



# Newsletter

Volume 33, Number 4 ■ November 2005

## From the OAH President

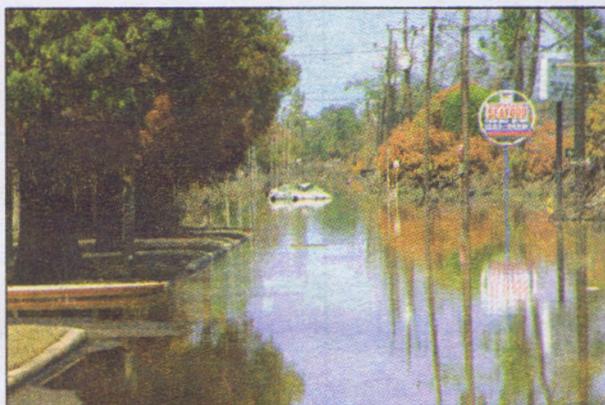
### Dealing with Disasters

Vicki L. Ruiz

I spent my adolescence on the Gulf Coast of Florida. I remember the mid-August day in 1969 when Hurricane Camille threatened our beach front community. In a controlled panic, my mother and I packed the family car and traveled north in a caravan with our neighbors. My father chose to ride out the storm onboard our livelihood—a sixty-five foot fishing boat. We had said our good-byes the night before as my father had secured a spot in a sheltered inlet. However, Camille, a Category 5 hurricane, changed course and pounded Mississippi—Pass Christian, Biloxi, and Gulfport, names fresh in the public mind. The sense of connection with and empathy for the victims of Hurricane Katrina touched millions of Americans, not just those of us who came of age in a hurricane alley.

In the wake of the storm's damage, I received several e-mails from concerned members who wanted to assist affected history faculty and graduate students as well as support the efforts of local archivists in recovering priceless primary sources. Indeed, the OAH staff had already begun to discuss an array of possibilities. Thanks to Michael Regoli, the first result is a web-based message board, "Historians Helping Historians" (<<http://www.oah.org/katrina/>>, cosponsored by the Southern Historical Association and the American Historical Association. A multitude of professional societies have responded with message boards and clearinghouses—in terms of their expansive reach, efforts by the Modern Language Association and the American Studies Association have been exemplary.

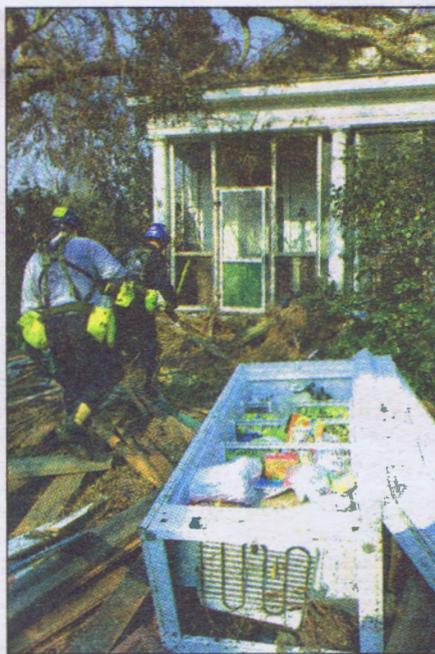
Universities and colleges across the country have opened their doors to faculty and students. Brown and Princeton,



Two weeks after Hurricane Katrina struck the city of New Orleans, shown here on September 16, 2005, many neighborhood streets were still severely flooded and could only be traveled by boat. (U. S. Army Photo by Sgt. First Class William Armstrong.)

moreover, have recently announced a partnership with Dillard University to rebuild the infrastructure of that battered campus.

How can the OAH and its members provide tangible assistance in the coming months? OAH staff will be working with their counterparts in other professional societies to develop the procedures by which members and presses can donate books, journals, and copies of primary documents to rebuild the personal libraries of their colleagues. The volunteers and staff associated with the Society of American Archivists, the American Association of State and Local History, the American Institute for the Conservation of Historic and Artistic Works, the National Park Service, the National Archives and Records Administration, the American Association of Museums, the National Association for Government Archivists and Records Administration, and the Academy of Certified Archivists are engaged in heroic efforts to save our history in New Orleans, Biloxi, and throughout the Gulf Coast of Mississippi. Archival holdings that escaped the wind and flood waters now face the equally devastating effects of mold and mildew. FEMA sent out a call early on



Members of the Indiana Task Force 1 Urban Search and Rescue team enter a damaged house to search for victims of Hurricane Katrina, September 3, 2005. (FEMA/Mark Wolfe)

### A Conversation with Ed Linenthal



Linenthal

*Editor's Note: John Dichtl, Deputy Director of OAH, met Edward Linenthal, the new editor of the Journal of American History, in the OAH executive office in Bloomington in October. Linenthal left the University of Wisconsin, Oshkosh, this summer to take up his new duties at the Journal office in Bloomington, Indiana, on August 1, 2005.*

**John Dichtl:** How did you first get involved with OAH?

**Edward Linenthal:** I first got involved with OAH through my work with the National Park Service while writing about the contested places of American battlefields. At the time, the professional meeting I usually attended was the American Academy of Religion, especially the religion in America sections. When I began attending the OAH annual meeting I found it an even more congenial intellectual home. As I moved from thinking about contested public spaces in American battlefields to writing about the making of the United States Holocaust Museum and the *Enola Gay* controversy, then to my immersion in the cultural aftermath of the Oklahoma City bombing, I continued to work with the National Park Service on the problematics of interpretation of historic sites. OAH became a natural home, particularly, of course, given the very strong ties that OAH developed with NPS.

I had also written for the *JAH* on several occasions including an article on my work in public history and another on the *Enola Gay* controversy. When Tom Schlereth retired from editing the museum exhibition section of the *JAH*, Joanne Meyerowitz asked if I would be willing to become a contributing editor. I asked Kim Rice in the Museums Studies Program at George Washington to coedit this with me, and we enjoyed doing that enormously over those years. Kim is still a contributing editor for the museum exhibition review section, and she has been joined by Benjamin Filene at the Minnesota Historical Society.

**JD:** How has the field and profession of American history changed during your career?

**EL:** During my work with the National Park Service, I came to appreciate—from a nonacademic perspective—how important it is to have scholars and public histori-

See **RUIZ** / 14 ►

See **LINENTHAL** / 13 ►

## ■ Inside: 2006 OAH Election and Ballot ■

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# Newsletter

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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.

# What Students Know About the American Revolution

Uma Venkateswaran, Warren Hierl, and Louisa Moffitt

The teaching of history in the schools has become the focus of intense debate in recent years. The discussion ranges from a call for the use of history to define and inculcate values and patriotism to concerns about what students know. Some claim that “history is the core subject about which students know the least” (1). The AP United States History exam offers unique insights into exactly what students know about history (2). To get a sense of the level of historical literacy of the AP candidate population, this article discusses student performance on recent AP United States History questions on the American Revolution (3).

The following document-based question appeared on last year’s exam:

*To what extent did the American Revolution fundamentally change American society? In your answer be sure to address the political, social, and economic effects of the revolution in the period 1775–1800.*

The question consisted of two parts: First, students identify and discuss the political, social, and economic effects of the revolution. Second, they assess the extent to which changes were fundamental. We found that overall, students did well on this question. Most essays discussed the political and social effects of the revolution, made good use of the documents, and provided considerable outside information to situate the documents in historical context. However, the discussion on economic change was limited, and only the top-notch essays displayed a clear understanding of fundamental change.

The documents are listed chronologically in the question, but we arrange them here in two groups for ease of discussion. The first group of documents supports the argument that the revolution resulted in fundamental change and includes the following:

- An excerpt from the *Pennsylvania Packet* discussing the banishment of Tories
- An excerpt from James Madison’s *Federalist* papers
- An excerpt from a Virginia statute discussing religious freedom
- An excerpt from the Northwest Ordinance banning slavery in the territories
- A visual of a woodcut of a patriot woman
- A visual (below) depicting a farmer with a plow followed by a lady with a halo on her head. The caption in the visual reads, “Venerate the plough.”

Students demonstrated a good understanding of the *Federalist* document. As expected, this document prompted discussion of the powers of the government and the framing of the Constitution and in some cases the Bill of Rights. The Virginia statute, the Northwest Ordinance, and the woodcut were also used very effectively. A number of students used the Virginia Statute as evidence of lack of change, citing separation of state and church in Rhode Island and Pennsylvania. However, most essays had some difficulty with the *Pennsylvania Packet* and had little to say other than that the Tories were despised. Surprisingly, the “Venerate the plough” document was rarely used. A few essays had a solid discussion of Jefferson’s agrarian republicanism and tied the document to fundamental economic and political change. Some students used this document to argue that America had been primarily agricultural prior to the revolution and remained so after the revolution.

The second group of documents could be used to demonstrate that the effects of the revolution were not fundamental or far-reaching. They included:

- An excerpt from a letter written by Abigail Adams that expresses alarm at the mass upheaval following Shay’s Rebellion
- Two documents written by Native Americans: one expressing optimism for peace after the revolution and another expressing disappointment at the lack of inclusion of Native Americans in the peace process
- An excerpt from Molly Wallace on women’s rights

Students were facile in their use of these documents and in relating them to the lack of fundamental change. The two documents on Native Americans, the visual of a woodcut of a patriot woman, and the Molly Wallace document were frequently juxtaposed to cite the gap between the expectation and reality of fundamental change for Native Americans and women during the revolutionary era. The excerpt by Abigail Adams was used to discuss the desire for stability and order and the fear of radical change.

To summarize, overall students did fairly well on the document-based question in comparison to DBQ’s from past years. The mean score on this question was 3.72 points out of a maximum score of 9 points (the average mean for the DBQ is around 3.5 points). The question seemed to distinguish well among students. While the top-scoring essay contained a sophisticated thesis and well-crafted arguments, the majority of the essays seemed to lack the ability to use the documents to effectively support an argument.

Several years ago the exam had an essay question on the American Revolution that was not document-based. This standard essay question read as follows:

*Analyze the impact of the American Revolution on both slavery and the status of women in the period 1775–1800.*

The question tested students’ understanding of how the revolution affected two major groups that lacked political power. The hope was that such a question would critically evaluate students’ familiarity with social history issues during the last quarter of the eighteenth century and assess their ability to deal with continuity and change during the post-revolutionary era. A top-ranking essay argued:

*The effects of the American Revolution were far-reaching. Slavery was abolished in the north, and women were valued more because of their aid in the war and also as the mothers for the new nation. Despite the fact that slavery was not totally abolished and women were not equal to men, the American Revolution instilled*

*a spirit in the American people that would eventually lead to greater improvement in both slavery and the status of women.*

Overall, however, the responses to this question were relatively weak. The mean score on this essay was 2.6 out of a possible 9 points. Students only occasionally used relevant facts to support their arguments. Some students mentioned New Jersey’s provision for voting by women, while others discussed the concept of republican motherhood. Beyond that, most essays simply observed that women were more highly respected because of their expanded roles during the war. Our scoring leaders noted that students had trouble with the use of the term *status*, and this resulted in vague and imprecise responses. Moreover, the time period of the essay was also a problem. Students by and large are more familiar with women’s history issues and slavery debates in the early nineteenth century. Thus, a longer time frame may have resulted in stronger essays.

To conclude, this brief analysis of student responses to essay questions on the AP United States History exam seems to indicate that students are familiar with and have a reasonable grasp of some of the major issues of the revolutionary era, such as political rights, governance, and religious freedom. The top-scoring essays demonstrated the ability to use primary-source material and to weave this information into a meaningful essay. Most other essays used the documents descriptively and often paraphrased. Students have difficulty inferring complex concepts—such as agrarian republicanism—from visuals and discussing fundamental change. Performances on the document-based question were generally stronger than responses to standard essay question without documents. □

Uma Venkateswaran has a Ph.D. in US History from Case Western Reserve University. She is a Senior Assessment Specialist in U.S. History at ETS. She works on several programs including the Advanced Placement United States History examination. Warren Hierl is an AP U.S. History teacher at the Career Center in Winston-Salem, North Carolina. He served as the Question Leader for the DBQ at the 2005 AP U.S. History reading. Louisa Moffitt has a Ph.D. in U.S. History from Georgia State University and is an AP US History teacher at Marist School in Atlanta, Georgia. She also teaches part time at Georgia State University and Kennesaw State University. She served as Exam Leader for the DBQ at the 2005 AP U.S. History reading.

## Endnotes

1. See *History, Democracy, and Citizenship: The Debate over History’s Role in Teaching Citizenship and Patriotism* at <<http://www.oah.org/reports/tradhist.html>>.
2. The AP United States History exam assesses knowledge gained in an introductory survey course and is offered every spring. It was taken by more than 270,000 students last year. For more information about the course and the exam, visit <<http://www.apcentral.collegeboard.com/ushist>>.
3. The AP exam has two parts: a multiple-choice section and an essay section. The essay section has two parts: a mandatory document-based question, which is answered by all students, and a standard essay section, in which students answer two out of four questions. In the document-based question, students are presented with a series of written and visual documents and asked a question that requires both the use of the documents and outside knowledge.



Source: Medal of the Philadelphia Society for the Promotion of Agriculture, 1786.

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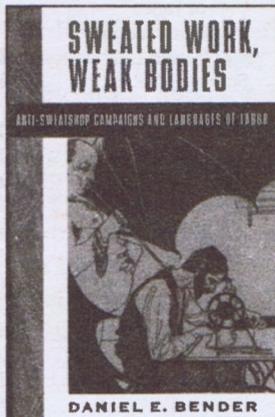
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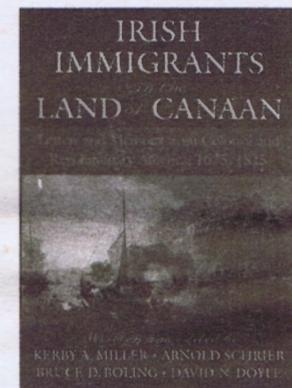
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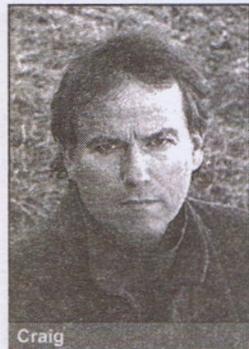
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#### Senate Committee Approves Revisions To Higher Education Act: New History Language Included

On September 6, 2005, Senators Michael B. Enzi (R-WY) and Ted Kennedy (D-MA) introduced legislation (S. 1614) to reauthorize programs associated with the Higher Education Act of 1965. Two days later, the Committee on Health, Education, Labor, and Pensions report-

ed the bill out of committee with minor revisions. Among the titles included in the passed bill is one focusing on history related, postsecondary grant programs. Language in Section 851 ("American History for Freedom") authorizes the Secretary of Education to award three-year competitive grants to institutions of higher education for the purpose of strengthening postsecondary academic programs that promote and impart knowledge of "traditional American history; the history, nature, and threats to free institutions; and the history and achievements of Western Civilization."

As was the case during the last Congress when a similar measure was introduced (the bill became stalled in the House shortly before adjournment and never passed), this Congress's bill version includes a definition of "traditional American history: "the significant constitutional, political, intellectual, economic, and foreign policy trends and issues that have shaped the course of American history; and the key episodes, turning points, and leading figures involved in the constitutional, political, intellectual, diplomatic and economic history of the United States." Notably absent is any mention of "social" history or any notion of "comparative" history.

If this legislation passes, appropriated funds could be used to design and implement programs of study, individual courses, lecture series, seminars, symposia and the like. In addition, funds could be used for the development and publication of instructional materials, research, support for undergraduate and graduate programs, student and teacher fellowships, and teacher preparation programs that stress "content mastery." Not only would grants be made available to traditional educational agencies such as colleges and universities, but also eligible "nonprofit organizations" such as museums and libraries, "whose mission is consistent" with the purposes of this act.

The legislation does not include any specific appropriation authorization but merely states that funds "are authorized to be appropriated . . . as may be necessary for fiscal year 2006 and each of the 5 succeeding fiscal years." Action in the Senate is expected in the coming months; no companion bill has yet been introduced in the House.

