



Newsletter

Volume 32, Number 3 • August 2004

Teaching U.S. History Abroad



Students on the campus of The American University in Cairo

A Letter from Egypt

Joseph Walwiak and Janice Lee Jayes

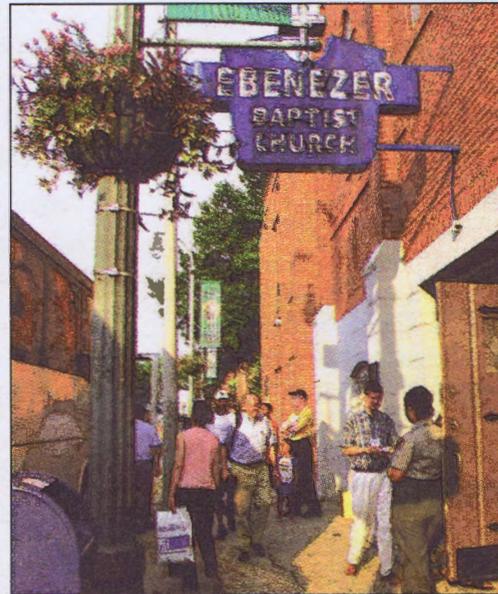
On good days we are the vanguard of multiculturalism in American history. On bad days we are either masterful agents of cultural imperialism or rudderless victims of globalization in the academic job market. The ambivalence we feel when explaining our work to colleagues back in the U.S. only adds to the confusion. Graduate school brought us into the community of American historians, but a decade of experiences teaching in Latvia, Kyrgyzstan, and Egypt has altered our view of the profession and no matter what our passports or diplomas say, we are no longer "American" historians.

See CAIRO / 12 ▶

Editor Search Journal of American History

The Organization of American Historians (OAH) and the Indiana University (IU) Department of History seek a new editor for the *Journal of American History* (JAH), effective August 1, 2005. The successful candidate will occupy a tenured position in the IU History Department and will receive a renewable, five-year appointment as JAH editor from the OAH. In addition, the appointee will serve on the OAH Executive Board for the length of his/her tenure as JAH editor. ■ **Job Description:** During his/her term at the JAH, the editor teaches a one-half course load (one course per semester) in the IU history department, as well as taking on a share of department and university service responsibilities. In addition to a base ten-month salary from IU, the editor receives a one-month summer research stipend from the department and an additional summer month's pay from the OAH. The chosen candidate will remain a tenured member of the history department after the completion of his/her duties as editor, and remains eligible, throughout, for the full benefits that accrue to all IU faculty. The JAH occupies its own office beside the IU campus, and operates on an annual budget (provided by the OAH) of approximately \$500,000. The editor, working beside a faculty Associate Editor, oversees a full-time staff of five, a postgraduate fellow, and a rotating team of graduate editorial assistants. While day-

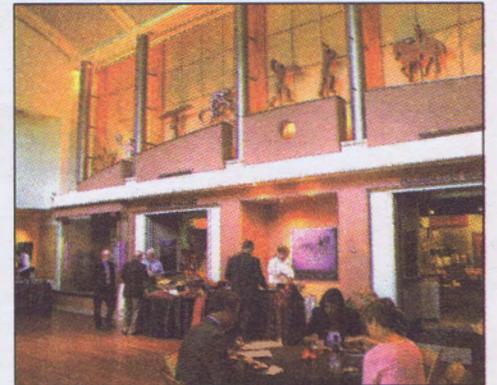
See SEARCH / 19 ▶



The OAH Southern Regional Conference kicked off Thursday July 8, 2004, with an open house and reception sponsored by the Southern Historical Association, and hosted by the Atlanta History Center (upper right).

Attendees arrive at Ebenezer Baptist Church (above) to hear the Albany Civil Rights Museum Freedom Singers (lower right) and keynote speaker Congressman John Lewis (D-GA) at the Saturday evening plenary session, "Reflections on the Civil Rights Movement with Congressman John Lewis." For a complete story, and more photos, please turn to page 13.

2004 OAH Southern Regional Conference



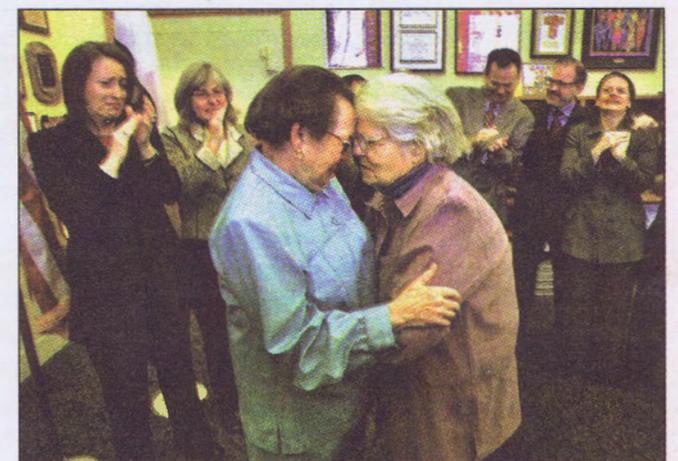
Boston Marriage, Free Love, and Fictive Kin: Historical Alternatives to Mainstream Marriage

Estelle B. Freedman

In light of the Massachusetts state court decision allowing gay marriages, the OAH added a session on "The Peculiar Institution of Marriage" at the annual meeting in Boston last March. My assignment was to provide examples of same-sex unions in the past, but I expanded the charge to ask more broadly about alternatives to marriage and to provide historical perspectives on the contemporary social movement for marriage equality.

Subversive Practices: "Marriage-Like" and Marriage Resistant

Before the current wave of same-sex unions, Americans formed a range of extra legal partnerships that included common domicile, financial interdependence, sexual relations, and/or parenting, sometimes by crossing genders. For example, some Native American men who felt or dreamed that their true identity was female could wear women's clothes, work at women's tasks, and marry men. Although not culturally institutionalized, gender crossing occurred among settlers, as well. Thus a "Mrs. Nash" who married several soldiers in the nineteenth-century West turned out, at death, to be male. At the time, newspapers frequently ran stories about women who passed as



Phyllis Lyon, left, and Del Martin, celebrate after being married February 13, 2004, at San Francisco City Hall. The couple, together for over fifty years, became the first same-sex couple officially married in the United States. (Liz Mangelsdorf for the *San Francisco Chronicle*. Reprinted with permission.)

See MARRIAGE / 16 ▶

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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| <input type="radio"/> \$40, income under \$20,000 | <input type="radio"/> \$150, Contributing Member |
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| <input type="radio"/> \$130, income \$80,000 and over | |

OAH Student Membership

- \$25 Students receive four issues of the 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 six issues of the *OAH Magazine of History* and the *OAH Newsletter* and one copy of the Annual Meeting Program.

OAH Magazine of History—Subscription

- | | |
|--|--|
| <input type="radio"/> \$12 per year for students | <input type="radio"/> \$25 per year for nonmembers |
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Newsletter

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* DESIGNATES MEMBERS OF THE EXECUTIVE COMMITTEE

(Board composition updated August 1, 2004)

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.

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National Underground Railroad Freedom Center Opens

On August 23, 2004, the National Underground Railroad Freedom Center will open on the banks of the Ohio River. The Freedom Center is designed to provide a place for visitors to reflect on freedom movements around the world, both in the past and present. In this national facility, visitors will be able to view the history of the women's rights movement, the tearing down of the Berlin Wall, the struggle against apartheid and other forms of freedom movements.

The August opening will be the culmination of ten years of planning and collaboration with Underground Railroad communities, universities, and cultural groups from across the United States. With its unique architecture and exhibi-

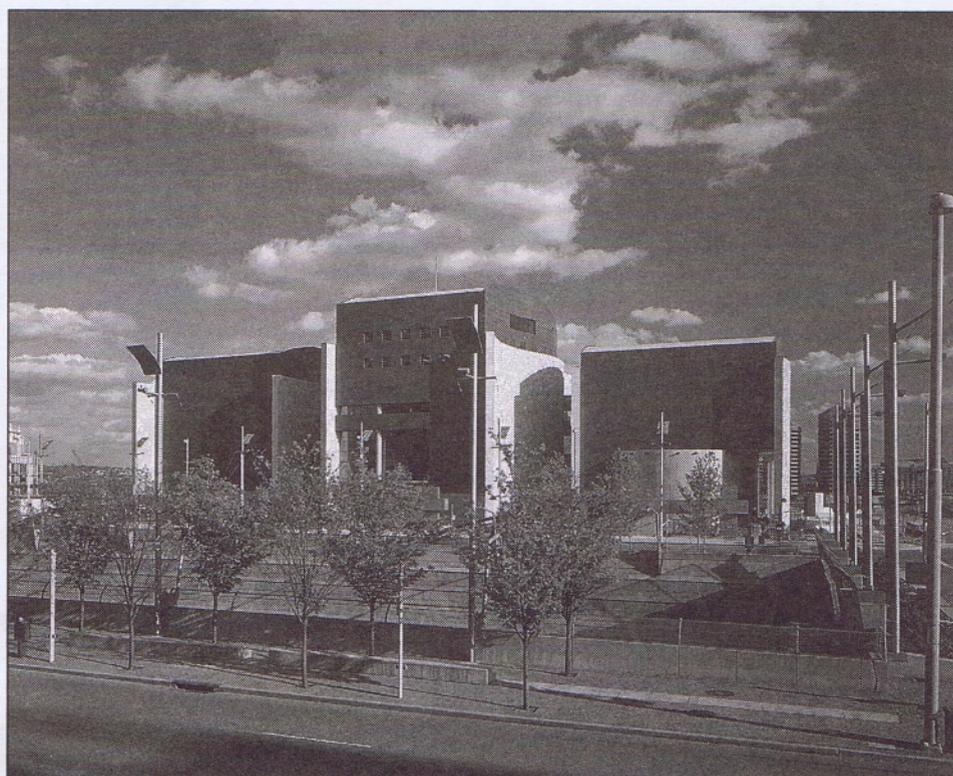
tions, the Freedom Center will be a one-of-a-kind cultural destination dedicated to inspiring acts of freedom today through stories of courage, cooperation, and perseverance, especially from the Underground Railroad. "Everywhere we travel, we've heard the growing excitement nation-wide about our opening," said Freedom Center Executive Director Dr. Spencer Crew. "It is our goal to provide as much information as early as possible to enable all those interested in attending the opening ceremonies to make plans to join the most memorable celebration of freedom of 2004."

Under the guidance of the leading historians, curators, artists and exhibit designers throughout the United States, five major inaugural exhibitions are being developed that will feature approximately five-hundred years of freedom stories from 1500s to the modern-day. Beginning with an opening film experience, *Suite for Freedom*, guests will explore three basic themes of unfreedom, slavery, and the Underground Railroad. Next, they will discover the two-story Slave Pen. Found in Kentucky and transported to the Freedom Center for display, this defining artifact was used to hold slaves before they were transported south for sale. The exhibits are:

- **ESCAPE! Freedom Seekers and the Underground Railroad.** This is a specially designed exhibit for children grades three through eight within the context of escape and rescue covering 1830 to 1861.

- **Brothers of the Borderland.** An interactive environmental theatre experience focused on the Underground Railroad heroes of the local region. Oprah Winfrey narrates this fast-paced and inspiring film of nineteenth-century heroism.

- **From Slavery to Freedom.** This exhibit provides historical context to understand how slavery could coexist in the land of the Declaration of Independence and



A view of the north side of the National Underground Railroad Freedom Center in Cincinnati, Ohio. The Freedom Center will celebrate its grand opening Monday, August 23, 2004, after ten years of planning and collaboration with Underground Railroad communities, universities, and cultural groups from across the United States.

how this gave rise to the Underground Railroad, particularly during the period of 1776 to 1865.

- **The Hall of Everyday Freedom Heroes.** Highly interactive and engaging, this exhibit is designed to showcase and "introduce" visitors to key individuals who throughout history have helped shape the world's landscape of freedom.

- **The Struggle Today.** The legacy of the Underground Railroad is examined as influencing later-day freedom movements through contemporary society.

- **Reflect, Respond, Resolve.** This will be a safe place to reflect and carry on one-to-one or group dialogues about the experiences and issues that the visitors have just encountered.

The Freedom Center will also be a safe place for dialogue surrounding issues of freedom and diversity. In its Dialogue Zone, trained psychologists will moderate discussions between visitors and provide an outlet for individuals who want discuss what they have learned at the Freedom Center and through real-life experiences.

On Monday, August 23, the National Underground Railroad Freedom Center will host a day of activities culminating in the public dedication of the Freedom Center featuring prominent national figures. Activities will include the "Grounds for Freedom" procession of freedom-sites, an interethnic Festival of Freedom, lighting the Flame of Freedom, exhibitions, architecture and visitor information. The opening date coincides with the United Nations annual "International Day of Commemoration for the Abolition of Slavery." Festivities will not only recognize the abolition of slavery in the past but also today's struggle to free over 27 million people currently enslaved around the world. Further information regarding the center can be found at <<http://www.freedomcenter.org>>. □

CALL FOR PAPERS

Missouri Valley History 2005 Conference

Proposals for individual papers or panels in all areas of history, including public history, are welcome for the 48th annual Missouri Valley History Conference to be held March 3-5, 2005 at the Embassy Suites Downtown/Old Market in Omaha, NE. Proposals, consisting of abstract(s) and a one-page vitae, should be sent by October 15, 2004 to the program chair, Prof. Tom Buchanan, Missouri Valley History Conference, Department of History, University of Nebraska at Omaha, Omaha, NE 68182. Those wishing to have their proposals acknowledged should include a stamped, self-addressed postcard. Email for questions/submissions: mvhc@unomaha.edu. For more information see www.unomaha.edu/Uno/history/mvhchome.htm.

The Society for Military History will sponsor several sessions at the 2005 MVHC. Please send proposals for these sessions directly to Dr. Kevin K. Carroll, Dept. of History, P.O. Box 872501, Arizona State University, Tempe, AZ 85287-2501; email kcarroll@asu.edu.

What's Happening in Your Area of Scholarship?

Many of you have registered to receive email updates from the Recent Scholarship Online (RSO) database. This benefit of membership was launched in May 2004 and added to the OAH Member Services web page at <<http://www.oah.org/members>>. You will need your five-digit membership ID number, which appears above your name on the mailing address label on this *OAH Newsletter* or on other OAH print publications.

Sign in and create an account profile by customizing the keywords and categories of scholarship that you would like to track. You will then receive monthly email messages listing the latest articles, books, and dissertations in your interest areas. RSO begins with the June 2000 issue of the *JAH* and has more than 23,000 citations from over 1,100 history-related journals, magazines, and other publications. □

Recent Scholarship
Online

AN EXCLUSIVE BENEFIT FOR OAH MEMBERS

OAH Leadership Council Welcomes New Members

Composed of a distinguished group of historians and business and professional leaders, the OAH Leadership Council was formed last year and plays a vital role in shaping the initiatives set forth in the OAH strategic plan.

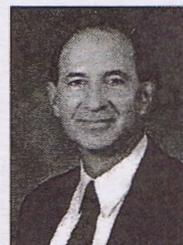
Council members are specifically charged with "fleshing out" the broad goals in the plan, with a special focus on making American history scholarship available to broader audiences and improving history education. The council also provides support in securing significant philanthropic revenues to advance the plan.

The Organization of American Historians is pleased to welcome four new Leadership Council members:



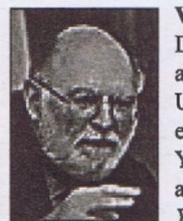
WILLIAM BERRY, principal at William Berry Campaigns, provides strategic advice and campaign planning to candidates, ballot propositions, educational funding measures, local government and private sector clients. Berry has more than fifteen years' experience managing political campaigns and producing media and direct mail. Berry's expertise in education funding measures has led to over

\$2 billion in approved new funding for public schools and community colleges. Berry joined the OAH in 2004.



MARK E. MITCHELL is the president of The Mitchell Archives, a business specializing in the acquisition, sale, research, and preservation of original historic newspapers, manuscripts, documents, and artifacts. Mitchell is considered one of the nation's foremost authorities by some of America's most prestigious institutions and auction houses. He has had major exhibitions at

The Smithsonian Institution, the Newseum, The National Press Club, the Charles Sumner School Museum, the National Education Association, and the Metropolitan AME Church in Washington. Mitchell joined the OAH in 2004.



VICTOR NAVASKY is the director of the George Delacorte Center for Magazine Journalism and a professor of journalism at Columbia University. Navasky also is the publisher and editorial director of *The Nation*. A graduate of Yale Law School, he was the founder, editor and publisher of *Monocle*; editor, *The New York Times Magazine*, and columnist, *The New York Times Book Review*. Navasky also has been an OAH member since 1979.



PAUL S. SPERRY is the Managing Director at Sperry, Mitchell & Company, an investment banking firm that he cofounded. He is chairman of Percival Scientific, Inc., a manufacturer of biological incubators and plant growth chambers. He also studied American History at Columbia and is on the boards of the Alan Guttmacher Institute

and Planned Parenthood of NYC. Sperry has been an OAH member since 1981.

OAH Second Century Society

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

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

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

Spring Campaign Nears Goal

The OAH Spring Campaign has raised \$25,325—just short of its \$30,000 goal.

You might not realize that membership dues only cover about fifty percent of the OAH budget. The rest—including funds that support our national history education projects and pay for professional development opportunities for teachers and community college instructors—comes from other sources, such as private donations, grants and endowment sources.

