



Newsletter

Volume 33, Number 2 ■ May 2005

Academic Freedom Forum

Examining Academic Freedom

David Montgomery

In the November issue of the *OAH Newsletter* I presented the first report of the ad hoc Committee on Academic Freedom to the membership of the OAH. The committee consists of Raymond Arsenault, Sara Evans, Gloria Miranda, and myself, all of whom had been appointed the previous summer by President James O. Horton. Its report singled out five domains in which significant threats to the academic freedom of historians had been brought to our attention. The first was government surveillance of library use, of foreign-born students (especially community college students), and of campus meetings. The second was government exclusion or harassment of foreign scholars who either were faculty members in the United States or had been invited to come for some scholarly purpose. The third was restriction of researchers' access to government documents. The fourth consisted of attempts by legislatures, state and local officials, and/or private organizations to shape the teaching or bring about the disciplining or dismissal of teachers with controversial views. As a related article by Lisa Norling and Sara Evans about Minnesota illustrated, such attempts have been concentrated especially on K-12 teachers, but they have also met with effective popular opposition. Consequently, the report singled out primary and secondary schools separately as the fifth area of concern.

The November report evoked considerable discussion and some serious criticisms. The committee and the editors of the *OAH Newsletter* decided, therefore, to solicit observations about the state of academic freedom today from scholars with a wide variety of interests and diverse points of view. The contributions assembled here, under the editorship of Phillip Guerty, have more than fulfilled our hopes. They have broadened the scope of the discussion significantly, introduced diverse and often conflicting perspectives on the sources of current threats to academic freedom in our profession, and provided useful information about ways in which different groups are responding to those threats.

Edward C. Papenfuse, working in close collaboration with the other members of the Committee on Research and Access to Historical Documentation and with Bruce Craig of the National Coalition for History, has provided a thorough and thoughtful analysis of current debates over the opening of public documents, collections in presidential archives, and the preservation of electronic records. He has also provided an assessment of the role of the new Archivist of the United States that is considerably more promising than was much of the discussion surrounding his appointment. Although the November report had singled out access to archives and documents as one of the major issues of concern, this contribution provides both several web references and insights that enrich our understanding of the issues involved.

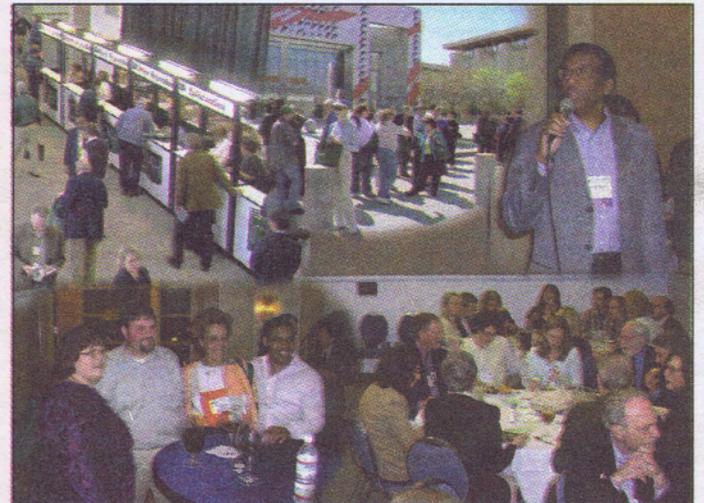
In contrast to the emphasis that the November report placed on governmental repression, several of the contributions to this forum stress the repression of academic freedom that is exerted by school, college, and university administrations. At community colleges, di-

See MONTGOMERY / 9 ►

Success in San José

With spring sunshine and cherry blossoms brightening the city, the San José conference drew more attendees than the last West Coast meeting in Los Angeles. Sessions and special events received high marks from participants, while Friday afternoon's experiment of holding all sessions at offsite locations worked splendidly. Light rail and chartered shuttle buses transported convention goers comfortably between conference sites as well as to San Francisco and back for sightseeing and two Friday sessions. (See page 22 for more on the 2005 Annual Meeting.)

Several criteria help define success for the annual meeting, and the OAH office, program committees, and executive board seek to strike a balance from year to year. Chicago and East Coast cities such as Washington, D.C., and Boston attract many registrants and produce reliable amounts of revenue for the organization. Hotel costs for members, though, tend to be higher in the East and in larger metropolitan areas, so OAH selects additional locations such as Memphis (2003), St. Louis (2000), or Indianapolis (1998). This geographical diversity also improves accessibility to the annual event for members living in different parts of the country. How, then, is success measured: By the total number of registrants, net profit for OAH, the quality and/or diversity of the sessions, the number of new faces in attendance, the degree of engagement with the local community, or any number of other standards? Our goal is to seek success across all these categories. And we do so knowing that each city, each program, and each set of hotel and convention facilities ensures a unique meeting that members can experience, enjoy, and profit from in a variety of ways—as happened in San José. □



Edward Linenthal new editor of the *Journal of American History*



Edward T. Linenthal of the University of Wisconsin-Oshkosh has been appointed editor of the *Journal of American History*. The *Journal* editorial office is on the campus of Indiana University Bloomington. Linenthal will also join the IU's department of history. After earning his Ph.D. at the University of California, Santa Barbara, Linenthal spent most of his academic career at University of Wisconsin-Oshkosh, where he is currently the Edward M. Penson Professor of Religion and American Culture as well as Chancellor's Public Scholar. His scholarly writings—focused primarily on the ways in which Americans have commemorated traumatic events—have established his reputation as a historian with an insightful grasp of the points of contention and controversy that mark the

struggles of people coming to terms with episodes of mass violence. His books include *The Unfinished Bombing: Oklahoma City in American Memory* (2001); *Preserving Memory: The Struggle to Create America's Holocaust Museum* (1995); *Sacred Ground: Americans and their Battlefields* (1993); and, coedited with Tom Engelhardt, *History Wars: The Enola Gay and Other Battles for the American Past* (1996). He has also published articles in the *Journal of American History* and *The Public Historian*, among other journals.

In exploring the suffering, redemption, and remembrance in American culture, Linenthal interweaves scholarship, service and teaching. He has worked on the National Park Service's Civic Engagement and Public History project since 2002 and as an ongoing member of the Flight 93 Federal Advisory Commission. In courses that explore the overlap of historical and moral dilemmas in American life, Linenthal's teaching has drawn strong praise from both colleagues and students alike, as befits a recipient of the UW-Oshkosh's Distinguished Teaching Award. "Ed brings a public history perspective to this scholarly position that reinforces the OAH's mission to encourage wide discussion of historical questions," noted Lee W. Formwalt, OAH Executive Director. Linenthal will assume his duties in July 2005. Formwalt also expressed OAH's gratitude to David Nord, professor in the Department of Journalism and adjunct professor of history at Indiana University for serving as acting editor of *JAH*. □

■ Inside: OAH Distinguished Lectureship Program ■ Forum on Academic Freedom ■

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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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Newsletter

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(Board composition updated May 1, 2005)

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.

Access to Archives, Classification, and the Freedom of Information Act

Edward C. Papenfuse

As chairperson of the little known OAH Committee on Research and Access to Historical Documentation, and a state archivist/historian, I was asked to prepare a short essay on "access to archives, classification, and the Freedom of Information Act." This is a daunting assignment, one which two major government commissions (the most recent reporting to the president the last week of March) have generated volumes of opinion and documentation relevant to the question. To paraphrase Ed Ayers in a recent C-SPAN presentation on his view of the digital future of research and writing, like a fool, I raised my hand.

I first consulted with the members of our committee who were able to participate in a conference call on March 25 for what I thought would be a half-hour meeting, and which ended after an hour and a half, producing a transcript that far exceeded my proscribed word limit. We were fortunate to have Bruce Craig leading us. He kept us current with the lobbying efforts of the National Coalition for History (NCH)—a nonprofit organization that represents the historical and archival professions—while Nancy Berlage, Walter Hill, and I probed with him such fundamental questions as how the "need to know" standard of the courts should be defined, how the right to know is conditioned by security needs (especially after 9/11), how access should be balanced by personal privacy, how and when executive privilege should be permitted, and above all, how does a democracy based upon majority rule, assure the public at large that it is basing its actions on a reliable, accessible record.

Fortunately, we have a new Archivist of the United States, Allen Weinstein, who has articulated a deep commitment to finding answers to these questions. In a recent

“To answer the most pressing questions of declassification and access to permanent records requires historians, archivists, librarians, and the public in general to focus on what we currently save and how to save it permanently.”

interview, Weinstein made it clear that there is a distinction between any scholarly debate that might arise from his own scholarly endeavors (he welcomes the scholarly discussion) and his devotion to access within the context of a dependable and dynamic archival program. As many of us know, he pioneered in seeking documents under the Freedom of Information Act. He is working diligently to bring all presidential libraries under one coherent and accepted policy of access, and will not release any materials now at College Park that are not covered by such a policy based upon a signed agreement. He has embraced advocacy for the revival of the National Historical Publications and Records Commission (NHPRC) as a necessary and integral component of what the National Archives is all about. In my opinion, he is the first archivist since the 'R' was added to the National Historical Publications Commission to view the Commission as an essential aspect of the total program of the National Archives and to openly advocate full funding for both the records and publications programs. He also made it clear that he seeks broad-

er cooperation among the other keepers of the collective memory of the nation, including the state archives, where a fair degree of entrepreneurial and innovative work has been undertaken to cope with such fundamental issues of access as the creation of permanent electronic archives. Weinstein and at least one state archivist openly advocate the management of the flow of permanent electronic information into the archives from the moment of creation—delegating the advice on who should have access and when—to thoughtful panels of experts selected by the archives, panels that encompass the broad spectrum of differences that will arise.

While some latitude will inevitably be given to the people we elect to office to make decisions concerning access for the period of time they are in office, we ought not to permit them to do so beyond a reasonably prescribed time limit once they are out of office. Neither presidents nor national security advisors should have the right to close indefinitely, or remove from public view altogether, the record of their work. In the world of HIPPA regulations, we have permitted those who govern to stumble badly in passing laws so poorly written as to ignore that what is private health information for the living ought to become public and freely accessible information at some defined point in the future. That, indeed, is the essential point of all access concerns. In a democracy such as ours, there needs to be a time, a persistently forward moving date, after which all that has been identified as permanently valuable information is totally free and accessible.

Of course, determining what should be retained permanently in the massive rush of information that is generated every day is an even more difficult stumbling block than setting a time for release. In the desire to know what is happening and why, some rush to judgment, and, in the case of some television anchors, find themselves pushed into retirement, obscuring the fact that the questions they raised could not be answered precisely because the records no longer exist for whatever reason, legitimate or otherwise. To have faithful, full, and accurate reporting as history or as current events, a concerted effort must be made to ensure that accurate and complete records are maintained in an archival setting from their inception.

It is worthwhile for historians and archivists to expend some of their energies helping to establish and enforce standards of what we keep and why. If our principal means of communication is currently by phone, Blackberry and email, then some effort needs to be undertaken to see to it that phone logs and essential electronic communications are both managed well and permanently kept, going directly from the moment of creation to an archival setting that at some defined point is fully accessible to the public.

Historians do need to be sensitive to the fact that Freedom of Information Act requests can paralyze a government agency that is faithfully attempting to do its assigned tasks. Some archivists, including this one, are all too aware of this problem, especially with regard to those requests that appear to be put forward by, or on behalf of, particularly disgruntled individuals who are not necessarily concerned with the best interest of the public at large. It is important that in seeking more rapid and open access to government information that adequate resources are given to the Archives and government agencies to manage, record, and maintain government information in a readily accessible format. It is also important that independent review boards are established to both screen frivolous requests and to provide legitimate guidelines for the release of public information in whatever permanent form it may exist.

If you have a chance, log into C-SPAN's presentation of Ed Ayers' March 15th talk at the Library of Congress on "The Digital Future" (<<http://www.c-span.org/search/basic.asp?ResultStart=1&ResultCount=10&BasicQueryText=Ayers&image1.x=21&image1.y=7>>). Ayers enthusiastically looks to the future of research in the digital age and the importance of digital archives. It is a thoughtful tour de force based upon his work with the *Valley of the Shadow* archives (<<http://valley.vcdh.virginia.edu/usingvalley/>>) and the experiment he did with William G. Thomas III, in writing an article (<<http://www.vcdh.virginia.edu/AHR/>>) exclusively in electronic form for what Ayers believes is permanent reference on a perpetually authoritative web site (initially funded by the NEH). The problem is that there is currently no such thing as a permanent electronic reference on a perpetually authoritative web site. JSTOR probably comes as close as any experiment in establishing one and our efforts to place all land records in Maryland online may prove a viable model. The truth is that the essential records of governance about which historians are rightfully clamoring for access have not been, and are not now, being created in the context of how to make them permanently accessible. To answer the most pressing questions of declassification and access to permanent records requires historians, archivists, librarians, and the public in general to focus on what we currently save and how to save it permanently. When we do that, at least, the future of history will be secure. In the meantime we will battle to preserve and make accessible that which by luck and design survives of the archival record. □

Edward C. Papenfuse is chair of the OAH Committee on Research and Access to Historical Documentation and Maryland State Archivist and former NHPRC Commissioner.

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James Rawley: A Rich Career in American History

Lee W. Formwalt

In the last decade and a half, the Organization of American Historians has awarded the James A. Rawley Prize to nineteen historians who have produced some of the most significant works dealing with the history of race relations in the United States. The roll of awardees reads like a who's who of historians working in the history of race relations: Kenneth L. Karst, Douglas Monroy, Richard White, Ramón A. Gutiérrez, Edward L. Ayers, Michael K. Honey, Nancy MacLean, Peter W. Bardaglio, Glenda Elizabeth Gilmore, Daryl Michael Scott, Brain Ward, Timothy B. Tyson, Sherry L. Smith, J. William Harris, David W. Blight, Sharla M. Fett, Shane White, Barbara Ransby, and Robert O. Self.

Since James A. Rawley did not begin his career in American history by studying race, I was interested in finding out about his earlier work and what led to his interest in understanding the history of race relations and eventually to the establishment of a prize for the best book in that field. Jim Rawley has been a member of the Mississippi Valley Historical Association and OAH for close to sixty years and has attended almost every annual meeting in the last half-century. He and his wife Ann flew to the West Coast in March to attend the 98th annual meeting in San José. They are a regular fixture at the Distinguished Members Reception as well as the Annual Awards Ceremony where they personally congratulate the newest Rawley Prize winner(s).

Shortly before we left for San José, I had an opportunity to interview Jim about his education, his career, and his involvement with OAH. Jim's Hoosier roots go back nearly nine decades to his birthplace in Terre Haute, Indiana. After earning his Bachelor's and Master's degree at the University of Michigan, he moved to New York and began his doctoral work at Columbia University under Allan Nevins, before World War II interrupted his graduate training. Rawley had been drafted before the U.S. entered the war but was classified 4-F; after Pearl Harbor he was called up again and this time "was declared to be 1-A." All of his Army service was stateside ("I think probably the War Department wanted to win the war," he noted) from Texas, where he got his basic training, to North Carolina where he was commissioned, to Cape Cod where he served in anti-aircraft artillery and the transportation corps. He ended up at the New York Port of Embarkation, where, after the war ended, he was assigned to help write that installation's history.

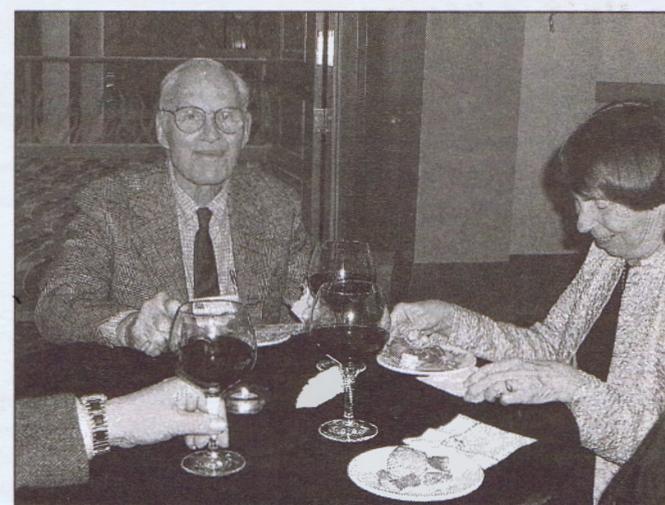
With the war's close, returning G.I.s swarmed the New York University campus. There was a great need for faculty so Rawley got himself discharged and started teaching history at NYU. At the same time he returned to his graduate work at Columbia where Nevins suggested that he write his dissertation on the life of Edwin D. Morgan. Morgan was the Civil War governor of New York and a U.S. senator and his papers had just been deposited in the New York State Library in Albany. While he was researching the newly opened Morgan files, Rawley ran across the wife of a Morgan descendant in *The New York Times* and looked her up. The New York socialite invited Rawley out to Wheatley, her mansion on Long Island, where she showed him a "whole trunk full of Morgan manuscripts. She said 'the children don't want these. What will I do with them?'" Overjoyed with this surprise treasure, Rawley replied that if she let him use them, he would then deposit them with the rest of the Morgan Papers in Albany. Having the first crack at the Morgan Papers, Rawley wrote his dissertation which was then published by Columbia University Press.

Rawley went on to teach at Hunter College and Sweet Briar College before landing at his permanent academic home, the University of Nebraska, in 1964. Once in Lincoln, he taught and wrote and became involved in the work of the Nebraska State Historical So-

ciety, where he served on the executive board and as president. Lincoln was also the home of the Mississippi Valley Historical Association and Rawley became its resident agent, an officer that OAH, as a Nebraska nonprofit incorporated association, is required to have. He continues to serve in this position today.

I asked Professor Rawley how he came to be interested in race as a subject of historical inquiry. He replied that in the 1960s J.B. Lippincott Company "was doing a series of books, and I was asked to do a book on Bleeding Kansas, so I thought, well, this is going to be pretty much a political story, political parties, elections and so on." Then as he got into the material it became very clear to him just how powerful a role race played in the events of the 1850s. When the book appeared in 1969, it was entitled, *Race and Politics: Bleeding Kansas and the Coming of the Civil War*. In his teaching, Rawley began to focus more on race, offering upper division courses on race relations. He then became interested in the relations between English and U.S. abolitionists, when an English economic historian asked him to write a book on the transatlantic slave trade. In 1981 Norton published his *The Transatlantic Slave Trade: A History*. Since then, he has also published works on secession and the Civil War. His ten scholarly books "have stood the test of time," according to Kenneth J. Winkle, University of Nebraska history department chair, "and most have achieved the status of classics in their fields."

Although Professor Rawley has been retired for eighteen years, you will still find him on most days in his office in Oldfather Hall on the Nebraska campus. He has completed a revision of his *Transatlantic Slave Trade* that



Professor James A. Rawley and his wife Ann at the Distinguished Members Reception at the 2005 OAH Annual Meeting in San José.

the University of Nebraska Press will publish later this year. He is also working on a chapter for a book on Stephen A. Douglas that emerged from an anniversary commemoration of the Kansas-Nebraska Act. Professor Rawley continues his work for OAH and is serving on the 2006 Midwestern Regional Conference Committee. That conference, scheduled for July 6-8, 2006, will take place in Lincoln.

Professor Rawley's continued work as an American historian and his support of his professional organization through the Rawley Prize and other contributions is an inspiration to many of us. He is a reminder that one's connection with one's professional organization is as important as the ties with his university, college, or other place of employment. His work demonstrates just how important OAH is in his career and I suspect we would find that is true for most of our nine thousand members. □

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.

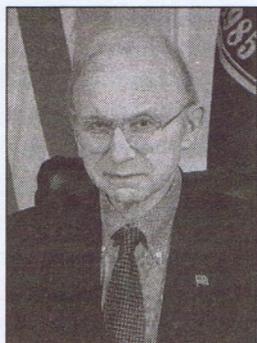
Examples of Bequests

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.

A Critical Juncture for NARA

Allen Weinstein



I am honored to serve as the ninth Archivist of the United States and to assume leadership of this confident and vigorous independent agency. I look forward to working with OAH members on programs and initiatives to advance our shared goals and interests.

As I have said both to NARA staff and to our colleagues in the broader historical and archival community, this is a critical juncture for

NARA. We live in a world of imperiled budgets, increasing dependence on electronic records and retrieval, unprecedented security and preservation concerns, and profoundly insufficient attention to civic and democratic education. To meet these and other challenges, we must work cooperatively and creatively.

In this context it is imperative to point out the leading educational role over the past decades played by the National Historical Publications and Records Commission (NHPRC). The Commission has not only made possible the definitive editions of the writings of the Founders and other great Americans but has decentralized the distribution of recognition and reward among state and local archivists, historians, social scientists, and civic activists. In my personal view, the recent proposal in the 2006 budget to defund and dismantle NHPRC is an unfortunate mis-

take. With respect, I believe that sober second thoughts will lead the Office of Management and Budget, the White House, and the bipartisan leadership of Congress to reconsider this action and restore this vital program.

I owe a debt to Lee Hamilton, Director of the Smithsonian's Woodrow Wilson Center, for the following anecdote. He told a recent audience this story: Returning to the White House following a wartime visit to a Washington church service, President Abraham Lincoln told a companion that he found the sermon's content excellent, the pastor's delivery eloquent, and his hard work evident. "Then you thought it was a great sermon?" Lincoln's response: "No." Why? Because the pastor had left out a sermon's most important ingredient: "He forgot to ask us to do something great."

In this connection, I have asked the NARA family—with help from our friends in the broader historical and archival community—to commit to a total effort over the next half-decade to achieve at least two great goals simultaneously. The first involves fulfillment of NARA's major electronic records initiatives, the Electronic Records Archive (ERA) and the Electronic Records Management (ERM) initiative and related ones including the continued evolution of strategic directions for the Federal Records Management initiative. In short, NARA should assume its natural leadership role in the fulfillment of electronic archival and records management projects at this crucial moment in the design of a government-wide system.

At the same time, we will work, in cooperation with the archival and historical communities, to create, expand,

extend, and—where necessary—redesign educational and public programming throughout NARA's orbit. This can be done while seeking a greater number and variety of public and educational programs—linked to school curricula where possible—involving educational resources in Washington, DC, those of every NARA regional archives and records center, and the extraordinary resources of the presidential library system. Developing such programs will be done in partnership, where possible, with state and local archivists and

historians' groups such as the OAH.

Here in Washington, the Librarian of Congress and I have already begun preliminary discussions exploring prospects for new cooperative educational efforts (some of them online) involving the extraordinary staff talents and documentary resources of both institutions.

A word about civility: In my previous work both in this country and abroad—whether in developing the National Endowment for Democracy, managing The Center for Democracy for eighteen years, or trying to help negotiate conflict resolution in Central America, the Philippines, or Southern Africa—I have tried to build consensus. Under my stewardship, NARA will remain absolutely non-political and professional. All researchers will receive candid and courteous treatment at all times. Internal disagreements will be debated respectfully.

A word on access: As archivist, I will enforce the laws regarding access to public records at all times and instances to the very best of my ability. Where problems occur, it will be my intention to pursue solutions (through dialogue and persuasion if possible) at the earliest possible moment. I recognize that the Archivist of the United States works for the American people, indifferent to partisanship regardless of which political party dominates Congress or the executive branch. Therefore, the Archivist must always display scrupulous independence and a devotion to the laws and principles governing the responsibilities of his office. At all times, he serves as the designated custodian of America's essential "records that defy the tooth of time."

This spring we are celebrating—with appropriate programs on NARA's past, present, and future—the twentieth anniversary of its status as an independent agency. Led by former Archivist Bob Warner, a dedicated band of NARA staff members; historians, archivists, genealogists, and NARA users; the media; and finally key players in Congress, all collaborated to help win NARA's independence as an agency effective April 1, 1985.

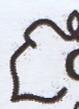
Today NARA has a state-of-the-art building in College Park, Maryland, as well as new and improved facilities across the country. The majestic National Archives Building in downtown Washington, DC has been fully renovated, and the National Archives Experience—including the recently-opened "Public Vaults" exhibit—offers visitors a truly unique glimpse into the history of our nation.

The Electronic Records Archives is addressing seemingly intractable electronic records issues and has created for NARA a pioneering role in this far-from-resolved realm. None of this would have been possible without Bob Warner's crusade for independence and all those who supported it. □

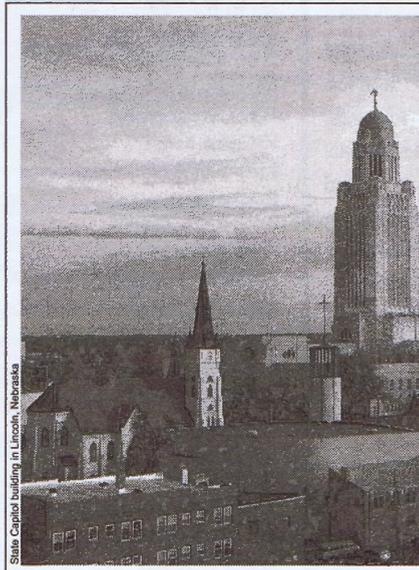
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OAH was founded in Lincoln, Nebraska, in 1907 as the Mississippi Valley Historical Association. In July 2006 the OAH will hold its regional meeting here to mark the beginning of the organization's centennial year.



CENTENNIAL
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The OAH executive board approved the establishment of the Hata Education Fund to encourage and promote the teaching and learning of history at the undergraduate level and at community colleges, through programs and awards/recognition as determined by the OAH. The fund was established to honor the work of OAH members Nadine and Don Hata.