#### NARA Selects Lockheed Martin To Build ERA

On September 8, 2005, Archivist of the United States Allen Weinstein announced the award of a \$308 million, six-year contract to Lockheed Martin to build the Electronic Records Archives (ERA) system for the National Archives and Records Administration (NARA). The ERA system seeks to capture and preserve the electronic records of the federal government, regardless of format; ensure hardware and software independence; and provide access

for the American public and federal officials. According to NARA officials, after a yearlong design competition, Lockheed Martin was chosen to build the archives of the future "based on the technical merit of the solution it proposed, the excellence of their system and software engineering methodology, and the quality of their project management."

The Electronic Records Archives' goal is clear and simple: a system that accepts, preserves, and makes accessible—far into the future—any type of electronic document. Lockheed Martin was selected based on its ability to design a system which addresses in considerable depth NARA's business needs on the one hand, and on the other hand, a system that entails a modern, service-oriented architecture. NARA's business needs encompass handling rapidly-growing volumes of electronic records, ensuring the authenticity of those records, preserving them for the long term, and providing public access while protecting privacy and sensitive information. The announcement comes at the close of a one-year design competition between Harris Corporation and Lockheed Martin. The announcement marks the beginning of the ERA system development, with the initial operating capability targeted for release during Fiscal Year 2007.

During the same press conference, Kenneth Thibodeau, Director of the Electronic Records Archives Program, announced the formation of a high-level committee to advise and make recommendations to the Archivist of the United States on issues related to the development, implementation, and use of the ERA system. This committee is named the Advisory Committee on the Electronic Records Archives (ACERA).

The advisory committee will provide an ongoing structure for bringing together experts in computer science and information technology, archival science and records management, information science, the law, history, genealogy, and education. The twenty members of the committee are recognized experts and leaders in their field. They include: David Carmichael, state archivist of Georgia; Jerry Handfield, state archivist of Washington State; Richard Pearce-Moses, director of Digital Government Information at the Arizona State Library and Archives; Jonathan Redgrave, partner at Jones Day; Sharon Dawes, director of the Center for Technology in Government and associate professor of Public Administration and Policy, the State University of New York at Albany; Luciana Duranti, chair and professor of Archival Studies, School of Library, Archival and Information Studies, University of British Columbia, and director of the InterPARES Project; Daniel Greenstein, associate vice provost of Scholarly Information and university librarian, California Digital Library, University of California; Andy Maltz, director, Science and Technology Council, Academy of Motion Picture Arts and Sciences; David Rencher, director, Records and Information Division, Family and Church History Department, Church of Jesus Christ of Latter-day Saints; and Dr. Kelly Woestman, professor and history education director, Pittsburg State University.

#### Administration Officials Target National Park Historic Sites

Since the creation of the National Park Service (NPS) in 1916, its primary mission has been to ensure that the nation's parks and historic areas would remain "unimpaired" by human activity for the benefit of "future generations."

However, recent proposals by senior Bush administration Interior Department officials and by a powerful Republican member of Congress seek to change all that. Paul Hoffman, the deputy assistant of the Department of the Interior and former state director (1985-1989) for then U.S. Representative Dick Cheney, looks to completely redefine the meaning of "impairment" as it applies to the NPS's 388 natural and historic sites throughout the country, and Representative Richard Pombo (R-CA), the powerful chair of the House Resources Committee (the committee that has jurisdiction over the NPS), seeks to sell off historic areas and commercialize the parks in order to raise revenue.

Hoffman's proposal seeks to revamp the NPS's Organic Act by changing the meaning of "impairment" of national park units from "an impact to any park resource or value [that] may constitute an impairment" to one that proves to "permanently and irreversibly adversely [affect] a resource or value." The controversial redefinition is part of a larger 194-page draft "revision" of the NPS guideline, "Management Policies." The implications of the change on the long-term conservation and historic preservation practices of the NPS are staggering.

Opponents of the change, including the 400-member strong Coalition of National Park Service Retirees, argue that the very face of the national parks could be altered from places of refuge for natural and cultural heritage into sites opened up to developers, mining, logging, and recreational vehicles of every sort imaginable. According to Bill Wade, spokesperson for the coalition, "Regardless of what happens in the redrafting, the Department of the Interior is going to do what it can to get (the Hoffman proposal) in there. It can only be [through a] public outcry and the influence from Congress that can be brought to bear on this" that the proposal can be "turned back."

Proposals by the Chair of the House Resources Committee also have National Park Service (NPS) oversight and history watchdog groups up in arms. In a 260-page draft of a budget reconciliation bill (a tool that is used by Congress to meet budget goals), Representative Richard Pombo has advanced several controversial provisions aimed to help address the current governmental fiscal crisis. Among his ideas that purportedly are designed to save the government \$2.4 billion is a proposal to sell no fewer than 15 national parks, including a number of historical sites: the Eugene O'Neill National Historical Site in Danville, California; the Thaddeus Kosciuszko National Memorial in Pennsylvania; the Fort Bowie National Historic Site, Arizona; the Mary McLeod Bethune Council House, Washington D.C.; and the Thomas Stone National Historic Site, Maryland, as well as a number of smaller, less visited natural areas most of which are located in Alaska, including the Bering Land Bridge National Preserve; the Lake Clark National Park and Preserve; and the Yukon-Charley Rivers National Preserve. If all the parks were sold off as Pombo wants, the total land holdings of the NPS would be reduced by 23 percent, thus saving the government billions over a period of years.

In addition to the proposed park closures, Pombo also seeks to require that the NPS raise \$20 million through commercial sponsorships and by granting naming rights for certain national parks facilities. His plan would permit commercial advertisements on national park vehicles and advertising would be mandated to appear in official park service maps and guidebooks; billboards would be placed

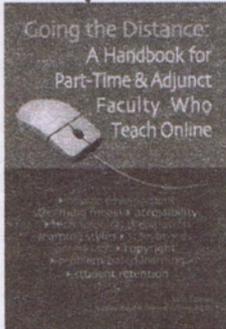


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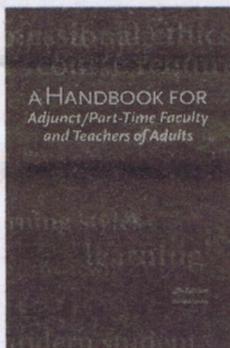
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# Saving History

## Allen Weinstein



**H**urricanes Katrina and Rita have devastated the lives of millions of Americans living in the Gulf states. Not only have homes and jobs been lost, the potential loss of our collective memory of the region is also at risk of disappearing. These important records include documents such as property deeds, birth certificates, and personal papers. So too are documents of

rights and entitlements—such as Social Security and veterans' benefits—which are all crucial in the recovery and rebuilding processes. Also at risk are records that document the routine operation of the federal government—the actions of regional offices of departments and agencies and federal courts in those areas—as well as records of state and local governments.

As “first preservers” of such documents, the National Archives and Records Administration helps assess, recover, and preserve these irreplaceable records. Our staff has already spent hundreds of hours working with Federal agencies and our partners in state and local government to scope this effort and begin to identify and recover re-

ords. We have sent both financial resources and staff from around the country to the affected areas and will continue to offer assistance as long as it is needed. To date, NARA has:

- Held training sessions and workshops for various federal and state officials and others on dealing with damaged or contaminated documents. NARA will provide these sessions to other interested parties when possible.
- Moved staff members from NARA's regional archives in Atlanta and Fort Worth to the affected areas—when they are allowed to do so—to assess damage to records and offer advice and assistance on records recovery.
- Provided expedited service to hurricane related requests from veterans and retired civil servants who need documents from their personnel files so they can establish or reestablish their identities.
- Created a section on our website <<http://www.archives.gov>> that lists agency contacts and provides links to information on records recovery and preservation for federal agencies and courts, state and local governments, cultural institutions, and the general public.
- Worked closely with the appropriate federal authorities to secure NARA representation on teams of federal officials that evaluate damaged buildings to determine the nature of NARA assistance.

Society of American Archivists to identify other funds and sources of support.

Individual staff members at the National Archives have also stepped forward to offer assistance. When the Federal Emergency Management Agency sent out a call for federal employees to volunteer to work for a month in the hurricane-damaged region, quite a few NARA staff members applied. In Chicago, several NARA employees from the Great Lakes Region helped staff a FEMA satellite telephone registration center to receive applications for Federal disaster assistance from victims of Hurricane Katrina.

At the *Federal Register*, editors stopped the presses to add publication of an important Treasury Department ruling that allowed financial institutions to cash government assistance checks for Hurricane Katrina victims without requiring identification, which in many cases had been lost.

Foundations and institutes affiliated with the presidential libraries have contributed nearly \$83,000 to a special fund to aid Katrina victims.

In the aftermath of the unprecedented damage to a large part of the Gulf Coast region, we are learning once again the vital importance of access to records, not only for governments and institutions but also for individuals and families. For our part, NARA will work diligently to fulfill its mission to provide expertise in the areas of records management, recovery, and preservation. □

## MHS-NEH Fellowships



**T**HE MASSACHUSETTS HISTORICAL SOCIETY will award at least two long-term MHS-NEH fellowships for the academic year 2006-2007. MHS-NEH fellowships are made possible by an award from the National Endowment for the Humanities, an independent federal agency. The stipend, governed by an NEH formula, will be no more than \$40,000 for a term of six to twelve months or \$20,000 for a term of four to five months. Within the constraints of the NEH's guidelines, the Society will also supplement each stipend with a housing allowance of up to \$500.00 per month. MHS-NEH fellowships are open to U.S. citizens and to foreign nationals who have lived in the United States for at least the three years immediately preceding the application deadline. Applicants must have completed their professional training; NEH-sponsored fellowships are not available to graduate students. The awards committee will give preference to candidates who have not held a long-term grant during the three years prior to the proposed fellowship term.

Application deadline: January 15, 2006.

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

Authorized federal agencies to destroy contaminated records that represent a risk to health, life, or property if those records have a temporary disposition of ten years or less and if the information in them is likely captured, at least in part, in other sources.

Because we also have a professional responsibility, if not a legal one, to ensure the preservation of nonfederal historical records that tell the story of America, I have taken several actions in my capacity as chairman of NARA's National Historical Records and Publications Commission (NHPRC). Emergency grants of up to \$25,000 from NHPRC's FY 2005 funds have been authorized for the state archives in Texas, Louisiana, Mississippi, and Alabama for disaster assessment and response activities. Additional grants in each state of up to \$100,000 from FY 2006 funds will be considered as soon as those funds are appropriated. NHPRC is working closely with the Council of State Archivists and the

## NARA Announces External Affairs Liaison



McMillen

Archivist of the United States Allen Weinstein recently announced the appointment of David McMillen to the newly created position of External Affairs Liaison. McMillen will assume the position on October 30, 2005.

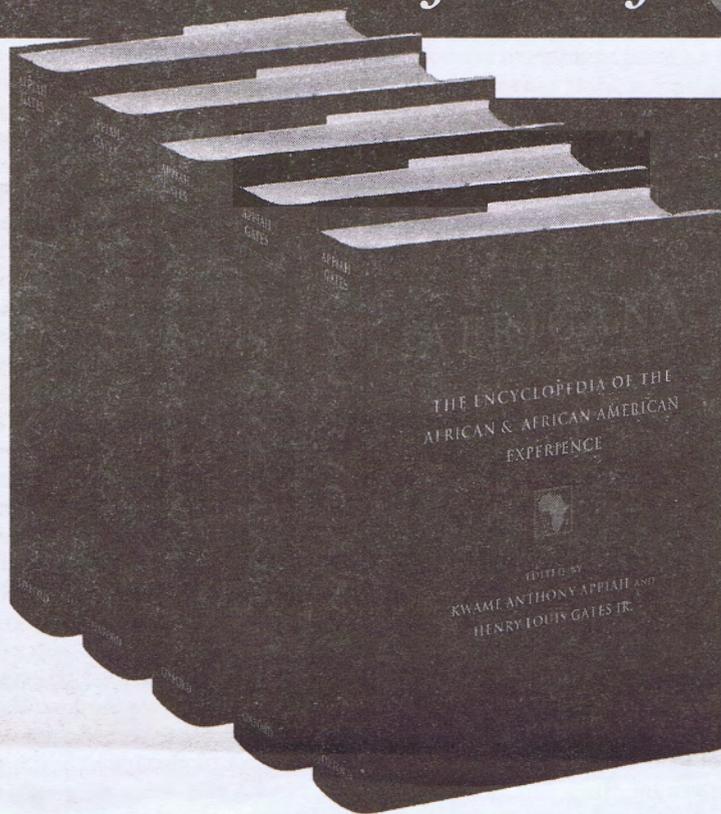
In making the announcement, Weinstein said, “When I became Archivist I made it clear that I was going to make it a personal priority to open the doors to dialogue and collaboration with all of the organizations that share interests and relationships with the National Archives. Today I am taking an important step in ensuring that we accomplish this priority by appointing McMillen.”

As External Affairs Liaison, McMillen will manage the planning and execution of a continuous program of liaison and partnering with allied professional, scientific, and technical organizations. He will be responsible for assuring that NARA mission, goals, services, and policies are clearly communicated with professional audiences and that partnering opportunities are appropriately explored and executed. He will be the full-time liaison to all of our stakeholder and customer communities.

David McMillen comes to the National Archives from the professional staff of the House of Representatives Committee on Government Reform where he served from 1995 to the present. □

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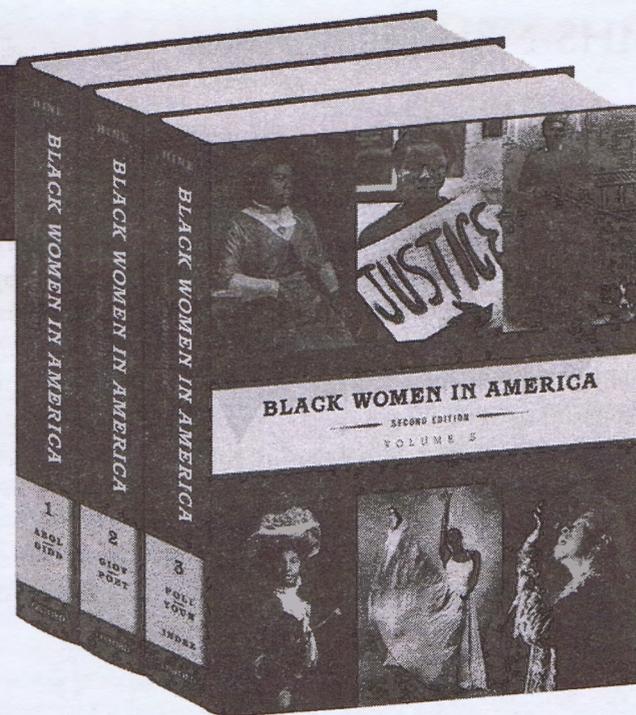
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## Deputy Director Search Organization of American Historians

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# Becoming a Part of the National Park System

## Ruth Heikkinen

Every year, the National Park Service is asked by Congress to study, on average, four or five resources and provide advice as to whether or not they should be added to the National Park System. In December 2000, Congress directed NPS to study the Lincoln Highway and develop a plan for its preservation. In response, the NPS Midwest Regional Office assembled an interdisciplinary team from across the country and began a Special Resource Study (SRS). If you have ever thought that your favorite cultural resource would make a great national historic site, then this article is for you.

As directed by Congress, an SRS assesses whether or not a resource would make an appropriate addition to the National Park System. This process involves four steps:

- determining if the resource(s) is/are nationally significant;
- assessing the suitability of the resource(s) for NPS inclusion;
- establishing that its inclusion is feasible; and
- determining if there is a need for NPS management.

### Determining National Significance

A resource is considered nationally significant if, after study by NPS professionals, experts, scholars, and scientists, it:

- is an outstanding example of a particular type of resource;
- possesses exceptional value or quality in illustrating or interpreting the natural or cultural themes of our nation's heritage;
- offers superlative opportunities for public enjoyment, or for scientific study; and,
- retains a high degree of integrity as a true, accurate, and relatively unspoiled example of a resource.

### Evaluating Resources as National Historic Landmarks (NHLs)

Because NHLs are properties of exceptional value in representing the history of the nation, they must meet at least one of the following criteria:

1. Be associated with events that have made a significant contribution to the history of the United States;
2. Have been a part of the lives of individuals who were historically significant;
3. Represent some great idea or ideal of the American people;
4. Embody an important architectural style;
5. Be of exceptional historic or artistic significance, or outstandingly commemorate or illustrate a way of life or culture;
6. Be a site that has yielded, or which may reasonably be expected to yield, data affecting theories, concepts and ideas to a major degree.



