity. Also, he examines twentieth-century black political consciousness and civil rights from a new viewpoint—looking out from slavery—to better understand the modern view of political activism among African Americans.

A specialist on the history of the South and nineteenth-century political history, Hahn attended the University of Rochester and Yale University. He has written and edited several books and his scholarly articles have appeared in the *American Historical Review*, *Past and Present* and the *Journal of Southern History*. Currently the Roy F. and Jeanette P. Nichols Professor of History at the University of Pennsylvania, he has also taught at the University of Delaware, University of California at San Diego, and Northwestern University. □

SOCIETY FOR MILITARY HISTORY 72ND ANNUAL MEETING FEBRUARY 24-27, 2005

CALL FOR PAPERS AND PANELS

The Citadel, the Military College of South Carolina, will host the 72nd meeting of the Society for Military History. The conference will take place February 24-27, 2005 in historic Charleston, South Carolina.

The theme of the conference will be the Rise of the Military Profession. The Program Committee seeks papers and panels that deal with the origins and growth of military professionalism. Other related topics might examine military professionalism and its connections to ideology, cultural context, politics, education, and business professionalism. Comparative studies of different nations, services, and branch components are also encouraged. Although the conference will focus on military professionalism, the Program Committee also desires papers and panels dealing with any facet of military history.

Panel proposals must include: 1) A panel coversheet listing the title of the panel and contact information for all members 2) A brief overview of the panel highlighting its scholarly contributions 3) One-page abstracts for each paper 4) A brief *vita* for all members of the panel, including chair persons and commentators. Individual paper proposals must include a one-page abstract and brief *vita*. The Program Committee welcomes volunteers to serve as chair persons and commentators. Volunteers should submit a *vita* with their request. All information related to the conference can be found online at: http://citadel.edu/history_dept/News%20and%20Announcements/News%20home.htm

Deadline for this call for papers is September 1, 2004. The Program Committee desires that all proposals be sent electronically by email attachment in Microsoft Word. If this is not possible, hard copies can be sent.

Submit all materials to: Professor Kyle S. Sinisi, Department of History, The Citadel, 171 Moultrie Street, Charleston, SC 29409; email: sinisi@citadel.edu, Office phone: 843-953-5073, Office fax: 843-953-7020

Preparing An OAH Annual Meeting

Lee W. Formwalt and Amy Stark

In the wake of the annual meeting, members often ask the perennial questions: Why does OAH have to meet in such expensive hotels, especially when AHA is able to get much cheaper rates? Why doesn't OAH refer its members to less expensive nearby hotels as options? Why don't we meet in more mid-sized cities than in the large metropolitan centers like Boston and San Francisco? Why do all the good sessions (i.e., the ones I'm interested in) get scheduled opposite each other in the same time slots? Why do the popular sessions get assigned to small and thus overcrowded rooms and the sessions with smaller audiences get located in cavernous halls? Why do you have sessions on Sunday when many attendees are already on

months researching a potential site for the convention. In 2002, the OAH Executive Board decided that the meeting location should follow a four-year rotation around the country—Washington, D.C., Central, Northeast, and West. For a given region, any possible annual meeting host city must offer adequate air, taxi, and other public transportation, as well as adequate facility space at reasonable rental rates. The potential host city

must also have a significant number of community colleges, universities, and public history sites within driving distance. OAH staff members consult local OAH members and local chapters of organizations like the NAACP, the National Council of La Raza, the Hotel Employees and Restaurant Employees Union, and the Human Rights Campaign to determine the venue's suitability and its history of race and labor relations as well as other types of discrimination. We ask the convention and visitors bureau to provide information about the safety of the area around the meeting venue and the availability of nearby restaurants, shopping, and cultural attractions. The venue must prove its compliance with the Americans with Disabilities Act requirements, disclose its antidiscrimination policy and union representation, and, most important, provide an adequate number of sleeping rooms (900 on the largest night) or have a relationship with another venue to provide overflow rooms.

Once a city and venue have been chosen, negotiations begin. Large convention hotels are more likely to provide complimentary or very low cost meeting room rentals, while convention centers tend to charge much more for the use of their space. The trade-off is that large hotels often require a higher sleeping room rate, while the use of a convention center usually allows OAH to use a variety of hotels at different rates. In order to offset the high cost of meeting rooms in a convention center, many of the convention hotels in a small city will add a fee to each attendee's sleeping room rate, which is then passed on to the convention center. Negotiations with a hotel must result in a significant reduction off the hotel's

projected "rack" room rate. In Boston, for example, we were able to negotiate a 37 percent reduction from the rate offered to the general public over the dates of our meeting. It is also important that a venue is willing to negotiate the cost of ancillary services, which allows OAH to keep attendees' registration costs low.

The selection of a venue and the room rate that OAH offers attendees has been an issue of concern for several years. Two years ago, the OAH surveyed its members



Scott Alarik recreates a New England coffeehouse with fellow Boston folk musicians.

to determine if the time of year in which OAH hosts its meeting (typically March or April) should be changed to the summer or fall to take advantage of lower-occupancy times and thus lower hotel rates. Most members responding to the survey preferred to retain spring as the best meeting time. A large majority, however, did indicate that a change in the days of the meeting would be acceptable. Based on this response, OAH negotiated a lower room rate for its Washington, D.C., meeting in 2006 and New York meeting in 2008. Instead of the

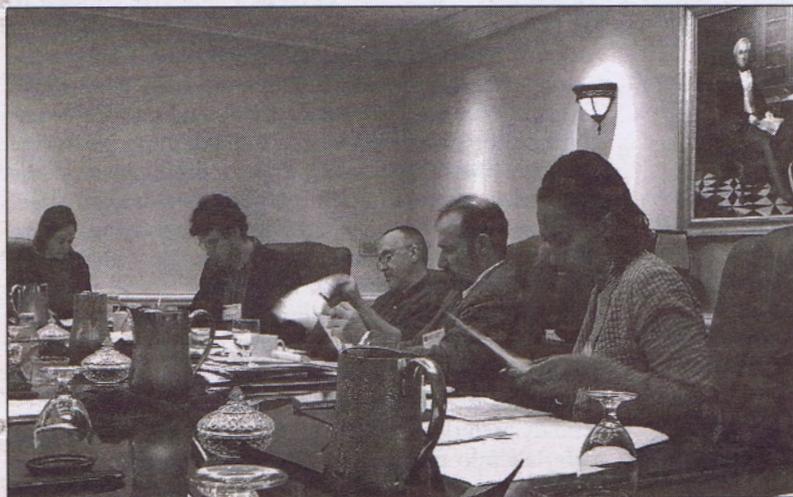
usual Thursday to Sunday schedule, the D.C. meeting will begin Wednesday and end Saturday, while the New York convention will open Friday and close Monday.

OAH continues to investigate other options for future meeting sites. We are researching smaller, less expensive cities in the Northeast, West, and Central regions. Over the last several years we have considered a mix of cities of different sizes, including Long Beach, Spokane, Albuquerque, and Houston, as well as San Francisco, San Diego, Seattle, Minneapolis, and Phoenix. Research on various cities in the last few years has shown that smaller cities are not necessarily less expensive. Oftentimes, the savings on the hotel room rate are offset by the higher cost of airfare and ground transportation. Airfares to smaller cities can be as much as \$160 higher than airfare to major metropolitan airports over the same dates. Meetings in smaller cities with several hotels can also be a hardship for attendees who have difficulty walking long distances or in cities where mass transit is not available. In keeping with our members' wishes OAH does offer a mix of large and

smaller cities. Between Washington in 2002 and Boston in 2004 we met in Memphis. Similarly, between Washington in 2006 and New York in 2008, we will meet for our 2007 centennial convention in Minneapolis.

OAH is working with several sponsors, including the Gilder Lehrman Institute of American History, to provide travel grants to precollegiate teachers, graduate students, and international scholars. Our next round of requests to convention bureaus will ask facilities to provide proposals with fewer sleeping rooms in the main hotel. This approach might allow for a smaller block of lower cost rooms at a nearby hotel, but will require OAH to incur increased fees for renting meeting room space. We have negotiated a hold on sleeping room rates below \$200 a night for the annual meetings through 2010, and plan to continue working with members and meeting venues to provide cost-effective and interesting host cities for the annual meeting.