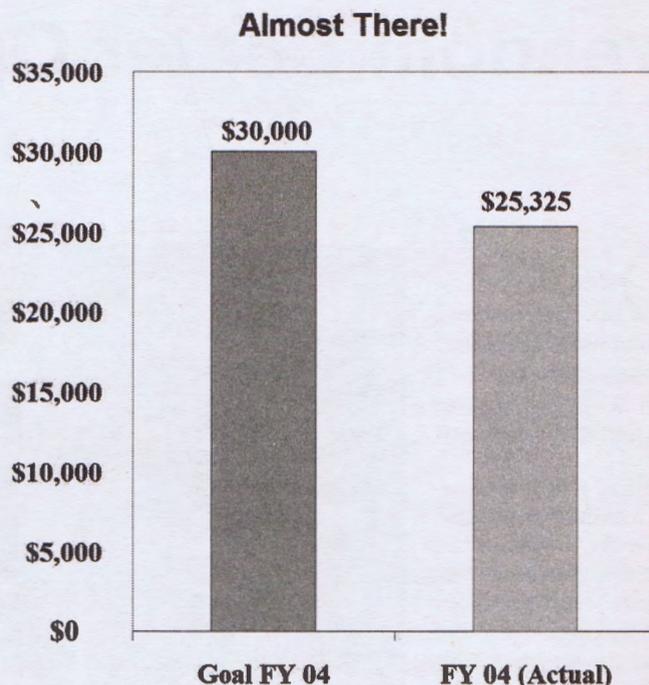
Donate online at:
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With your help we can continue to recognize and disseminate the best scholarship in American history to wider audiences.

You should have by now received a letter from James O. Horton inviting you to help in this campaign. If you have not yet had the opportunity to respond, there is still time.

You can either mail your contribution to: OAH Presidential Request, PO Box 5457, Bloomington, IN 47408-5457, or even easier, donate online at <<https://www.oah.org/giving/>>.

Please consider contributing to the OAH today. Remember—all contributions to the OAH, a non-profit organization, are fully tax deductible.



Will Your Retirement Fund Become History?

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

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

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

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

Designating a Charitable Bequest

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

Examples of Bequests*

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

- a specific bequest:

the sum of \$ _____. Or: the property described as _____.

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

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

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

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

*Courtesy of The Fund Raising School

Using Teaching American History Grants to Build Ongoing Teacher Education

Jack Bareilles

Kindergarten through twelfth grade teachers in Humboldt County, California struggle with the same problems as do educators everywhere. There are few opportunities to collaborate with other teachers, for instance, or to talk with colleagues at colleges and universities. Many times, professional development options are limited and few programs exist to improve content knowledge. Thanks to two federal Teaching American History Grants, however, history educators are addressing these issues and learning valuable new lessons.

Through the Humboldt County Teaching American History Program (HCTAHP) and the Northern California Teaching American History Program (NCTAHP) nearly eighty local K-12 educators are able to participate in three-year graduate-level programs in American history. The goal of both programs is to increase teacher content knowledge to the level required by the 2001 No Child Left Behind Act and foster ongoing collegiality among teachers. In pursuing these goals, we designed the courses to prepare participants to teach California's Social Studies Standards in fifth, eighth, eleventh, and twelfth grade by using a variety of pedagogical techniques. Participants are taught, for instance, how to incorporate primary source documents and clips from documentaries and feature films into classroom instruction. They are also encouraged to develop long-term, collaborative relationships with fellow teachers and with course instructors.

Setting up the HCTAHP and NCTAHP programs also taught us some very important lessons about collegiality, motivation, and the desire among teachers for professional development opportunities:

■ *Collegiality takes time to build.*

Ongoing instruction is key to the success of the HCTAHP and the NCTAHP. Teachers meet five Friday nights and five Saturdays per semester. These meetings provide the opportunity for participants to get to know each other and their instructors and to see that they are not alone. In the words of one participant, "I never dreamed of calling other teachers in other schools and asking for help. Now I share ideas with teachers [in other schools] all the time." Not only are teachers talking to fellow grade level instructors, but they are also calling and emailing the university history professors for feedback and ideas.

■ *Regardless of teachers' grade level, common assignments build community.*

In the HCTAHP and NCTAHP all participants, regardless of the grade level they teach, read the same historical texts and do the same assignments. All participants are required to read, evaluate and discuss texts such as Joseph Ellis's *Founding Brothers: the Revolutionary Generation* (New York: Alfred A. Knopf, 2000), Stephen Ambrose's *Undaunted Courage: Meriwether Lewis, Thomas Jefferson, and the Opening of the American West* (New York: Simon & Schuster, 1996), and David McCullough's *Truman* (New York: Simon & Schuster, 1992). While it might seem that the participating high school teachers (who were predominantly history or social science majors in

college) would benefit most from studying these works, in our opinion, the elementary teachers have the advantage. The reason, we believe, is that so much of what is being studied is new to the elementary teachers. A survey of forty potential fourth- through twelfth-grade participants in the NCTAHP showed that on average they had taken less than two American history courses while in college.

■ *Teachers are hungry for high-level, ongoing professional development.*

It took less than six weeks in September and October 2002 to publicize the awarding of the first TAH grant and to recruit forty participants. When teachers were asked why they agreed to commit to a three-year Master's program, three answers predominated: they craved high level discourse with their peers; they wanted Master's degrees, not only for higher pay, but for their own professional satisfaction; and they felt a Master's program ensured quality instruction.

■ *High level professional development will lead to compliance with No Child Left Behind.*

As mentioned earlier, the 2001 *No Child Left Behind* calls for "all students [to be] taught by highly qualified teachers by the end of the 2005-2006 school year." While it has been left to the individual states to determine what "highly qualified" means, in California, it is being interpreted as possessing a bachelor's or advanced degree in a content area, not just a bachelor's in a general subject or waiver major such as Liberal Studies or Social Sciences. For some practicing teachers at the beginning of their careers (especially elementary teachers and social studies teachers whose university major was not history) this proposed requirement could prove difficult to meet, but not for participants in the HCTAHP and NCTAHP. Regardless of whether the participating teachers are pursuing a Master's or just taking classes, the programs' eighteen units of content and additional six units of pedagogy will satisfy the new federal requirements for teachers who are "highly qualified."

Are the lessons we have learned and the model of high

level ongoing professional development relevant beyond the bucolic setting of northwestern California? We believe they are. Anywhere teachers feel professionally isolated or unprepared there is a need for some kind of program to help them. The model we have piloted, one that builds collegiality and content knowledge, is helping teachers be better at what they do—that has to be the goal of all professional development. □

Jack Bareilles teaches U.S. and European history at McKinleyville High School in Humboldt County, California. For the past two years he has also directed and participated in two U.S. Department of Education Teaching American History Grant programs. Prior to that he was an administrator and teacher at Arcata High school and an elementary school teacher in Oakland, California.

Great Speakers, Fascinating Topics

OAH DISTINGUISHED LECTURESHIP PROGRAM

The OAH Distinguished Lectureship Program can connect you with more than 250 outstanding U.S. historians, perfect for public programs, campus convocations, annual lecture series, teacher workshops, Black History Month or Women's History Month observances, and conference keynotes.

A complete listing of participating lecturers can be viewed and searched by subject matter or keyword at:

<www.oah.org/lectures>



E-mail <lectures@oah.org> or call 812-855-7311 for more information.

Thank You

The OAH gratefully acknowledges the contributions of the following donors during the period January 1, 2004 to June 30, 2004. We strive for accuracy in our records. Kindly notify us regarding incorrect listings.

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Teachers
join us in

San Francisco

Travel grants available for teachers to attend the 2005 OAH Annual Meeting

Thanks to the generous support of the Gilder Lehrman Institute of American History, the Organization of American Historians will be offering travel fellowships for precollegiate history teachers to attend the 2005 OAH Annual Meeting, March 31 – April 3. The annual meeting affords a unique opportunity for teachers to enhance their professional development by attending sessions specifically geared to classroom teaching, as well as scholarly research and public history. Fellowships are for travel-related expenses, and teachers who have not yet attended an OAH annual meeting will be given preference. Online application will be available late fall 2004 at: <www.oah.org>.



Five College ABD Fellowship Program

Located in Western Massachusetts, Amherst, Hampshire, Mount Holyoke and Smith colleges and the University of Massachusetts Amherst associate as members of a consortium, Five Colleges, Incorporated.

The Five College Fellowship Program for minority scholars provides a year in residence at one of the campuses for graduate students in the final phase of the doctoral degree. The chief goal of the program is to promote diversity in the academy by enabling more scholars of underrepresented groups to embark on an academic career with their doctoral degree completed. By furnishing a stipend, housing, and other benefits, the program allows Fellows to focus on completing their dissertations. The program also strives to encourage their interest in college teaching while here, and acquaints them with these schools.

Each Fellow is hosted within an appropriate department or program at one of the five colleges. (At Smith, recipients hold a Mendenhall Fellowship.) The Fellowship includes a stipend of \$30,000, a research grant, health benefits, office space, housing or housing assistance, and library privileges at the five colleges.

While the award places primary emphasis on completion of the dissertation, most Fellows teach at the hosting institution, but no more than a single one-semester course.

Date of Fellowship: September 1, 2005 to May 31, 2006 (non-renewable)

Stipend: \$30,000

Review of applications begins: December 1, 2004

Awards announced by mid-March 2005

For further information and application materials consult the Five Colleges, Incorporated Web site (www.fivecolleges.edu) or contact Nancy Eckert (neckert@fivecolleges.edu).

Five Colleges, Incorporated
97 Spring Street
Amherst, MA 01002-2324
413/256-8316

ETS Answers Some Questions About the AP U.S. History Exam

Abraham Hoffman wrote the following letter regarding his recent experience at the 2004 AP Reading in San Antonio. Diane Vecchio and Mary Frederickson respond, on behalf of the AP U.S. History Exam.

At the June 2004 Advanced Placement U.S. History Reading in San Antonio, Texas, it was announced that 830 Readers would be dealing with 260,000 exams, more than three quarters of a million essays. These were written by students hoping their performance would win them a four or five score and a pass on United States History when they go to college. A publicity release given to Readers stated that the exams provide "capable high school students an opportunity to take rigorous college-level courses and examinations."

Problem is, hundreds of the exam booklets deposited at the reading tables were either completely blank or had a minimally written stab at the document-based question, and no effort at all in the free-response essays.

What was going on? Some booklets had brief notes from students, often polite and apologetic, saying something to the effect that the student didn't know anything about the topic and therefore could not write an answer. A note from a student in one of the booklets in my packet stated the student did not want to take the test, his school made the test mandatory, and he would have to pay a fee if he didn't take the test, i.e., show up and sit at a desk and put his/her ID code on the back of the booklet.

Rather than let this message slip into the anonymity of tens of thousands of booklets, I copied the student ID number and the school code number on a Post-It and turned it over to the Table Leader. By then another Reader at the table had counted seventeen blank booklets out of twenty five in her packet; I had fifteen of twenty five in mine that were blank. Many Readers were reporting similar numbers. One Reader had 21/25 blank.

The (unofficial) word is that certain states are saving money by dispensing with competency tests and having all students take the AP test. The state(s) find it cheaper to buy AP tests than to contract with professional competency test creations such as California's Stanford 9. Every high school student in such states takes the test without charge. The student who complained to me about paying if he/she didn't take it was in a position where the state, in buying the test, wanted the student to cover the cost if the test wasn't taken.

The College Board Advanced Placement Program puts out a tremendous amount of publicity about the AP exams, the teachers who are dedicated to teaching AP classes, and the hard work that AP students put into their preparation for the exam. The College Board also boasts about the number of students always increasing. Isn't it time for College Board/ETS to admit that the money rolling in from high schools across the nation and in other countries include contributions from states trying to save a few bucks by using the AP tests to assess student competency? If the dedication and preparation necessary to do well on an AP exam is so high, then requiring a student who isn't in an AP class and hasn't studied with the college-level intensity needed to pass the test makes about as much sense as giving a first-grader a driver's license test. It can be done, but the results won't be pretty. □

—Abraham Hoffman, Ph.D.
Los Angeles Valley College

Professor Hoffman expresses a concern about the number of blank or off-topic essays he encountered during his participation in the AP Reading, and concludes that these blank booklets are the result of a large number of under-prepared students taking the exam because their states require and pay for them to take the exam. However, the data and the facts show that there is not an increased proportion of blank booklets, nor are states substituting the AP Exams for high school competency tests.

■ Currently, only two states in the nation pay for their students to take the AP U.S. History Exam, and neither of these states requires their AP U.S. History students—or any other students in the state—to take the AP Exam. Since AP Exams are designed to reflect college-level curricula, a much higher standard than that required by high school competency exams, not a single state has replaced its competency exams with AP Exams.

■ There is no correlation between a state's payment of exam fees and the number of blank or off-topic essays submitted by students from that state. In fact, the two states that do pay for their students' exam fees have a smaller proportion of blank or off-topic essays than several neighboring states that do not pay for their students' exams.

■ Looking at the past four years of AP U.S. History Exams, the percentage of students submitting no response (blank test books) or earning scores of zero has remained nearly constant, fluctuating annually between a mere two-tenths to five-tenths of one percent.

In short, there is no evidence that significant or increasing proportions of AP U.S. History exam booklets are being submitted blank, nor is there evidence to support the claim that students from states paying for AP Exams are less prepared than students from states that do not pay for their students' exams.

The AP Program continues to offer an increasingly broad spectrum of high school students an opportunity to do rigorous college-level work, and serves as a touchstone for colleges to evaluate these students' abilities. U.S. History is a very challenging AP Examination, with only 9 percent of the candidates receiving a grade of 5 and only 47 percent achieving a "qualified" score of 3 or above. Recent College Board collaboration with OAH and AHA in one of AP's periodic curriculum surveys, with over 500 college faculty participating, will help insure that the high standards of AP U.S. History are maintained.

Increases in AP enrollments do present a challenge to high schools seeking to provide students with rigorous college-level courses. In order to help schools meet this challenge, the College Board is partnering with like-minded organizations such as the OAH to create and provide more resources for schools, particularly schools building AP programs for traditionally undeserved minority and low-income students. These resources include a new series of essays by leading scholars, with an

inaugural essay by David Armitage, jointly published in the OAH Magazine of History and on AP Central; an expansion of face-to-face professional development workshops for middle school and high school history teachers; free teaching resources at the AP Central Web site; online workshops and events; expanding supplementary publications; and a variety of grant programs that provide teachers and administrators with funding for professional development, purchase of college-level textbooks, and other resources to pave the way for a future in which the demographics of AP classrooms mirror the demographics of the nation's schools.

[We appreciate] all that the many college faculty Readers like Professor Hoffman do to assure rigorous AP standards, and OAH's close collaboration with the College Board to build schools' capacities to provide students with rigorous and stimulating curricula. □

—Diane Vecchio

Chief Reader, AP U.S. History
Furman University

—Mary Frederickson

Chair, AP U.S. History Development Committee
Miami University of Ohio

Library Company of Philadelphia Long-term Post-Doctoral Fellowships for 2005-2006

The Library Company NEH Post-Doctoral Fellowship supports research in residence at the Library Company on any subject relevant to its collections, which are capable of supporting research in a variety of fields and disciplines relating to the history of America and the Atlantic world from the 17th through the 19th centuries.

The Library Company's Program in Early American Economy and Society (PEAES) Post-Doctoral Fellowship supports research into the origins and development of the early American economy, broadly conceived, to roughly 1850. It provides scholars the opportunity to investigate the history of commerce, finance, technology, manufacturing, agriculture, internal improvements, economic policy-making, and other topics in the numerous collections of research institutions in the Philadelphia region.

Applicants for either fellowship must hold a Ph.D. Mid-career and senior scholars are particularly urged to apply. The fellowships are tenable from September 2005 through May 2006, but the awards may both be divided between two applicants, each of whom would spend a semester in residence. The stipend is \$40,000, or \$20,000 per semester if the award is divided. Candidates are strongly encouraged to inquire about the appropriateness of the proposed topic before applying.

THE DEADLINE FOR RECEIPT OF POST-DOCTORAL APPLICATIONS IS NOVEMBER 1, 2004, with a decision to be made by December 15. To apply send **five copies each** of a brief résumé, a two- to four-page description of the proposed research, two letters of reference, and a writing sample on a relevant subject of no more than 25 pages to: Fellowships, Library Company, 1314 Locust Street, Philadelphia, PA 19107. Please state which fellowship you wish to apply for. If you wish to apply for both fellowships, please send ten copies of all materials. **For more information about the NEH award, e-mail jgreen@librarycompany.org; for more information about the PEAES award, email cmatson@udel.edu.**

In addition the Library Company offers short-term fellowships and long-term dissertation fellowships. The deadline for receipt of these fellowship applications is March 1, 2005. Detailed information about all Library Company fellowships can be found at www.librarycompany.org.

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



ORGANIZATION OF
AMERICAN HISTORIANS

There is still time to apply or nominate

for a 2005 OAH award, prize, grant, or fellowship.

Deadlines range from October to December.

See <www.oah.org/activities/awards> for details.

Princeton University Shelby Cullom Davis Center for Historical Studies

<http://davisctr.princeton.edu>

Utopia/Dystopia: Historical Conditions of Possibility

During the academic years 2005/06 and 2006/07, the Shelby Cullom Davis Center for Historical Studies will focus on the study of utopia and dystopia in history. We invite scholars from all disciplines to examine the social, political, economic, and cultural location of utopias and dystopias from an historical perspective. Our thematic intent is not to limit our inquiry to disembodied intellectual traditions, but to explore historically situated conceptions and criticisms of the everyday world, as well as individual fears and fantasies. As in the past, we hope to address topics and problems from a wide variety of periods and places, from prehistory to the present, and from all parts of the world. Possible topics may include, but are not limited to: capitalism and the market ideal; communism and proletarian revolutions; prophet movements (e.g. African, Islamic, European); fascism; Wahhabism, Sufism, and liberation theology; slavery; technological and scientific futures; cinematic and fictional dreamworlds; racial anxiety and ethnic cleansing; patriarchy and its discontents; *polis* and Purgatory; modernism, architecture, and urban planning; and empire and post-colonial freedom.