Two members of the Lincoln Highway investigation team conduct the reconnaissance survey in the summer of 2002. (National Park Service photograph.)

While it was relatively easy to evaluate the Lincoln Highway against the first and third of these criteria—the highway is an outstanding example of early transcontinental named highways and it does offer superlative opportunities for public enjoyment—evaluating the Lincoln Highway against the second and fourth criteria was more challenging.

Deciding whether or not the resource “possesses exceptional value or quality in illustrating or interpreting the natural or cultural themes of our nation's heritage”—is much more straightforward when we are asked to study resources that are already NHLs (see sidebar). This was not the case for the Lincoln Highway. The study team, assisted by Kevin Patrick of Indiana University of Pennsylvania, who worked with us under the Organization of American Historians cooperative agreement with the NPS, had to devote time to evaluating the highway against the NHL criteria. In the end, we concluded that the Lincoln Highway's significance is best reflected in its association with events (NHL criterion 1) and the way in which it is composed of integral parts that are exceptional as a collective whole (NHL criterion 5).

Findings of integrity are difficult with resources as large in scale and as diverse as a historic highway. For this reason, the study team also struggled with the fourth SRS criterion—resources need to retain a high degree of integrity to be recommended for inclusion in the National Park System. We solicited the opinions of experts in highway history, geography, and roadside landscapes and conduct-

ed a coast-to-coast study of the highway. Aided with this information, the study team concluded, unfortunately, that large stretches of the roadway's corridor retained only one or two features to remind today's travelers of its history. As a result, we decided that, in its entirety, the Lincoln Highway does not retain a high degree of integrity as a true, accurate, and relatively unspoiled example of a resource.

### Suitability, Feasibility, and the Need for NPS Management

Because the Lincoln Highway does not meet all of the significance criteria for inclusion in the national park system, the last three steps of the SRS process were not completed. Additions to the NPS system need to meet all four criteria.

Of course, there are many ways to preserve and interpret historic resources other than inclusion in the National Park System. Rather than ending with the finding that the Lincoln Highway was not an appropriate addition to the National Park System, the study team went on to analyze other management alternatives. Ultimately, when costs, benefits, and environmental impacts of five different alternatives were considered, the alternative plan that the team selected involved either establishing a new nonprofit organization or enhancing the capabilities of an existing organization to commemorate, preserve and interpret the Lincoln Highway. Such an organization would undertake activities like comprehensive planning, uniform signage, and developing a system of certified interpretive sites. The NPS would provide financial and technical support to this organization. Just as NPS only embarks on SRSs when di-

## Background on the Lincoln Highway

Established in 1913, the Lincoln Highway was one of America's first transcontinental automobile roads. Beginning at Times Square in New York City and ending at the Palace of the Legion of Honor in San Francisco, the Lincoln Highway played an important role in the development of the automobile's influence on the American way of life in the twentieth century. Today, the roads that comprise the Lincoln Highway include sections of the federal and state highway systems, traversing New York, New Jersey, Pennsylvania, West Virginia, Ohio, Indiana, Illinois, Iowa, Nebraska, Wyoming, Utah, Nevada and California. Early in its history, the Lincoln Highway was also routed through the northeastern corner of Colorado.

rected by Congress, Congress would need to enact legislation to authorize NPS to implement the preferred management alternative.

### Public Involvement and Reaction

The SRS process, like all of the NPS planning processes, involves engaging the public in voicing concerns, identifying obstacles, and generating ideas. Soon after the study team was formed in 2001, we sent out a "scoping" newsletter and developed a website. At that time, we were asking for comments on the general scope of the study. Taking these comments into account, we sketched out five distinct potential management alternatives that could commemorate, preserve, and interpret the Lincoln Highway. These preliminary alternatives were described in a newsletter and sent out in the winter of 2002/2003 to, again, ask for public feedback. That newsletter generated roughly 900 comments. At that same time, we took on the challenge of communicating directly to communities spread along the Lincoln Highway's 3,000 mile corridor by holding 14 public meetings across the country at about 300-500 mile intervals. We had invaluable help in this effort from local community organizations—chapters of the Lincoln Highway Association, state historic preservation offices, local historical societies, chambers of commerce and tourism promotion agencies—who reserved spaces for the meetings and promoted them locally.

The alternative plan for the National Lincoln Highway Program (either establish a new nonprofit or enhance the capabilities of an existing organization to commemorate, preserve, and interpret the Lincoln Highway) is widely supported by the public. Supportive comments noted that, while sending a signal the highway and its resources are significant and merit some level of protection, the alternative plan allows decisions regarding preservation of specific resources to be made locally.

Concerns about the study reflected two opposite themes. While several state and local transportation departments expressed concern about the difficulty in balancing historic road preservation with the need to maintain safety and efficiency standards early in the study process, they did not express these concerns with the selected alternative. In contrast, there is some disappointment among resource advocates that the alternative plan does not go far enough in mandating preservation. For more information about the study, visit <<http://www.nps.gov/mwro/lincolnhighway>>. □

Ruth Heikkinen is a planner in the Midwest Regional Office of the National Park Service.

## ▼ LINENTHAL / From 1

ans working together to enrich the public presentation of American history. For example, new scholarship helped change the way that the significance of slavery is depicted at Civil War sites. While the Park Service initiated this, it was that push of scholarship that helped change things. I think that it can work the other way too. The absolutely stunning oral histories that NPS is collecting at Tuskegee Airmen National Historic Site will become grist for the mill for historians. It is wonderful when the world of public history and academic history work together.

I think too, that there are always new stories that can help people look at something in a completely different way, taking what's familiar and making it strange again, or taking something strange and making it familiar. This is certainly the case, for example, with the Battle of Gettysburg, which I write about in *Sacred Ground*. There is a tremendous literature on the subject written by every kind of historical practitioner you can possibly imagine. One would think, "Well, what's new to say about Gettysburg?" And then Margaret Creighton's wonderful new book *The Colors of Courage* comes out in which she writes so movingly about women at Gettysburg not merely being "acted upon by the battle, but being active participants in so many ways during and after the battle." She writes about the difficult, often frightening situation of the African American community in Gettysburg, and she writes a story I knew little about, the ethnic conflict in the Union army at Gettysburg.

I continue to appreciate, as the kind of generalist that I am, the ongoing richness of what the historical profession has to offer. For example, writing a disciplined narrative that does not exclude thoughtful readers has become more important to more people in the profession. One of the things in the mid-1990s *JAH* questionnaire that really struck me was how many historians simply felt that they didn't really count. Nobody paid attention to what they did, nobody paid attention to what they wrote. They felt insignificant. I simply have never believed that you couldn't both be a good, careful, conscientious scholar and also write for a thoughtful, general public. It is simply not correct to think that those two things have to be separate.

**JD:** Looking back over the past twenty to thirty years, has that ideal of accessible writing always been there or are scholars rediscovering it?

**EL:** Well, I don't know. It seems to me that I hear more discussion about the significance of narrative, although that certainly is not a new idea. People have been writing about the need for new syntheses and the value of narrative for some time. It seems to me that a lot of what I read is more open, more graceful, that if thoughtful readers want to find good, accessible American history, they certainly can. It's not clear to me how many do and how many are still reading the sort of simplistic and triumphalistic heritage literature that passes for history, and I think that we do not appreciate well enough the difference between heritage and history and the power of heritage sensibilities. This is a continuing challenge, both for academic historians, certainly in the classroom, and also in the world of public history as well.

**JD:** Why did you want to become the editor of the *Journal of American History*?

**EL:** Frankly, it wasn't clear to me that the kind of skills that I thought I had—as a writer and teacher—were im-

mediately transferable to the editing of the *JAH*. I was persuaded to apply, still frankly being very cautious, by the enthusiasm of people here in the Indiana University history department, by the excitement of the people at the *JAH*, by going back and reading editors reports of various kinds and seeing how Dave Thelen and Joanne Meyerowitz had really thought about expanding the *Journal's* voice and reach in all kinds of exciting ways. Coming with an unusual background for a *JAH* editor, I thought it would be a new and interesting challenge. So, we'll see whether it's a good fit or not. I thought about it very hard, because I cherish my colleagues and my friends in the profession. I know how important *JAH* is and respect the quality of it very much, and so I finally decided that this would indeed be a new and interesting challenge and would keep me connected with a profession that I had grown to care about deeply. So it would be as Sidney Mead titled one of his books, *A Lively Experiment!*

**JD:** What are some other history journals or publications in other disciplines that you particularly admire, and what have you found most interesting about the *Journal of American History*?

**EL:** I think the first ones that come to mind, certainly, are *American Historical Review*, the *Public Historian*, and the *Journal of Religion in American Culture*. *Reviews in American History* is another journal that comes to mind.

It has been fun also to look back through the many issues of the *JAH*, from when it was the *Mississippi Valley Historical Review* up to the present, and to see its changing architecture over the years. There's a very stable architecture to the *Journal*

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“During my work with the National Park Service, I came to appreciate how important it is to have scholars and public historians working together to enrich the public presentation of American history.”

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now. I think any editor is going to try as honestly and conscientiously as she or he can to maintain the high level of quality of peer reviews of articles, roundtables, and shorter essays in special sections and special issues. Certainly, the expansion of the journal to offer review of various forms of history production have made the journal, in my opinion, more lively and interesting.

In the early Thelen years, the *Journal* was really transformed and, since that time, there have been lots of new features added to the *Journal*. Some things have kind of come and gone and may come again, like the oral history section, for example. I loved, in Dave Thelen's first report, his commentary on the first roundtable. He talked about wanting the *Journal* to be a meeting place, and that sense of conversation among historians—and maybe not just academic historians but other practitioners of history both here and abroad. I love that notion of conversation and of the *Journal* as a meeting place.

**JD:** A lot of what you've described is existing architecture, but each of those components started out as some editor's idea, as an experiment, and so it may be a little unfair to ask you to describe a whole new architecture you might build. Each new idea will really be an experiment, and if you think it works, then it might be something that you will continue and editors after you might choose to continue or not continue.

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▼ **RUIZ / From 1**

for the hiring of fifteen to twenty historic preservation specialists and local archivists and librarians, many of whom have lost their own homes and yet continue in their valiant recovery efforts. The Society of American Archivists has a terrific website with updates and links to relevant newspaper articles (<http://www.archivists.org/news/katrina.asp>), and a thorough damage report can be found in a site sponsored by the American Association of Museums listed below. To contribute funds to assist in the recovery, I refer you to the following sites sponsored by the American Association of Museums (<http://www.aam-us.org/aam-latest/news/hurricane.cfm>) and the American Association of State and Local History (<http://www.aam-us.org/aam-latest/news/hurricane.cfm>). The Historic Preservation Learning Portal, sponsored by the National Park Service, provides a comprehensive assessment of preservation activities (<http://www.historicpreservation.gov/>).

Many college and public libraries were devastated. Dillard and Xavier in New Orleans suffered extensive damage, and the United Negro College Fund has started an ambitious fundraising drive ([http://www.uncf.org/webfeature/lomax\\_katrina.asp](http://www.uncf.org/webfeature/lomax_katrina.asp)) that includes updates on the conditions at affected member colleges. The American Library Association has swung into action with book and computer donations, a clearinghouse to help displaced members, an "adopt a library" project, and a national fund-raising campaign. Its website (<http://www.ala.org/ala/cro/katrina/katrina.htm>) provides all of the relevant details as well as damage reports and news links. "Books To You," a New Orleans nonprofit, plans to put two million books into the hands of local children and adults stricken by the storm. Headed by Ken Mask and with a board that includes jazz legend Wynton Marsalis, this community group relies on the efforts by volunteer librarians from Portland, Oregon, to New York City and by individuals. Books in good condition can be sent to "Books to You," 622 Cedar Lane, Ponchatoula, LA, 70454. For more information, I refer you to its website (<http://www.bookstoyou.org>).

Now I make an inelegant segue from addressing recovery efforts from a natural disaster to an OAH response for dealing with potentially academic ones. The leadership of the organization has recognized that in the recent past the OAH has been unprepared in terms of policies and procedures to address breaches of professional ethics that directly affect the organization. This spring the OAH Executive Board adopted the recommendation made by the Ad Hoc Committee on Intellectual Integrity, ably chaired by Karen Halttunen, to establish a committee on Ethics and Professional Conduct. Subsequently, at the business meeting held in San José, OAH members approved

this amendment to the bylaws. The mission of this standing committee on Ethics and Professional Conduct is to consider issues of professional ethics, integrity, and standards; alert the executive board to problems as they arise; and recommend action to the executive board in instances where the OAH is directly involved, such as the awarding of prizes. The committee will also invite and organize public discussion of professional standards on a regular basis, particularly at the annual meeting in the *OAH Newsletter*, and in conjunction with the *Journal of American History* editor and editorial board. The committee will convene for the first time at the 2006 annual meeting in Washington, DC. This summer President-elect Richard White and I made the following appointments and we gratefully acknowledge our colleagues' willingness to serve in this vital capacity: Laura Edwards, Duke University (chair); James Grossman, Newberry Library; Douglas Flamming, Georgia Tech; Sandra Treadway, Library of Virginia, and Kathleen Conzen, University of Chicago.

On a personal note, I would like to extend my gratitude to deputy director John Dichtl for his years of wisdom, good humor, and indefatigable labor in service of OAH and its members. I first met John when he was a graduate assistant at OAH and I wish him every success as the incoming executive director of the National Council on Public History. □

▼ **CRAIG / From 7**

While Pombo is silent about the proposals, his House Resources Committee spokesperson states that the congressman "isn't seriously thinking" about putting national parks on the auction block, that the list of parks was drawn up for the Congressional Budget Office merely as a hypothetical situation. Nevertheless, NPS watchdog organizations have expressed outrage over the proposals and are taking them (especially the commercialization plans) seriously. Jim DiPreso, communications director for the grassroots organization Republicans for Environmental Protection (<http://www.repamerica.org/>) maintains "Pombo's extremism, if turned into law, would turn our treasured national park system into a tawdry carnival of advertising and fast-buck commercialism, squandering a priceless inheritance." Most likely, the underlying purpose of Pombo's proposals is something of a political ploy to call attention to budget alternatives that could be implemented to cover the perceived revenue shortfall if Congress fails to open the Arctic National Wildlife Refuge (ANWR) in Alaska for oil and gas drilling as Pombo wants. If Pombo is to be taken at his word—that his legislation is merely a "conversation starter"—then it certainly has had the desired effect. But if the congressman is offering legislation as a "joke" (as first claimed by his spokesperson) or merely seeking to taunt environmentalists as others first thought, it would seem to be a new low for a member of Congress, let alone a powerful committee chair. □

## 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.

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# The National Trust for Historic Preservation Responds to Hurricane Katrina

**Jeannie McPherson**

As the weeks have passed since Hurricane Katrina devastated so many historic areas in New Orleans and along the Gulf Coast, it is clear that the lives of the residents of these areas will never be the same. But now that attention has shifted from rescue to rebuilding, we must answer the question of how, and in what form, the rebuilding will happen. If we get the answer wrong, Katrina could turn out to be among the greatest cultural disasters the nation has ever experienced.

New Orleans, with twenty districts on the National Register of Historic Places covering half the city, has the highest concentration of historic structures in the nation—more than 33,000 houses and commercial and public buildings. Luckily, many of these districts are in the highest part of the city, and escaped much of the flooding that covered 80 percent of the city after Katrina. The French Quarter and the Garden District, for example, are largely intact.

Unfortunately, however, Katrina took a heavier toll in some of New Orleans' lesser-known historic neighborhoods. In the Holy Cross area, a neighborhood near the Mississippi River in the Lower Ninth Ward, dried mud and debris cover nearly everything. In Mississippi, the stories of complete devastation in places like Bay St. Louis, Biloxi, Ocean Springs and Gulfport are heartrending.

The natural temptation, in the face of such widespread damage, is to bulldoze everything to the ground and start over. That is the fear of preservation organizations in the region and around the country.

"Bulldozing might be expedient, but we're talking about people's homes and communities, corner stores, diners, and churches. We're talking in many cases about houses that have stood over one-hundred years and neighborhoods that have been home to five or six generations. And we're talking about what makes our city different from every place else, and what makes visitors want to come here: in other words, our livelihood," said Patricia Gay, executive director of the Preservation Resource Center of New Orleans.