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Historians and Archivists Work to Save NHPRC

Over the last couple of months, historians and archivists have been busy seeking to restore funding to the National Historical Publications and Records Commission (NHPRC)—the grant-making arm of the National Archives and Records Administration (NARA)—that the Bush administration has proposed entirely zeroing

out in the federal budget for FY 2006. In recent months, historians and archivists have joined forces to see that a minimum funding level of \$8 million is provided for the NHPRC grants program and an additional \$2 million for staffing and other program administration related costs in the FY 2006 federal budget.

For both historians and archivists much is at stake. If Congress allows the NHPRC to be zeroed out of the federal budget, this important program, which has played an essential federal leadership role and has an outstanding success record of using a small amount of federal funds to leverage other contributions, would come to an end. This would be devastating to projects such as editing and publishing the papers of nationally significant individuals and institutions; the development of new archival programs; the promotion of the preservation and use of historical records; regional and national coordination in addressing major archival issues; and a wide range of other activities relating to America's documentary heritage.

Over the past forty years, the commission has awarded a total of \$153 million to over 4,000 state and local government archives, colleges and universities, and other institutions to preserve and publish important historical records that document American history. Through the work of the documentary editions, more and more of the documentary record has been made readily available in books and electronic formats, enabling the research on a wealth of award-winning new books by historians. Accessible documents and documentary editions provide the essential evidence that enables historians to tell the story of our nation's history. Editions and archival collections have also provided the resources for the creation of a vast number of authentic tools for educators at all levels.

Only once in its history—in FY 2004—did the NHPRC receive its full authorized level of \$10 million. In FY 2005 Congress appropriated only \$5 million—after the Administration proposed cutting the program to \$2 million. Cuts of this magnitude threaten the integrity of the program. But in spite of the cuts, last year the president signed legislation (P.L. 108-383) reauthorizing the commission's grants program for another four years at the \$10 million level. NHPRC supporters believe that the White House should stand by its commitments and provide funding for the program.

Given the fiscal challenges that presently confront the nation, the National Coalition for History recognizes the need for fiscal restraint in FY 2006. To that extent the coalition supports a budget figure for the NHPRC 18 percent less than the authorized level of \$10 million. A total of \$8 million is needed if the NHPRC is to meet its congressional mandate to preserve, publish, and make accessible the documentary heritage of the United States. In addition, \$2 million is needed in necessary funding for maintaining the staffing for this program.

This month, historical and archives groups are reaching out to contact members of the House Transportation, Treasury, HUD, Judiciary, and District of Columbia Appropriations Subcommittee and the full House Appropriations Committee to urge them to provide funding for the NHPRC.

Three excellent webpages on the NHPRC issue provide expanded background information on how readers can take action to help save the NHPRC. They are Council of State Historical Records Coordinators <<http://www.coshrc.org/issues/NHPRC-NARA-06budget/index.htm>> the Society of American Archivists <<http://www.archivists.org/news/nhprc-FY2006.asp>> and the Association for Documentary Editing <http://etext.virginia.edu/advocacy/nhprc_crisis.htm>. A background fact sheet on the NHPRC is also posted on the NCH webpage at <<http://www2-h-net.msu.edu/~nch/>>.

Congress Wrestles with FOIA Reform

Each year, a coalition of government openness, media, history, library, and other groups join together to sponsor what has come to be known as "Sunshine Week." For a full week, various media outlets focus attention on the need for openness in government. During the week of March 14, dozens of op-ed pieces, editorials, and columns showed up in major media outlets—all focusing on the importance of open government. This year, though, the effort was kicked off by the introduction of several measures designed to promote government openness by strengthening the Freedom of Information Act (FOIA).

The FOIA was enacted several decades ago and was designed to make government transparent. The act has been used by scholars, researchers and especially by historians to gain access to documents that otherwise would have been closed to them. The problem is that the time an agency takes to process FOIA requests often takes months if not years to come to fruition resulting in what seems to be unwarranted delays in researching and writing on certain history-related topics.

On March 10, 2005, Senators John Cornyn (R-TX) and Patrick Leahy (D-VT) introduced the "Faster FOIA Act," legislation (S. 598) establishing a Commission on Freedom of Information Act Processing Delays to study the root causes of FOIA delays. Although FOIA requires federal agencies to respond to requests within twenty working days, as many historians, journalists, and researchers know, agency responses often take much longer.

The legislation seeks to create a commission of sixteen members to study the FOIA process with an eye toward finding ways to lessen delays. The bill was acted on rapidly after it was introduced; it was reported out from the Judiciary Committee and (at this writing) is pending action by the full senate. The National Coalition for History submitted comments to the committee urging the bill be revised to include "historians and archivists" on the study commission, but the committee preferred rapid action on the bill rather than consider suggestions from interested parties. Efforts will be made when the bill reaches the House to see that the needed amendment is made.

On February 16, Senators Cornyn and Leahy also introduced a second bill—"OPEN Government Act (S. 394)—seeking to improve the accessibility of FOIA to the public. On the same day, Representative Lamar Smith (R-TX) introduced a counterpart bill (H.R. 867) in the house. Among other provisions, the legislation allows requesters to recoup legal costs from suing for improperly withheld records, extend fee waivers, require agencies to track requests, and establishes an Office of Government Information Services.

On March 15, the Senate Judiciary Committee subcommittee on Terrorism, Technology and Homeland Security held a public hearing on that measure. The National Coalition for History also submitted detailed testimony "for the record." Because of the pending enactment of the "faster FOIA Act," congressional action on the OPEN Government Act is expected to be delayed as Congress will probably await the recommendations of the study commission authorized by the first bill prior to moving the OPEN Government Act. The House version has been referred to the House Committee on Government Reform

where the less patient House may opt to act upon it in coming months.

Finally, Senator Leahy also has reintroduced the "Restore FOIA" legislation (S. 622) to amend the Homeland Security Act of 2002 and limit new exemptions from FOIA. The bill is identical to the legislation introduced during the 108th Congress.

Leahy's bill suggests that in the wake of the 9/11 tragedy, Congress acted hastily in passing the Homeland Security Act and needlessly created new laws that significantly weaken existing FOIA provisions. Leahy's bill fixes some of those vulnerabilities by removing certain criminal penalties for whistle-blowers, and by narrowing the scope of the FOIA exemptions. The bill has been referred to the Senate Committee on the Judiciary for consideration.

Collectively, these bills share a number of things in common. First, they recognize that openness in government has diminished since the events of 9/11. Second, they recognize that classification actions during the Bush administration have been rising at unprecedented rates (75 percent between 2001 and 2004) and that federal agency actions do not necessarily improve national security; in fact, in many instances they hinder it. Third, while FOIA creates a presumption of openness in government (subject to a limited number of exemptions), recent "administrative" modifications and clarifying interpretations of the exemptions are seeming to swallow up the presumption. Fourth, and perhaps most importantly, there is a growing bipartisan consensus that open government really does need a helping hand and that one vehicle for this is FOIA.

None of the legislation mentioned above does all the things that many historians and researchers would like to see changed in FOIA. Nevertheless, it is a good start. The Cornyn-Leahy bill, in particular, would make some useful improvements. Collectively these bills may signal a new bipartisan effort to draw attention to the erosion of FOIA and the principle of openness in government.

NARA Opens Bush Presidential Records

On February 18, 2005, the National Archives and Records Administration (NARA) opened approximately 9,700 pages of presidential records that are associated with the presidency of George H. W. Bush that were previously withheld under Presidential Records Act (PRA) restrictions. This is the first release of Bush presidential records that are no longer subject to presidential restrictive categories or applicable FOIA exemptions.

The good news for scholars is that neither representatives of former President Bush nor the incumbent President Bush have chosen to assert any constitutionally-based privilege on any of these papers that could have been claimed under provisions of PRA implementation Executive Order 13233. This release brings the total number of records now available to scholars and researchers relating to the Executive Office of the President during George H. W. Bush's presidency to 5.4 million pages.

The records included in the release are drawn from a wide variety of presidential subject files and as such contain materials from some thirty-five general subject categories ranging from agriculture to welfare. The Bush Library is continuing to review some 57,000 pages of other records subject to E.O. 13233 review. Additional releases will be forthcoming "soon," according to library officials.

The next release will probably contain much more targeted information as they will reflect some of the FOIA requests that the library has received to date and that have been processed. Future releases, for example, may contain documents relating to such specific topics as civil rights, and Bush administration Supreme Court nominations for Clarence Thomas and David H. Souter. For additional information about the contents of the release call the George Bush Library Research Room at (979) 691-4041.

Academic Freedom's New Challenge: Is it on the Test?

James McGrath Morris

Not quite like Frederick Jackson Turner announcing the closing of the frontier, but in a similar vein, David G. Smith, a high school principal in the suburbs of Washington, DC, felt it a necessity this spring to forewarn his 150-member faculty their academic freedom would soon be curtailed. "The day of teachers going into their own rooms and closing the door and doing their own thing is long gone," said Smith to his faculty gathered at their April meeting.

Smith, a former history and government teacher, was prompted to make the remark by President George Bush's plans to expand his No Child Left Behind (NCLB) law to include high schools. Only a few months earlier at a neighboring high school, the president told students "to ensure graduates are prepared, we need to be certain that high school students are learning every year."

The fact that Smith aired his concern is not unusual. Similar comments are being heard with increasing frequency in high school teacher lounges across the country. While it is true the alarm may be premature for American history teachers because the NCLB does not yet include their subject, or any history for that matter, there is a genuine concern among American history teachers that the proposed expansion of federal legislation may yet become another restriction on their academic freedom. Already reeling from many new requirements, it is not hard to find teachers who believe their freedoms have been trimmed and may be shorn yet further.

"This is even more restrictive than when I grew up thirty years ago," said Mari Jo Merrick-Lockett, a Minnesota high school American history teacher, commenting on her state's new standards in 2003 (1).

On the other hand, there are many in this debate who argue that the new intrusions into schools is a two-sided coin. Standards may in fact preserve academic freedom while improving teaching. "The fear of curtailment of freedom has not happened in light of the standards movement," said Michelle Davidson Ungurait, director of Social Studies, Division of Curriculum in the Texas Education Agency (2).

Like any debate, this one is complicated.

"Academic freedom" is, of course, a Rorschach kind of term. People see in it a wide array of meanings. But if one takes as starting point the efforts of American university professors, beginning in 1915, to create guidelines, the most broadly accepted definition of academic freedom is a notion that both individual professors and institutions of higher learning should be able to conduct their work free from government interference.

Considering that government employees conduct nearly eighty-five percent of precollege instruction in the United States and that the students in these institutions are almost all below the age of adulthood, the term has a more limited meaning in high school settings. Indeed, high school American history teachers have never enjoyed the liberty that university professors possess in being able to offer courses on unusual topics of their choice—such as the more than three hundred offered on Elvis in American colleges and universities. Further, high school teachers are considered purveyor of "facts" and are not accorded the protection that comes from conducting scholarly work. Nonetheless, teachers have enjoyed historically some degree of freedom in selecting the specific content of their course and how they conduct it.

Until now the restrictions on this freedom in the high school setting have come generally from three directions. The first is censorship. The more direct cases are rare and newsworthy when they occur. The media, which glom onto these cases as a First Amendment issue, are quick to publicize occurrences, such as the one in New Mexico in 2003 (3). Most teachers experience subtler forms of censorship. Knowing they are not as free as their university colleagues in expressing divergent views in a classroom, they are mindful of prevailing community views.

The second limitation has come through textbooks. Textbooks play a leading, though diminishing, role in the instruction of American history in high school. Writers from Frances Fitzgerald to James Loewen already have provided lengthy critics of the book's shortcomings (4). The power of Texas and California to pressure sales-hungry New York publishers into changing the content is also well known. Teachers often overcome these problems by using supplemental reading such as that by Howard Zinn, although in many communities the selection of that particular author would raise some hackles.

The third limitation on the profession's freedom has been growing pressure from state—and now federal—politicians to dictate curriculum. In the past this was usually a specific demand aimed at pleasing a constituency. In New York, for instance, the law that required the teaching of the "inhumanity of genocide, slavery and the Holocaust" was amended to include the "mass starvation of Ireland from 1845 to 1850" (5).

The standards-based movement begun in the 1980s broadened that use of state power. Since reaching its apex, it is this movement that may represent the newest challenge to academic freedom. The movement has spawned a raft of standard creation and test making in an attempt to dictate from September to June what children will learn and how a teacher's success in delivering that content will be assessed. From Florida's Sunshine State Standards (SSS) to Texas' Essential Knowledge and Skills (TEKS), from Indiana's Statewide Testing for Education Progress (ISTEP+) to Georgia's Criterion Referenced Competency Tests (CRCT), a new pedagogical jargon has also emerged. As Nancy Schroeder, a social studies teacher at Leander High School, in Leander, Texas, put it, "We teach the TEKS so they can pass the TAKS" (6).

But aside from being a major new demand on teachers or just a nuisance, do these standards represent a threat to academic freedom to teachers of American history in high school?

It is impossible to gauge by simply asking teachers. The standards vary so widely that teachers in different states, even different localities, are not under the same yoke. But, even when odious, standards may not limit a teacher's academic freedom. "Good teachers find a way to bring in good material," said Lesley S. Herrmann, executive director of the Gilder Lehrman Institute of American History (7). In fact, standards—well written or not—may offer protection. A standard, said Ungurait, "gives you protection as a teacher to teach possible controversial subjects like religion because it's in the standards" (8). This certainly is true in developing lesson plans. I can attest to that. When I developed lesson plans for public broadcasting documentaries tackling controversial topics from Indian rights to 9/11, I found that one could link almost any

lesson to a standard thereby offering a nervous teacher an acceptable rationale when confronted by an autocratic supervisor or close-minded parents.

It may be then that the challenge to academic freedom does not seem to come from the standards themselves, even when badly written. "In my view there is nothing wrong with developing standards in American history," said Dan Gregg, a social studies consultant at the Connecticut Department of Education (9). One might argue that it is easier for Gregg to say this working in a state that may be an exception to restrictive standards and has gained considerable publicity for the lessons its pupils were learning about the state's ties to slavery (10). But Gregg, and others, do not see the standards themselves as the threat. "Standards as guidance for instruction is useful and should not restrict academic freedom," he said. "Standards that turn into tests specifications are another matter." Ungurait, who worked in Tennessee for five years before assuming her post in Texas, agrees. "Assessment standards are the new story," she said.

Testing has and will alter the environment for American history teachers. Test anxiety is no longer reserved to students, and many teachers have abandoned teaching a particular historical subject they loved because "it is not on the test." In one school, a teacher's well-developed unit on American Indians was dropped and another teacher's penchant of dressing up as historical characters to the students' delight was curtailed because of the pressure to raise test scores. Creative teaching of this sort was derogatorily referred to as "hobby teaching."

In the end, the major danger to academic freedom is not the standards or even the test themselves. Rather it is when the process of creating these standards and tests are surrendered to those outside of the profession, as happened in round one of Minnesota's efforts to create new standards in the teaching of history (11). If the creation of the standards and assessments are controlled by the profession then whatever measure of academic freedom high school history teachers have enjoyed in the past will remain, perhaps even improve. □

James McGrath Morris was until recently a member of the Social Studies Department at West Springfield High School and the Advanced Placement Academic Coordinator for the school. He is now working full time on a biography of Joseph Pulitzer to be published by HarperCollins.

Endnotes

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2. Interview with author.
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Challenges to Academic Freedom in Community College History Programs

Scott Rausch

The main challenges to academic freedom in the community college setting come from internal administrative and bureaucratic forces more than outside pressure and public controversy. Generally, it is not controversy over publications, public lectures, or overt political positions that are at issue at the community college level. Although, once in a while, a liberal faculty member will be denounced from a local conservative pulpit—by and large the pressures restricting academic freedom are from administrators and other faculty—largely over curriculum issues. The two-year college emphasis is much more on teaching, often to the exclusion of research and publication, so the main issues of academic freedom involve how the historian teaches in the classroom.

First, there are limits in terms of course content. Some of these are unavoidable—community colleges by necessity teach primarily lower-division survey classes, and this will naturally limit the options of teaching a class in one's specialty. However, survey classes can themselves provide a kind of freedom, because of the enormous range of subtopics one can teach within any survey. Unfortunately, this potential for enjoying an open-ended teaching assignment is often reduced by official course descriptions and syllabus requirements than are often more strictly and narrowly defined than at four-year schools.

In the community college system, committees that oversee course descriptions, distribution lists, degree requirements, official education goals, etc., can have enormous influence over the content of courses. Every institution has a different process to make curricular changes, but usually changes must go through a committee with at most one historian present, and the process can be shaped by partisan forces that go beyond legitimate administrative issues. These deliberations expose all the political, bureaucratic, and personal tensions within the faculty, to the detriment of freedom in the classroom. Putting a class on a distribution list can sometimes be a matter of matching the committee's dominant political ideology or academic philosophy more than a matter of the historian's expertise or competence.

▼ MONTGOMERY / From 1

rect administrative control of course content can sharply limit what faculty members can teach. In secondary schools, standards and tests imposed by state legislatures have confined or threatened to confine the teachers' own creativity. Historians among them can find themselves unable to teach what they know best. Nevertheless, James McGrath Morris not only finds differences of opinion among teachers on these matters, but also issues a challenge to teachers to exert their own professional control over standards and assessments. Beito, Luker, and Johnson have drawn special attention to campus speech codes, which regulate and punish public expression of students' views. One might add that the recent administrative responses to public controversies about their teachers have included strict, if ambiguous regulations concerning permissible speech by faculty at Columbia University and direct administration control of all student groups at Hamilton College. Moreover, as Jonathan Knight has added, more than one campus banned public speakers or art exhibits critical of the president during the 2004 campaign—a practice, alas, that goes back at least to the nineteenth century. I would argue that such regulations are by no means the exclusive concern of either "conservative" or "left-wing" groups.

The opportunity to teach a class depends very much on how applicable it is for students' degree requirements. Community colleges pay such close attention to enrollment levels, and there can be such a powerful undercurrent of competition to attract the most students, that getting a class to count for two requirements instead of just one can make or break that course. Course designation, therefore, is the currency of academic freedom at the two-year level.

In one case, a colleague could not get a U.S. History survey to count for a multicultural studies requirement, because the committee ruled that diversity issues could not be covered in a class organized chronologically, only in one organized thematically. The prospective syllabus focused on the experiences of people of color, issues of immigration and assimilation, questions of race, ethnicity, and gender, etc., but at least one committee member remarked that a history course could never be multicultural because history is a set of stories and facts with no theoretical framework. In another example, the official course description for a World History survey required that the instructor teach topics defined by a Marxist view of history, instead of merely allowing that approach as one of many. In both cases, committees eventually overturned the restrictions, but only after formal processes, and it is likely that such obstacles will be harder to navigate over time, not easier. Added to these obstacles is the fact that many part-time instructors (who in many places teach at least half the history courses offered) lack the continuity, job security, or power to influence these academic structures enough to guarantee their own freedom in the classroom.

Secondly, there is a crucial issue of *how* faculty teach, in terms of class format, methods of instruction, and especially the use of technology. Here the pressures on academic freedom are more subtle, less raw, but no less powerful. For example, the drive to make technological innovation a goal in itself is much more pronounced at the community college level, and this has profound effects on how faculty teach and how much choice they have in teaching. Administrators and faculty are constant-

ly encouraged to "innovate," as if newer is always better and more "traditional" methods of instruction are by definition outmoded. This emphasis comes with an overt generational component, a kind of "techno ageism"—the younger the professor and/or the newer the degree, the more the person should and will use online technology. It is comparable to the assumption that every female historian should and will offer a course in women's history. Tenure and promotion decisions are in part based on one's willingness to innovate and experiment, not necessarily as a way to promote professional development or improve quality, but to change as a goal in itself. There is a certain degree of academic freedom that comes with being able to refine an established course as one sees fit or at least to choose freely among the technologies available.

Finally, Julie Greene's comprehensive commentary on Colorado and Jonathan Knight's concise survey of recent activities of the American Association of University Professors strongly reinforce the emphasis placed by the November report on the growing menace of efforts by officials of state governments to prohibit teaching of ideas those officials consider "outside the mainstream" of American thought, while slashing available funding for state universities, to the detriment of the humanities and social sciences especially. Knight rightly reminds us that there is nothing new about the need to defend the academic freedom of professors who "offend those in power." In our own times, however, that historic necessity must be addressed within the larger context of efforts by powerful groups outside of the schools and universities to reconstruct the whole fabric of academic life. Drawing our attention to that broader context is a major accomplishment of this forum. □

David Montgomery is professor emeritus of history at Yale University and past president of OAH. He serves as chair of the OAH Ad Hoc Committee on Academic Freedom.

In community colleges as well as elsewhere, academic freedom is threatened not only by intrusive federal policies, oppressive government, and reactionary public forces, but also by intrafaculty conflicts, bureaucratic turf battles, labor tensions, and politically charged atmospheres within the institutions themselves. The agents responsible can just as often be in-house academic committees, administration policies which subordinate academic quality to other goals, and overly strict regulations. These forces can be subtle and overt, from inside and outside, and politically from the left and the right. To the threats mentioned in the November 2004 *OAH Newsletter* report, I would add the special challenges to academic freedom one finds within the community college classroom. □

Scott Rausch teaches history at Lower Columbia College in Longview, Washington.

▼ CRAIG / From 7

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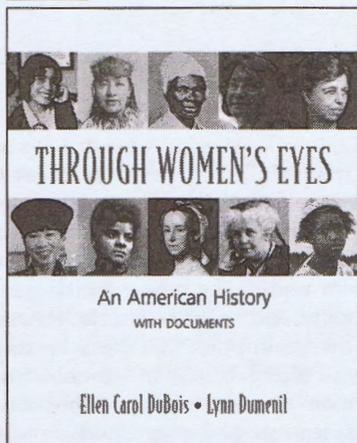
The William J. Clinton Presidential Library and Museum has announced the first public release since the end of the Clinton administration of over 100,000 pages of Clinton presidential records. The opening marks a successful collaborative effort by the National Archives and Records Administration (NARA) and President Clinton that seeks to allow researchers access to Clinton administration records as quickly as possible.

The 1978 Presidential Records Act (PRA) allows former presidents to restrict certain types of records for 12 years after leaving office. Clinton, however, has opted to allow an earlier release of some categories of records. The records in this first release include files from his Domestic Policy staff, materials relating to Carol Rasco and Bruce Reed, and other records covering a wide range of domestic policy issues—from employment and education to health care and promotion of the arts. Among the records released are those associated with the Presidential Advisory Commission on Holocaust Assets in the United States.

Clinton library archivists continue to review additional records for "early" release, such as administrative histories and additional files from other staff of the Domestic Policy Council. For additional information about the release visit <<http://www.clintonlibrary.gov>> or contact Emily Robin at (501) 244-2891. □

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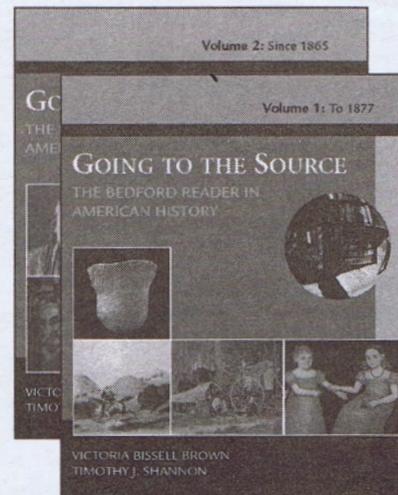
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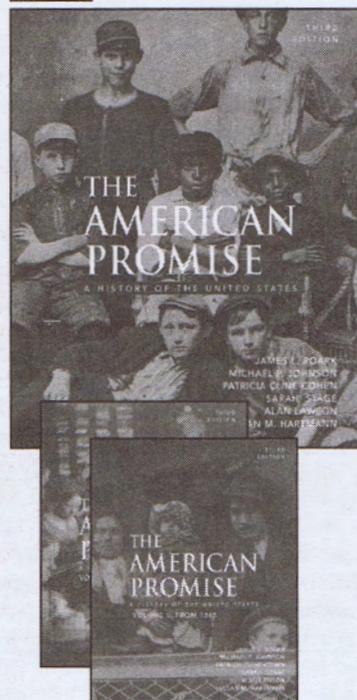


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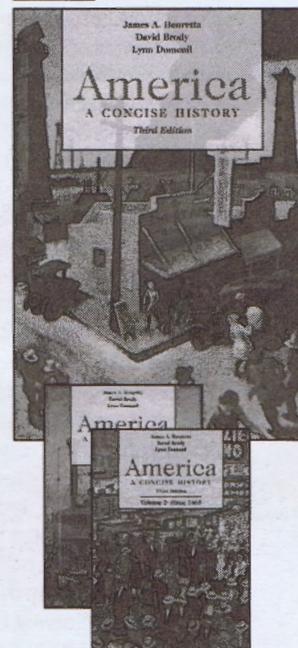


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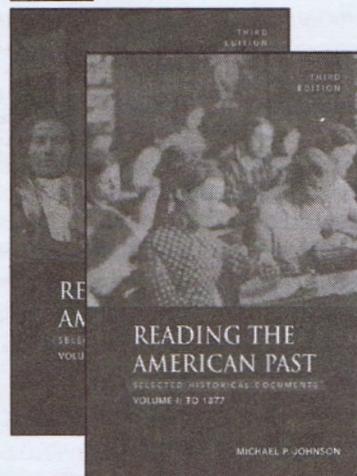


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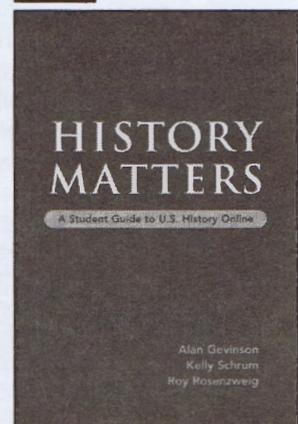


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Consulting All Sides on "Speech Codes"

David T. Beito, Ralph E. Luker, and Robert David Johnson

Few controversies have polarized higher education more than that of Ward Churchill at the University of Colorado (CU). Many conservatives, including Governor Bill Owens of Colorado and Newt Gingrich, have demanded that Churchill be dismissed for characterizing the victims of 9/11 as "Little Eichmanns." Professors and students at CU and elsewhere have responded with rallies and petitions to defend Churchill's academic freedom. They emphasize that the health of the academy rests on the toleration of controversial, even repellent, ideas. Joining in, the faculty of Evergreen State College has boldly proclaimed that "to flourish, university life needs to be an environment where people are prepared to search for the truth, wherever it may lead and whomever it may offend" (1).