The Center will offer a limited number of research fellowships for one or two semesters, running from September to January and from

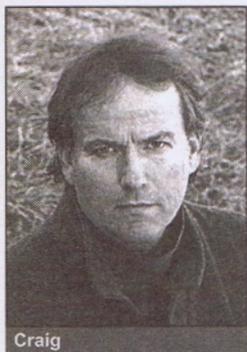
February to June, designed for highly recommended younger scholars who have finished their dissertations by the application deadline as well as for senior scholars with established reputations. Fellows are expected to live in Princeton in order to take an active part in the intellectual interchange with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

Written inquiries should be addressed to the Manager, Shelby Cullom Davis Center for Historical Studies, Department of History, 129 Dickinson Hall, Princeton University, Princeton, NJ 08544-1017, U.S.A. Applications can be made online at <http://davisctr.princeton.edu/program/application.php>. The deadline for applications and letters of recommendation for fellowships for 2005/2006 is December 1, 2004. Scholars who would like to offer a paper to one of the weekly Seminars are asked to send a brief description of their proposal and current curriculum vitae to the Director. *Please note that we will not accept faxed applications.*

Professor Gyan Prakash, Director

Bruce Craig

Executive Director, National Coalition for History



Craig

The Future of the 9/11 Committee Records

In July 2004 the Commission on Terrorist Attacks Upon the United States (the so-called "9/11 Commission") completed its report and shut down operations. Millions of pages of documents generated by the commission, including electronic records, 400,000 scanned documents, emails, websites, interviews, videos, and audio collections will be transferred

to the National Archives and Records Administration (NARA). These records may be in NARA's hands perhaps as early as August or September.

In an effort to protect the privacy of certain individuals and ensure the classified nature of some of these documents, NARA staff will be meeting with Senate committee staff to develop guidelines for processing and providing public access. Deputy Archivist Michael J. Kurtz is on record, stating that processing these records is "a major priority" and that while NARA has no special appropriated funds for processing these records, every effort will be made to facilitate public access as soon as possible. Kurtz also stated that NARA anticipates many screening challenges and that the openness guidelines provided by the commission itself will be of critical importance.

With these concerns in mind, the National Coalition for History has requested a meeting with the 9/11 Commission leadership to discuss the disposition guidelines that will need to be developed for the records of the commission. Hopefully, the history coalition will be able to provide input to insure that declassification guidelines will be in place to guarantee the expeditious processing of the records so that historians, political scientists, journalists and other scholars will gain access to these important records without undue delay.

Plaintiffs File to Alter Judgment in PRA Case

On April 12, 2004, plaintiffs party to the suit to overturn President Bush's Executive Order 13233—which relates to the administration of the Presidential Records Act (PRA)—filed a motion to "alter or amend" the judgement entered March 29, 2004 that dismissed the plaintiffs' case on standing and ripeness grounds.

Scott L. Nelson, the attorney handling the case for the Public Citizen Litigation Group, filed papers on behalf of historical, archival, and government openness organizations (including the OAH) requesting that the court reconsider its dismissal. Nelson cites two reasons in the motion: first, "that the Court's decision appears to overlook the uncontested fact that EO 13233 is currently being applied on an ongoing basis to all releases of Reagan presidential documents and Bush vice-presidential documents" so that the plaintiffs injuries "is by no means speculative or hypothetical"; and second, that the court's opinion seems to rest in part on "a misapprehension of fact," as seventy-four pages of materials "are still being withheld under the Executive Order."

The motion was filed just days after Public Citizen was notified of a denial of its FOIA appeal on some seventy-four pages of materials (eleven separate documents) of Reagan era records that have yet to be released to scholars under constitutionally based privilege provisions of the PRA. Among the records being withheld: a six-page December 8, 1986 memo to the president and director of public affairs entitled, "Talking Points on Iran/Contra Affairs"; a series of memos dated November 22, and December 1, 1988 for the president entitled, "Pardon for Oliver North, John Poindexter, and Joseph Fernandez"; and a two-page memo for the president from the attorney general, "Appeal of the Decision Denying the Enforcement of the Anti-Terrorism Act of 1987." Other withheld memos relate to the extension of claims of executive privilege over the release of Justice Rehnquist's papers and materi-

als relating to "Use of Military Aircraft by Mrs. Reagan."

The privilege claims asserted on these documents were originally claimed by the legal representatives of former President Reagan and were concurred by President George W. Bush (for the list of withheld documents see item "Special Postings—Withheld Reagan PRA Papers" posted on the NCH webpage at: <<http://www2.h-net.msu.edu~nch/>>). Scholars who believe that these materials have potential research value and would be interested in being listed with other researchers on an affidavit proclaiming the importance of these materials are urged to contact Scott Nelson at <Snelson@citizen.org> .

NHPRC Adopts New Directions

At its May 2004 meeting, the National Historical Publications and Records Commission (NHPRC) set a new course for funding the national archival system. The commission adopted a new strategic plan as well as a new mission statement: "The NHPRC promotes the preservation and use of America's documentary heritage essential to understanding our democracy, history, and culture." The commission issued a call for leadership in public policy, distribution of the nation's most important traditional documents in American history, and for the creation of a national network for state and local documentary preservation and utilization.

The commission also approved a new vision statement: "America's documentary heritage preserves the rights of American citizens; checks the actions of government officials; and chronicles the national experience. Democracy demands an informed and engaged citizenry. By preserving our documentary heritage and promoting its distribution and use, the people seek to guarantee the protection of the rights of all, hold accountable government and other public institutions, and increase understanding of our history and culture for generations to come. The NHPRC is a public trust for documenting democracy."

Six new goals were also adopted for the NHPRC: 1) Exercise leadership for public policy in the preservation of and access to America's documentary heritage; 2) Expand the distribution of the most important traditional documents in American history; 3) Promote a national network for state and local documentary preservation and utilization efforts; 4) Support institutions that promote preservation, dissemination, and use of historical records; 5) Support institutions in meeting the challenges of preserving and managing electronic documentation; 6) Support education and training of professionals engaged in preservation and dissemination.

Government Secrecy Classification Activity on the Increase

According to the annual report to the president prepared by the Information Security Oversight Office (ISOO)—an executive branch agency housed in the National Archives and Records Administration that oversees classification and declassification activity in the executive branch—there was a marked increase in national security secrecy activity last year. Executive branch agencies classified a total of more than fourteen million new documents. ISOO reported a total of 14,228,020 classification decisions by executive branch agencies in fiscal year 2003, up from 11,271,618 classification actions in FY 2002. This represents a 25 percent rise over the previous year's production of classified documents. Thanks to the Federation of American Scientists, a copy of the new ISOO annual report for fiscal year 2003 is available at: <<http://www.fas.org/sgp/isoo/2003rpt.pdf>>.

NARA Release Documents U.S.-Nazi Collaboration in Protecting War Criminals

On May 13, 2004, hundreds of thousands of pages of FBI, CIA, and other intelligence records related to Nazi and World War II war crimes were released under provi-

Weinstein Confirmation Hearing Held Amid Concerns from Historical Community

On July 22, 2004, the Senate Governmental Affairs Committee held a confirmation hearing on the pending nomination of historian Allen Weinstein as the next Archivist of the United States, replacing the current archivist John Carlin.

In his opening remarks, Weinstein promised to devote all of his efforts and energy "to addressing the range of responsibilities assigned to the Archivist," assuring the committee that he would continue an "independent and bipartisan approach." He then outlined NARA's current challenges and priorities including providing effective post-9/11 security for documents; completing the redesign of the Federal Records Management initiative; moving forward on NARA's electronic records initiative; expanding NARA's education and public programming throughout the nation; supporting the National Historical Publications and Records Commission "at effective budgetary levels"; addressing internal administrative concerns such as loss of experienced personnel due to retirement; and, strengthening cooperation with the presidential library system.

Weinstein faced several pointed questions from the committee's members. Senator Susan M. Collins (R-ME), using her prerogative as chair of the committee, minced no words when she asked him to address concerns raised by some in the historical community regarding his commitment to openness. Weinstein described his experiences in opening government records including a large number of FBI files relating to the Alger Hiss case in 1972—which are today in the Truman Presidential Library. He also discussed his role in depositing the Herbert Solow papers at the Hoover Institution, and he described his current role in opening the previously closed records relating to Mary Baker Eddy, the founder of the Christian Science church. Weinstein then announced that he had recently signed a deed of gift for all his remaining personal notes and tapes relating to the books *Perjury* and *The Haunted Wood* and that these records will be available to researchers without restriction "by early next year" at the Hoover Institution.

Senator Joseph Lieberman (D-CT) asked whether Weinstein had any knowledge of Archivist John Carlin's December 19, 2003 letter indicating his intent to resign. (That letter was produced by the White House as evidence that Carlin had initiated the replacement search process.) Weinstein stated he had no such knowledge and then described the circumstances in which the White House approached him about the position. On September 23, 2003, Dina Powell, assistant to the president and director of presidential personnel, contacted him about the possibility of a nomination as the next Archivist of the United States. In late November and early December he was then asked to fill out investigative and ethics forms that precede all presidential nominations. Weinstein stated that he was made aware that he would be the White House's nominee "in early January 2004." Under questioning, he also stated that he had several "generalized" conversations with White House Counsel Judge Alberto Gonzales and several others but that at no time were there any discussions about issues relating to archival records relating to the presidency.

Both Senators Richard Durbin (D-IL) and Carl Levin (D-MI) raised concerns about Weinstein's position vis-à-vis the Bush Executive Order 13233. In the staff questionnaire, Weinstein stated that if confirmed as archivist, "it would be my responsibility—so long as E.O. 13233 is in place—to oversee NARA's legal team in defending the Executive Order against court challenge." Durbin thought this curious

and wondered why Weinstein felt obligated to defend the administration's order rather than the language in the Presidential Records Act itself. Weinstein responded that "as a private citizen" he views the E.O. as "tilt[ing] the balance [toward] confidentiality . . . rather than timely disclosure" but that he would seek a "dialogue and negotiation" before proceeding on the current legal and adversarial track. It became clear to members of the committee and some in the audience that as a historian, Weinstein clearly is uncomfortable with certain provisions in the Bush EO. Durbin expressed his hope that Weinstein would "revisit this" and reconsider his position.

Senator Levin introduced a bombshell document into the hearing record—a letter from current Archivist Carlin that was prepared in response to a number of questions posed to him by Levin regarding whether he [Carlin] approached the administration, or had the administration initially approached him about resigning as archivist. (The National Coalition for History and several of its member organizations have repeatedly called on the committee to get to the bottom of the issue relating to the Carlin controversy.) In Carlin's response (dated July 21) obtained by the history coalition, the archivist stated: "In answer to the first question, the Administration initially approached me. On Friday, December 5, 2003, the Counsel to the President [Alberto Gonzales] called me and told me the Administration would like to appoint a new Archivist. I asked why and there was no reason given."

Levin and Durbin expressed concern that, contrary to provisions of the Archives Independence Act, the White House was requesting Carlin's resignation without stating a reason required in the law. Following a cordial but doggedly persistent pursuit of his objective, Levin requested of Chairman Collins that the committee send a letter to the White House requesting an explanation of why Carlin was being asked to resign as these actions endanger "the independence of the Archivist's office." If the committee declined to do so, Levin would do so independently.

The hearing occurred in the midst of requests by the National Coalition for History and several archives and history organizations that the Senate Governmental Affairs Committee establish a new procedural precedent in the process of confirming a new archivist. The history coalition urged the committee to hold a general oversight hearing on the management of the National Archives and Records Administration (NARA) prior to a confirmation hearing each time a new archivist is to take office.

In a letter to committee staff, the history coalition stated that "general oversight hearings are rare events (no such hearing has been conducted by the Senate in at least a decade) and neither the House nor Senate Appropriations committees regularly assess the operating programs of NARA during the annual appropriations cycle. By conducting such a hearing prior to confirming a new archivist the Governmental Affairs Committee could be provided with valuable information and insights about the changing needs and priorities of NARA."

As envisioned, the oversight hearing should include a comprehensive assessment of the progress and problems in carrying out the NARA Strategic Plan, as well as an assessment of specific programmatic and activity centers such as digitization and electronic records, documentary acquisition and access, administration of the Presidential Records Act (PRA) and presidential libraries, the National Historical Publications and Records Commission (NHPRC), the administration of the regional archives and records centers, public outreach programs, and internal management, staffing, and training practices. The history coalition stated that "such a hearing would serve to educate both the Committee and the nominee about the needs of the National Archives when a new archivist takes the helm." Committee staff took the recommendation under advisement and agreed to discuss the suggestion with the senators.

The request for the oversight hearing came one day after a May 5, 2004 meeting between representatives of history and archival community (including the OAH) with Senate staff. The meeting was the first step in the congressionally sanctioned requirement for "consultation" with history and archives organizations when filling a vacant Archivist of the United States position. During that meeting the participants discussed the confirmation process and general criteria for filling a vacant Archivist of the United States position. The meeting also included a frank discussion of a number of issues and concerns regarding the specific qualifications of the nominee. □

—Bruce Craig

sions of the Nazi War Crime Disclosure Act of 1998. While over 8 million pages of declassified documents have been released since 1999, according to NARA sources, the latest installment of 240,000 pages of FBI records, 419 CIA files on individuals, and 3,000 pages of U.S. Army information "alter our understanding of the Holocaust and the world of intelligence" before, during, and after World War II.

The documents demonstrate that U.S. and Allied intelligence services failed to understand how closely the "Jewish question" was related to the central goals of the Nazi regime. The records also show how U.S. banks and financial institutions assisted the Nazis from 1936 to 1941. Along with the declassified materials, NARA has also released a book entitled, *U.S. Intelligence and the Nazis* (National Archives Trust Fund, ISBN 1-880875-26-8; \$24.95; to order call toll-free 866-272-6272) that provides hard documentary evidence of what Cold War historians have long contended—that there were close collaborative relationships established between U.S. government officials and Nazi intelligence officers who were thought to be useful in the struggle against the Soviet Union in the postwar era. □



**INSTITUTE POSTDOCTORAL NEH FELLOWSHIP
2005-2007**

The Omohundro Institute of Early American History and Culture offers a two-year postdoctoral fellowship in any area of early American studies, to begin July 1, 2005. A principal criterion for selection is that the candidate's dissertation or other manuscript have significant potential as a distinguished, book-length contribution to scholarship. A substantial portion of the work must be submitted with the application. Applicants may not have previously published or have under contract a scholarly monograph, and they must have met all requirements for the doctorate before commencing the fellowship. Those who have earned the Ph.D. and begun careers are also encouraged to apply. The Institute holds first claim on publishing the appointed fellow's completed manuscript. The Institute's scope encompasses the history and cultures of North America's indigenous and immigrant peoples during the colonial, Revolutionary, and early national periods of the United States and the related histories of Canada, the Caribbean, Latin America, the British Isles, Europe, and Africa, from the sixteenth century to approximately 1815.

Fellows devote most of their time to research and writing, work closely with the editorial staff, and participate in colloquia and other scholarly activities of the Institute. In addition to a beginning stipend of \$40,000, the fellowship provides office, research, and computer facilities as well as some travel funds for conferences and research. Fellows hold concurrent appointment as assistant professor in the appropriate department at the College of William and Mary and teach a total of six semester hours during the two-year term. Institute fellows also have the option of spending a summer at the Huntington Library on a full grant within five years of their residency in Williamsburg.

For the calendar year 2006 the fellow will be supported principally by the National Endowment for the Humanities through its program of fellowships at Independent Research Institutions. During that year he or she will be designated both an NEH and an Institute fellow.

The award is open to all eligible persons equally. Foreign nationals must have lived in the United States for the three years immediately preceding the date of the fellowship award in order to receive NEH funding. The College of William and Mary is an Equal Employment Opportunity/Affirmative Action employer.

Further information and application forms may be obtained by writing to Institute-NEH Fellowship, OIEAHC, Post Office Box 8781, Williamsburg, VA 23187-8781. E-mail: IEAHC1@wm.edu. Website: <http://www.wm.edu/oieahc/NEH.html>.

Application must be postmarked by November 1, 2004.



**INSTITUTE - ANDREW W. MELLON POSTDOCTORAL RESEARCH FELLOWSHIP
2005-2006**

The Omohundro Institute of Early American History and Culture invites applications for a one-year Andrew W. Mellon Postdoctoral Research Fellowship in any area of early American studies, to begin July 1, 2005. The award carries a year's support to revise the applicant's first book manuscript and the Institute's commitment to publish the resulting study. The Institute's scope encompasses the history and cultures of North America's indigenous and immigrant peoples during the colonial, Revolutionary, and early national periods of the United States and the related histories of Canada, the Caribbean, Latin America, the British Isles, Europe, and Africa, from the sixteenth century to approximately 1815.

The principal criterion for selection is that the candidate's manuscript have significant potential for publication as a distinguished, book-length contribution to scholarship. Applicants must submit a completed manuscript and may not have another scholarly monograph under contract. They must have met all requirements for the doctorate at least twelve months prior to commencing the fellowship. The Institute will hold first rights to publishing the revised study. The application should reflect a thoughtful program for revision. Persons who have previously participated in the Institute-National Endowment for the Humanities postdoctoral fellowship competition may apply, but former recipients of that fellowship will not be eligible. Those who qualify may apply simultaneously to both programs.

A year-long residency at the Institute is recommended; however, flexible arrangements are possible. No other employment may be held during the fellowship. Fellows are expected to devote their time exclusively to research and writing and to work closely with the editorial staff. The fellowship carries a stipend of \$45,000 and a comprehensive benefits package; in addition, office facilities at the Institute and some travel funds for conferences and research are available.

The Andrew W. Mellon Postdoctoral Research Fellowship will be open to all eligible persons equally, including foreign nationals. It is made possible by the renewal of a generous grant to the Institute by the Andrew W. Mellon Foundation and will be offered annually over the next five years. The Institute is a National Endowment for the Humanities-designated Independent Research Institution; is cosponsored by the College of William and Mary and the Colonial Williamsburg Foundation; and is an Equal Employment Opportunity/Affirmative Action employer.