OAH contracts with hotels ensure that sleeping rooms will be available to attendees. The hotel provides space and services based on the number of total rooms OAH con-



The OAH Program Committee (from left to right: cochairs Sarah Deutsch and Reeve Huston, John D'Emilio, Peter Coclanis, and Adrienne Davis) reviews session proposals at the 2003 OAH in Memphis for the 2004 annual meeting in Boston.

their way to the airport? Why do you have offsite sessions, which seem to discriminate against the presenters on such panels? Why aren't there more Focus on Teaching sessions aimed at high school, middle school, and elementary teachers? And why don't you have more traditional history sessions instead of focusing on, what one attendee called, the "Holy Trinity of Race, Class, and Gender?"

We have a good sense of our members' concerns since approximately one-quarter of those attending the annual meeting responded to our brief sixty-second survey they found waiting for them on their return from the convention. We asked attendees to rate the content of the program, the facility, and the other events and services offered by OAH at the meeting. We also asked for additional comments and nearly two-thirds of those responding provided them.

Since many of these questions concern the annual meeting site selection process, we decided to share with you some of the various factors we consider when choosing a site for the OAH convention. The last three conventions (Washington in 2002, Memphis in 2003, and Boston in 2004) have brought together 2,500 or more historians and others interested in American history and provided an exhibition hall with more than 100 booths. While the size of a facility is important, it is not the only factor involved in determining the location of the meeting.

The OAH meeting staff typically spends six to twelve



A well-attended "state of the field" session in Boston.



The exhibit hall at the annual meeting brings together scholars, editors, and publishers, and showcases the latest publishing in American history.

Reflecting on Boston and Looking Ahead to Atlanta

Lee W. Formwalt

During the OAH Annual Meeting in March, the History News Network posted online daily reports about the convention as well as the latest gossip overheard in the halls of the Marriott Copley Place. On Saturday, it issued its "Top Three Reasons Why You Are Sorry You Missed This Year's Convention." All in all, it was an upbeat account of OAH's second largest annual meeting ever with over 2,700 attendees.

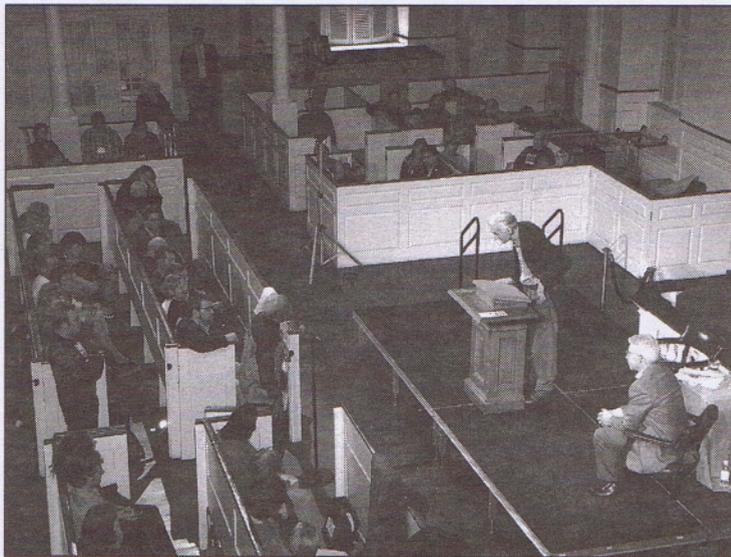
For the second year in a row, staff and volunteers scrambled to assemble a stellar panel at the last minute on a burning issue of the day—this year it was on the gay marriage controversy, which was especially hot in Massachusetts. What is usually a standard element of each annual meeting—the presidential address—struck a real chord this year with the audience. Upon concluding her call for a new narrative and a new understanding of the civil rights movement, President Jacquelyn Dowd Hall received an emotional standing ovation that historians were remarking on for the rest of the meeting.

After being honored by the Southern Historical Association in Houston last November and the AHA in Washington, D.C., in January, former Mississippi Valley Historical Association president and OAH executive secretary Thomas D. Clark was recognized and honored in Boston for his contributions to OAH and the profession. Having celebrated his own one-hundredth birthday last summer, Clark helped another former executive secretary, Richard Kirkendall, launch the new OAH Centennial logo (see page 1) that will be used through the 2007 OAH centennial convention in Minneapolis.

The Boston convention saw several important innovations including a very successful first-timers' session and a strand of sessions throughout the meeting on the topic of History and Memory. At the urging of the executive board and the program committee, a number of panelists presented or taught rather than read their papers. Still the change was difficult for many. Some presentations were too loose and unstructured, and many historians still read. Among the growing number of precollegiate teachers attending the OAH convention, there was some shock that college professors actually got up and read to them. But the comments from those who had witnessed the new session format were encouraging and we look for more presentation and less reading at the OAH Southern Regional Conference this summer in Atlanta and at the next annual meeting in San Francisco in March 2005.

Members attending the OAH Southern Regional Conference in Atlanta (July 8-11), cosponsored by Georgia State University and the Georgia Association of Historians, will find many of the more successful innovations they have experienced at recent annual meetings. State of the Field sessions, Focus on Teaching sessions, and a Screening History room will be among the standard scholarly sessions on the southern past as well as other areas of American history. Congressman John Lewis of Atlanta will deliver a plenary address at Martin Luther King's beloved Ebenezer Baptist Church on Saturday evening. Very inexpensive accommodations (\$37/night) will be available on the Georgia State University campus. The Liberty Legacy Foundation will provide fifty travel grants of \$200 each for precollegiate teachers who wish to attend the conference. To apply online, point your browser to <<http://www.oah.org/meetings/2004regional/travelgrants.html>>.

For the complete program, check online at <<http://www.oah.org/meetings/2004regional/>>. □



Historian Howard Zinn, professor emeritus of political science at Boston University, served as keynote speaker of a plenary session at the 2004 meeting entitled, "The Uses of History." The session was held in Boston's Old South Meeting House with Professor James Green, University of Massachusetts, moderating. (OAH photo by Allison Ward.)

tracts. If we do not fill our contracted block of rooms, the hotel is able to bill OAH directly for the unfilled rooms. Failing to fulfill this part of the contract could result in tens of thousands of dollars in charges to the OAH. Our contracts with hotels usually obligate OAH to advertise only the headquarters hotel in our promotional materials until it completely sells out of rooms. However, if a member contacts the OAH office, we are usually able

to provide information about alternate hotels within walking distance or accessible by public transit. No attendee is required to stay in the official convention hotel, but to do so is more convenient and it does help insure that OAH will not have to pay for unfilled rooms in our block.

Oftentimes, members tell us that they were able to find lower-cost hotel rates at nearby hotels. Many hotels will reduce their rates at the last minute, sometimes at a substantial discount. Hotels consider room nights perishable and will often sell them below cost to see at least a small return. Waiting until the last minute to secure a hotel room is risky, however, because often OAH is not the only convention in the area and hotel rooms may sell out all over the city.

Because the AHA annual meeting is usually the week after the New Year's holiday—a very slow time in the hotel and convention industry—that association is able to secure cheaper rates. In January, many venues would remain mostly empty if no convention were scheduled, so AHA is able to offer substantially lower rates than in the more popular convention months of March and April.

Members also express concern over the scheduling of sessions at the convention. The OAH staff works closely with the program committee to spread more than 150 sessions across the ten time slots at an annual meeting. Despite our best efforts it is inevitable that some sessions in the same field will be scheduled opposite each other, especially if there are more than ten sessions in a particular area (e.g., twentieth century or race). The number of attendees drawn to a particular session is often difficult to predict. The program committee co-chairs and OAH staff attempt to determine which sessions will draw the largest crowds and assign them to the largest rooms. But as one member surmised, it is basically a crapshoot. This year, the state of the field sessions proved more popular than ever, so every effort will be made to assign them larger rooms in San Francisco next year. We expected a large turnout for sessions on integrity in the profession and guns in early America, yet neither drew a large crowd.

As the size of our meeting grows, the necessity of Sunday sessions increases. This year for the first time, we scheduled two sets of sessions for Sunday morning to accommodate the large number of panels in Boston. Every effort is made to insure a similar mix of sessions in all time slots so that no time slot is privileged over another in terms of quality of presentations. As members recognize the need for

Sunday sessions, we hope they will schedule their departing flights on Sunday to accommodate that.