"The destruction Katrina has caused to historic structures on the coast and in other areas of the state has been massive. Our historic buildings on the coast have suffered extensive damage and in some cases blocks of historic districts have been wiped clean by Katrina's storm surge," said David Preziosi, executive director of the Mississippi Heritage Trust. "The destruction I witnessed was unimaginable and it was heartbreaking to see so many of the historic gems of the coast in ruins. Even though many historic properties were damaged or destroyed there are many that survive relatively unscathed or with minor damage. Now the key is to try and save them before they are taken down in the clean up efforts."

"The goal of recovery should be to allow residents to come back home to healthy, vibrant, livable places that retain the character that makes them unique," said Richard Moe, president of the National Trust for Historic Preservation. "You can't do that by calling in the bulldozers and creating vacant lots where neighborhoods used to be."

Additionally, experts maintain that officials in New Orleans should seek examples from other cities which have faced similar circumstances. For instance, Charleston, South Carolina, successfully rebuilt its economy after 85

percent of its properties were damaged by Hurricane Hugo in 1989, in part by adhering to tough standards in historic areas.

"In dealing with the Mississippi River floods of 1993, the Northridge earthquake of 1994 and numerous other natural disasters, the National Trust has learned that almost always, the first impulse of local officials is to tear down every damaged building in the name of public safety. We've also learned that this first impulse is almost always wrong. Obviously, some historic buildings—perhaps a great many of them—will necessarily be lost, but we shouldn't lose any unnecessarily," said Moe.

Further, Moe and other experts contend that the majority of these structures can be saved. To this end, Moe has called on preservationists from across the world to come together as a collective group to insure that the historic places in the region that can be saved are. Additionally, "This year's conference theme, 'Sustain America—Vision, Economics, and Preservation,' is even more meaningful in light of the recent tragedy in the Gulf Coast region, where scores of historic homes and sites have been damaged by Hurricane Katrina," said National Trust President Richard Moe at the start of the 2005 National Preservation Conference in Portland, Oregon. "We all know that Katrina is one of the greatest human tragedies in the nation's history—but it also could be the greatest cultural catastrophe America has ever experienced. For this reason it is imperative that preservationists from across the world come together as a collective group to insure that residents come back home to healthy, vibrant, and livable places that retain the historic character that makes them unique. Rebuilding is essential, but it must acknowledge the unique heritage of one of the nation's most distinctive regions."

The National Trust recently launched the National Trust Hurricane Recovery Fund, with the goal of raising one million dollars to support the work of survey teams, help convene discussions among experts to envision design solutions for sensitive reconstruction, and facilitate the provision of technical assistance to communities in need. To date, the Trust has raised more than \$400,000 with generous contributions from the World Monuments Fund and American Express Foundation; the Getty Foundation; Home and Garden Television (HGTV); The History Channel; Restore Media, Inc.; and hundreds of National Trust members across the nation. During the National Trust's annual National Preservation Conference at the end of September, the organization also launched an effort to raise additional funds, with an initial \$10,000 commitment, to benefit the Mississippi Heritage Trust and the Preservation Resource Center of New Orleans as well as the National Trust Hurricane Recovery Fund.

Currently, the Trust is working with partners in three primary areas:

- Assembling survey teams with professional expertise in architecture, construction, history, and preservation. Teams are currently at work in Mississippi assessing damage to historic resources and trying to prevent unnecessary demolitions, and the National Trust has opened an office



Pass Christian, Mississippi, October 4, 2005—Aerial photo of destroyed Mississippi gulf coast Highway 1-90 as a result of winds and tidal surge from Hurricane Katrina. This section of bridge connects Pass Christian, near Gulfport to Bay St. Louis. John Fleck / FEMA

in New Orleans and an office in Gulfport, Mississippi, to serve as a staging point for survey teams and to provide on-the-ground assistance and education to residents.

- Working with federal, state, and local governments to develop and refine tools to facilitate reconstruction and help prevent future disasters of this kind. At the federal level, these include: amendments to facilitate the use of existing tax-credit incentives for the rehabilitation of hurricane-damaged historic commercial properties; development of a new tax-credit program for the rehabilitation of owner-occupied historic houses; and the creation of a two-year, \$60 million fund that would offer grants to help preserve properties listed in, or eligible for listing in, the National Register of Historic Places. At the state and local levels, tools being considered include revised building codes to enable structures to withstand future hurricanes, and design guidelines to encourage new construction that respects the character of historic areas.

- Launching a major effort to educate the public about the importance of the historic resources of New Orleans and the Gulf Coast—and the importance of saving them.

For more information about the National Trust Hurricane Recovery Fund, and ways that individuals and organizations can aid recovery efforts, visit <http://www.nationaltrust.org/> or call 1-800-944-6847 (NTHP). □

*Jeannie McPherson is Communications Manager for the National Trust for Historic Preservation.*

EL: You know, I'm not sure that an editor has to feel that to make their mark, whatever that means, they have to change the architecture. It may just be what you do within the architecture that's there is sufficient. I think it would be really presumptuous for me to think about major changes so early in my work. I certainly have some special projects that I would like to work on. Some will come to fruition, some may not.

JD: What are your new projects for the *Journal* or incremental changes that we can expect to see?

EL: I very much like the idea of working with other people in the field to think about what they would like to see covered in the journal, and what's exciting that's going on in a variety of fields: colonial history or diplomatic history, or business history, for example. Beyond individual articles, how do we get these voices into the *Journal*? My mother told me many, many, many years ago that one of the ways to be successful was to surround yourself with really smart people. Being at IU, and having access as editor to the riches of the field around the country, that's not much of a problem. I've already talked with Dwight Pitcaithley about coediting with me something fairly significant on the National Park Service in American history. I'm very interested in doing something in the *Journal* on both the history of and the current fierce contestation over issues of religious freedom. I plan to have the journal participate

in the centennial reflections of the organization that is fast approaching.

And part of the learning process here is not just thinking of these special things but really learning, I think, the craft of being an editor, of what authors are trying to say in their essays, how you can help them open essays outward, putting together a good team of readers to help you do that, how to translate what thoughtful readers have to say to an author. I think this is a craft that at least for me is not second nature. It's a thing that you have to work hard at doing, and that's a significant part of this job. And I want to say that to appreciate from the inside the kind of fierce devotion that the staff has to the *Journal*, and the support they have extended to me is tremendously helpful. Members of the organization should be just very thankful and proud of the staff's devotion to the *Journal*. For the *Journal* staff and the editor it really is a team effort. And I also think the profession owes a tremendous debt of gratitude to David Nord, who now for a number of years has stepped into a variety of roles—acting editor, interim editor, associate editor. Now Dave has agreed to stay and work with me this year. His breadth of experience and his critical sense about articles is just invaluable, so the profession really owes him a tremendous debt of gratitude, and I think when people see him at the OAH meeting, they need to thank him for what he has given. □



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APPLICATION DEADLINE: February 13, 2006

For information, guidelines and application forms contact:

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fellowships@marybakereddylibrary.org

## Shelby Cullom Davis Center for Historical Studies

<http://dav.princeton.edu>

Princeton University

### Utopia/Dystopia: Historical Conditions of Possibility

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

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

Written inquiries should be addressed to the Manager, Shelby Cullom Davis Center for Historical Studies, Department of History, 129 Dickinson Hall, Princeton University, Princeton, NJ 08544-1017, U.S.A. Applications can be made online at <http://dav.princeton.edu/program/e13/application.html>. The deadline for applications and letters of recommendation for fellowships for 2006/2007 is December 1, 2005. Scholars who would like to offer a paper to one of the weekly Seminars are asked to send a brief description of their proposal and current curriculum vitae to the Director. Please note that we will not accept faxed applications.

Professor Gyan Prakash, Director

## The OAH Meeting

Lee W. Formwalt

The two most important things that the Organization of American Historians does for its members and for the profession are to publish the *Journal of American History* and hold an annual meeting. We now have a new permanent editor of the *JAH* in the person of Edward T. Linenthal and we are most confident of that publication's future. We have recently emerged from a difficult situation with our last annual meeting and I thought I would discuss that as well as our upcoming joint meeting with the National Council on Public History in Washington in April, our Midwest Regional Conference in Lincoln next summer, and our centennial convention in Minneapolis in March 2007.

You may recall that last February as a result of the continued labor boycott of the Hilton San Francisco, the OAH executive board voted to move the annual meeting to San José in order to have as normal a convention as possible. An OAH executive office poll of convention participants and preregistrants indicated that close to 75 percent of those polled would not cross a picket line. If the OAH had gone ahead with the meeting at the Hilton San Francisco, we could have faced losses of up to \$412,000 in attrition charges (for sleeping rooms not rented) and \$99,000 in revenue from registration fees. If we had canceled the convention entirely, we could have lost in excess of \$700,000 in revenue and penalties. Although we knew that moving to San José would entail likely financial risks, we were confident that the risks would be less than those we would face in San Francisco, and in the end we were right.

The actual cost of moving the meeting to San José (including rental of the convention center, shuttle transportation, additional meeting space, etc.) resulted in an unbudgeted expense of over \$100,000. In addition Hilton San Francisco claimed that OAH owed it liquidated damages of \$390,000 and attrition charges at the related Doubletree San José, of \$42,000 (for sleeping rooms not rented), for a total of \$432,000. With legal advice, OAH challenged these claims and the dispute has been resolved pursuant to a confidential agreement that included a cash payment by OAH and a commitment to future OAH events with Hilton. Although we were unhappy about signing a confidentiality agreement, we reluctantly concluded to accept this standard and customary requirement. As of September, OAH members and others have contributed \$23,500 to the special San José Fund. As you consider your fall contribution to OAH, you can apply your donation to the San José Fund to further reduce the cost of the move.

At its fall 2004 meeting the OAH executive board passed a resolution requiring all future contracts to include labor disputes in its escape clause. This will eliminate paying any penalties to hotels for canceling contracts due to a labor strike or similar situation.

With San José behind us, we look ahead to our next three meetings, all of which are connected to the OAH centennial in 2007—Washington, DC (April 19-22, 2006); Lincoln, NE (July 6-8, 2006); and Minneapolis, MN (March 29-April 1, 2007). We will launch the centennial year at the Washington convention next spring. The summer regional meeting in Lincoln will be a

major centennial event that takes place in the longtime hometown of the Mississippi Valley Historical Association. The culminating events of the centennial year will happen at the 2007 meeting in Minneapolis at the head of navigation on the Mississippi River.

The program committee co-chairs for the Washington gathering, our regular quadrennial joint meeting with the National Council on Public History, are Matthew Garcia (OAH) and Martin Blatt (NCPH). The convention's theme is "Our America/Nuestra America" and will feature four plenaries including one with folksinger Tom Paxton. Additional features include a panel on assassinations marking the twenty-fifth anniversary of the attempted assassination of Ronald Reagan at the convention hotel, a luncheon session featuring Archivist of the U.S. Allan Weinstein, and more than

a dozen tours in the nation's capital.

The Cornhusker Hotel, near the campus of the University of Nebraska in Lincoln will host the OAH Midwest Regional Conference next summer. The conference will provide an opportunity to celebrate the Midwestern roots of the OAH and to allow historians in and of the Midwest to share their work. Considerable attention at this conference will also be paid to professional development and the practice of history both in classrooms and in public settings in the Midwest.

The 2007 Program Committee, cochaired by John Mack Faragher and Peggy Pascoe, has for its theme, "American Values, American Practices." A special Centennial Committee also is preparing sessions and events devoted specifically to the OAH's one-hundredth anniversary. In addition to celebrating, American historians in Minneapolis will be reflecting on the changes in the scholarship, teaching and practice of American history over the last century. Special centennial panels will examine traditional histories (po-

## Fellowships for Studying the President's House



From enslaved domestic help to in-house theatrical productions, from preparing for nuclear war to creating journalistic spin, the projects of OAH-White House Historical Association Fellows tap fresh historical approaches for understanding life and work at all levels within the nation's executive mansion. Now in its fourth year, the fellowship program again is seeking proposals from OAH members. Teachers and scholars whose research projects focus on the roles of the White House as home, workplace, museum, structure, and symbol are encouraged to apply.

The fellowship program consists of three distinct award categories, each of which provides a modest travel stipend and \$2000 per month for up to six months. Proposals can be for precollegiate initiatives that reach the K-12 classroom; research work to forward or complete dissertation, postdoctoral, or advanced academic work; or public presentation in the form of exhibits, multimedia projects, films or other projects that make historical collections available to broad audiences.

December 1, 2005, is the deadline for the next round of fellowships. To learn more, visit <<http://www.oah.org/activities/awards>>.

See FORMWALT / 19 ►

# “Cracking the JFK Case Conference”



Is the JFK case really closed? Was Lee Harvey Oswald the lone assassin?

Or has the mountain of new evidence released under the JFK Act allowed researchers to crack it open? Was there a conspiracy and were CIA officials involved in it?

Why don't the news media report the truth?

To answer these and other questions, the Assassination Archives and Research Center (AARC) and the Cyril H. Wecht Institute of Forensic Science and Law are holding a conference.

Where: Washington, D.C.

When: November 18-20, 2005

Registration: Call the AARC at (202) 628-6608  
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## News of OAH

### Fall 2005 OAH Executive Board Meeting, Washington, DC

At its 2005 fall meeting at the Washington Hilton the OAH board took the following actions:

- Approved the minutes for the March 31-April 3, 2005, Executive Board meeting in San José, as well as the minutes of actions taken by the board subsequent to the meeting.
- Thanked ninety-six OAH members who graciously gave of their time to deliver more than one hundred OAH Distinguished lectures from July 2004 through June 2005; and especially to Allida M. Black, William H. Chafe, Blanche Wiesen Cook, Steven M. Gillon, Nancy A. Hewitt, Joan Hoff, Wilma King, Elaine Tyler May, Douglas Monroy, Theda Perdue, Brenda E. Stevenson, Patricia Sullivan, Laurel Thatcher Ulrich, Brian Ward, and Jonathan Zimmerman, who each gave more than one lecture during the last fiscal year.
- Selected recipients of the Friend of History and Distinguished Service awards who will be announced at the annual meeting in Washington on April 22, 2006.
- Approved a resolution thanking OAH Deputy Director John R. Dichtl "for his many years of steadfast service, for his mature and thoughtful leadership, and for the wisdom of his counsel to this Executive Board."
- Voted to sign on with other national organizations to a letter to the appropriate congressional leaders urging them to support a funding level of \$7.5 million for FY 2006 for the National Historical Publications and Records Commission.
- Approved sites for the following annual meetings: 2011, Chicago; 2012, Milwaukee; 2013, San Francisco; and 2014, Washington DC.
- Approved requesting the Pacific Coast Branch of the AHA to consider holding a joint regional meeting with OAH in summer 2008 in Vancouver, BC.
- Created a subcommittee of the board (Daniel Czitrom, James O. Horton, and Robert Cherny) to address the future of the *Talking History* radio program.
- Tabled a request from the American Association for State and Local History to OAH to join a coalition seeking the approval of a federal formula grant initiative for museums.
- Accepted and approved the auditor's report for FY 2005.
- Began a discussion on strategic planning and reorganizing the OAH committee structure. □

#### ▼ FORMWALT / From 17

litical, diplomatic, economic, and military), new histories (environmental, race and ethnicity, and women), history teaching at all levels, public history, editing the *Mississippi Valley Historical Review* and *Journal of American History*, and the institution and political history of the MVHA-OAH. Past presidents of OAH will gather to reflect on the changes they have witnessed in MVHA and OAH over the years.

Let me conclude by marking an important staff change at the OAH executive office. This month is Deputy Director John R. Dichtl's last at OAH. In the new year, John will be taking over the helm as Executive Director of the National Council on Public History in nearby Indianapolis. NCPH's gain is indeed OAH's loss. John began his tenure here as a graduate assistant in 1992; seven years later, he was serving as interim executive director. In 2000, he was appointed deputy director and has been my partner in leading OAH the last six years. All of us will miss his talents, advice, and wisdom and we wish him well at NCPH. □

## Gerda Lerner is 2005 Haskins Lecturer

In honor of Charles Homer Haskins (1870-1937), the first chairman of the American Council of Learned Societies (ACLS), a distinguished scholar is invited each year to address the topic of "A Life of Learning." This year's Haskins Lecturer was Gerda Lerner, past OAH president, and the Robinson-Edwards Professor of History, emerita, University of Wisconsin, Madison.



