



Newsletter

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College Board Examines Survey Course

Robert B. Townsend

Introductory history survey courses play a vital role in undergraduate education, and are often the only college-level history courses taken by those not majoring in history. Even though a majority of history departments in the United States offer survey courses in U.S. and European history, there is no single, universal, paradigmatic design for either introductory history course. So faculty—whether new or experienced—struggle with the fundamental challenge of defining the course and its content (1). To identify the common threads—if any—of the U.S. and European history introductory courses taught across the nation and facilitate curriculum development, the College Board conducted a nationwide survey in 2003 of faculty teaching these courses. This article is based on the data gathered from that survey (The text of the questionnaire can be viewed online at: <<http://www.historians.org/Perspectives/Issues/2005/0509/APsurvey.cfm>>, <<http://apcentral.collegeboard.com/historysurvey/>> or <<http://www.oah.org/go.php/apsurvey>>.)

The survey questionnaires were prepared by Educational Testing Service, as part of a periodic assessment of course curricula for the Advanced Placement history program and were distributed to members of the American Historical Association and the Organization of American Historians in the relevant fields (2). More than 800 faculty responded and the results provide valuable insights into course content, class assignments, and pedagogy.

One of the most demanding issues for anyone trying to teach an introductory history course is how to organize and cover—in a meaningful way—the enormous amount of material involved. One dilemma teachers often face is whether to cover course material chronologically, or to organize sections thematically. The College Board results indicate that most faculty who teach the introductory U.S. and European history courses prefer to use a combination of chronological and thematic approaches. In both courses, very few (2 percent) faculty members used a purely thematic approach. Among

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The Bronx African American History Project

Mark Naison

What makes a large group of people invisible to historians and how do they overcome that invisibility? What role do academically trained historians play in defining who becomes historical “subjects?” What is the historians relationship to community leaders who seek to preserve the past in non-academic forms?

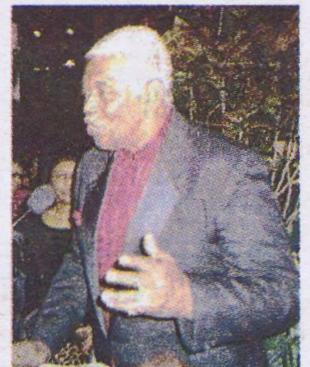
These are the questions I have been preoccupied with for the last three years since I was recruited to direct a community history project documenting the experience of the more than 500,000 of African descent in the borough of the Bronx.

My recruitment began when Peter Derrick, chief archivist of the Bronx County Historical Society approached me at a book party and asked if I would help the BCHS develop a documentary base on Bronx African American history to respond to the growing number of requests for information on blacks in the Bronx from community residents. Intrigued by the request, I did a little background research and found that:

▪ Even though most people think of the Bronx as “Latino,” the half million people of African descent it contained, coming from the Caribbean and West Africa as well as the South, made it the eighth largest concentration of urban African Americans in the United States.

▪ The major research universities and cultural institutions in New York City had completely overlooked this population. No dissertation had ever been written, in any field, dealing with black life in the Bronx and the Schomburg Center’s landmark volume *The Black New Yorkers*, devoted three pages to the Bronx out of a total of 480.

▪ Major popular narratives of black life in the Bronx—such as those contained in the works of Jonathan Kozol—



Arthur Crier, pioneer of “doowop” and vocal group harmony, died in July 2004. A community activist, husband, and father of ten, Crier is part of the rich musical heritage of the Morrisania section of the Bronx, New York.

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In Memoriam

Thomas Dionysius Clark

James C. Klotter

Thomas D. Clark died in Lexington, Kentucky, on June 28, 2005, just days before his 102nd birthday.

The governor ordered flags flown at half mast over the state capitol to honor Clark. Earlier, the legislature had directed that the Kentucky Historical Society’s new building be renamed the Thomas D. Clark Center for Kentucky History; the Kentucky Department for Libraries and Archives already operated out of the Clark-Cooper Building; the University Press of Kentucky called the Thomas D. Clark Building home. Numerous endowments and scholarships bore his name. Three books had chronicled his career, including *Thomas D. Clark of Kentucky: An Uncommon Life in the Commonwealth* (2003). And Clark himself had written or edited some three dozen books, taught at universities for over forty years, and served as president of two of the major historical organizations. Clearly his was no ordinary historian’s life.

Clark’s life was extraordinary in so many ways. Named Kentucky’s Historian Laureate for Life in 1990, he apparently took the “for Life” designation seriously. When asked the secret of his longevity, he frequently told younger scholars, “Never stop working.” He never did.



Thomas D. Clark at his home in Lexington, Kentucky, June 17, 2003.

Clark worked hard all his life. Born July 14, 1903, in Louisville, Mississippi, in a double log cabin built by his great grandfather, he was the son of a cotton farmer and a teacher. Forced to leave school to toil in those cotton fields, Clark later labored in a sawmill and worked on a boat that dredged Mississippi swamps. At age eighteen, he restarted his educational pursuits and graduated from high school four years later. In

See **CLARK** / 18 ►

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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.

Building and Sustaining Collaborations

Vicki L. Ruiz



As turbulent air buffeted the small plane headed from Phoenix to Page, Arizona, I momentarily questioned my devotion to the Organization of American Historians. As part of the OAH Distinguished Lectureship Program, I had agreed to participate in the Glen Canyon lecture series, sponsored in part by the Page Unified School District Teaching American History Grant (TAH). The TAH collaboration by the district, the history department of Northern Arizona

University (NAU), and the Arizona K-12 Center serves as a model for community-school partnership programs. Its impact extends beyond the classroom, but has become interwoven within the cultural scene of this small Arizona

town in which local residents have become stakeholders in this endeavor. Directed by Lynn Thompson Baca of the Page Unified School District, this TAH grant began with a goal of recruiting and retaining good teachers given the area's isolation. Two hours from Flagstaff, Page is located adjacent to Lake Powell and surrounded by spectacular public lands and the Navajo Nation. The town's population is approximately 7,000 residents with 3,020 students enrolled in local schools. Seventy-one percent of district students are Navajo, 26 percent EuroAmerican, and 3 percent Latino. The grant covers an array of activities including a curriculum and assessment component, instructional materials, student field trips, and summer academies for teachers.

Of the seven programs funded by TAH, a distinguishing feature has been the development of a Master's program in secondary and elementary education with twelve graduate hours in history. Sixteen local teachers took part in this innovative program headed by Linda Sargent Wood. She and her colleagues in the history department at Northern Arizona offered a combination of well-attended graduate seminars held on-site in Page, online courses, televised distance learning, and summer workshops. According to the chair of the NAU history department Cynthia Kosso, "Most everyone in the department went to Page at least once, even the non-Americanists."

Professor Kosso herself offered a workshop on Athenian and Roman foundations of democratic practices. Fred Hoxie, Jeff Mirel, Virginia Scharf, Ira Berlin, and I were among the OAH speakers who participated in the Glen Canyon lecture series held at the Townhouse. When Lynn Baca and I arrived at the Townhouse, I expected that my audience would be primarily local educators and a few students desirous of extra credit, but what I encountered was a lively cohort of interested community folks, people who represented the community's generational and racial/ethnic diversity. Setting out the plates of chips, nuts, and crudités, I was enveloped by the sense of neighborliness among those who had arrived. People pitched in to arrange chairs and prepare refreshments. In

addition to their gracious hospitality, I remain humbled by their palpable engagement with history. Most came with little knowledge of the subject area (I presented on Spanish/Mexican women on the borderlands), but they seemed intrigued by the stories, the evidence, and the interpretative context. As a veteran of public humanities programs, I have a good sense of when a general audience connects with the scholarship and when it does not. According to Lynn Baca, this lecture series has become an important community event. "It has been fascinating to have high profile historians doing cutting edge scholarship come to our little town. You can't imagine how many claps on the back I get for these lectures."

Throughout the district, there has been a fluorescence of activity around the teaching of history. "Teachers are more excited about history," noted Baca History clubs have taken off at the local schools and this year twenty area students qualified to enter the National History Day competition at the state level. The grant also partially supported a group of middle and high school students to attend opening ceremonies for the Smithsonian's National Museum of the American Indian.

Professional development for all educators is also key to the success of this collaboration, one that extends beyond the teachers enrolled in the Master's program.

The summer academies brought educators from across the state for week-long workshops. In 2003, historians from Northern Arizona University, University of New Mexico, and Villanova focused on multicultural approaches to U.S. history; in 2004, James Brooks led a summer academy on Native Americans and the borderlands and this year George Lubick focused on environmental history. Page educators have also been involved with their colleagues in the Phoenix Unified School District in workshops devoted to such topics as water in the West and oral history.

Even though the Teaching American History Grant is winding down at Page and fourteen of the educators will receive their MA in December, colleagues at Northern Arizona University remain committed to continuing school-university partnerships. In Cynthia Kosso's words: "This initiative has been more than a good experience; it has really galvanized us." Indeed, as Linda Sargent Wood leaves Page and NAU to accept a tenure-track position in the history department at Arizona State, part of her new appointment involves building and sustaining these collaborations. Historians at Northern Arizona and Arizona State are working together to develop new initiatives, including a teaching certificate in U.S. history for undergraduates and graduate students.

I left Page with a profound appreciation for the concrete impact of the Teaching American History Grants and for the roles of the Organization of American Historians and its members in contributing to these vital educational partnerships. Lynn Baca and Linda Sargent Wood are to be commended for their vision, commitment, and *corazón*. Teaching American History Grants do make a difference in the classroom, in our profession, and in the community. *Adelante!* □

Vicki L. Ruiz is professor of history and Chicano/Latino studies at the University of California, Irvine, and is OAH president.



Institute – Andrew W. Mellon Postdoctoral Research Fellowship 2006-207

The Omohundro Institute of Early American History and Culture invites applications for a one-year Andrew W. Mellon Postdoctoral Research Fellowship in any area of early American studies, to begin July 1, 2006. The award carries a year's support to revise the applicant's first book manuscript and the Institute's commitment to publish the resulting study. The Institute's scope encompasses the history and cultures of North America's indigenous and immigrant peoples during the colonial, Revolutionary, and early national periods of the United States and the related histories of Canada, the Caribbean, Latin America, the British Isles, Europe, and Africa, from the sixteenth century to approximately 1815.

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

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

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

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

Application must be postmarked by November 1, 2005.

From Scotland to India: A Conversation with American Historian Betty Unterberger

Lee W. Formwalt



Unterberger

Born in Scotland in 1922 and raised in the U.S., Betty Miller Unterberger began her college career at Syracuse University on a forensics scholarship. Bored to death with the speech curriculum, she took a citizenship course from Marguerite J. Fisher, the only woman professor she ever had.

From Fisher, Betty developed an interest in political science and history. At Syracuse and later at Radcliffe College (now Harvard) where she went for her Master's degree, Betty took American, British, Russian, and East Asian history. When she finally decided to go into American history, she had the background that made the history of American foreign relations a logical choice.

Betty was at Harvard during the Second World War and she took a course in diplomatic history from Thomas A. Bailey, who was visiting from Stanford. Bailey, a "fabulous lecturer" who "was like a combination of Saint Paul and Saint Vitus," became one of Betty's "lifelong heroes." It was from Bailey that she first learned about American troops in Russia at the end of World War I. Intrigued by this little known episode in Russian-American relations, she went on to write her Ph.D. dissertation on the subject, which became the basis for her first book. *America's Siberian Expedition, 1918-1920: A Study of National Policy* won prizes from both Duke University and the Pacific Coast Branch of the AHA.

Among the Harvard professors who had a significant impact on the young historian in training was Howard Mumford Jones, then dean of the Graduate School. Jones took a special interest in Betty who had a number of jobs as she made her way through college and graduate school. Marriage and children were not part of Betty's plan for her professional career. She met Robert Unterberger who was studying physics, but it was Howard Jones who "actually persuaded me to marry this man." Jones felt that Betty "had to work too hard to get through school, and here was this wonderful man that he admired very much, so after he got to know us, he couldn't understand why I wouldn't say yes." When Betty was sick with the flu, Jones came to visit her. "He sat on the chair and he said, 'Why don't you say yes to Robert? He would take care of you and you need somebody to look out for you.'" In her weakened condition, Betty relented, "Okay, I'll say yes." So Jones got on the phone and sent a telegram to Robert: "Betty will marry you. You better get here and clinch the deal." He did, they married, and eventually they had three children.

Howard Mumford Jones also significantly influenced Betty's research and writing. She'd go to his office and watch him dictate. So she asked him how he did that. Jones replied, "Well, I just do all my research, and then I read it through, and then I just sit down and I open my mouth and I just dictate." Betty's husband, "who insisted on my getting the latest technical equipment, bought me my first dictating machine," and she followed the Howard Jones method the rest of her career.

In 1946, the Unterbergers went to Duke to enter the

Ph.D. programs in history and physics. Robert went on to do important work in physics and is a highly recognized authority in his field. At Duke, Betty had a seminar class with Charles Sydnor and wrote a paper on Thomas Braidwood and the beginning of schools for the hearing impaired in the U.S. Sydnor told her it was "a fine paper. You could send it to the *Reader's Digest* and . . . make \$500." "Send it to the *Reader's Digest*?" she retorted, "I don't want to be a journalist. I want to be a historian." Sydnor smiled and said, "Well, then, send it to the editor of the *Journal of Southern History*." Betty revised the paper, sent it off, and within weeks learned of its acceptance for publication in the next issue in 1947.

Upon completion of their Ph.D.s in 1950, the Unterbergers went to the West Coast. There Betty faced an immense personal struggle in her battle with cancer. Between 1950 and 1964 she endured four surgeries. But this was not her first encounter with personal tragedy. Her husband served in both World War II and Korea. Two days after the former ended, his jeep was blown up in a landmine in the Philippines. He was in the hospital for many months and advised not to go on for the Ph.D. Betty and Robert decided to go ahead anyway.

In California, Betty taught at Whittier College for a decade and there she came face to face with McCarthyism and the challenge it posed to academic freedom. At Whittier, Betty incorporated discussion into the course she taught on Soviet-American relations. But reading and discussing the *Communist Manifesto* made some Whittier board members uneasy and the president called her in and said he was "afraid he was going to have to let me go."

Betty had signed the loyalty oath required of California teachers and when her book on *America's Siberian Expedition* had come out and was reviewed in Russia, the Soviets "bitterly criticized it saying I was a bourgeois revisionist and a lackey of capitalism. I mean, what greater praise could I have had in the midst of the Cold War?" So Betty asked to talk to the Whittier board members. One of them invited her to lunch at his country club where "I told him what I was doing, that the heart of a free society was discussion, and that what I was doing in my classroom couldn't be done in the Soviet Union. Our whole system was based on respect for the intellectual capacity of human beings. How could we teach our students to use their heads if they never had an opportunity to do it in a classroom? I asked, 'Can you imagine a Soviet professor having his or her students read the Declaration of Independence alongside the *Communist Manifesto*? That's what I do in my classes.'"

The Whittier board member enrolled in one of Betty's classes, "and then he took another course. He was a total convert. He just could not believe the way the students participated, analyzed ideas, compared different viewpoints and really got engaged with learning."

Betty moved on to the California State University at Fullerton where she was full professor and won the first distinguished teaching award in the California State University system. In 1968 her husband received a wonderful job offer as full professor in geophysics at Texas A & M, but he said he would not go because of her position at Fullerton. So both Unterbergers traveled to College Station,

Texas, and were interviewed and hired as full professors. Betty discovered that she was the first woman appointed as a full professor at A & M.

I asked Betty what it was like for a woman to train and then practice in the male-dominated world of academe and in the especially male-dominated field of American foreign relations history. She noted that on several occasions at both Harvard and Duke male students and professors asked her, "What are you doing here? You're a woman, you'll just go and have children, and that will be the end of the money that we're spending on you." She also heard, "You're taking bread out of the mouths of deserving male students," especially veterans. During one of these encounters, she sat there, "and I resolved that I was not going to cry no matter what." Afterwards she walked out the door "and I remember standing on the steps of that building, and it was a bright, sunny day, and tears were rolling down my cheeks, and I said, 'I'll show him.'"

And show him she did. But women historians "were always alone. You didn't get to know anybody. That was what was so hard, that you didn't get in on all these wonderful discussions about history or that you were always on the outside, and you longed so much to be on the inside. It was true also when you went to a professional organization. You didn't know what to do, whether to sort of go in and meet with these men and talk with them or to stand and listen."

Another problem was "if you were young and you were good looking, you had to face the sex thing. It was miserable." Betty encountered this at one of her first teaching jobs when "this man would chase me around the desk in the English department." One solution was to find male allies who would arrange their office hours at the same time as hers and make sure she was not harassed. Betty recalled Marguerite J. Fisher who told her, "Betty, just remember no matter who they are or what they are, there is always a bit of a barnyard in every man." So "I learned to be very careful about being alone." She also had to put up with the humiliation of being referred to as Mrs. Unterberger while all her colleagues were referred to as Dr.

There were some benefits to being alone, however, "because I learned what great inner resources we have, that we finally are forced to look for where we don't usually look. We usually think that everything's going to come from the outside. Well, that not true at all. The most important thing comes from knowing yourself and what tremendous strengths and insights and creativity that you do have."

The big turning point in Betty's career was when she was elected president of the Society for Historians of American Foreign Relations (SHAHR) in 1986. "SHAHR was 99 percent male. There were virtually no women. I think Anna Nelson was in it and Joan Hoff. But I did a lot for that organization. I was a founding member of it. When they nominated me they wanted to run another woman



CENTENNIAL
1907-2007

See **UNTERBERGER** / 16 ▶

Readers responded to the Academic Freedom Forum published in the May 2005 OAH Newsletter. (The forum is available online at <http://www.oah.org/pubs/nl/2005may/>.) We encourage further discussion of this important topic.

Challenges of Corporate-Style Education

Assessing the effect of written standards on the public high school classroom in his article "Academic Freedom's New Challenge: Is it on the Test?" in the May 2005 OAH Newsletter, James McGrath Morris finds that standards do not necessarily create limits on academic freedom. The rationale behind this stipulation is that creative teachers can always bring engaging ideas into the classroom and find ways to relate them to the often broadly-written state standards. In fact, Morris asserts, "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." Morris concludes that the danger to academic freedom in the high school classroom is not the idea of standards or even standardized testing, but rather having those standards written by people outside the profession.

What Morris and others often ignore when considering the affect of standards on academic freedom, however, is that written standards are only one piece of a larger force brought on through the standards and accountability movement of the last quarter century. In addition to the written state standards, there is also a push in recent decades to standardize the day-to-day processes of teaching and learning that take place in public education at the high school level. Educational scholar Henry Giroux and others have identified that this standardization is modeled on a corporate framework that demands conformity within a strictly hierarchical structure. According to Giroux, "teaching in the corporate model translates educational exchange into financial exchange, critical learning into mastery, and leadership into management" (Henry Giroux, *Stealing Innocence: Youth, Corporate Power, and the Politics of Culture*, New York: St. Martin's Press, 2000, 91). This corporate-styled education can manifest itself in various forms that directly impede academic freedom by stifling teachers' ability to improvise during the course of a term based upon their interests and motivations in relation to those of students.