Offsite sessions have always generated debate over whether the unique location of such sessions enhanced the presentation or limited the audience size. Once again, in Boston, some

members cheered the offsite location of some sessions, while others blamed the low turnout at other sessions on the panels' removal from the hotel. Overall, it appears that the advantages outweigh the disadvantages, and next spring in San Francisco the 2005 program committee is considering an entire afternoon of offsite sessions with no panels scheduled in the conference hotel.

As we draw more elementary, middle, and high school teachers to the annual meeting, it is imperative that we provide more Focus on Teaching sessions for those practitioners. We encourage elementary and secondary teachers to submit proposals for such sessions as soon as the call for presentations for the 2006 annual meeting in Washington appears this August. OAH has recognized the need for teaching sessions for all levels of pedagogy from the elementary school to the university. Advanced high school and freshman and sophomore college survey teachers can often take advantage of the same type of teaching session. But we need to think more creatively about how professional historians can assist their colleagues at the K-8 level.

Finally, OAH faces the perennial complaint of annual meeting sessions focusing too much on race, class and gender and neglecting sessions devoted to the more traditional fields, such as military, economic, and diplomatic history. Despite the efforts of some to erroneously paint this as a deliberate effort of a left-leaning association to promote topics that would appeal to our mostly liberal members, it should be noted that the OAH annual meeting sessions reflect the current scholarship in the field. When few, if any, sessions are proposed in more traditional or underrepresented fields, the executive office has gone out and solicited panels in such areas as military or early American history in an effort to be as inclusive as possible.

It is critical that members practicing in all fields of American history submit proposals to the program committee. With few or no proposals in certain fields, it is difficult to have sessions in those fields on the program.

Producing an annual meeting involves many long hours and tremendous effort on the part of numerous volunteers, especially members of the program and local resources committees, as well as the entire staff of the executive office. With the success of a meeting like Boston, we know that it is truly worth the effort. □

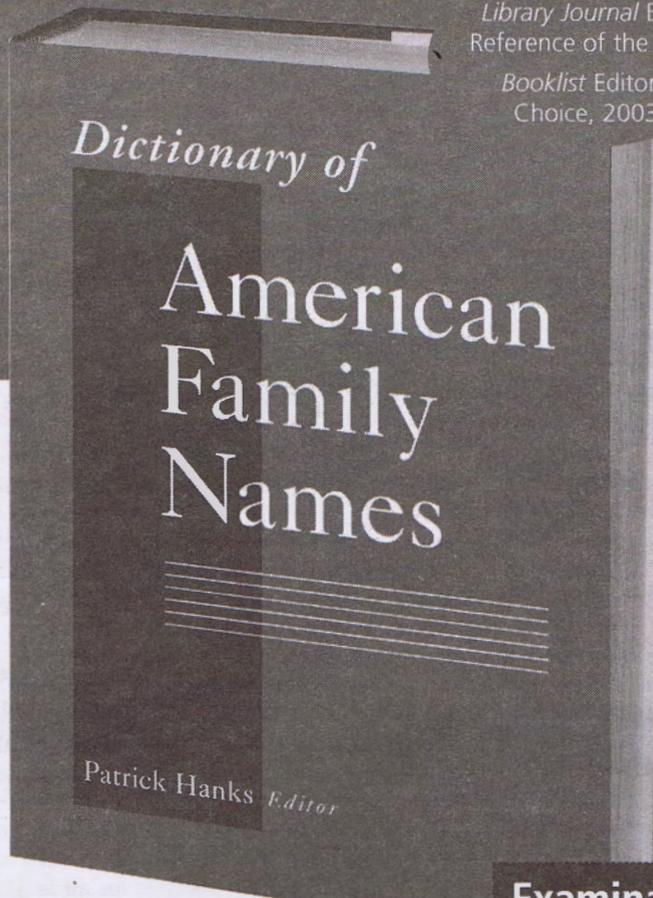
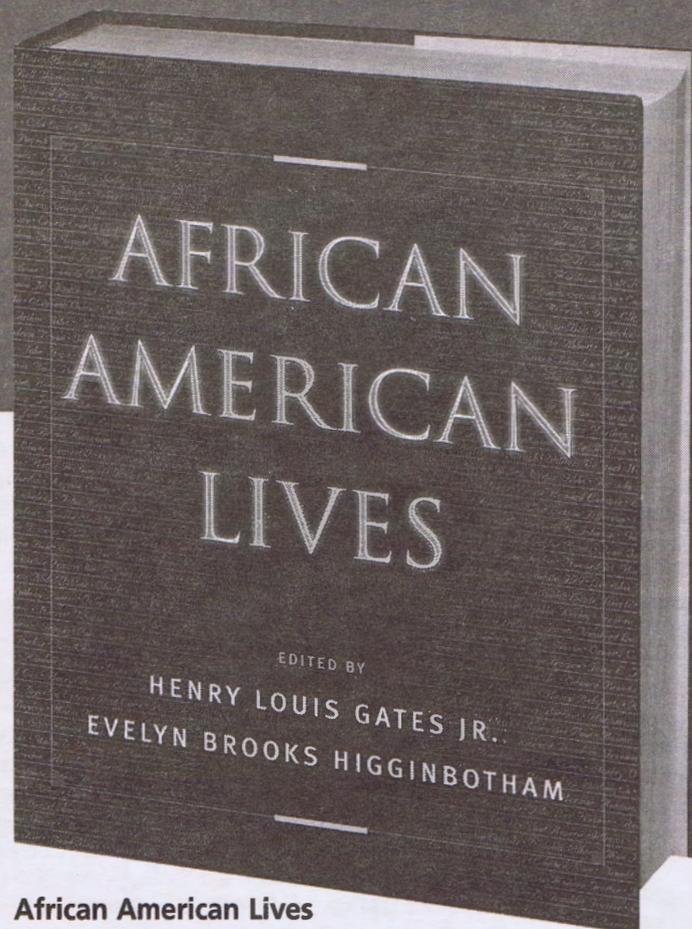
Lee W. Formwalt is OAH Executive Director and Amy Stark is OAH Director of Meetings.



OAH staff assist meeting attendees at the preregistration counters in Boston. Typically eighty percent of all meeting attendees preregister for the conference.

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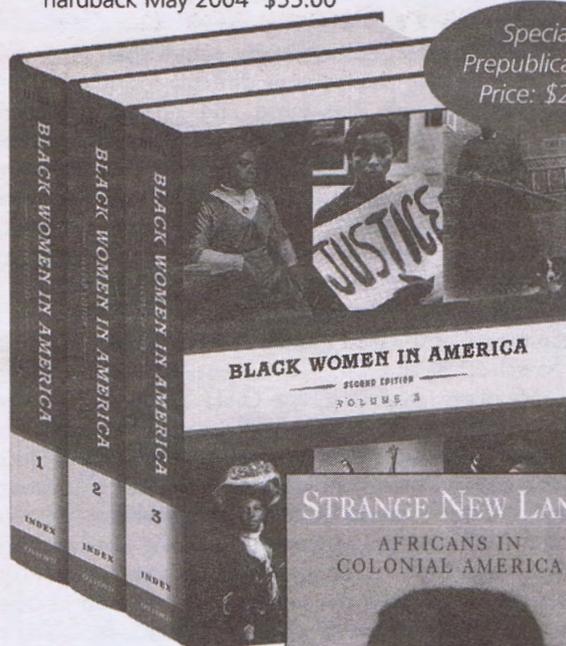
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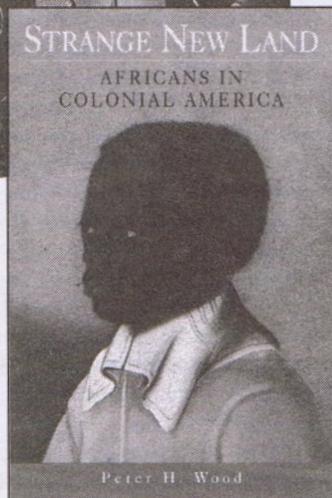
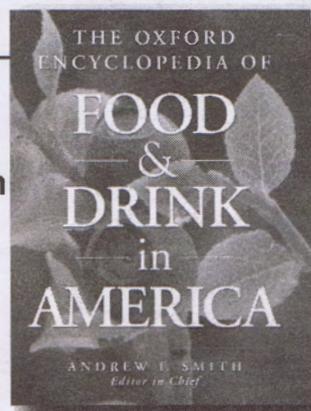
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The second week of the course is devoted to the Absentee Shawnee Tribe. Activities such as Executive Council meetings, language classes, and Shawnee football games structure our days. Student research projects—ranging from the impact of allotment of tribal lands to historical biographies of significant tribal leaders—evolved from my own primary source archive. Each student received a packet of primary and secondary source material a month prior to our departure for Oklahoma. They were all required to complete these individualized research projects before we left the campus.