Confident promises to man the barricades for academic freedom and to embrace a cacophony of a thousand diverse voices, stirring though they may be, will justly be dismissed as empty words if not applied equally and consistently. If the defenders of Churchill hope to be taken seriously, they have an obligation to show that they will not play favorites in their defense of academic freedom.

At least for those on the political left, the question of campus speech codes now looms large as a litmus test of whether this will happen. Variants of these restrictions exist on most campuses in the United States. If literally enforced, many would suppress nearly all controversial, and much non-controversial, campus speech. For example, Brown University prohibits "verbal behavior" that leads to "feelings of impotence, anger, or disenfranchisement," whether "intentional or unintentional." Colby College proscribes words that cause a "vague sense of danger" or threaten loss of "self-esteem." Until recently, West Virginia University, which imposes similar restrictions, confined public demonstrations to a small and inaccessible "free speech zone." In 2004, the Faculty Senate of the University of Alabama (where one of the authors, David T. Beito, teaches) proposed sweeping rules denying university funds for "any behavior which demeans or reduces an individual based on group affiliation or personal characteristics, or which promotes hate or discrimination, in any approved University program or activity." Would this all-inclusive language apply to fans who heckle Auburn players or students at football games? It is hard to see why it would not (2).

When campus administrators enforce speech codes and related rules, conservatives and libertarians often bear the brunt of the attack. In January 2003, for example, the Judicial Affairs Council of the California Polytechnic State University (Cal Poly), San Luis Obispo, subjected Steve Hinkle, the president of the Cal Poly College Republican Club, to a grueling seven-hour hearing after a student accused him of "offensive" speech. Hinkle had done nothing more than attempt to post a flier in the school's multicultural center that advertised a speech by Mason Weaver, a black conservative and author of the book, *It's OK to Leave the Plantation*. The Council pronounced Hinkle guilty of "disruption of a campus event" and commanded that he write a letter of apology to a student. At CU, a year prior to the Churchill imbroglio, administrators issued a ban on an "affirmative action bake sale" in which the College Republicans sold cookies at "suggested" lower prices to

racial minorities. More recently, the University of Oregon derecognized and defunded *The Commentator*, a conservative campus newspaper, after it published an article satirizing a transgendered student senator (3).

Just as troubling is the case of Hans Hermann-Hoppe, a professor of economics at the University of Nevada at Las Vegas (UNLV). In 2004, a student complained to administrators that Hoppe's assertion in lecture that homosexuals were more likely to have higher time preferences (that is, favor present-day consumption over long-term savings and investment) constituted hate speech. In February 2005, UNLV Provost Raymond W. Alden III sent Hoppe a "letter of instruction" that announced a reprimand and suspension without pay for a week for creating a "hostile learning environment." Alden stated that Hoppe's statements were improper because they "were not supported by peer reviewed academic literature" and "not qualified as opinions, theories without experimental/statistical support." The fallacies of such a standard are obvious, or at least should be obvious. What professor can claim (at least with a straight face) that he or she has not violated this peer-review rule in lecture, not just once but many times(4)?

While the forces of academic freedom eventually triumphed in most of these cases, it was only because outside organizations, especially the Foundation for Individual Rights in Education (FIRE), stirred up adverse publicity or threatened lawsuits. In the meantime, the administrators had displayed to the world an appalling disdain for

campus free speech while all too many faculty, by not speaking out, showed either failure of nerve or outright complicity in injustice. It is impossible to escape the conclusion that these attitudes can be traced, at least in part, to the fact that the victims of repression were often conservatives and libertarians (5).

When the Organization of American Historians appointed its Ad Hoc Committee on Academic Freedom in 2004 to be chaired by David Montgomery, we hoped that a prominent force in the academy might finally breach this wall of silence. In an e-mail to Montgomery, Beito included a proposal he had written for Liberty and Power, a group blog at the History News Network (HNN). It urged the Committee to exploit a golden opportunity to address the issue of speech codes. Ralph E. Luker, a member of Cliopatria, a group blog at HNN, supported this effort. Beito suggested that if the Committee came out vigorously for academic freedom across-the-board, it might lay the foundation for a powerful left/right constituency to better protect campus free speech for everyone. He thought Montgomery might be receptive because they both were supporters of the Historians Against the War and had shared concerns about the suppression of antiwar dissent (6).

While Montgomery courteously promised that the Committee would consider these concerns, the final report showed no evidence that it did. It said nothing about speech codes or, for that matter, even hinted that administrators or faculty have ever violated the academic freedom of conservatives or libertarians. Instead it showcased a long parade of leftist victims and rightist victimizers. Some examples highlighted by the report had merit but others were highly strained, such as a lament that "a New

Jersey high school administration devoted the entire week of teacher preparation for the coming term to celebration of the legacy of Ronald Reagan." Meanwhile, Steve Hinkle, who could have used the Committee's recognition in a genuine free speech grievance, was suffering harassment at the hands of Cal Poly administrators (7).

The enemies of academic freedom span the political spectrum. Whether they are on the left or right, they share one trait in common: contempt for the free marketplace of ideas on campus. If the ravings of Ward Churchill deserve protection (and they do), it becomes impossible to rationalize restrictions on the comparatively mild statements and actions of Hoppe, Hinkle, and the bake sale organizers at CU. Thus, if leftists who have spoken up so boldly for academic freedom in the Churchill affair are sincere in their claims to tolerate "offensive" speech, they will exert themselves to form common cause with conservatives and libertarians in the fight against speech codes. □

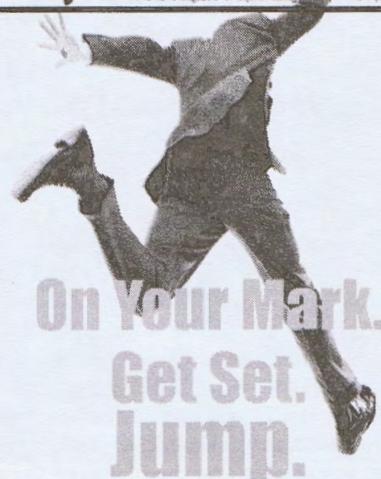
David T. Beito is associate professor of History at the University of Alabama; Ralph E. Luker is the founder of CLIOPATRIA: A Group Blog; Robert David Johnson is professor of History at Brooklyn College and the CUNY Graduate Center.

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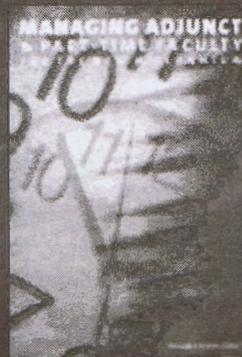
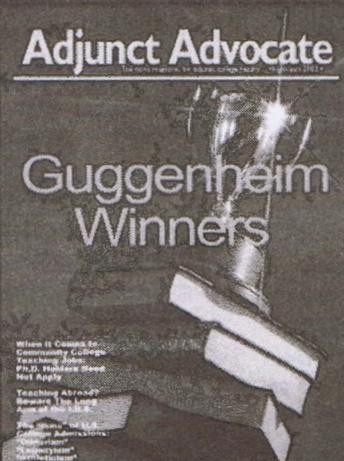
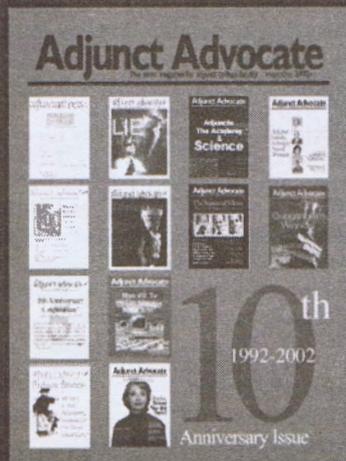
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Defending Academic Freedom

Jonathan Knight

Since its founding in 1915, the American Association of University Professors (AAUP) has, through various means and in numerous arenas, defended and advanced academic freedom. This past year alone saw the AAUP not only engaging college and university administrations over academic freedom issues, but also challenging actions by federal officials, state legislatures, and various pressure groups that threatened or violated academic freedom.

On several campuses, professors who should have been free to disagree with administration policies were instead dismissed from their positions. The president of Philander Smith College in Arkansas terminated a professor's appointment on grounds of insubordination after the faculty member told a newspaper reporter that she could

“On several campuses, professors who should have been free to disagree with administration policies were instead dismissed from their positions.”

not comment on current problems at the college because a presidential directive banned faculty and staff contacts with the media and with state or accreditation agencies without prior presidential approval. The directive itself was an affront to academic freedom. Two professors at Benedict

College in South Carolina were also dismissed because of alleged insubordination. They had the temerity to insist on grading students on the merits of their academic performance, without adhering to an administration-imposed policy requiring first-year and sophomore students to be graded at least as much on the basis of effort as on academic performance.

Internal policy disputes featured prominently in the dismissal of a professor at the University of the Cumberland in Kentucky who incurred the administration's hostility apparently because of what he had posted on his own web site about college programs and the president's leadership of the institution. The Cumberland's administration then removed the chair of the professor's department from the faculty because he disagreed with its action against his colleague. Two professors at Meharry Medical College in Tennessee were dismissed because of disagreements with the administration's policies and practices they should have been free to voice.

External political pressures also took their toll on academic freedom. The administrations of California State University, San Marcos, and George Mason University in Virginia, responding to public clamor, withdrew speaking invitations to controversial filmmaker Michael Moore. The AAUP countered that the cancellation of a speaking engagement because of public displeasure with a speaker's views is at odds with the belief that a university is place where all views—no matter how controversial—can be heard and discussed. The AAUP similarly decried death threats against Ward Churchill, who had likened victims of the attacks on September 11, 2001, to

“little Eichmanns,” and the prospect of violence which led Hamilton College in New York to cancel his appearance on that campus.

At Arizona State University, controversial art was the flashpoint. The university administration insisted that several unflattering depictions of President George W. Bush be removed from a campus art exhibition scheduled to open shortly before one of the 2004 presidential debates was to be held at the university. In a second incident just prior to the November election, the ASU administration began an “administrative review” of a professor's display of an antiwar poster, saying that it dishonored Pat Tillman, a former student at the university, who had died fighting in Afghanistan. The administration's action in both situations, the AAUP maintained, could not be reconciled with a commitment to academic freedom.

Also disturbing to supporters of academic freedom were several steps taken by the Bush administration to curtail academic travel to and from the United States. In March 2004, the government barred scholars in this country from traveling to Cuba to participate in a conference on brain injury. In June, it announced new restrictions on educational travel to Cuba that have severely impaired academic exchange programs. In August, it revoked the work visa of Professor Tariq Ramadan, a citizen of Switzerland and well-known Muslim scholar, who had been appointed to a faculty position at the University of Notre Dame. And in September, in an unprecedented action, it denied visas to all sixty-five Cuban scholars scheduled to participate in an academic conference in Las Vegas.

In addition, political pressures on faculty rights, as well as on the independence of colleges and universities, surfaced this last year in several states that have been considering adopting versions of the so-called academic bill of rights. Common to all these bills is that they would replace academic standards with political criteria for determining whether the faculty of a college or university foster “a plurality of methodologies and perspectives.” The pressures are also clearly evident on web sites in this country and abroad and in media reports declaiming against the alleged political bias of the academic profession, and especially against certain professors of Middle East studies.

This past year's challenges for academic freedom may have been somewhat unusual because of the intensity of the national presidential contest and its impact on the academic community. But as long as some professors, in their teachings, writings, speeches, or associations, offend those in power, those challenges will never cease. And, of course, the defense of academic freedom can never rest. □

Jonathan Knight directs the program in academic freedom and tenure for the American Association of University Professors.

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François Furstenberg, Université de Montréal
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American Experience, "Reconstruction, the Second Civil War"
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Episode Two: Elizabeth Deane, Producer and Director, Patricia Garcia Rios, Co-Producer and Co-Director; Series Producer: Elizabeth Deane)

Honorable Mention:

California Newsreel, February One
(Rebecca Cereese, Producer, Video Dialog; Stephen Channing, Executive Producer, Video Dialog)

Marian Marzynski, Listas: American Experience, "Patriots Day"
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for graduate students of color at the dissertation research stage of their Ph.D. program

Ana Elizabeth Rosas, University of Southern California
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"Journeymen: Boxing and the Popular Politics of Race, Nation, and Empire"

Lindsay M. Silver, Brandeis University
"The Nation's Neighborhood: The People, Power and Politics of Capitol Hill Since the Civil War"

Emily Zuckerman, Rutgers University
"Beyond Dispute: EEOC v. Sears and the Politics of Affirmative Action, Gender, and Class, 1968-1986"

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for graduate students whose dissertation topics deal with aspects of American history that extend beyond the territorial borders of the U.S.

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"Transnational Constructions of Race and Gender among Black Canadian Emigrationists, 1830-1869"

Theresa Runstedtler, Yale University
"Journeymen: Boxing and the Popular Politics of Race, Nation, and Empire"

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The OAH and the Japanese Association of American Studies, with the generous support of the Japanese-United States Friendship Commission, selects three U.S. historians to spend two weeks at Japanese universities giving lectures, seminars, advising students and researchers interested in the American past, and joining the collegiality of the host institution

Sara M. Evans, University of Minnesota, Tezukayama University; women's history

Kim E. Nielsen, University of Wisconsin, Green Bay, Japan Women's University; gender history

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L. Mark Sweeney, Cactus Shadows High School, Cave Creek, Arizona
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Victoria Cain, Columbia University
"Nationalizing Nature in American Natural History Museums, 1880-1930"

Christopher McKnight Nichols, University of Virginia
"Towards a 'Trans-National America': Randolph Bourne on Internationalism, Isolation, War, and the Risks of Integrating Intellectuals into the State, 1914-1918"

Nicolas G. Rosenthal, University of California, Los Angeles
"Taking it to the Streets: The Practices of History with Urban American Indian Communities"

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ORGANIZATION OF
AMERICAN HISTORIANS

Is Colorado in America?

Julie Greene

In the early twentieth century, when miners in Cripple Creek saw their strike crushed by martial law and an army of guardsmen, union leaders Charles Moyer and "Big Bill" Haywood famously posed the question: "Is Colorado in America?" We find ourselves asking the same question today, when Colorado is facing aggressive attacks on academic freedom and higher education. Yet just as in 1903, it turns out that Colorado is very much a part of America—it simply finds itself, once again, on the front lines of political and cultural conflict.

Take, for example, the group Students for Academic Freedom. This organization seeks to mobilize conservative students on campuses to combat an alleged hegemony of liberals in higher education. In 2003, Colorado became the first skirmish in this war. The group's founder, David Horowitz, accused CU faculty of liberal bias and discrimination against conservative students. Inspired by Horowitz, a Republican State Representative introduced the Academic Bill of Rights. In March of 2004, CU President Elizabeth Hoffman achieved a diplomatic compromise in which the leaders of higher education in Colorado signed a Memorandum of Understanding stipulating that students should not be penalized for their political beliefs and committing the universities to ensure a diversity of political opinion. Although David Horowitz celebrated the Memorandum of Understanding as a victory, the view here is that President Hoffman smartly defused a difficult situation (1). Colorado dodged this particular bullet, yet measures inspired by Horowitz's conservative activism are now being debated in more than a dozen other states.

The degree to which this earlier controversy paved the way for the current investigation of CU Professor Ward Churchill is difficult to assess. Churchill's comments and the ensuing crisis are well known. In an essay written in 2001, Churchill argued that violence against the U.S. is inevitable if we continue to support unpopular and militaristic regimes abroad, Churchill declared:

As to those in the World Trade Center.... True enough, they were civilians of a sort. But innocent? Gimme a break. They formed a technocratic corps at the very heart of America's global financial empire—the "mighty engine of profit" to which the military dimension of U.S. policy has always been enslaved—and they did so both knowingly and willingly.... If there was a better, more effective, or in fact any other way of visiting some penalty befitting their participation upon the little Eichmanns inhabiting the sterile sanctuary of the twin towers, I'd really be interested in hearing about it (2).

There have been many responses to Churchill's words, of course. Most people see this as an offensive formulation. To many, he simplifies complex issues of innocence and guilt and ignores the fact that most victims at the WTC were working-class people, the janitors and waitresses arriving early for work. But to numerous others—especially national conservatives like Bill O'Reilly or Republican Colorado Governor Bill Owens—Churchill's comments constitute treason and support for terrorism.

Governor Owens demanded that Churchill be fired for his opinions, calling him "anti-American" and "far outside the mainstream of civil discourse and useful academic work." "No one wants to infringe on Mr. Churchill's right to express himself," declared the governor, "But we are not compelled to accept his pro-terrorist views at state taxpayer subsidy" (3). The Regents of the University of Colorado called an emergency meeting, at which students seeking to express their support for Churchill were forcibly removed. Following this the Regents and University leaders announced that the interim Chancellor of the University and two deans would conduct an investigation into Churchill's writings and speeches to determine if there existed grounds for dismissal.

In the weeks that followed, while the chancellor's investigation proceeded, conservative radio talk show hosts, newspaper columnists, state legislators, and national figures continued their attacks. State legislators drafted bills which would give the legislature control over tenure decisions, or create uniform tenure procedures for every institution in Colorado, or even eliminate tenure altogether. One Republican legislator introduced legislation to reduce the state's appropriation to CU by \$100,000, roughly the amount of Churchill's salary.

Rocky Mountain News columnist Mike Rosen, referring to faculty concerns that the attacks on Churchill would have a "chilling effect" on university life, declared "Good. It's about time." Indeed, he dreamed the Churchill scandal might provide an opportunity to turn CU into a "bastion of conservative thought" (4). Meanwhile, from many different corners came increasingly serious charges against Ward Churchill. He has now been accused of lying about being an American Indian as well as engaging in research fraud, intimidation of other scholars, and artistic piracy. In this difficult and politically charged climate, University of Colorado officials responded inconsistently. They became panicked over loyalty oaths, which every faculty member had been required to sign upon being hired. No oath could be found for Churchill, and so the University required that every department locate an oath for every faculty member. Those who had no oath in their files were required to sign one again, and have it notarized, within only a few days. On the other hand, CU President Elizabeth Hoffman met with faculty and declared that we are "in dangerous times again," comparing the current political atmosphere to McCarthyism. Politicians responded immediately by calling for her resignation. Days later, she did resign from the presidency. Some have called her a martyr to academic freedom but the truth is Hoffman's presidency had been weakened by several factors.

Over the last two years, Colorado has been forced to weather a tremendous storm of controversy and declining state support for higher education. That broader crisis is critical for understanding the response of CU's leaders to the current attacks on academic freedom. Charges of sexual violence and use of alcohol and drugs in football recruiting, and the refusal of the university's fund-raising arm to open its accounts to public scrutiny, greatly weakened the university's standing with the public, the legis-

lature, and the governor. Government investigations and civil suits put CU leaders on the defensive—and to many observers Hoffman's attempts to bring the athletic program under control and to create an environment intolerant of sexual violence did not go far enough. Meanwhile such troubles increased the desire of politicians and the regents to find ways of exercising greater control over the university. This made it much more difficult for Hoffman to maneuver in the current charged atmosphere.

Of course, the crisis in Colorado is part of a stifling of dissent occurring across the country in the wake of 9/11. It is likewise a skirmish in a much broader attack on higher education. Here in Colorado, state funding of higher education has fallen precipitously in recent years. CU receives now less than 9 percent of its funding from the state of Colorado. The state has also recently passed a voucher system for higher education, attempting to further bring the principles of the free market into the center of educational policies and funding. Governor Owens has been a leader in these developments. Once a rising star in the Republican Party, Owens has seen his fortunes decline as a result of economic troubles as well as electoral losses in 2004, when Democrats won control over both legislative houses. Many see Owens' prominent role in the Churchill case as an attempt to gain back some of his lost luster.

On March 24, 2005, interim Chancellor Phil DiStefano released his committee's report on Ward Churchill. It included three main findings. The committee found that Churchill's comments were protected under the First Amendment. However, they found in two other areas that the charges against Churchill merited further assessment, and they asked the University's Standing Committee on Research Misconduct—a committee composed of CU faculty members—to undertake this investigation. Specifically, they asked the committee to assess whether Churchill had engaged in research fraud, fabrication, or plagiarism, and also whether he misrepresented himself as an "American Indian to gain credibility, authority, and an audience by using an Indian voice for his scholarly writings and speeches" (5).

Throughout this crisis, faculty members have struggled to find an effective response. The release of the chancellor's report, just days ago as I write this, will likely complicate that mission. In the early weeks there was a strong sense of horror at the desire by so many, including the governor, to limit freedom of speech. Nearly two hundred CU faculty members signed a resolution that defended Churchill's right to express his opinion and demanded that the investigation be halted as an affront to the moral foundations of the University. Some faculty members believed even then, however, that the investigation should continue because complex issues regarding Churchill's scholarly integrity and conduct must be resolved. If CU refused to examine his case thoroughly, it was argued, this would encourage the legislature to mount its own investigation. Now with the release of the report, relief is palpable among the faculty that the chancellor has defended Churchill's right to freedom of speech. Yet serious issues remain. Particularly now that University officials have defended Churchill's right to free speech, faculty in increasing numbers will likely support the chancellor's decision to refer the matter of possible research misconduct to a faculty committee. Yet many oth-

"the crisis in Colorado is part of a stifling of dissent occurring across the country in the wake of 9/11"

Current State of Academic Freedom

Gil Troy

Imagine historians in 2055 researching the state of academic freedom in 2005. They discover that a "Committee on Academic Freedom" identified "five major areas of concern": government surveillance, government harassing foreigners, government restricting archival access, government "shap[ing] the content of teaching and research" and harassment of teachers by conservatives, notably repressing "antiwar" voices and imposing celebrations of Ronald Reagan. Wouldn't you suspect this litany was one-sided? Wouldn't you think that notions of accuracy and integrity aside, good strategy would entail noting at least one example of leftist intolerance to create the pretense of balance?

The OAH Committee on Academic Freedom's myopic mandate undermined its credibility. You need not be a pajama-wearing, fire-breathing, Bush-loving blogger to protest the chilling effects of leftist politicking—and bullying—on academic freedom,

along with government excesses and conservative histrionics. Many students see it. I cringe when students confess they won't disagree with a professor—or question a politically-motivated distortion—because they fear retribution. I shudder when even University of Michigan Democrats admit there is no "safe space" for George Bush supporters on campus. I mourn when Columbia University students challenge professorial bullying and their complaints are reduced to a pro- or anti-Israel Rorschach test rather than issues of educational morality. And I am outraged by the silence of fellow moderates, who shrug their shoulders and shut their mouths fearing being tagged as "right wing maniacs," academic shorthand for being stupid AND evil. Selective indignation, piling up one-sided lists of sins deemed left-wing or right-wing is the problem, not the solution. Academic freedom too frequently is a truncheon swung selectively. Diversity is a false ideal if it only guarantees a rainbow of colors. True education demands that students confront a dizzying spectrum of positions, learning to evaluate them systematically. Studying history should cultivate critical thought, depth, and perspective, not sloganeering or aping the latest academic trends. Whatever happened to "a free marketplace of ideas" and "freedom for the thoughts we hate"? When did our desire to be political missionaries upstage our mission as educators? We need to be vigilant and consistent, attacking abuses regardless of the perpetrators' politics. Violence to silence speakers, professorial pressure for students to embrace political positions, collegial censure of mavericks, must end, whether the speakers, students, or professors are liberals or conservatives. Alas, our campuses have become increasingly polarized, too many academics consort only with ideological and methodological allies, mocking the ideals of open-mindedness and learning from everyone.

Politics does not taint everything in today's academy. In seeking to restore balance to the classroom, the discussion itself must remain balanced. Importing the media's *Crossfire* dynamics onto campus generates headlines not progress. If the OAH committee wants to protect academic freedom, it will have to do what we train our students to do—dig beyond the headlines; address the egregious cases, then go further; resist the toxic, polarizing nature of modern political discourse; and ask probing questions about modern educational mores.

The committee will have to address the silence of moderates and iconoclasts who fear being labeled right wingers if they question campus orthodoxies. It will have

to condemn the smothering of students who parrot back answers in too many classrooms, not daring to defy their teachers. It will have to challenge the boring, self-righteous, stultifying uniformity of opinion—or at least professed opinion—choking many

departments. The distrust is so great that the committee should consider beginning with the unacademic approach of anonymous questionnaires, to encourage candor, and then, once a credible broader mandate is defined, invite public statements.