Until recently, I was a Social Studies teacher at a suburban high school around Madison, Wisconsin. One of the ways my academic freedom as a high school teacher was limited based upon the corporate model of education purported by the standards and accountability movement was through an innovation called common assessments. Common assessments demand that the various major assessments given to students over the course of a term—mostly exams and projects—are the same, word-for-word, amongst the various teachers of a course. In the high school where I taught, it was required that at least two assessments per semester were common, and one of the two needed to be the final exam that amounted to 15 percent of students' final semester grade. What is more, this was only a first step, as the 2004-2005 school year was the first in which common assessments were a requirement for all departments at the high school where I taught. The goal, our principal relayed to us, was to eventually have all unit assessments be common, as well.

The rationale behind the initiation of common assessments was so that parents were assured their child was re-

ceiving the exact same education no matter which teacher was leading the class. Indeed, I was one of five different teachers teaching the freshmen-level World Studies course and one of four teaching the junior-level United States History course. Common assessments created a neatly pre-packaged, consumer-friendly, quality-controlled education that provided parents and students—our customers—the comfort of knowing they were receiving a standard educational product for the tax dollars they paid.

What common assessments also created were severe limitations on my ability as a teacher and the right of students in the class to dictate the direction of the teaching and learning throughout the course of the term. Since I had an obligation to help prepare students for the common final exam, which was comprehensive in both of the courses I taught, there were few instances during the semester when I felt comfortable deviating from the pre-determined concepts and readings for each unit. At times, it worked out that the direction I and my students wanted to take our class coincided with the predetermined direction of the course as a whole, but on most occasions it did not. Moreover, it was the idea that we could not stray even if justified and desired that was limiting. It did not matter, for instance, that my freshmen took great interest in our lesson on being a Muslim in America during the Islam unit; we had to move on after that one-day lesson because there were other topics that were already determined to be on the final and therefore needed to be covered. Even if I had a voice in the creation of those predetermined unit concepts and readings at the beginning of a semester—which as a first-year teacher I found I mostly did not—there was no way for me to guess which topics would strike a chord between me and the students once the term began. What the students and I were thus denied was the academic freedom to take a critical approach to our own learning and teaching on a daily basis. As Henry Giroux notes, "Corporate education opposes such a critical approach because it cannot be standardized, routinized, and reduced to a prepackaged curriculum; on the contrary, a critical and transformative education practice takes seriously the abilities of teachers to theorize, contextualize, and honor their students' diverse lives" (Giroux, *Stealing Innocence*, 91).

To preserve academic freedom in high schools there needs to be a reassessment of the corporate-style educational model and the various manners in which the standards and accountability movement has invaded the day-to-day processes of teaching and learning, in addition to written curriculum. While the goal is not to fashion teachers as independent contractors, it is to put the power to determine the direction of a class into the collaborative hands of teachers and students. Additionally, the relationship between teachers of the same course at an institution should be as colleagues and not clones. A critical approach to teaching and learning on a daily basis must be born to remind educators, policymakers, and the public that education is an experience, not a pre-packaged product. □

Seth Zlotocha

School of Human Ecology
University of Wisconsin, Madison

Remaining Blind to Intolerance

It is heartening that the OAH Newsletter (May 2005) has opened a tiny crack into the issue of academic bias from both right and left—apparently the first national historical publication to do so.

It is sad, however, to read Julie Greene's statement that "the crisis in Colorado is part of a stifling of dissent occurring across the country in the wake of 9/11." Such an uniformed assertion negates your effort to explore the issue with an open mind. Her self-denial reminds me of a response that I made on October 20, 2001, in accepting the North Carolina Humanities Council's Award for Public Service: "Yet, by the mid-1990s some academicians who suffered—or could have suffered—under the censorship of McCarthyism and speaker bans ignored that lesson and sought to limit diversity of opinion by imposing speech codes on faculty and students and political tests on search committees on the grounds that only *their* truths deserved to be heard." The editor of the Council's *NC Crossroads*, by deliberately omitting the word "only" when the statement was published, defeated its entire emphasis. Fortunately, my point was correctly made in a subsequent sentence: "Sadly, those who sought to outlaw unpopular speech and views before September 11 now, less than six weeks later, must be haunted by the recency of their own intolerance, because the chilling effects of a wartime temperament again threatens free expression, both theirs and ours."

As long as apologists for the far-left and the far-right remain blind to their own intolerance, academe will continue to repress rather than promote free and unfettered exchange of information and opinions. □

H.G. Jones

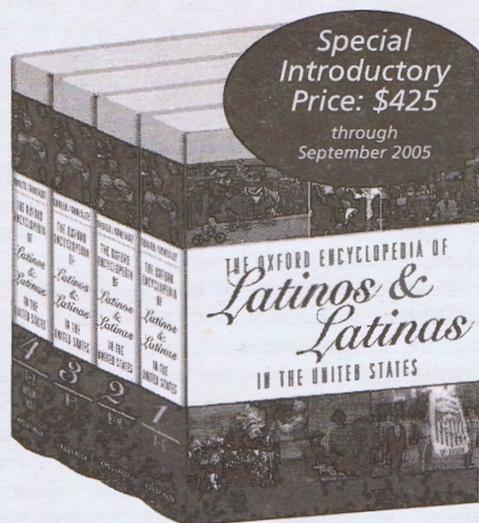
The University of North Carolina at Chapel Hill

Bad History

The article "Consulting All Sides on 'Speech Codes'" is a masterpiece of bad history. They slant all of the incidents they relate. In the Cal Poly case, Steve Hinkle is presented as having "done nothing more than attempt to post a flier in the school's multicultural center." The truth is, he was deliberately provoking an incident. What the writers do not say is that all schools have rules about obtaining permission before posting on school club and special interest boards, and Hinkle had not done that. Without rules, posting boards would become war zones. He knew perfectly well that there were many public boards where he could (and probably did) post, but he wanted Mason Weaver's opponents to be forced to look at his fliers. As for the University of Oregon event, the administration took the legally sensible action of defunding an organization that thinks it is acceptable to ridicule individuals on the basis of their gender. The University of Colorado incident of the "affirmative action" bake sale would be an open and shut case on any campus. The purpose of the sale was to ridicule blacks as people who take advantage of government policy, whereas the majority of blacks today are not beneficiaries of the pol-

See FORUM / 16 ►

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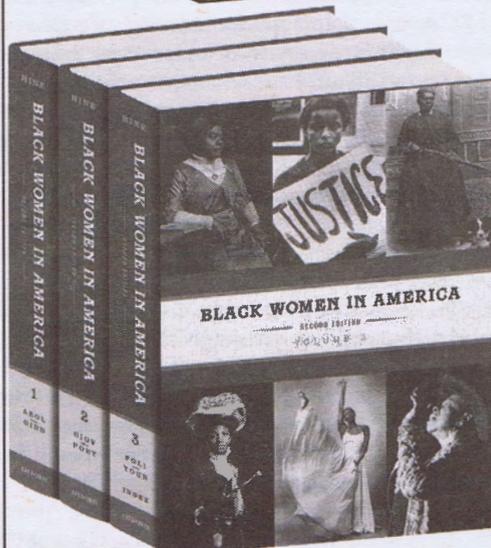
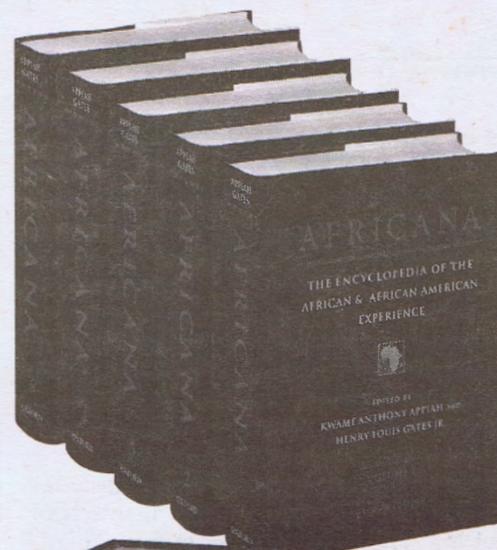
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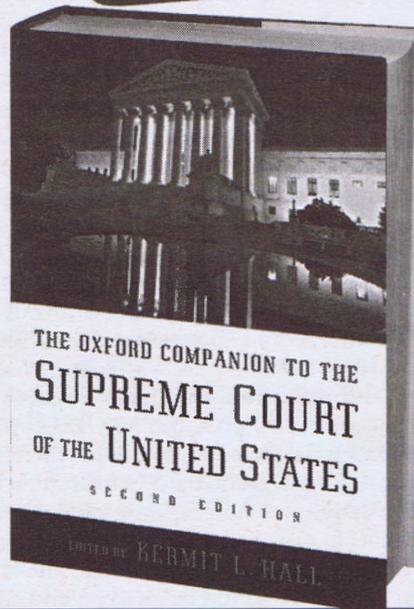
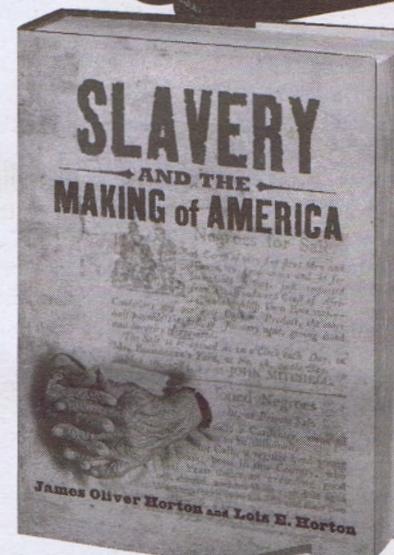
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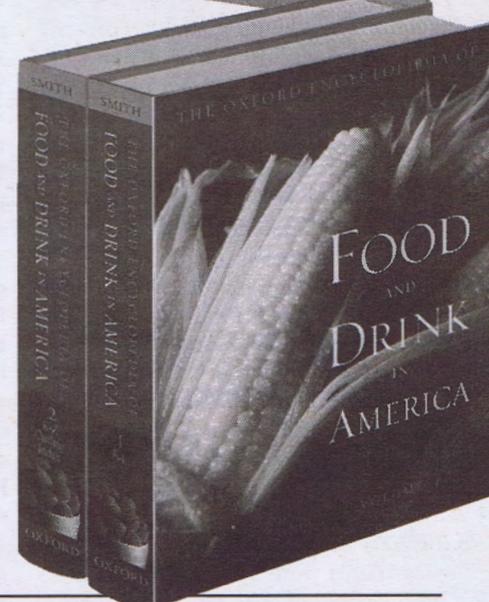
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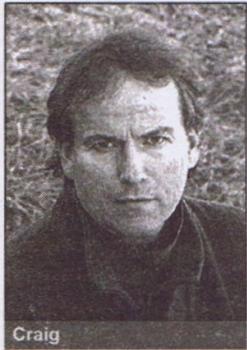
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Bruce Craig

Executive Director, National Coalition for History



Craig

“U.S. History: Our Worst Subject”

On June 30, 2005, the Senate Subcommittee on Education and Early Childhood Development of the Senate Committee on Health, Education, Labor and Pensions conducted a hearing on The American History Achievement Act, legislation (S. 860) introduced by senators Lamar Alexander (R-TN) and Edward Kennedy (D-MA). The legislation seeks

to authorize a ten-state pilot study to provide a state-by-state comparison of U.S. history and civics test data for eighth and twelfth grades administered through the National Assessment of Education Progress (NAEP). During the hearing that was chaired by Alexander, NAEP officials announced that beginning in 2006 the U.S. history NAEP test would begin to be administered every four years. Furthermore, in response to criticism from historian David McCullough about the impact of the president's No Child Left Behind initiative on the teaching of history, Senator Kennedy promised that when the No Child Left Behind legislation comes up for reauthorization, history will be added as a core element in the initiative's teaching mission. Panelists who testified included historian David McCullough; Executive Director of the National Assessment Governing Board Charles Smith; Smithsonian Center for Education and Museum Studies Director Stephanie Norby; and Rhode Island Federation of Teachers and Health Professionals Field Representative James Parisi. In his thoughtful remarks, McCullough told the senators that one of the central problems in the teaching of history is that teachers who possess degrees in education rarely possess the needed subject matter expertise to teach specific subjects such as history. He stated that history majors make the best history teachers because they are able to communicate a love of history to students. He also called on colleges and universities to place renewed emphasis on the importance of a liberal arts education.

McCullough also stated that, with some notable exceptions, history texts are often written in a style far too boring to interest students; he called for a renewed effort to emphasize the “literature of history.” McCullough then returned to a familiar theme that he often raises in his appearances before congressional committees—that it is important for teachers to focus on narrative history to reach students. McCullough minced no words when he pointed out the detrimental impact that the No Child Left Behind initiative—with its emphasis on math and English testing—is having on the teaching of history. Finally, he called on the committee to explore ways that school teachers can benefit from the superb educational opportunities that exist at the historic sites and places administered by the National Park Service. The national historical parks, stated McCullough, needed to be better tapped “as educational resources especially as locations for summer institutes and workshops.”

In his prepared remarks, Charles E. Smith of the National Assessment Governing Board reviewed the widely known NAEP assessment results relating to history testing at the fourth, eighth, and twelfth grade levels. In what perhaps was the most important news item

to emerge out of the hearing, Smith announced that during the May 2005 meeting his board of governors a new history testing schedule was adopted. He said that beginning in 2006, the NAEP U.S. history exam would be conducted every four years—in 2006, 2010, and 2014. Smith also stated that as embodied in the legislation under consideration by the committee, the objective of conducting history assessments in at least ten geographically diverse states was “a reasonable goal” provided “a sufficient and timely appropriation” was forthcoming. For the written testimony of the witnesses, please visit <http://help.senate.gov/calendars/all.html> and follow the appropriate hearing link.

Education Department Issues Compliance Guidelines For “Constitution Day” Requirement

In an effort to comply with a statutory provision inserted in the final federal spending bill for FY2005, in May 2005, the Department of Education (ED) issued guidelines that directs all educational institutions—colleges (“institutions of higher education”) as well as elementary and secondary schools (“local educational agencies”)—that receive federal dollars, to offer students instruction on the U.S. Constitution every September 17. The guidelines appeared in the May 24 edition of the *Federal Register* (see vol. 70, No. 99 p. 29727). The guidelines stop short of requiring that a specific curriculum be taught; rather, they give educational institutions considerable latitude in compliance. For example, institutions may hold a campus-wide assembly, others may opt to merely distribute information in classes. Compliance will be on the “honor-system” as there are no plans to monitor compliance, and according to department officials, “it is too soon to speculate” what might happen if an institution did not comply with the requirement.

Some academics and conservative groups remain concerned the Constitution teaching mandate establishes a dangerous precedent for Congress in setting curriculum requirements. For further information, contact Alex Stein, U.S. Department of Education at (202) 895-9085 or at Alex.Stein@ed.gov.

Congress Acts On FY2006 History-Related Budget Items

While fiscal 2006 is shaping up to be a very tough year for most domestic spending programs, history and archives programs appear to be doing relatively well, all things considered. At this writing, both houses of Congress have acted on the budget proposals for the National Endowment for the Humanities (NEH) and the National Archives (NARA), with the Senate poised to act on the Department of Education (ED) budget which includes the funding level for the Teaching American History initiative.

For the NEH both houses of Congress have approved a figure of \$143.1 million. This represents a modest \$5 million increase over last year's appropriation. In the Senate, supporters of the NEH were able to beat back a proposed amendment by Senator Tom Coburn (R-OK) designed to cut funding for both the NEH and the arts endowment (NEA) by \$5 million each. The senator proposed transferring these funds to the Bureau of Land Management to help fight wildfires. Thanks in part to over seven hundred communications to senators from NEH/NEA supporters, in the end Coburn withdrew his amendment and the Senate approved a figure that was the same as the House's recommendation.

The concerted advocacy effort by the history and archives community on behalf of the National Historical Publications and Records Commission (NHPRC) appears to have paid off. On June 21, 2005, the House Appropriations Committee voted a Transportation/Treasury appropriation bill out of committee that allots a total of \$7.5 million for the NHPRC—\$5.5 million in grants and \$2 million for administrative support. This is significantly more than the president's FY2006 budget proposal which zeros out all monies for the NHPRC. The Senate is expected to concur in the House recommendation. The Department of Education budget line that includes funding for the Teaching American History initiative has also been approved by the House. For FY-2006 the House has recommended \$50 million for the initiative, less than half its funding level for the previous two years. However, according to Senator Robert C. Byrd's (D-WV) staff (Byrd, is the Ranking Member of the Senate Appropriations Committee and the prime supporter of the initiative), the Senate is expected to recommend a figure at or greater than the \$120 million set aside for the program in FY2005.

The recent action by the House Appropriations Committee on the FY2006 Legislative Branch Appropriations bill is also of interest to historians. For the Library of Congress there is a total of \$543 million—a \$2 million decrease from FY2005. While the funding level recommendations have been set by both the House and Senate for most history programs, several matters will still need to be resolved when managers meet in conference to address the outstanding aspects of the various pending bills. The key issue of concern for the history community is whether the \$5 million increase for the NEH will be earmarked for the history-based We the People program as recommended by the House, or not be earmarked for any particular NEH program as recommended by the Senate. Conferences between House and Senate managers have yet to be scheduled though they undoubtedly will take place in the fall.

House Votes To Fund Public Interest Declassification Board In FY2006

The Public Interest Declassification Board (PIDB), an advisory group that focuses attention on government classification and declassification policy that was established by law five years ago but has yet to meet, will receive its first allocation of funds next fiscal year provided the FY2006 Defense Appropriations Act (House Rept 109-119) becomes law. According to the House report language, “The [House Appropriations] Committee directs that from amounts available in Operation and Maintenance, Defense-Wide, \$1,000,000 shall be available for the Public Interest Declassification Board.” According to *Secrecy News*, a newsletter of the Federation of American Scientists, “approval of the funding would mark an end to an embarrassing impasse in which the Board has been unable to meet even though most of its members have now been named by the Bush White House and congressional leaders.” The board is not empowered to enact structural changes to the classification system, nor does it have any independent declassification authority. It is strictly an advisory body. Nevertheless, it provides an official venue to air concerns over classification and declassification policies. For a copy of the law creating the PIDB and to access links to additional articles about the PIDB go to: <http://www.fas.org/sgp/congress/2005/pida.html>. □

those relying on a purely chronological approach, an interesting pattern can be seen: a time-focused organization was more widely used by European history faculty than by U.S. history faculty—40 percent against 26 percent. Baccalaureate institutions were more likely to organize the introductory European history course chronologically (with nearly 50 percent reporting that they do so), while faculty at two-year degree-granting institutions were more likely to use a combination of chronological and thematic approach (68 percent).