Gerda Lerner is pictured along with Lee Formwalt (left), OAH Executive Director, and Amita Jones (right), Executive Director, American Historical Association. (Photo courtesy of the American Council of Learned Societies.)

### Empire, Resistance, and the War in Iraq A Conference for Historians and Activists University of Texas, Austin February 17-19, 2006 Call for Papers

This is the first scholarly conference to examine the war in Iraq—both its origins and its opposition—in historical perspective. Themes include:

- Empire and resistance.
- The U.S. in the Middle East.
- Bush policies: change or continuity.
- Defending democracy and civil liberties.
- What activists and historians can learn from each other.

Keynote Speakers: Andrea Smith and Howard Zinn.

Submit proposals by December 1, 2005 to [hawconf@historiansagainstwar.org](mailto:hawconf@historiansagainstwar.org).



*Historians Against the War* is a network of history teachers, scholars, and activists seeking to bring historical analysis to bear on U.S. foreign policy and its social/political impact. For more information, see <http://www.historiansagainstwar.org/> or write [hawconf@historiansagainstwar.org](mailto:hawconf@historiansagainstwar.org).

## Mellon Postdoctoral Fellowship Position in the Humanities

The University of Michigan, with the support from the Andrew W. Mellon Foundation, is pleased to invite applications for postdoctoral fellowship programs for recent PhDs in the humanities and related social sciences. Two-year positions are open to recent PhDs who wish to pursue research opportunities while teaching at a major research university. Fellows shall carry departmental affiliation; they may take advantage of interdisciplinary opportunities throughout the campus.

For further information, please contact: Rhonda Johnson, Mellon Postdoctoral Fellowship Program, Rackham School of Graduate Studies, University of Michigan, Ann Arbor, MI 48109. E-mail: [rhondaej@umich.edu](mailto:rhondaej@umich.edu) or go to the following website: <http://www.rackham.umich.edu/Postdoctoral/Mellon.html>.

*A non-discriminatory, affirmative action employer.*

## OAHTACHAU TEACHER OF THE YEAR AWARD

### 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 January 2, 2006.

For more information and to apply, visit: [www.oah.org/activities/awards](http://www.oah.org/activities/awards)



# 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](mailto: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](mailto: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

Benjamin Filene, MINNESOTA HISTORICAL SOCIETY

James Goodman, RUTGERS UNIVERSITY

Naomi R. Lamoreaux, UCLA

Jill Lepore, HARVARD UNIVERSITY

Peggy Pascoe, UNIVERSITY OF OREGON,  
Cochair

Andrés Reséndez, UNIVERSITY OF  
CALIFORNIA, DAVIS

Robert Self, BROWN UNIVERSITY



CENTENNIAL  
1907-2007

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

## The American Philosophical Society Library Library Resident Research Fellowships 2006 - 2007

**Scope:** The American Philosophical Society Library offers short-term residential fellowships for conducting research in its collections. The Society's Library is a leading international center for historical and anthropological research with over 8 million manuscripts, 250,000 printed volumes, and thousands of maps and prints. Among its more prominent collections are the papers of Benjamin Franklin, Charles Darwin, Lewis and Clark, Franz Boas, and the Peale Family; and is noted for the depth and importance of its collections in:

- History of science including: genetics, eugenics and the evolutionary sciences, physics and astrophysics, and medical research
- Anthropology, particularly American Indian history, culture, and languages
- Early American history and culture to 1840

The Library does not hold materials on philosophy in the modern sense.

**Eligibility:** The fellowships, funded by a number of generous benefactors, are intended to encourage research in the Library's collections by scholars who reside beyond a 75-mile radius of Philadelphia. The fellowships are open to both U.S. citizens and foreign nationals who are holders of the Ph.D. or the equivalent, Ph.D. candidates who have passed their preliminary examinations, and independent scholars. Applicants in any relevant field of scholarship may apply.

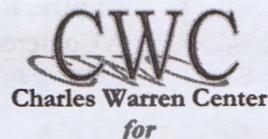
**Award, duration:** The stipend is \$2,000 per month, and the term of the fellowship is a minimum of one month and a maximum of three, taken between June 1, 2006 and May 31, 2007. Fellowships are usually of one month in duration, and seldom exceed two months. Fellows are expected to be in residence at the Library for four to twelve consecutive weeks, depending upon the length of their award.

**Deadline, notification:** Applications are due no later than March 1. This is a receipt deadline. Applicants will be informed by mail whether all materials were received. For additional information call 215-440-3443 or send an email inquiry to [jjahern@amphilsoc.org](mailto:jjahern@amphilsoc.org). Notification is sent in May.

**Applications:** Complete application information and forms are available at our website: <http://www.amphilsoc.org/grants/resident.htm>. The receipt deadline is March 1. Applications will be evaluated based on the quality of the project, the letters of recommendation, and the relevance of the Library's collections to the project.

Address applications or inquiries to:  
Library Resident Research Fellowships  
American Philosophical Society Library  
105 South Fifth St., Philadelphia, PA 19106-3386.  
Telephone: (215) 440-3400.

Application deadline is March 1, 2006. Notices will be mailed after May 1, 2006.



Studies in American History

## 2006-2007 FELLOWSHIPS

### Cultural Reverberations of Modern War

The Charles Warren Center invites applications from scholars of the arts, ethnic and gender studies, and history, to participate in a workshop considering the relevance of modern war to American culture and artistic expression. When the state declares others enemies, what happens to national self-understanding and artistic motivation? How does international conflict realign Americans' cultural interactions with other nations? The period from the 1890s to the 1950s will provide a focus for these questions. This era saw the most massive destruction of human lives by state intention in human history. Yet it was also a time of unprecedented technological advance, absorbing the impact of telephone, cinema and photograph, radio and television, automobile and airplane. It witnessed exceptional cultural dynamism and innovation amidst acute apprehension and despair.

Fellows participate in a seminar led by Nancy Cott (History) and Carol Oja (Music), presenting their own work and discussing that of invited speakers. Applicants may not be degree candidates and should have a Ph.D. or equivalent degree. Fellows are University members with library access, and receive a private office which they must use for at least the 9-month academic year. Stipends are individually determined in accordance with the needs of each fellow and the Center's resources. Applications are due in the Center by **January 15, 2006**; decisions will be announced in early March. Obtain an application from the Center (Emerson 403, Harvard University, Cambridge, MA 02138) or from our web site.

Phone: 617.495.3591 • Fax: 617.496.2111  
[cwc@fas.harvard.edu](mailto:cwc@fas.harvard.edu) • [www.fas.harvard.edu/~cwc](http://www.fas.harvard.edu/~cwc)

## In Memoriam

### Robert H. Bremner

Robert H. Bremner, professor emeritus, The Ohio State University, died on September 7, 2002. He is survived by his wife, Catherine, and two daughters, Ann and Sue. He received his BA from Baldwin Wallace College, and the MA and PhD from Ohio State University. After civilian service in the U.S. War Department and the American Red Cross in World War II, he taught in the history department of Ohio State University from 1946 to 1980, focusing on social thought, social welfare, philanthropy, and poverty.

Yet Bob was not a narrow specialist, and had an amazing catholicity of interests to include literature, art, architecture, towns and cities and, always, their people. Among his many publications are *From the Depths: The Discovery of Poverty in the United States* (1956), *American Philanthropy* (1960), *Children and Youth in America: A Documentary History* (1970), and *The Public Good: Philanthropy and Welfare in the Civil War* (1980).

His many awards included fellowships from the North Atlantic Treaty Organization, the National Endowment for the Humanities, the Charles Warren Center at Harvard University, and the Rockefeller Foundation. At Ohio State he received the Alumni Award for Distinguished Teaching.

Bob formally retired in 1980, but continued to research, write, and always stay connected to his students even through his last days. In 1989, as a tribute to his importance in their lives, Bob's graduate students dedicated a *festschrift* in his honor. Bob contributed to the historical profession, serving on the editorial board of the *American Historical Review*, chairing the Social Welfare History Group, serving as president of the Ohio Academy of History, and was a member of the President's Science Advisory Committee, and the Panel on Federal Programs for Youth of the National Academy of Science.

For all of his professional accomplishments, he was, above all else, a modest and humble man who was always interested in the welfare of his graduate students. Never an entrepreneurial academic "scrambler" concerned with status, self-promotion, or bathing in the glory of his own ego, Bob was a superb and profoundly dedicated teacher who would have wanted to be remembered for that more than anything else. He directed forty students toward their doctorate in history. He was a professor's professor who encouraged, inspired, and supported his graduate students' endeavors with energy, wisdom, insight, patience, and, finally, deep humanity. His family reported that in his last days in the hospital he asked about his students by name. He and his wife and life companion, Kay, never forgot their students, maintaining an interest in those who had long since finished their graduate work at OSU, following their careers and their lives with affection, letters, gifts, and cards. They entertained small legions of graduate students at their home, and in numerous restaurant or professional convention outings which became joyous, informal seminars on industrial and public architecture, city planning, the history of Ohio small towns and villages, and on such diversions as neighborhood taverns as social history. As a teacher Bob was especially skilled in explication of text: to listen to him find new insights in William Graham Sumner, analyze the broader significance of Henry George, explicate Thorstein Veblen on work and craftsmanship, or analyze Biblical notions of philanthropy were treats for his students' minds. He loved the term "turning a phrase"; he was a master stylist, and his criticism of written drafts gave ample evidence of concision and wit, always leaving room for students to expand, explore, and enhance their research and writing. His classroom demeanor was calm, modest, unassuming, and self-possessed, but beneath that gentle

exterior resided a mind of steel and the muted strength of a classroom lion. In presenting ideas to his students he would read a particular passage several times, with different emphases on certain words or phrases, creating italics with his voice to make a point about interpretation. A gifted lecturer and seminar leader, he was strongest in substantive analysis and downplayed flamboyant theatrics, but always saved room for subtle and muted humor and irony which he expressed with a twinkle in his eyes and a calm and at sometimes mischievous smile on his face. Bob's graduate students developed a loyalty to this gentle and great professor that can best be described as tenacious, even ferocious. He never forgot his students, and, in the circularity of life, we shall never forget him. □

Roy T. Wortman  
Kenyon College

### James C. Olson

James C. Olson, accomplished historian and highly regarded university administrator, died on August 17, 2005, at the age of 88. A native of Bradgate, Iowa, Olson earned his A.B. in history from Morningside College in 1938 and his master's degree and PhD from the University of Nebraska in 1939 and 1942. Both institutions, and Chonnam National University in Korea, later conferred honorary degrees on him. He was a member of Phi Beta Kappa.

During World War II Olson served as a historian in the United States Army Air Corps in the Pacific. In 1946, he was appointed director of the Nebraska State Historical Society, a position he held for ten years. He also began teaching at the University of Nebraska-Lincoln, where he would become Regents Professor of History, chair of the department of history, dean of the graduate college, director of graduate program development, and vice chancellor for graduate studies and research.

In 1968, Olson left Nebraska to become Chancellor of the University of Missouri-Kansas City. He later admitted to having turned down the position, only to change his mind the next day, when he and his wife realized he had made a mistake. By his own admission, it was a major turning point in his life. UMKC had become part of the University of Missouri System only two years earlier, and Olson led the university through a period of substantial growth in its curriculum and physical plant. In 1976 he was named president of the University of Missouri, a post he held until 1984.

Although his work varied, James was best known as a historian of the American West. His first of several books, *J. Sterling Morton* (1942), which grew out of his dissertation, focused on the Nebraska resident and early leader in the American environmental movement, whose work led to the creation of Arbor Day.

In 1955 Olson published *History of Nebraska*, which helped set the standard for modern state and local histories. He elaborated on his understanding of that standard in his 1964 presidential address to the American Association for State and Local History. In that address, which was subsequently published under the title, "The Role of Local History," Olson allowed that state of local histories were not highly regarded among professional historians. If this were to change, he argued they would have to be more than antiquarian compilations of information of interest only to state and local readers. They would have to meet the highest professional standards, placing state and local histories into the larger context of national, even international, events. With coauthor Ronald Naugle, *History of Nebraska* was reissued in a third edition in 1997.

In 1965 Olson ventured into Native American history with his publication of *Red Cloud and the Sioux Problem*, which, as the title suggests, was not only a biography of one of the best known Native Americans, but also an examination of the history of Native American - Anglo-American relations. He framed his history in the following manner: "Stripped to its essentials, the problem was the ancient one that always arose when one people attempted to dispossess another of their lands," but for which "no satisfactory solution" had yet been found.

James Olson published two books on university administration: *Higher Education: A Short Look Ahead* (1979) and *Serving the University of Missouri: A Memoir of Campus and System Administration* (1993). His memoir, however, was not to be his last publication. Upon leaving the university presidency, Olson plunged into yet another book project, which appeared in 2003. *Stuart Symington: A Life* is the definitive biography of one of the nation's most influential political leaders of the twentieth century—first Secretary of the United States Air Force, four term senator from Missouri, and holder of six major presidential appointments. In 2005, shortly before his death, in recognition of this book, the University of Missouri Curators presented Olson with its Award for Scholarly Excellence.

Olson served on numerous national, state, and local boards, including his chairmanship of the board of the Harry S Truman Library Institute, the Department of the Army Historical Advisory Committee, the Missouri Arts Council, and the Mid-America Arts Alliance. He served on the executive board, and as secretary-treasurer, of the Organization of American Historians, as well as on the editorial board of *American Heritage*.

Olson leaves behind two daughters and a wife of over sixty years, Vera Farrington Olson, with whom he coauthored four books, three for young readers on Nebraska history, and, in 1988, on the sesquicentennial of the University of Missouri, *The University of Missouri: An Illustrated History*. In his foreword to *Red Cloud*, he gave "special thanks" to his wife and daughters, to whom he dedicated the book, "for cheerfully accepting the fact that vacations are times for visiting libraries, Indian reservations, and abandoned forts."

In 1997 University of Missouri President Emeritus Mel George described James Olson as "a decent human being with good academic values and good personal values, who deals with people with integrity and humor." At his memorial, friends and colleagues described Olson as having "the patience for leadership and a passion for history." □

Bryan F. Le Beau  
University of Missouri - Kansas City

### Homer Edward Socolofsky

Homer Edward Socolofsky, emeritus professor of history at Kansas State University, died on August 6, 2005, at the age of eighty-three in Manhattan, Kansas. Born May 20, 1922, in Tampa and raised in Marion, Kansas, he earned a bachelor's degree at Kansas State University in 1944. Upon graduation Socolofsky served as an artillery battery commander in the 3rd Marine Division in the Pacific theater. In 1960 he retired from the United States Marine Corps Reserves with the rank of captain. After World War II, he returned to Kansas State University where he earned his M.A. in 1947. Socolofsky then studied with Lewis E. Atherton at the University of Missouri and earned his Ph.D. in 1954.

Socolofsky spent his career at Kansas State University and retired in 1992 after forty-five years of teaching. Dur-

ing that time, he held a Fulbright Fellowship at Punjab University in Chandigarh, India, and the positions of Carnegie Intern and Visiting Assistant Professor at Yale University. He also served twice as acting chair of the department of history. At Kansas State, Homer Socolofsky was a respected teacher and his courses always proved popular. During the course of his career, he taught an estimated ten thousand students, all in small classes. Jon Wefald, president of Kansas State University, reflected that he was "a terrific scholar and an excellent teacher." Graduate students invariably were impressed by his encyclopedic knowledge in his areas of expertise as well as by his gentle, unassuming manner. He was always generous to his students and helped them advance their careers in many ways.

Homer Socolofsky was a past president of the Agricultural History Society (1968-1969). He also served as the president of the Kansas State Historical Society (1975-1976). His presidential address to the Society, entitled "Kansas in 1876," appeared in the spring 1977 issue of the *Kansas Historical Quarterly*. He was a strong supporter of the Kansas State Historical Society and served on its board of directors and the executive committee. Socolofsky was a member of the Western History Association and was elected to the Council in 1978; he also served on the Awards Committee. He specialized in the history of Kansas, agriculture, and the American West, particularly the Great Plains. Much of his research and article publication involved settlement and the Homestead Act. Among his book publications are: *Arthur Capper: Publisher, Politician, Philanthropist* (1962); with Hubert Self, *Historical Atlas of Kansas* (1972); *Landlord William Scully* (1979); with Allan Spetter, *The Presidency of Benjamin Harrison* (1987); and *Kansas Governors* (1990). After he retired, Socolofsky remained an active scholar publishing, with Virgil Dean, *Kansas History: An Annotated Bibliography* (1992) and *A Biography of the Honorable Richard Dean Rogers, Senior United States District Judge* (1995). Socolofsky also served as the historian for Kansas State University, and he enjoyed membership in the Kansas Corral of Westerners.