Further information and application forms may be obtained from the Andrew W. Mellon Postdoctoral Research Fellowship, OIEAHC, Box 8781, Williamsburg, VA 23187-8781. E-mail: IEAHC1@wm.edu. Website: <http://www.wm.edu/oieahc/mellon.html>.

Application must be postmarked by November 1, 2004.

Preparing for a Nixon Library within NARA

John W. Carlin



As many of you may know, on April 8 President Bush nominated Allen Weinstein to be the next Archivist of the United States. I pledged to the NARA staff that I will remain in my position as archivist until the nominee is confirmed and sworn in. In the meantime, I believe it is important to continue moving forward on the many challenges NARA faces and the many strategic initiatives we have underway.

To that end, I want to explain the impending changes in how the records of the thirty-seventh president of the United States are to be preserved and made available to the public.

Since Richard M. Nixon resigned thirty years ago this summer, the official White House records of his administration have resided not in a presidential library, as is the case for ten other former presidents, but with the National Archives and Records Administration in College Park, Maryland, in compliance with the Presidential Recordings and Materials Preservation Act (PRMPA) of 1974. Those records, however, are finally being transferred to a NARA-operated presidential library in Yorba Linda, California, where the Richard M. Nixon Presidential Library and Birthplace Foundation currently operates a private Nixon Presidential Library.

A remodeling and expansion project is under way at the library in Yorba Linda. When the work is completed and is certified as in compliance with NARA requirements, a Report to Congress of the Proposed Richard M. Nixon Library will be submitted to lawmakers for review. Congress will have sixty session days to review the proposed plan. Upon approval, the library will be turned

over to the National Archives and the transfer of Nixon records from College Park to Yorba Linda will begin. Once there, all the records of Richard Nixon's career—in the House, the Senate, the vice presidency, the presidency, and his active postpresidential years—will be in one place for historians and the public to view.

The records of the Nixon Presidency (1969-1974) are important because they document a tumultuous time in our country's history—one that saw major shifts in our foreign policy, large-scale civil unrest at home, the creation of new domestic programs, and the landing of men on the moon. Ultimately, the burglary of the Democratic National Committee headquarters and the subsequent series of events that led to President Nixon's resignation have made Watergate the most well-known legacy of the Nixon Presidency.

The PRMPA required that these records be retained by NARA in the Washington area. We first kept them in our building in downtown Washington, later at our annex on Pickett Street in Alexandria, Virginia, and now in our College Park facility.

The PRMPA also stipulated that those Nixon Presidential materials and tapes that were relevant to the understanding of "abuse of governmental power" and Watergate were to be processed and released to the public as quickly as possible. NARA completed that work many years ago. Since then, NARA has been reviewing, declassifying, and opening the historical materials relating to constitutional and statutory duties of the president and his White House staff. However, the law also required that, as NARA reviews records and tapes, we must segregate and return to the Nixon estate any materials identified as "personal private" or "personal political."

Our FY 2004 appropriations legislation stipulates that none of the Nixon records can be transferred to Yorba Linda until the archivist certifies to Congress that a suit-

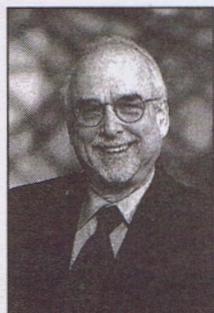
able archival facility exists to house the documents and that the spaces for the public, staff, and storage meet the required standards developed under the Presidential Libraries Act. The point at which the library will be a federal facility will depend on how quickly existing space can be retrofitted and new construction completed according to NARA standards and requirements. At the moment, there is no precise timetable for transferring the Nixon records to California. However, because we do not expect our College Park review of the Nixon tapes and many of the Nixon materials to be complete until 2008 or later, it is likely that the library will open as a federal facility even as some materials are still being reviewed in College Park.

Once open, the library will be staffed by NARA personnel employed by the federal government in accordance with federal personnel recruitment and hiring procedures. And at some point, a new director for the library will be appointed. The Nixon Foundation, which now operates the private library in Yorba Linda, will still have a role at the library through sponsoring programs and raising funds for activities not financed with congressional appropriations. However, it will be the NARA staff working at the library who will be responsible for access to the records in accordance with the laws and regulations governing NARA and the PRMPA materials and in accordance with the deeds of gift for other donated materials at the library.

In addition to the records at College Park, other Nixon records currently stored in the NARA-Pacific Region archives at Laguna Niguel, California, will be moved to Yorba Linda. Bringing all the records of President Nixon's White House tenure together with records of other parts of his career will make a NARA-operated Nixon library a major research center for studying post-World War II America as well as the career and presidency of Richard M. Nixon. □

We The People Challenge Grants

Bruce Cole



Readers of the *OAH Newsletter* may find the following description of the new NEH We the People Challenge Grants of interest.

Deepened understanding of United States history requires a strong institutional base for teaching, research, preservation, and public programming. Through its Challenge Grants program, the National Endow-

ment for the Humanities has a distinguished record of helping local, state, and national institutions secure their humanities resources and activities for the future. As part of NEH's overall We the People initiative, the Office of Challenge Grants is offering special encouragement for proposals to strengthen programs that enhance understanding of the nation's founding events, democratic institutions, and cultural heritage. NEH is particularly interested in projects that advance knowledge of founding principles of the United States

in their full historical and institutional context.

Applications for We the People Challenge Grants are welcome from colleges and universities, museums, libraries, historical societies and historic sites, public television and radio stations, scholarly associations, state humanities councils, and other nonprofit entities. A college, for example, might seek to endow a teaching professorship in early United States history. A research library might want to digitize and endow maintenance of its collection of rare colonial family documents, thus improving access for scholars. A university might seek to endow a research center for the study of democratic theory. A museum might seek aid to renovate gallery space and to endow a series of educational exhibitions on United States economic history from the Federalist through the Jacksonian periods. A historical society might apply to endow a program of seminars for high school history teachers, bringing scholars and teachers together at a significant historic site to further understanding of crucial events in our nation's history.

Challenge grants are flexible tools that can support a variety of purposes. The funds can augment or establish

endowments to pay for humanities staff and programming. The money can be used to renovate or construct facilities, purchase capital equipment and upgrade technology, add to library holdings, and preserve existing collections. With their three-to-one matching requirement, NEH Challenge Grants help institutions broaden their base of financial support. Since its inception in 1977 the Challenge Grants program has leveraged over 1.3 billion dollars in nonfederal contributions to the humanities.

Restrictions in the regular NEH Challenge Grants program regarding subsequent challenge grants do not apply to We the People Challenge Grants. The waiting period and 4:1 matching ratio required of recipients of prior NEH challenge grants are suspended for this special initiative. Prior recipients, current holders, and current applicants for regular NEH challenge grants are welcome to apply. The next deadline for submissions is February 2, 2005. Further information and application guidelines can be found on the NEH website at <<http://www.neh.gov/>>. To discuss an idea for a proposal, call Challenge Grants staff at 202-606-8309 or email <challenge@neh.gov>. □

The irony is that we have been employed by universities abroad precisely because they expect us to teach U.S. history from the perspective of American historians, in the American classroom style. The American University in Cairo, where we currently teach, prides itself on its flexible curriculum, interactive classes, and individual attention to students, all ideals we can easily support. But beyond these mechanics, there is no disguising the non-American context of education. If you have had a classroom with a high percentage of foreign students in the U.S., or even a high number of American students with fundamentally different views of the American experience from yours, you have probably felt that pressure to reexamine your themes and time lines. That experience is a mere shadow of the transformation we have found in our thinking and teaching abroad.

Teaching abroad is entirely different from teaching at home, where most students arrive at college convinced that further study will merely flesh out their preexisting mental outline of U.S. history. Abroad few students have a formulaic vision of U.S. "evolution," but neither is there a blank slate regarding the American experience. Our students in Egypt are inundated daily with movies, music, television shows, products and styles that, accurately or not, they associate with the American way of life. While they have escaped the "onward and upward" model of American popular history, they have not escaped American popular culture, or its chaotic appropriation of the past.

At first it was bewildering. Not only did students abroad not share in the most basic markers of American historical identity (1776, "Four score and seven years ago," Little Rock, 1956, etc.) but they also had not automatically absorbed attitudes that placed Chuck Norris and Jack Kerouac in different genres. In the U.S., we were accustomed to think of our role as purveyors of disorientation, complicating our students' chronologies and undermining their cultural divisions as a prelude to mental growth. It was quite another thing to be disoriented ourselves.

Luckily, disorientation served its purpose and pushed us to reinvent our vision of teaching American history. It encouraged us to begin our studies where our students overseas meet the U.S.—in the present. Working backwards from student's questions and concerns (Why do Americans have so many movies about Vietnam? What is this fuss about gun control? Why are Americans so preoccupied with race?) has been our great classroom breakthrough. While its hard to fit these discussions into the standard U.S. History I and U.S. History II, template, retooling our classes allowed us to do the things which initially inspired us to become teachers. We can encourage students to think historically about issues, to analyze interpretations for cultural or temporal assumptions, and to examine the role that cultural memories, accurate or not, play in contemporary life.

In some ways our students in Cairo are more prepared for these tasks than our students at home. They have less invested in traditional approaches and their outsider perspective enriches discussion. They may not have resolved the "who was more important, FDR or Mickey Mouse?" debate, but they know they cannot understand the U.S. without understanding the place of each in American life. These students may have dramatically different visions of the U.S. from our own, and place greater confidence in reality TV than in our lectures, but in at least one way they are an instructor's dream. They want a history class to help them understand their world.

The ease with which students combine antithetical approaches to American life—pop culture and political biography, diplomatic history and film studies, statistical analysis and deconstruction—has had another unexpected effect on our outlook. These students are searching for all useful approaches to decode a way of life that they cannot afford to ignore. Their anxious quest may lend a teleological bent to discussion, but it is also the most invigorating part of the experience. History in Cairo is no dead subject, reserved for reenactors and conspiracy theorists, but a critical field for social debate.

The contrast between their enthusiastic and eclectic harvesting of historical approaches, and our own, fragmented, fascinating, but ultimately isolated historical field at home is hard to ignore. It has been nice to feel useful.

Teaching abroad is a constant exercise in comparative history. In Egypt, for example, history can be measured across at least four millennia; it certainly makes one wonder if our own preoccupation with decades is some sort of compensatory marketing scheme for countries with short pasts. Visions of scale are not the only difference—other cultures choose different thematic and chronological approaches, forcing us to constantly defend or depart from our own historical conventions. It would be impossible for our treatment of the American frontier experience to remain unaffected by the discussions we had with our Kyrgyz (descendants of traditional nomads) and Russian (descendants of agricultural colonists) students in the Kyrgyz Republic. In Egypt students are fascinated with the U.S. war of conquest on the Great Plains, yet have little interest in American race relations. Our Egyptian students, from a multiracial and former slaveholding society themselves, find our color line irrational, but are not particularly pleased if we point out their own stereotyping of class or religious divisions. Our students think we make a great fuss about Watergate, and ignore the more important issue of social decay. They question constantly the periodization Americans use, and impress upon us their own vision of worthy dates of human transformation. The first Gulf War is one of the few events we both highlight, but our interpretations of the significance of that war are more than hemispheres apart.

The American University in Cairo recently inaugurated a Center for American Studies and Research, not at the behest or funding of the U.S. embassy, but in response to the donation of a Saudi prince who feels knowledge of the U.S. is critical for the region's future. Many American historians probably remember the area studies departments of their colleges screening films and hosting poets, but, due to the ubiquity of American culture, that central role in mediating the student's experience with alternate cultures will never be ours. The need to react quickly to events and concerns around us has perhaps been our most difficult cultural adjustment, coming as we do from a professional culture that encourages illusions of control through syllabi and other classroom logistics. Tragically, our lack of control over the agenda was brought home to us when the first packed audience the Center hosted was for a much needed forum on the Abu Ghraib prison scandal.

This is not the professional life we expected, but we feel pretty content with our careers—on good days, anyway. □



A building on the campus of the American University in Cairo.

Joseph Walwik is Assistant Professor of American History at the American University in Cairo, Egypt. Janice Lee Jayes is a 2004-2005 Fulbright Scholar at Cairo University.

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OAH Southern Regional Conference in Atlanta

Lee W. Formwalt

Historians fidgeted in the pews at Historic Ebenezer Baptist Church waiting for Congressman John Lewis (D-GA) and the Albany Civil Rights Museum Freedom Singers. They talked to each other in hushed tones—although this was a National Park Service facility with uniformed rangers, it was still a church. Soon the congressman slipped into a front pew and the Freedom Singers in bright purple regalia and head covering filed into the deacon bench perpendicular to the congressman's seat. Longtime OAH member Earl Lewis, the brand new provost and vice president for Academic Affairs at Emory University, got up and welcomed the crowd to his new city and within minutes, Ruth Harris and her colleagues belted out the powerful freedom song, "Woke up this Morning with My Mind on Freedom." Raising the roof and electrifying the crowd (getting a number of the staid white academics in their pews clapping their hands and tapping their feet), the Freedom Singers inspired John Lewis, who went on to move the audience with his oratory. Preaching to the choir, the former civil rights worker reminded us of the importance of telling the story as he told us his own. It was a fitting capstone to an OAH gathering of history practitioners in the heart of the Deep South.

Earlier that day, UNC-Charlotte historian David Goldfield explored at a plenary luncheon why southerners "are still fighting the Civil War." A discussion ensued as a number of lunch guests shared their encounters with twentieth-century Civil War combatants. But the conference covered much more than the Civil War and civil rights and it was not limited to southern history by any means. Although the vast majority of the nearly four hundred conference attendees were from southern states, the Southern Regional Conference had an international dimension with participants from as far away as Koç University in Istanbul, Turkey, and Samoa in the South Pacific.

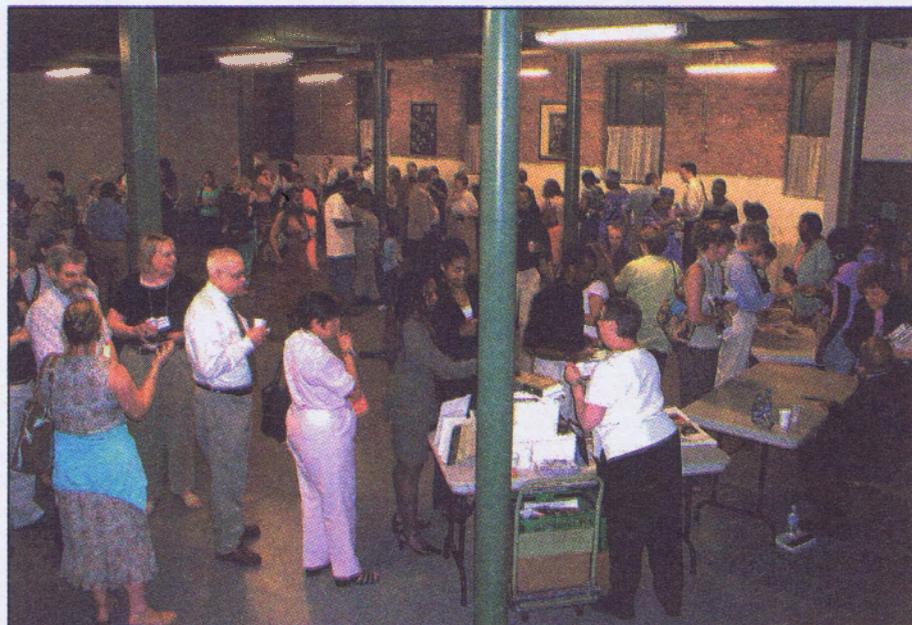
Conference cosponsors Georgia State University and the Georgia Association of Historians worked hard with the meeting program committee, chaired by Glenn T. Eskew and Lee Ann Caldwell, to present an exciting program designed to meet the needs of conference attendees. At each session time conference participants had a choice of state of the field sessions, teaching sessions, Screening History sessions, and sessions on southern and American

history. At the opening night reception, members had the opportunity to view the impressive Atlanta History Center, while the following night the plenary session moved to the Georgia State Capitol. In addition to Atlanta historian Tim Crimmins's tour of the grounds and the recently restored building, participants listened to Georgia Secretary of State Cathy Cox encourage them to make their voices heard by their elected officials.

The regional conference took advantage of its location in the metropolis of the Deep South with a neighborhood tour of Auburn Avenue between Georgia State and Historic Ebenezer Baptist Church and with a concluding session on the Carter Post-Presidency at the Carter Center.

The OAH Southern Regional Conference also served as a venue for a group of individuals in Georgia who wanted to create a state Council for History Education affiliated with NCHE. Several Georgia members who are history education leaders in the state expressed concern to OAH that social studies and certain social studies areas like economics and geography had state organizations but that precollegiate history teachers had no such organization. So the OAH executive office organized a session with leadership from NCHE, the Georgia Council for the Social Studies and project directors from Teaching American History projects in Georgia. The result was a dialogue that looks promising for the establishment of a state council, or a GCHE within a year.