The U.S. History Course

There was considerable uniformity among faculty in the coverage of time periods and topics for the U.S. history introductory course. Most respondents (71 percent) indicated that their surveys began in the pre-Columbian period. There was a notable difference between public and private institutions, as 90 percent of the faculty at public colleges reported that they start their survey at or before 1492, as compared to 76 percent at private institutions. A comparison of the 2003 survey results with past survey

they devoted to historiography, respondents at institutions with doctoral programs indicated that they spent an average of 9.2 hours, in contrast to respondents at institutions with associate's and bachelor's programs who reported that they average about 6.5 hours on the subject.

The variations are particularly noticeable when we further correlate the respondents (to the question on historiography) to their location at public and private programs. More than 70 percent of the respondents at private bachelor's degree colleges reported that they teach some historiography, as compared to around 62 percent of their counterparts at master's and doctorate institutions. At public institutions, one finds a large proportion of faculty teaching historiography at the associate's degree colleges, but the portion of affirmative responses dropped sharply at the baccalaureate, master's and doctoral levels. Aside from differences in perceptions about what

it means to "cover historiography" in a course, the difference might also be a function of class size, particularly in the public universities, where the higher negative response corresponds to institutions with larger class sizes (3).

The European History Course

As in the case of the U.S. history course, there was little variation among institutions in terms of the chronological coverage of the introductory course in European history.

A comparison of the 2003 European questionnaire results with the College Board's past

results shows very little change in the content breakout of the European survey as well (Table 2). According to the 1997 survey, faculty spent the first half of the course on the period from 1450 to the French Revolution, and covered the post French Revolution to the present in the second half. The 2003 survey indicates that most faculty spent a quarter of the course on the early period from 1450 to the

Table 2: Chronological and Topical Coverage in European History Introductory or Survey Courses, compared to 1997

| European History | 1997 survey** | 2003 survey |
|---------------------------|---------------|-------------|
| Thematic Coverage* | | |
| Cultural and Intellectual | 20-30% | 30% |
| Political and Diplomatic | 30-40% | 35% |
| Social and Economic | 30-40% | 30% |
| Other | | 5% |

*Covers more than one chronological period.

**The 1997 survey consists of data only from institutions receiving high numbers of AP Exam grades.

Renaissance and nearly three-fourths of the course on the period from Renaissance to the present. However, there were some differences with respect to the starting point of the course. Public institutions appear to devote more time to earlier periods of history, similar to the trend noted among faculty who teach the introductory U.S. history course. Faculty at public institutions reported that 28 percent of the course coverage was prior to the Renaissance, as compared to 23 percent at private institutions.

Analyzing the data further yields some interesting results (Figure 1). Respondents at two-year associates programs (which are almost entirely located at public institutions) and respondents at doctoral/research universities (which are heavy with respondents from public institutions), spend the most time in the period before the Renaissance (at 32 percent and 30 percent of their courses, respectively). Respondents at baccalaureate, liberal arts, Master's, and comprehensive institutions reported that they allocate only about 20 percent of their courses to the period before the Renaissance.

The European history questionnaire also asked respondents to rate the importance of specific historical themes in their courses on a scale of 1 (not important) to 5 (very important).

The top five responses (with average ratings in parentheses) were:

1. Intellectual and cultural developments and their relationship to social values and political events (4.05)
2. The rise and functioning of the modern state in its various forms (3.96)
3. Developments in social, economic, and political thought (3.92)
4. Changes in religious thought and institutions (3.88)
5. The origins, development, and consequences of industrialization (3.85)

Use of Primary Sources in Both Courses

In response to questions about students' use of primary source materials in the courses, respondents to both surveys (faculty teaching U.S. and European history courses) indicated that analyzing or discussing original source material was an important part of the course. There were only modest differences on this question when the results are viewed by the type of institution, although it appeared that faculty at two-year programs for both courses were less likely to have their students work with

Table 1: Chronological and Topical Coverage in U.S. History Introductory or Survey Courses, compared to 1998

| US History | 1998 survey** | 2003 survey |
|-------------------------------|---------------|-------------|
| <i>Chronological coverage</i> | | |
| Pre-Columbian to 1789 | 17% | 23% |
| 1790-1914 | 50% | 50% |
| 1915 to present | 33% | 35%*** |
| <i>Topical Coverage*</i> | | |
| Politics and Institutions | 35% | 30% |
| Social | 35% | 28% |
| Diplomatic | 15% | 15% |
| Economic | 10% | 15% |
| Cultural | 5% | 15% |

*Covers more than one chronological period or topic.

**The 1998 survey consists of data only from institutions receiving high numbers of AP Exam grades.

***Includes approximately 10% for the post-1975 time period.

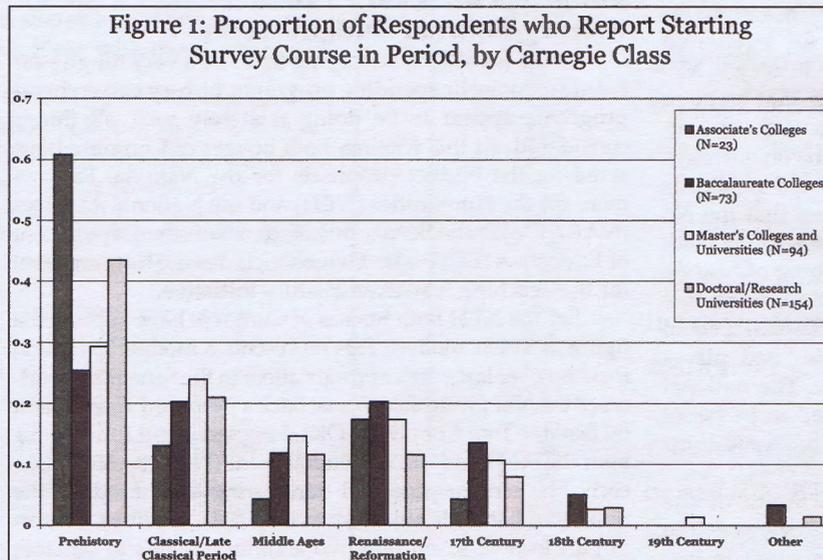
data indicates that there was very little shift in the chronological and topical breakdown of the course (Table 1). The only noticeable changes were a small increase in time devoted to discussion of the colonial period (which increased from 17 percent to 23 percent) in terms of a chronological division of the course, and an increase in time allotted to cultural history (which increased from 5 percent to 15 percent) in the distribution of topics. The increase in coverage of cultural history may be a reflection of the fact that recent scholarship merges social and cultural history.

Respondents to the U.S. history questionnaire were asked to list five major themes used in their courses. While the range of responses was quite broad, the following themes appeared on most lists: role of government and constitutional development; civil and political rights; the struggle for equality (political, economic and judicial rights); America's role as a global or imperial power; race, class and gender relations; the rise of consumer and mass culture; and the development of a national economy.

The U.S. history survey also included the question, "Does the course cover historiography?" Surprisingly, more two-year colleges (72 percent) responded with an affirmative than four-year colleges and universities (less than 50 percent). This apparently anomalous response may be due not only to institutional differences in terms of curricular design, but could also be due to the different ways in which respondents may have interpreted the phrase "cover historiography."

Less surprisingly, however, when asked about the time

Figure 1: Proportion of Respondents who Report Starting Survey Course in Period, by Carnegie Class



NARA's New Strategic Plan

Allen Weinstein



It is imperative that historians continue to work together on the challenges of historical education; preservation of, and access to, records; and other important issues.

It is in this spirit of mutual cooperation that I seek advice and counsel from NARA's colleagues in the archival and historical communities. This agency has embarked on a year-long process to write its new

10-year Strategic Plan—a core document that incorporates mission and vision statements and defines the direction that initiatives will take at NARA. It helps our staff to define priorities and align the resources needed to meet these objectives.

NARA's new Strategic Plan will be a critical document, articulating overall strategic goals and objectives for FY2007-FY2017 and used by Congress, the president, and stakeholders to measure the agency's progress and to hold it accountable.

The current Strategic Plan has been effectively steering the National Archives through large changes and challenges. The new plan will recognize what has been accomplished, address continuing challenges, and focus attention on new opportunities. It is time to ask ourselves "What should NARA be doing in the second decade of the twenty-first century, and how do we prepare for that future?"

I want the new Strategic Plan to be developed in a consultative manner, taking into account the perspectives of both internal and external stakeholders. NARA serves a number of constituencies, and I am looking forward to

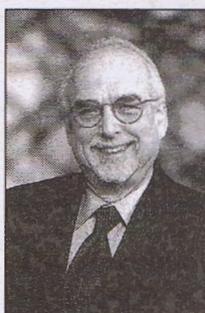
contributions from each of them. I especially invite members of OAH to share your thoughts and ideas with me at <vision@nara.gov>.

Over the summer, information and ideas will be gathered from staff and stakeholders; and after review of all the material, a preliminary draft of the Strategic Plan will be published in Spring 2006, and additional stakeholder review will be invited. The goal is to complete the new Strategic Plan by the end of September 2006. Although it obviously will not be possible to incorporate every idea from every stakeholder, I assure you that every idea will receive fair consideration.

The support of our colleagues and stakeholders is vital to NARA, and your thoughts are basic to the development of our future goals and strategies. Thank you in advance for participating in this process. I look forward to hearing from you. □

NEH and EDSITEment: Outreach for History Educators

Bruce Cole



EDSITEment (<<http://edsitement.neh.gov>>), NEH's web-based humanities project for educators, serves teachers in all fifty states and reaches out to teachers in other countries. Around 170,000 educators access its lesson plans and web resources each month. Although the website is also used in community colleges and undergraduate classes, it is probably less familiar to history scholars than

longstanding outreach programs from NEH's Division of Education Programs, such as Summer Seminars and Institutes, Faculty Humanities Workshops, and the newer Landmarks program.

A unique collaboration with NEH, the National Trust for the Humanities, and the MarcoPolo Education Foundation, EDSITEment is unlike most NEH programs in that it does not award funding; it receives most of its funding from the MarcoPolo Education Foundation. As one of seven educational institutions in the MarcoPolo Consortium established to guide teachers in integrating the best of the Internet into their teaching, EDSITEment represents the full range of the humanities, although its history resources predominate.

Websites undergo NEH's traditional rigorous panel review—out of several hundred nominated each year, only twenty to thirty sites are recommended for inclusion among the top humanities websites. EDSITEment staff

work closely with educational writers to develop classroom teaching materials from the reviewed websites for educators in grades K-12.

Initiated under a two-year grant, EDSITEment has grown far beyond its intended function as a gateway to the top one hundred humanities websites deemed most valuable for classroom use. EDSITEment currently features 150 websites and more than 300 lesson plans and teaching guides for integrating resources from these top sites into classes. Over two-thirds of the lesson plans and 100 of the top websites focus on history.

Redesigned twice in the last five years, and now supported by a database, educators find the site more dynamic and easier to navigate. Users praise the lesson plans, the monthly calendar and "This Month's Feature," which highlights historical events, commemorative occasions, and other topical subjects linking to teaching material and websites on EDSITEment.

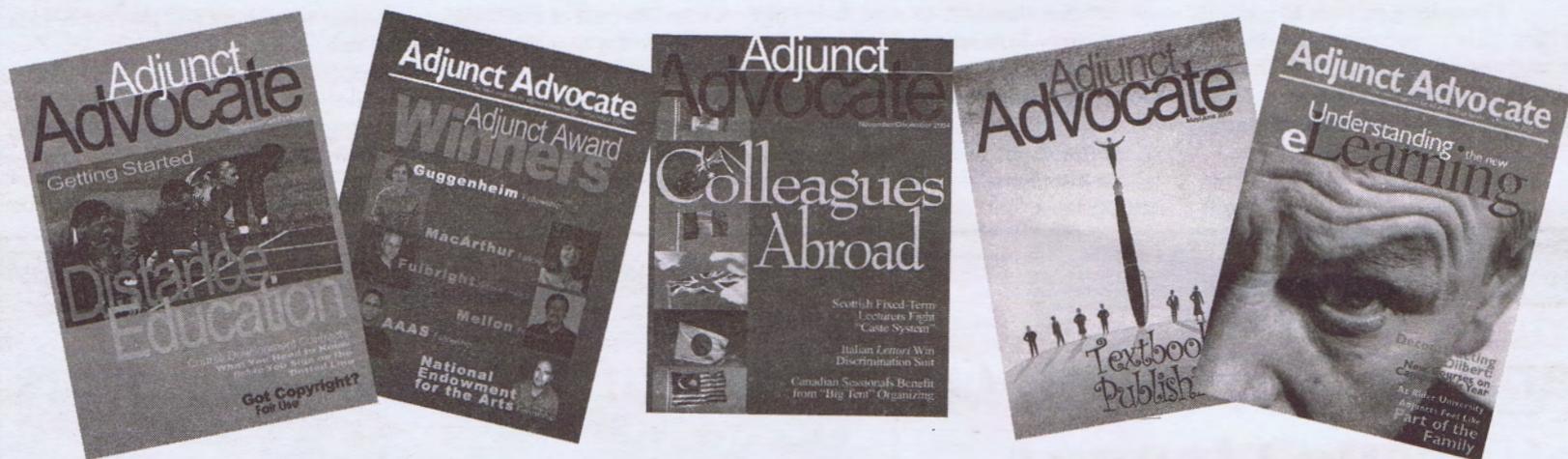
EDSITEment constructs lesson plans around links to online repositories of primary documents, textual and visual, and each lesson plan concludes with a list of additional web-based resources. In the future, EDSITEment will continue to grow and to add new resources to address classroom needs in the humanities at all grade levels. EDSITEment aspires to fill the needs of teachers who seek material targeted by state standards or who wish to explore more recondite topics that illuminate and deepen students' engagement with the humanities.

Recently, as more students log on to use EDSITEment for research or to access materials assigned by teachers

using EDSITEment lesson plans, EDSITEment strives to make the site more student friendly. With funding through NEH's *We the People* initiative, NEH awarded cooperative agreements to City College of New York (CCNY) and Ashland University, to create a series of intensive high school U.S. history lessons; many of them are structured for AP, IB, or Honors courses. Teams of distinguished historians will work with veteran classroom teachers to construct these new materials. These lessons challenge students to research and read closely documents pertaining to the Colonial Period, the American Revolution, the Constitution, the Civil War, World War II, and twentieth century history. And to facilitate this deeper level of learning, Ashland and CCNY will develop tools that enable students to engage in history in more sophisticated ways. At the end of this three-year project, students will be able to examine primary documents virtually using an online annotation tool, a multi-layered map reading tool, and an image analysis feature.

EDSITEment history lessons draw from major online repositories of American history, such as the Library of Congress American Memory Collection, the National Archives Digital Classroom, the Supreme Court Database Oyez Project, and Yale University's Avalon Project. EDSITEment also showcases a number of NEH funded websites with archives and databases created by university history faculty. They include *Exploring Amistad*, *Freedmen and Southern Society Project*, *New Deal Network*, *U.S. Women's*

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After School History

Will Fitzhugh

The National History Club was founded in March 2002 to encourage the reading, writing, discussion, and enjoyment of history among secondary students and their teachers. We now have 165 chapters in secondary schools in 36 states with more than 4,600 members. There are no official guidelines for the activities of chapters and they have gone their own separate but quite interesting ways over the last three years.

This spring each chapter chose its own "History Student of the Year," who received—thanks to James Rees and George Washington's Mount Vernon—a copy of David Hackett Fischer's *Washington's Crossing* (2004) as a National History Club prize.

In an editorial in the National History Club newsletter, James Rees, executive director of George Washington's Mount Vernon talked about the crisis in history facing our schools, observing "in a recent survey of fourth graders, seven of ten students thought that Illinois, California or Texas were among the thirteen original colonies. Six of ten students had no idea why Pilgrims came to America, and only seven percent could identify what important event occurred in Philadelphia on July 4, 1776."

Chapters of the National History Club have taken a wide variety of approaches to discovering the natural fascination of history. Some have constituted themselves as history honor societies, with membership qualifications of their own devising. Others have welcomed anyone with an interest in history

(and their friends). Some of their names reveal a bit of that variety: The Cliosophic Society in Tennessee; The History Honor Society at Archbishop Coleman Carroll High School in Florida; B.B. Comer's Time Travelers Club in Alabama; Santa Catalina School History Club in California; the Conrad Weiser History Club in Pennsylvania; Happy Hill Farm Academy in Texas; Lookout Mountain Homeschoolers in Tennessee; The Ben Franklin Honor Society at Plainedge High School in New York; The Gilbert Van Zandt History Club at Wilmington High School in Ohio; and the St. Martin History Honor Society in Mississippi are a few examples.

Their activities in history show a similar range. Some have heard presentations from such speakers as presidential adviser David Gergen, Nobel Prize winner Eli Wiesel, former presidential candidate George McGovern, and many others who have played a significant role in our recent history. In addition, many chapters have visited local universities, presidential libraries, state historical societies, and museums to discover the history resources available to them, including the U.S. Holocaust Historical Museum, the University of Colorado, the Ohio Freedom Center, and the New-York Historical Society, among many, many others.

The Club newsletter, which has two issues a year, has had columns by Lt. Col. Ward Scott, a Mahan Scholar at the Naval War College; Peter Gibbon, author of *Call to Heroism*; Jesus Garcia, President of the National Council for the Social Studies; and James Rees, director of George Wash-

ington's Mount Vernon. The spring 2005 newsletter has a column by David Hackett Fischer of Brandeis University, winner of this year's Pulitzer Prize in history.

In the spring 2004 issue of the Club newsletter, Jesus Garcia wrote: "Why do I value history and consider history a core discipline? Like many of the contributors to this column, I enjoyed social studies and history as a student and I can identify key individuals who taught me the importance of history and the other social sciences and the value of a broad and comprehensive view on issues. At home, my father, an immigrant from Mexico, skimmed my high school U.S. History textbook and commented on the lack of information covering the contributions of Mexicans and Mexican Americans to the development of the Southwest in the early 1900s, World War II, and agribusiness in the early 1950s. My father piqued my interest by referring to my textbook as the 'official' knowledge of the schools."

We started the National History Club because we love history and we would like to encourage that love among our secondary students. We believe that peer influence can get students interested in history the way it gets them interested in baseball or 50

Cent. We think that our chapters can stimulate an interest in history in a number of ways that are not available in the usual history classroom, and we expect that such an interest will make history in the classroom more approachable and more valuable to students. We know that once students start to talk about history

and to read history books, the chances decrease of their being as ignorant of history as too many of their peers these days are.

Of course, we also hope that as chapter members start to read history books they will consider doing more serious history research papers as well which will not only bring more and better submissions to *The Concord Review* and the National Writing Board, but will help them to get ready for the academic nonfiction reading lists and academic term papers that will face them in college, especially if they take any good history courses.