I am all for teaching as a subversive activity—but that includes questioning the prevailing political winds. Without freedom for students to sample a conceptual cornucopia, universities are useless. I know I risk collegial disdain by trying to keep politics out of my classroom. I don't pretend to be bias-free. Rather, I encourage my students to identify biases including my own. There is value in refusing to use a professorial podium as a political platform, challenging students to talk politics without being political.

We must develop a culture of skepticism, not just about governmental authority and traditional shibboleths, but about contemporary predilections, modern "isms," and cutting-edge methodologies. And we must restore a culture of tolerance, methodologically and substantively. We fail when students perceive us as doctrinaire, we distort when we only engage one side of an issue, we oversimplify when we reduce everything to a political equation, we cheat when we only hire intellectual clones, we betray ourselves when we befriend only those who agree with us. "Ideas are explosive," the Canadian Prime Minister Lester Pearson said in his 1957 Nobel Lecture. We need classrooms that are safe testing grounds for ideas, both new and old. We need campuses encouraging students and colleagues to experiment boldly, rigorously, honestly, creatively, systematically, and, as much as possible, apolitically. □

Gil Troy is Professor of History at McGill University and the author, most recently, of Morning in America: How Ronald Reagan Invented the 1980s (Princeton University Press).

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ers continue to be troubled by the political motivations of any such assessment. No investigation would be happening had Churchill not uttered unpopular opinions, some argue. Any discussion of Churchill's possible research misconduct, in this view, cannot be extricated from political efforts to repress dissent. The decision to investigate Churchill's claims of being Native American, on the other hand, seems to most faculty members with whom I have spoken to be unprecedented and deeply troubling. They disagree, however, on whether it is necessary. Some believe that for reasons of pragmatism and/or professional ethics the chancellor needed to further assess Churchill's claims.

In the heart of CU's campus sits Dalton Trumbo Fountain, dedicated in 1993 to honor the CU alumnus and screenwriter/novelist who was blacklisted and jailed for ten months when he refused to testify before HUAC. Trumbo Fountain is the place where people meet to express and exchange views, and it is where the protests regarding Churchill have occurred. The irony of College Republicans meeting at Trumbo Fountain to demand Ward Churchill's dismissal seems lost on many people. This is just one example of the broader historical context surrounding the debate over Ward Churchill. CU has long experienced troubles over issues of dissent and the sometimes-invasive power of the state legislature. In the 1920s state legislators cut financial support for a year after CU President George Norlin refused to submit to its demands, instigated by the Ku Klux Klan, that all Catholic and Jewish professors be fired. In contrast, during the 1950s CU fired Morris Judd, a professor of philosophy, for his alleged radicalism. Judd's main crime consisted of hosting a reception for Paul Robeson. CU President Robert Stearns claimed at the time that it was necessary to investigate and eliminate radicals lest the legislature decide to take even more strenuous steps. (Only in 2004 did CU issue a formal apology for firing Judd.)

Faculty, students, and staff walking the paths of the CU campus these days find themselves wondering, once again, "Is Colorado in America?" As in 1914, battles fought in Colorado will likely shape those elsewhere for some time to come. □

Julie Greene is an Associate Professor of History at the University of Colorado, Boulder.

Endnotes

1. David Horowitz, "Victory in Colorado!", at <<http://studentsforacademicfreedom.org/archive/September2004/Victory-inColoradoDhstory091304.htm>>.
2. Churchill's essay, "Some People Push Back: On the Justice of Roosting Chickens," can be found at <<http://www.darknightpress.org/index.php?i=news&c=recent&view=9>>.
3. Governor Owens' letter is available in the archives of the *Boulder Daily Camera*, at <<http://www.colorado.gov/governor/press/february05/churchill.pdf>>.
4. Mike Rosen, "CU Is Worth Fighting For," *Rocky Mountain News*, posted March 4, 2005, <http://www.rockymountainnews.com/drmn/news_columnists/article/0,1299,DRMN_86_3592594,00.html>.
5. Interim Chancellor Phil DeStefano, Arts and Sciences Dean Todd Gleason, and Law School Dean David Getches, "Report on Conclusion of Preliminary Review in the Matter of Professor Ward Churchill," at <<http://www.colorado.edu/news/reports/churchill/report.html>>.

OAH Lecturers Connect with the Secondary School Community

Annette Windhorn

OAH Distinguished Lecturers are venturing beyond college campuses in increasing numbers. Here is a sample of the events in which they spoke during the past year:

- An October assembly for 400 high school students, faculty, and parents at a private school in Tucson.
- A summer evening lecture in San Antonio, sponsored by the College Board and attended by more than 500 high school teachers and college professors who gathered to read AP U.S. history exams.
- A Teaching American History teleconference attended by 35 middle and high school teachers in January, originating from a public television station and spanning two time zones in the Florida panhandle.

More than twenty-five OAH Distinguished Lecturers have addressed high school teachers, students, and others involved in secondary education during the current academic year. Their number has grown steadily over the last few years and represents nearly a quarter of all OAH Lectures scheduled this year.

Most of these lectures have been sponsored by school systems or other local educational agencies that are administering federal Teaching American History (TAH) grants, an initiative championed by Sen. Robert C. Byrd (D-WV) and first funded in 2001 to improve the quality of instruction in American history as distinct from general social studies education. In addition to lecturers, OAH offers a variety of other resources to TAH grant writers and recipients, including history educator memberships, *OAH Magazine of History* subscriptions, and reduced registration fees for annual and regional meetings.

TAH gatherings across the country, from Florida to California, have hosted OAH Lecturers. (A complete list of the hosts of this year's teacher-focused lectures accompanies this article.) Ramon Gutierrez and Virginia Sanchez Korrol worked with teachers in Puerto Rico this spring, in conjunction with TAH grant partner Universidad Interamericana in San German—the first OAH lectures outside the continental U.S.

When choosing guest speakers for a primarily middle- and high-school teacher audience, TAH grant administrators seek specific history content as well as pedagogical ideas. "I need to cover the time

periods specified in our grant," said lecture host Kathy Nobles of the Panhandle Area Education Consortium in Florida, "but I also want to pursue topics not normally covered in the textbook."

For example, she invited lecturer Merritt Roe Smith to talk about military technology during World War I, giving participants a new angle on teaching about this conflict.

Lecture host Lynn Baca of the Page Unified School District in Arizona added that she chooses areas that will be popular among the teachers, such as Native American history since her district's student population is more than two-thirds Navajo. "We also choose topics that are relevant to the standards being taught. You cannot ignore the power that standards hold over what teachers need to teach and thus want to learn," Baca said. "Teachers are anxious, and increasingly so, about how to incorporate the latest scholarship into a curriculum increasingly driven by high-stakes testing," agreed lecturer Tom Bender. He spoke to the AP exam graders in San Antonio last summer.

TAH workshops can sometimes be small (fewer than twenty people), but their impact is powerful: this spring in Newport News, Virginia, for example, lecturer Peter Onuf talked about early national history with a group of sixth-grade teachers who had just been assigned to cover the first half of U.S. history, rather than the second half that many had been teaching for years. Through the lectureship program, scholars also visit teachers in rural or isolated communities such as the Four Corners area in the Southwest or the Florida panhandle.

When working with teachers' groups, lecturers usually present formal talks with question-and-answer periods; sometimes these events are also open to the public. Speakers often engage in workshop interactions and informal discussions as well: examining research techniques, sharing handouts, providing bibliographies, linking new research to state history standards, brainstorming about how to use artifacts or primary sources to make

history come alive in the classroom. After giving conference keynotes at the Idaho National Council for History Education meeting last fall, for example, lecturers David

Kennedy and Lizabeth Cohen spoke with a small group of local AP teachers and their students about what it is like to write a U.S. history textbook.

"Teachers need to connect with important writers and important thinkers in history and social studies," said Russ Heller of the Boise Independent School District,

organizer of the Idaho NCHE conference which involves not only secondary school teachers and college professors but also undergraduates who are studying to be teachers. He praised the lectureship program for facilitating access to "top-notch scholars with an added talent for communicating ideas." Ellen Emerick, organizer of last fall's Kentucky Association of Teachers of History conference, also complimented the lectureship program for its roster of "engaging speakers who offer new and original perspectives."

Teachers' desires to bring new material to their students are at the core of the lecture hosts' and lecturers' planning. "Like any other learners, teachers need interesting visual content," said lecture host Nobles. Visual aids and handouts help her teachers, she noted, especially since they cannot count "seat time"—conference attendance alone—toward recertification; they must demonstrate that they have implemented in their classrooms what they learned. "K-12 teachers, while of course generally interested in the substance of one's research, are also eager to gain insights on a topic that will assist them in curricular planning, class preparation, and the development of rhetorical and increasingly audio-visual techniques to reach and inspire students," agreed lecturer Michael Bernstein, who spoke to Nobles's teachers in Florida last January. Most important, perhaps, according to Nobles, "teachers also share with their students that they are still learning and excited about learning" by attending TAH and other workshops and conferences. Several lecturers remarked that teachers are challenging, invigorating audiences. "Teachers are accustomed to being listened to, so the Q&A is always quite lively," said lecturer Doug Monroy, adding that his mother is a retired teacher. He spoke to a TAH workshop in Jamestown, NY, last summer.

Presenting teacher seminars since the late 1980s has taught lecturer Ed Countryman a lot about classroom interaction. "My teaching style is much more give-and-take as a result," he said. "Simply presenting myself as an authority does not work, any more than it would in an OAH convention setting. My working creed always is that I ap-

"The teachers who tap into the OAH lectureship program are also experimenting with other creative and imaginative ways to reach their students."

Lecturer's P.O.V.: Steve Gillon on visiting St. Gregory College Preparatory School, Tucson, AZ

At St. Gregory's in Tucson I was part of an innovative year-long project designed to educate students about the 2004 presidential election developed by [OAH member] George Rising. The students created parties, elected candidates, developed platforms, and campaigned for votes. There were special interest groups and members of the media playing their assigned roles. They were remarkably well read in many of the details of party politics, and they turned the school into a political laboratory.

During the day, I attended classes (including Rising's AP U.S. government course), ate lunch with representatives of the various political parties and interest groups, and then went from room to room where the candidates were holding caucuses. Later in the evening, I attended a dinner and gave a lecture to students, teachers, parents, and other members of the local community. There were probably three hundred people in the auditorium.

It is possible that over the course of the day the students picked up a few scraps of knowledge from me. But I left Tucson energized by the event, filled with new ideas to use in the classroom. More than anything else, however, I left with a renewed sense of pride in my chosen profession. I spent a day with a group of teachers who love what they do and who do it far better than I ever could. □

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proach any audience with the proposition that I want to show something well enough that the audience can argue with it. Teachers are very willing, even eager, to argue."

"I find teachers to be a very engaged audience," observed lecturer Cohen. "They also tend to be fairly progressive, so we often end up making links to contemporary American politics and society."

"The teachers who tap into the OAH lectureship program are also experimenting with other creative and imaginative ways to reach their students," lecturer Steve Gillon said. "These teachers are also among the hardest working and most dedicated in the profession." (For more of Gillon's thoughts on speaking to a Tucson high school assembly, see page 17.)

Countryman added, "If they've read anything I've written, it's as active users, passing it on, rather than as passive consumers. They have studied history at college, at master's and sometimes doctoral levels. They are aware that they're dealing with a zone of inquiry, rather than just a set of facts and stories." "They also have constraints that few professors face," Countryman continued, "in terms of legal mandates on their content and often their approach and the possibility of community sanctions for heterodox positions."

When working with teachers, lecturers also enjoy exploring the connection between research and teaching. "I found the talk very gratifying because I gave the same kind of scholarly talk I would give to any audience of historians, yet was able to speculate about implications for teaching," lecturer Alison Games described her keynote address to the Kentucky Association of Teachers of History [KATH] conference last fall. "I really like the idea of this one-day gathering to discuss matters related to teaching—common ground for all historians regardless of the level of student they teach." KATH membership includes K-12 teachers as well as college and university professors.

"In speaking to university faculties, I rarely get any questions about how one would teach this or that point, where it might fit into a constrained curriculum," Bender said. "Those questions do come up in presentations to teachers. But otherwise their questions and comments are little different from university audiences—some penetrating, some not,

some self-serving, some deeply serious. But students are always a presence in discussions with teachers in a way they are not with university faculties, whose research is foregrounded." Games added, "It is always interesting to learn what colleagues are doing in different settings. It is also important as a college teacher to understand what students are learning in high schools and to think about ways in which the newest scholarship might be deployed in a high school setting."

"These are some of my favorite speaking engagements," Cohen concluded. "We can provide teachers with some renewed stimulation and ultimately benefit their students as well." □

Annette Windhorn is OAH's lectureship program coordinator.

OAH Lecture Hosts

These groups hosted OAH Distinguished Lecturers during Teaching American History grant workshops and other gatherings of teachers in 2004-2005.

- Clayton State College (GA)
- College Board/Educational Testing Service
- Constitutional Rights Foundation (Los Angeles)
- Danbury (CT) High School
- East Central University (OK)
- Fitchburg State College (MA)
- Idaho Council for History Education
- Jamestown (NY) Public Schools
- Kentucky Association of Teachers of History
- New-York Historical Society
- Newport News (VA) Public Schools
- Ohio State University
- Page (AZ) Unified School District
- Panhandle Area (FL) Education Consortium
- Region 16 (TX) Education Service Center
- Richmond County (GA) Board of Education
- South Georgia History Project
- Stafford County (VA) Schools

CALL FOR PROPOSALS

2006 OAH Midwest Regional Conference

LINCOLN, NEBRASKA • JULY 6-8, 2006

HISTORIC HEARTLAND: CELEBRATING A CENTURY OF OAH

In 2006 OAH, in conjunction with the University of Nebraska Department of History, will host its third regional conference. Its aim is to reach members and other historians and teachers with an interest in the Midwest and Great Plains. The regional hopes to involve those located in the Midwest at community colleges and high schools, and those employed in government, museums, and the private sector as well as in four-year colleges and major universities. The conference also seeks to encourage graduate students, who will soon serve in these diverse capacities, to get involved in professional activities early in their careers.

The regional conference will be held in Lincoln, Nebraska, near the campus of the University of Nebraska, at the Cornhusker Hotel, July 6-8, 2006. Its special purpose is to launch the centennial celebration of the Organization of American Historians, which was founded as the Mississippi Valley Historical Association in Lincoln. The committee would like to use this opportunity to celebrate the Midwestern roots of the OAH and to encourage historians in and of the Midwest to share their work. The benefit of a regional conference is that its size allows for close engagement with other historians practicing in diverse settings. Considerable attention at this conference will also be paid to professional development and the practice of history both in classrooms and in public settings in the Midwest.

The committee invites proposals for panels, workshops, roundtables, poster sessions, and performances, and is open to proposals that take place offsite as well as onsite. We prefer proposals for complete sessions, but will consider individual proposals as well. In addition to proposals that reflect the conference theme, we welcome submissions that explore other issues and themes in American history. The committee hopes to receive proposals from an array of disciplinary and interdisciplinary areas, including politics, religion, business and economics, agriculture, the environment, race, labor, gender, sexuality, diplomatic and military. The committee looks forward to sessions that include or focus on the histories of African Americans, Native Americans, Latinos, immigrants, and diverse ethnic groups.

Teaching sessions are also welcome, particularly those involving the audience as active participants or those that reflect collaborative partnerships among teachers, historians, and other history educators. Topics may cover any pedagogical issue or technique, at any level, from K-12 through postsecondary.

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 exploring digital history, 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.

The committee will work to have the program represent the full diversity of the OAH. 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 May 1, 2005, at <<http://www.oah.org/meetings/2006regional/>>. All proposals must include complete contact information (including email) for each participant. More information about proposal submissions is available online. All proposals must be received no later than **August 1, 2005**, at the above website.

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. Participants representing other disciplines do not have to be members.

2006 Midwest Regional Conference Program Committee

Victoria Bissell Brown, Cochair, Grinnell College
Kenneth J. Winkle, Cochair, University of Nebraska
Donald L. Fixico, Arizona State University
Dennis N. Mihelich, Creighton University
Ronald C. Naugle, Nebraska Wesleyan University
Lydia R. Otero, University of Arizona
Stephen J. Pitti, Yale University
William C. Pratt, University of Nebraska, Omaha
James A. Rawley, University of Nebraska
Virginia Scharff, University of New Mexico
Donald L. Stevens Jr., National Park Service

Collaborating for Excellence

Anna Roelofs

In July 1998, a small group of historians and classroom teachers met in Watertown, Massachusetts to begin planning for a groundbreaking project—the creation of curriculum sourcebooks to bring recent scholarship in African American history to middle and high school teachers and students. The educators present were knowledgeable about this history and all were committed to identifying primary sources and to writing lessons placing African American history in its rightful place within “mainstream” U.S. history.

For several years before this meeting, these scholars and teachers had been part of a larger program of professional development organized and run by Primary Source, a nonprofit teacher center in Massachusetts that was formed sixteen years ago to provide teaching and learning that is historically accurate and inclusive of the multiple voices in U.S. history.

Among the many challenges facing teachers of students K-12, one of the most important and most difficult is that of engaging them actively and passionately in learning about the past. In order for teachers to do this effectively, they need to continually improve their knowledge and renew their enthusiasm for content and pedagogy.

To help educators, Primary Source has offered seminars, summer institutes, workshops and conferences to teachers in Massachusetts and other New England states. In all of these programs, scholars work with teachers and Primary Source staff to provide an experience that is, according to one participant,

“stimulating, exciting and inspiring.” We feel a particular responsibility to foster a climate of intellectual exchange between university scholars and classroom teachers.

Primary Source offers programs on colonial America, the nineteenth-century West, and topics from the twentieth century. Our programs also raise awareness of the histories and cultures of other countries. World history studies include China, West Africa, and diversity in the Islamic world. Most recently, as part of a Teaching American History grant, Primary Source has developed programs that place the history of the United States within the context of world history. The Primary Source library houses an extensive collection of books, videos, catalogues, maps, and bibliographies in these content areas. There are curriculum guides as well, often created by teachers taking an institute for graduate credit.

Our programming in United States history has emphasized African American studies. The program began in 1995 with a weekend seminar. Then, for several years, Primary Source offered a summer institute entitled “Black Yankees, New England’s Hidden Roots.” Later, the course content was broadened and the name changed to “Making Freedom, African Americans in U.S. History.” As we expanded the program, we continued to hold two important assumptions:

- African American history must be understood

and taught as part of mainstream U.S. history; and

- many teachers are eager for new knowledge about this part of our collective past.

With each successive institute, these assumptions have been reconfirmed.

In 1998, with a grant from the National Endowment for the Humanities, Primary Source gathered a small group of historians and classroom teachers and began what became a collaborative six-year research and writing project involving many scholars and numerous teachers. In the spring of 2004, Heinemann Publishing released *Making Freedom: African Americans in U.S. History*, a series of five curriculum sourcebooks introducing materials from the fifteenth century through the modern civil rights movement of the twentieth century. Each book includes a CD of primary sources—diaries, broadsides, slave narratives, maps, government documents, cartoons, photographs, even art and music. These books present African American history as the story of social agency and intellectual achievement crucial to the development of the United States.

In the summer of 2004, Primary Source was able to offer a national institute to introduce teachers selected from schools across the country to the history revealed in the *Making Freedom* sourcebooks. With funding again from the NEH, and support and space from Tufts University, this four-week institute was organized around several themes: economies of slavery and freedom; African Americans and

the law; building community; and African American images and artistic expression. In addition to hearing from scholars, teachers traveled to New Bedford to learn about blacks in the seafaring trades, and walked the Black Heritage Trail in Boston. They toured the National Center of Afro-American Artists, revisited *Eyes on the Prize* with one of its creators, and watched a reenactment of a former slave who became an abolitionist.

Participating teachers have written to tell us how they are using the summer experience. Some have begun their own research, some have reflected on their teaching strategies and have new ideas for projects and lesson plans, some made and kept new friendships, one, at least, decided to return to school for a master’s degree in history.

As Primary Source plans for future courses and events, the impact of our programs and scholarship in African American history continues to infuse much of our work. This holds true not only for the work in United States history but also in our efforts to help teachers place the history of this country in the larger context of world history.

For more information about the work of Primary Source and for more details about the Sourcebooks, please visit our web site at <<http://www.primarysource.org>>. □

Anna Roelofs is a founder and former Senior Program Director of Primary Source.

TALKING HISTORY

Following the success of our first series, aired in the Fall of 2004, **Talking History** is pleased to announce a second series in collaboration with the Bill of Rights Institute on The Founders and the Constitution. Shows will be archived at <<http://talkinghistory.oah.org>>. For detailed information, including lesson plans visit The Bill of Rights Institute at <<http://www.billofrights.org>>.

If **Talking History** is not yet being aired in your area, please tell your local community, university, or public radio station about us. Program Directors respond best to their listeners. **Talking History** is distributed free of charge. More information is available from:

Bryan Le Beau at <lebeaub@umkc.edu> and Fiona Beattie at <beattief@umkc.edu>

In the meantime, here is a line up of shows:

The week of May 9th: Founders and the Constitution Part II. Equality

Robert McDonald joins Bryan Le Beau to discuss one of the most commonly misinterpreted ideas expressed by the Founding Fathers—the idea of equality. In his afterword, McDonald comments on the life of Thomas Jefferson. Robert McDonald is professor of history at West Point Military Academy.

The week of May 16th: Founders and the Constitution Part II. Liberty

Bryan Le Beau concludes the series with an interview with Craig Yirush on the notion of liberty as a guiding principle for the Founding Fathers and on the life of George Mason. Yirush is a professor of history at the University of California, Los Angeles.

The week of May 23rd: The Death Penalty

Many Western nations view America’s use of capital punishment as being in conflict with its stance on human rights. We examine the paradoxes of America’s death penalty by examining its history with guest Stuart Banner. Banner is professor of law at University of California, Los Angeles and the author of **The Death Penalty: An American History**.

The week of May 30th: Memorial Day

This week, Matthew Dennis and Bryan Le Beau continue their yearlong look at American holidays and discuss the origins and history of Memorial Day. Dennis is professor of history at the University of Oregon, and the author of **Red, White, and Blue Letter Days: An American Calendar**.

The week of June 6th: William Clark

Fred Nielsen discusses William Clark with his guest, Landon Jones, the author of **William Clark and the Shaping of the American West**. Jones is also the editor of **The Essential Lewis and Clark**, an edition of the explorers’ journals. And for our commentary **Talking History** regular, Allan Winkler, joins us to comment on Senator Barack Obama.

talkinghistory.oah.org

Improving the Contribution of Historians to TAH Projects

Will McArthur, Brian Gratton, Robert M. Barnes, Laura Blandford, and Ian Johnson

Using the Web to Improve Teaching American History Projects

Several years ago, one of our professors came to class shaking his head. His grade-school daughter was interviewed for a news story on Columbus' Day and, much to her father's horror, she knew almost nothing about the explorer. Having a good reason to want to improve the quality of American history instruction in K-12 classrooms, the professor's name now appears on a list of participants in the Teaching American History (TAH) program. Other historians have followed the same path and since 2001 over 400 grants have been awarded to school districts in the United States. Historians from Arizona State University have partnered in three of the five TAH annual cycles for grants awarded since the program's inception. During that time, we have learned some lessons about working with local schools, and about how historians might develop long term relationships with teachers and students. As a result, we developed a distinctive, web-based method, which we believe can help improve history instruction.

What do Historians do in TAH projects? The Need for Change

Judging from the Department of Education webpage for TAH, the projects highlighted at annual meetings, and conversations with program staff, it might be concluded that the history profession is vitally involved in this well-funded outreach program. This is not the case, however, and drawing on data gathered from a survey of history departments, we discovered that participation is at a moderate level, driven predominately by school districts rather than history departments, and characterized by "workshops" and "summer institutes" that fit traditional professorial styles.

We drew these conclusions using a scientific random sample of projects through the 2004 cycle. From the 410 projects, we took a 1 in 7 systematic sample, yielding 59 cases. A simple questionnaire asked whether "university or college" historians participated, what kind of work they did, and whether directors thought their work useful. We emailed directors, phoned if we got no reply, and then phoned again. We failed to make contact with 17 programs; non-response rates were roughly equal for the 4 years.