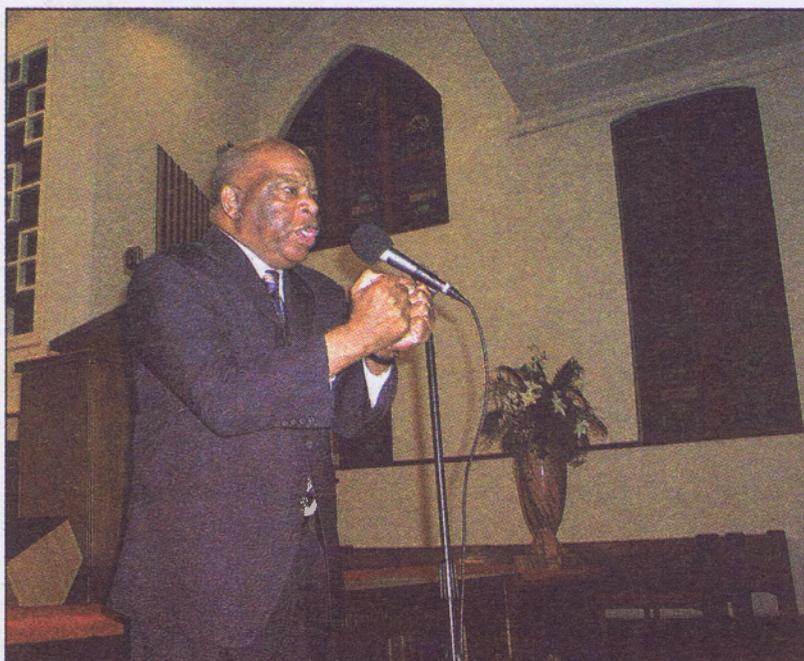
The idea for regional conferences began with an executive board retreat in 1998 and the realization that many OAH members could not attend the OAH annual meeting either because of their work schedule or the cost. As a result, OAH experimented with a smaller regional conference held during the summer of 2000 at Iowa State University. We learned from that experience that it was not



At a reception held after the plenary session, attendees line up to have Congressman John Lewis sign copies of his autobiography while Rutha Harris of the Albany Civil Rights Museum Freedom Singers signs copies of her new CD.

just precollegiate teachers, community college professors, and public historians who missed out on the annual meeting, but also many four-year college professors with heavy teaching loads. Once again in Atlanta, we had a number of college professors and graduate students who participated. OAH has now established a regular biennial schedule for the regional conferences. Our next one in the summer of 2006 will be in Nebraska.

The OAH conference staff, led by Meetings Director Amy Stark, did a magnificent job in Atlanta. They barely had time to catch their breath after the annual meeting in Boston before making last minute preparations for the Southern Regional Conference. We thank them and the program committee, under Glenn Eskew's and Lee Ann Caldwell's leadership, for all their hard work in making this conference the success that it was. We also wish to thank the sponsors of various events during the conference (Center for the Study of the American South; Southern Historical Association; Lord, Aeck & Sargent Architects; Emory University Graduate School of Arts and Sciences, History Department, and Program of African American Studies; South Atlantic Humanities Center; and Georgia Humanities Council), especially the Liberty Legacy Foundation whose substantial gift supported the travel grant program, the extensive promotional publicity, and the printing of the conference program. □

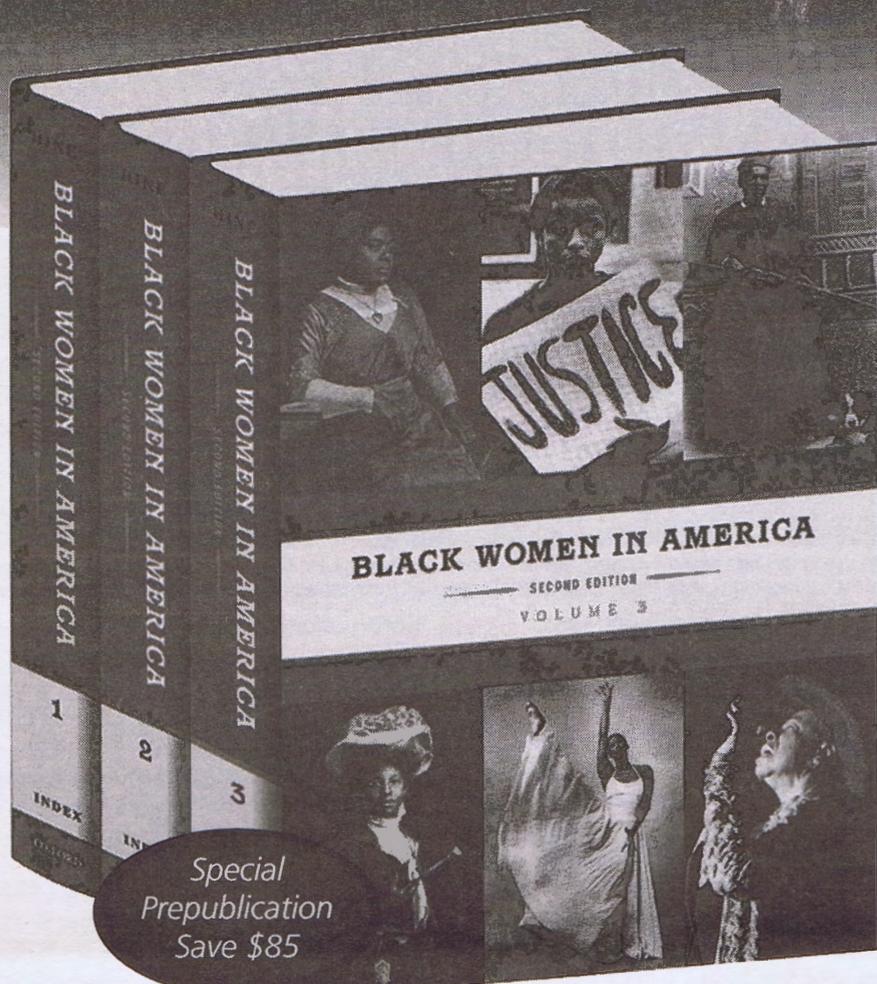


Congressman John Lewis (D-GA) tells his story in the Historic Ebenezer Baptist Church sanctuary.



During a lunchtime plenary, David Goldfield, University of North Carolina at Charlotte, explores why southerners continue to fight the Civil War. Southern Historical Association Secretary-Treasurer John Inscoe is seated in the foreground.

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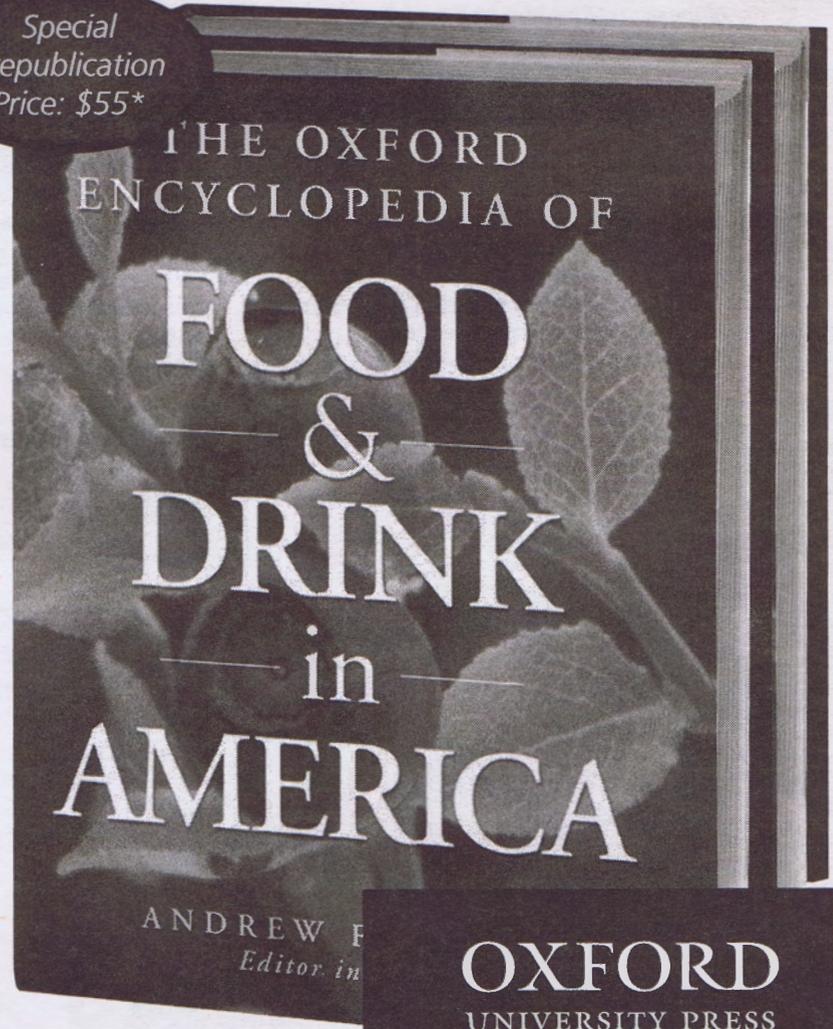
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Library of Congress Convenes Symposium on the Future of the History Textbook

In May 2004, the Library of Congress (LC) convened an international symposium entitled "Stories of Our Nations, Footprints of Our Souls: History Textbooks in Middle Schools and High Schools." The symposium, held at the LC's John W. Kluge Center, was attended by several dozen professional historians, publishers, high school teachers, students, congressional staff, and education specialists. For a day and a half discussants focused on the tensions, difficulties, and challenges facing history professionals, such as the conflicting demands that have led to culturally and politically charged disputes about the "ownership" of history.

The symposium was organized around a series of thematic-based panels. The first panel explored how historical topics are selected or omitted from history texts. Questions emerged concerning the nature of changing contexts and what topics should receive emphasis in historical narrative. A second panel discussed the relationships between history professionals, publishers, school district text review committees, and the role that other "interested parties" have in the development of history texts. The next day, a third panel drew upon the experiences of middle and high school teachers and students who reflected on the role of textbooks, digital resources, and on-line courses. A general discussion followed on a broad array of questions that centered on how history is taught in schools today.

One of the strengths of the symposium was the international character of the proceedings. While the emphasis was clearly on an exploration of the issues impacting the teaching of history in the United States, panelists from Europe, Asia, and elsewhere expanded the discussion to address concerns that transcended the American experience. Joke van der Leeuw-Roord, for example, discussed EuroClio (<http://www.eurocliohistory.org/>) and how historical ideas and concepts are selected for history textbooks used by member states of the European Union. Her insights had particular relevance on the dynamics at play in the presentation of "national" history.

University of Chicago's Jean Bethke Elshtain and George Mason University's Hugh Hecló brought the discussion closer to home by concentrating their comments on the lack of emphasis on political (as contrasted with "cultural") history and how religion, in Hecló's words, is "avoided, marginalized or politicized" in history texts. Romila Thapar, the Kluge Chair for Countries and Cultures of the South, provided insightful comments following the formal presentations of the first group of panelists. For most participants her thoughtful comments were the highlight of the day.

The second panel focused on issues facing publishers of textbooks and those who use them in classroom settings. Speakers concluded that publishers generally are keeping up-to-date on historical scholarship and that texts reflect the current trends in historical thinking. Also during the panel, Senator Lamar Alexander (R-TN) made a brief appearance and delivered off-the-cuff remarks on what he feels is wrong with history education today. For Alexander, history and civics should focus on "American exceptionalism" and teach students "what it means to be an American."

On the second day, a third panel comprised of teachers and students from several nearby schools reflected on their experiences in using texts and commented on the use of other materials such as digital resources that teachers often use to enhance the teaching of history. The views and insights of the teachers and students were drawn out through the exploration of a set of prepared questions posed by the symposium's moderator, the LC's Prosser Gifford.

All in all, participants came away from the symposium feeling that the future of the secondary school history text is secure but evolving to meet the changing needs of educators, school boards, and students. Teachers find that textbooks still have a role in the classroom though they are limited in their usefulness in bringing history to life for students or in serving as the catalyst for "teachable moments." School boards see the texts as the

central means to communicate factual information that is to be assessed through standardized tests. Students, see the texts as a necessary reference tools though they find other modes of historical exploration far more instructive and palatable.

—Bruce Craig

World War II Memorial Dedicated

A dream seventeen years in the making came true for Congresswoman Marcy Kaptur (D-OH) when the World War II Memorial on the National Mall in Washington, D.C. was officially opened and dedicated on Memorial Day, May 29, 2004. This is the first memorial in the United States dedicated to more than a specific battle of the Second World War.

Controversies over funding and location of the memorial plagued the project from the outset. By 1995, the first \$7 million had been raised through the sale of government commemorative coins. Eventually, the rest of the \$175 million needed for the memorial was raised through private donations. An additional \$20 million also was raised to establish a trust to help defray anticipated long-term maintenance costs.

Architects proposed that the memorial be placed upon the central axis of the Mall, around the Rainbow Pool between the Lincoln Memorial and the Washington Monument. But from its inception the proposed site drew criticism. Critics feared that the monument would destroy the Mall's open space, impair the view between the Washington Monument and the Lincoln Memorial, and



Senator Robert Dole addresses more than 150,000 people at the formal dedication ceremony of the National World War II Memorial on Saturday, May 29, 2004. Dole, a World War II Veteran, chaired the World War II Memorial campaign. (Photo by Don Ripper/Latoff Inc.)

because so much land was used, the number of participants who could attend future special Mall events would be reduced. Judy S. Feldman, president of the National Coalition to Save our Mall, whose organization vigorously opposed the site location, stated, "if we don't have our public space and our commons, where do we go to celebrate, to demonstrate?" Despite her organization's successful lawsuit to prevent construction of the monument, Congress intervened and passed special legislation rendering the court decision moot.

Visitors to the memorial see an oval with the Rainbow Pool at its center around which one finds two large pillars at each arch and smaller columns to complete the enclosure. The two large pillars represent the Atlantic and the Pacific fronts and the smaller columns have each state's and U.S. territories' name engraved onto them and are interlinked by a bronze rope signifying the bond between the states. Every aspect, from the inlaid medals of freedom, scenes of battles, wreaths representing different industries, and quotes about the war and the home front is beautiful. The most inspiring part of the memorial are the 4,000 gold stars placed on the Wall of Freedom commemorating the 400,000 Americans who died in the war. The memorial is built in such a way that at the Wall of Freedom the view from the Lincoln Memorial to the Washington Monument, and to the Capitol building is not obstructed.

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Highlighting Florida's Past: An Update

Robert Cassanello

Over a year ago I wrote in these pages describing the events which led to the fight over the possible dismantling of the Florida State Library. In 2002 as a cost cutting measure, Governor Jeb Bush proposed a series of solutions that included firing the staff of the state library and transferring the state owned collection to the private Nova Southeastern University Library. His proposals were met with torrents of protest and criticism. I completed the article during a week of large scale protest that coincided with Governor Bush's State of the State Address without knowing definitively the outcome of this effort.

As part of his proposal, Bush wanted to provide roughly \$10 million to Nova Southeastern University for transportation and maintenance costs. According to some published reports, he originally wanted to charter a private jet for the collection's transportation from Tallahassee to Ft. Lauderdale. The legislature soundly rejected this part of the proposal. Although there were some legislators who did support Bush's initiative, they could not bring themselves to pay \$10 million to implement it. Even though legislators defeated the measure, the future of the library was still uncertain because Bush still had a contract with Nova Southeastern University and it was widely reported that he and his staff raised half of the funds necessary for the collection's transportation and maintenance. However, according to Nick Wynne, executive director of the Florida Historical Society, there is no indication that the governor's administration is moving forward with any plan to transfer the collection to Nova Southeastern University.

I also noted in my previous article that what the governor was trying to do did not represent an isolated incident, but was an evolution of state policy which has resulted in the deemphasis of state history, specifically the teaching of state history in the public schools. Since

See FLORIDA / 19 ►

American Experience Announces History Educators Contest

American Experience, the acclaimed PBS documentary series, offers history educators a chance to win the presidency! Sign up for American Experience's free e-newsletter for a chance to win a set of DVDs of the renowned series of presidential biographies and to get the latest on award-winning documentaries, companion web sites, and teacher guides. The biographies come in two sets: The Democrats (includes FDR, LBJ, and The Kennedys) and The Republicans (includes Ike, Reagan, and Nixon).

American Experience is television's most-watched history series and a leading producer of historical documentaries, web sites, and DVDs. The American Experience web site (<http://www.pbs.org/amex/>) features more than eighty teacher guides, which are consistently accessed by educators as sources for lesson plans and enhanced learning materials.

To enter, visit http://www.pbs.org/amex/subscribe_teachers.html before September 30, 2004 and sign up. Winners will be notified in early October. □

AMERICAN EXPERIENCE 

men, often to earn wages, some of whom married women. In upstate New York, Lucy Ann Lobdell became Reverend Joseph Lobdell and lived for a decade with his wife, Maria Perry. In the twentieth century, midwestern jazz musician Billy Tipton, born a woman, married several times and raised children who did not know that their father was a woman until his death (1).

Men or women who retained their gender identity also established marriage-like relationships in the era before homosexual identity. They exchanged rings or set up common domicile, such as Boston Marriages, so named because so many educated women paired off in that city at the turn of the twentieth century. These women often owned property jointly, planned their travels together, shared family celebrations, and usually slept in the same bed. Cultural assumptions of asexuality tended to protect them from scandal. Male lifelong companions, such as Harvard professor F.O. Matthiessen and his lover, Russell Cheney, however, could not escape the increasing stigma associated with homosexuality. When gay and lesbian subcultures formed in large cities in the twentieth century, the opportunities for same-sex unions expanded, along with explicitly sexual identities. Among lesbians, "butch-femme" couples often paired off, and at least some "married." In Harlem during the 1920s, African American lesbians staged large weddings, complete with bridesmaids and even marriage licenses—when a gay man applied at city hall as the surrogate for a lesbian "groom" (2).

Not all heterosexual couples, however, formally married. During the nineteenth century, informal marriage was common in the southern back country, while African American slaves could not legally marry. For some urban working-class couples, common-law marriage sufficed (3). In addition, utopians and free love advocates, such as Frances Wright, rejected state-sanctioned marriage on principle. "Free love" referred not to sex with multiple partners but to the belief that love, rather than marriage, should be the precondition for sexual relations. In his 1852 tract, *Love vs. Marriage*, Marx Edgeworth Lazarus argued that just as the state thwarted the individual, so did the "legalized prostitution" of marriage oppress women and suppress love. Highly unpopular, free lovers were arrested for expressing their beliefs. When Lillian Harmon "married" Edwin Walker without blessing of church or state, both were imprisoned (4).

While they pioneered what would later become the practice of cohabitation, the free lovers shared many values with their contemporaries. They formed long-term committed relationships, and most of them condemned homosexual relations as unnatural. By the early twentieth century, anarchist and free lover Emma Goldman reversed the latter judgement by endorsing love in any form, but still rejecting church or state regulation.