During the 2004 academic year, students will assist in the creation of a national map of Shawnee locations. A senior majoring in geography has created the base map with more than two-hundred village sites scattered across the United States, Canada, and Mexico. Other service-learning students will add regional biographies that will then be used to create an interactive, web-based map. This resource will be used to further the education of Shawnee children. In addition, tribal leaders will use the map to assist them in protecting burial sites and other sacred places on the lands they once occupied.

Service-learning courses are incomplete if they do not blend critical reflection on community service into the course design. Accordingly, each participating student keeps a daily journal of his/her experiences as both worker and learner. Daily journal entries help participants mull over what they have heard and seen. Students are encouraged to reflect on how their experiences as participant-observers have unlocked clues as to what it means to be Miami and to be Shawnee. Students are also asked to consider their responsibilities to the host communities and how their research might affect the lives of the people in the community.

Service-learning offers historians an opportunity to lead students—and the communities they study—to a greater appreciation of the historian's task. Because the students lived and worked with the Miami and Shawnee, they want to give back to those tribes. At the same time, the students gain an appreciation for the value and relevance of history. Finally, service-learning unites those seemingly disparate elements of professional history—research, service, and teaching—into a coordinated effort that benefits everyone involved. □

Stephen Warren is a Visiting Assistant Professor at Augustana College in Rock Island, Illinois.

Endnotes

1. <<http://csf.colorado.edu/sl/what-is-sl.html>> Timothy K. Stanton, Dwight E. Giles, Jr. and Nadinne I. Cruz define service-learning as "community action, the 'service,' and efforts to learn from that action and connect what is learned to existing knowledge." See Timothy K. Stanton, Dwight E. Giles, Jr. and Nadinne I. Cruz, *Service-Learning: A Movement's Pioneers Reflect on Its Origins, Practice, and Future* (San Francisco: Jossey-Bass, 1999), 2.
2. Oral history offers an important exception to this trend. In fact, some of the most innovative service learning classes in history have grown out of this specialization. For an overview of these efforts, see Marjorie L. McLellan, "Case Studies in Oral History and Community Learning," *Oral History Review* 25 (Summer/Fall 1998), 81-113; see also A. Glenn Crothers, "Bringing History to Life: Oral History, Community Research, and Multiple Levels of Learning," *Journal of American History* 88 (June 2003), 1446-1451.
3. Stanton, Giles, and Cruz, *Service-Learning*, 139.
4. Author Interview with Julie Olds, Cultural Preservation Officer, Miami Tribe of Oklahoma, March 2, 2004. Author Interview with Jennifer Makaseah, Cultural Preservation Officer, Absentee Shawnee Tribe of Oklahoma, March 5, 2004.
5. John Dewey, *Democracy and Education* (1916; New York: The Macmillan Company, 1932), 250.

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2003-2004 Actions Taken by the OAH Executive Board and the Business Meeting

Subsequent to its November 2003 Fall Meeting the Executive Board took the following actions (by email):

On December 11, 2003, voted to award the OAH Distinguished Service Award at the 2004 Annual Meeting in Boston to Gwendolyn Midlo Hall.

On January 5, 2004, authorized the president to appoint an editor and editorial board for the OAH-Palgrave publication project for the best essays in American history.

On January 14, 2004, voted to recommend that Yale graduate student petitioner, not the board, present her resolution ("that the Yale administration and GESO [the graduate employee union at Yale] should . . . find a mutually acceptable forum for reaching some understanding about conduct that members of the Yale community regard as a genuine threat to their freedom of belief and expression.") to the Business Meeting of the OAH in Boston on March 28, 2004.

On January 29, 2004, agreed to posting the summary of traditional vs. revisionist history (with the OAH staff introduction) on the web site, upon its revision.

On February 6, 2004, voted to have the 2009 annual meeting in Seattle, Washington.

On February 12, 2004, unanimously approved the report of the executive director review committee and reappointed Lee W. Formwalt to a five-year term.

On February 19, 2004, voted to present 100-year-old former MVHA president and OAH executive secretary Thomas D. Clark a special Centennial Award at the OAH Annual Meeting in Boston.

At its 2004 spring meeting in the Boston Marriott Copley Place hotel the Executive Board took the following actions:

Approved the November 1-2, 2003, minutes of the OAH Executive Board Meeting in Boston.

Directed the executive office staff at the next board meeting to provide a proposal for improving the organization's publicity and media relations capabilities.

Approved the proposal to reduce the exchange of publications with the National Council for History Education (i.e., the OAH Magazine of History for NCHE's History Matters!) since the OAH Magazine of History will soon be published six times per year and the cost of the exchange would otherwise increase by fifty percent for the OAH.

Charged the executive office staff by the next board meeting to suggest ways of increasing voter turnout in the OAH annual election of officers.

Approved replacing medals and paper certificates for OAH prizes and awards with plaques.

Commended the BeyondAcademe web site and its creators for their efforts to provide alternative career advice for history graduate students and historians currently employed in colleges and universities <<http://www.beyondacademe.com/>>.

Voted to approve JAH editor Joanne Meyerowitz's appointment recommendations for the following board and committees. **JAH Editorial Board:** Winston James, Columbia University; Jane Kamensky, Brandeis University; and James Kloppenberg, Harvard University. **Pelzer Prize Committee:** Carl Guarneri, St. Mary's College of California. **Thelen Prize Committee:** Leila Rupp, University of California at Santa Barbara, and Axel R. Schafer, Keele University.

Requested that executive board members Robert Cherny, David Kennedy, and Lee Formwalt at the next board meeting report on creating a strategic reserve fund for the organization.

Approved the organization's operating budget for FY2005.

Agreed to further consider the preliminary report of the Ad Hoc Committee on the OAH Constitution and to provide feedback on the suggested revisions to the constitution and bylaws.

Authorized OAH President James O. Horton to create an ad hoc committee to investigate reports of repressive measures by the government, officials of schools, colleges, and universities and self-designated groups dedicated to political surveillance that impact historians' teaching, research, employment, and freedom of expression.

At the request of the Committee on the Status of Women in the Historical Profession, approved creation of a survey, to be conducted by the OAH executive office, to collect and document personal stories of academic and professional pressures (promotion, tenure, etc.) on male and female historians raising children.

At the request of the Joint Committee on Part-Time and Adjunct Employment, agreed to support the committee in approaching college and university history departments around the country to have them adopt the OAH and AHA standards on part-time and adjunct employment. Also charged the committee to maintain a list of the departments that adopt the standards and to publicize this list on the OAH web site.

Adopted the following resolutions proposed by the Committee on Research and Access:

1. OAH recommends that actual funding of the National Historical Publications and Re-

ords Commission (NHPRC) for FY2005 be no less than \$10 million.

2. OAH supports NHPRC funding for a regrant program for states to be used for electronic and other programs, so long as such program does not affect current allocation of NHPRC funding at \$10 million.

3. OAH recommends that editions be moved to a retrievable and permanent digital environment.

Voted unanimously to adopt the following resolution on the Federal Marriage Amendment, which was presented by petition of OAH members:

Research by numerous scholars who have studied marriage, sexuality, and kinship throughout U.S. history supports the view that diverse types of families, including families built on same-sex partnerships, have existed across time, even as law and government have accorded some of those families unequal status. Laws and customs regulating marriage, as well as the U.S. Constitution, have not been static, but have tended to increase the number of people entitled to claim the benefits and responsibilities of legal marriage. Because no evidence exists that a viable democracy depends upon defining marriage as the union of one man and one woman, and because the campaign against same-sex marriage promotes discrimination, the Executive Board of the Organization of American Historians strongly opposes a federal constitutional amendment limiting marriage to heterosexual couples.