The survey revealed that about a third of the projects had very modest participation by professional historians, limited to perhaps a workshop or two, with no other tasks. About half displayed greater activity, usually longer workshops and summer seminars, and collaborative work on other activities. Only about a fifth demonstrated vigorous participation by historians in shaping and managing

project activities. Among these, almost none mentioned graduate student involvement and few indicated much use of internet resources or distance learning technology. With important exceptions, historians' roles were passive, and largely oriented toward giving traditional lectures; or as one director noted, we "stand and deliver." Evaluations confirm this judgment. Directors were generally satisfied with the role of historians, but there were repeated complaints that professors were not able to adapt content

standards. Our participating professors then prepared visually rich "lectures," which were done in streaming video. We also made sure that the lectures attended to state standards. The result was a set of stimulating, directly applicable presentations by historians such as Brooks Simpson, Paul Hirt, and Catherine Kaplan. We also offered teachers a wealth of topical resources—primary documents, video, audio, images, lesson plans, and links to good historical webpages—via the internet and used the expertise of professors and graduate assistants in

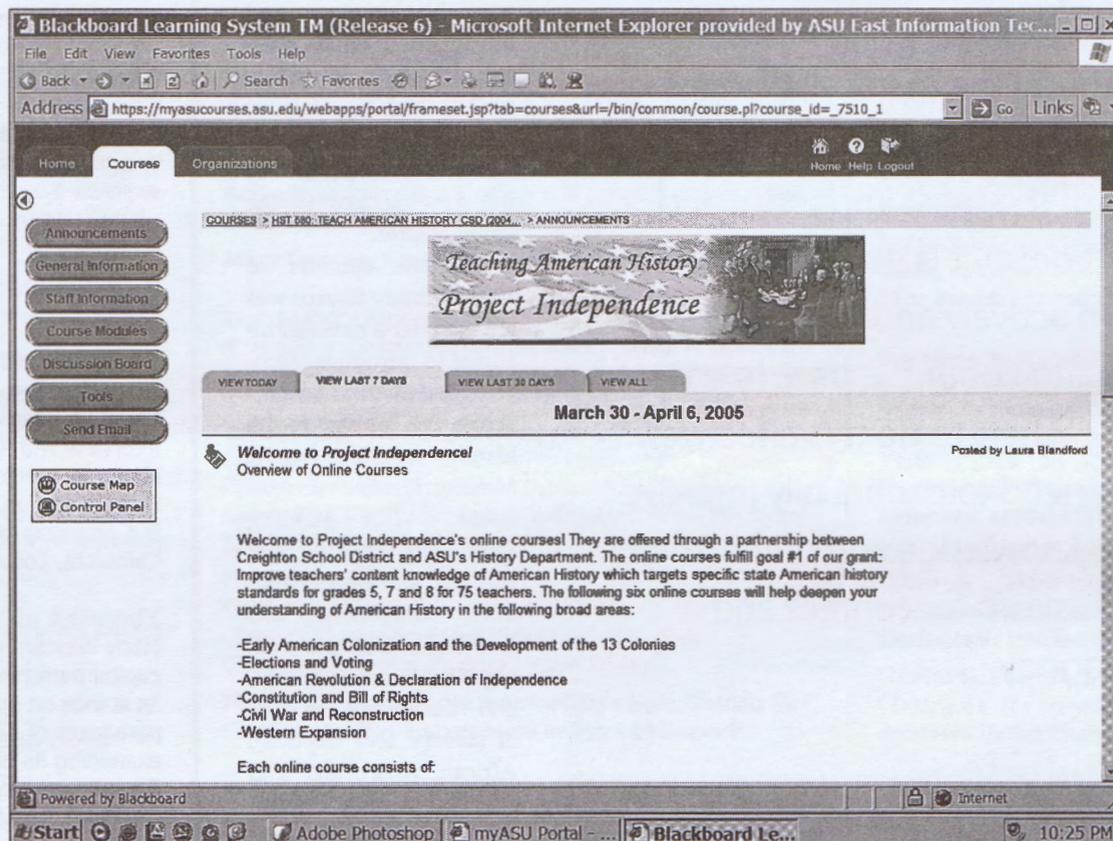
finding the best materials. PowerPoint presentations based on the lectures could also be downloaded, modified, and revised for classroom use. Finally, we provided guidelines for evaluating web materials.

The web site also featured an online discussion board that was directed toward effective use of the lecture and other materials in the classroom. Through this dynamic medium, professors and teachers were able to share ideas and discuss content. In our projects, as in all others, active participation by the school teachers is the essential issue. When that is achieved, we believe the web-based approach provides great advantages.

Conclusion

The online model allowed professors and teachers to interact in useful ways during the TAH process while, at the same time, offering a far more cost-effective program than in most other popular TAH projects. Perhaps most important, it created a relationship that did not disappear when the workshop ended. Through the web site, there was a long-term repository for content, ongoing discussions through the online forums, and continuing interactive relationships between experts in the field and teachers in the schools. In the future, if there is active and energetic participation by historians in such a format, ample benefits are available for both universities and K-12 institutions. □

Will McArthur is a doctoral candidate and Brian Gratton is a professor of history at Arizona State University. Robert M. Barnes, a doctoral candidate, is Faculty Development Manager, Apollo Group—Institute for Professional Development. Laura Blandford and Ian Johnson are graduate students at Arizona State University. We recognize both negatives and positives to this online approach and that to make it most effective requires careful planning. For a fuller spectrum of the lessons we have learned, please contact the authors at <Will.Mcarthur@asu.edu>.



"Project Independence," an internet-based course developed through a Teaching American History grant program between Creighton School District and Arizona State University's history department.

to grade level, integrate state standards, or contemplate teachers' classroom needs. As one director put it, "They do not know about teaching kids."

A Web-based Solution

We began with the idea that seminars and workshops were inefficient and expensive ways to deliver information, and that there was a need to improve upon project web sites that served largely as repositories for teaching materials created solely by the teachers. Instead, we developed an internet-based course that has been fine-tuned over each TAH project to deliver historical expertise, give teachers relevant resources, and create lasting working relationships. Professors provided the substantive core and for cost-effectiveness, we employed graduate students who actively worked with professors in ensuring that the material was useful to teachers and that it worked in the classroom.

We aimed first to give teachers state-of-the-art training in American history content. Our project team chose core topics based on the district's needs and state stan-

A March Between the Past and the Future

James A. Percoco

Singing freedom songs, "Ain't Nobody Gonna Turn Me Round" and "We Shall Overcome," twenty-one students, seven parents, and four teachers, from West Springfield High School in Springfield, Virginia, participated in the ultimate field trip and historical commemoration experience on Sunday, March 6, marching with ten thousand other people, many veterans of the civil rights movement, across Selma, Alabama's Edmund Pettus Bridge. The Bridge March marked the fortieth anniversary of Bloody Sunday. "I can honestly say," senior Sara Ronken wrote on her Pilgrimage Reflection card, "that this has been the most life-impacting school trip I have ever experienced. I feel as though we are all blessed to be able to have lived through the fortieth anniversary of one of the most influential events in the civil rights movement. I know that I studied and learned about what African Americans went through, and are still going through, but I was never able to totally understand it on the level that this trip helped me to reach." For all of us, the trip was a dynamic learning experience that took history instruction far beyond the walls of a classroom.

Let me take you back to September, when school starts. The thirty selected students participating in my Applied History class—a combination public history/museum studies/historiography course—know coming into the course that there will be a focus on African American history and an eight week unit on the civil rights movement. During the first semester, students participate in an intensive and rigorous classroom component of the program, while in the second semester, students receive early release time to work as interns at local historic sites and museums such as Ford's Theatre, Arlington House,

and the Alexandria Black History Resource Center, among others. While in the classroom, students produce two specific projects, a proposal for a monument to the movement that will be hypothetically erected on the National Mall in Washington, DC; and a multifaceted essay assignment requiring students to investigate a major event from the movement within the context of how that event was depicted in feature-length Hollywood films. They next have to explore how that event was covered by the white and black press. For the latter part of the assignment, students are required to conduct research in the Periodicals and Newspaper Division of the Library of Congress.

For the past five years, I have eagerly led students on what I call the annual civil rights pilgrimage. The pilgrimage becomes the culminating activity of our intensive study of the history of the movement. Our pilgrimage generally takes us to Atlanta, Georgia, Birmingham, Montgomery, and Selma, Alabama, concluding in Memphis, Tennessee. The sites and museums we visit are directly related to readings and activities utilized during classroom instruction. By crafting such an experience, students get to appreciate fully the dynamics of the movement of which they have read and investigated. In this context, visiting Martin Luther King, Jr.'s parsonage in Montgomery, and looking at the small crater left on his concrete porch, the physical reminder of the night in 1955 when his home was bombed, students are able to make the leap from readings to reality. History suddenly becomes palpable. I am able to take students to the large memorial marker at the foot of the hill leading to the Alabama State House that lists, in timeline fashion, all of the historical events that took place on the capitol grounds, save the March on Montgomery in 1965. Albeit that the commemorative marker was erected in the 1940s, I



After crossing the Edmund Pettus Bridge, Percoco and his students listened to central characters of the movement such as John Lewis, Jessie Jackson and Corretta Scott King.

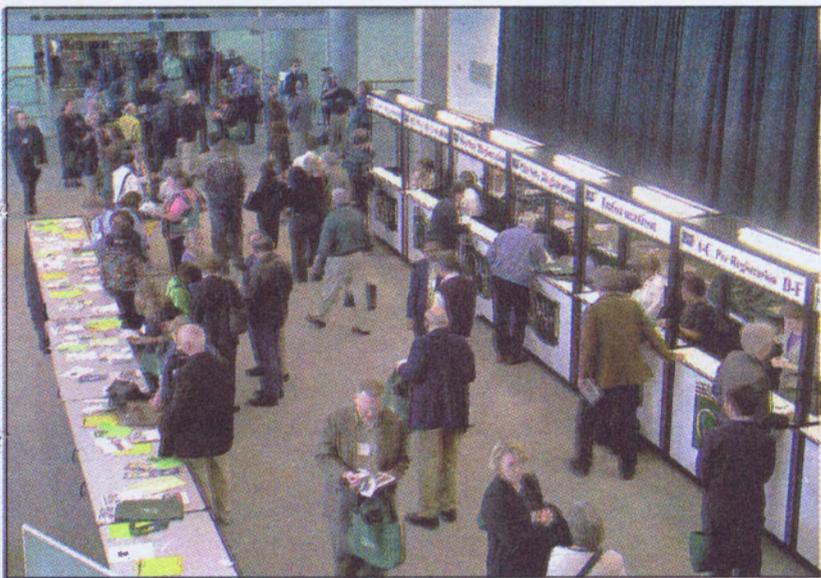
ask students to consider what is not there and speculate as to why the March on Montgomery has not been identified with the addition of a recent marker or notation. Then I ask them to consider how they, as historians or custodians of public memory, might provide a solution. We also take time to consider the implications of the juxtaposition of the huge Confederate Monument on the State House grounds and the simple, but evocative Civil Rights Memorial, designed by Maya Lin, two blocks away, in front of the Southern Poverty Law Center. Such experiences provide an exceptional opportunity for contemplation and raise contemporary historical questions and issues for students to consider.

To be sure, my students are well grounded in civil rights history before we leave. This experience does not take place in a vacuum. Rather than teach the movement in a didactic fashion, my approach with my seniors, is to immerse them in a very hands-on study and approach to examining the civil rights era. The idea of having students design and create a civil rights memorial came from my own long-standing interest in public monuments, commemoration, and memory. For this activity, I have brought into the process Michael Richman, a freelance art historian and the editor of the papers of sculptor Daniel Chester French. During the summer, prior to the Applied History experience, students are required to walk the Mall from the Ulysses S. Grant Memorial at the foot of Capitol Hill to the Lincoln Memorial. They are given a list of fifteen public monuments to observe and evaluate and a worksheet with evaluative questions to complete. Shortly after school begins, Richman visits my class and we spend a ninety-minute period talking about their visits, observations, and evaluations. In particular, Richman and I are helping to develop eyes that look at monuments critically, determining what makes one a better memorial than another. We want them to understand that as design teams they need to consider a variety of issues when designing such memorials. A month later, Richman meets us on the Mall and we



Charles Moore (with camera) with Percoco and his students in front of the Brown Chapel.

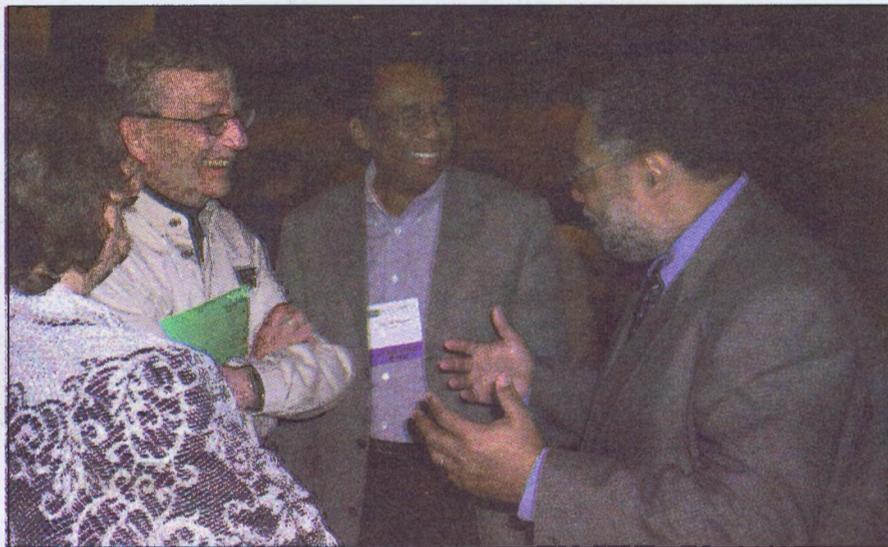
All photos courtesy of the author.



The convention registration area provides a gathering place for colleagues and old friends alike.



Shuttle busses were available Friday to take attendees to a day's worth of events in San Francisco, including sessions at the GLBT Historical Society and the Chinese Historical Society of America.



AHA assistant director Noralee Frankel, Lee Formwalt, OAH President James Horton, and Lonnie Bunch, newly appointed founding director of the National Museum of African American History and Culture, share a moment at the meeting.



OAH committees, such as the Committee on Community Colleges, hosted receptions where colleagues with common interests could meet.

Reflections on San José

Vicki Ruiz, OAH President and Lee W. Formwalt, OAH Executive Director

For all of the members who found their way to San José, we send our heartfelt gratitude. And if there were not more pressing matters, we would write each and every one a personal thank you note. In particular, we speak for the executive board in acknowledging the hard work, enthusiasm, and *corazón* of the OAH staff. Meetings Director Amy Stark deserves special mention for relocating the conference in a matter of weeks, a Herculean effort, indeed. Some of the highlights of the conference included the Vietnam plenary featuring Frances Fitzgerald, Duong Van Mai Elliott, David Maraniss, and Daniel Ellsberg and organized by Fredrik Logevall; the offsite sessions at the brand new Dr. Martin Luther King, Jr., Library, History San José, the Mexican Heritage Plaza, and the Peralta Adobe Historic Site in San José and the Chinese Historical Society of America and the GLBT Historical Society in San Francisco; and, of course, James Horton's profoundly stirring presidential address, which concluded with his beautiful variation on Frank Sinatra's rendition of "The House I Live In."

Given that the OAH is one of our academic homes,

some straight talk about San José seems in order. We would like to dispel specific rumors that we heard during and after the course of the convention.

1. *Registration was dismally low.* Our numbers were, in fact, quite good under the circumstances—1,888 people registered for San José, more than the 1,875 who registered for St. Louis in 2000, the previous time we had to move a meeting, and the 1,850 who signed up for Los Angeles in 2001—our last West Coast meeting.

2. *The OAH should have learned a lesson from Adam's Mark.* Actually, we learned a great deal from our experience in 2000 and this knowledge enabled the staff to the move the conference in a matter of weeks. The labor situation was unanticipated and probably will continue to influence conference venues in the future. To avert future disruptions, the OAH has taken the lead with other

“There was a very palpable esprit de corps in the convention center hallways, at the receptions, and in the exhibit hall.”

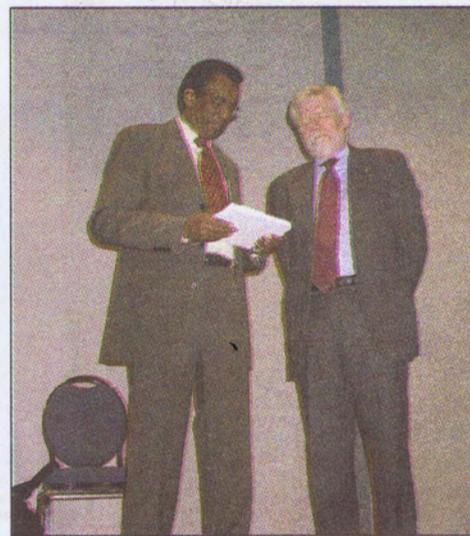
professional societies to develop boiler plate language in all future contracts, language that will limit the liability of professional organizations in the case of a labor dispute. In fact, because of our experiences in 2000 and 2005, other professional organizations and learned societies are looking to OAH as a model for handling such crises. A number of them have faced or are facing the same situation OAH encountered in San Francisco as the labor boycott continues there.

3. *Relocating to San José spoiled the annual meeting.* Feedback from attendees was strongly positive, both about the quality of the program and the efforts made to ensure it was a productive conference. Other organizations that chose to proceed with meetings in San Francisco this year experienced more serious problems than did OAH.

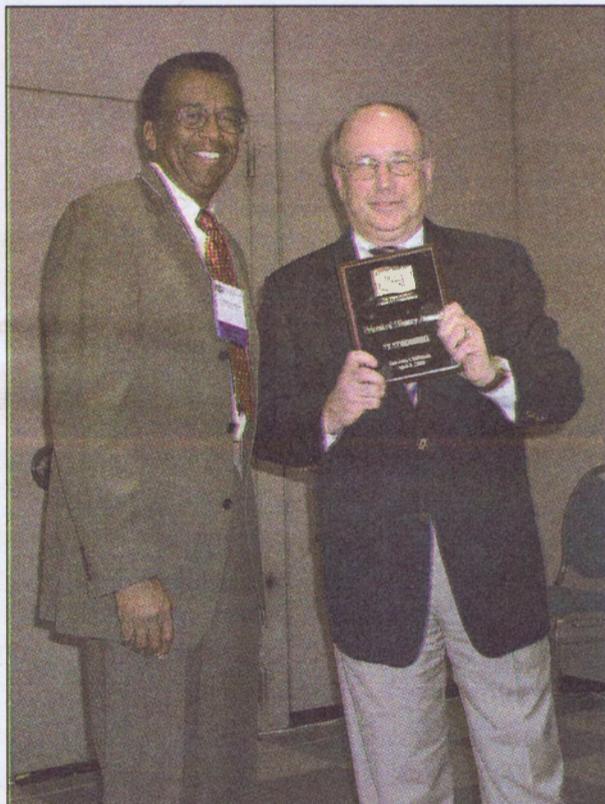
4. *The OAH had other options besides relocating the con-*



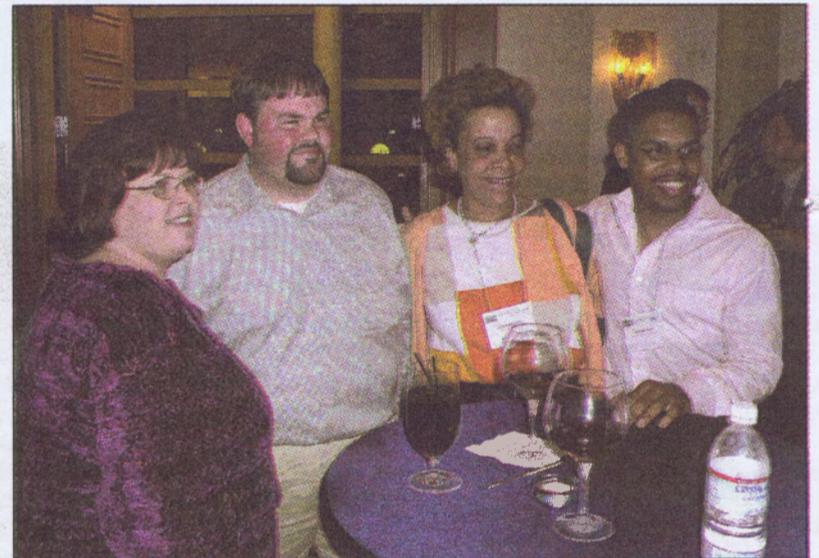
An OAH reception on Friday gave attendees, including Betsy Jameson (far left), OAH Leadership Advisory Council cochair Jay Goodgold, and OAH Treasurer Bob Cherny, a chance to mingle and enjoy refreshments prior to the evening's keynote session.



Dwight Pitcaithley (right), Chief Historian of the National Park Service, accepts the 2005 OAH Distinguished Service Award from OAH President James Horton.



James Horton (left) presented Sy Sternberg, CEO of New York Life Insurance Company, with the 2005 OAH Friend of History Award.



Lynda Quick (second from right), of the Dayton (OH) Public Schools, and recipient of a Gilder Lehrman Travel Fellowship to attend the OAH meeting, visits with Dennis Greer (far right), Jefferson Township Schools in Dayton, and friends at a reception for teachers.



Sponsored luncheons, such as the Agricultural History Society's annual gathering at the OAH, allow affiliated societies and their members a chance to gather, conduct business, and hear engaging speakers.

ference. Crossing a picket line or canceling the conference all together were the only two choices in the realm of possibility, both of which would have placed the organization at greater financial risk. Both would have created more internal disruption in our organization.

5. *OAH moved attendees from one hotel to another without permission.* The OAH office would never consent to this. One of the conference hotels overbooked itself, due in part to the presence of another major convention in town, and—like an overbooked airline—began to bump OAH registrants to a different conference hotel.

6. *The financial penalties for moving to San José are overwhelming.* It is very likely that the OAH will be able to negotiate a lower penalty from the San Francisco hotel. A San José Fund has been inaugurated to help cover these expenses and in the short term, the office will exercise considerable financial restraint.

When we entered the profession over twenty years ago, the OAH was known primarily for the annual meeting and the *Journal of American History* and while both remain central to the OAH mission, the organization has created

a network of partnerships among precollegiate educators, public historians, and community college instructors. As an OAH participant in the Teaching American History initiatives and National Park Service initiatives, I (Ruiz) can attest to the impact our members have in fostering a greater appreciation, excitement, and understanding of American history. In the words of James Horton, "Tell them about people, about lives. Take them to the places where it happened. That's how you get people excited about history. Make it accurate, and make it real."

The OAH Leadership Advisory Council, cochaired by Jay Goodgold and Ira Berlin, is exploring fundraising possibilities to nurture these very public functions of the organization. You will also soon receive a spring campaign letter asking for your help. The Gilder Lehrman Institute has also provided invaluable support in promoting history education at the precollegiate level. And the fact that our membership figures for precollegiate teachers have more than doubled in the last five years suggests the impact the organization and its *Magazine of History* is having on the way history is taught in a number of

middle and secondary schools. OAH, through its distinguished lectureship program, its weekly radio program *Talking History*, and its development initiatives remains committed to serving these multiple publics.

OAH members in San José demonstrated that they were not going to let the inconvenience of moving the meeting and changing their travel plans interfere with the important business at hand. In fact, riding the shuttle from airport hotels to the convention center provided opportunities for discussions that might not have taken place had everyone been in one facility. There was a very palpable esprit de corps in the convention center hallways, at the receptions, and in the exhibit hall. Even when one shuttle bus driver managed to get lost and circled the San José airport three times, a couple of executive board members were in stitches and a former OAH president was at his sardonic best. San José ended up being a pleasant surprise for most first-time visitors. Its local history, its extensive restaurant scene, and its fabulous spring weather left most of us very glad that we had been able to practice our profession in the heart of Silicon Valley at the south end of San Francisco Bay. □

walk the monumental corridor between 17th Street and the Lincoln Memorial, looking at the World War II Memorial, the FDR Memorial, the Korean War Memorial, the Vietnam Veterans Memorial and the Lincoln Memorial. We also study the site near the Tidal Basin of the proposed memorial to Martin Luther King, Jr. During our scouting expedition we study the topography of Constitution Gardens and West Potomac Park, making sure that students understand the lay of the land and its relationship to sight lines and approach possibilities. Students are restricted to a two acre site of their choice in Constitution Gardens or West Potomac Park. When our walk is concluded we provide students with an extensive pamphlet based on the one provided to prospective architects and sculptors of the World War II Memorial. This serves as their guidelines for teams designing their memorials. In January, when the memorial projects are due they are judged by an independent jury consisting of a sculptor, urban planner, and a representative of the National Park Service.

By Thanksgiving, our study of the movement is well under way and includes an extensive look at photographs and films of the era, a lesson in listening to music from the movement, and lessons utilizing from primary source materials found in the federal records. Students also maintain personal journal accounts about their learning. As in previous years, I had students read *Walking With The Wind*. This year, I added *Sons of Mississippi: A Story of Race and its Legacy* by Paul Hendrickson. As a bonus follow-up, Hendrickson visited with my students and talked about his writing and the emotion involved in dealing with a sensitive topic. The book is based on an iconic image captured in black and white by photographer Charles Moore. The photograph was taken in 1962 at the height of the James Meredith crisis in Oxford, Mississippi, and graphically captures the visceral hate on the faces of several Mississippi sheriffs called to Oxford to assist in the state's attempt to block Meredith's entry to Ol' Miss. In an essay assignment based on the readings, I ask my students to explain the power of photography as it relates to historical memory.

Students also examine a selected feature length film about an event in the civil rights movement for historical accuracy. Films include, *The Long Walk Home*, *Ghosts of Mississippi*, and *Selma, Lord, Selma*. As part of their research, students compare how these events were covered by the black and white press of the time. While most students know *The New York Times*, *Chicago Tribune*, and *Washington Post*, none of them are familiar with the *Chicago Defender*, *Baltimore Afro-American*, or the *Pittsburgh Courier*, and the seminal role those papers played in black history.