He was a lifelong athlete and lettered in football and track at Kansas State. He placed fifth in the 1943 NCAA Championships (then called the UCAA Championships) in the javelin. After retiring, he continued to compete in the javelin at track and field meets for seniors. In 1998, he placed second in the Nike World Masters Games in Portland. A year later he placed fourth in the National Senior Games in Orlando and, in 2001, fourth in the USA Masters Championships in Baton Rouge. Four days before he died, Homer Socolofsky submitted his registration fee for a senior track and field meet scheduled later that month. He is survived by Penny, his wife of nearly fifty-nine years, six children, twelve grandchildren, and six great-grand children. □

Doug Hurt  
Purdue University

### John L. Thomas

Meeting John L. Thomas was a bit like encountering a figure from one of Jack's brilliant histories of nineteenth- and early twentieth-century America. There was the same flinty, New England resolve of a William Lloyd Garrison, the abolitionist who was the subject of Jack's first book, *The Liberator* (1963). The same outrage at the inequities of American society that so moved Henry George, one of the central figures in Jack's analysis of Gilded Age reform, *Alternative America* (1983). The same love of nature and of good writing that animated Bernard DeVoto and Wallace Stegner, the thinkers whose relationship was at the heart of Jack's recent *A Country of the Mind* (2000). And the same hunger for intellectual friendship so important to Mari Sandoz, the Great Plains novelist and historian who was

the subject of the manuscript that Jack was working on when he passed away in Providence on June 11, 2005 at the age of seventy-eight.

Jack first came to Brown in 1953 to earn a Ph.D. in the university's program in American Civilization. Other than a short stay in Cambridge in the early 1960s, when he was an assistant professor at Harvard, he would spend the next half-century at Brown as a member of the history department. Although Jack earned remarkable acclaim for his research—his biography of Garrison received the 1964 Bancroft Prize, the most prestigious award given to American historians—his legacy as a teacher was even more impressive. For those of us who were fortunate enough to take one of his classes (as I did in 1986), the experience could be both thrilling and a little daunting. Jack had high expectations for his students, and he was not shy about letting us know when we were not measuring up. Essays would come back tattooed with comments, and no shirking was permitted during classroom discussions. I can still recall one afternoon when Jack, frustrated that we had little to offer about our weekly reading, blurted, "If you aren't prepared, I'm not going to waste my time here," and stormed out of the room. For a moment my classmates and I sat there in stunned silence—could professors do that, leave in the middle of class? But Jack had made his point: there was to be no coasting in his classroom. For the rest of the semester, we came to class ready to engage with the reading and with one another in a way that I have seldom seen equaled in any other class that I have ever taken.

Despite his passionate interest in the affairs of the day and the latest historical scholarship, Jack often seemed as if he would have been more at home in the company of the turn-of-the-century reformers whose lives he limned so eloquently in his research. Jack had little use, for instance, for computers. He wrote mainly by hand or on a trusty manual typewriter. He never acquired an email account or spent time surfing the World Wide Web. Even though the university bought him a computer shortly before his retirement, the machine remained in his office in the box in which it had arrived, untouched and unused. Instead, Jack savored his summers in his remote cabin in Maine. It was a quiet spot, ideal for reading, writing, and contemplation—and far from most intrusions of the modern world.

Although Jack technically retired as the George L. Littlefield Professor of American History in 2002, the effect of this transition on his day-to-day life was negligible. His colonial home on Benefit Street remained a salon for everyone from undergraduates seeking advice on their honors theses, to graduate students on whose committees Jack still served, to colleagues hoping to get one of Jack's rigorous readings of their latest chapters. Visitors seldom failed to notice that in Jack's living room the place of pride was reserved not for his own work but for a stack of books written by his former students. The pile was impressive: over the course of his long career at Brown, Jack directed more than twenty-five dissertations in history and American civilization and over fifty-five masters and honors theses. Indeed, many of today's leading historians (as well as many notable lawyers, journalists, businesspersons, and the like) can trace their intellectual genesis to a class they took as an undergraduate or graduate student with Jack.

John L. Thomas was married for forty-one years to Patricia Blake Thomas. He is survived by his son John, his daughter Jayn, and his grandchildren Blake and Chandler Ellis. Memorial contributions to the Professor Jack Thomas Fund can be made payable to: Brown University, c/o Brown University Gift Accounting, Box 1893, Providence, RI, 02912. □

Karl Jacoby  
Brown University

## TALKING HISTORY

Every teacher waits anxiously for that "teachable moment," when for some reason you have your students'

special attention. And you only hope you make the most of it. I have been teaching for thirty years, ten of those years in high school, and I have found holidays to provide many of those moments. In 2005 Talking History—the radio voice of the Organization of American Historians—ran a yearlong series of interviews on the major American civic holidays with Matthew Dennis, Associate Professor of History at the University of Oregon, and author of *Red, White and Blue Letter Days: An American Calendar* (Cornell University Press, 2002). The interviews, each lasting about fifteen minutes, covered Martin Luther King Day, President's Day, Memorial Day, Independence Day, Labor Day, Columbus Day, and Thanksgiving. In each interview Dennis and I explore the history and significance of each holiday. The interviews were well received, and I think your students would enjoy listening to them. So we are making them available to you through the OAH. They are free, as part of the OAH's commitment to you as teachers. Just go to <<http://talkinghistory.oah.org>> and follow the link. We highly recommend that you use Matthew Dennis's book for background at least for yourself, if not for your students. It will provide you and them with enough information on each holiday to maximize your use of the audio interviews. For more information contact Bryan Le Beau, host of Talking History at: <[lebeaub@umkc.edu](mailto:lebeaub@umkc.edu)>.

If Talking History is not yet being aired in your area, please tell your local community, university, or public radio station about us. Program Directors respond best to their listeners. Talking History is distributed free of charge. More information is available from Host Bryan Le Beau at [lebeaub@umkc.edu](mailto:lebeaub@umkc.edu) or Producer Fiona Beattie at [beattie@umkc.edu](mailto:beattie@umkc.edu).

### Week of November 21, 2005: Thanksgiving

Host Bryan Le Beau and author Matthew Dennis resume their discussion on the history and origins of American holidays. This time they take a look at perhaps the most celebrated holiday of them all—Thanksgiving. Dennis is Associate Professor of History at the University of Oregon and author of *Red White and Blue: The American Holiday Calendar*.

### Week of November 28, 2005: Shades of Hiawatha

Talking History's John Herron and Alan Trachtenberg explore the ways that Americans in the latter part of the nineteenth and early twentieth centuries struggled to define the evolving concept of the American nation and its peoples. Their conversation takes them through Trachtenberg's analyses of popular culture, photography and poetry—notably Longfellow's "Hiawatha." Trachtenberg is Neil Gray, Jr. Professor of English and American Studies at Yale University.

### Week of December 5, 2005: Public Enemies

Bryan Burrough joins host Bryan Le Beau to give us solid facts on the era that has become legendary in the American lexicon for its criminals, the likes of Jon Dillinger, Bonnie and Clyde, Baby Face Nelson, and Pretty Boy Floyd. Burrough is the author of *Public Enemies: America's Greatest Crime Wave and the Birth of the FBI, 1933-34*.

### Week of December 12, 2005: Debutante

For many of us, the holiday season is the time for parties and celebration. For a select few young women, it is time to preen, groom, and don a dazzling gown. The debutante season for them marks the occasion of their presentation to society. Talking History's Linna Place is joined by Karal Ann Marling author of *Debutante: Rites and Regalia of American Debdom*.

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



ORGANIZATION OF  
 AMERICAN HISTORIANS

**THERE IS STILL TIME**  
 to apply or nominate someone  
 for a 2006 OAH  
 award, prize, grant, or fellowship.

Most deadlines are December 1, 2005.  
 Visit <[www.oah.org/activities/awards](http://www.oah.org/activities/awards)> for details.



## New Attack on Old North Bridge and Battle Road!

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- Ask for our free 15-minute video "Raise the Alarm." Ideal for classroom use.

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— Richard Moe, President, National Trust for Historic Preservation

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 302.888.4649

**WINTERTHUR**



### Hagley-Winterthur Arts and Industries Fellowships

For projects that make use of both institutions' resources, contact Hagley at [clockman@hagley.org](mailto:clockman@hagley.org). *Application deadline is December 1.*

### Correction

In my introductory statement, "Examining Academic Freedom" in the May 2005 issue of the *OAH Newsletter*, I made a mistaken and misleading statement about Hamilton College. In the course of discussing various instances of repression of academic freedom by college and university administrations I wrote: "recent administrative responses to public controversies have included...direct administration control of all student groups at Hamilton College." I have subsequently been advised by historians at Hamilton that their administration imposed no such direct administrative control on any student groups. The public controversy surrounding the college directly involved the Kirkland Project, a faculty project, which invited Susan Rosenberg and later Ward Churchill to speak on campus. Conservative radio commentators, web sites, and newspaper columnists stirred up public protests against these invitations so intense that Rosenberg declined to come, and the college president, who had supported the right of the Kirkland Project to invite controversial speakers, ultimately cancelled the invitation to Churchill because of threats of disorder and even death with which the campus had been deluged. It subsequently placed the Kirkland Project under the supervision of a dean and instituted a review of the Project by an ad hoc faculty committee.

In short, at Hamilton College it was not the administration that repressed academic freedom. On the contrary, outside groups stifled a faculty project. This is but one more example of the increasingly common mobilization of outside pressure groups to stifle the campus exchange of ideas of which those groups disapprove. □

—David Montgomery  
 Chair, Ad Hoc Committee on Academic Freedom

## Correspondence

Dear Editor,

Professor Thomas N. Ingersoll of Ohio State University, Lima, accuses David Beito, KC Johnson, and me of publishing "a masterpiece of bad history" (*OAH Newsletter*, August 2005, 5). If I followed Ingersoll's historical methods, I would simply have said that he thought we had published "a masterpiece."

The "masterpiece" at issue is: Beito, Johnson, and Luker, "Consulting All Sides on 'Speech Codes'" (*OAH Newsletter*, May 2005, 11). Our article appealed to our fellow historians to recognize that there are threats to freedom of speech and inquiry that come from both the right and the left and argued for an alliance across the ideological spectrum against all such threats. It began and concluded with the threat to Ward Churchill's freedom of speech at the University of Colorado. In between, it cited three instances of threats to freedom of speech by the left against academic conservatives.

According to Ingersoll, "bad history" occurs when the historian challenges threats to conservative speech. Nowhere does Ingersoll challenge Beito, Johnson, and Luker on the facts of the three cases nor does he mention our defense of Ward Churchill's free speech rights. We have published "bad history," says Ingersoll, because we have construed politically correct speech codes as a threat to the free speech rights of conservatives. Speech on campus must be less free than it is "on the street corner," he argues, because offensive speech cannot be tolerated in the academy.

That—not our 'bad history'—is the nub of the matter in Ingersoll's letter. Because he leaves out facts inconvenient to his argument by ignoring our defense of Ward Churchill's free speech rights and by failing to dispute our construction of the facts in the other three cases, his own history is "bad." Ingersoll is wrong, not just because his history is blindered by ideology, but because his own sense

of free academic speech is impoverished. If we are to be free, we must be prepared to be offended occasionally by other people's speech and we must be prepared to defend their right to express ideas and opinions we do not share. Decent people will not use offensive language and self-respecting people may shun those who use it, but speech on campus should not be any less free than it is elsewhere in the world.

I'd defend the right of my critics to speak their minds and my own right to defend myself against the worst of their charges. I'd defend Professor Ingersoll's right to publish accusations that I have published "bad history." As with others of my critics, one reason for defending his speech and publication rights is that he publishes evidence that refutes his own argument. He publishes his own "bad history." □

—Ralph E. Luker, Editor  
*The Vernon Johns Papers*

## OAH Election 2006 Candidate Biographies

### President Elect

**Nell Irvin Painter.** Edwards Professor of American History Emerita, Princeton University. **Education:** Ph.D., Harvard University, 1974; M.A., University of California, Los Angeles, 1966; B.S., University of California, Berkeley, 1964. **Grants, Fellowships, Honors, and Awards:** Carter Godwin Woodson Scholars Award of the Association for the Study of Afro-American Life and History, 2004; Honorary Doctor of Letters, Yale University, 2003; Nancy Lyman Roelker Mentorship Award (for graduate teaching), American Historical Association, 2000; National Endowment for the Humanities Fellowship, 1992-1993; John Simon Guggenheim Fellowship, 1982-1983. **Professional Affiliations:** OAH: Committee on the Status of Women in the Historical Profession, 1975-1977; Program Committee, 1977-1979, 1983-1985, 1994-1996; Frederick Jackson Turner Award Committee, 1983; Executive Board, 1984-1987; Chair, *Ad Hoc* Committee on Minority Historians, 1985-1987; Chair, Avery O. Craven Award Committee, 1994-1995; American Historical Association: Program Committee, 1976-1978; J. Franklin Jameson Fellowship Committee, 1978-1979; Beveridge and Dunning Prizes Committee, 1985-1987; Council, 1991-1994; Association of Black Women Historians (life member): Research Committee, 1980-1988; National Director, 1982-1984; Chair, Brown Publication Prize Committee, 1983-1986, 1988-1991; American Antiquarian Society: Elected Councilor, 1995-1998; Society of American Historians: Elected Chair, Francis Parkman Prize Committee, 1993-1994; Executive Board, 2001-present. **Publications, Museum Exhibits, and Other Projects:** *Creating Black Americans: African-American History and its Meanings from 1619 to the Present* (Oxford University Press, 2005); *Southern History Across the Color Line* (University of North Carolina Press, 2002); *Sojourner Truth: A Life, A Symbol* (W.W. Norton, 1996); *Standing at Armageddon: The United States, 1877-1919* (W. W. Norton, 1987); *The Narrative of Hosea Hudson: His Life as a Black Communist in the South* (Harvard University Press, 1979). **Personal Statement:** During a long career as an academic historian I've enjoyed writing, teaching, and serving the organizations of the historical profession. I began my career thinking of myself as a historian of the American South, working along the lines of what was then termed the new social history and focusing on African Americans. Inevitably my interests widened to encompass biography, semiotics, women and gender, psychology and family history, and, now, art history. I've also studied the languages and histories of people outside

the United States, notably in West Africa, France, and Germany. Publishing in many formats with several publishers and serving on various editorial boards have afforded me wide-ranging familiarity with the publishing side of our profession. I hope that these experiences, together with my interest in breaking down conceptual and occupational barriers, will permit me to serve productively as president of the Organization of American Historians. ♦

### Executive Board Candidates

#### Pair One

**Elliott West.** Alumni Distinguished Professor of History, University of Arkansas, Fayetteville. **Education:** Ph.D., University of Colorado, 1971; M.A., University of Colorado, 1969; B.J., University of Texas at Austin, 1967. **Grants, Fellowships, Honors, and Awards:** Times-Mirror Distinguished Fellow, Henry E. Huntington Library, 2002-2003; Francis Parkman Prize, 1999; Ray Allen Billington Prize, 1999; George Perkins Marsh Prize, 1996; Carnegie Foundation Award, Arkansas Teacher of the Year, 1995. **Professional Affiliations:** OAH: Lectureship Program, 2001-present; Western History Association: President, 2001-2002; American Society for Environmental History; Western Writers of America. **Publications, Museum Exhibits, and Other Projects:** *The Contested Plains: Indians, Goldseekers and the Rush to Colorado* (University of Kansas Press, 1998); *The Way to the West: Essays on the Central Plains* (University of New Mexico Press, 1995); *Growing Up With the Country: Childhood on the Far-Western Frontier* (University of New Mexico Press, 1989). **Personal Statement:** As a western historian who has profited greatly from the fields of social and environmental history, I am especially interested in encouraging fruitful exchanges among regional historians and exchanges between them, as a group, and scholars of broader thematic fields. As a member of the OAH and other organizations, I would encourage experimentation with alternate venues and means of exchanging ideas at our meetings. As someone who believes ardently in effective, engaging teaching at all levels, and who has participated extensively during the last decade in programs to bring closer together the academy with public school educators who work so hard in the trenches, I would do what I could to further the OAH's efforts in pursuing excellence in teaching in all the nation's classrooms.