We are very encouraged with the number of chapters which have joined since 2002, and with the energy and enthusiasm which members are bringing to their quite varied approaches to the study and enjoyment of history after school. We expect to offer a great history book to the "History Student of the Year" at each chapter every year, and if we can get some funding as the number of chapters continues to grow, we will start planning for our first National History Club Convention before too long. For more information about the National History Club, visit <<http://www.tcr.org>> or email Will Fitzhugh at <fitzhugh@tcr.org> or Robert Nasson, Director, National History Club at: <nasson@tcr.org>. □

Will Fitzhugh is the editor and publisher of *The Concord Review* and founder of the National History Club and the National Writing Board.

Lynn Classical High School History Club

Lynn Classical is a 1,400-student high school located in a city of strong middle class and immigrant neighborhoods. The students come from very diverse backgrounds and, after graduation, go on to further education at colleges like Yale and Harvard or local two-year colleges like North Shore Community College. Some students enter the workforce immediately after graduation or enter military service. With such diversity, it was surprising that there was no History Club until a group of students asked me if I would help them start one and be the advisor. We have just finished our third year.



Members of the Lynn Classical High School History Club join in on a historical reenactment.

I would say that our first goal is to have fun, followed closely by seeing history in action. We regularly join the reenactments of Paul Revere's Midnight Ride in Lexington, the Boston Tea Party, and the Boston Massacre. In February, we host a birthday party for Washington and Lincoln for the fourth graders of the nearby elementary school. In addition to cake and cookies, we quiz the students on geography and U.S. history. In June, we walk the Boston Freedom Trail and later this year we will visit Harvard's Fogg Art Museum and enjoy lunch at Mr. Bartley's Burger Cottage. In the past, we hosted a speaker from the Holocaust Survivors' Center and held lectures by some of our own faculty. We also regularly participate in Massachusetts History Day competition.

It has been a rewarding experience for me to share my love of history with students who are willing to give up a Friday night to watch how history was made. See us in action at the school's website <<http://www.lynnclassical.org/historyclub2.htm>>. □

Gayle G. Richardson

primary documents in the classroom. Of the respondents teaching U.S. history, 55 percent of those at associate's programs said they expect their students to read and analyze primary documents at least once a week, as compared to 71 percent of those at doctoral programs.

Written analysis of historical source materials was clearly an important part of the pedagogy for most faculty teaching the European history course as well. Fully 78 percent of all the respondents said students are required to read and analyze historical source materials "a great deal" or "a fair amount." The only notable variance in this pattern was among faculty at two-year institutions, where 52 percent chose the same two descriptors.

Exam Structure in Both Courses

The similarities in the approaches of faculty to the introductory U.S. and European history courses extended also to the way in which they designed their final exams. Most faculty reported that a major portion of their final exams consisted of essay questions. According to faculty at four-year institutions, on average, more than 70 percent of their final exams consisted of long or short essay questions. Among two-year faculty the average was slightly less—60 percent. Although both U.S. and European history survey

with the former preferring the essay question—were strikingly similar to the responses received from those teaching the U.S. history survey course at such institutions.

Overall, fewer than half the faculty teaching the U.S. and European history introductory course said that they incorporate analysis of primary source material in their exams. For the U.S. history course, 40 percent of the respondents said they make this part of their exams, as compared to 47 percent of the respondents for European history.

The results show considerable differences in the nature of writing assignments for the two courses. U.S. history faculty at two-year institutions were more likely to assign research projects or a term paper—78 percent of faculty at two-year institutions reported assigning research papers as opposed to only 40 percent of faculty at four-year colleges and 54 percent of faculty at universities. In contrast, 85 to 90 percent of respondents (at all types of institutions) to the European survey said they include a research project in their course (4).

Textbooks

There was a broad range of textbooks used by faculty in both courses (5). No single textbook in the U.S. history survey is used by more than 10 percent of the respondents, with just three textbooks cited by more than 7 percent of the respondents.

However, there were marked differences between the different types of institutions. At baccalaureate institutions, for instance, seven textbooks surpassed the 7 percent threshold—Norton, *A People and a Nation*; Boyer et al., *Enduring Vision*; Tindall and Shi, *America*; Faragher et al., *Out of Many*; Brinkley et al., *America*; Roark, et al.; *The American Promise*; and Murrin et al., *Liberty, Equality and Power*. In contrast only three textbooks were cited by more than 7 percent of the respondents at doctoral/research universities—Norton et al., *A People and a Nation*; Boyer et al., *Enduring Vision*; and Henretta,

America's History. And just two textbooks were cited by more than 7 percent of respondents at institutions with associate's programs—Boyer et al., *Enduring Vision*; and Brinkley et al., *America*.

There was a similar spread of textbooks used by European history faculty, although there was slightly more heavy usage of a few texts. Once again, though, there were marked differences among the different institutions. McKay, et al., *History of Western Society* and Spielvogel's *Western Civilization* accounted for almost half of the textbooks selected by faculty at two-year programs. In contrast, at doctoral programs, the *Making of the West* (by Hunt, et al.) was the only textbook to be cited by more than 8 percent of the faculty at doctoral programs.

Conclusion

The College Board's curriculum survey results indicate remarkable stability and uniformity in the design and structure of the U.S. and European history introductory courses. There was little shift in chronological and topical

breakout of the courses from past survey data collected in the 1990s, and faculty tended to agree on the major chronological and topical subdivisions. The survey showed minor institutional differences on the following aspects:

- Public institutions tended to devote more time to early time periods
- For U.S. history, faculty at associate programs were more likely to incorporate historiography in the course and require a term paper

The survey data thus seem to confirm some common assumptions and conjectures while also offering some useful insights into the structure and organization of the history course. The data also hints at some seemingly counterintuitive conclusions that raise new questions. How can the greater importance apparently attached to historiography in two-year colleges be explained? Why do public institutions commence their U.S. (or European) history introductory courses in earlier time periods, while private colleges start in a later phase (1600 instead of 1492, for instance)? Are there other reasons (besides the practical one of melding social and cultural history) for the greater emphasis given to cultural history in teaching a U.S. history survey course? Are the similarities between pedagogic practices for U.S. and European history survey courses observable in the case of other introductory courses—in history and other disciplines? Why is the research paper given more importance by two-year college faculty? These and other questions obviously call for further exploration and analysis. □

Data tabulation and a draft of this report was prepared by Robert B. Townsend, assistant director for research and publications at the American Historical Association in consultation with Lee Formwalt and John Dichtl of the Organization of American Historians, Michael Johaneck of College Board, and Uma Venkateswaran and Despina Danos of Educational Testing Service. Questions and comments about this article may be directed to them by e-mail addressed respectively to rtownsend@historians.org, john@oah.org, mjohaneck@collegeboard.org, uvenkateswaran@ets.org, and ddanos@ets.org.

Endnotes

1. Michael Grossberg, "Comment: Meeting the Challenges of the United States History Survey" in *The History Teacher*, 37:4 (August 2004), 512.

2. The survey of teachers of U.S. history survey courses elicited 477 valid responses, while the European/Western Civ survey received 344 valid responses. Staff then cross-tabulated the results against the institution in which they teach and its location. Surprisingly, respondents to both surveys were primarily full time faculty. This is of some concern as part time faculty teach most surveys. See data in "Who Is Teaching in U.S. College Classrooms? A Collaborative Study of Undergraduate Faculty, Fall 1999," online at <http://www.historians.org/caw/> and "The State of the History Department: The 2001-02 Department Survey, *Perspectives* (April 2004), 13 available online at <http://www.historians.org/Perspectives/Issues/2004/0404/rbtfaculty0404.htm>.

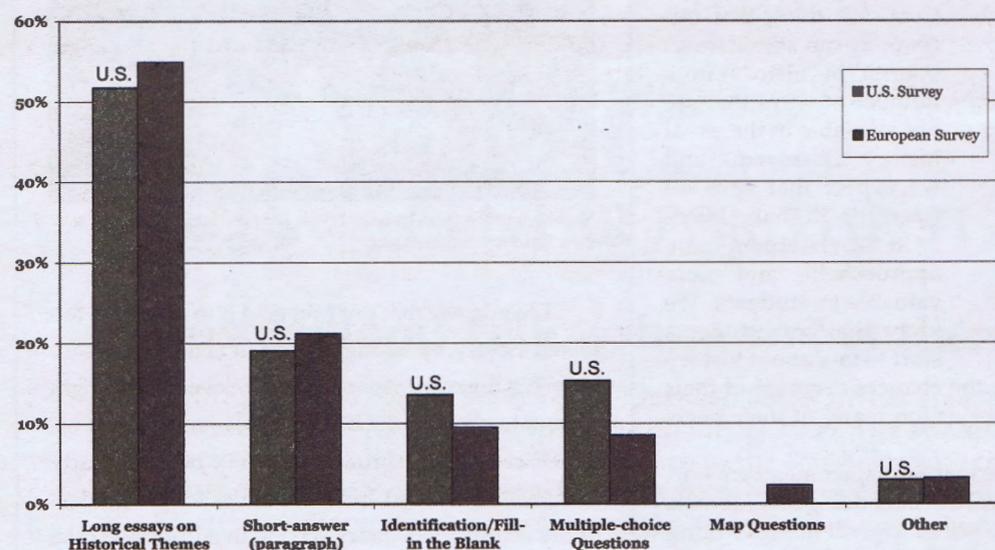
There were also some important differences in the institutional demographics of those responding to the survey. In terms of the types of institutions they represent, the respondents to the U.S. history survey were similar to the responses the AHA receives to its annual department survey, with a larger than average response from faculty at two-year programs (though still well below their numbers in the number of history faculty). In the last survey of postsecondary faculty by the National Center for Education Statistics (in the fall of 1998), almost a third of all history faculty were teaching at two-year programs.

3. For a recent analysis of the trends in class sizes and enrollments, see Robert B. Townsend, "Latest Figures Show Sizeable Increases in History Majors and Bachelor's Degrees," *Perspectives*, April 2004, available online at <http://www.historians.org/Perspectives/Issues/2004/0404/rbtstudents0404.htm>.

4. Given the difference in the way the question was framed, however, this obviously could include shorter written assignments.

5. For a discussion of the role of the textbook in U.S. survey courses, see Daniel J. Cohen, "By the Book: Assessing the Place of Textbooks in U.S. Survey Courses," *Journal of American History* 91 (March 2005).

Figure 2: Proportion of Final Exams Comprised of Questions of Type



respondents reported very little multiple-choice testing, faculty teaching the European history course were far less likely to use this format (Figure 2).

U.S. history faculty teaching in public institutions gave the long essay less importance on the final exam than their colleagues at private colleges. The long essay comprised less than half the weight of final exams in public institutions as opposed to 60 percent in private institutions. Some of this difference was due to the fact that faculty at public institutions made multiple-choice questions a larger part of their testing in the final exams (perhaps because of the larger class size).

Interestingly, this pattern was somewhat reversed among faculty teaching the European history course, but only for respondents at public baccalaureate colleges who reported that long essays were a larger part of the exams they conducted, and that they used no multiple-choice questions.

The differences between the responses of those teaching European history at private and public institutions (particularly at Master's and doctoral-level programs)—

TAH Programs and Tenure Track Applicants in U.S. History

Russell Olwell and Richard Nation

While the U.S. Department of Education's Teaching American History (TAH) grant program has cost taxpayers over \$350,000,000 since its start in 2001, the impact of the program on student learning, teacher competence and the interaction of the K-12 and university history communities has not yet been documented (For an outline of the plan to document this, see <http://www.ed.gov/programs/teachinghistory/performance.html>), and for a survey of historians involvement in TAH programs, see <http://www.oah.org/pubs/nl/2005may/mcarthur.html>).

The program, which requires local school districts to partner with a museum, non-profit or college/university department of history in order to provide professional development to teachers of history, gives the most extensive opening in the dialogue between K-12 and university history teachers ever. Recipients include programs that train future historians: a substantial number of the grants (28 percent of the 2001 awards) have been given to partner universities that have PhD programs in history. Even if cancelled tomorrow, the already funded three-year projects, which now number over 400, should provide the framework for future partnerships in history education for the next decade.

How has this program affected the new generation of graduate students and others coming onto the history job market? In the best case scenario, graduate students and other young historians would be involved in K-12 projects throughout their education and see service to K-12 schools as part of their job as a professional historian. In the worst case scenario, graduate students would be steered away from such projects, in order to focus exclusively on the research training that has dominated professional training in history since the 1960s.

The answer, according to some initial evidence, may fall between the two extremes outlined above. In Eastern Michigan University's three recent job searches for new historians in History Methods for Secondary Education, Early American History, and Civil War and Reconstruction, many job applicants, particularly top applicants, brought with them significant Teaching American History grant experience or other K-12 school outreach experience. While this was not the deciding factor in any hiring or other decision, it did come up in discussions of the pool and of changes in the history profession over the last decade. It was an interesting enough issue to merit digging through the files and seeing just how many historians who applied for positions brought TAH and other K-12 outreach experience to our attention in their materials, and whether it fell uniformly across the three searches.

It may not be surprising that applicants in the methods search brought the most K-12 and TAH experience to our attention. Of methods applicants, 17 percent had direct TAH experience, and 44 percent of the methods applicants mentioned K-12 experience in their applications. This experience ranged from writing and evaluating TAH grants to delivering professional development or running National Endowment for the Humanities seminars. Many of these applicants had developed wide-ranging projects in difficult urban settings, an achievement that graduate students in history did not aspire to a decade ago.

The applicants in the Early American history position search also brought a range of TAH and school experience to the table, with 4 percent mentioning TAH experience, and 14 percent of applicants mentioning some form of K-12 outreach. Moreover, such participation often occurred among candidates who were strong in traditional research and collegiate teaching. Among Early Americanists, their outreach experience was substantial and ranged from grant writing and administering to leading seminars for teachers. The TAH program's emphasis on "traditional" American History and the founding period certainly would be likely to draw more Early Americanists.

While the Civil War and Reconstruction periods are central to understanding U.S. history, the job pool in that area had the least contact with teachers and schools. No Civil War applicants highlighted TAH experience, and while the percentage of applicants with K-12 experiences was only slightly less than the Early Americanists (9 percent), this outreach was typically less substantial and included working with urban teachers and working with a single elementary classroom.

What accounts for the difference in rates of mentioning TAH and other school outreach activity? Some of the stark difference had to come from the nature of these positions—the teaching methods position would entail at least some work with schools, making any such work worth emphasizing. What is most startling is how fewer than half the methods candidates had any such experience to claim. The other two positions, with greater emphasis on research, would not necessarily bring forth candidates with full experience in school and grant-related activities.

The emphasis of the grant program on "traditional" U.S. history may also have skewed the results, as historians

of early American history seem to have been called upon more often to be a part of programs than other periods. If this is the case, it indicates that this aspect of the program needs to be rethought, as there is no period richer for the professional development of teachers than the Civil War and Reconstruction.

Clearly, the access of newly minted PhDs to participation in these programs may explain the fairly low numbers. In their PhD institutions, the emphasis is on production of traditional research; once the PhD is in hand, if they do not get a job immediately, they may find themselves in adjunct positions, excluded from the formal programs like TAH administered by their employer. Graduate research universities which participate in TAH or other K-12 outreach programs may look to tapping into the talent pool that is their graduate students to help develop these programs, thus providing useful training for these graduate students as they enter the highly competitive marketplace. Many of the nation's regional universities have a strong emphasis on developing K-12 teachers.

Ultimately, it may be up to hiring committees and departments how much TAH and other school outreach activity will be encouraged or discouraged in our profession.

Is the "scholarship of outreach," as Edward Lynton has termed it, to merit its own area of the c.v.? Or do historians, as a profession, still place sole and primary value on what Ernest Boyer termed the "scholarship of discovery," whether or not the knowledge uncovered ever makes it into the K-12 classroom? □

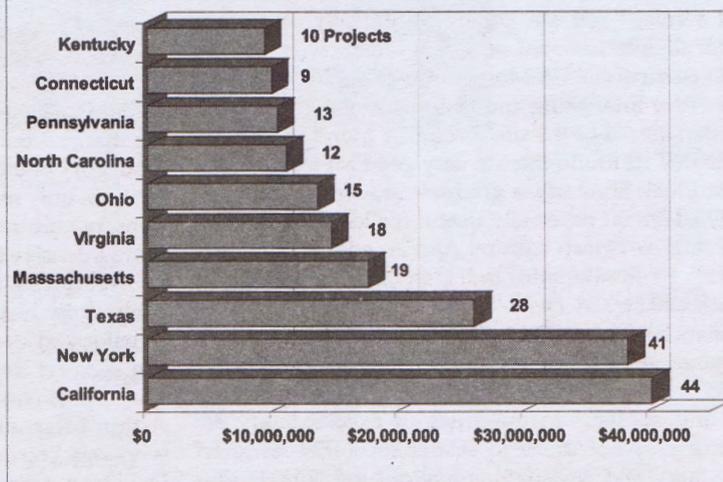
Russell Olwell and Richard Nation are Associate Professors in the Department of History and Philosophy at Eastern Michigan University.

Leaders in TAH Funding

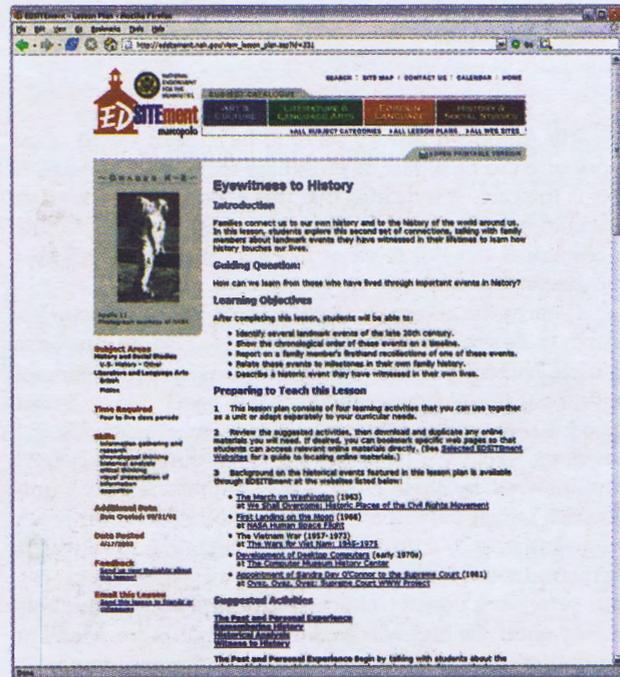
According to data compiled from the U.S. Department of Education's Teaching American History web site, California and New York led the nation in the amount of TAH funding received from 2001-2004. Interestingly, Kentucky and Connecticut, despite having much smaller populations—ranking 26th and 30th respectively—also made the top ten.