By the time we leave on our pilgrimage, students are well versed in the history of the movement and are ready to apply their learning to the museums and sites we visit. In Birmingham, we visit the Civil Rights Institute and the 16th Street Baptist Church, site of the 1963 bombing that killed four young girls. In Montgomery, we tour the state-of-the-art Rosa Parks Museum and Institute. We visit the Voting Rights Institute and Museum, the Dallas County Court House—where blacks attempted to register to vote,



The author's students pause to reflect at the Civil Rights Monument—created by Vietnam Veterans Memorial designer Maya Lin—at the Southern Poverty Law Center in Montgomery, Alabama.

only to be abused at the butt of a billyclub by Sheriff Jim Clark—and Brown A.M.E. Chapel, the launching site for the various marches that took place in and around Selma in 1965. We conclude our pilgrimage with a visit to the National Civil Rights Museum in Memphis, Tennessee, site of the Lorraine Hotel where Martin Luther King, Jr. was slain on April 4, 1968. Prior to our visits to these museums, I remind my students to consider what they have learned about memory, interpretation, and presentation of historical information as exhibited in these facilities.

But I am not sure I will be able to duplicate the experience of this year's class in Selma where, after crossing the Edmund Pettus Bridge, we listened to central characters of the movement such as John Lewis, Jessie Jackson and Coretta Scott King. Nor will I ever be able to forget the image of Charles Moore—standing outside Brown Chapel sporting his famous photographers vest with cameras slung around his neck—telling my students what it was like to be a white southerner documenting the movement while being dubbed a pariah and dealing with death threats. We stood and posed with Mary Liuzzo, daughter of slain Detroit housewife and activist Viola Liuzzo who was killed by the Klan. I was moved that my students were able to tell her that they had learned about her mother and knew of the sacrifice that she had made. John Lewis signed my students' copies of his books, talked with them and shook their hands. Not unlike those Civil War veterans' reunions one hundred years ago, my students and I were caught up in the collective consciousness of what the movement meant and still means. For many of us it was clear that the movement is not over and that American society still has more bridges to traverse. □

Jim Percoco has been a teacher at West Springfield High School in Springfield, Virginia, since 1980. He is the author of Primary Sources: A Guide For Teachers And Parents (1995), A Passion For The Past: Creative Teaching Of U.S. History (1998) and Divided We Stand: Teaching About Conflict In U.S. History (2001).

Visiting The National Voting Rights Museum and Institute is a very heart-felt experience.

While the museum does not have state-of-the-art facilities nor exhibits, visitors will find the very soul of the residents of Selma in those turbulent March days of 1965. Visitors can examine any number of photographs taken on Bloody Sunday and during the March to Montgomery as well as look at footprint casts of any number of those who made the fifty-four mile march to Montgomery. Inside there is a shrine to the martyrs of 1965 as well as an "I Was There" wall where participants in the events of 1965 can leave a remembrance statement. Remarks left on the Wall include those of local residents who lost their jobs for housing volunteers, Alabama State Troopers who were involved with Bloody Sunday, and the relatives of slain civil rights activists Mickey Schwerner and Andrew Goodman, killed near Philadelphia, Mississippi, in 1964. For more information about the museum, visit <http://www.voterights.org/>.

"Reacting to the Past" Wins Award

"Reacting to the Past," an approach to general education in which students are assigned roles in elaborate games, won the \$30,000 Theodore Hesburgh award for 2004, funded by TIAA-CREF. The concept was created by Mark C. Carnes, professor of history at Barnard College, general editor of the *American National Biography*, and OAH Distinguished Lecturer. "Historical simulations are a commonplace of graduate-level political science, international affairs, and economics," Carnes noted. "But while social scientists employ modern analytical tools to 'fix' a problem in the past, 'Reacting' forces students to empathize with the past rather than 'fix' it."

Within the past three years, "Reacting to the Past" has been adopted by over 120 faculty at some 60 colleges and universities. This year, the University of Texas (Austin) and the University of Georgia have made "Reacting to the Past" a cornerstone of their honors programs.

In the *Chronicle Review* (November 12, 2004), Larry Carver, director of the Honors Program at the University of Texas, reported that he had never seen students so engaged. "They write more than the assignments require; everyone, shy or not, participates vigorously in the debates. They read important texts with real understanding, making complex arguments and ideas their own."

"I have found teaching a 'Reacting' seminar to be one of the best educational things I have done in twenty-five years," added Frank Kirkpatrick, interim dean of the faculty and professor of religion at Trinity College. "In short, the seminar was education at its very best: intense, collaborative, and a deep immersion in the great debates of history."

"This was a fantastic opportunity to develop materials to teach students to think like Puritans," declared Michael Winship, coauthor of the "Trial of Anne Hutchinson," one of the games in the series. Winship is professor of history at the University of Georgia and author of *Making Heretics: Militant Protestantism and Free Grace in Massachusetts, 1636-1641* (Princeton University Press, 2002).

Barnard College has used the Hesburgh award to supplement a grant from the Fund for the Improvement of Post-Secondary Education (FIPSE) to allow faculty from other colleges and universities to "learn" Reacting by playing mini-versions of the games. Three workshops are scheduled for the remainder of this academic year: at the University of Texas (Austin) (May 23-25), at Barnard College (NYC, June 20-23), and Bemidji University (Minnesota)—date to be announced.

Registration and other information is available at the "Reacting to the Past" web site <<http://www.barnard.edu/reacting>> which was selected as web site of the month by History News Network (April 2004). □

Presidential Sites Bill Introduced

On February 17, 2005, Congressman Paul Gillmore (R-OH) in the House and Senator Mike DeWine (R-OH) in the Senate introduced legislation (H.R. 927 and S. 431), "The Presidential Sites Improvement Act." The legislation seeks to create a President Sites Grant Commission and awards grants to improve and maintain sites that are devoted to preserving the legacy of presidents of the United States. The bill authorizes appropriations up to \$5 million annually for five years in federal grants administered by the National Park Service. The majority of the money would be granted to properties with operating budgets under \$700,000; a small amount would be set aside for emergency assistance.

As reported last year during the 108th Congress, the American Association for State and Local History (AASLH) counts over 130 historic properties that can be classified as "presidential historic sites" and approximately 45 of the number as federally funded or operated areas. With the state funding crisis and decline in tourism in some states, virtually all the non-federal presidential sites have little cash and enormous maintenance needs. The legislation assists sites by providing matching grants to help address the long-term maintenance, interpretive, and other preservation related needs. In the long term, the bill promotes understanding of American history through the recognition and preservation of presidential sites.

Those interested in advancing this legislation are urged to contact their member of Congress (202-224-3121) and urge them to become a cosponsor of the legislation. Hearings on the measures are pending. □

NARA and Nixon Library Reach Agreement on Donation

In mid-March National Archives and Records Administration (NARA) and Richard Nixon Library and Birthplace Foundation officials exchanged what was characterized as "general terms of agreement letters" regarding the donation of the still private Yorba Linda, California, based Nixon presidential library and thus laid the groundwork for eventual incorporation of the Nixon library into the presidential library system. On March 14, 2005, Archivist of the United States Allen Weinstein wrote a letter to Nixon library director John Taylor regarding the incorporation of the library into the federal archives system. The letter emphasized the need for library officials to comply with National Archive and Record Administration (NARA) policies and provisions of the Presidential Libraries Act. Taylor responded a day later with a letter in which he pledged to be a "constructive and collaborative partner" with NARA. Taylor promised to execute a transfer the nondeeded Nixon papers (including pre- and postpresidential materials) so as to create "a vital resource for scholars and for all Americans for generations to come." A key provision in the exchange provides that, once under NARA control, the library is to house "a unitary collection in every possible respect, including especially the late president's official non-deeded pre-presidential records as well as the so-called personal papers." The unification of the governmental and privately held collections is expected to be a boon to scholars and researchers, however, the controversial and much contested

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Nixon tapes that are presently being processed in College Park, will not be transferred until their processing is completed, which is projected to be accomplished in 2008 or 2009.

Though an official binding memorandum of agreement has yet to be drafted or signed, the informal exchange of letters indicates that NARA anticipates accepting the Nixon Library donation from the Nixon library foundation in February 2006 under terms of the Presidential Libraries Act, provided sufficient funding is present in the NARA FY 2006 budget for operations and that the retrofit of facilities is completed by the library. Weinstein's letter states that the Nixon Library is "responsible for securing funds for the archival storage addition" that will house the archival collections, but neither letter makes it clear exactly where those funds are to come from. It is widely believed that through the efforts of the lobbying firm Cassidy and Associates, the Nixon Library is seeking to secure not just a Congressional earmark for operations but also one for construction of the yet to be built archives facility—an action that would most likely affect NARA's budget in FY 2006 and beyond. According to Weinstein's letter to Taylor, "it is important to the National Archives that we not take over the operation of the Nixon Library at the expense of our other programs and services," but Weinstein's letter does not specifically urge that the Nixon library is to raise the funds needed for the archives component through private sources. It has been the long-standing tradition and precedent for the establishment of other presidential libraries that all facilities be constructed with private sector or nonfederal funds prior to donation to the federal government. □

New Humanities Caucus Launched in the House of Representatives

Two members of the House of Representatives have launched a new Humanities Caucus in the 109th Congress. The caucus, cochaired by Representatives Jim Leach (R-IA) and David Price (D-NC), "seeks to ensure the continued vitality of the humanities programs that enrich American intellectual and cultural life." The caucus will work to raise the profile of the humanities through a variety of activities including education briefings and strategy sessions for members and congressional staff; public briefings; special events for Members, Congressional staff, and their families (such as film screenings, lectures, and tours). For the kickoff event, National Endowment for the Humanities (NEH) Chair Bruce Cole led a tour for Members of Congress and their spouses at the National Gallery of Art. Cole's talk, entitled "Renaissance History and its Craftsmen," focused on how political, cultural and religious trends can be studied in the art and architecture of the Renaissance. The Humanities Caucus now includes some thirty-five members. Please contact your

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LaWanda Fenlason Cox

LaWanda Fenlason Cox passed away February 2, 2005 in her home in New York City at the age of ninety-five. Born in Aberdeen, Washington, on September 24, 1909, LaWanda Fenlason attended the University of Oregon, where she earned a B.A. in history in 1931. There she met John Cox whom she married in 1935. After graduation, she accepted a graduate fellowship at Smith College where she completed her Master's under the direction of Merle Curti, a pioneering social historian whose concern for social justice deeply influenced her. After working as a research assistant for Curti and completing her Master's, Cox returned to the West Coast to begin work on her Ph.D. at the University of California at Berkeley, where her future husband had already enrolled.

At Berkeley, she studied with John Schuster Taylor, an economist, who collaborated with the great documentary photographer Dorothea Lange on a study of the plight of the impoverished agricultural workers who migrated to California to escape the ravages of the Dust Bowl and Great Depression. Taylor challenged her to write the history of migratory farm labor, a timely subject that had been ignored by historians. Never one to avoid a challenge, Cox produced a brilliant dissertation on the subject, "Agricultural Labor in the United States, 1865-1900, with Special Reference to the South," which she defended in 1941.

She began her teaching career in 1940 as a temporary instructor at Northeast Missouri State Teacher's College in Kirksville. In 1941, she took a position at Hunter College and with the exception of a two-year stint at Goucher College in Baltimore (1944-1946), she taught at Hunter and the City University of New York's Graduate Center until her retirement in 1971.

During the 1950s and 1960s, Cox's writings transformed our understanding of Reconstruction. She challenged the conventional view of the period, which held that Republicans championed civil rights for African Americans out of vindictiveness toward the South and a cynical desire to establish political hegemony in service to the interests of northern capitalists. Through meticulous research in manuscript sources, she demonstrated that civil rights was the central issue of Reconstruction. Because Republican leaders considered emancipation one of the fruits of the North's victory in the Civil War, she argued, they were determined to secure basic civil rights for former slaves.

Their bitter conflict with President Andrew Johnson, Cox established, was the product of his intransigent commitment to white supremacy and their determination to guarantee African Americans basic civil rights. The most complete and eloquent statement of her position came in *Politics, Principle, and Prejudice, 1865-1866: Dilemma of Reconstruction America* (Free Press, 1963) which won the American Historical Association's John H. Dunning Prize. Subsequent work, including *Reconstruction, the Negro, and the New South* (Harper & Row, 1971) extended the argument to emphasize the far reaching if hotly contested changes Reconstruction era civil rights policy effected.

Cox was also a highly influential Lincoln scholar. In *Lincoln and Black Freedom* (1981), she boldly challenged the reigning scholarly consensus that held that Lincoln was, at best, a reluctant emancipator. Cox argued that Lincoln's circumspect and indirect style of leadership—while highly effective in advancing the cause of black freedom—had misled historians about his commitment to emancipation and critical role in achieving it. While acknowledging the role African Americans themselves played in ending slavery, her characteristically meticulous research and careful

reading of the sources made a compelling case for Lincoln's pivotal role in emancipation and his commitment to civil rights for the former slaves.

Throughout the 1980s, Cox remained actively engaged in scholarship, conducting research and publishing essays that examined the demise of Reconstruction and its failure to achieve substantive freedom for former slaves. Her thinking on this subject was the inspiration for the Symposium on Emancipation and Its Aftermath, which she organized and guided for a decade (1979-89). Each Memorial Day weekend about forty scholars gathered in New York City to discuss two papers that reflected work-in-progress by their authors. The symposium offered an opportunity for those working in the field to discuss critical issues and served as an incubator for a number of important studies that appeared in the 1980s and 1990s, including Eric Foner's *Reconstruction: America's Unfinished Revolution, 1863-1877* (Harper & Row, 1988).

Failing vision brought an end to Cox's historical research and writing in 1989. Nevertheless, in a career that spanned almost fifty years, she left an indelible imprint on the field of Reconstruction, Lincoln studies, and American history more generally. While some of her contemporaries published more, few produced scholarship that equaled hers in its originality, depth of research, analytical power, and enduring significance. Few historians of any generation can equal the crisp lucidity of her writing and analysis. Indeed, her writing remained so fresh and relevant that in 1997, fifty-three years after she published her first scholarly article, the University of Georgia Press published a collection of her writings, *Freedom, Racism, and Reconstruction*. And perhaps no historian was as generous in nurturing the scholarship of young scholars. She frequently spoke of the "treasury of good works." We may not be able to repay those who help us, she believed, but we have an obligation to do for others what our benefactors did for us. In her case, she certainly contributed more to the treasury than she ever withdrew. □

—Donald G. Nieman

Bowling Green State University

John Allen Gable

John Allen Gable, executive director, friend, and guiding light of the Theodore Roosevelt Association, died February 18, 2005. Gable was widely considered the world's leading authority on Theodore Roosevelt. He became executive director of the Theodore Roosevelt Association in 1974. He founded and began editing the *Theodore Roosevelt Association Journal*, a quarterly publication, in 1975.

Gable graduated from Kenyon College in Gambier, Ohio, in 1965 and received his Ph.D. in history from Brown University, in 1972. He held teaching positions at various colleges and universities (C.W. Post Campus, Long Island University, 1977-1989; Briarcliff College, 1974-1977; Brown University, 1972-1973). Since 1989, he had served as adjunct professor of history at New College, Hofstra University.

Gable was a member of the Theodore Roosevelt Memorial Committee at the American Museum of Natural History and served on the Advisory Board of the Roosevelt Study Center in The Netherlands. He was on the Vestry of Christ (Episcopal) Church, Oyster Bay, New York, and was a past trustee of the Oyster Bay Historical Society.

Gable published extensively on Theodore Roosevelt and related topics. His *The Bull Moose Years: Theodore Roosevelt and the Progressive Party* (Kennikat Press, 1978) is considered a classic in the literature. His other writings

about Theodore Roosevelt include numerous magazine and journal articles, forewords, introductions, contributed chapters, and prefaces, along with a number of books for which he served as editor. Most recently, he had been especially proud to serve as the editor for a special armed forces edition of Theodore Roosevelt's *The Man in the Arena*, a compendium of speeches, letters and essays. Gable also wrote a highly respected history of his boyhood church, *The Goodness That Doth Crown Our Days: A History of Trinity Parish, Lenox, Massachusetts* (Trinity Parish, 1993), and a history of his adopted church in Oyster Bay, *How Firm a Foundation: the Anglican Church in Oyster Bay, New York and Colonial America* (Christ Church, 2004).

Gable did extensive television and film work. He served as historical consultant and on-camera commentator for *TR: An American Lion*, produced and directed by David de Vries and shown as a History Channel special in 2003. Additionally, he appeared in the PBS *American Experience* film *TR: The Story of Theodore Roosevelt* (1996), and in numerous productions for A&E, C-SPAN and NBC (including *The Today Show*).

Shortly before his death, Gable received the Theodore Roosevelt Distinguished Service Medal—an honor previously granted to such scholars, statesmen and artists as David McCullough, George H.W. Bush, Hamilton Fish, Paul Nitze, Philip Habib, Ralph Bunche, and Robert Frost. (Another recipient was Gable's own mentor and forerunner as executive director of the Association, Herman Hagedorn, who received the Medal in 1956.) As well, in January 2005, Gable was presented with a special book of personal tributes composed by more than two dozen of his friends and colleagues, among them the Pulitzer Prize winners Edmund Morris, James MacGregor Burns, David McCullough and Arthur Schlesinger, Jr.

A memorial service was held on February 25th at Christ Church, 61 East Main Street, Oyster Bay, New York. In lieu of flowers, the family asks that contributions be made to Christ Church or the Theodore Roosevelt Association, P.O. Box 719, Oyster Bay, New York 11771. □

—Edward J. Renehan Jr.

Nadine Ishitani Hata

Nadine Ishitani Hata died at her home on Friday, February 25, 2005. For a look at Nadine's life, see "A California Love Story—Professional and Personal" in the February 2005 OAH Newsletter <<http://www.oah.org/pubs/nl/2005feb/formwalt.html>>. Contributions in her honor may be sent to the OAH, Hata Education Fund, P.O. Box 5457, Bloomington, IN, 47408-5457. □

Glover Moore

Glover Moore, professor emeritus of history at Mississippi State University, died November 9, 2004 in Birmingham, Alabama, at the age of ninety-three. A native of that city, Glover graduated from Birmingham-Southern College as class valedictorian in 1932. He went on to graduate study at Vanderbilt University where he earned his Master's degree (1932) and Ph.D. (1936) under the tutelage of Frank L. Owsley. In 1936 he joined the history faculty at Mississippi State, where he continued, with one four-year leave of absence for military service in World War II, until his retirement in 1977.

During his long career at Mississippi State, Glover taught U.S. and southern history to two generations of students. The first member of the history faculty to hold the Ph.D., he played a major role in developing the graduate history program at the university. He directed the theses

and dissertations of some forty students, more than any other member of the faculty. His students remember him fondly as a master teacher whose support and encouragement inspired them to become teachers themselves.

Glover's scholarly reputation rests largely on his first book, *The Missouri Controversy, 1819-1821* (University of Kentucky Press, 1953), a widely acclaimed study of the nation's first major sectional contest which remains after more than half a century the standard work on the subject. He published three other books subsequently. One of these, *The Afro-American Story* (1970) was written for use by high school history teachers. The other two, *William Jemison Mims, Soldier and Squire* (Birmingham Printing Co., 1966), and *A Calhoun County, Alabama, Boy in the 1860s* (University Press of Mississippi, 1978) were family histories of his grandfathers. His graduate students honored him with a festschrift published in 1981, *Southern Miscellany: Essays in Honor of Glover Moore* (University Press of Mississippi, 1981), edited by Frank Allen Dennis.

In 1965 Glover was the first faculty recipient of the MSU Alumni Association's Outstanding Faculty Award for Teaching and Research. A few years later he was named Outstanding Educator of America for 1970. In the same year he was elected president of the Mississippi Historical Society, of which he was a life member. In 1989 that organization established the Glover Moore Prize to recognize the author of what is judged to be the best Master's thesis written during the year anywhere in the country on a Mississippi related topic. Mississippi State University's Department of History has established a memorial scholarship honoring Glover. □

—Charles D. Lowery
Mississippi State University, Emeritus

Philip Walley Warken

Philip W. Warken, an emeritus professor at the United States Naval Academy, died suddenly at his home in the Canaan Valley of West Virginia during the last days of October 2004. He was sixty-nine. An Annapolis resident for almost four decades, he spent part of every year in West Virginia since his retirement in 1999. During his thirty-four year career at the Academy, he established himself as a demanding teacher, brilliant debate coach, and dedicated faculty leader.

A native of Columbus, Ohio, Warken received his A.B. degree from Capital University in 1957 and did his graduate work at The Ohio State University, completing his Ph.D in 1969. While pursuing his graduate degrees, he served in the U.S. Army Reserve from 1958 to 1963. He came to the Naval Academy as an instructor in 1965 with a teaching specialization in American political history and later would develop courses in American social history and popular culture. He subsequently saw his doctoral dissertation on the National Resources Planning Board published. While establishing himself as a dynamic teacher, Warken quickly became the head of the Academy's Debate Program, a position which he held for over three decades. Under his guidance the activity expanded and flourished. By the seventies his teams routinely received national ranking and prominence and vied for several national championships. In consequence, Warken became a significant district and national leader in debate circles, occupying the presidency of the American Debate Association, 1991-1995. The rapport he had with

his midshipmen debaters became legendary. Indeed, they stayed in touch with him over the years and always referred to him not as "Coach" Warken, but simply as "the King."

When not coaching debate and teaching, Warken proved to be an able and energetic administrator. He chaired with distinction numerous important faculty and Academy committees through the years, was chair of the history department, 1980 to 1984, and played important roles in several accreditation reviews. A recognized champion for faculty governance, he chaired the Civilian Faculty Affairs Committee several times, was one of the driving figures behind the creation of the Academy's Faculty Senate, and was its first president. For his efforts across the spectrum of the classroom, debate, administration, and faculty governance, Warken received the Academy's prestigious Service Excellence Award in 1995. It was an honor he richly deserved.

In essence, the Naval Academy was Philip Warken's life. He loved midshipmen, the study of history, Ohio State football, the New York Yankees and, as a life-long bachelor, the ambience of the Officer's and Faculty Club. He also loved cats—his devotion to his felines inspired awe from among the most ardent of cat adherents. Warken did not confine his concern to animals, however. He quietly pursued humanitarian ends as well. Indeed, his generosity has in the past and will in the future contribute significantly to the needs of many who will never know him. For those fortunate enough to have known him, his compassion as well as his ready wit will be missed. □

—David Peeler
United States Naval Academy

Correspondence

Dear Editor,

Thank you for the splendid article spotlighting two uniquely gifted historians whose lives have touched countless students, teachers, scholars, and ordinary individuals' lives. The Hatas have dedicated their own professional careers to causes in the past frequently dismissed within the academy; most notably, the recognition of community college historians and history educators as equal partners in professional organizations.

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I am a former student of Don Hata's at CSU Dominguez Hills and later met Nadine when she served as division dean at El Camino College. Both of them have been mentors to me, propelling me into active participation in the profession which I never considered possible when I was a young historian beginning my career teaching Chicano Studies at my southern California community college. However, as I moved into the administrative ranks twelve years ago, I came to recognize what a gifted talent we had in Nadine Hata. I had the profound pleasure of working under her and to be inspired by her vision, creative mind, and commitment to education, her exceptional talent, and dedication to improving our historical profession.

On February 25, 2005 Nadine Hata lost her battle against breast cancer. In her productive career Nadine attained the highest stature as a historian and educator and earned the respect and high regard of scholars and history educators alike. To the last days of her life, she continued to reach out to comfort others and to encourage those who knew her to remain steadfast in our own commitment to educational excellence, scholarly work, and professional service.

The fact that the Hatas chose to include OAH in their estate plans underscores their regard for the organization's inclusion of community college historians and history educators within the historical profession. In this regard, OAH clearly has been an exemplary leader. □

—Gloria Miranda

Actions of the OAH Executive Board

The following actions were taken (by telephone or email) by the Executive Board subsequent to its fall 2004 meeting and prior to its spring 2005 meeting:

- By conference call on January 28, 2005, the OAH executive board decided to hold the 2005 annual meeting in the San Francisco Bay area on the originally scheduled dates of March 31-April 3. The board approved executive office backup plans for an alternative site for the convention in San José should the Hilton San Francisco and the UNITE HERE union not reach an agreement by mid-February. The board also determined that the membership should be notified of the contingency plans.

- By conference call on February 14, 2005, the OAH executive board approved the establishment of the Hata Education Fund to encourage and promote the teaching and learning of history at the undergraduate level and community colleges, through programs and awards/recognition as determined by the OAH. The fund was established to honor the work of OAH members Nadine and Don Hata.

- By conference call on February 14, 2005, the OAH executive board decided to move the 2005 annual meeting from the Hilton San Francisco to the San José McEnery Convention Center and five San José hotels.

- By email on February 24, 2005, the OAH executive board voted to approve the joint OAH-IU *Journal of American History* Editor Search Committee's report recommending Edward T. Linenthal for *JAH* editor.

- By email on March 14, 2005, the OAH executive board agreed to consider for discussion at the spring 2005 board meeting in San José whether or not to oppose the transfer of Nixon presidential records from the National Archives in College Park, Maryland, to the Richard Nixon Library and Birthplace in Yorba Linda, California.

At its spring 2005 meeting in the San José McEnery Convention Center, March 31 and April 2-3, the OAH board did the following:

- Approved unanimously the minutes of the fall executive board meeting in San Francisco, October 30-31, 2004, including actions subsequent to the meeting.

- Adopted the American Historical Association's new (January 6, 2005) Statement on Standards of Professional Conduct.

- Approved an amendment to the OAH Bylaws to create a standing Committee on Ethics and Professional Conduct. The amendment was then brought to the OAH Membership at the Business Meeting on Saturday, April 2. (See below.)