From Individual Resistance to Social Movements

Despite isolated efforts to circumvent marital laws, the institution remained a privileged site for heterosexual unions. The recent mass mobilizations to extend those privileges to same-sex couples rests upon a century of change in both marriage and homosexual life. For one, marriage has shed much of its patriarchal trappings of wifely obedience in favor of a companionate model. In addition, same-sex partnerships, once relegated to a shadowy cultural margin, have proliferated openly in the face of gender, sexual, and reproductive revolutions.

Three measures illustrate the changing meaning of marriage. First, reproduction is no longer a primary function throughout the life of a marriage. Not only has average marital fertility fallen from almost eight births in 1800 to around two births in 2000 but parents now live longer after children are grown and many more couples choose to remain childless, even with the availability of technologically assisted reproduction. Second, as marriage has become a route to personal happiness, and with women's greater economic leverage, both partners feel freer to exit. Longer lives, fewer children, and the goal of happiness have all fueled the divorce rates; as many marriages end as survive. Rather than forming lifelong unions, most heterosexual couples now practice a form of serial monogamy. Third, the state's role in privileging

marriage has expanded because federal benefits (social security, inheritance, immigration, taxes) flow through this institution (5).

Equally important, lesbian and gay life has both diversified and moved into public view. Since the 1970s, the era of the closet has increasingly given way to visible communities. The sexualization of women in modern America, which removed the mask that once protected romantic friends, also enabled the formation of lesbian partnerships. For men who could once pursue only anonymous, furtive sex, an openly gay culture led not only to the open celebration of pleasure but also to the search for life partners. For both women and men, webs of fictive kin relations help sustain gay identity and community, including former partners who become family and coparents who raise their nonbiological children with friends and lovers.

The explosion of lesbian and gay social worlds, however, is not sufficient to explain the recent quest for marriage. Throughout the 1970s and 1980s, most lesbian and gay activists were more likely to criticize the institution for its patriarchal heritage than for its exclusivity. During the 1980s, both the AIDS crisis and the expansion of gay parenting made legal marriage a more pressing issue. In the wake of the epidemic, political lines diverged over the critique of anonymous sex, with some calls for more committed marriage-like relationships. More importantly, life partners who served as caretakers encountered unacceptable limits on hospital visitation or authority to determine medical procedures; some could not inherit property to which they had contributed.

In the same era, gay parenting expanded. Since the 1960s, individual lesbians and gay men appeared in courts to retain custody or visitation rights to children born in prior heterosexual marriages. Increasingly, however, artificial insemination, surrogacy, and adoption have made parenting within same-sex relationships a matter of choice. The resultant "gay-by boom" since the 1980s has added another level of convergence between same and opposite-sex families. And like the personal response to AIDS, parenting has revealed the need for greater legal protections, including second partner adoption (6).

Marriage and homosexuality, once viewed as diametrically opposed, have increasingly converged in recent American history. Marriage is no longer the sole venue for caring, sexual, and reproductive partnerships, nor is it a lifelong or primarily reproductive institution for most Americans. Many heterosexuals still form permanent unions and raise children, but so do lesbians and gay men; the latter, however, do so without protections granted their heterosexual counterparts. Thus since the 1970s, same-sex couples have appeared in state courts to obtain marital rights. Religious commitment ceremonies, "gay weddings," domestic partnerships, and, in recent years, civil unions and legally defiant marriage licences all respond to demands for public recognition and legal protection (7).

So, too, the gay movement has had to respond. Though reluctant to support gay marriage cases through the 1980s, groups such as Lambda Legal Defense have joined the quest for recognition. New organizations focus solely on the right to marry, buoyed by the decriminalization of sodomy in *Lawrence v. Texas* (2003) and the legalization of same-sex partnerships in parts of Europe and Canada. Even those who do not wish to marry have been forced to take a stand in solidarity with those who do, particularly in the face of legislation such as the Defense of Marriage Act (1996) and the proposed constitutional amendment to limit marriage to a man and a woman (8).

In the rush to expand or contract access to marriage, what has happened to the radical critique launched by free lovers and anarchists and once echoed by radical feminists, gay liberationists, and queer activists? Given conservative opposition to same-sex marriage, it has become politically awkward to oppose the right to marry. Yet some critics, such as historian Lisa Duggan, point out that state-sanctioned marriage can be used to reinforce gender dependence and class hierarchies, as in the case of welfare reform; in contrast to seeking marriage, they ask, why not establish benefits for all forms of caring re-

lations (9)? Members of the far left and the far right find some common ground in civil unions, albeit for slightly different political reasons. Radical critics recommend civil unions for all, separating the religious institution of marriage from state regulation. Conservatives who desire to preserve the symbolic sanctity of the term "marriage"—and some of its benefits—for heterosexuals have begun to cede ground to once-radical civil unions, even as they seek to outlaw marriage federally.

If and when the first court-mandated same-sex marriages take place, popular opinion, which continues to oppose legalized same-sex unions, could either polarize or adapt, depending in large part how politicians exploit the issue. Historians do best explaining the past, not predicting the future. But it is tempting to extrapolate from the admittedly uneven comparison with race. Like the Supreme Court in *Brown v. Board of Education* (1954) and *Loving v. Virginia* (1967), the Massachusetts court ruled to redress inequality at a time when most Americans oppose the change. Just as civil rights leaders once hesitated to press for interracial marriage, many lesbians and gay men have mixed feelings about both marriage as a political priority and the costs of conservative backlash (10). Nonetheless, these prior rulings did encourage gradual shifts in public opinion. And as in the civil rights movement, the sight of thousands of protesters—such as the same-sex couples lined up around San Francisco's City Hall seeking the benefits of marriage—could affect national sentiment. In the end, far more than any precedents from the past, it will be couples like these who will determine the next chapter in the history of marriage. □

Estelle B. Freedman is the Edgar E. Robinson Professor in U.S. History at Stanford University.

Endnotes

1. Jonathan Katz, ed., *Gay American History: Lesbians and Gay Men in the U.S.A.* (New York: Thomas Crowell, 1976); Diane Wood Middlebrook, *Suits Me: The Double Life of Billy Tipton* (Boston: Houghton Mifflin, 1998).

2. Jonathan Ned Katz, *Love Stories: Sex Between Men Before Homosexuality* (Chicago: University of Chicago Press, 2001); Lillian Faderman, *Odd Girls and Twilight Lovers: A History of Lesbian Life in Twentieth-Century America* (New York: Columbia University Press, 1991), 73; *The History Project, Improper Bostonians: Lesbian and Gay History from the Puritans to Playland* (Boston: Beacon Press, 1998).

3. Nancy Cott, *Public Vows: A History of Marriage and the Nation* (Cambridge: Harvard University Press, 2000); Hendrik Hartog, *Man and Wife in America: A History* (Cambridge: Harvard University Press, 2000).

4. John D'Emilio and Estelle B. Freedman, "Sexual Politics," Chapter 7 in *Intimate Matters: A History of Sexuality in America* (New York: Harper and Row, 1987); Hal Sears, *The Sex Radicals: Free Love in High Victorian America* (Lawrence, Kansas: Regents Press, 1977).

5. For the OAH panel presentation on marital history, see Hendrik Hartog, "What Gay Marriage Teaches About the History of Marriage," *History Network News*, April 5, 2004, <<http://www.hnn.us/articles/4400.html>>; On childlessness, see Elaine Tyler May, *Barren in the Promised Land* (New York: Basic Books, 1996).

6. Ellen Herman points out that judicial victories by lesbian and gay parents, such as second parent adoption, have paved the way for the gay marriage movement as much as they stand to benefit from it.

7. On early cases see David L. Chambers, "Couples: Marriage, Civil Union, and Domestic Partnership," in *Creating Change: Sexuality, Public Policy, and Civil Rights*, ed. John D'Emilio, William B. Turner, and Urvashi Vaid. (New York: St. Martin's Press, 2000), 281-304.

8. On conflicting views, see Gust A. Yep, Karen E. Lovaas, and John P. Elia, "A Critical Appraisal of Assimilationist and Radical Ideologies Underlying Same-Sex Marriage in LGBT Communities in the United States," *Journal of Homosexuality* 45: 2 (2003): 45-64. The movement to allow lesbians and gay men to serve openly in the military similarly presents a dilemma for those who support full citizenship but question the institution targeted for integration.

9. Lisa Duggan, "Holy Matrimony!," *The Nation*, February 26, 2004; see also Alexander Cockburn, "Gay Marriage: Sidestep on Freedom's Path," *The Nation*, April 5, 2004, 9.

10. On interracial marriage, see Peggy Pascoe, "Why the Ugly Rhetoric Against Gay Marriage is Familiar to This Historian of Miscegenation," *History Network News*, April 19, 2004, <<http://hnn.us/articles/4708.html>>; On civil rights leaders and interracial marriage, see Renee Romano, *Race Mixing: Black-White Marriage in Post War America* (Cambridge: Harvard University Press, 2003).

Teaching American History: The Promise and Perils of Public Education

James Oliver Horton



The number of books, articles, museum exhibitions, and films on the fiftieth anniversary of the Supreme Court's landmark decision in *Brown v. Board of Education* have led some to dub this the "Brown Year." Meanwhile, far fewer of us have reflected on another education anniversary, less dramatic, but significant nonetheless. Ten years ago President William J. Clinton

signed into law the Educate America Act, also known as Goals 2000. As a profession, we need to be more aware of legislation such as this that affects history education and need to recognize the political and economic context of efforts to improve history teaching. As individuals, many more of us should realize the personal and professional benefits of promoting history outside of the walls of our colleges and universities (1).

Goals 2000 aimed to establish academic standards, to measure student progress, and to devise programs to ensure that student performance met the standards. As prescribed in Section 102, by 2000, the act aimed to produce literate adult Americans who could demonstrate "competency over challenging subject matter including English, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography." This plan sought to revolutionize the education system through ensuring that all students would "learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our Nation's modern economy" (2).

This laudable and ambitious goal drew the attention of many public school teachers and administrators, but surveys conducted throughout the 1990s confirm the fact that students in our public schools remained sadly undereducated in the basic history of their nation. Two years ago, Ira Berlin made this point in his *OAH Newsletter* presidential column (see <<http://www.oah.org/pubs/nl/2002aug/berlin.html>>). At the time, he pointed to the National Center for Education Statistics's study of what the nation's fourth, eighth, and twelfth graders knew about American history. This national report card, as it is often called, was deeply troubling. It confirmed what is all too apparent to most educators. While there has been some slight and spotty improvement in history test scores in the last decade, more than a third of the fourth graders, nearly 40 percent of eighth graders, and more than half of high school seniors did not demonstrate even an elementary understanding of the subject.

History as a discipline has undergone exciting and significant changes in its interpretation, its research techniques and in the availability of a wide range of source material, but much of the best and latest scholarship has never reached the high school classroom. This is partly a result of financial deficiencies that many schools suffer. When textbook shortages limit even basic readings for classroom use, the prospect of schools being willing to purchase the latest history monograph is unlikely. In addition, the current federal government has backed away from the earlier focus during the Clinton years seeking to create broadly grounded, thoughtful citizens and has narrowed its concentration to basic reading and mathematical skills. Meanwhile, it has failed to adequately fund even this reduced level of educational reform.

The No Child Left Behind Act of 2001 imposed what its advocates described as rigorous testing as a means of insuring better education. The idea is to impose penalties on schools that do not produce students who perform well

on standardized tests and that are not staffed with high qualified teachers. At first glance this would seem to be an important step forward, but implementation of the plan is seriously flawed. So far, it has focused exclusively on math and reading skills to the exclusion of almost all else, and Congress has not authorized the promised increase in funding to enable schools to implement the changes necessary to meet program expectations. The National Education Association, for example, is concerned that increased testing has not resulted in improved classroom learning. "It will be impossible for our public schools to meet the strict federal demands of the 'No Child Left Behind Act,'" the Association fears, "if vital school services continue to be cut" (3).

Although the supporters of the new federal initiative argue that rigorous testing will create a significantly improved education for primary and secondary school students, history, literature, or even government are not yet included as subjects of testing. Thus, as former OAH president Jacquelyn Hall has argued, even if this method of testing succeeds in improving the critical areas of reading and mathematics, students may derive little benefit unless they learn to interpret and make use of what they read or count. Strategies of "teaching to the test" are not inherently bad if passing the test requires more than rote memorization, but many teachers believe that the pressure to show positive test scores overwhelms efforts to prepare students to be able to think about what they are learning. Furthermore, because No Child Left Behind does not test for history knowledge, some history courses have been abbreviated or removed from curricula entirely.

The emphasis on testing is even more alarming when combined with the fact that content knowledge has not been a priority in teacher education programs. Most high school history courses, for instance, are taught by teachers with inadequate training in history. In some states, this situation has reached shocking proportions. In Louisiana, 88 percent of the students who take history in high school are taught by teachers who do not have even a college minor in history. In Minnesota, the proportion is 83 percent, and in Oklahoma 81 percent (4). No wonder that graduates of high school are likely to know little about the national past.

The good news in all of this may be the significant funding (\$50 million) made available to public education by the omnibus appropriations bill (H.R. 4577) signed into law by President Clinton in 2001 and augmented in 2002 by Senator Robert Byrd's amendment, bringing the funding to \$100 million through the Teaching American History grant program. Although a U.S. House of Representatives committee has recently opposed continuing funding for this program, there is reason to hope that Senator Byrd working through the Senate, can reverse that decision. Other government sponsored grant programs through agencies like the National Endowment for the Humanities continue to be important. In the last decade, a significant private effort sponsored by the Gilder Lehrman Institute of American History has funded summer seminars for public school teachers and provided significant assistance in the creation of History High Schools. Teacher history seminars are extremely promising, but with the narrow focus and adverse unintended consequences of federal programs like No Child Left Behind, funding and time devoted to general history education in the public schools is declining dramatically.

This past summer, I spent several weeks in Denver, Washington, New Haven, and Boston working with primary and secondary education teachers in a number of history seminars. Although I have taught these seminars for several years, this summer proved especially interesting, as teachers were even more anxious for content to

broaden their history classes. I was particularly impressed to learn about the innovative methods employed by many of these teachers, who spend their personal funds to supply their students with needed classroom resources.

All this makes the OAH's effort to bring more public school teachers into the organization and to encourage our members to participate in teacher summer seminars timely, and even more critical to the future of history education nationally. If, as Jefferson believed (and on this point I heartily agree with him) a democracy needs an educated electorate to function, historians have a critical role to play. Some of us can work with public school teachers, some of us can help as advisers to education associations and governmental agencies, with the National Park Service or with local museums and historical societies. Others of us can work to make our research and writing more readily available to public educators. All of us can encourage these efforts and work to provide rewards within the tenure system for our colleagues who devote time to this important effort. If departments and college administrations do not provide incentives, young untenured scholars will not be able to engage in this important work without putting their careers at risk. Ultimately, this may require a change in the culture of higher education so that we place greater value on public involvement by our colleagues.

This public history service should never become a substitute for scholarship and teaching, but it surely should be an important part of tenure decision making. Regardless of the avenue we pursue in making our research and historical analysis available to the wider American public, we should all recognize the critical importance of that task. This is especially true as Americans prepare to engage in our most essential role as members of a democratic system. For our people to understand contemporary issues well enough to be able to make intelligent political decisions at the polls, they must have a sense of historical context. Here is where research historians play a most critical role. They can work with those teaching history wherever they teach to help provide the education for responsible citizenship promised by the Educate America Act of 1994. Surely citizens must know how to read and count, but unless they can also reason and think clearly about their nation and understand enough about their history to understand their place in it, America will not have the informed electorate that Jefferson knew that we needed. Historians understand the importance of historical substance for contemporary debates, and thus they have the responsibility to provide it to our citizens. □

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Endnotes

1. The author thanks Abigail Constantino of the George Washington University Gelman library, Cynthia Stout and the teachers and staff of the Denver public schools history teachers' seminar for their wise counsel.

2. *Goals 2000: Educate America Act*, H.R. 1804, Sec. 102, 103rd Congress, 2nd sess., <<http://www.ed.gov/legislation/GOALS2000/TheAct/intro.html>>.

3. "No Child Left Behind and the States" National Education Association website, posted July 7, 2004, <<http://www.nea.org/esea/eseastates.html>>.

4. Richard M. Ingersoll and Kerry Gruber, *Out-of-Field Teaching and Educational Equality* (National Center for Education Statistics, United States Department of Education, October, 1996), 24. Other states with high percentages of non-history trained high school history teachers include West Virginia (82 percent), Pennsylvania (73 percent), Maryland and Kansas (72 percent), Arizona (71 percent), South Dakota (70 percent), and Mississippi (70 percent). New York and Wisconsin had the lowest percentages, with 32 percent each.

CALL FOR PRESENTATIONS 2006 OAH / NCPH Annual Meeting

Washington, DC • April 19-22, 2006
Hilton Washington

Our America / Nuestra América

The ninety-ninth Annual Meeting of the Organization of American Historians and the twenty-eighth Annual Meeting of the National Council on Public History will be held jointly at the Hilton Washington Hotel in Washington, D.C., April 19-22, 2006. The program committee invites proposals from all practitioners of American history or related disciplines. The program theme *Our America/Nuestra América* invites participants to explore the many meanings of "America" for people living in North America and beyond. Touching on the concept of *Nuestra América* as articulated by nineteenth-century Cuban poet and patriot José Martí, the program committee encourages sessions that expand the definition of "America" beyond borders and across bodies of water, and to engage in debates about the place of the United States in the Western hemisphere and the world. The committee welcomes sessions that explore the transformation of U.S. society through immigration to and migration within the geopolitical boundaries of the nation-state. Have questions of identity become more complicated and have North American identities changed in the wake of September 11th? How are people shaped by transregional and transnational bonds, globalization, family ties, and how do they define a sense of belonging and a sense of themselves as Americans?