The data were compiled from a listing of grant totals appearing at <http://www.ed.gov/programs/teachinghistory/awards.html>. The TAH program supports competitive grants to local educational agencies partnered with historical institutions, history departments, or other history-related groups. The purpose of these grants is to promote the teaching of traditional American history in elementary and secondary schools as a separate academic subject through improving the quality of history instruction by supporting professional development for teachers of American history. □

Top Ten TAH Grant Recipients, 2001-2004 Including Total Grant Amounts and Number of Projects



Data compiled by OAH staff members Alex Irwin and Phillip M. Guerty.



NEH's EdSitement Web Site (<http://edsitement.neh.gov/>)

History Workshop, Valley of the Shadow, Virtual Jamestown, Web de Anza, and Women and Social Movements in the United States.

Teachers appreciate most the high quality of the lessons and the scholarly pre-screened websites used in EDSITEMent lessons. In 2003, the Association of Educational Publishers awarded EDSITEMent a Distinguished Achievement Award in the category of Educational Technology for its lessons on the Declaration of Independence, the three branches of government, and the Preamble to the Constitution.

EDSITEMent staff seek to align the project with other NEH programs, especially those from the Division of Education, and the *We the People* initiative to expand both the reach of EDSITEMent and the impact of traditional NEH programs. A number of project directors have used EDSITEMent resources in their NEH funded programs and several have expressed interest in submitting lesson plans to be considered for inclusion on EDSITEMent.

EDSITEMent reaches educators across the globe. Teachers and students from Thailand, Greece, Hong Kong, Pakistan, Uzbekistan, and Nigeria have contacted NEH praising the resources on EDSITEMent. A teacher from Thailand wrote, "You are providing a really important service to all international school teachers who use an American curriculum." A Moroccan user said of EDSITEMent, "it's very interesting and varied." A user from Karachi, Pakistan, heard of the site through a friend in the U.S. and wrote that he found the site very good for a beginning English student. Similarly, a graduate student in Portugal found EDSITEMent especially useful for learning English and studying American culture. And an educational consulting firm in Tamilnadu, India, recommends EDSITEMent to regional teachers.

Scholars and teachers help EDSITEMent by nominating outstanding websites and by writing and reviewing lesson materials and student activities. These introduce teachers and students to the kinds of extraordinary archives once only accessible to academics. NEH relies on users' feedback and website nominations to maintain EDSITEMent as a repository of the best humanities websites and teaching resources on the Internet. □

dealt almost exclusively with crime, disinvestment urban decay, or the rise of hip hop. There was no depiction, in literature, film or academic writing about family and community building among black working class and middle class families in the Bronx.

The vacuum of information and documentation I uncovered on this large and diverse population was too compelling to pass up so I decided to do what social historians have been doing since the Federal Writers Project—start an oral history project and place people's experiences on record and help locate collections of primary documents. For my first interview subject, I chose a social work supervisor named Victoria Archibald Good who had been my student at Fordham in the early 1970s and who grew up in a low income housing project in the South Bronx called the Patterson Houses in the 1950s.

The interview depicted a historic moment (from the early 1950s through early 1960s) when public housing was the residence of choice for many working class black and Puerto Rican families who had recently moved to the Bronx from Harlem, reinforced by excellent public services, comprehensive youth recreation programs and the joyous sharing of cultures between blacks and Latinos. People slept with their doors open, helped raise one another's children, and sustained a powerful sense that life was improving until a heroin epidemic hit in the mid-1960s.

But most importantly, the interview revealed how many people were passionately committed to putting this experience on the historical record. Within one week of the interview, I got three calls from old friends of Victoria from the Patterson Houses asking to be interviewed. "We've been trying to tell this story for thirty years," a social worker named Nathan Dukes told me. "No one ever writes about black neighborhoods in the Bronx as great places to grow up in." Dukes began lining up interviews with me at the rate of two or three a week, and by the summer of 2003, I had interviewed fifteen people and had started working with Dukes on a documentary film about his childhood experience.

As I would soon discover, the passion to document black life in the Bronx extended far beyond the Patterson Houses. In response to a *New York Times* article on the research that Dukes and I had been doing, I received no less than fifteen calls and emails from people who had grown up in a South Bronx neighborhood called Morrisania demanding that community be the focus of my research because it was "The Harlem of the Bronx."

As I responded to these inquiries, I realized that what excited people the most was not that a scholar at a major university was interested in documenting their community, but that custodians of community traditions were guiding that process at every turn. To formalize this, we created a category of individuals called "Community Researchers" who not only recruited interviewees, but identified institutions, or cultural traditions in the community that merited more intensive investigation.

Within six months, we recruited a team of experts on community history from Morrisania, whose insights have transformed our understanding of Bronx African American History: Robert Gumbs, a graphic designer who promoted jazz concerts in the Bronx in the 1950s and 1960s; Arthur Crier, a legendary singer, songwriter, and arranger who was known as the dean of Bronx "Doo Wop"; Jesse Davidson, a retired postal worker led the Bronx chapter of the NAACP in the 1940s and 1950s; Leroi Archible, a former district leader and youth worker who was an expert on

black politics in the Bronx; and the Pruitt family, a group of five educators who grew up in Morrisania and had worked as teachers, principals, staff developers, and district administrators in Bronx schools for over fifty years.

We learned from the Morrisania interviews that:

- Morrisania's first African American residents were upwardly mobile families from Harlem who saw signs and advertisements that said "We rent to select colored families," a code phrase for Pullman porters, postal workers, and extremely light skinned people. This migration, which began in the early years of the Depression, accelerated greatly during World War II and eventually turned Morrisania into the Bronx's major African American neighborhood.

- Morrisania had a great live jazz and rhythm and blues scene in the 1940s and 1950s which no historian has ever written about. All of the top be bop artists of the era played at Club 845 and the Hunts Point Palace, the Bronx's most important live music venues and many important jazz musicians including—Elmo Hope, Donald Byrd, Herbie Hancock, Tito Puente, and (for a time) Thelonious Monk—lived in the Bronx.

- The Bronx had a powerful tradition of anti-racist activism spearheaded by the Morrisania branch of the NAACP, an activist minister named Edler Hawkins, local labor unions and radical parties, and chapter of Bronx CORE.

How do we take this information, "common knowledge" to Morrisania residents, but never captured or discussed in any work of history, and make sure it is not lost to future generations? Here, the role of university trained scholars and heads of cultural institutions has been crucial. While the research team at Fordham has concentrated on conducting and transcribing interviews, collecting supporting documents, and writing articles about our research, the Bronx County Historical Society has taken responsibility for housing and cataloguing the Oral History Collection, preserving and organizing new documents, and publishing what we write about the project in its journal. In addition, both organizations, and the Community Research Team, have worked together in organizing tours, sponsoring lectures, concerts, and media broadcasts, and developing programs in the public schools. As a result of our collective effort, we have created a database of more than one hundred transcribed interviews, acquired two major documentary collections (one on black politics, the other on jazz and latin music) created an excellent interactive website at <http://www.fordham.edu/baahp>, and put Bronx African American History "on the map" in local broadcast media and the local educational system.

Working together, professional historians and history-minded local leaders, have created a research project which has captured the imagination of a neglected section of the New York's black population, and made thousands of people excited about recording and preserving their own history. In the process, our collective understanding of how people live "race" in New York City has been dramatically deepened and enhanced. □

Mark Naison is the Director of the Urban Studies Program and Professor of African American Studies and History at Fordham University. For more information about the Bronx African American History Project, you may contact Naison at naison@fordham.edu.

Remembering Rosie the Riveter

Julia M. Siebel

If you stand on the dock of the historic Ford Assembly Plant in Richmond, California, and look south, the view is breathtaking. The open expanse of water, the city of San Francisco and the bay—with its famous bridges and miles of coastline—have long inspired creativity. When you turn around and examine the current state of the industrial plant directly behind you, or look west to view Shipyard #3, you need a lot of creativity to understand both the past and the future of these buildings and their surroundings. With some imagination, though, you can begin to recognize the National Park Service's new Rosie the Riveter/World War II Home Front National Historical Park and its significance for current and future generations.

Last April at the OAH San Jose meeting, two dozen attendees had a special behind-the-scenes preview of this new park. Our trip, cosponsored by the OAH and the National Collaborative for Women's History Sites with a grant from the National Park Service, included visits to many of the park's sites, talks with four eloquent, distinct, and memorable "Rosies," and meetings with scholars collecting oral histories. We also heard from key community leaders and National Park Service employees including Judy Hart, the park's first superintendent, George Turnbull, Deputy Regional Director for the Pacific Northwest Region, and Representative George Miller (D-CA).

Because fewer "Rosies" remain each year, collecting their stories right now is extremely important. Hopefully, the park will lead to a greater awareness of their important role in history and help preserve existing physical resources while creating new primary documents for future scholars. As the Statement of Purpose notes, the historical park is a creative public-private partnership that aims to preserve "the stories, sites, structures and areas that are associated with this industrial and governmental efforts that contributed to victory in World War II and to lasting change to America." That "lasting change" included innovations in prepaid preventative health care and childcare.

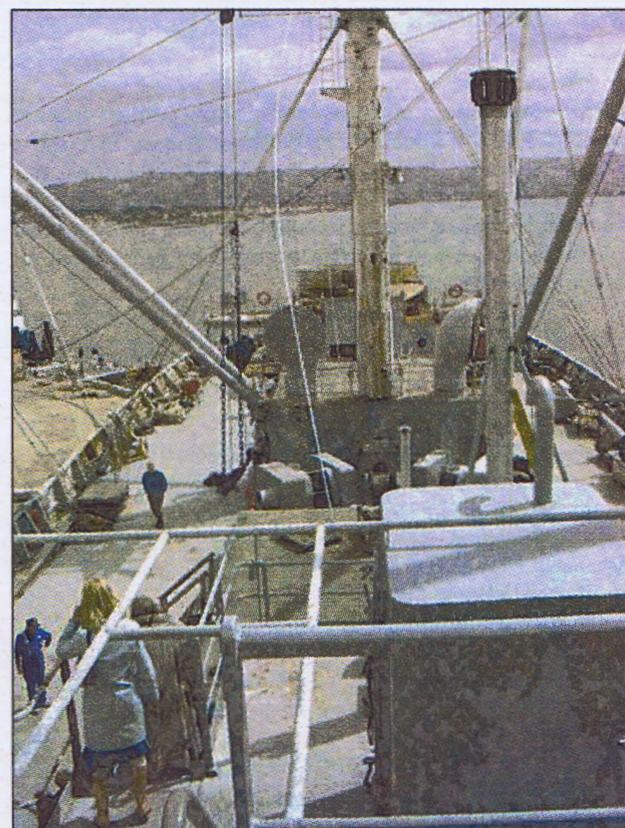


Tour participants listen to WWII veterans and park volunteers aboard the USS Red Oak Victory.

As the U.S. geared up to fight World War II, Richmond, California, grew overnight from an agricultural hamlet to a wartime boom town. While our military history is well known, the home front history is much less so. Unlike other such towns, many of Richmond's original 1941-1946 buildings remain. Spread along the waterfront, the park's seventeen specific sites include the Ford Assembly Plant, the USS Red Oak Victory, Henry Kaiser's Shipyard #3 and related historical buildings—two childcare centers, the Kaiser Permanente hospital, canteen, fire station 67A and wartime public housing.

The Rosie the Riveter/World War II Home Front National Historical Park seeks to research, preserve, and interpret the hard and dangerous stateside work, workers, and related sites key to the war effort. The 120,000 predominantly female workers from Richmond built more ships than any other shipyard. The park preserves key structures once filled with women workers of all ethnic and age groups busy assembling the ships, tanks, and jeeps so essential to the Allied victory. Working in teams with lights ablaze all night long and everyday, they built 747 ships (their four-day record for building an entire ship still stands). The Ford Assembly Plant was converted from assembling cars to jeeps and trucks and other combat vehicles—it will become the park's visitor center. The two childcare centers that operated from 1941 to 2004 remain, as does the Kaiser Permanente Hospital and Fire Station 67A. The USS Red Oak Victory—launched at Shipyard #1 in November, 1944, and owned by the Richmond Museum Association—is being restored by World War II veterans now volunteers in their eighties.

The value of the Rosie the Riveter/World War II Home Front National Historical Park extends far beyond these actual physical spaces bounded by bay and railroad tracks. The park will also house museum and oral history collections. Ford Motor Company advertisements elicited nine thousand "Rosies" eager to share their long-unheard stories. (Current estimates reach six million American women employed in World War II war-related work). These include stories of "riveting tests," frequent prejudice from male bosses who underestimated the women's capacity, five families living in one apartment, and family sacrifices mixed with war-heated romances. Disparate racial treatment for white and black workers remains particularly painful: lack of African American ac-



A view from the USS Red Oak Victory, now part of the Rosie the Riveter / World War II Home Front National Historic Park.

cess to housing and childcare and doing the dirtiest, most dangerous work.

In addition to adapting the Ford Assembly plant into a visitor center, the partnership also needs to collect more histories and objects associated with the "Rosies" including uniforms, the infamous riveting tests, and photographs that would be useful in future scholarship. Particularly important are the extensive oral histories being collected and digitally preserved by Richard Candida-Smith. Each woman's personal history offers a frank and highly individual interpretation of the work, cultural shifts, and social challenges that dominated everyday wartime life on the home front.

For more information on the park, please visit <<http://www.nps.gov/rovi/>>. Given the success of this year's program, the OAH will work again with the National Park Service to offer a similar history-intense tour departing from the

2006 conference and returning to local airports. For more information on the National Collaborative for Women's History Sites, please visit <<http://ncwhs.oah.org/>>. □

Julia Siebel is currently the Director of Volunteer Services at Children's Hospital of Orange County, California. Siebel earned her PhD in U.S. History from the University of California and her research emphasizes the role that women volunteers played on the World War II home front. Photos courtesy of Michael Benefiel, Persuasive Information.



Four former female employees of the Kaiser Shipyards speak with tour participants about their experiences.

with me, and I said no, I was not running against another woman. I said if I couldn't run against a man, I wouldn't accept the nomination. And so they ran Robert Dallek, and that was okay with me. And it was when I was elected that I suddenly realized that they were electing me because I was an historian, and that was so gratifying to me. I cannot tell you what that meant to me."

Throughout her career, Betty has served her profession well in addition to her superb teaching and her excellent scholarship. In addition to her involvement with SHAFR, she has also served on AHA and OAH committees, in particular the OAH Committee on Research and Access to Historical Documentation (1980-1987). She has also represented the profession as a member of the U.S. State Department's Advisory Committee on Historical Diplomatic Documentation and the U.S. Army's Historical Advisory Committee. She has also served on history advisory committees for the Secretary of the Navy, the U.S. Defense Department, and the director of the Central Intelligence Agency.

More recently, Betty has developed a strong interest in Pakistan and India and, in particular, the work of Pandurang Shastri Athavale, more commonly known as Dada ("elder brother"). Athavale is the founder and leader of Swadhyaya, an Indian spiritual self-knowledge movement that, according to Betty, "has liberated millions from poverty and moral dissipation." In 1997, on her third attempt, she successfully nominated Athavale for the Templeton Prize for Progress in Religion (\$1.3 million) because of the innovative nature of the Swadhyaya movement. Betty believes "that the Dada's work is a model and example for personal and communal transformation that can be adapted and modified within the dominant cultures and philosophical bases of people all over the world." Betty's journey from a young forensics student at Syracuse University to the first western scholar to recognize the international significance of the Dada and his religious movement, has been long, fruitful, and fascinating. The profession and OAH are the richer for members like her. □

Lee W. Formwalt is OAH Executive Director.

icy, and the primary objective of Lyndon Johnson's original affirmative action guideline (and the many court opinions since) was the equal hiring of women, the great majority of whom are white. The bake sale was racist and inappropriate, period. The University of Nevada case sounds egregious the way it is presented by the letter writers, until one discovers that what the professor actually said to his students was that homosexuals spend money freely "because life ends with them" (*Chronicle of Higher Education*, February 14, 2005), whereas both assertions are manifestly unsubstantiated and homophobic. It is hard to find the facts on any of these cases because conservative bloggers have jammed cyberspace full of fire-breathing indignation. What Beito, Luker, and Johnson are really demanding is the right to ridicule whom they want without restriction. On the street corner, they are free to do so, in the academy, not. Do I think the academy should have rules to prohibit hate speech? No, I think the faculties should teach students what is wrong with this speech, how it is anti-social and cruel. The courts, however, have made it clear that administrators have the duty to create an atmosphere conducive to learning, and when they tolerate contrary conditions, the administration can be sued by the black, female, homosexual, and transgendered students afflicted by bullies. That may be a clumsy way to rectify the injustices of the past (and it is only one way), but it is one of the things that makes the United States great. □

*Thomas N. Ingersoll
Ohio State University*

Teach History in Japan



With generous support from the Japan-United States Friendship Commission, the OAH and the Japanese Association for American Studies (JAAS) will send three American scholars to Japanese universities for two-week residencies. There, in English, the American historians give lectures and seminars in their specialty and provide individual consultation to Japanese scholars, graduate students and sometimes undergraduates studying American history and culture. Visitors also participate in the collegial life of their host institutions and help expand personal scholarly networks between Japan and the U.S.

Round-trip airfare to Japan, housing, and modest daily expenses are covered. Selectees are also encouraged to explore Japan before or after their two-week residency at their own expense. Applicants must be members of the OAH, have a Ph.D., and be scholars of American history. Applicants from previous competitions are welcome to apply again. Winners of the competition are expected to attend the 2006 OAH annual meeting in Washington, D.C., so that they can meet with visiting Japanese scholars and graduate students as well as the OAH-JAAS Historians' Collaborative Committee.

The Japanese host institutions for 2006 are:

- **Kansai University.** Term of acceptance: June 1-16, 2006 (negotiable). Field of preference: History of Japan-U.S. Relations, History of Japan-U.S. Cultural Relations, Japanese American Studies/History of Japanese Immigrants to U.S.
- **Rikkyo University (St. Paul's University).** Term of acceptance: November 13-27, 2006 (negotiable). Field of preference: Native American Studies, Native American History, Federal Indian Policy/Relations.
- **Sophia University (Jochi University).** Term of acceptance: June 5-19, 2006 (negotiable). Field of preference: 20th Century American History, Post War American History.

Applications should include the following:

1. A two-page curriculum vitae emphasizing teaching experience and publications. Also include the names and contact information of three references.
2. The institution(s) for which you would like to be considered.
3. A personal statement, no longer than two pages, describing your interest in this program and the issues that your own scholarship and teaching have addressed. Please devote one or two paragraphs to why you understand this residency to be central to your development as a scholar in the world community. You may include comments on previous collaboration or work with non-U.S. academics or students. If you wish, you may comment on your particular interest in Japan.