- Approved an amendment to the OAH Bylaws to make the ad hoc Leadership Advisory Council a standing committee of the organization and to give the cochair of the council a nonvoting ex officio seat on the Executive Board. The amendment was then brought to the OAH Membership at the Business Meeting on Saturday, April 2. (See below.)

- Agreed to postpone discussion of the FY '06 Operating Budget until May when the executive office, the treasurer, and the Finance Committee of the board will have more information about additional expenses involved in moving the Annual Meeting from San Francisco to San José.

- Approved interim *Journal of American History* Editor David Nord's appointment recommendations for the following board and committee: *Journal of American History* Editorial Board: Daniel Feller, University of Tennessee; Peter Kolchin, University of Delaware; Peter Mancall, University of Southern California. Pelzer Prize Committee: Martha Saxon, Amherst College.

- Moved to expand the size of the *Journal of American History* Editorial Board by approving an amendment to the OAH Bylaws. The amendment was then brought to the OAH Membership at the Business Meeting on Saturday, April 2. (See below.)

- Charged the executive director to explore the creation of an advisory board for the organization's *Talking History* radio show.

- Voted unanimously to adopt a resolution of support for the National Historical Publications and Records Commission, the existence of which has been threatened by President Bush's proposal to provide zero funding for grants and zero funding for programmatic support and staffing. The resolution was then brought to the OAH Membership at the Business Meeting on Saturday, April 2. (See below.)

- Voted unanimously to adopt a resolution supporting increased funding for the National Endowment for the Humanities to a level \$15 million above that which is proposed in President Bush's budget.

Annual Business Meeting

The following actions were taken by the Membership of the organization at the Business Meeting on Saturday, April 2, during the 2005 Annual Meeting in San José:

- Approved raising the annual dues for History Educator Members from \$40 to \$50, beginning with the fiscal year starting July 1, 2005. The increase will help cover the additional cost to the organization of publishing six issues per year of the *Magazine of History*. *Magazine* production moved from a quarterly cycle to the new bimonthly cycle in January 2005. (This amendment had been approved by the Executive Board at its fall 2004 meeting.)

- Approved raising the annual dues for Contributing Members from \$150 to \$200, beginning with the fiscal year starting July 1, 2005. (This amendment had been approved by the Executive Board at its fall 2004 meeting.)

- Approved adding the following new committee to the OAH Bylaws, Section 4. Committees, subsection b. Service Committees:

"17) *Committee on Ethics and Professional Standards*. The committee is composed of five appointed members who normally serve for four years. When initially appointed, two members will serve one year, one member will serve two years, one will serve three years, and one will serve four years. This standing committee will consider issues of professional ethics, integrity, and standards; alert the Executive Board to problems as they arise; and recommend action to the Executive Board in instances where the OAH is directly involved, such as the award of prizes. The committee will invite and organize public discussion of professional standards on a regular basis."

- Approved adding the following new committee to the OAH Bylaws, Section 4. Committees, subsection b. Service Committees:

"18) *Leadership Advisory Council*. The council is com-

posed of ten to twenty appointed members who serve four-year terms. This council is composed mostly of history advocates, not necessarily professional historians, who advise the executive office and executive board on development matters and funding and implementation of the organization's strategic plan. The cochair of the Leadership Advisory Council will hold a nonvoting ex officio seat on the Executive Board.

- Approved potential expansion of the *Journal of American History* Editorial Board with the following amendment to the OAH Bylaws, Section 2. Duties of Officers, paragraph c.: change "nine members" to "between nine and twelve members, who may serve terms of one, two, or three years."

- Adopted the following resolution on the National Historical Publications and Records Commission:

WHEREAS the longest surviving democracy on earth has a duty to document and preserve its history; and

WHEREAS the National Historical Publications and Records commission has an outstanding record in providing national leadership for the preservation of our documentary heritage and the publication of the documents that are most important to our national story; therefore be it

RESOLVED that the Organization of American Historians urge the Congress of the United States to provide funding for the National Historical Publications and Records commission in fiscal year 2006 and request the appropriation of \$8 million for the grants program and \$2 million for staffing; and be it further

RESOLVED that the Organization of American Historians direct its Executive Director to provide copies of this resolution to all appropriate committees of the U.S. House and Senate. □

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representative today and urge them to become a member of the Humanities Caucus. To contact your congressman, visit <<http://www.humanities-advocacy.org>> or call the Capitol switchboard at (202) 224-3121 and ask to be connected to your Representative. □

Senators Deliver "Make History Strong In Our Schools" Message, Reintroduce History Reform Bill

Using the vehicle of the 230th anniversary of the battles of Lexington and Concord that served as the catalyst for the war of American independence, on Patriot's Day (April 19) the National Council for History Education (NCHE) sponsored a "Make History Strong in Our Schools Day" event in the U.S. Capitol. While the event sought to make a connection between the study of history, civics, and patriotism, the NCHE event also sought to raise concern about the "No Child Left Behind Act" which has resulted in a "decrease of time devoted to teaching history." The day after the press event, Senators Lamar Alexander (R-TN) and Edward Kennedy (D-MA) announced their intention to introduce legislation seeking to gather statewide information about student's comprehension of U.S. history in an effort to assess the current state of history education in the country.

During the Patriot's Day press event, historian Theodore Rabb set the stage for comments by Senators Robert C. Byrd (D-WV) and John Warner (R-VA) who both addressed the assembled media. Neither senator spoke specifically about the impact of the "No Child Left Behind" program on history education, rather they focused their comments on the importance of teaching history in schools.

Senators Alexander and Kennedy, though not in attendance, communicated their support for the NCHE effort. Historical reenactors from Colonial Williamsburg portraying presidents George Washington, John Adams, Thomas Jefferson, and James Madison also each briefly addressed the group with relevant comments on the importance of history to the founding fathers. The NCHE hoped that the message being sent by a bipartisan array of senators and the words of past presidents would send a powerful message and an evocative image to the nation's legislators that emphasizes the need to keep history alive and strong in our nation's public schools.

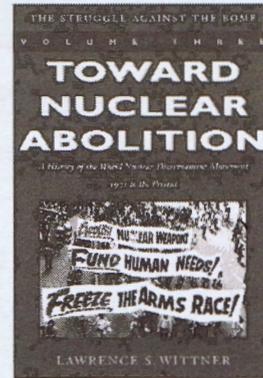
The next day, the two senators announced their intention to reintroduce legislation (a similar bill was not enacted in the 108th Congress) to create a ten-state pilot study to provide state-by-state comparisons of U.S. history and civics test data that is administered through the National Assessment of Educational Progress (NAEP). According to Alexander, "Permitting state-by-state comparison of eighth and twelfth grade scores will help put the spotlight on what our children are and are not learning across the country." At this writing, the bill has yet to be introduced. □

NPS Urges No New Heritage Area Sites Pending Enactment of Generic Guideline Legislation

During a Senate hearing in which a proposed national heritage area in eastern Kansas— "Bleeding Kansas" National Heritage Area (S. 175)— was under consideration, the National Park Service (NPS) urged Congress to defer consideration of this and other legislation authorizing any new national heritage areas until Congress establishes a uniform system of guidelines for creation, administration, and management of such areas. Among other things, the NPS witness stated that all such areas should be subjected to a test of "national significance" prior to establishment. According to Janet Snyder Matthews, NPS associate director for cultural resources, the proposed Kansas heritage area meets criteria for national significance, but nevertheless, comprehensive legislation needs to be in place before allowing more heritage areas to be designated. Generic legislation establishing guidelines for heritage areas have been advanced in Congress in the past but have failed to be enacted into law. Lawmakers are hesitant to enact such legislation partly because proposed guidelines place limits on the total amount of federal dollars that can be appropriated to an individual heritage area over a period of years. However, generic heritage area legislation has been introduced yet again in both the House and Senate (S. 243/H.R. 760) with the Senate bill having already been reported out of committee (S. Rept. 109-38); it is currently pending action on the Senate floor. Since 1984, Congress has established twenty-seven national heritage areas throughout the country. Heritage area designation brings money and other resources from the National Park Service to assist in the preservation of heritage sites often located in multiple jurisdictions. Critics charge the creation of such areas divert desperately needed funds from "crown jewel" national park units. □

—Bruce Craig

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In conjunction with the University of Nebraska Department of History, OAH will host its third regional conference. Aiming to reach members and other historians and teachers with an interest in the Midwest and Great Plains. This conference will involve community colleges, four-year colleges, major universities, graduate students, high schools, government employees, museums, and the private sector. The special purpose of the conference is to launch the centennial celebration of OAH, which was founded as the Mississippi Valley Historical Association in Lincoln. The program committee would also encourage historians in and of the Midwest to share their work.

The committee invites proposals for panels, workshops, roundtables, poster sessions, and performances, and is open to proposals that take place offsite as well as onsite. In addition to the conference theme, proposals exploring other issues and themes in American history are welcome. Proposals can be from an array of disciplinary and interdisciplinary areas, including politics, religion, business and economics, agriculture, the environment, race, ethnicity, Native American, labor, gender, sexuality, diplomatic, and military history.

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www.oah.org/meetings/2006regional/

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Applications for the 2006-2007 Billington Visitor Professorship are due November 15, 2005. The candidate's letter of application should describe the two courses he or she might teach at Occidental, offer a statement of teaching philosophy and the reasons why he or she would like to come to the college, and name two academic references. In addition to a c.v., applicants must submit a three to five page description of proposed research at the Huntington. Please send your materials to:

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**TALKING
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Following the success of our first series, aired in the Fall of 2004, **Talking History** is pleased to announce a second series in collaboration with the Bill of Rights Institute on The Founders and the Constitution. Shows will be archived at <<http://talkinghistory.oah.org>>. For detailed information, including lesson plans visit The Bill of Rights Institute at <<http://www.billofrights.org>>.

If **Talking History** is not yet being aired in your area, please tell your local community, university, or public radio station about us. Program Directors respond best to their listeners. **Talking History** is distributed free of charge. More information is available from:

Bryan Le Beau at <lebeaub@umkc.edu> and
Fiona Beattie at <beattief@umkc.edu>

In the meantime, here is a line up of shows:

**The week of May 9th: Founders and the
Constitution Part II. Equality**

Robert McDonald joins Bryan Le Beau to discuss one of the most commonly misinterpreted ideas expressed by the Founding Fathers—the idea of equality. In his afterward, McDonald comments on the life of Thomas Jefferson. Robert McDonald is professor of history at West Point Military Academy.

**The week of May 16th: Founders and the
Constitution Part II. Liberty**

Bryan Le Beau concludes the series with an interview with Craig Yirush on the notion of liberty as a guiding principle for the Founding Fathers and on the life of George Mason. Yirush is a professor of history at the University of California, Los Angeles.

The week of May 23rd: The Death Penalty

Many Western nations view America's use of capital punishment as being in conflict with its stance on human rights. We examine the paradoxes of America's death penalty by examining its history with guest Stuart Banner. Banner is professor of law at University of California, Los Angeles and the author of **The Death Penalty: An American History**.

The week of May 30th: Memorial Day

This week, Matthew Dennis and Bryan Le Beau continue their yearlong look at American holidays and discuss the origins and history of Memorial Day. Dennis is professor of history at the University of Oregon, and the author of **Red, White, and Blue Letter Days: An American Calendar**.

The week of June 6th: William Clark

Fred Nielsen discusses William Clark with his guest, Landon Jones, the author of **William Clark and the Shaping of the American West**. Jones is also the editor of **The Essential Lewis and Clark**, an edition of the explorers' journals. And for our commentary **Talking History** regular, Allan Winkler, joins us to comment on Senator Barack Obama.

talkinghistory.oah.org

The Department of History
Middle Tennessee State University

Announces its 2005 Strickland Scholar

Dr. Lois W. Banner

The Strickland program at the History Department at Middle Tennessee State University is funded by the Strickland family in memory of Dr. Roscoe Lee Strickland, Jr., long-time professor of modern European history at MTSU. Dr. Banner is Professor of History and Gender Studies at the University of Southern California. Her two most recent books are: *Intertwined Lives: Margaret Mead, Ruth Benedict, and Their Circle* (2003), and *Reading Benedict/Reading Mead: Feminism, Race, and Imperial Visions* (2004), co-edited with Colores Janiewski. Other previous books include *Finding Fran: History and Memory in the lives of Two Women* (1998); *In Full Flower: Aging Women, Power, and Sexuality* (1992); *American Beauty* (1993); *Elizabeth Cady Stanton: A Radical for Woman's Rights* (1979). In addition, *Women in Modern America: A brief History*, now in its fourth edition, has been in print since 1974. In 2004 she received a Fulbright Experts Grant in New Zealand and was a fellow in the History Program at Australian National University.

Middle Tennessee State University

Professional Opportunities

"Professional Opportunity" announcements should represent an equal opportunity employer. Charges are \$80 for fewer than 101 words; \$120 for 101-150 words; over 150 words will be edited. Application closing dates should be after the end of the month in which the announcement appears. Send announcements to Advertising Director <advertise@oah.org>. Deadlines for receipt of professional opportunity announcements are: 1 January for the February issue; 1 April for May; 1 July for August; and 1 October for November. Announcements will not be accepted after the deadlines. Positions appearing here will also be listed on the OAH web site: <<http://www.oah.org/>>

Western History Association

Western History Association to appoint new Executive Director effective July 1, 2006. Requires Ph.D. in history, with rank of tenured Associate or full Professor in a Department of History granting graduate degrees, and a demonstrated record of research and publication in Western history or closely related subfields. Successful applicant will manage office and Association staff, and carry out the duties of an Executive Director, within the purview of the President, the Council, and other officers of the WHA. The successful applicant's institution will provide support including, but not necessarily restricted to, a reduced teaching responsibility (50% teaching, research, and committees, 50% as Executive Director); an equipped office, two half-time graduate-student assistants; a full-time administrative secretary; and summer support, shared between the institution and the Association. WHA will provide stipend supplementary to the institutional salary. For full information go to <<http://www.unm.edu/~wha>> or <<http://www.unm.edu/%7Ewha>>. The WHA is an EO/AA employer. No Deadline Given

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Activities of Members

John Whiteclay Chambers II has received the 2005 Outstanding Teaching Award from Rutgers University, New Brunswick, New Jersey, where he is Professor of History and has taught since 1982. His latest publication, *George Washington in Cranbury: The Road to the Battle of Monmouth*, won The Distinguished Achievement Award from the League of Historical Societies of New Jersey in 2003.

Michael Grossberg, Indiana University, was awarded a Guggenheim Fellowship to complete a book on the history of child protection in the United States.

Martha Hodes, New York University, has been awarded the 2003 Article Prize of the Berkshire Conference on the History of Women for "The Mercurial Nature and Abiding Power of Race: A Transnational Family Story," *American Historical Review*.

Timothy S. Huebner, Rhodes College, was named the 2004 Tennessee Professor of the Year by the Carnegie Foundation for the Advancement of Teaching and the Council for the Advancement and Support of Education.

Robert John, International Council for Human Ecology and Ethnology, New York received the Garrett Hardin award at the 2004 meeting of the International Institute for Advanced Studies in Systems Analysis in Baden-Baden, Germany.

Brian M. Linn, an American military historian at Texas A&M University, has been appointed to the Claudius M. Easley Jr. Fel-

lowship in Liberal Arts. Last year, his scholarship earned him a John Simon Guggenheim Memorial Fellowship. Currently Linn is serving as one of twenty-three Woodrow Wilson International Center Fellows in Washington, D.C. working on a project entitled, "War in American Military Thought."

Christopher McKnight Nichols, a Ph.D. candidate in U.S. history at the University of Virginia, will be a Doctoral Fellow in residence at the Center on Religion and Democracy (Charlottesville, VA) for 2004-2005. In 2004, Nichols was awarded the All-University Outstanding Graduate Teaching Award as the best graduate teacher in the "Social Sciences, Commerce, and Education," at the University of Virginia and honored as Top Graduate Teaching Assistant in the Department of History. Nichols recently published "What Would the Public Think? An Experiment in Deliberative Democracy," in *"Discourse and Democracy," The Hedgehog Review: Critical Reflections on Contemporary Culture* in Winter 2004.

Merry Ovnick, California State University, Northridge, has been named the Editor of the *Southern California Quarterly*, published by the Historical Society of Southern California since 1935. The new editorial office is located in the Center for Southern California Studies at CSUN.

House Speaker Dennis Hastert has announced the appointment of **Robert V. Remini** as the Historian for the United States House of Representatives. Remini currently serves as both a Professor of History Emeritus and a Professor of Research Emeritus at the University of Illinois at Chicago as well as a Distinguished Visiting Scholar in American History at the John W. Kluge Center of the Library of Congress.

Hans P. Vought, Ph.D. has published a book entitled, *The Bully Pulpit and the Melting Pot: American Presidents and the Immigrant, 1897-1933*. Vought also presented a paper, "Standing at Armageddon and Battling for the Melting Pot: The Issue of Immigration Restriction in the 1912 Election," at the Woodrow Wilson National Symposium, held at the Woodrow Wilson Presidential Library in Staunton, VA.

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

Recent Scholarship Online

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The Woodrow Wilson International Center for Scholars announces the opening of its 2006–2007 Fellowship competition. The Center awards academic year residential fellowships to men and women from any country with outstanding project proposals on national and/or international issues. Topics and scholarship should relate to key public policy challenges or provide the historical and/or cultural framework to illumine policy issues of contemporary importance.

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The application deadline is October 1, 2005. For eligibility requirements and application guidelines, please contact the Center. If you wish to download the application, please visit our Web site at www.wilsoncenter.org.

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— E.O. Wilson, Naturalist

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New to the 2005-2006 Distinguished Lectureship Program

The OAH Distinguished Lectureship Program is a great way to identify and invite an outstanding historian to speak at your institution. Created in 1981 by OAH president Gerda Lerner, the program now features nearly 300 speakers who have made major contributions to the many fields of U.S. history.

Here we highlight features the 37 appointees who are joining the roster in 2005-2006. For the complete list of all participating OAH Distinguished Lecturers, visit www.oah.org/lectures. This website features a short biography and list of lecture topics for each speaker, and it is searchable by topic and keyword. It also includes information on OAH Lectures scheduled around the country, many of which are open to the public.

Each speaker has agreed to give one lecture on behalf of OAH during the 2005-2006 academic year, designating the lecture fee in full to OAH as a donation. Lecture fees start at \$1,000. Host institutions pay the lecture fee directly to OAH, in addition to the speaker's travel and lodging expenses.

In some cases, lecturers may be willing to speak on topics other than those listed here. The earlier the arrangements are made the better your chance of obtaining the speaker of your choice.

For more information or to arrange a lecture, please contact OAH lectureship coordinator, <lectures@oah.org>, ph. (812) 855-7311, OAH, P.O. Box 5457, Bloomington, IN 47408. □

Ruth M. Alexander

Colorado State University

- Going Up, Going Down: Childhood and Cold War Encounters with Social Difference in the Elevators, Escalators, and Stairwells of New York City, 1961-1971
- Men and Women at Play in the Great Outdoors: Wilderness Adventure in Cold War America
- Taking Their Measure: American Women's Pursuit of International Friendship and Political Alliance in the Cold War



Ruth M. Alexander is professor of history at Colorado State University, author of *The "Girl Problem": Female Sexual Delinquency in New York, 1900-1935* (1995), and coeditor, with Mary Beth Norton, of *Major Problems in American Women's History* (1996). Using material culture, autobiography, and traditional textual sources, her current research explores work and play, community and individuality, commonality and difference in the lives of Cold War women, men, and children in settings that range from inner-city apartment buildings to international nongovernmental organizations to wilderness landscapes in the American West.



Robert Bain

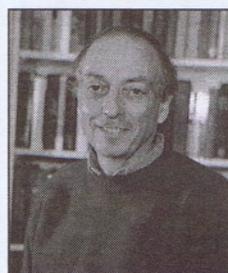
University of Michigan

- History in Our Schools: Where Is It? Where Has It Been?
- Where Are the Kids?: Students as Historical Thinkers
- Toward a Logic of History

Teaching: Teaching History as Thinking Practice

- Teachers, Judges, Therapists, and "Problem" Boys: A Story of Complementary and Competing Practices, 1880-1940

Bob Bain is associate professor of history education in the University of Michigan's School of Education. A veteran high school history teacher, Bain studies teaching and learning of history across a variety of instructional settings, including classrooms, museums, and with technology. His research focuses on students learning history or teachers learning to teach history. His most recent publications include "They Thought the World Was Flat?" Principles in Teaching High School History" in *How Students Learn: History, Math, and Science in the Classroom* (2005) and "Rounding Up Unusual Suspects: Facing Authority Hidden in the History Classroom" in *Teachers College Record*.



Gabor Boritt

Gettysburg College

- The Gettysburg Gospel
- The Most Important Election in American History
- Was Lincoln a Honkie?
- The Battle of Gettysburg (various subtopics)

Gabor Boritt serves as director of the Civil War Institute and Fluhrer Professor of Civil War Studies at Gettysburg College. He is author, coauthor, or editor of sixteen books on Lincoln and the Civil War, and his work has been translated into five languages. Chair of the Board of Trustees of the Lincoln Prize and cochair, with David Davis, of the Gilder Lehrman Institute at Yale University, he also serves on the boards of the Abraham Lincoln Bicentennial Commission and the Gettysburg Battlefield Museum Foundation. He has appeared on NBC, CNN, C-SPAN, Arts and Entertainment, the History Channel, as well as in cameo roles in the films *Gettysburg* and *Gods and Generals*; he also served as a historical advisor to both films. Most recently, he received an invitation to Bellagio by the Rockefeller Foundation to work on his book on Gettysburg.

Kevin Boyle

The Ohio State University

- Arc of Justice: The Sweet Case and the Course of Civil Rights
- There Are No Union Sorrows the Union Can't Heal: Civil Rights and the American Labor Movement



Kevin Boyle teaches history at The Ohio State University. His work focuses on race, class, and politics in the twentieth-century United States. His most recent book, *Arc of Justice: A Saga of Race, Civil Rights and Murder in the Jazz Age* (2004), received the National Book Award for non-fiction. He is also author of *The UAW and the Heyday of American Liberalism, 1945-1968* (1995) and coauthor of *Muddy Boots and Ragged Aprons: Images of Working-Class Detroit, 1900-1930* (1997).



H. W. Brands

University of Texas

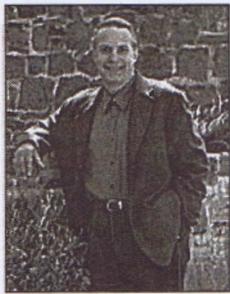
- Andrew Jackson and American Democracy
- Benjamin Franklin and the Birth of American Identity
- Woodrow Wilson and the Search for Peace
- Theodore Roosevelt and the Modern Presidency
- The California Gold Rush and the New American Dream
- Accident and Intention in History
- History and the Imagination

H. W. Brands writes about and teaches American history, broadly conceived. Currently Dickson Allen Anderson Centennial Professor of History at the University of Texas, he is author of nineteen books, including works of narrative history, interpretive history, and biography from the eighteenth century to the twenty-first. His most recent books include *Lone Star Nation: How a Ragged Army of Volunteers Won the Battle for Texas Independence—and Changed America* (2004), *Woodrow Wilson* (2003), and *The Age of Gold: The California Gold Rush and the New American Dream* (2002). He is currently writing a biography of Andrew Jackson and a general history of the United States during the Gilded Age.

This is a great program of which I was unaware until my involvement with the Teaching American History Grant. It is a gold mine!

—Kathy Nobles

Panhandle Area (FL) Educational Consortium



James F. Brooks

School of American Research

- Slavery, Kinship, and Community in the Southwest Borderlands
- Violence and Identity in the American Southwest
- Mesa of Sorrows:

Archaeology, Prophecy, and the Ghosts of Awat'ovi Pueblo

- The Indian-Black Experience in North America

James F. Brooks is a member of the research faculty at the School of American Research and director of SAR Press in Santa Fe, New Mexico. His *Captives and Cousins: Slavery, Kinship, and Community in the Southwest Borderlands* (2002) garnered eight distinguished prizes, including the first ever "Triple Crown" of the Bancroft, Parkman, and Turner Prizes. His new book, *Mesa of Sorrows: Archaeology, Prophecy, and the Ghosts of Awat'ovi Pueblo*, will be published in 2007.



Charles F. Bryan Jr.

Virginia Historical Society

- Books That Changed the Course of American History
- Has America Lost Its National Memory?
- How A Community Lost Its Historic Soul: A Personal Experience

- Separation and Divorce: The Case of West Virginia vs. Virginia
- George Washington, the Model Citizen Soldier

Since 1988, Charles Bryan has served as president and CEO of the Virginia Historical Society. With Nelson Lankford, he coedited *Eye of the Storm, A Civil War Odyssey* (2000) and a follow-up volume, *Images from the Storm* (2001), based on the diary of Union soldier Robert K. Sneden. He was chair of the American Association for State and Local History and serves on the board of the Smithsonian's National Museum of American History. He is a frequent consultant and speaker at museums and historical societies throughout the United States.