The following action was taken (by telephone) by the Executive Board subsequent to the 2004 Annual Meeting in Boston:

Agreed that the executive office should implement a range of fees for the OAH Distinguished Lectureship program instead of a single flat rate.

The following action was taken by the Membership at the Business Meeting on Sunday, 28 March, during the 2004 Annual Meeting in Boston.

Voted to adopt the following resolution:

WHEREAS Yale graduate employees have been trying to unionize for twelve years.

AND WHEREAS, whatever our opinions on unionization, we believe that discussion around this question should occur in an atmosphere which reflects the values of the academy.

AND WHEREAS an academic labor panel was convened on September 20, 2003, to consider charges of intimidating and coercive behavior by the Yale administration and some faculty. The panel consisted of: Fred Feinstein (chairman), former NLRB General Counsel; Cynthia Estlund, Professor, Columbia Law; Karl Klare, Professor Northeastern Law; Adolph Reed, Professor, Political Science at the New School; Robert Reich, Professor, Brandeis, and former U.S. Labor Secretary; and Emily Spieler, Dean, Northeastern School of Law.

AND WHEREAS their statement notes, "The fact that so many students reported threatening and intimidating experiences, including in relationships with their immediate academic supervisors, itself raises a serious concern . . . Even if the reports we heard at the forum are exaggerated or mistaken, everyone connected with Yale should be alarmed by the apparent level of distrust, which cannot serve the interests of any segment of the community."

AND WHEREAS the statement concludes, "we note with regret that the consequence of the administration's position, if sustained by the NLRB, is that the serious charges of intimidation and interference with expressional freedom raised by GESO's supporters will never receive any sort of adjudicative hearing."

BE IT RESOLVED that the Yale administration and GESO (the graduate employee union at Yale) should, as recommended by this statement, "find a mutually acceptable forum for reaching some understanding about conduct that members of the Yale community regard as a genuine threat to their freedom of belief and expression. That forum could be the NLRB if all parties conceded its jurisdiction; or it could be another forum devised by the parties." □

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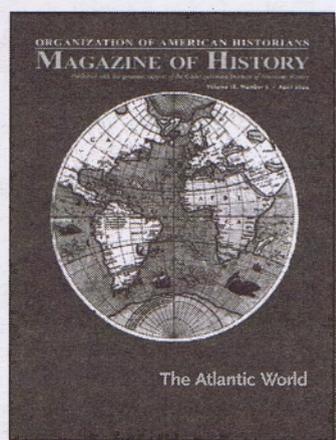
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official biography, tap into <http://www.centerfordemocracy.org/awbio.html>). In the past, among other positions, he has served as a foreign policy adviser to Senator Richard Lugar (R-IN), Chair of the Senate Foreign Relations Committee. Lugar has worked with Weinstein for years in promoting democracy across the globe. According to the senator, Weinstein "always has had a keen understanding and perspective of the complexities of democratic societies, qualities that will serve him well as head of the agency that preserves the nation's most important documents." Weinstein is also undoubtedly known by Senator Joseph Lieberman (D-CT), the ranking member of the Senate committee that will consider his nomination: Lieberman served on the board of the Center for Democracy for years.

But outside the world of Republican political activists and a small circle of historians of espionage, Weinstein is not very well known by many academics. He is also a virtual unknown to archivists. Though he possesses fine academic training and qualifications, Weinstein has not been a member of either the Organization of Ameri-

can Historians or the American Historical Association for years, essentially since his career turned to that of being an activist in the field of foreign relations and international service.

Several historians and journalists familiar with Weinstein's scholarly and popular writings (especially relating to the contentious Alger Hiss case and Soviet espionage in general) and career (especially his ties to alleged "right-wing" causes) have started to express their reservations about the nominee. Former National Security Archive founder and director Scott Armstrong, for example, has characterized the White House move as "the most cynical appointment of an Archivist possible. He [Weinstein] has a very clouded, very complicated, self-promoting, neon, politically manipulative record While he uses historical documentation in his work, he is very selective in his use."

Much of the controversy on Weinstein's work relates to the disposition of his research notes and his research methods associated with his controversial book, *Perjury: The Hiss-Chambers Case* (New York: Random House, 1978, rev. 1998) and a more recent work, *The Haunted Wood: Soviet Espionage in America—the Stalin Era* (New York: Random House, 1999). His book on the Alger Hiss case is considered in many circles as definitive. Because Weinstein concluded that Alger Hiss was Soviet spy, he earned the wrath of Hiss's defenders but, at the same time, Weinstein found himself embraced by conservatives for the same reasons. *Perjury* served as his entree into the world of conservative causes and financing which Weinstein has tapped throughout the years to help underwrite his various projects. (For interesting reading focusing on the records-related issues regarding "Perjury," tap into: <http://www.thenation.com/doc.mhtml%3Fi=19971103&s=navasky>.)

More controversial questions arise out of a more recent study in which allegedly Weinstein (or his publisher) paid a fee to the KGB for "exclusive access" to documents that no other historians have been able to see relating to Soviet espionage in America. Historian Ellen Schrecker writes about Weinstein's role in a payment to the

KGB that resulted in the crafting of *The Haunted Wood* co-authored by Weinstein and former KGB agent Alexander Vassiliev. For more on this controversial issue, see: <http://www.thenation.com/docprint.mhtml?i=19990524&s=sc hrecker>.) Schrecker notes "this sort of research is not the kind that inspires confidence within the scholarly community" and it raises "ethical questions."

In recent interviews, including one with *New York Times* reporters, Weinstein did not address allegations regarding his records practices opting to reserve discussion of that until his Senate confirmation hearings. Weinstein did, however, forthrightly respond to the widely publicized allegation relating to the \$100,000 fee paid for special access to records that facilitated the writing of *The Haunted Wood*, calling it "total slander." Weinstein admitted that his publisher Random House did pay a retired agent's group for "access to files" that contributed to the writing of four books, including his own. But, "no personal money passed hands." Nevertheless, critics continue to question the ethical ramifications of purchasing access and note that Weinstein continues to restrict access to his research notes based on those restricted files.

In addition to critics, friends and supporters are also speaking out, but in support of the Weinstein nomination. Richard Norton Smith, executive director of the Abraham Lincoln Presidential Library and Museum, views the present controversy as so much "faculty-lounge politics." He views Weinstein as someone who can bridge the gap between historians and the public. He also notes that Weinstein played a role in persuading the Church of Christ, Scientist, to release the once highly restricted records of the founder of the Christian Science church, Mary Baker Eddy. Said Smith, "He [Weinstein] made the case that if the [church's] library was going to have intellectual legitimacy, it would have to have transparency." Stephen H. Balch, president of the National Association of Scholars, also comments that Weinstein is "a man who is capable of confronting evidence honestly and changing his mind."

The Weinstein nomination will undoubtedly continue to spark lively discussion through the spring and possibly summer months. Hill insiders report that the upcoming November presidential election when coupled with accusations from Democrats that the Bush administration is too secretive in general, could spell difficulty for the Weinstein nomination. Even if the nominee is deemed qualified by the Senate committee assessing his qualifications, his confirmation could be held up until after the election by a single Democratic senator who could put a hold on the nomination. □

Bruce Craig is director of the National Coalition for History (NCH). He can be reached at: rbrcraig@historycoalition.org. For the NCH, he edits the weekly electronic newsletter targeted to historians and archivists—the NCH WASHINGTON UPDATE. A complete backfile of these reports is maintained by H-Net on the NCC's web page at <http://www.h-net.msu.edu/~nch/>. To subscribe to the "NCC Washington Update," send an e-mail message to listserv@h-net.msu.edu according to the following model: SUBSCRIBE H-NCH firstname lastname, institution.

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In Memoriam

Peter J. Coleman

Peter Jarrett Coleman, emeritus professor of history at the University of Illinois at Chicago, and a member of OAH for forty-nine years, died on March 9, 2004 in his home town of Wellington, New Zealand, after a short illness. He was a few days short of his seventy-eighth birthday.