Applications must be postmarked by October 15, 2005, and sent to the chair of the selection committee: Professor Mary Rothschild, Women's Studies Program, P.O. Box 873404, Arizona State University, Tempe, AZ 85287-3404. Applicants must be current members of the OAH. Applications may be sent by email to <Mary.Rothschild@asu.edu>. □

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Co-Director, Munson Institute
Mystic Seaport
75 Greenmanville Ave.
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Mystic, CT 06355-0990
Phone: 860 572 0711; Ext. 5089
Fax: 860 572 5329
Email: glenn.gordinier@mysticseaport.org



Lincoln Bicentennial Commission Plans Extensive Educational Outreach

James A. Percoco

On a late winter morning in New Salem, Illinois, in 1832, a handbill was distributed to residents, courtesy of a lanky twenty-three year old Abraham Lincoln, a member of this Illinois frontier community a little bit more than six months. With this notice Lincoln entered the first campaign of his life, announcing his candidacy for representative in the next General Assembly. After articulating his positions on a number of issues, Lincoln speculated about his future. "Every man," he said, "is said to have his peculiar ambition. Whether it be true or not, I can say for one that I have no other so great as that of being truly esteemed of my fellow men." One might wonder what Lincoln would think today if he knew of the effort and energy being dedicated not only towards the anticipated celebration of the bicentennial of his birth, but how much of that celebration will be tied to educational programs and initiatives. Not bad, he might muse, for a man who had little more than a year of blab school.

BICENTENNIAL
Abraham Lincoln
COMMISSION
1809-2009

Plans are now well underway by the Abraham Lincoln Bicentennial Commission (ALBC) to offer teachers, at all levels, balanced materials that can be used to help educators facilitate optimum learning and teaching experiences for students. As part of this comprehensive educational outreach, the commission hopes to develop materials that will be, like the man they commemorate, timeless. Sadly, teaching materials tied to national celebrations, are generally used only for the short term. The commission intends that materials and programs developed will remain useful well beyond 2009.

Spearheading the educational initiatives is Commissioner Darrel Bigham, a Lincoln scholar from Southern Indiana University in Evansville who heads the ALBC Education Committee. According to Bigham, the purpose of his committee is to "focus on enhancing knowledge and understanding of Abraham Lincoln in the K-12 schools as well as colleges and universities. Among other things, through its web site and printed materials, it is creating materials for teachers and students that will fit into existing curricular offerings. It is forming workshops and symposia for teachers as well as a variety of academic conferences and aims to support the publication and dissemination of Lincoln scholarship. The ALBC is collaborating with such national organizations as the Organization of American Historians, the National Council for History Education, National History Day, and the Gilder-Lehrman Institute to maximize the use of resources."

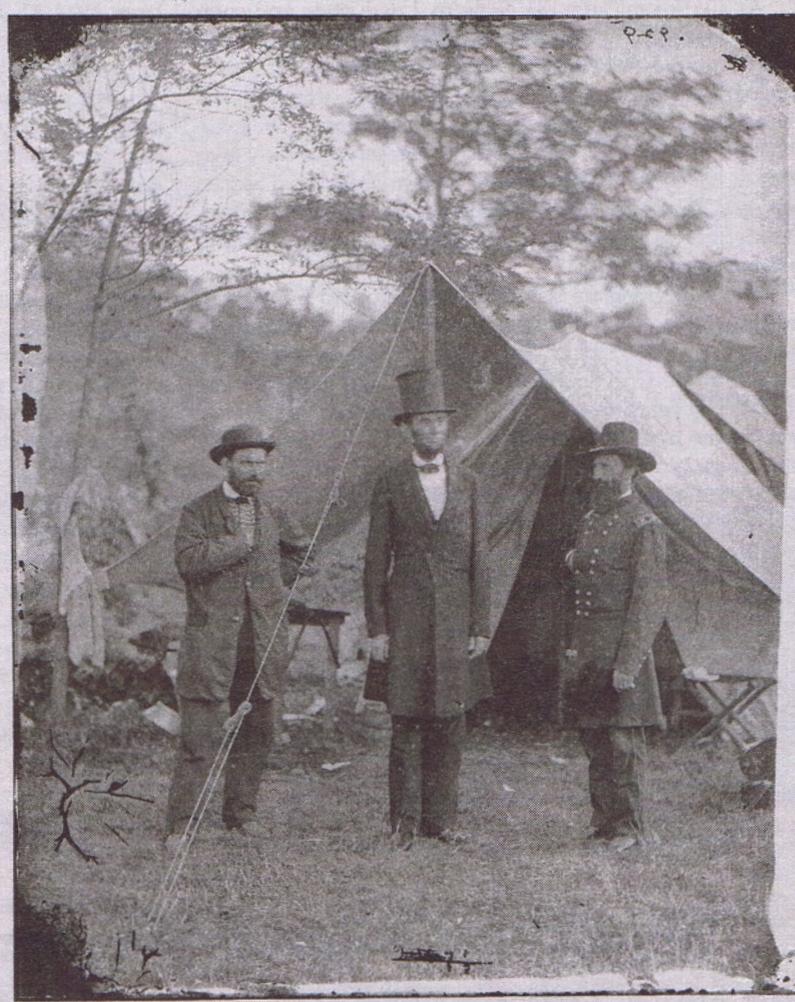
The lesson plans currently under development for Grades 7-12 explore a wide range of topics pertaining to Lincoln. "One of the goals of the Lincoln Bicentennial is to get more students and young people thinking about Lincoln and how he relates to their lives today. Making these curriculum materials available online will help us accom-

plish that," said Jennifer Rosenfeld, Program Director of the ALBC. These lessons will provide a vehicle for students and teachers to explore Lincoln's eloquence and its effect on his contemporaries. In addition to focusing on Lincoln, slavery and emancipation, race, and the Civil War, the lessons will also examine Lincoln's legacy as documented in the arts, public sculpture, and his place among the pantheon of figures of international historical importance. "Lincoln's earthly life ended 140 ago," says Michael F. Bishop, the Commission's Executive Director, "but his legacy lives on forever. These lesson plans will help teachers and students appreciate anew his extraordinary accomplishments."

On college campuses across the country, such as American University in Washington, D.C., new history courses on Lincoln are being offered as electives. It is the hope of the ALBC that new courses are invigorated with the most recent and updated Lincoln scholarship. Historical relevance is often generational and new programs and scholarship is needed in order to groom the next generation of Lincoln scholars.

One of the goals of the Education Committee of the ALBC is to connect all related Lincoln historical sites across the country within a framework that links each site to one another. This would provide a cross pollination of ideas seminal to the Lincoln story in a dynamic effort to organize the resources available at each site and/or museum. The National Park Service, through its highly regarded Teaching with Historic Places Program, soon will have two lesson plans available from Lincoln Home National Historic Site in Springfield, Illinois, and Lincoln Boyhood Home National Monument in Lincoln City, Indiana, respectively. Angela Brown, Education Coordinator for Lincoln Cottage, a National Trust Historic Site, on the grounds of the Armed Forces Retirement Home, in Washington, D.C., is hard at work developing educational programs and materials, with the hope that the President Lincoln and Soldier's Home National Monument will become a premier historic site for public education about the Lincoln presidency. By providing an umbrella for these other educational programs the ALBC hopes to harness the collective power of public historians, academic historians, K-12 teachers, and students with a hope of broadening national consciousness about Abraham Lincoln and his singular role in American history.

"It is every American's duty," argued the late United States Senator, Paul Simon, in a speech delivered before the Lincoln-Douglas Society at Freeport, Illinois, on August 27, 2000, "to get right with Abraham Lincoln." Recently a



Allan Pinkerton, President Lincoln, and Maj. Gen. John A. McClelland at Antietam, Maryland. (Library of Congress, Prints and Photographs Division.)

survey was conducted outside "The Great Moments with Mr. Lincoln" show at Disneyland in Anaheim, California. Patrons exiting the half-hour light, sound, and audio-animatronics program were asked to offer comments on what they knew about Abraham Lincoln. Most individuals only responded that Lincoln was a great man, with very little understanding of what made him great. The educational outreach programs of the ALBC plan to counter this lack of historical literacy by ensuring that Americans of all ages come to a greater appreciation and a better understanding of Lincoln. The commission hopes that people will recognize that there is more to Lincoln and his life than what has often been portrayed through myth or the generic cardboard cutouts that are hung in classrooms, ensuring that all Americans "get right with Abraham Lincoln." □

James A. Percoco is the lead educational consultant for the Abraham Lincoln Bicentennial Commission. He is the History Educator-in-Residence at American University and is working on a book, *My Summer with Lincoln*, for Fordham University Press.

1925, Clark entered the University of Mississippi, where he came under the influence of Charles S. Sydnor and began to study history. He also helped operate the Ole Miss golf course, to earn money for tuition. In that job, Clark spent considerable time with William Faulkner. A summer session at the University of Virginia earned him enough credits to graduate from Ole Miss, and he accepted a fellowship for graduate study at the University of Kentucky.

As Clark said later, he came to a new state and soon saw his first Republican. After earning his master's degree a year later, he then entered Duke University's PhD program. Under William K. Boyd's rather loose direction, he received one of the institution's first doctorates, in 1932. He also met his first wife, Elizabeth Turner. Married sixty-two years at her death in 1995, they had two children, Thomas Bennett Clark and Elizabeth Clark Stone. Clark subsequently married Loretta Gilliam, and their union joyfully endured until his death.

While in graduate school, Clark first held temporary teaching posts at what is now the University of Memphis and at the University of Tennessee. He then accepted a position at the University of Kentucky. Clark taught there thirty-seven years, from 1931-1968, and chaired the history department from 1942-1965. A hard-driving chair, he developed an ulcer, but forged a top twenty department by the time he retired in 1968. After leaving the University of Kentucky, Clark taught six years at Indiana University and promptly wrote a four-volume history of that institution. During his teaching years, he also lectured at some twenty

other schools, both in the United States and abroad, including ones in Austria, Great Britain, Greece, India, and what was then Yugoslavia. He later recalled: "The classroom is the thing I treasure the most."

Tom Clark also played a key role in the growth of professional organizations devoted to Clio. He served as president of the Southern Historical Association from 1947-48, and was managing editor of the *Journal of Southern History* from 1948-52. Phi Alpha Theta named him president in 1957 as well. In 2004, Clark received the American Historical Association's Award for Scholarly Distinction.

But perhaps his greatest impact came regarding what is now the Organization of American Historians (OAH). His presidency of the then-Mississippi Valley Historical Association in 1956-57 was followed by six years as chairman of the executive committee. After that tour of historical duty, Clark was named chair of the Committee on the Future of the Association. He proposed the new name for the organization—the OAH—and helped in the transition from a regional to a national group. Clark then became executive secretary of the OAH as it organized its new offices at Indiana University. Acceptance of that position meant that from 1970-1973 he established the offices in a recently-purchased old house, cleared the bats out of it, pushed for a newsletter, and helped transform the OAH into a productive, modern historical organization. It honored him with its Distinguished Service Award in 1984 and its inaugural OAH Centennial Award in 2004.



Clark meets in his Lexington, Kentucky, home with Executive Director, Lee W. Formwalt (right), June 17, 2003.

And across the years, Tom Clark continued to write, using a two-finger technique on a battered manual typewriter. The first of the some three dozen books that bear his name appeared in 1933; the last one—his memoirs—will come out in spring 2006. Virtually all received favorable scholarly reviews; many used sources previously untouched by academic hands; most contained writing that made them accessible to wide audiences. The core of his most influential work came in the thirty years following 1937, and represented his interests in southern, western, frontier, and state history.

See CLARK / 20 ►



UNC

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Postdoctoral Fellowships in Southern Studies

The UNC Center for the Study of the American South invites applications for two one-year postdoctoral fellowships in the history, culture, or society of the American South, to begin July 1, 2006. The awards support two outstanding junior scholars in the revision of book-length manuscripts for publication in fields related to the South, broadly construed to include the states of the former Confederacy and adjoining areas. Applications are welcome from any field, but projects are especially welcome that draw on the special collections of the UNC-CH Library or other research collections of the Triangle area, or explicitly engage issues of southern regional identity or distinctiveness.

Support. Each Fellowship provides a salary of \$40,000, plus health insurance and \$3,000 in research and travel funds. Fellows may arrange to teach no more than one course at UNC during the fellowship term.

Requirements. Applicants must have received the Ph.D. prior to the beginning of the fellowship year and no more than four years before the year begins. Scholars who have received tenure, published a previous scholarly book, or signed a book publication contract are not eligible.

Publication. Fellows are encouraged to submit their manuscripts to UNC Press. Acceptance is contingent on peer review and the editors' discretion. Manuscripts are subject to UNC Press's editorial processes.

Applications. Applications are due November 1, 2005 and consist of a cover sheet (available at www.unc.edu/depts/csas/), curriculum vitae, three letters of recommendation, a three- to five-page description of the project, including a comprehensive plan for revision of an existing manuscript, and a sample of writing from the project of no more than thirty pages. Following selection, each Fellow must submit a hard copy of the dissertation or existing manuscript.

Send applications to: Postdoctoral Fellowships in Southern Studies, The Center for the Study of the American South, 411 Hamilton Hall, CB# 9127, UNC-CH, Chapel Hill, NC 27599-9127

For more information call (919) 962-5665 or visit www.unc.edu/depts/csas/

Examining Family Leave Policies

Jacqueline Jones

The Committee on the Status of Women in the Profession announces a new OAH web site devoted to sample practices related to the family-leave policies of colleges, universities, and other employers of historians. The purpose of the web site is to provide information to OAH members and others who work for institutions that are considering new policies, or seeking to revise current ones, in order to meet the needs of their employees.

At the 2004 Annual Meeting in Boston, members of the Women's Committee discussed a recent study of women in the academy that suggests that women who have babies early in their careers are less likely to receive tenure twelve to fourteen years out from the PhD than their male counterparts who also have babies early in their careers. Committee members then asked for and received authorization from the OAH Executive Board to conduct a survey that would explore some of these issues as they pertain to members of the OAH. The online survey "went live" in mid-December 2004. Its purpose was to collect information related to the implementation of family and parental policies in institutions (universities and colleges, K-12 schools, museums, etc.) that employ historians. We were interested in learning about such policies and their impact on our members.

Sixty-eight people responded to the survey (fifty-seven of them women). Although that is not a large enough number to allow us to draw definitive conclusions, the data are suggestive of the problems inherent in certain family leave policies (and nonpolicies).

The federal government mandates that all (or at least most) employers must allow twelve weeks unpaid leave for any employee who qualifies for family leave benefits. Yet it is evident from survey responses that not all institutions comply even with this basic requirement. Some institutions cobble together policies that force an employee to draw upon sick leave or vacation days. In general, the persons most likely to seek to take advantage of leave policies are younger faculty who have not accrued much in the way of either sick-leave or vacation benefits. An employee who adopts a child is not allowed to use sick-leave because s/he is not "sick" (though neither of course is a woman who gives birth). Some employers (and union officials) go so far as to suggest that prospective parents time the birth or adoption of a child to coincide with summer vacation,

so that leave from teaching and other responsibilities does not become an issue.

More generally, survey responses reveal that many specific arrangements—the amount of pay and time off for parental leave, stopping the tenure clock, administrative duties during or after the leave—are all open to negotiation with department chairs, deans, and human resources officers, among other administrators. In many cases, "nothing is written down" and no one seems to know what the policy is, forcing faculty—most often, younger untenured women—to rely on administrators who might or might not be supportive. In sum, within many departments, individual faculty receive widely varying leave benefits based on their ability to negotiate with chairs and/or supervisors.

The fact that it is younger women who most often seek parental leave has other implications as well. Many younger employees

cannot afford to take a whole semester off without pay, forcing them back into the classroom (or the office) soon after the birth of a child. Adjunct professors (who are disproportionately female) often do not qualify for benefits from their employer. In some cases, even in institutions with generous leave policies, colleagues and department chairs pressure younger women not to take advantage of those policies—pressure that junior faculty members find hard to resist. In sum, in too many cases the most vulnerable members of a department are forced to negotiate for leave benefits that should be universal, generous, and standard for all employees.

The results of the survey prompted a lively discussion among attendees at our annual luncheon in San José. Several people pointed out that the issue of partner/spousal hires is also part of a broader problem related to family-friendly policies in the academy. In response

"Within many departments, individual faculty receive widely varying leave benefits based on their ability to negotiate with chairs and/or supervisors."

to the idea that all employers should issue formal, written leave policies in order to clarify matters and eliminate the need for case-by-case negotiation, some suggested that in fact it would be preferable for prospective leave-takers to negotiate with some degree of flexibility rather than be locked into ungenerous standardized policies committed.

Rather than endorse a specific set of policies, members of the committee decided to sponsor a clearinghouse of sample practices that would serve as an information base for interested employees. The American Historical Association has expressed an interest in establishing a link with the new OAH web site.

If you believe your own institution has instituted policies that might be of interest to other historians, please send it to us at <<http://www.oah.org/go.php/familyleave>>. □

Jacqueline Jones is the Truman Professor of American Civilization at Brandeis University and was chair of the OAH Committee on the Status of Women in the Historical Profession, 2004-2005.

Indiana University History Dept. and the *Journal of American History*

Visiting Assistant Professor/Editor Position

The History Department of Indiana University and the *Journal of American History* seek a visiting assistant professor/assistant editor for a 2-year, non-tenure-track appointment beginning August, 2006. Ph.D. in history required. Specialization open. The position includes halftime teaching in the department and halftime work with book reviews and manuscripts at the *JAH*. Review of applications will begin November 15, 2005; open until filled. Send letter of application, c.v., and three letters of recommendation to:

Professor Edward Linenthal, Chair
Visiting Professor Search Committee
Department of History, Indiana University
Ballantine Hall 742
1020 E. Kirkwood Avenue
Bloomington, IN, 47405-7103

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Clark's interest in the movement west brought forth his rollicking and readable *The Rampaging Frontier* (1939) and two decades later his much-used work, *Frontier America* (1959). *Frontiers in Conflict* (with John D. W. Guice) (1989) completed that trilogy. While writing initially when the Turner thesis held sway, Clark proclaimed his distance from it and represented more the transitional figure between that school and newer interpretations.

That same interest in the frontier involved Clark in studying the First West that was Kentucky. His *History of Kentucky*, written at age thirty four, represented a major feat of scholarship, given the poor state of archives at the time. It remained a standard text for some six decades. His *The Kentucky* (1942) in the Rivers of America Series and excellent *Kentucky: Land of Contrast* (1968) in the Regions of America Series both offered fresh examinations and solid interpretations of their subjects.