Mark C. Carnes

Barnard College

- "Reacting to the Past"
- History According to Hollywood
- History According to the Novelists
- The American National Biography



Mark Carnes is Ann Whitney Olin Professor of History at Barnard College, where he has taught since 1982. General editor of *American National Biography*, he is also editor of *Invisible Giants: Fifty Americans Who Shaped the Nation But Missed the History Books* (2002) and coauthor, with John A. Garraty, of *The American Nation* (2005) and *American Destiny: Narrative of a Nation* (2003). In thinking about history pedagogy, Carnes developed "Reacting to the Past," an approach in which students learn about the past by internalizing it—playing elaborate games, set in the past, with their roles informed by important texts in the history of ideas. This empathic way of imagining the past is in some ways similar to the approaches of novelists and filmmakers, on which he has also written.

Rebecca Conard

Middle Tennessee State University

- Postcards from the Professional Borderlands: Public History on the Edge
- The Significance of Frederick Jackson Turner in Public History



Rebecca Conard codirects the public history graduate program at Middle Tennessee State University where she also teaches environmental history and serves as the academic director for Teaching American History programs. Prior to teaching full time, she cofounded two historical consulting firms, PHR Associates (California) and Tallgrass Historians L.C. (Iowa). She is author of *Places of Quiet Beauty: Parks, Preserves, and Environmentalism* (1997) and *Benjamin Shambaugh and the Intellectual Foundations of Public History* (2002), and is currently working on a coauthored book that takes a critical perspective on the history and practice of public history.



Eileen J. Findlay

American University

- Return Migration to San Juan: Meanings of Community and Puerto Ricanness, 1960-2000
- Masculinity, Midwestern Migrant Labor, Familial Mobilization, and the Creation of the Puerto Rican Welfare State, 1945-1955
- Narratives of Romance Betrayed: Cuban Ex-Revolutionaries Remember the Revolution

Eileen J. Findlay is associate professor of Latin American and Caribbean history at American University. Her work has fused social, cultural, and political history to examine issues of gender and race. She is author of *Imposing Decency: The Politics of Sexuality and Race in Puerto Rico, 1870-1920* (2000). Her current research interests lie in historical memory, Cuban and Puerto Rican diasporas, and the gendered formation of racial and ethnic identities.

Ellen Fitzpatrick

University of New Hampshire

- Politics and the Writing of American History: Present and Past
- History and Contemporary Society: Uses and Misuses



One of the first class to graduate Hampshire College, Ellen Fitzpatrick is currently Carpenter Professor of History at the University of New Hampshire. She is author and editor of several books including *History's Memory: Writing America's Past, 1880-1980* (2002), *Endless Crusade: Women Social Scientists and Progressive Reform* (1990), and a textbook, coauthored with Alan Brinkley, *America in Modern Times* (1996).

This program provides a great way in which to interact with the most important scholars in the field. I am very grateful that you have engaged top scholars in this process—it is such a benefit to our students!

—Megan Shockley, Department of History, Clemson University

Miriam Forman-Brunell

University of Missouri-Kansas City

- The Rise of the Teenage Girl and the Fall of Babysitting
- Dolls and the Commercialization of American Girlhood
- Ruth Handler and the Barbie Doll: Ideals, Identity, and Imagination

Miriam Forman-Brunell is professor of history at the University of Missouri-Kansas City. She is author of *Made to Play House: Dolls and the Commercialization of American Girlhood* (1993) and *Beware of the Babysitter: The Rise of the Teenage Girl and the Fall of Babysitting* (forthcoming). She is editor of *Girlhood in America* (2001), *The Story of Rose O'Neill* (1997), and two book series on girls' history, children, and youth. She is currently researching a cultural biography of Ruth Handler, the creator of the Barbie Doll.

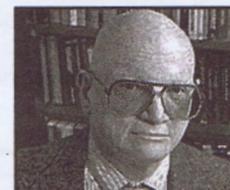
Celebrating Black History Month?

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Lloyd C. Gardner

Rutgers University

- Why Intelligence Fails: The Vietnam Case
- LBJ: The War Trap
- Bush and Blair: Perfect Together
- Still the Crime of the Century: The Lindbergh Kidnapping

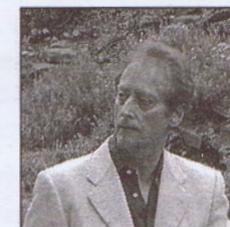


Lloyd C. Gardner is Charles and Mary Beard Professor of History at Rutgers University, where he has taught since 1963. Most recently, he is author of *The Case That Never Dies: The Lindbergh Kidnapping* (2004) and *Pay Any Price: Lyndon Johnson and the Wars for Vietnam* (1995) and coeditor of *Vietnam: The Search for Peace* (2004) and *The New American Empire: A 21st-Century Teach-In on U.S. Foreign Policy* (2005).

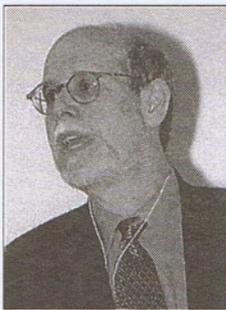
Robert A. Gross

University of Connecticut

- Who Won the American Revolution?
- Henry David Thoreau and Civil Disobedience
- From Red to Blue: The Politics of Regionalism in New England
- American Studies after 9/11
- Does Reading Have a History?
- Why Trust the Media? A View from Journalism History



James L. and Shirley A. Draper Professor of Early American History at the University of Connecticut, Robert A. Gross focuses on the social and cultural history of the United States. He has explored the era of the American Revolution in the Bancroft Prize-winning *The Minutemen and Their World* (1976) and in studies of Shays's Rebellion. His current project examines the relationship between Transcendentalists Emerson and Thoreau and the New England world in which they lived and wrote. A third area of his scholarship centers on the history of the book in American culture. Finally, Gross has written on such themes as multiculturalism and transnationalism in American thought and life.



Harold Holzer

Metropolitan Museum of Art

- Lincoln and Modern Art (slide show)
- Lincoln at Cooper Union: The Speech that Made Lincoln President

One of the country's leading authorities on Abraham Lincoln and the political culture of the Civil War era, Harold Holzer has authored, coauthored, or edited twenty-three books including, most recently, *The President is Shot! The Assassination of Abraham Lincoln* (2004) for young readers and *Lincoln At Cooper Union: The Speech That Made Abraham Lincoln President* (2004), which won a Lincoln Prize. He serves as cochairman of the Abraham Lincoln Bicentennial Commission, founding vice chairman and a regular lecturer at the Lincoln Forum, and on the Board of Directors of the Ulysses S. Grant Association. He is senior vice president for external affairs at the Metropolitan Museum of Art.

Lisa Jacobson

University of California, Santa Barbara

- From Impulsive Spendthrift to Savvy Spender: Imagining and Reforming the Child Consumer
- "Big Sales from Little Folks": The Emergence of Children's Consumer Culture
- Parents and Children in the Consumer Household

Lisa Jacobson is assistant professor of history at the University of California, Santa Barbara, where she teaches courses in social and cultural history. She is the author of *Raising Consumers: Children and the American Mass Market in the Early Twentieth Century* (2004) and is currently working on a study of alcohol consumption and marketing after the repeal of Prohibition.



Rachel Klein

University of California, San Diego

- The Uses of Art and Artists in Mid-Nineteenth-Century Sentimental Culture
- New York's Metropolitan Museum and the Transformation of Urban

Culture in Nineteenth-Century America

- Art, Institutions, and the Culture Wars of Antebellum New York City

Rachel Klein is a member of the history department at the University of California, San Diego. She began her career as a historian of the American South, but her research and teaching interests turned towards nineteenth-century urban culture. She is author of *Unification of a Slave State: The Rise of the Planter Class in the South Carolina Backcountry, 1760-1808* (1990) and is completing a book manuscript entitled "Culture Wars: Art, Authority and the Transformation of Taste in Nineteenth-Century New York."

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Regina Kunzel

Williams College

- The Uneven History of "Modern" Sexuality
- The History of Prison Sexual Culture in the United States
- Awkward Alliances: Prisoners and Lesbian/Gay Activists



Fairleigh S. Dickinson, Jr. Professor of History at Williams College, Regina Kunzel teaches and writes about gender and sexuality in modern U.S. history. She is author of *Fallen Women, Problem Girls: Unmarried Mothers and the Professionalization of Social Work, 1890-1945* (1993), and is currently working on a book on the history of prison sexual culture in the United States.

Nancy Raquel Mirabal

San Francisco State University

- History of Spanish Caribbean/Afro-Caribbean Diaspora in the U.S.
- Early History of Spanish Caribbean/Afro-Caribbean Women in the U.S.
- Oral History Practice and Procedure
- Latina/o History: Theory, Narrative, Practice
- U.S. Cuban History



Nancy Raquel Mirabal is associate professor of Raza/Ethnic Studies at San Francisco State University. Her research interests include Latina/o history, Afro-diasporic migration, oral historical procedure and practice, and the uses of gendered location and space. She is currently directing a community oral history of gentrification and its impact on the Latina/o community in the Mission District of San Francisco. Her recent publications include *Technofuturos: Critical Interventions in Latina/o Studies* (2005), "'Ser de Aquel': Beyond the Cuban Exile Model," *Latino Studies* (November, 2003) and reprinted in *American Dreams, Global Realities: Rethinking United States Immigration History* (2005), and "'No Country, but the One We Must Fight For': The Emergence of an 'Antillean' Nation and Community in New York City, 1860-1901," *Mambo Montage: The Latinization of New York* (2001).

Philip Morgan

The Johns Hopkins University

- Virginia, the Caribbean, and the Atlantic World, 1550-1624
- The World of Books and the World of Slavery: A Jamaican Case Study
- Early Modern Atlantic History: A New Paradigm?
- George Washington and the World of Slavery
- York: The Slave on the Lewis and Clark Expedition



Currently, Philip Morgan is Harry C. Black Professor at The Johns Hopkins University. In fall 2005, he will become Sidney and Ruth Lapidus Professor in the American Revolutionary Era at Princeton University. His *Slave Counterpoint: Black Culture in the Eighteenth-Century Chesapeake and Lowcountry* (1998) won the Bancroft, Beveridge, and Frederick Douglass prizes. He is coeditor of *Colonial Chesapeake Society* (1988), *Strangers within the Realm: Cultural Margins of the First British Empire* (1991), and *Black Experience and the British Empire* (2004). He is working at the interface of Caribbean and North American history in the early modern era.

Frank Ninkovich

St. John's University

- The Importance of Culture to U.S. Foreign Relations
- The United States as an Empire
- Wilsonianism and U.S. Foreign Relations, 1917 to the Present



Frank Ninkovich's scholarly career has been devoted to exploring the cultural and ideological dimensions of U.S. foreign policy. His first book, *The Diplomacy of Ideas* (1981), dealt with the emergence of cultural policies as an aspect of foreign relations. In subsequent works like *Modernity and Power* (1994) and *The Wilsonian Century* (1999), he has attempted to place U.S. foreign relations in the twentieth century within a broad ideological framework in which the sweeping novelty of the modern world was a central theme. More recently, in *The United States and Imperialism* (2001), he studied American imperialism and anti-imperialism from the standpoint of global modernity. He is currently writing a book on the emergence of internationalism in late-nineteenth-century America.

Barbara B. Oberg

Princeton University

- Building a New Republican Order: The Presidency of Thomas Jefferson
- A Curtain of Separation: The Friendship of John Adams and Thomas Jefferson
- In "Clear, Nervous, and Elegant Language": Thomas Jefferson's First Inaugural Address



Barbara B. Oberg is a lecturer with the rank of professor at Princeton University and general editor of the *Papers of Thomas Jefferson*. Former editor of the *Papers of Benjamin Franklin* at Yale University, she is coauthor, with Doron Ben-Atar, of *Federalists Reconsidered* (1998) and, with Harry S. Stout, of *Benjamin Franklin, Jonathan Edwards, and the Representation of American Culture* (1993). The immediate past president of the Society for Historians of the Early American Republic, she also served as president of the Association for Documentary Editing and received its Julian P. Boyd award in 2004.

Dylan C. Penningroth

Northwestern University

- Comparative Perspectives on the Black Family
- Freedpeople and the Meaning of Property in the Post-Civil War South



Dylan C. Penningroth is associate professor of history at Northwestern University and works on African American history, with special interests in the history of slavery and emancipation, property and family, and African history. His book, *The Claims of Kinfolk: African American Property and Community in the Nineteenth-Century South* (2003), won the OAH Avery O. Craven Award.

The OAH Distinguished Lectureship Program is especially great for small schools where funding options are limited.

—Beth Sherouse, Phi Alpha Theta, Mercer University



G. Kurt Piehler
University of Tennessee

- American War Memorials and Cemeteries: A Historical Perspective
- The World War II Generation in War and Peace
- The American Response to Nazi Germany
- The American Veteran: Myths and Realities

G. Kurt Piehler is director of the Center for the Study of War and Society and associate professor of history at the University of Tennessee. He is author of *Remembering War the American Way* (1995) and coeditor of *Major Problems in American Military History* (1999). He is also consulting editor of the *Oxford Companion to American Military History* and editor of a new book series on the Second World War. As founding director of the Rutgers Oral History Archives of World War II (1994-1998), he conducted over two hundred interviews with Second World War veterans.

Robert A. Pratt
University of Georgia



- The Civil Rights Movement
- School Desegregation and the History of Brown vs. Board of Education
- Multiculturalism
- Twentieth-Century Southern and African American History
- Race and Ethnicity

Robert A. Pratt is professor of history and department chair at the University of Georgia. He is author of *The Color of Their Skin: Education and Race in Richmond, Virginia 1954-89* (1992)—named an Outstanding Book by the Gustavus Myers Center for the Study of Human Rights in the United States—and *We Shall Not Be Moved: The Desegregation of the University of Georgia* (2002).



Randy W. Roberts
Purdue University

- John Wayne's America: Why He Still Rides Tall
- Jack Johnson, Joe Louis, and Muhammad Ali: The Meaning of the Heavyweight Championship
- Popular Culture Goes To

- War: John Wayne, Joe Louis, Superman, and American Culture During World War II
- The Boone Revolution: Boone Arledge and the Making of Televised Sports
- The Clinton Show: Notes on the Postmodern Celebrity

Randy Roberts' major interest is the intersection of popular culture and political culture. He has studied personalities from sports, film, and television—such as John Wayne, Jack Johnson, Jack Dempsey, Boone Arledge, and Mike Tyson—who have transcended their particular fields and left a footprint on the political landscape. Roberts is professor of history at Purdue University; coauthor of *The Steelers Reader* (2001), *A Line in the Sand: The Alamo in Blood and Memory* (2000), *John Wayne: American* (1995), and *Winning is the Only Thing: Sports in America since 1945* (1989), among other books; and editor most recently of *The Rock, the Curse, and the Hub: A Random History of Boston Sports* (2005).

We continue to be impressed by the scholars on the OAH lectureship roster. Our lecture series would not be the quality it is without OAH's lectureship program.

—Lyn Bennett, *History and Political Science Department, Utah Valley State College*

Clara E. Rodríguez
Fordham University

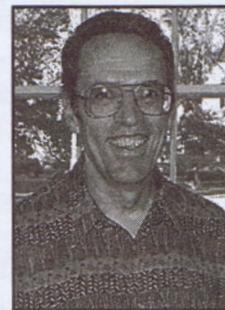


- The History of Latinos in Hollywood: Heroes, Lovers, and Others (in Spanish and English)
- The History of Census-Taking in the United States
- The Idea of Race in the United States and Elsewhere in Historical and Contemporary Contexts
- The Utility or Futility of Collecting Racial and Ethnic Data in the U.S. Census
- Trends Affecting the Collection of Racial and Ethnic Data in the United States

Clara E. Rodríguez is professor of sociology at Fordham University and author of nine books including *Heroes, Lovers, and Others: The Story of Latinos in Hollywood* (2004), *Changing Race: Latinos, the Census, and the History of Ethnicity in the United States* (2000) and *Latin Looks: Images of Latinas and Latinos in U.S. Media* (1997). Winner of the American Sociological Association's Award for Distinguished Contributions to Research in the Field of Latina/o Studies, she has also been a consultant to various media projects, including the Children's Television Workshop and "Dora the Explorer."

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Neal Salisbury
Smith College



- Anatomy of an "Indian War": King Philip's War in Southern New England, 1675-1676

Neal Salisbury is professor of history at Smith College. His scholarly interests center on Native Americans, particularly in New England and during the colonial era. His publications include *Manitou and Providence: Indians, Europeans, and the Making of New England, 1500-1643* (1982) and an edition of Mary Rowlandson, *The Sovereignty and Goodness of God* (1997). He is coeditor of *A Companion to American Indian History* (2002), *Reinterpreting New England Indians and the Colonial Experience* (2003), and *The People: A History of Native America* (forthcoming).

Constance B. Schulz
University of South Carolina



- Public History in the University: Possibilities, Practicalities, and Pitfalls
- American Documentary Photography: An Historical Overview and Assessment (with slides)
- Jane Randolph Jefferson: An Un-Appreciated Mother

Director or codirector of the award-winning public history program at the University of South Carolina since 1985, Constance B. Schulz has written on public history education, served as a consultant for colleges and universities, and studied how museum, archival, and historic preservation activities are carried out in other nations while a Fulbright lecturer in England and Italy. Her work as a scholar and an archival educator, beginning with the Maryland, South Carolina, and American History Slide Collections, has focused on the importance of archivists' preservation and historians' use of visual images, particularly photographs, for understanding the past.

Robert D. Schulzinger
University of Colorado, Boulder



- Is Iraq Another Vietnam?
- Government Secrecy from Richard Nixon to George W. Bush
- The Living Legacy of the Vietnam War
- Stock Market Booms and Busts from the 1920s to the 1990s

Robert D. Schulzinger is professor of history and director of the international affairs program at the University of Colorado, Boulder. He has been a member of the U.S. State Department's Advisory Committee on Historical Diplomatic Documentation since 1996. He is author or coauthor of eleven books, including *Henry Kissinger: Doctor of Diplomacy* (1989), *A Time for War: The United States and Vietnam, 1941-1975* (1997), *U.S. Diplomacy since 1900* (5th ed., 2002), and *Present Tense: The United States since 1945* (3rd ed., 2004). He is also editor in chief of *Diplomatic History: The Journal of the Society for Historians of American Foreign Relations*.

John Y. Simon
Southern Illinois University Carbondale



- Ulysses S. Grant in Historical Memory
- The Controversial Abraham Lincoln
- Should the South Have Won the American Civil War?

John Y. Simon is professor of history at Southern Illinois University Carbondale and executive director of the Ulysses S. Grant Association. He has edited twenty-six volumes of the *Papers of Ulysses S. Grant* and has also written extensively on Civil War topics, with an emphasis on Abraham Lincoln. Founder of the Association for Documentary Editing, he is also a spokesman for historical documentation. In 2004, he received a Lincoln Prize from the Gilder Lehrman Foundation and the Richard Nelson Current Award of Achievement from the Lincoln Forum.

Marjorie J. Spruill

University of South Carolina



- Women's Rights and Family Values: The 1977 IWY Conferences and the Polarization of American Women
- Votes for Women!: The American Suffrage Movement, 1848-1920
- The Southern Story: The Woman Suffrage Movement in the Inhospitable South
- Race, Reform, and Reaction: Southern Suffragists, the NAWSA, and the "Southern Strategy" in Context
- Divided Legacy: The Civil War, Tradition, and "the Woman Question," 1865-1920

Marjorie J. Spruill specializes in U.S. women's and gender history and the history of the American South. Her best-known works include *New Women of the New South: The Leaders of the Woman Suffrage Movement in the Southern States* (1993) and an edited volume, *One Woman, One Vote: Rediscovering the Woman Suffrage Movement* (1995) that accompanied the PBS film "One Woman, One Vote." Spruill is especially interested in the intersection of ideas about gender and politics. She is currently exploring the emergence of cultural conflict between feminists and antifeminists, the politicization of social conservatives, and the role of gender in the right turn in American politics in the late 1970s.

Preparing a public program?

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James Brewer Stewart

Macalester College

- Antebellum Abolitionism and Contemporary Evangelical Conservatism
- Reconstructing Races: Abolitionists and Native Americans before 1861
- Crusades Against Slavery in Lincoln's Age and Ours

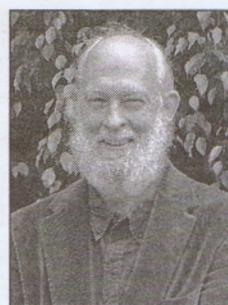
For the past four decades, James Brewer Stewart has studied the pre-Civil War abolitionist movement. He has published biographies of four very well-known enemies of slavery—Joshua R. Giddings, Wendell Phillips, William Lloyd Garrison, and Hosea Easton—as well as several additional books and a large number of articles and essays. His *Sisterhood and Slavery: Transatlantic Antislavery and Women's Rights*, coedited with Kathryn Kish Sklar, is forthcoming. In these writings, as in his teaching, his foremost goal is to address historical problems of racial injustice in ways that faithfully portray the past and speak to the present.

[The OAH Distinguished Lectureship Program] is an excellent resource for a variety of programming organizations.

—Mark Payne
West Virginia Humanities Council

Daniel Vickers

University of California, San Diego

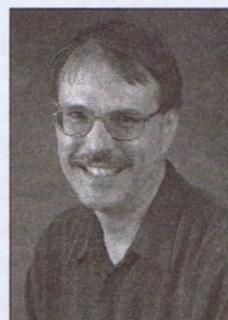


- Ashley Bowen: The Life of an Early American Sailor
- "Cherries are Ready Cash": Making Farms Work in Early New England
- Those Dammed Shad: Would the River Fisheries of New England Have Survived if Industrialization had Never Occurred?
- Columbus and Zheng He: The Discovery of America in Global Perspective

Chair of the history department at the University of California, San Diego, Daniel Vickers teaches and studies early American and maritime history. He has written on the history of whaling, fishing, merchant seafaring, marine ecohistory, and the rural economy of early New England. His first book, *Farmers and Fishermen: Two Centuries of Work in Essex County, Massachusetts, 1630-1850* (1994) won the Dunning Prize of the American Historical Association and the Gottschalk Prize of the Society for Eighteenth-Century Studies.

Peter Wallenstein

Virginia Polytechnic Institute and State University



- Did Homer Plessy Die a White Man?
- Mr. and Mrs. Loving
- Jim Crow and Civil Rights: New Perspectives
- Desegregating Southern Higher Education: How I Got to Graduate from an "All-White" University

Peter Wallenstein is professor of history at Virginia Polytechnic Institute and State University, where he has taught since 1983. His research in U.S. (especially southern) history emphasizes racial identity, interracial marriage, and higher education. His books include *Tell the Court I Love My Wife: Race, Marriage, and Law—An American History* (2002) and *Blue Laws and Black Codes: Conflict, Courts, and Change in Twentieth-Century Virginia* (2004).

Devra Weber

University of California, Riverside



- Revisioning Internationalism: Mexican Workers, Magonistas, and the Industrial Workers of the World
- Current Perspectives on Binational Organizing: Migration and Mexican Indigenous Women from Oaxaca
- Oral Histories and Historical Perspectives on Mexican Migrations and Social Change
- "Leaving Trails of Powder": Fernando Palomarez, Traveling Organizer and Propagandist, 1908-1911

Devra Weber's overarching interest in underexplored or silenced histories, combined with a stint as photojournalist for Chicano community newspapers, led to her work on the history of Mexican workers, women, and social movements in the U.S. and borderlands. Associate professor of history at the University of California, Riverside, and author of *Dark Sweat, White Gold: California Farmworkers, Cotton, and the New Deal* (1994), she has also edited a book on the oral history of Mexican immigrants and published a number of

articles. Her current project explores Mexican workers within an internationalist framework, focusing on their relationships with the radical Industrial Workers of the World and Mexican social movements such as the *Partido Liberal Mexicano* early in the twentieth century.

Kenneth J. Winkle

University of Nebraska-Lincoln



- City of Washington, City of Lincoln: Abraham Lincoln in Washington, D.C.
- A Matter of Profound Wonder: The Middle-Class Marriage of Abraham and Mary Lincoln
- More Painful Than Pleasant: Abraham Lincoln and His Father in Family History
- Citizen Lincoln: Abraham Lincoln in Springfield, Illinois
- By Himself at New Salem: The Rise of Abraham Lincoln

Kenneth J. Winkle is Sorensen Professor of American History and chair of the history department at the University of Nebraska-Lincoln. His first book, *The Politics of Community: Migration and Politics in Antebellum Ohio* (1988), received the Allan Sharlin Award of the Social Science History Association. He is also author of *The Young Eagle: The Rise of Abraham Lincoln* (2001) and, most recently, coauthor with Steven E. Woodworth of *The Oxford Atlas of the Civil War* (2004).

What do these groups and gatherings have in common?

- ▶ Teachers in Boise, Kansas City, and San German, Puerto Rico
- ▶ Cadets at a military college in Charleston, SC
- ▶ AP U.S. history exam readers in San Antonio
- ▶ Historical societies in Indianapolis, Minneapolis, and Palm Beach
- ▶ A Phi Alpha Theta chapter in Macon
- ▶ Museums in Oak Ridge, TN, and Albany, GA
- ▶ A community college in Poughkeepsie
- ▶ High school students in Tucson and Des Moines
- ▶ A community center in Worcester, MA

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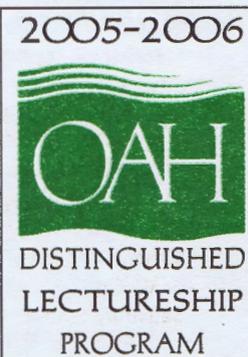
RUTH M. ALEXANDER
 FELIX D. ALMARAZ JR.
 GAR ALPEROVITZ
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