The committee solicits panels and papers that generate conversations across time and region, examining how individuals and institutions have constructed communities, values, and political or social movements based on their own particular interpretations of American identity and memory from the colonial borderlands to the present. Sessions that examine U.S. history as public and private memory are encouraged. The practices and politics of public history and the use of oral narratives will be highlighted. The committee invites proposals for panels, workshops, roundtables, and performances, onsite and offsite and from all disciplinary and interdisciplinary specializations including politics, international relations, gender, sexuality, religion, labor, society, culture, race, ethnicity, and the environment. In addition to proposals that explore the conference theme, we welcome submissions that explore other issues and themes in American history.

We encourage presenters to break away from the conventional academic session format. The committee recognizes the importance of engaging the audience in a compelling manner, and envisions a conference that is dynamic, innovative, and interactive. Meeting participants are therefore encouraged to present or teach their material rather than read their papers aloud. We also encourage proposals for online sessions, roundtables, debates, poster sessions, visual and musical performances, workshops, films, and other appropriate formats. Session lengths may vary from one to three hours and proposers should specify the desired time frame for their panels.

Although we encourage proposals for entire sessions, the program committee will accept proposals for individual presentations and make every effort to place those presentations on the program. The committee will work to have the program represent the full diversity of the OAH and the NCPH memberships. We urge proposers who submit sessions, wherever possible, to include presenters of both sexes, members of ethnic and racial minorities, independent scholars, public historians, and American historians from outside the U.S. We also encourage panels that include a mix of junior scholars, senior academics, and graduate students; as well as a mix of four- and two-year college professors and precollegiate teachers.

SUBMISSION PROCEDURE

Proposals should be submitted electronically beginning October 1, 2004, at <<http://www.oah.org/meetings/2006/>>. Complete session proposals must include a chair, participants, and, if applicable, one or two commentators. All proposals must include the following information: (1) a complete mailing address, email, phone number, and affiliation for each participant; (2) an abstract of no more than 500 words for the session as a whole; (3) a prospectus of no more than 250 words for each presentation; and (4) a vita of no more than 500 words for each participant. Each participant is required to register online and update his/her biographical and presentation information. Questions about electronic submissions should be emailed to <meetings@oah.org>.

We also welcome volunteers to act as chairs or commentators to be assigned by the program committee. Interested volunteers should email <meetings@oah.org> no later than January 15, 2005.

All proposals must be received no later than **January 15, 2005** at the above website.

PARTICIPATION IN CONSECUTIVE ANNUAL MEETINGS

The Program Committee encourages participation by people who have not presented at the previous annual meeting. Individuals may appear only once on the program.

MEMBERSHIP REQUIREMENTS

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

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TALKING HISTORY

Here is a quick preview of some upcoming *Talking History* programs. *Talking History*, the OAH's public radio program, continues to grow. This summer we have added WGLS-FM 89.7 in Glassboro, New Jersey (Rowan University), which can be heard in Philadelphia, and WYOU-FM 100.9 in Virginia Beach, Virginia, which covers the Virginia Beach/Williamsburg/Jamestown area. We hope you are listening and encouraging others to listen, as well. If *Talking History* is not yet being aired in your area, please tell your local public radio station about us—program directors respond best to their listeners. If you would like to receive a flyer and/or promotional CD, please contact the OAH at <marketing@oah.org>.

White City

We begin our "Best of *Talking History*" series with "White City." The show originally aired the week of August 4, 2003 and included an interview with *Talking History's* Bryan Le Beau and Erik Larson, author of "The Devil in the White City." Larson's book explored the killings during the World's Columbian Exposition of 1893 by H.H. Holmes. Aired the week of August 2.

Ladies Rights

The show originally aired the week of September 15th, 2003 and featured an interview with *Talking History's* Fred Nielsen and Linda Kerber author of "No Constitutional Right to be Ladies: Women and the Obligations of Citizenship." In the show Linda Kerber and Fred Nielsen addressed the question: "Do women have the constitutional right to be ladies?" Aired the Week of August 9.

War Without End

Talking History marks the third anniversary of 9/11 with a two-part series featuring contributors to the book edited by Joanne Meyerowitz "History and September 11th." *Talking History's* Fred Nielsen begins with a discussion with Melani McAlister author of the essay "A Cultural History of the War Without End." Aired the week of September 6. The series continues the following week when Fred Nielsen is joined by Michael Hunt, author of the essay "In the Wake of September 11th."

Founder's Series

Talking History's features a four week series on The Founders and the Constitution with shows covering federalism, slavery, freedom of religion, and commerce. The series is a collaborative effort with the Bill of Rights Institute and will include talks with such scholars as David Marion, Robert McDonald, Stephen Klugewicz, and Craig Yirush. Aired the weeks of September 27 through October 18.

Great American Scandals

Michael Farquhar, author of "Great American Scandals" joins Bryan Le Beau for a discussion of some of the most tawdry scandals from the past. Aired the week of November 15.

Saboteurs

Bryan Le Beau is joined by Michael Dobbs author of "Saboteurs: The Nazi Raid on America." They discuss "Operation Pastorius" a Nazi plot to cause havoc on the East Coast and in Florida. Aired the week of November 29.

talkinghistory.oah.org

In the coming months many of the nearly four million surviving veterans are expected to make the trek to visit the memorial. Sixteen million veterans survived the war, ten million were alive in 1987 when Congresswoman Kaptur proposed the construction of this memorial. With one thousand World War II veterans dying a day; the dedication is bittersweet for the Congresswoman—she wished more could have seen it in their lifetime.

—Bruce Craig

Alsobrook Appointed Director of Clinton Presidential Library

Archivist of the United States John W. Carlin announced the appointment of David E. Alsobrook as Director of the William J. Clinton Presidential Library on May 5, 2004. Alsobrook has twenty-seven years of archival experience including serving as the director of the Clinton Presidential Materials Project since August 2000. In this position, he oversaw the transfer of all Clinton presidential materials from the White House to a temporary facility in Little Rock, Arkansas. Alsobrook also directed the transition of the Bush Presidential materials from the White House to the Bush Presidential Library and was selected as director of the Bush Presidential Library in 1997. Additionally, he was liaison for the National Archives at the Carter White House and spent ten years as the supervisory archivist at the Carter Library. Alsobrook has a Ph.D. in U.S. history from Auburn University where he served as an archivist before going to the Carter Library.

The William J. Clinton Library—the eleventh Presidential library operated by the National Archives and Records Administration—will be dedicated on Thursday, November 18, 2004. The library is located in the William Jefferson Clinton Presidential Park in Little Rock, Arkansas. For more on the Clinton Library, see <<http://www.clintonpresidentialcenter.org/>>. □

▼ FLORIDA / From 15

then, I have taken a visiting assistant professorship at the University of Central Florida and have noticed that little has changed in the last year. Although the state has hired a statewide social studies curriculum director, the state has done nothing to integrate Florida history into its secondary education curriculum standards. According to the Sunshine State Standards Benchmarks—a curriculum guideline that all high school history teachers must adhere to—there are no references or rubric that mention Florida or its past. There are some Florida standards integrated in the sixth through eighth grades that require students understand state government and demographic trends in Florida, but something comparable to that is missing in the high school version.

During my time at UCF, I have worked with several school districts that wanted to pursue a Teaching American History Grant. The one thing that I try to impress upon them is that a proposal with a focus on Florida history would be important because there is a lack of emphasis on the subject from the state. Local curriculum directors receive that advice with trepidation because, from their experience, history teachers would not be interested in state history since it is not in their Sunshine Standards. This experience leaves me looking again to state government to wonder when they will place a premium on the state's past and integrate it into the state's history curriculum standards. Before coming to Florida I taught in Alabama, and experienced the ways that both Alabama and Mississippi successfully integrated the teaching of state history in their public schools. Although both states receive a great deal of criticism for the quality and funding of their educational institutions, I observed that they both placed significant emphasis on the study of state history from elementary through high school. When teachers in Florida ask my advice on how to construct a framework for integrating state history, I often tell them to research how Mississippi and Alabama are doing it. The teaching of state history is one quantifiable category where states like Alabama and Mississippi can proudly look to Florida and say they are not ranked at the bottom of the heap. □

Robert Cassanello is a visiting assistant professor of history at the University of Central Florida and coeditor of H-Florida.

News of the Organization

News from the Society of Civil War Historians

OAH Distinguished Lecturer and life member George C. Rable, University of Alabama, has been elected president of the Society of Civil War Historians (SCWH). Author of four books and winner of the 2003 Lincoln Prize from Gettysburg College and the Gilder Lehrman Institute of American History, he recently completed a bibliographic essay project for OAH and the National Park Service (NPS) covering the major works on the history of the Civil War. His essay will be available soon at <<http://www.cr.nps.gov/history/categories/index.htm>>, the NPS historical themes web site.



Headquarters of General George G. Meade on Cemetery Ridge, Gettysburg, Pa. Library of Congress Civil War photographs, 1861-1865.

Rable will take office as SCWH president at the society's annual meeting, which occurs in conjunction with the Southern Historical Association annual meeting, November 3-6, in Memphis, Tennessee. Also of note is the SCWH plenary evening session on November 4, "Coming to Terms with the Civil War: The National Park Service Re-thinks Its Interpretive Approach." Panel members Dwight T. Pitcaithley, NPS chief historian and OAH member, John Latschar, superintendent at Gettysburg National Military Park and OAH member, John Hennessy, park historian at Fredericksburg and Spotsylvania County Battlefields Memorial NMP, and Peters S. Carmichael, assistant professor of history at North Carolina in Greensboro, will discuss the NPS superintendents' ongoing initiative to revise all historical interpretation provided at battlefield parks by 2015, the sesquicentennial of the end of the Civil War. □

▼ EDITOR / From 1

to-day production and editorial issues are handled by the *JAH* staff, the editor oversees the journal's editorial direction, exercises final say on content, communicates with contributors, the editorial board, and the OAH, and holds ultimate responsibility for *JAH* budgetary and personnel decisions. ■ **Qualifications:** The successful candidate will demonstrate a record of teaching, research, and service commensurate with their status as a tenured member of the IU College of Arts and Sciences. In addition, IU and the OAH seek a scholar with the skills necessary to excel in this unique position. These include: Intellectual Dynamism: We seek a scholar with demonstrated skills in reaching across traditional disciplinary lines; a record of scholarly innovation; an interest in bringing historical questions to bear on broader intellectual, educational, or civic issues; and an ability to exercise critical intellectual judgment and leadership among his or her peers. Journal-editing experience, while helpful, is not a requirement. Administrative Expertise: The editor should demonstrate an ability to work comfortably alongside a skilled professional staff, and to coordinate the demands of a complex office in a timely, efficient, and fiscally responsible manner. Most of all, s/he should be able to show a record of leadership and mentoring among students, professionals, and academic colleagues. ■ **Applications:** To apply, please send a c.v. and cover letter, and arrange to have three letters of reference sent, to: *JAH* Search Committee, Department of History, 742 Ballantine Hall, Indiana University, Bloomington, IN 47405. The committee will begin reviewing applications on **October 15, 2004**. Indiana University and the OAH are equal opportunity, affirmative action employers and welcome applications from women and minorities. □

Graduate Students: Apply now for a 2005 OAH/IEHS Higham Travel Grant

OAH and the Immigration and Ethnic History Society (IEHS) have created a fund to award travel grants in memory of John Higham (1920-2003), past president of both organizations, and a towering figure in immigration, ethnic, and intellectual history.

Travel grants of \$500 will be awarded to three (3) graduate students each year, beginning in 2005. Funds are to be used by graduate students toward costs of attending the OAH/IEHS annual meeting. The successful candidates will have a preferred area of concentration in American Immigration and/or American Ethnic and/or American Intellectual history.

Application Process. Required Information: Current and permanent addresses; educational background; degrees achieved and expected; current institution attending; current status; travel funds from other sources; publications and papers presented. **Qualifications:** Minimum preferred: ABD. **Travel Funding:** Applicants will need to indicate if other travel monies will be made available. **Required Statement:** Applicants will be required to include a short statement of no more than 500 words about how they envision attending the annual meeting will help prepare them for a career in history. **Additional Considerations:** Committee will seek some balance by gender, region of country, and type of university (e.g., major research university, and second tier). Applications are to be sent to <higham@lists.oah.org> and only in Word format. Deadline for electronic (e-mail) submission of application will be **December 1, 2004**.

Recipients will be notified after January 15, 2005. Grants will be given to student when he/she attends the 2005 OAH Annual Meeting in San Francisco, March 31-April 3.

Chair of the Higham Award Committee is Professor Nancy Foner, Hunter College and Graduate Center, CUNY, <nfoner@spec.net>.

Help Honor John Higham's Memory



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, Department of History, Furman University, 3300 Poinsett Highway, Greenville, SC 29613-0444.

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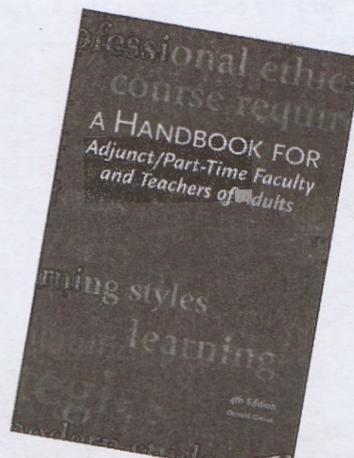
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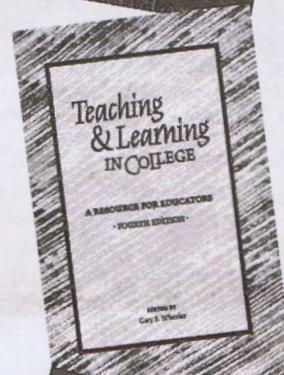
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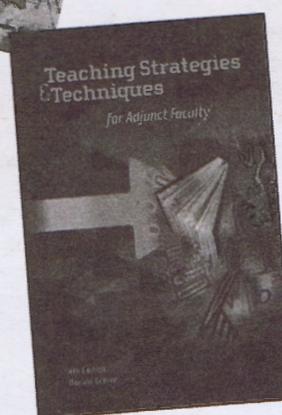
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In Memoriam

Joseph L. Arnold

Joseph L. Arnold, Professor of History at the University of Maryland Baltimore County, died on January 5, 2004, at the age of sixty-six. He was a vital and enormously important member of the UMBC faculty for some three and a half decades as well as a leading historian of urban and planning history.

Joe Arnold earned his B.A. from Denison and in 1968 his Ph.D. from The Ohio State University. Before joining the UMBC faculty in 1968, he taught at Bowling Green State University in 1962-1963 and at what was then Southern Connecticut State College from 1965 to 1968.

Joe's first book, *The New Deal in the Suburbs: A History of the Greenbelt Town Program, 1935-1954* (Columbus: Ohio State University Press, 1971) remains the standard account of New Deal community planning. Subsequently, in addition to numerous scholarly articles and essays, he published books on the Flood Control Act of 1936; Baltimore Engineers and the Chesapeake Bay from 1961 to 1987; Maryland's growth and development; and the development of Catonsville, Maryland, as a streetcar suburb (with Edward Orser, of UMBC's American Studies Department). At his death, Joe was working on what will be his sixth book, a definitive study of Baltimore. He also played an active and often leading role with a variety of private and public historical institutions in the Baltimore area and at his death was hailed as the "dean of Baltimore historians."

As a teacher and mentor, Joe guided and opened new vistas for the students who filled his classes to overflowing. His undergraduate and graduate students alike profited not only from his enormous knowledge but also from his limitless kindness, his devotion to them, his generosity, and his manifest love of learning. He helped guide the History Department and the University by his service in a remarkable array of important capacities, including Acting Director of the Library at a critical time. To all of his duties, as to all of his relationships, Joe brought his humanity, patience, wisdom, sense of responsibility, good humor, and good judgment. He not only earned the respect of his students and colleagues; he earned their affection, and their trust, and their loyalty. He was as good a friend as one could have. A Joseph L. Arnold Memorial Fund has been established at UMBC's Albin O. Kuhn Library and Gallery to support the Joseph L. Arnold Maryland Collection in the Library's Special Collections.

Joe Arnold is survived by his wife, Mary Jane, and by their three children and six grandchildren. □

John W. Jeffries

University of Maryland Baltimore County

Edward K. Spann

Edward K. Spann of Terre Haute died July 5, 2004 in Indiana University Medical Center in Indianapolis. He was a history professor at Indiana State University for thirty-eight years, during which time he received an award for Research and Creativity and also the Distinguished Professor Award. He is listed in *Who's Who of American Scholars* and is recognized as an authority on New York City.

Edward was born on April 12, 1931, in Fairlawn, New Jersey to Hans R. Spann and Gladys Hockenberry Spann. He is survived by his wife, Joanne Ellison Spann, two daughters, a son, and two grandchildren.

He attended Colorado College and Iona College, where he finished his undergraduate work with a triple major in English, History and Philosophy. He received his doctorate at New York University. He taught as a graduate assistant at New York University and also taught courses at Hunter College. He is the author of seven published books and numerous articles including *Ideals and Politics: New York Intellectuals and Liberal Democracy, 1820-1880* (Albany: State University of New York Press, 1972), which was nominated for a Pulitzer Prize, and *The New Metropolis: New York City, 1840-1857* (New York: Co-

lumbia University Press, 1981) which won the New York State Historical Association Prize for the best book written about New York. His other books are *Hopedale: From Commune to Company Town, 1840-1920* (Columbus: Ohio State University Press, 1992), *Brotherly Tomorrows: Movements for a Cooperative Society in America, 1820-1920* (New York: Columbia University Press, 1989), *Designing Modern America: the Regional Planning Association of America and its Members* (Columbus: Ohio State University Press, 1996), *Gotham at War: New York City, 1860-1865* (Wilmington, DE: Scholarly Resources, 2002), and *Democracy's Children: the Young Rebels of the 1960s and the Power of Ideals* (Wilmington, DE: Scholarly Resources, 2003). He also was a founding member of the Eugene V. Debs Foundation and author of two books on Terre Haute history, *Juliet Peddle of Terre Haute: The Architect, The Historian 1899-1979* (Terre Haute, 1990)—which was coauthored with Harriet M. Caplow, Joyce Lakey Shanks, and Helene C. Steppe—and *Ralph Tucker of Terre Haute: A Mayor and His City* (Terre Haute, 1998). He considered his children, however, as his greatest accomplishment. □

Christopher J. Olsen

Indiana State University

Russell F. Weigley

Russell F. Weigley, professor emeritus of American history at Temple University, died at the age of seventy-three on March 3, 2004. He passed away suddenly following a heart attack at his home in Center City, Philadelphia. Russ had just returned from Washington, D.C., where he participated in a meeting sponsored by the American Battle Monuments Commission to plan a memorial and museum for Omaha Beach in Normandy, France, to commemorate Operation Overlord. He is survived by his wife of forty years, Emma Seifrit Weigley, his son Jared, and his daughter Catherine.