Clark's strongest and, in some ways, most enduring work was in the field of southern history. In fact, his first major foray into the study of the land of his birth may have been his best book. *Pills, Petticoats, and Plows: The Southern Country Store* (1944) remains a classic. The author tramped across the region personally gathering country store records, and then fashioned a readable and even touching portrait of an institution so crucial to the South. His next two works, in 1948, performed the same service for newspapers in the region—*The Rural Press and the New South* and *The Southern Country Editor*. Three important books followed in the 1960s and represented his mature scholarly

judgment and understanding of the South's evolving Second Reconstruction. *The Emerging South* (1961), *Three Paths to the Modern South* (1965), and *The South since Appomattox* (with A.D. Kirwan) (1967) presented a southern way of life "caught in the great web of revolt against the past." They told of revolution while "the ghost of the past stalked the land trying to reincarnate itself." That same discussion of change continued in his path-breaking 1984 work, *The Greening of the South: The Recovery of Land and Forest*.

Clark edited numerous other works—his important, multi-volume *Travels in the South*, for instance—and also wrote a series of Kentucky-based studies, particularly in the last three decades of his life. Many in the historical profession rediscovered Tom Clark only recently, when he gave wonderful talks, all sans notes or prepared text, at meetings of the Southern Historical Association in 2003 and 2004. After hearing him, new generations of scholars revisited his books, to their pleasure.

Yet, despite all of his scholarly production and professional service, in the end, Thomas D. Clark may be best remembered for his efforts in the field of public history. Seldom has a member of the academic community been so revered by so many, in any state. Part of that resulted from his efforts to build accessible research collections for scholars and the interested public alike. He played major roles in organizing the Special Collections at the University of Kentucky, the University Press of Kentucky, the State Archives, and the new Kentucky History Center.

But, more than that, Clark became "the people's histo-

rian." He not only read dusty tomes or faint microfilm behind some ivy-covered library wall, but also walked the land and talked to the people around him. Clark did oral history before it became fashionable, and his books and talks reflected the stories he heard. Moreover, the often critical but usually optimistic Clark became an advocate for constitutional change, educational reform, conservation, and a future-oriented public agenda. In a sense, he stood as the unofficial conscience of Kentucky, and, by extension, of America.

Clark argued that current generations have unparalleled access to centuries of knowledge and experience. But when a *New York Times* survey revealed how little history Americans knew, Clark agreed and added: "They know too little to wander safely out on Main Street alone." Yet he placed much of the fault at the feet of historians: "We haven't fed them." Clark sought to remedy that, and accepted nearly every invitation to speak, no matter the group or size of audience. He gave hundreds of such talks after he "retired." While he spoke well the language of academe, Clark also could talk—and write—so all could understand and learn from history. He continued to teach, just not in the classroom.

Thus, while Clark lived a long life, he made each year count. Our world will be a much poorer place historically without Tom Clark the historian, but it will be an even poorer place, in all respects, without Tom Clark the man. □

James C. Klotter is the State Historian, and professor of history at Georgetown College in Georgetown, Kentucky.



Old North Bridge and Battle Road Still Endangered!

Jet flights increase over Minute Man National Historical Park and Walden Pond — the official policy of Massachusetts state agency Massport continues to be expansion of Hanscom Civilian Airport.

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— E.O. Wilson, Naturalist

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

Each year in June, college faculty and high school teachers from all over the world gather to evaluate and score the free-response section of the AP Exams. These hard-working professionals, known as readers, are vital to the AP Program because they ensure that students receive AP grades that accurately reflect college-level achievement in each discipline. Readers are paid honoraria, provided with housing and meals, and reimbursed for travel expenses. At the AP Reading you will also exchange ideas, share research experiences, discuss teaching strategies, establish friendships, and create a countrywide network of faculty in your discipline that can serve as a resource throughout the year.

Apply online at <www.ets.org/reader/ap> or visit the CollegeBoard's Web site, <apcentral.collegeboard.com>. Or, you may contact Performance Scoring Services at ETS at (609) 406-5384 or via e-mail at <apreader@ets.org> to request an application. Applications are accepted throughout the year.

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2007 OAH Call For Presentations

AMERICAN VALUES, AMERICAN PRACTICES

The one-hundredth annual meeting of the Organization of American Historians will be held in Minneapolis, March 29-April 1, 2007. In addition to commemorating the centenary of the organization, the meeting is dedicated to the theme of "American Values." The United States has from its beginnings justified its existence and its role in the world in terms of universal values, but has at the same time laid claim to a particular set of American values. These values, however, have been contested: different social groups have offered different versions, they have changed over time, and they have been used to justify exclusion from as well as inclusion in civic life for those living within American boundaries. Many values presented as national derive from, or lay claim to, sets of values that transcend American boundaries. To deepen the puzzle further, it is often unclear how these values—universal or national—actually shape national or private practice or behavior.

The program committee invites the submission of panels and presentations that explore this theme, but also those exploring other issues and themes in American history. We prefer to receive proposals for complete sessions, but will consider individual paper proposals as well.

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, roundtables, debates, poster sessions, visual and musical performances, workshops, films, and other appropriate formats. OAH meetings now offer session slots of varying time length (from 1 to 3 hours). Please indicate in your proposal your preferred time frame.

The committee will work to have the program represent the full diversity of the OAH membership. We urge proposers who submit sessions, wherever possible, to include presenters of both sexes, members of ethnic and racial minorities, independent scholars, public historians, and American historians from outside the U.S. We also encourage panels that include a mix of junior scholars, senior academics, and graduate students; as well as a mix of four- and two-year college professors and precollegiate teachers.

Submission Procedure

Proposals should be submitted electronically beginning October 1, 2005, at <http://www.oah.org/meetings/2007/>. Complete session proposals must include a chair, participants, and, if applicable, one or two commentators. All proposals must include the following information: 1) a complete mailing address, e-mail, phone number, and affiliation for each participant; 2) an abstract of no more than 500 words for the session as a whole; 3) a prospectus of no more than 250 words for each presentation; and 4) a vita of no more than 500 words for each participant. Each participant is required to register online and update his/her biographical and presentation information. Questions about electronic submissions should be e-mailed to meetings@oah.org. All proposals must be received no later than **January 15, 2006** at the above web site.

We also welcome volunteers to act as chairs or commentators to be assigned by the program committee. Interested volunteers should e-mail meetings@oah.org no later than January 15, 2006.

Registration and Membership Requirements

All participants must preregister 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.

Repeat Participation

OAH discourages individuals from participation in two consecutive annual meetings in the same role and tries to limit individuals to appearing only once on the program in a given year.

2007 Program Committee

Ron Briley, Sandia PREPARATORY SCHOOL

Stephanie M.H. Camp, UNIVERSITY OF WASHINGTON

Philip Deloria, UNIVERSITY OF MICHIGAN

John Mack Faragher, YALE UNIVERSITY, Cochair

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Jill Lepore, HARVARD UNIVERSITY

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Robert Self, BROWN UNIVERSITY



<http://www.oah.org/meetings/2007/>

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(480) 965-5775
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Beth Luey, Noel Stowe,
Janelle Warren-Findley

Program Associate:
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Arizona State University vigorously pursues affirmative action and equal opportunity in its employment, activities, and programs.

Recent Scholarship Online

Available exclusively to OAH individual members, "Recent Scholarship Online" is a searchable, cumulative database of history-related citations for articles drawn from over 1,100 journals and for books, dissertations, and CD-ROMs.

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<www.oah.org/rs>



Here is a line up of shows, beginning with our summer **Best of Talking History** series. During our new fall 2005 season, **Talking History** will air a series of readings from an unpublished manuscript: *Recollections of Field Hospital Service During the War of Secession* By T.V. Brown. The series will replace our usual commentary segment and SOTW. Talking History extends a thank you to the Clendening Library at KU Medical Center for their cooperation and permission.

The week of August 8: The Best of Talking History: Program 2: Einstein.

Einstein's reputation as a genius rests to a large extent on his publication of five major papers in 1905. **Talking History** marked the centennial by examining the subject and importance of those papers with Professor of Physics, at the University of Missouri Kansas City, Elizabeth Stoddard. The program originally aired the week of April 18, 2005.

The week of August 15: Best of Talking History: Program 3: Saboteurs. Host Bryan Le Beau is joined by Michael Dobbs author of *Saboteurs: The Nazi Raid on America*. They discuss "Operation Pastorius," a Nazi plot to cause havoc on the East Coast of the United States. The show originally aired the week of November 29, 2004.

The week of August 22: Best of Talking History: Program 4: Washington's Slaves. This week Talking History's Fred Nielsen discusses the complex story of George Washington and his action of granting freedom to his slaves with Henry Wiencek, author of *An Imperfect God: George Washington, His Slaves, and the Creation of America*. The show originally aired the week of February 28, 2005.

The week of August 29: Best of Talking History: Lincoln's Greatest Speech: The Second Inaugural. On March 4, 1865, Abraham Lincoln delivered his second inaugural address. It was short, and to the point... a mere 703 words. In it, he uttered one of his most memorable phrases, when he called on Americans to proceed from the Civil War "with malice toward none, with charity for all." Ronald White, author of *Lincoln's Greatest Speech: The Second Inaugural*, discusses the speech and its impact with Talking History's Fred Nielsen. Airdate: March 28, 2005.

For a complete summer lineup and archives of all past shows, please visit us online at: talkinghistory.oah.org



Five College Fellowship Program for Minority Scholars

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

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

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

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

Date of Fellowship: September 1, 2006 to May 31, 2007 (non-renewable)
Stipend: \$30,000

Review of applications begins: December 1, 2005
Awards announced by March 1, 2006, at the latest

For further information and application materials consult www.fivecolleges.edu or contact Carol Angus (caangus@fivecolleges.edu):

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OAH Lecturers Speak Off Campus

Annette Windhorn

A wonderful intellectual adventure." That's how Laurel Ulrich described her OAH Lecture at the Isabella Stewart Gardner Museum last April.

Several other OAH Distinguished Lecturers have similarly high opinions of speaking in public, off-campus venues. During 2004-2005, more than twenty Lecturers spoke at events hosted by historical societies, museums, libraries, and other community organizations, representing nearly twenty percent of all OAH Lectures presented last year. [See sidebar list that accompanies this article.]

"I decided to take the opportunity to develop something new that would give me a chance to explore topics I might not otherwise have done," Ulrich said of the Gardner Museum talk. She visited the museum near her home, selected a few objects from its collection, and developed a new lecture, which she presented in the museum's beautiful "tapestry room" to people interested in women's history, material culture, and social history. She described the audience's questions as excellent and helpful, "no different in quality than those at universities, though perhaps less

specific to methods or historiography and more directed to broader comparative issues." She concluded, "It was a high point of the year for me."

Lecturer David Blight spoke in March to a small group of public history site staff and teachers in Philadelphia, sponsored by the Heritage Philadelphia Program and funded by the Pew Charitable Trusts. "I have spoken to more public, non-academic audiences than I can count," Blight said, "and they are almost always rewarding and valuable for me, and I hope for the audiences. Often these lectures are for museums or for public school groups. I think it is extremely valuable for OAH Lecturers to reach out to all such groups with good history." After Blight's lecture, participating librarians from the Pennsylvania Historical Society showed what he described as "stunning" documents from the antislavery movement, and together they discussed how to use these documents in educating students and the public. Professional development activities like Blight's visit "provide our constituents access to excellent and contemporary scholarship," said Heritage Philadelphia's senior program associate Laura Koloski.

Public lecture hosts also count on the OAH Distinguished Lectureship Program for high caliber speakers and engaging presentations. "We look for an intriguing, interesting presentation that ends with engaging the audience in a dialogue of questions and answers," reported Scott Bruscheen, executive director of Salisbury House, a historic house museum in Des Moines, Iowa. "Our audiences are bright, well-read individuals who love history," he continued, adding that the house's popular History Series is supported by private sponsors as well as ticket sales.

Lecturer Lance Banning spoke to approximately one hundred people there last spring and worked with local middle and high school students the next day. Banning described "the satisfaction that comes when such an event goes well, the honorarium, and the increasing experience at pitching such talks at general, educated audiences" as benefits of giving public lectures, but added that "this trip was not greatly different from others I have done." [For more on another Lecturer's visit to

Lecturer's P.O.V.: Kenneth Goings on visiting Salisbury House

On November 10, 2004, I was privileged to lecture at Salisbury House in Des Moines, Iowa. Salisbury House—a 42-room "castle" modeled after the King's House in Salisbury, England—is spectacular, to say the least. I was invited by the foundation that now runs the house to be part of its History Series, one of the activities sponsored for its members and the general public. My lecture was entitled, "Aunt Jemima and Uncle Mose: Black Collectibles and American Stereotyping." I was extremely pleased that some members of the foundation and one or two persons from the community brought some collectible items of their own to be displayed in conjunction with the talk. Although I use slides with my presentation, there really is no substitute for being able to see and touch the actual collectibles. I was also pleased by the display because one of the points I try to make in my lecture is that the collectibles were national and not just southern. Here, in the middle of Iowa, my audience had made the point for me.

The attendees were very different from the typical college audience to whom I generally lecture. They were people largely "of a certain age" who remembered the collectibles from their own homes or from the homes of relatives and friends. They could also recall what race relations had been like before the Civil Rights movement. The question-and-answer period became a matter of their recalling their memories and placing them in the context of the history I had presented. It was very affirming for me: these audience members really transformed themselves into participants. I actually learned a great deal from them, especially about how white Americans from the Midwest had viewed and responded to the collectibles.

The next morning I made the same basic presentation to a group of middle and high school students. While they had read my book and their questions and responses were topnotch, they obviously lacked the emotional connection of the previous night's audience. Nonetheless, it was a wonderful experience overall. □

OAH Lecture Hosts

These groups hosted OAH Distinguished Lecturers for public lectures or conferences during 2004-2005.

- American Museum of Science and Energy (Oak Ridge, TN)
- DuSable Museum of African American History (Chicago, IL)
- Henry Lee Willis Community Center (Worcester, MA)
- Heritage Philadelphia Program
- Historical Society of Palm Beach County
- Indiana Historical Society
- Isabella Stewart Gardner Museum (Boston, MA)
- Minnesota Historical Society
- Salisbury House (Des Moines, IA)
- Thronteaska Heritage Center (Albany, GA)
- West Virginia Humanities Council

SCHOMBURG CENTER FOR RESEARCH IN BLACK CULTURE

SCHOLARS IN RESIDENCE PROGRAM

SCHOMBURG CENTER FOR RESEARCH IN BLACK CULTURE, a unit of The New York Public Library's Research Libraries, announces its Scholars-in-Residence Program for the academic year of 2006-2007.

The Fellowship Program encompasses projects in African, Afro-American, and Afro-Caribbean history and culture, with an emphasis on African Diasporan Studies and Biography, Social History and African American Culture. (Please see our website for information on the Center's holdings.)

REQUIREMENTS Fellows are required to be in full-time residence at the Center during the award period. They are expected to utilize the Center's resources extensively, participate in scheduled seminars, colloquia and luncheons, review and critique papers presented at these forums, and prepare a report on work accomplished at the end of their

residency.

Persons seeking support for research leading to degrees are not eligible under this program. Candidates for advanced degrees must have received the degree or completed all requirements for it by the application deadline. Foreign nationals are not eligible unless they will have resided in the United States for three years immediately preceding the award date.

AWARD Fellowships funded by the Program will allow recipients to spend six months or a year in residence with access to resources at both the Schomburg Center and The New York Public Library. The fellowship stipend is \$25,000 for six months and \$50,000 for twelve months. The Program is supported by the National Endowment for the Humanities, the Samuel I. Newhouse Foundation and Ford Foundation.

FOR MORE INFORMATION AND APPLICATION FORMS

write to the Scholars-in-Residence Program
Schomburg Center for Research in Black Culture
515 Malcolm X Boulevard, New York, NY 10037-1801
Telephone: 212-491-2228, or visit our website at:
<http://www.nypl.org/research/sc/scholars/index.html>

APPLICATION DEADLINE DECEMBER 1, 2006

See **LECTURES** / 25 ►

Susan Porter Benson

Susan Porter Benson died at home in Manchester, Connecticut, on June 20, 2005. She had taught at Bristol Community College (1968-1986), the University of Warwick, United Kingdom (1984), the University of Missouri-Columbia (1986-1993), Yale University (1998), and the University of Connecticut (1993-2005). Nancy Hewitt has described Porter Benson as "one of those rare individuals who truly believes in a community of scholars, and who knows that such a community can only be created and sustained by hard work and a generous spirit." Porter Benson devoted over three decades to the crafting of community, attracting countless labor advocates, feminists, and history enthusiasts with her warmth, wit, and wisdom.

The daughter of storekeepers Alvin and Lorraine Porter, Susan Porter Benson was born in Washington, Pennsylvania, on July 26, 1943. She graduated from Simmons College in 1964, and earned a Master's degree from Brown University in 1968. She began teaching at Bristol Community College that same year. She took leave to do labor education for the Amalgamated Clothing and Textile Worker's Union, funded by a grant from the National Endowment for the Humanities. Porter Benson earned a PhD in History from Boston University in 1983. She helped found a cooperative household on Hope Street in Providence, Rhode Island, a haven for aspiring historians.

Porter Benson contributed a monograph of monumental importance to the history of labor and women in the United States. *Counter Cultures: Saleswomen, Managers, and Customers in American Department Stores* (1986) pioneered the historical analysis of service industry labor, and the book remains a model for single-occupation studies. Demonstrating the value of scholarly sharing, Porter Benson collaborated with Barbara Melosh to craft "work culture" into an effective conceptual category for women's labor history. The analytical tool revised understandings of occupational expertise, allowing Porter Benson to examine relations in the burgeoning service sector that Marxist analysis had heretofore limited to encounters between male craft skill and management strategies on the factory floor.

Her longstanding engagement with consumer culture animates the forthcoming *Household Accounts: Working-Class Family Economies in the Interwar USA*. The book traces the continuity of irregular and inadequate income that circumscribed working-class spending in both the 1920s and the 1930s, challenging standard characterizations of the 1920s as the "Age of Mass Consumption."

As co-editor of a special issue of *Radical History Review*, Porter Benson generated interest in the study of public history. The influential issue led to her co-editing, along with Stephen Brier and Roy Rosenzweig, of *Presenting the Past: Essays on History and the Public* (1986). This collection, in turn, inspired "Critical Perspectives on the Past," the popular Temple University Press book series. "Sue has been an extraordinarily generous mentor to dozens of scholars in myriad settings—as a journal editor, as a program committee member, or a book series editor," offered Rosenzweig. "And, if we could bring these people together, they would collectively and unanimously attest to Sue's generosity and what can only be called 'wisdom.'"