Peter Coleman was a genuine trailblazer in that, after completing his M.A. in history at the Victoria University of Wellington in 1949, he enrolled in the Ph.D. program at the University of Texas, the first history postgraduate to depart from the traditional route to the United Kingdom. As such, his was an example which many others have subsequently followed. Unable to find a teaching post in New Zealand upon graduation, he embarked on a teaching career in North America which took him to Manitoba, Nebraska, Missouri, and Detroit before settling in Illinois. He became professor of history at the University of Illinois at Chicago in 1973, a position he held until his retirement in 1986. During this time he also served as Associate Dean of the Graduate College. From 1962 to 1966 he interrupted his teaching career to accept a position as book editor with the State Historical Society of Wisconsin.

Peter published more than twenty articles on aspects of the economic, legal, and political history of both the United States and New Zealand during his distinguished career, but is best remembered for his three substantial and significant books, *The Transformation of Rhode Island, 1790-1860* (Brown University Press, 1963), *Debtors and Creditors in America: Insolvency and Imprisonment for Debt and Bankruptcy, 1607-1900* (State Historical Society of Wisconsin, 1974), and *Progressivism and the World of Reform: New Zealand and the Origins of the American Welfare State* (University Press of Kansas, 1987). He also contributed more than three hundred book reviews to a wide variety of scholarly journals.

Upon his retirement, Peter and his wife Maribeth returned to New Zealand. There, not far from his boyhood home, he lovingly tended his superb garden. He also involved himself actively in the intellectual life of the Wellington community, and in the business of the Australian and New Zealand American Studies Association. To a new generation of younger scholars he became both a valued mentor and a firm friend. As such, he is sadly missed, in both North America and the Antipodes. □

John Salmond
Emeritus Professor of American History
La Trobe University

Carol Green-Ramirez

Carol (Devens) Green-Ramirez, professor of history at Central Michigan University, died December 22, 2003. She was fifty-one years old. Green-Ramirez distinguished herself as a teacher, editor, and scholar. After earning her Ph.D. at Rutgers University in 1986, she taught four years at Rhodes College, then spent the 1990-1991 academic year at Harvard Divinity School as a research associate and visiting scholar. At Central Michigan University, where she began teaching in 1991, her large, often oversubscribed undergraduate classes in U.S. women's history and Native American history, broadened and changed students' understandings. A thoughtful and well-read educator, Carol was not content with her natural gifts as a teacher but worked steadily to become even better at her craft. She excelled at guiding graduate students into serious research and supervised Wendy M. Gordon's dissertation, the first to be completed in the joint doctoral program that Central Michigan University shares with the University of Strathclyde in Scotland and the first to reach print as a book.

Green-Ramirez also fostered and promoted other scholars' work through her editorship of the *Michigan Historical Review*. Assuming her post in 1992 when the *Review* was experiencing difficulties, she secured a flow

of high-quality submissions, expanded the journal's size and coverage, and organized special issues on Americans Indians and on the automotive industry. When Carol decided to return to full-time teaching in 1998, she left the *Review* in excellent condition and presented her successor with the perfect gift: a year's backlog of good articles.

Green-Ramirez's own scholarship was innovative. A 1986 article in *American Quarterly*, "Separate Confrontations: Gender as a Factor in Indian Adaptation to European Colonization in New France," announced her important work on the intersection of cultural adaptation and gender history. A book followed in 1992, *Countering Colonization: Native American Women and Great Lakes Missions, 1630-1900*, published by the University of California Press and widely praised by reviewers as an important contribution to Native American history. As the reviewer in the *Journal of American History* noted, the book succeeded "admirably on several levels" and showed historians and anthropologists "how fruitful an analysis based on gender can be." Green-Ramirez then began extensive research on women missionaries in the nineteenth-century American West. An early result was her article, "If We Get the Girls, We Get the Race': Missionary Education of Native American Girls," in the *Journal of World History*. A variety of presentations at major scholarly conferences followed, indicating the range and depth of her work in progress. Most recently, her research focused on Anishinaabe women's roles in community leadership.

Carol had just begun her courses this fall semester when a seemingly minor medical problem led to a diagnosis of cancer. Carol struggled courageously, supported by her husband, Professor Benjamin Ramirez-Shkwegnaabi, her son, Aric Devens, and her five sisters, as well as other relatives and friends. Historical scholarship will be poorer for the work she could not complete. Central Michigan University's history department has lost a thoughtful and engaged teacher; those who knew Carol have lost, but will remember, her moral fervor, wit, intelligence, and personal kindness. □

David Macleod
Department of History
Central Michigan University

Stanley Hirshson

Stanley Hirshson of the history department at Queens College died on December 26, 2003. Stanley joined the department in 1963 and quickly established himself as one of its leading scholars. He had already published his first book, *Farewell to the Bloody Shirt* (Bloomington: Indiana University Press, 1962), a study of the post-Reconstruction Republican Party, and would go on to publish four more books. Early in his career, he published biographies of Grenville Dodge and Brigham Young. Later, he published biographies of General William Sherman and General George Patton. The latter, the definitive biography of the controversial general, brought him well-deserved national attention with several television appearances on book discussion shows.

Within the department, Stanley was a dedicated teacher. He was especially good at introducing students to the joys and intricacies of historical research in his undergraduate and graduate seminars. As a result, more graduate students chose to work under him on their M.A. theses than with any other member of the department. Stanley was a very private person, but he enjoyed talking military history with his students; often he spent several hours in his office chatting with them. With his colleagues, he enjoyed exchanging stories and anecdotes about research travel and debating baseball history. Although as a loyal Brooklyn Dodger fan, I could not share his devotion to the Yankees (rooted in his childhood and the Newark Bears of Charlie Keller), I had to admit that he knew his baseball lore. Above all, Stanley was a person whose love of historical research and love of his family best defined his person. His colleagues and the departmental staff knew him as a kind, thoughtful, and

generous person on whom they could always rely. He is survived by his wife, Janet, and his son, Scott. □

Frank Warren
History Department
Queens College

Henry D. Shapiro

Henry D. Shapiro, scholar of the life of the mind in America and teacher of friends and students died on January 21, 2004, of lung cancer. Born in New York City in 1937, Shapiro entered the profession just as American intellectual historians were questioning the vitality of their approach. At Columbia and then Cornell, Shapiro quickly exhibited the virtues of meticulous research and precise exposition. His M.A. thesis and first publication, *Confiscation of Confederate Property in the North* (Ithaca, NY: Cornell University Press, 1962), won the Moses Coit Tyler Prize at Cornell in 1961.

Shapiro's appreciation of method, especially the relationships among culture and the perceived past, led him to follow the then young Warren Susman to Rutgers. While completing his dissertation, Shapiro accepted an instructorship in 1963 at Ohio State University where he met roughly three dozen other ABDs—all hired to handle the unprecedented demand of the baby boom generation. The young scholars quickly made enduring friendships and engaged in intellectual interchanges. With tongue firmly in cheek, the intellectually omnivorous and remarkably imaginative Shapiro and some of his colleagues planned an intellectual history of the United States from the viewpoint of Columbus, Ohio. Shapiro even shopped the idea to publishers before tiring of the joke.

In 1966, the year that he received his Ph.D., the University of Cincinnati hired Shapiro to teach American intellectual history and the history of science. He quickly discovered in the life of the physician-naturalist-entrepreneur-city booster Daniel Drake an apt means to combine his two passions. More importantly, he met his lifelong intellectual sidekick, collaborator and friend, Zane L. Miller. Together these "young turks" set out to refashion the university and to open new historical vistas. Drake, reputed founder of the university, became the touchstone for encouraging the university to preserve and explore its history. Shapiro directed the new medical history archives and labored to get Cincinnati to hire a medical historian. He also developed collections for other parts of the university's past, such as the Ohio Mechanics Institute.

The mercurial Shapiro provided much of the intellectual basis, while Miller masterfully worked out implications as well as sharpened insights. Their collaboration first resulted in the coedited *Physician to the West: Selected Writings of Daniel Drake on Science & Society* (Lexington: University Press of Kentucky, 1971). In this and other efforts, method dominated their discussions. Shapiro was smitten with French structuralism from Levi-Strauss to Foucault, who showed that it was human to taxonomize reality. Shapiro concluded that what held together human societies at various times and places was shared taxonomies that public action took place.