A lifelong resident of Pennsylvania, Russ Weigley was born in Reading on July 2, 1930. As a child growing up about seventy miles from the battlefield at Gettysburg, Russ developed an interest in military history. Each year, he accompanied his parents to the battleground, which at that time had no motels or souvenir shops, to distract someone from contemplating the magnitude of the tragedy and the meaning of Lincoln's words. In making this trip, Weigley followed the route of his great grandparents who visited the battlefield in the summer of 1863 along with thousands of other Pennsylvanians to view the carnage. Russ wrote of the emotions that Gettysburg always held for him. Even when visiting in the summer, "there is always a chill in the air....I know the ghosts." Growing up in the midst of World War II also influenced his vivid imagination. As a consequence, it surprised no one that Russ chose to become such an imaginative as well as rigorous student of war. Yet, he never glamorized it. Armies, he consistently lectured to his students, "are simply state-organized instruments of mass murder."

Russ graduated from with a B.A. from Albright College in 1952, and a Ph.D. from the University of Pennsylvania in 1956. He wrote his dissertation under the Pulitzer Prize-winning historian, Roy F. Nichols. It was published as *Quartermaster General of the Union Army: A Biography of M.C. Meigs* (New York: Columbia University Press, 1959). After receiving his degree, Russ taught at the University of Pennsylvania from 1956 to 1958 and from 1958 to 1962 at Drexel University. That fall he joined the faculty at Temple University as an associate professor and remained until his retirement in 1999 as Distinguished University Professor. He also was a visiting professor at Dartmouth College and the United States Army War College at Carlisle, Pennsylvania.

For thirty-six years, Russ was the heart and soul of the Temple History Department. He was its most important scholar, its premier mentor of graduate students, and one of its most popular undergraduate instructors. Indeed, the numerous awards he received include

Temple's College of Arts and Sciences Alumni Award for Distinguished Teaching as well as the Samuel Eliot Morison Prize of the American Military Institute, the Society for Military History's Distinguished Book Award, and the Lincoln Prize. Russ held a John Simon Guggenheim Memorial Fellowship, was an elected member of the American Philosophical Society and the Society of American Historians, and served as president of the American Military Institute and the Pennsylvania Historical Association. He was the Eighth Holder of the United States Marine Corps Command and Staff College Foundation Chair of Military Affairs.

Russ was also an unparalleled citizen of Temple University. He served as chair of the Department of History and director of its graduate program, and he was a member of virtually every significant college and university committee. In addition, he was the cofounder of Temple's Center for the Study of Force and Diplomacy, housed in the History Department. After retiring in 1999, Russ continued to teach two graduate seminars a year and to participate actively in the Center.

These are but the outlines of a remarkably productive career; they do not capture what made his life so special. Russell Weigley left a profound and indelible impression on many scholars of military history, colleagues who worked with him, and undergraduates and graduates who studied under him. He was the author of nine books and editor of three more. Sixty-five of his articles appeared in journals or in books. In addition, he delivered countless invited lectures. Among his most recent books, *The Age of Battles: The Quest for Decisive Warfare from Breitenfeld to Waterloo* (Bloomington: Indiana University Press, 1993) won the Society for Military History's Distinguished Book Award, and *A Great Civil War: A Military and Political History, 1861-1865* (Bloomington: Indiana University Press, 2000) received the Lincoln Prize. Perhaps his most important books, nevertheless, were *Eisenhower's Lieutenants: The Campaign of France and Germany, 1944-1945* (Bloomington: Indiana University Press, 1981), which was nominated for the American Book Award in history in 1983, and *The American Way of War: A History of United States Military Strategy and Policy* (New York: Macmillan Publishing Co., 1973).

Russ remained dedicated to grand narrative. Although he respected recent innovations in historical writing, and his students' publications reflect both the "new" and "old" military history, Russ always tried to tell a captivating story. Without exception, though, the stories he told added up to the broadest of pictures incorporating both tactics and strategy, both causes and consequences. In the words of John Keegan, "No one who seeks to understand the military history of the United States can do so without consulting the works of Russell F. Weigley." Although most firmly grounded in American history, he wrote the *Age of Battles* as the beginning of a three-volume comparative history of modern warfare aimed at understanding the way the modern state has been organized to fight wars. Unfortunately, his premature death denied us his insights from the remaining two volumes of this trilogy as well as from his projected history of the Battle of Gettysburg.

The death of Russ Weigley was a great loss to his many colleagues, friends, and students, and to the historical profession. We will miss his wisdom and the many books that were still to come. But we will miss Russ the person most of all. He was one of those rare individuals who combine a fabulous mind with spirit, humor, and the warmest of hearts. He was an inspiration to us all. □

Herbert J. Ershkowitz

Richard H. Immerman

Temple University

Thomas Winter

Thomas Winter, Assistant Professor American History and Acting Department Chair of American Culture and Literature at Bilkent University in Ankara, Turkey died of cancer on Tuesday, June 22, 2004. Born in 1961 in Bremen, West Germany, Winter received his B.A. from The Universität Hamburg in Hamburg Germany in 1987. He obtained his M.A. (1990) and Ph.D. (1994) in American history from the University of Cincinnati where Joanne Meyerowitz directed his research. A teacher and scholar for ten years, Thomas taught courses in American studies, gender studies, and race studies and designed and taught pioneering classes in the emerging studies areas of media, memory, identities, and masculinity, in addition to traditional history courses. His research focused on the interaction between constructions of gender and class in identity and specifically on the YMCA (although he hated the song "YMCA") and male identity formation in the Gilded Age.

Colleagues and friends describe Thomas as scholarly ballast who helped them, with his remarkable knowledge of historiography, to tease out complicated ideas of gender and class and to navigate the often mysterious workings of the historical profession. As a student at Cincinnati, it was very clear to his friends and mentors that Thomas would be an extraordinary teacher and a first-class historian. His passion for his subject, dedication to rigorous research, and inspirational teaching style made him a force in the academy. Although young, Thomas had already garnered accolades from some of the most distinguished historians in his field. He had recently been elected to a three-year term on the council for the Society of Historians of the Gilded Age and Progressive Era (SHGAPE) and was an editor of the H-NET online discussion group, H-SHGAPE.

Thomas's nimble mind was evident in the genuinely profound connections he found in seemingly disparate ideas. He made connections in scholarship that certainly worked to further interdisciplinarity and served to de-fragmentize the study of the Gilded Age and Progressive Era. His book, his conference presentations, and his articles helped to legitimize a field of research and an approach to cultural and urban history of which many members of the historical profession had been skeptical. He certainly would have been a giant in his profession, as a scholar, as an editor, and as a teacher.

Winter's *Making Men, Making Class: The YMCA and Workingmen, 1877-1920* was published by the University of Chicago Press in 2002. Through the YMCA, Thomas investigated middle-class attempts to harmonize relations between management and labor, and he uncovered fascinating evidence of the use of religion, masculinity, and even song to instill class harmony. The book is one of the most innovative studies in the burgeoning history of masculinity and has received praise in the *Times Literary Supplement* and the *Journal of American History*. Thomas had also recently begun a new and promising research project on the American social hygiene movement and its impact on the state. It was Winter's point that the movement focused on the human body as a way to shape the nation. This research will no doubt shape the development of masculinity studies and will inspire scholars to build on Thomas's ideas.

Thomas was adept at securing private funding, perhaps one indication of the originality of his ideas and the energy with which he pursued his career. Recently he was awarded a grant from the American Philosophical Association to pursue research at the Social Work Archives at the University of Minnesota. He was also the recipient of many other grants. The award of which he was most proud, however, was the Charles Phelps Taft Graduate Fellowship from the University of Cincinnati (1992-1993); being the recipient of the well-respected grant indicated the high esteem in which he was held by his mentors and colleagues.

Winter's ability and native talent were confirmed by his colleagues and the University administration at

Bilkent University when he was promoted to acting department chair of the Department of American Culture and Literature only two years after arriving at the university. As a department chair, he pursued the interests of his colleagues and students vigorously and offered his undivided attention to editorial matters, academic promotions, and scholarship needs while remaining a dedicated husband and father. His style of administration was so efficient and smoothly executed as to make it seem invisible. Those who worked with him at Bilkent have nothing but praise for his professionalism, kindness, support, and good humor. Thomas was a rare kind of academic and administrator; he was open with his ideas and suggestions and enjoyed the challenge of the discussion more than winning the argument. Thomas was both a diplomat and an advocate and was very protective of his department; his colleagues flourished under his care.

Thomas's commitment to his students was complete. He relished the special challenges raised by teaching American history and American studies to students in Turkey, and he met them with vigor and talent. Before Thomas secured the permanent position at Bilkent University, he supported his family by teaching as an adjunct professor for four years at three different institutions. When interviewed for a documentary on full-time, "part-time" teaching, he emphasized that he wanted the students to know that even though they were being taught by adjunct faculty, they were not receiving an inferior education. This spirit carried over into his teaching in Turkey; he endeavored to provide the absolute best environment for learning that could be found in any academic program anywhere in the world. His direction and uncompromising dedication to quality transformed what could have been a marginalized American studies department into a relevant and vibrant academic community with an international reputation.

Perhaps Thomas's greatest talent was his ability to maintain a successful career and a rich and loving family life. Rather than finding the two in conflict, Thomas's enormous energy allowed one to complement and invigorate the other. His commitment to his wife Venitra and sons Rutger and Torbjörn was complete. He was never so happy as when with his family, balancing one of his two sons on his copious shoulders or bending over to kiss their heads as they played around his feet. He was open, funny, engaging, intelligent, serious, loving, direct, and gentle, in short, a man who touched the lives of everyone who ever had the fortune to have met him. His network of friends and colleagues covers three continents and ten time zones. Thomas Winter's death at such a young age is an immeasurable loss to the academic community and to his friends and family, yet the light of his presence in all of our lives will never be extinguished. His presence is profoundly missed. □

—Kate Sampsell
Ankara, Turkey



MHS-NEH FELLOWSHIPS

THE MASSACHUSETTS HISTORICAL SOCIETY will award at least two long-term MHS-NEH fellowships for the academic year of 2005-2006. MHS-NEH fellowships are made possible by an award from the National Endowment for the Humanities, an independent federal agency. The stipend, governed by an NEH formula, will be no more than \$40,000 for a term of six to twelve months or \$20,000 for a term of four to five months. Within the constraints of the NEH's guidelines, the Society will also supplement each stipend with a housing allowance of up to \$500 per month. MHS-NEH fellowships are open to U.S. citizens and to foreign nationals who have lived in the United States for at least the three years immediately preceding the application deadline. Applicants must have completed their professional training; NEH-sponsored fellowships are not available to graduate students. The awards committee will give preference to candidates who have not held a long-term grant during the three years prior to the proposed fellowship term.

Application deadline: January 15, 2005.

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

2005 Hackman Research Residency Awards at the New York State Archives Albany, New York POSTMARK DEADLINE: JANUARY 15, 2005

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Announcements

Activities of Members

James L. Axtell, College of William and Mary, **Ira Berlin**, University of Maryland, **Dipesh Chakrabarty**, University of Chicago, **G. Robert A. Conquest**, Stanford University, **Michael A. Cook**, Princeton University, **Anne Firor Scott**, Duke University, **William Sewell**, University of Chicago, and **Jean Strouse**, New York, NY, have been elected to the American Academy of Arts and Sciences in history.

Philip L. Cantelon has received the Society for History in the Federal Government's top honor, the Franklin Delano Roosevelt Award, which recognizes outstanding contributions to the study of the federal government. Cantelon, president of History Associates of Rockville, Maryland, was cited for his leadership on the historical challenges facing federal historians and for his "longstanding and stellar work" in the profession. The award citation noted Cantelon's twenty-five years of service to the professional historical community "as an emissary for federal history to government officials, the academic community, and the general public." As a graduate of Dartmouth College, Cantelon earned graduate degrees in history from the University of Michigan and Indiana University. He formerly taught history at Williams College and served as a Fulbright Professor of American Civilization in Japan.

Dixie Ray Haggard, University of Kansas, and **John Thomas McGuire**, College at Oneonta, SUNY, have been awarded Archie K. Davis Fellowships for 2004-2005 by the North Caroliniana Society. These fellowships provide travel assistance to scholars researching documentary sources of North Carolina's history and culture. Haggard has been researching North Carolina's Cherokees, and McGuire has been studying North Carolina's Democratic women in the 1930s.

Ellen Hartigan-O'Connor, San Jose State University, was awarded the K. Austin Kerr Prize for the best first paper presented to a Business History Conference (BHC) meeting at the annual BHC in Le Creusot, France in June 2004 for her paper, "The Ties that Buy: Shopping Networks of the Atlantic World".

Melvin G. Holli, University of Illinois at Chicago, is the coauthor of a new book, *World War II Chicago* (Arcadia Publishing, 2003). Holli has also written on the formation of the Tenth Mountain Division of ski troops and delivered a lecture on the "Celtic Connection in North America" at the University of Helsinki, Finland, on May 6, 2004.

Jennifer Klein, Yale University, was awarded the Hagley Prize for the best book in business history at the June 2004 annual meeting of the Business History Conference for her book, *For All These Rights: Business, Labor, and the Shaping of America's Public-Private Welfare State* (Princeton University Press, 2003).

Judith N. McArthur and **Harold L. Smith**, University of Houston-Victoria, have been awarded the 2003 Liz Carpenter prize for their book, *Minnie Fisher Cunningham: A Suffragist's Life in Politics* (Oxford University Press, 2003). They have also received the Texas Historical Commission's T.R. Fehrenbach prize for the best scholarly book on Texas history published in 2003.

Carroll Pursell, Case Western Reserve University (CWRU), has become Professor of History Emeritus at CWRU. He has also been appointed Adjunct Professor in the Department of Modern History, Macquarie University, Sydney, Australia.

Hal K. Rothman, University of Nevada-Las Vegas (UNLV), received the 2004 Harry Reid Silver State Research Award, UNLV's highest research award. In addition, his book, *The Culture of Tourism, The Tourism of Culture*, received two awards, a Southwest Book Award for 2003 from the Border Regional Library Association and a Southwest Books of the Year Award for 2003 from the Tucson-Pima County Library. He also received the 2004 Majewski Fellowship from the University of Wyoming and the 2004 Hillard Environmental History Fellowship from the Denver Public Library.

John David Smith, University of North Carolina at Charlotte (UNCC), has been appointed the Charles H. Stone Distinguished Professor of American History at UNCC.

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

Corrections

■ Anita Nahal is currently on a Post Doctoral Appointment with 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, Sri Venkateswara College, University of Delhi, India. Her position at Howard University was incorrectly stated. ■ The headline for the NEH Column in the May, 2004 issue (p. 11) should have read, "The National Digital Newspaper Program." The NEH does not have a workshop for the NDNP. We regret the error.

The Library Company of Philadelphia and Historical Society of Pennsylvania Visiting Research Fellowships in Colonial and U.S. History and Culture for 2005-2006

These two independent research libraries will jointly award approximately thirty one-month fellowships for research in residence in either or both collections during 2005-2006. The two institutions, adjacent to each other in Center City Philadelphia, have complementary collections capable of supporting research in a variety of fields and disciplines relating to the history of America and the Atlantic world from the 17th through the 19th centuries, as well as Mid-Atlantic regional history to the present.

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

One-month fellowships carry a stipend of \$1,800 and are tenable for any one-month period between June 2005-May 2006. (Two Barra Foundation International Fellowships, each for \$2,000 plus travel expenses, are reserved for foreign national scholars resident outside the U. S.) We invite inquiries about the appropriateness of proposed topics. The Library Company's newly renovated **Cassatt House fellows' residence** offers rooms at reasonable rates.

The deadline for receipt of one-month fellowship applications is March 1, 2005, with a decision to be made by April 15. To apply, submit 5 copies *each* of a resume, a 2-4 page description of the proposed research, and a letter of reference. Please send materials to James Green, Library Company, 1314 Locust Street, Philadelphia, PA 19107. Phone: 215-546-3181, FAX: 215-546-5167 or email: jgreen@librarycompany.org.

The Library Company also offers both **short-term and long-term dissertation and postdoctoral fellowships** under the auspices of its **Program in Early American Economy and Society (PEAES)**, as well as **Greenfield Foundation Dissertation Fellowships** and **National Endowment for Humanities Postdoctoral Fellowships** for long-term research on any subject in its collections. Long-term fellowships carry stipends from \$18,000 to \$40,000, and are tenable for one or two semesters from September 2005 to May 2006. For further details, visit www.librarycompany.org.



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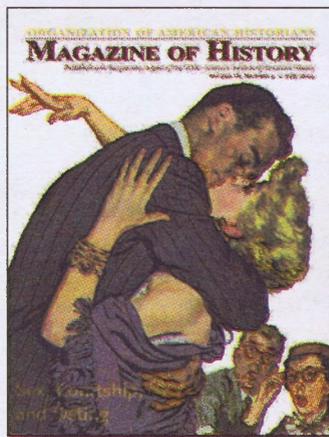
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