**David J. Weber.** Robert and Nancy Dedman Professor of History and Director, William P. Clements Center for Southwest Studies, Southern Methodist University, Dallas, Texas. **Education:** Ph.D., University of New Mexico, 1967; M.A., University of New Mexico, 1964; B.S., State University of New York, College at Fredonia, 1962. **Grants, Fellowships, Honors, and Awards:** The Orden Mexicana del Águila Azteca, the highest award the Mexican government bestows on foreign nationals, 2005; the Real Orden de Isabel la Católica, the Spanish government's highest award to a foreigner, 2003; Huntington Library, Times-Mirror Distinguished Fellow, 2000-2001; NEH Fellow, 1990-1991; Fellow, Center for Advanced Study in the Behavioral Sciences, Stanford University, 1986-1987. **Professional Affiliations:** American Antiquarian Society; Conference of Mexican and North American Historians: Honorary President, 1990; Mexican Academy of History; Society of American Historians; Western History Association: President, 1990-1991. **Publications, Museum Exhibits, and Other Projects:** *Bárbaros: Spaniards and Their Savages in the Age of Enlightenment* (Yale University Press, 2005); *The Spanish Frontier in North America* (Yale University Press, 1992); *The Mexican Frontier, 1821-1846: The American Southwest Under Mexico* (University of New Mexico Press, 1982); *Foreigners in Their Native Land: Historical Roots of the Mexican Americans* (University of New Mexico Press, 1973); *The Taos Trappers: The Fur Trade in the Far Southwest, 1540-1846* (University of Oklahoma Press, 1971). **Personal Statement:** Now in my thirty-ninth year as a college teacher (and OAH member), I'd come to the board with experience if not wisdom. I direct a research center for postdoctoral fellows, and I've served on editorial boards, program committees, prize committees, and on other boards ranging from the local (Texas State Historical) to the national (Omohundro and Conference on Latin American History). I gained particular insight into the workings of large national organizations as a member of a small committee to find a new director of the American Historical Association in 1999. I have been an OAH lecturer, edited a special issue on the Spanish borderlands for the *OAH Magazine of History*, and vetted manuscripts for the *Journal of American History*, including those submitted in Spanish. I approach American history through Latin American and Mexican American history, and would bring a different angle of vision to the board.

**Pair Two**

**William A. Paquette.** Professor of History, Department of Languages, Math, and Sciences, Tidewater Community College. **Education:** Ph.D., Emory University, 1993; M.A., Duquesne University, 1971; B.A., Grove City College, 1969. **Grants, Fellowships, Honors, and Awards:** National Endowment for the Humanities, *Public Spaces and American Cities*, 2005; *Directory of American Scholars* (2000 and 2002 editions); Distinguished Service Award, Community College Humanities Association, 1997; United States Institute of Peace, Summer Institute, 1996; National Endowment for the Humanities, *American Urban History: Cities and Neighborhoods*, 1985. **Professional Affiliations:** OAH: Committee on Community Colleges, 2003-2007; Chair, 2004-2005; American Historical Association: Nancy Roelker Mentorship Award Committee, 1997-2000; Chair, 1999; Committee on Adjuncts, 2000-2004; Community College Humanities Association: National Board Member, 1993-1997; President, Southern Region, 1993-1997; Vice President, Southern Region, 1991-1993; History of Education Society; Mayflower Society of Virginia: Deputy Governor, 2004-2007; State Historian, 1993-1998; Assistant State Historian, 1992-1993. **Publications, Museum Exhibits, and Other Projects:** MERLOT (Multimedia Educational Resource for Learning and Online Teaching) Project, History Coeditor (2001-2006); "The Joshua Fuller Family of Nunda, New York" (*Mayflower Quarterly*, 1997); *The Root Family of Bolivar, New York* (Gateway Press, 1991); with Kermit Hobbes, *Suffolk: A Pictorial History* (Donning Publishers, 1987); *United States Colored Troops from Lower Tidewater Virginia in the Civil War* (Portsmouth, Virginia Public Library, 1982). **Personal Statement:** It has been my privilege to be a professional historian and educator for thirty-two years. The majority of my teaching career has centered with community colleges and teaching the history survey course, particularly the United States survey. Community college students enter higher education with unique needs and diverse skills. Stimulating their interest and guiding them to achieve success and to stimulate their interest in the only history course they may ever take has consistently resulted in twenty-six years of excellent student ratings. I have nurtured my career to take advantage of local, regional, and genealogical history as avenues to encourage student interest and development in the field of history. Over time these interests brought me to a variety of professional organizations and National Endowment grants, which have enabled me to deepen my understanding of learning opportunities and undertake more significant research. As history coeditor for the MERLOT Project, I have the opportunity to extend and share my love of teaching the profession to colleagues via hybrid and online learning courses as well as the traditional classroom. ♦

**David Stephens Trask.** Professor of History and Chair, Department of History and Political Science, Guilford Technical Community College. **Education:** Ph.D., University of Nebraska, 1971; M.A., University of Nebraska, 1968; B.A., University of the South, Sewanee, Tennessee, 1966. **Grants, Fellowships, Honors, and Awards:** "Explorations in Empire," summer seminar sponsored by the Community College Humanities Association, American Historical Association, and the Library of Congress, July, 2001; corecipient of the Troyer Steele Anderson Prize, American Historical Association, for outstanding contributions to the advancement of the purposes of the association in the previous five years, 2000; director, North Carolina Cluster, "Teaching and Learning in the Digital Age," NEH-funded project for the American Historical Association to develop survey course materials for the internet, 1998-2000. **Professional Affiliations:** OAH: Committee on Community Colleges, 2000-2003; Chair, 2002-2003; American Historical Association: Chair, Committee on Master's Degrees in History, 2003-present; Council and Teaching Division Member, 1995-1998; editor, "Teaching" column, *Perspectives*, 1996-1999, and special issue of *Perspectives*, "Historians and the Public(s)," including the introductory essay, "Historians and the Public(s)," May 2000; Society for History Education: National Advisory Board, 1999-present; Western History Association. **Publications, Museum Exhibits, and Other Projects:** "Did the Sans-Culottes Wear Nikes? The Impact of Electronic Media on the Understanding and Teaching of History," *The History Teacher* (August 2002); "The Survey Course:

The Specialty of the Community College Historian," *OAH Newsletter* (May 2002); Mansfield Visiting Professorship to help develop the "America's Wars in Asia" Digital Teaching Library, Mansfield Center, University of Montana (Fall 2001); with coeditors Jim Lorence and Ellen Caldwell, "Educational Priorities and Challenges: Teaching History in Community Colleges Today—An Introduction," *The History Teacher* (November 1999) in a special issue, "History Teaching at the Community College," "The Indian Wars and the Vietnam War," in Philip West, Steven Levine and Jackie Hiltz, eds., *America's Wars in Asia: A Cultural Approach to the Study of History and Memory* (M.E. Sharpe, 1998). **Personal Statement:** Historians need to be more aware of those moments when we work with nonhistorians. Although we have a good handle on the study of the past itself and our lives within the community of historians, we are often not as effective in explaining our work and its fruits to the general public. Whether the forum is the survey course, the museum exhibit, the lecture or the commentary, we need to prepare historians to be more effective ambassadors of history in those settings. This can involve taking the survey course seriously as a teaching format, making certain that public history preparation reflects the best practices of public historians, and developing greater awareness of how nonhistorians approach history. If elected to the executive board, I will try to raise these issues to the same level of concern as we possess for issues of primary concern within the profession itself. ♦

**Pair Three**

**Linda Shopes.** Historian, Pennsylvania Historical and Museum Commission. **Education:** Completed all coursework for Ph.D., University of Maryland, 1984; M.A., University of Maryland, 1976; B.A., Regis College, 1967. **Grants, Fellowships, Honors, and Awards:** Coprincipal, "Interpreting Pennsylvania's Industrial History," NEH grant, 1994; Forrest Pogue Award for Outstanding Contributions in Oral History, awarded by Oral History in the Midatlantic Region, 1992; Smithsonian Institution Fellowship, 1987; Woodrow Wilson Dissertation Research Grant in Women's Studies, 1984; Phi Kappa Phi, 1976. **Professional Affiliations:** OAH: Ad Hoc Committee on the OAH Constitution, 2003-2007; American Historical Association: Chair, Task Force on Public History, 2001-2004; Council Member/ex officio member of Research Division, 1999-2001; National Council on Public History: Board of Directors, 2001-2004; Oral History Association: President, 1998. **Publications, Museum Exhibits, and Other Projects:** Coeditor with Elizabeth Fee and Linda Zeidman, *The Baltimore Book: New Views of Local History* (Temple University Press, 1991); "Legal and Ethical Issues in Oral History," *Research Handbook of Oral History*, Thomas Charlton, Lois Myers, Rebecca Sharpless, eds. (Altamira, 2005, forthcoming); "Oral History and the Study of Communities: Problems, Paradoxes, and Possibilities," (*Journal of American History*, 89, 2002); "Making Sense of Oral History," "History Matters: The U.S. Survey Course on the Web," online at <http://historymatters.gmu.edu/mse/oral.html> (2001); "The Baltimore Neighborhood Heritage Project: Oral History and Community Involvement," *Presenting the Past: Critical Perspectives on History and the Public*, Susan Benson, Brier, and Roy Rosenzweig, eds. (Temple University Press, 1986). **Personal Statement:** Throughout my career, I have worked to democratize the content and practice of history and the audience for it. While much divides professional and popular understandings of the past, public history is an important means of bridging this gap. I have thus come to advocate a professional ethic that recognizes engagement with the public as a normal part of historians' working lives, wherever we're employed. If elected to the customary public history "slot" on the OAH board, I would continue this advocacy. I would also work with the board to advance the particular interests of public historians, as well as address the many other concerns pressing upon all historians, including the impact of changing technologies and globalization on our craft; the corporatization of educational institutions; the quality of history education in the schools; threats to intellectual freedom; and an OAH that encourages diversity and serves all privileged to be historians. ♦

**Constance B. Schulz.** Professor of History and Codirector, Public History Program, Department of History, Univer-

sity of South Carolina. **Education:** Ph.D., University of Cincinnati, 1973; M.A., University of Cincinnati, 1966; B.A., College of Wooster, 1964. **Grants, Fellowships, Honors, and Awards:** Italian Senior Fulbright Lecturer, University of Genoa, Spring, 2005; South Carolina Teaching American History (authored Department of Education grant application), \$997,000 awarded, 2001; \$1 million awarded for second grant, 2004; Robert Kelley Award, Lifetime Achievement in support of Public History, given to the USC Public History Program, April, 2002; Distinguished Lecture-Research Fulbright Scholar, University of York (England), 2000-2001; Appointment by AHA Council as Commissioner, National Historical Publications and Records Commission, 1994-1997. **Professional Affiliations:** OAH: Committee on Public History, 1989-1992, 1994-1997; Chair, 1996, 1997; National Park Service Committee, 1996-2001; Nominating Board, 1996-1998; Chair, 1998; American Historical Association: Member, Joint OAH/AHA Committee on NHPRC, 1993-1994; Member, Research Division, 1989-1992; National Council for Public History: Executive Council, 1995-1998; Nominating Committee, 1986, 1990-1993, 2003-2006; Society of American Archivists: Committee on Education and Professional Development, 1989-1992, 2001-2003; Editorial Committee, 1991-1994; Cochair, Archival Educators Roundtable, 1993-1995; Chair, 2001-2002; Southern Association of Women Historians: President, 1992; Director, Oral History Project, 1993-2004. **Publications, Museum Exhibits, and Other Projects:** Edited with Elizabeth Turner, *Clio's Southern Sisters: Interviews with Leaders of the Southern Association of Women Historians* (University of Missouri Press, 2004); *Michigan Remembered: Photographs from the Farm Security Administration and the Office of War Information, 1936-1943* (Wayne State University Press, 2001); *Witness to the Fifties: Roy Stryker and the Pittsburgh Photographic Library, 1950-1953* (University of Pittsburgh Press, 1999); "Becoming a Public Historian," in James B. Gardner and Peter S. LaPaglia, eds., *Public History: Essays from the Field* (Krieger Publishing, 1999 and 2004); *The American History Video Disc* (Instructional Resources Corporation, 1992). **Personal Statement:** American history is practiced and taught not only in American colleges and universities, but in primary and secondary schools, community colleges, universities throughout the world, and in a widely varied array of public places—archives, museums, historic houses, national and state parks, community planning agencies, local historical societies, businesses, government agencies. If elected, I hope to bring to the important deliberations in council about the organization, the profession, and the discipline my experiences as a teacher within the academy and as a practicing public historian, my insights from contacts abroad concerning the international study of American history, and a life-long commitment to the importance of service in professional organizations. ♦

**Nominating Board Candidates****Pair One**

**David A. Hollinger.** Department Chair and Preston Hotchkis Professor of History, University of California, Berkeley. **Education:** Ph.D., University of California, Berkeley, 1970; M.A., University of California, Berkeley, 1965. **Grants, Fellowships, Honors, and Awards:** Harmsworth Professor, University of Oxford, 2001-2002; George Sarton Lecturer of the American Association for Advancement of Science, 2001; Merle Curti Lecturer at the University of Wisconsin, 2000; Member of the Institute for Advanced Study, 2000 and 1978; Elected to American Academy of Arts and Sciences, 1997. **Professional Affiliations:** American Association of University Professors: Chair, Academic Freedom Committee; *Modern Intellectual History*: Editorial Board; *Journal of the History of Ideas*: Editorial Board; History of Science Society: Governing Council; Society of American Historians: Elected Member. **Publications, Museum Exhibits, and Other Projects:** *Postethnic America: Beyond Multiculturalism* (Basic Books; third expanded edition, 2005); *Cosmopolitanism and Solidarity* (University of Wisconsin Press, 2005); *Science, Jews, and Secular Culture* (Princeton University Press, 1996); "Amalgamation and Hypodescent: The Question of Ethnoracial Mixture in the History of the United States," *American Historical Review* (2003); "The One Drop Rule and the One Hate Rule," *Daedalus* (2005). **Personal Statement:** A distinguished record of scholarship should be the chief qualification for any office in the Organization of Ameri-

can historians. A second qualification for leadership should be a capacity to defend the independence of research and teaching against the diverse political pressures that devalue evidence and reasoning. It is easy to exaggerate the significance of professional organizations such as the OAH, but one thing the OAH can do is to strive to protect the integrity of the processes of creating and disseminating historical knowledge. ♦

**Donna R. Gabaccia.** Rudolph J. Vecoli Professor of Immigration History and Director, Immigration History Research Center, University of Minnesota. **Education:** Ph.D., University of Michigan, 1979; M.A., University of Michigan, 1975; B.A., Mount Holyoke College, 1971. **Grants, Fellowships, Honors, and Awards:** OAH: Lectureship Program, 2002-present; Russell Sage Foundation Fellow and Woodrow Wilson Center Alternate, 2005, both declined; Fred Alexander Fellowship, University of Western Australia, 2003; Finalist, Bank of America Teaching Excellence Award, University of North Carolina at Charlotte, 2002; Fellow, Charles Warren Center, Harvard University, 2000-2001. **Professional Affiliations:** OAH: Co-chair, Program Committee, 2000; Society for Historians of the Gilded Age and Progressive Era: President, 2003-2005; Social Science History Association: Chair, Nominations Committee, 2001-2002; American Studies Association: Gabriel Prize, 2003; Urban History Association: Chair, Nominations Committee, 2003. **Publications, Museum Exhibits, and Other Projects:** Coedited with Vicki Ruiz, *American Dreams, Transnational Lives* (Urbana: University of Illinois Press, forthcoming, 2005); coedited with Colin Leach, *Immigrant Lives in the U.S.: Multi-disciplinary Perspectives* (New York: Routledge, 2004); coedited with Franca Iacovetta, *Women, Gender and Transnational Lives: Italian Workers of the World* (Toronto: University of Toronto Press, 2002); *Italy's Many Diasporas* (London and Seattle: University College of London Press and University of Washington Press, 2000; Italian edition: *Emigranti: Le diaspore degli italiani del Medioevo a oggi* [Collana Piccola Biblioteca Einaudi. Torino: Einaudi, 2003]; *We Are What We Eat: Ethnic Food and the Making of Americans* (Harvard University Press, 1998; Japanese edition, 2003). **Personal Statement:** Having worked and taught in a wide variety of colleges and universities on two continents, I would bring to the OAH Nominating Board an especially eclectic and broad range of scholarly networks. In all my professional service work, I try to identify and involve in scholarly organizations good researchers who may be little known because they are younger or working outside the mainstream either independently, in other disciplines, in other countries, or at teaching-oriented colleges. ♦