This exciting revelation focused attention directly on cultural ideas. It was cultural ideas—taxonomies of reality perceived in a particular way—that both "caused" conditions and situations, some of which may have been longstanding, to become seen as problems that demanded amelioration as well as circumscribed the arena and methods by which amelioration could successfully occur. Among other things, that understanding posited race, gender, class, religion and the rest not as universal social forces or constructs but rather products of culture. And like cultures themselves, these products were temporal, the product of certain specific taxonomies.

To Shapiro, the use of culture in this manner rescued intellectual history from its malaise. It accentuated the ideas themselves, not the cultural-social demographics of their genesis. After a year at Harvard's Charles Warren

▼ IN MEMORIAM / From 21

Center, Shapiro and Miller created the Laboratory in American Civilization. Patterned in spirit after the Chicago School of Sociology's "the City as Laboratory," the Shapiro/Miller effort took Cincinnati as its locus only because they were there. Events in Cincinnati were "symptomatic"—indicative but neither identical nor extraordinary—of what happened elsewhere in America at the similar time. Undergraduates learned about history by doing history. Working with graduate students, each did original research on some relatively minor act at a certain time in Cincinnati. Later lab discussions put those apparently discrete acts together—why those events or acts were done in that way at that time and how they might have changed at later times. *Clifton: Neighborhood and Community in an Urban Setting* (1976) became the first lab product.

Shapiro's insistence on culture as a central project in intellectual history emphasized place and the bonds that categorized it. He recognized, however, that interpretation of place was itself a cultural construct. He was fascinated by the idea of place, the idea of regionalism and regional identity and the idea of otherness rather than the fact of those designations. Nowhere was this truer than in his seminal *Appalachia on Our Mind: The Southern Mountains and Mountaineers in the American Consciousness, 1870-1920* (Chapel Hill: University of North Carolina Press, 1978), which was published as Shapiro filled a Fulbright scholarship in Berlin. What started as his dissertation fifteen years earlier, Shapiro began with this caveat: "This is not a history of Appalachia. It is a history of the idea of Appalachia, and therefore the invention of Appalachia." Here the analysis focuses on how Appalachia emerged as a strange land and peculiar people and how Americans using that construct acted through it in an effort to understand American civilization.

Ironically, Shapiro emerged as a major figure among scholars of Appalachia as identity politics took charge. Always nattily attired in a three-piece wool suit and blue oxford cloth shirt no matter the season, the full-bearded Shapiro sat on the board of *Appalachian Journal*, wrote introductions to various collections and volumes and reviewed countless others. His *Appalachia on Our Mind* remains in print some twenty-six years after its initial publication.

Fascination with the idea of place dominated Shapiro's thinking as he continued his fruitful collaboration with Miller. Together they formed the University of Cincinnati's Center for Neighborhood and Community Studies and edited the *Urban Life and Landscape* series for Ohio State University Press. Forty titles have been published there. Shapiro's life took a dark turn in 1986 when his wife Nancy succumbed to leukemia, leaving their three sons. In a symbolic and actual break with his past, Shapiro retired in 1988. He married Genevieve Ray and soon moved to Cleveland. In 2002, they relocated to York, Pennsylvania, and began work with the York Foundation. At the time of his death, Shapiro was writing an intellectual biography of the philosopher Harry A. Wolfson. □

Alan I Marcus
Iowa State University

alliances have dismantled many stereotypes that have worked in the past to discourage such cooperation. Some of our members have joined with the Teaching American History program of the U.S. Department of Education, the Gilder Lehrman Institute, The National Endowment for the Humanities, National History Day, and other groups to provide history seminars for precollegiate teachers, National Park Service historians, and others. For those of us who have participated, it has been a very rewarding experience in which we learn as much as we teach.

With these and other partnerships, OAH has been able to provide new opportunities for our members to enjoy a wide range of teaching experiences, but there is much more to be done. Most of us became historians because at some point in our education we realized how fascinating and enjoyable we found historical research and teaching. In this context, history provides more than an interesting window on the past. It is the foundation upon which sound contemporary decision making should be based. Here, historians can play their most important role. We have an obligation to do all we can to provide historical information to the American public, and since facts almost never speak for themselves, we must also bring our expertise to bear on their interpretation. If professional historians do not agree on the "facts" of history, or their interpretation—and we almost never do—we still have the responsibility to introduce the public to the important debates that animate our profession. We should let them know that such conversations go on among us and help them understand the rules by which they proceed.

After even a casual discussion with those outside our profession who are interested in history—and there are more of them than many of us realize—it is clear that most citizens have an appalling ignorance not only of the substance of American history, but also of the methods and resources historians use to practice their craft. Historical research is engrossing—even addictive. That helps to explain our students' fascination with primary sources and why these sources are so successful as teaching tools. Yet, to most Americans, historical research and analysis is something of a mystery. Our conclusions might be more widely understood if our research methods, our standards for judging historical evidence, and our use of that evidence in forming an argument were more widely understood. We may not all accept the same conclusions, but surely there are basic rules of evidence and debate that most of us can agree on and that might be important for the public to understand. There are times when we tell ourselves that the public is not interested in us or our profession. I think we sell ourselves short. My experience in public history persuades me to the contrary. The popularity of genealogy, the upsurge in historical reenactment, and the growing number of Civil War roundtable groups in the North as well as in the South, make this abundantly clear. A great many people in the general public find history fascinating, and they would be even more engaged if they understood how we do our work. This is a critical moment for us to help them understand, for there is a kind of commercial mass production of history underway that sorely needs our attention.

American business has become convinced that "history sells." It sells in movies, at historical sites, in museums, and in history theme parks. Boston, Philadelphia, and many other large cities have known this for generations, and the expanding industry of "heritage tourism" is moving into medium and smaller communities alike to spread the message. There are hundreds of historians in these public settings struggling to see that the presentation of history presented in these venues benefits from the latest research and most up-to-date interpretations of recently available resources. Theirs is no easy job, for visitors' expectations often conflict with the most recent historical research. Without the benefits of tenure or a tradition of academic freedom, these public historians practice history without a net. They are much more vulnerable to the direct effects of political, social, and economic pressures than most of us in the academy.

As we proceed, we must also not lose sight of the

challenges that all of us face, inside as well as outside the academy. By now many of you are aware that the OAH Executive Board has agreed to establish an ad hoc committee to investigate reports that some of our colleagues are facing serious limitations on their freedom to teach in their classrooms, that their research is being hampered by increasing restrictions on government records, and—that under the U.S. Patriot Act—their library selections are subject to monitoring. This is especially true for students and faculty teaching in community colleges and public schools, although academic freedom has suffered at all levels since the implementation of new governmental security policies in the aftermath of the September 11 attacks. The aim of the OAH ad hoc committee is to gather information and report that information to the executive board and to the membership. As historians, we recognize the importance of having access to information upon which to base our analyses. We cannot do our jobs, we cannot fulfill our public and civic responsibilities, if our access to historical data is limited or our freedom to discuss ideas is curtailed. Our contemporary situation demands the same thoughtful critique that we bring to our historical analysis, and contemporary decisions are not likely to be rational if made without a historical context.

We are not alone in the effort to gather information. The American Historical Association and the American Studies Association have expressed similar concerns and have taken similar action. Meanwhile, recent efforts to appoint a new Archivist of the United States are of particular significance to all of us. We must remind the public of the importance of our documentary heritage. Those of us who depend on the information contained in the documents at the National Archives for our work, should strongly urge the U.S. Senate to secure the advice of professional historians and archivists as they go about the selection of the next U.S. Archivist.

I look forward to a challenging year as your president. Most of all, I look forward to our continuing discussion of these matters. Such debate cannot help but to enhance our research, our teaching, and the quality of our message to the American public and the wider world. □

JOHN HIGHAM TRAVEL GRANT FUND

Help Honor John Higham's Memory



OAH and the Immigration and Ethnic History Society (IEHS) have created a fund in memory of John Higham (1920–2003), past president of both groups and a towering figure in immigration, ethnic, and intellectual history. When fully financed, Higham Grants will be given each year to facilitate graduate students' OAH/IEHS annual meeting attendance.