Porter Benson had no equal as a mentor to undergraduate and graduate students. She lived a commitment to a democratized historical community. She devoted special attention to the professional development of non-traditional students, whether older students, students of color, or those from working class backgrounds. Her guidance al-

lowed a diverse group of students to situate race, sexuality, gender, and class at the center of the historical experience, transforming our collective understanding of the past. Her students comprise part of the large but loving community who mourn her passing. She is survived by her husband, Edward Benson, her daughter, Katherine Musler, and her mother, Loraine Porter. □

Charles McGraw
University of Connecticut

Donald F. Carmony

Donald F. Carmony, Professor Emeritus of History at Indiana University, Bloomington, died February 14, 2005, at the age of ninety five. Don Carmony was born in Shelby County, Indiana, on January 18, 1910. He graduated from Indiana Central College (now the University of Indianapolis) in 1929 and began teaching there while also doing graduate study at Indiana University, completing his PhD in 1940. For more than two decades he taught and administered in Indiana University's extension division at Fort Wayne and South Bend. He joined the Bloomington history faculty in 1955, the same year he became editor of the *Indiana Magazine of History*.

Don's historical interests focused on the pioneers of his native state. He studied with two IU historians who created the first enduring scholarship in Indiana history, Logan Esarey and R. C. Buley. His published scholarship included numerous articles and essays but centered on a two-volume history of the state, co-authored with John Barnhart, *Indiana: From Frontier to Industrial Commonwealth* (1954), and *Indiana, 1816-1850: The Pioneer Era* (1998). The latter volume was the culmination of a half century of research and will remain the standard reference for the period. A significant part of Don's scholarship endures in the pages of the *Indiana Magazine of History* that he edited over a twenty year period, much of it with the assistance of Lorna Lutes Sylvester.

Don's teaching focused on his Indiana history classes, which enabled thousands of students to continue their lives and careers with a deeper understanding of the importance of place. Don taught and mentored graduate students on dissertation committees and especially as potential authors of articles in the IMH. Much of his teaching extended off campus in the hundreds of lectures he gave to service clubs, teacher workshops, and community groups.

Don Carmony became a "public historian" long before the label was created by playing key roles in celebrations of the bicentennial of the American Revolution, of Indiana's sesquicentennial of statehood, and of the university's sesquicentennial, and in guiding a history of the General Assembly, developing early historic preservation guidelines, and organizing history teacher programs.

Many awards recognized the quantity and quality of Don's work. They included the University's Distinguished Alumni Service Award in 1994 and a Sagamore of the Wabash presented at a special ceremony in the Indiana State House. Especially important was the establishment of a chair in his name in the Indiana University History Department.

Don's commitment to Indiana and its history did not make him a Hoosier provincial. He often spoke of the necessity to teach and learn about other parts of the world. He was a progressive voice on current issues, including support for public education and civil rights. In 1930, he spoke at the Indiana conference of the National Association for the Advancement of Colored People, the only white speaker on the program at a time when many white Hoosiers

were closer to the Ku Klux Klan than the NAACP. □

James H. Madison
Indiana University Bloomington

Paul Gagnon

Paul Gagnon was a French historian, a founding member of the University of Massachusetts, Boston, and an advocate for the importance of history in all curricula from primary school to the university. He grew up in Springfield, Massachusetts, where he graduated from the High School of Commerce. After service in the Navy during WWII, he went on to receive a BA in history from the University of Massachusetts, Amherst, and a PhD from Harvard. His personal educational experiences convinced him of the appropriateness and value of a liberal arts education for young people of working class background and of the crucial role played by public institutions of higher learning. He overcame a lifelong stuttering disability to become a devoted, successful, and popular teacher. While maintaining a broad focus on history, Gagnon argued in the introduction to his major study *A History of France since 1789* (1964) that, the writing and study of national history deserved an important place in historical scholarship because so many major historical developments took place within national frameworks.

In 1964, Gagnon played a key role in the founding of the University of Massachusetts, Boston, becoming its first Dean of Arts and Sciences. Richard Robbins, whom Dean Gagnon hired to create the Department of Sociology, calls Paul Gagnon "the heart and soul of the university" in its early days. "Paul had the vision to create a public urban university committed to providing a first class liberal arts education to students of working class background. He would never accept the idea that these students could only follow a vocational educational path."

Gagnon was a passionate advocate for the teaching of history in secondary schools. In nominating him for an outstanding achievement award for his work on secondary education, the Personnel Committee of the History Department of the University of Massachusetts, Boston wrote, "Professor Gagnon's activities in this area grow out of a lifelong interest in education and educational policy, reflected in his classroom teaching and his research into the history of education in France, Great Britain and America . . . he served as a consultant to a number of distinguished commissions including the Paideia Group, Pfizer, Inc, the California Blue Ribbon Commission on Social Studies, the United States Department of Education and the American Federation of Teachers." The National Council for History Education has established in his honor the Paul A. Gagnon Award to be given to a teacher for scholarship or outstanding achievement in the promotion of history in the schools.

After retiring from the University of Massachusetts, Boston, Gagnon served as a senior research associate at Boston University's Center for School Improvement and published widely on questions of state public school history curricula and standards. In his 2003 article "In Pursuit of a 'Civic Core' A Report on State Standards," he wrote, "Alexis de Tocqueville gave us a tall order a century and a half ago. He opened *Democracy in America* with his plea

Salisbury House, see the sidebar by Kenneth Goings.]

In February, Lecturer William Kenney gave a pre-concert talk at the Smoot Theatre, a restored 1920s vaudeville stage in Parkersburg, West Virginia. He spoke on the history of riverboat music to approximately one hundred people prior to a performance by the Julliard School's Paragon Ragtime Orchestra. Kenney commented that the questions following his talk were "well informed, since river boats were an important part of local and regional culture until 1945. The mature audience knew more about my topic than a younger college group could have known."

Kenney added, "These occasions are, in my opinion, crucial in the outreach of professional historians to the informed public. This kind of mature audience can provide absolutely essential support in a time of political difficulty."

The event was sponsored by the West Virginia Humanities Council, which presents a number of lectures on different topics annually. "We have used national speaker bureaus for large events, and OAH has a nice selection of speakers and topics," said humanities council program officer Mark Payne. "Many of the large bureaus have few humanities and history-related speakers, as they seem to focus more on TV journalists, celebrities, and motivational speakers."

"The OAH speakers are distinguished by their long-established reputations for historical research and the presentation of it," said education director Stephanie Daven-

port of the DuSable Museum of African American History. This Chicago museum has hosted several OAH Lecturers for public programs as well as Educators' Open Houses over the past few years. Davenport commended Lecturer Wilma King in particular on using of slides as visual aids as well as interpretive objects.

Curator Christopher Pike at the Thronateeska Heritage Center in Albany, Georgia, agreed that slides "help demonstrate the speakers' purpose." Formed by the merger of the Albany Museum and the Southwest Georgia Historical Society in the 1970s, the center hosted five OAH Lecturers—Thomas Dyer, Edith Mayo, Greg Nobles, Theda Perdue, and Donald Yacovone—in a monthly lecture series last spring, funded by the Georgia Humanities Council and an NEH We the People grant.

"Being able to rely on OAH for some speakers is a boon, because I know that OAH has already approved the scholars' credentials," said public programs associate Danielle Dart of the Minnesota Historical Society. This historical society hosts an annual six-part History Forum that connects thematically with exhibits at its History Center Museum; in 2004-2005, Lecturers Thomas Brown and Robert Divine spoke there in conjunction with an exhibit on the American presidency. Both lectures were sold-out, accommodating more than three hundred people. The series is supported by ticket sales, private donations, and institutional budget.

In April, Lecturer Kai Bird spoke at the American Museum of Science and Energy in Oak Ridge, Tennessee, which is dedicated to preserving the history of the Manhattan Project and the role that Oak Ridge played in it. "It was a terrific event for me," Bird recalled, "given the topic of my new book, J. Robert Oppenheimer. I have been speaking to other groups in the course of a book tour organized by my publisher. But this Oak Ridge crowd was probably the largest audience I've had." Bird spoke, in conjunction with a screening of an interview with Oppenheimer and a photo exhibit organized by the Oppenheimer Memorial Committee, to a group of over 200 people, primarily retired physicists, chemists, and other scientists who had spent their careers working at the Oak Ridge nuclear facility. "Their questions were very good," Bird said.

"The question-and-answer period [limited to thirty minutes] could have gone on for a very long time," said American Museum of Science and Energy curator Julie Browning. "Also, people tended to linger at the museum after the program, checking out exhibits." Given this positive response, Browning said that the museum intends to sponsor other speakers in the future. □

Annette Windhorn is OAH's lectureship program coordinator. To contact her about scheduling an OAH Distinguished Lecturer, visit the web site at <<http://www.oah.org/lectures/>>

▼ MEMORIAM / From 24

to American and French leaders alike 'First among the duties that are at this time imposed on those who direct our affairs is to educate democracy.'" Gagnon believed that young people needed a thorough knowledge of history to be effective citizens of a democracy and that their teachers needed a quality liberal arts education in order to help them attain this knowledge.

Paul Gagnon died April 28 in his Cambridge home at the age of eighty. He leaves his wife Mona Harrington, his sons Benjamin and Thomas, and his daughter Eliza. □

Paul Bookbinder
University of Massachusetts, Boston

William Henry Harbaugh

William Henry Harbaugh, Langbourne M. Williams Professor of American History (Emeritus) at the University of Virginia, died on April 28, 2005, at his home in Charlottesville. He was eighty-five.

Harbaugh was born in Newark, New Jersey. After graduating from Barringer High School in Newark, he went to the University of Alabama, where he played baseball and joined the ROTC in anticipation of the coming war. He graduated in May 1942 with a degree in journalism and a minor in economics. In August, he went to Europe with the U.S. Army. His campaigns included Operation Torch in North Africa, the invasion of Sicily with General Patton's 7th Army, and the German counteroffensive near Strasbourg. Crossing the Rhine in the region of Germany from which his ancestors had emigrated in the 1730s, Harbaugh's battalion participated in the liberation of several Nazi slave labor camps, satellites of Dachau.

The day after disembarking in New York, Harbaugh applied in person, and in uniform, to the Master's program in history at Columbia University. The admissions chair decided on the spot that a Croix de Guerre outweighed an undistinguished undergraduate record. He completed the Master's program at Columbia in 1947 and then a PhD at Northwestern in 1954. Arthur Link was his dissertation advisor and life-long friend.

Harbaugh taught at Connecticut, Rutgers, and Bucknell before coming to Virginia in 1966. He was an active scholar for fifty years. He wrote two big biographies, *Power and Responsibility: The Life of Theodore Roosevelt* (1956) and *Lawyer's Lawyer: The Life of John W. Davis* (1973). Harbaugh loved TR and hated Davis, but he did both people justice. Eric Goldman, writing in the *New York Times*, called the TR book "a big, lusty volume, rigorous in style, outspoken and combative in its judgments." The biography of Davis generated a classic blurb by Alexander Bickel: "Lucky Davis! How easy it would have been to idolize, patronize or debunk him. Instead, Harbaugh . . . gives us a real Davis: not great or brilliant, but gifted and valuable." He was a regular reviewer for *The New Republic* during the 1980s; the following decade, he wrote a batch of important essays on early-twentieth-century agriculture and public policy. (My favorite is "The Limits of Voluntarism: Farmers, County Agents, and the Conservation Movement," in *The Wilson Era: Essays in Honor of Arthur S. Link*, 1991).

He did everything with infectious enthusiasm. Harbaugh was a popular undergraduate lecturer and a terrific graduate instructor and mentor. He directed fourteen PhD dissertations. Along with G. Edward White and the late Calvin Woodard, his colleagues and great friends at the University of Virginia Law School, he founded the Joint

Degree Program in Legal History that became one of the nation's best. He taught the first-year graduate colloquium in U.S. History since 1865 to an entire generation of Virginia graduate students. Dorothy Ross, Olivier Zunz, and other colleagues who team-taught the colloquium with Harbaugh have said that they learned from him and came to love him as much as the students did. He became an opponent of the Vietnam War shortly after arriving in Charlottesville, speaking often to faculty, staff, and students from the steps of Jefferson's Rotunda; along with his colleague Alexander Sedgwick, Harbaugh participated in teach-ins throughout Virginia. He was passionate about softball too. Harbaugh organized an annual faculty-student game (followed by a picnic) in the spring of 1970. For twenty years, he managed the faculty team and wrote a postgame article celebrating the achievements of the players. Each year the graduate students vowed to avenge the previous year's defeat; they rarely succeeded. A softball trophy was among the gifts presented by his colleagues at a retirement party in 1990.

Following his retirement, Harbaugh worked to preserve Pine Knot, Edith and Theodore Roosevelt's rustic presidential retreat fifteen miles south of Charlottesville. In 1993 the Albemarle Historical Society published Harbaugh's thoroughly researched monograph on the site; it is still in print in pamphlet form. Early this year the Theodore Roosevelt Association awarded him their Distinguished Service Medal. He is survived by his wife of 50 years, Virginia Wayne Talbot, and three children. The family has established a memorial web site at <<http://harbaugh.uoregon.edu/WHH/index.htm>>. □

Charles W. McCurdy
University of Virginia

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Nebraska State Historical Society (NSHS), Director/CEO, (Position 054-00100)

The trustees of the NSHS, a large, multifunction historical society, seek a dynamic, creative leader to become the director. NSHS programs include an AAM-accredited history museum, archeological programs, a research library, the state archives, the state historic preservation office, seven historic sites, and a conservation center. Publications include Nebraska History magazine. The NSHS is funded by state appropriations with significant support from earned income and from the Nebraska State Historical Society Foundation. A graduate degree relating to one or more NSHS programs required. Salary commensurate with education and experience. Generous state benefits package includes insurance and retirement programs, sick, vacation, and holiday leaves. Questions can be directed to Jack Preston, 192726 Preston Road, Lyman, Nebraska 69352-1764 or 308-247-2888. Apply online at www.wrk4neb.org. Must also submit

cover letter, resume, and three professional letters of reference to Nebraska State Personnel, PO Box 94905, Lincoln, NE 68509-4905 on or by October 3, 2005. Candidates must pass background check and be able to operate state vehicles or provide independent transportation. Also see NSHS job openings web page (<http://www.nebraskahistory.org/admin/jobs.htm>) for more details. The NSHS is an AA/EEOE.

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The American Studies Department at California State University, Fullerton invites applications for a tenure-track assistant professorship to begin Fall 2006. We seek a specialist in race and ethnicity within the larger context of American society and culture. Qualifications include: (1) Ph.D. in American Studies or American social/cultural history; (2) university teaching experience; (3) ability to teach AMST 201 (Introduction to American Studies) and AMST 301 (American Character); (4) ability to teach advanced courses in area of specialization. Evidence of successful teaching and potential for significant scholarly publication is essential. Salary is competitive and commensurate with rank, experience, and qualifications. To apply, please send letter of interest, curriculum vita, and three letters of recommendation to Michael Steiner, Recruitment Chair, American Studies Department, P.O. Box 6868, California State University, Fullerton, Fullerton, CA 92834-6868. Materials must be postmarked by Friday, October 14, 2005. Cal State Fullerton is an Equal Opportunity Employer. sion & support of faculty, teaching, & daily administrative tasks. Qualifications: MA, 8 years teaching & administrative experience, strong personal and organizational skills. Resumes and letter explaining interest and experience in middle and secondary school teaching to: Assistant to the Academic Dean, The Spence School, 22 East 91 Street, New York, NY 10128-0657, or fax: 917.492.1678 (no phone calls, please). <<http://www.spenceschool.org/>>

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Apply or Nominate Someone for 2006

This award recognizes the contributions made by precollegiate classroom teachers to improve history education. The award, to be given for activities which enhance the intellectual development of other history teachers and/or students, memorializes the career of Mary K. Bonsteel Tachau for her pathbreaking efforts to build bridges between university and K-12 history educators.

The winner receives \$1,000, a one-year OAH membership, a one-year subscription to the *OAH Magazine of History*, and a certificate for the teacher's school.

Applications for the 2006 award must be received by December 1, 2005.

<www.oah.org/activities/awards>



INSTITUTE POSTDOCTORAL NEH FELLOWSHIP 2006-2008

The Omohundro Institute of Early American History and Culture offers a two-year postdoctoral fellowship in any area of early American studies, to begin July 1, 2006. A principal criterion for selection is that the candidate's dissertation or other manuscript have significant potential as a distinguished, book-length contribution to scholarship. A substantial portion of the work must be submitted with the application. Applicants may not have previously published or have under contract a scholarly monograph, and they must have met all requirements for the doctorate before commencing the fellowship. Those who have earned the Ph.D. and begun careers are also encouraged to apply. The Institute holds first claim on publishing the appointed fellow's completed manuscript. The Institute's scope encompasses the history and cultures of North America's indigenous and immigrant peoples during the colonial, Revolutionary, and early national periods of the United States and the related histories of Canada, the Caribbean, Latin America, the British Isles, Europe, and Africa, from the sixteenth century to approximately 1815.

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

For the calendar year 2007 the fellow will be supported principally by the National Endowment for the Humanities through its program of fellowships at Independent Research Institutions. During that year he or she will be designated both an NEH and an Institute fellow.

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

Application must be postmarked by November 1, 2005.

Activities of Members

Harriet Alonso, City College, CUNY, has received an NEH Fellowship for her work on Robert E. Sherwood, the playwright, screenwriter and propaganda/speech advisor to FDR.

James F. Brooks has been named the new President/CEO of the School of American Research. Brooks is currently Director of SAR Press and continues to be an active researcher, author and educator. He will start his new position August 1, 2005.

Nancy C. Carnevale, Montclair State University, has been appointed a member of the New Jersey Commission on Italian and Americans of Italian Heritage Cultural and Educational Programs.

Ron Chernow received the inaugural \$50,000 George Washington Book Prize, the nation's largest literary prize for early American history. Chernow was honored for his biography *Alexander Hamilton* (2004).

Martin Melosi, University of Houston, has been named recipient of the Esther Farfel Award for 2005. Melosi is also conducting a study of historical significance for Buffalo Bayou, near Houston. This is a joint OAH-NPS project that will help determine the site's eligibility for inclusion in the National Park Service.

Carol Reardon has been elected the new president of the Society for Military History. Reardon is currently an associate professor of history at Pennsylvania State University and Scholar-in-Residence at the George and Ann Richards Civil War Era Center.

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/>>.



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Thanks to the generous support of the Gilder Lehrman Institute of American History, the Organization of American Historians is offering travel fellowships for precollegiate history teachers to attend the 2006 OAH Annual Meeting, April 19 – 22, 2006. The annual meeting affords a unique opportunity for teachers to enhance their professional development by attending sessions specifically geared to classroom teaching, as well as scholarly research and public history. Fellowships are for travel-related expenses, and teachers who have not yet attended an OAH annual meeting will be given preference.

Information and application will be available late fall at
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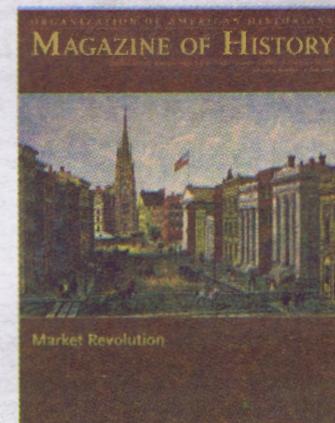
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