### Pair Two

**George J. Sanchez.** Professor of History, American Studies and Ethnicity and Director, Center for American Studies and Ethnicity, University of Southern California. **Education:** Ph.D., Stanford University, 1989; M.A., Stanford University, 1984; B.A., Harvard University, 1981. **Grants, Fellowships, Honors, and Awards:** John Dewey Distinguished Lecturer, Edward Ginsberg Center for Community Service and Learning, University of Michigan, October 2004; National Endowment for the Humanities Fellowship, Huntington Library, 2002-2003; Rockefeller Senior Humanities Fellowship, Smithsonian Institution, 1999-2000; Theodore Saloutus Memorial Book Award, Immigration History Society, 1994; Robert Athearn Book Prize, Western History Association, 1994. **Professional Affiliations:** OAH: Lectureship Program, 2004-present; *The OAH's Best American History Essays 2006* Editorial Board, 2004-2005; Chair, Elliott Rudwick Prize Committee, 1999; American Historical Association: Minority Scholars Committee, 2004-2008; American Studies Association: Cochair, Program Committee, 2004; President, 2001-2002. **Publications, Museum Exhibits, and Other Projects:** *Becoming Mexican American: Ethnicity, Culture and Identity in Chicano Los Angeles, 1900-1945* (Oxford University Press, 1993); and Raul Homero Villa, coeditors, *Los Angeles and the Future of Urban Cultures* (Johns Hopkins University Press, 2005); "Y tu que?: Latino History in the New Millennium," in *Latinos! Remaking America*, eds. Marcelo Suarez-Orozco and Mariela Paez (University of California Press, 2002); "Race, Nation, and Culture in Recent Immigration Studies," *Journal of American Ethnic History* 18 (Summer 1999); "Face the Nation: Race, Immigration, and

the Rise of Nativism in Late Twentieth Century America," *International Migration Review* 31 (Winter 1997). **Personal Statement:** My entire academic career has been dedicated to the opening up of the historical profession to scholars from nontraditional backgrounds and perspectives. As a member of the OAH Nominating Board, I would do my best to broaden the participation of various members of the professional historical community in the organization, seeking diversity of experience and background for service and positions. As someone who has produced fourteen Ph.D. students into academic jobs, I am particularly concerned with the integration of younger scholars into the work of professional organizations like the OAH, while never neglecting the contributions to be made by more senior scholars in the profession. Having worked with a wide variety of museums, schools, and practitioners of public history in my career, I appreciate the perspective that those outside colleges and universities can make to our collective mission to convey U.S. history to a wide variety of audiences. And the active participation of scholars of color, as well as men and women from all backgrounds, into the work of the OAH is critical to a professional organization in this time of growing diversity in those making history in the twenty-first century. ♦

**Eileen Boris.** Hull Professor of Women's Studies, Affiliate Professor of History, and Affiliate Professor of Law and Society, University of California, Santa Barbara. **Education:** Ph.D., Brown University, 1981; B.A., Boston University, 1970. **Grants, Fellowships, Honors, and Awards:** Bellagio Residency, February 2006; NEH Fellowship, 2005-2006; OAH-JAAS Short Term Residency, October 1998; Philip Taft Prize in Labor History, 1995; Bicentennial Chair in American Studies, University of Helsinki, 1993-1994. **Professional Affiliations:** OAH: Chair, Ellis W. Hawley Prize Committee, 2004; Thirteenth Berkshire Conference on the History of Women: Cochair, Program Committee, 2003-2005; *Journal of Women's History*: President, Board of Directors, 2004-2009; Coordinating Council for Women in History (CCWH): Copresident, 2003-2006; American Historical Association: Committee on Committees, 2000-2003. **Publications, Museum Exhibits, and Other Projects:** "Desirable Dress: Rosies, Sky Girls, and the Politics of Appearance," *International Labor and Working Class History* 69 (2006); "On the Importance of Naming: Gender, Race, and the Writing of Policy History," *Journal of Policy History* 17 (2005); "'You Wouldn't Want One of 'Em Dancing With Your Wife': Racialized Bodies on the Job in WWII," *American Quarterly* 50 (1998); *Home to Work: Motherhood and the Politics of Industrial Home Work in the United States* (Cambridge University Press, 1994); *Art and Labor: Ruskin, Morris, and the Craftsman Ideal in America* (Temple University Press, 1986). **Personal Statement:** The OAH is a special organization, willing to adhere to principle and act ethically. For it to thrive, we must draw upon the diversity and commitment of all members. This means selection of nominees from different kinds of institutions, covering various specialties from numerous interpretative and methodological standpoints. We need candidates with the ability to imagine what our organization can and should do to advance the practice of history and the making of historians in the 21st century—and with the energy to carry out their visions. To the task of the nominating board, I bring a quarter century of writing and teaching as well as wide professional service, including advocacy for women and other less represented groups, mentoring of graduate students and junior faculty, promotion of public history, work on editorial boards, linkage of the academy with local, national, and international communities, and provision of historical perspectives for policymaking. ♦

### Pair Three

**Thomas J. Howe.** Coordinator, Wisconsin and Dane County New Teacher Projects, and Outreach Coordinator, New Teacher Center, University of California, Santa Cruz. (History and Social Studies teacher-on-loan from Monona Grove High School, Monona, Wisconsin, to University of California, Santa Cruz). **Education:** M.A., Virginia Tech, 1987; B.S., University of Wisconsin, Stevens Point. **Grants, Fellowships, Honors, and Awards:** *Who's Who Among American Teachers*, 2005; Outstanding American History Teacher, John Bell Chapter of the DAR, 1999; United States-Russia-Ukraine Award for Excellence in Teaching, 1997; Wisconsin Teacher of the Year, 1995; Kohl

Teacher Fellowship Award, 1995. **Professional Affiliations:** National Education Association; National Staff Development Council; Teacher Advisory Council; North Central Regional Educational Laboratory, 1999-present; Wisconsin Historical Society: Advisory Board Member, Office of School Services, 1995-1998. **Publications, Museum Exhibits, and Other Projects:** *Wasted Valor: The First Battles for Petersburg, June 15-18, 1864* (H.E. Howard, Inc. 1988); "The Petersburg Campaign," *Encyclopedia of the Confederacy* (Simon and Schuster 1993); Co-operating Teacher with Professor Charles Cohen for the past thirteen years in University of Wisconsin at Madison's Summer Institute for Advanced History Teaching; Master Teacher serving on the Educator Team of "Dialogues in Democracy," a program to enhance the quality of history teaching among public school teachers, cosponsored by the Wisconsin Historical Society, CESA 2, and the University of Wisconsin at Whitewater's History Department. **Personal Statement:** Theologian Frederick Buechner suggests that vocation is "the place where your deep gladness and the world's deep hunger meet." For me, that glad convergence occurs when I help provide for students' improvement in the teaching and learning of history, a need for which our complex world hungers. Helping others to think historically and critically is increasingly important, and serving on the nominating board will allow me to gather with others who share this mission. Because of my great, good fortune to work with skilled colleagues in both public and private schools as well as those in professional history, I know how valuable it is when historians of all stripes collaborate to advance the study of U.S. history. I am honored that I might help OAH select teachers and historians who will use their vocational "gladness" to bring history more fully into the nation's discourse, a noble and crucial undertaking. ♦

**James A. Percoco.** History Teacher, West Springfield High School; Adjunct Professor, American University, College of Education and History Department. **Education:** M.A., Western Michigan University, 1980; B.S., Secondary Education, Temple University, 1979. **Grants, Fellowships, Honors, and Awards:** American Historical Association: James Harvey Robinson Prize, 2000; *USA Today* All-USA Teacher Team, 1998; Walt Disney Company American Teacher Awards—Outstanding Social Studies Teacher, 1993; National Archives and Records Administration Archivist's Achievement Award, 1993; National Endowment for the Humanities/Council for Basic Education Independent Study in the Humanities Fellowship Award, 1989. **Professional Affiliations:** OAH: Committee on Teaching, 1998-2003; Chair, 2002-2003; National Council for History Education: Member, Board of Trustees, 1998-2004; Virginia Council for History Education: State Coordinator, 1999-Present; Abraham Lincoln Bicentennial Commission: Chief Educational Consultant, Education Committee, 2004-Present. **Publications, Museum Exhibits, and Other Projects:** *Divided We Stand: Teaching about Conflict in U.S. History* (Heinemann, 2001); *A Passion for the Past: Creative Teaching of U.S. History* (Heinemann, 1998); Jan C. Scruggs, ed., *The War and the Wall: Service, Sacrifice and Honor* (Vietnam Veterans Memorial Fund, 2002); *OAH Magazine of History*, guest editor, Public History issue (Winter 2002); "Primarily It's Serendipity," *Social Education* 67 (2003). **Personal Statement:** I bring to the position an active and energetic approach to the study of history and history education shaped by a quarter century of high school teaching and dynamic participation in a number of professional organizations. More frequently I find myself teaching future teachers as well at American University in Washington, D.C., and veteran teachers at a variety of history education seminars/TAH programs around the country. A teacher must also be a scholar—my current book project, *My Summer with Lincoln*, will be published by Fordham University Press in 2008. This December I will lead a delegation of history educators to an international education conference in Beijing, China. As a member of the OAH Nominating Board I will work hard to insure that diversity in the elected governing bodies and the general membership are honored, be it race, gender, themes of history, or place of profession—the K-12 classroom, the historic site or museum, college or university. ♦

# Official Ballot

## 2006 OAH Election

We encourage OAH members to vote electronically. Please point your web browser to <<http://www.oah.org/members/vote/>> and provide your OAH ID number to begin. If you do not have easy access to the Internet, you may vote using this ballot. Ballots must be postmarked no later than **Wednesday, February 15, 2006. Photocopies of this ballot will not be accepted. Only individual OAH members are eligible to vote.**

### OAH I.D. Number

If you choose to vote using this paper ballot, we must have your OAH ID to prevent duplicate voting. (Your ID number is located above your name on the mailing panel of this issue. The ID number is in the MIDDLE of the line that looks like: "NL-12345-20060101" In this example, your ID number would be "12345".)

Your OAH ID Number: \_\_\_\_\_

### President (one-year term)

RICHARD WHITE

### President-Elect (one-year term)

NELL IRVIN PAINTER

### Executive Board (three-year term)

Please vote for three (3) candidates; one from each pair.

ELLIOTT WEST

DAVID J. WEBER

WILLIAM A. PAQUETTE

DAVID STEPHENS TRASK

LINDA SHOPES

CONSTANCE B. SCHULZ

### Nominating Board (three-year term)

Please vote for three (3) candidates; one from each pair.

DAVID A. HOLLINGER

DONNA R. GABACCIA

GEORGE J. SANCHEZ

EILEEN BORIS

THOMAS J. HOWE

JAMES A. PERCOCO

### Nominations

Who gets nominated for positions in the Organization of American Historians? A key role, you should know, is exercised by those members who take the time to offer their recommendations to the Nominating Board. But the Nominating Board does not receive a substantial number of recommendations. Please list the names and the institutional affiliations of individual nominees below and attach a brief c.v. or statement describing their qualifications. Your suggestions **do** make a difference!

	President-Elect	Nominating Board	Executive Board
Nominee/Affiliation			
Nominee/Affiliation			
Nominee/Affiliation			
Your Name (optional)			

Please mail completed ballots and your nominations to the OAH office: P.O. Box 5457, Bloomington IN 47408-5457.

**Ballots must be postmarked no later than Wednesday, February 15, 2006.**

Vote online at <<http://www.oah.org/members/vote/>>

## Professional Opportunities

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

### California State University--San Bernardino

The history department at CSU-San Bernardino seeks applications for a tenure-track assistant professorship in Public and Oral history, beginning in September 2006. Teaching/research expertise in California strongly preferred. The successful candidate will teach upper-division courses in Public/Oral and California history, lower-division survey courses in U.S. and California history, and required topical curriculum according to department needs. S/he also will help direct student internships, produce scholarly research, and provide service to the university and the community. Salary will be commensurate with background and experience. PhD required by September 2006. Submit letter of application, current c.v., three letters of recommendation, and official transcript to Dr. Pedro Santoni, Chair, History Department, CSU-San Bernardino, 5500 University Parkway, San Bernardino, CA 92407. CSU-San Bernardino is an EO/AAA. Application deadline: December 23, 2005, or until filled.

### Oklahoma State University

Tenure-track assistant professor, with especially qualified applicants considered for appointment at advanced ranks, to begin August 2006. The person hired is expected to teach upper-division and graduate courses in areas of expertise as well as the U.S. history survey. Position is based at OSU-Tulsa but classes will be taught at both OSU-Tulsa and OSU-Stillwater. Ph.D. in hand required at time of employment. Preference will be given to candidates with teaching experience and publications. Submit vita, transcripts, and three letters of recommendation to Dr. James L. Huston, Chair, African-American History Search Committee, Department of History, Oklahoma State University, Stillwater, OK 74078-3054. To receive full consideration, applications should be received by December 1, 2005. An AA/EOA employer, Oklahoma State University encourages applications from qualified women and minorities. website: <http://history.okstate.edu>

### Mississippi State University

African-American History, Assistant Professor. The History Department of Mississippi State University invites applications for a tenure-track appointment in African-American History, beginning August 2006. Teaching responsibilities are two courses per semester. Specialties of Mississippi history, Civil rights and/or the New South are strongly preferred. Offerings include undergraduate and graduate courses in the areas of expertise, rotation in the American history survey course, and graduate seminars. Demonstrated ability to contribute to the department's longstanding Ph.D. program and intellectual life is especially favored. A Ph.D. by time of appointment is required. Evidence of successful teaching and publications in the subject area are preferred at the assistant level and required for those seeking the position at the associate level. Salary is commensurate with qualifications. To guarantee consideration, applica-

tion must be received by December 2, 2005. Please include e-mail address to facilitate contact. Send letter of application, curriculum vitae, and three letters of recommendation to Professor Alan I Marcus, Head, Department of History, Mississippi State University, Mailbox H, Mississippi State, MS 39762. Please complete the Personal Data Information Form online found under the "Create Application" option found in the Employment Opportunities portion of the MSU website. Minorities and women are encouraged to apply. Mississippi State University is an AA/EOE.

### Mississippi State University

History of American Women/History of American Science and/or Technology. Assistant or Associate Professor. The History Department of Mississippi State University invites applications for a tenured or tenure-track appointment at the intersection of American Women's History and the History of Technology and/or Science, beginning August 2006. Teaching responsibilities are two courses per semester. Offerings include undergraduate and graduate courses in the areas of expertise, a turn in the American history survey course, and graduate seminars. Demonstrated ability to contribute to the department's longstanding Ph.D. program and intellectual life is especially favored. A Ph.D. by time of appointment is required. Evidence of successful teaching and publications in the subject area are preferred at the assistant level and required for those seeking the position at the associate level. Salary is commensurate with qualifications. To guarantee consideration, application must be received by December 2, 2005. Please include e-mail address to facilitate contact. Send letter of application, curriculum vitae, and three letters of recommendation to Professor Alan I Marcus, Head, Department of History, Mississippi State University, Mailbox H, Mississippi State, MS 39762. Please complete the Personal Data Information Form online found under the "Create Application" option found in the Employment Opportunities portion of the MSU website. Minorities and women are encouraged to apply. Mississippi State University is an AA/EOE.

## Teachers

travel grants are available to attend the 2006 OAH Annual Meeting

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 is available at:  
<<http://www.oah.org/meetings/2006/>>.

Washington, D.C.



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SELECTED PAST ISSUES: Atlantic World, Guest Editor Alison Games; Colonial Slavery, Guest Editor Ira Berlin; Gender History, Guest Editors Nancy F. Cott and Drew Gilpin Faust; Martin Luther King, Jr., Guest Editor Clayborne Carson; The American West, Guest Editors Clyde Milner and Anne Butler

FUTURE ISSUES: Military History, Teaching with Biography, The U.S. and the Middle East, 1960s Movements, History of Sexuality, American Identity, and Abraham Lincoln



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