OAH and IEHS have contributed money to launch this fund and now appeal for additional contributions from all who wish to honor John Higham's memory and to extend his legacy in the profession. Please send checks, payable to IEHS and with "Higham Fund" noted in the memo line, to Diane Vecchio, IEHS Treasurer, Dept. of History, Furman University, 3300 Poinsett Hwy., Greenville, SC 29613-0444.

Announcements

Activities of Members

Sean Adams, University of Central Florida, has received a short-term fellowship from the Program in Early American Economy and Society (PEAES) at the Library Company of Philadelphia. He will continue researching his project, "Fires of the Early Republic: The Technology, Consumption, and Household Economies of Heat."

E. Wayne Carp, Pacific Lutheran University, has published *Adoption Politics: Bastard Nation and Ballot Initiative 58* (University Press of Kansas).

Michael P. Gabriel, Kutztown University, has completed a month-long research fellowship at The David Library of the American Revolution in Washington Crossing, Pennsylvania.

Nadine Ishitani Hata, former chair of the OAH Committee on Community Colleges, has been named Emeritus Vice President for Academic Affairs and Emeritus Professor of History at El Camino College, Torrance, California.

Michael F. Holt, University of Virginia, delivered the 42nd annual Robert Fortenbaugh Memorial Lecture at Gettysburg College on November 19, 2003. The lecture was entitled, "A Time of Uncertainty: The Civil War Era and America's Two-Party System."

Karla Kelling, University of Washington, Seattle, has received a short-term fellowship from the Program in Early American Economy and Society (PEAES) at the Library Company of Philadelphia. She will continue researching "Common Women: Class and Labor in Nineteenth-Century Philadelphia."

Naomi Lamoreaux, University of California, Los Angeles, has received an award for Outstanding Journal Publication in the field of early American economic history from the Program in Early American Economy and Society (PEAES) for her article, "Rethinking the Transition to Capitalism in the Early American Northeast," in the *Journal of American History*, 90 (September 2003).

Brian Luskey, Emory University, has received a fellowship from the Program in Early American Economy and Society (PEAES) at the Library Company of Philadelphia. He will be refining his dissertation, "Countinghouse Clerks and Counter Jumpers: Young Men and Society in the American Northeast, 1790-1860."

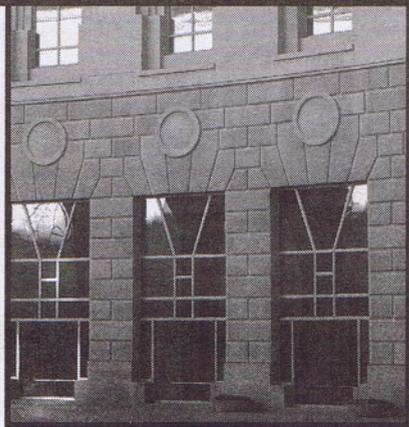
Eleanor McConnell, University of Iowa, has received a short-term fellowship from the Program in Early American Economy and Society (PEAES) at the Library Company of Philadelphia. She will investigate, "Economic Citizenship in Revolutionary New Jersey, 1763-1820."

Melvin Small, Wayne State University, was given the title Distinguished Professor by the Wayne State University Board of Governors.

Paul Martin Wolff, member of the OAH Leadership Council, has received from the American Jewish Committee the 2004 Judge Learned Hand Award for outstanding leaders of the legal profession.

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

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The Woodrow Wilson International Center for Scholars announces the opening of its 2005-2006 Fellowship competition. The Center awards academic year residential fellowships to men and women from any country with outstanding project proposals on national and/or international issues. Projects should have relevance to the world of public policy or provide the historical and/or cultural framework to illumine policy issues of contemporary importance.

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The application deadline is October 1, 2004. For eligibility requirements and application guidelines, please contact the Center. If you wish to download the application, please visit our Web site at <http://www.wilsoncenter.org>.

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Available exclusively to OAH individual members, "Recent Scholarship Online" 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*.

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TALKING HISTORY

Here is a preview of some upcoming *Talking History* programs. 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 us at talkinghistory@oah.org.

Tobacco

From the time of its discovery in America, tobacco has been exported to the World, bringing it both pleasure and pain. Iain Gately will provide us with a history of what he calls the "exotic plant that seduced civilization." Airs the week of May 3.

The Brown Case

2004 marks the fiftieth anniversary of the Supreme Court's decision to end segregation in public schools. Supreme Court Chief Justice Earl Warren delivered *Brown v. Board of Education of Topeka* in May 1954, and the ruling struck down state-sponsored racial segregation in America's public schools. *Talking History's* Jim Madison takes a look at the case and its aftermath with historian James T. Patterson, author of *Brown v. Board of Education: A Civil Rights Milestone and Its Troubled Legacy* (New York: Oxford University Press, 2001). Airs the week of May 10.

The Corset

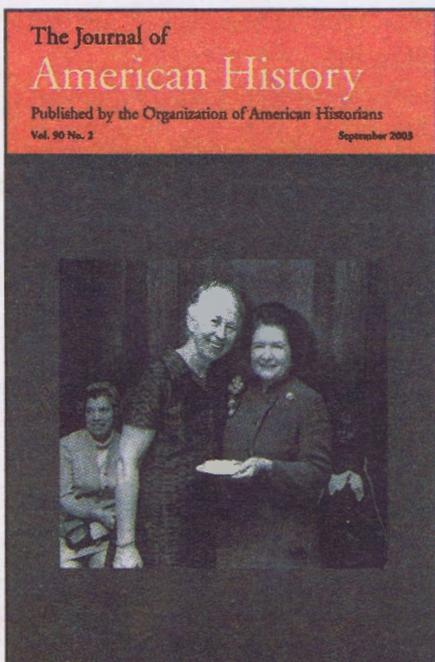
It is hard to think of an article of clothing, male or female, that has excited as much passion and controversy in modern times as the corset. Eileen Dugan discusses the history of the corset with Valerie Steele, author of *The Corset: A Cultural History* (New Haven: Yale University Press, 2003). Airs the week of May 24.

WNYE: The Spy Who Seduced America

Before Robert Hanssen and the Rosenbergs, there was Judith Coplon. Beautiful, and brilliant Judith Coplon worked as a political analyst in the U.S. Department of Justice. She was arrested in 1949 and tried on espionage charges. Tom Mitchell, a counterintelligence specialist for the FBI who was close to the case, fervently believed in her guilt. His wife, Marcia, passionately disagreed. Together, they relate their search for the truth. Airs the week of May 31.

Editor Search

Journal of American History



EDITOR OF THE JOURNAL OF AMERICAN HISTORY AND PROFESSOR OF HISTORY, INDIANA UNIVERSITY, BLOOMINGTON. The Organization of American Historians and Indiana University are jointly searching for a new editor of The Journal of American History, a scholar whose responsibilities will be divided between editing, teaching, and research. The appointment will be with tenure at the full or associate rank. To apply: Send letter of application, c.v., and arrange to have three letters of recommendation sent to the JAH Search Committee, Department of History, Indiana University, Ballantine Hall 742, 1020 E. Kirkwood Avenue, Bloomington, IN 47405-7103.

Applications will be reviewed beginning October 15, 2004. The search will remain open until the position is filled. This position will begin August 1, 2005. Indiana University and the OAH are equal opportunity, affirmative action employers and welcome applications from women and minorities.



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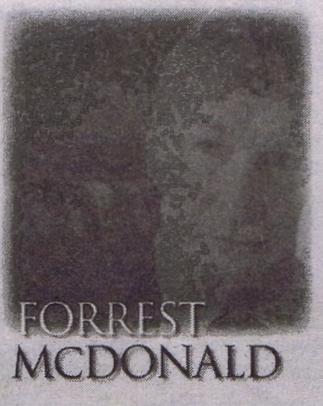
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In conjunction with the Georgia State University Department of History and the Georgia Association of Historians, the Organization of American Historians will hold its southern regional conference on the campus of GSU in Atlanta, July 8-11, 2004. With "Practicing American History in the South" as the conference theme, 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).

OAH biennial regional conferences are designed to reach historians, teachers, graduate students, and others who find it difficult to attend the national meeting held each spring. These conferences aim to serve anew historians and teachers of community and four-year colleges and high schools, those employed in government, museums, and the private sector as well as in major universities. They also seek to encourage graduate students to get involved in professional activities early in their careers. Registration and complete program information are available at www.oah.org/meetings/2004regional.