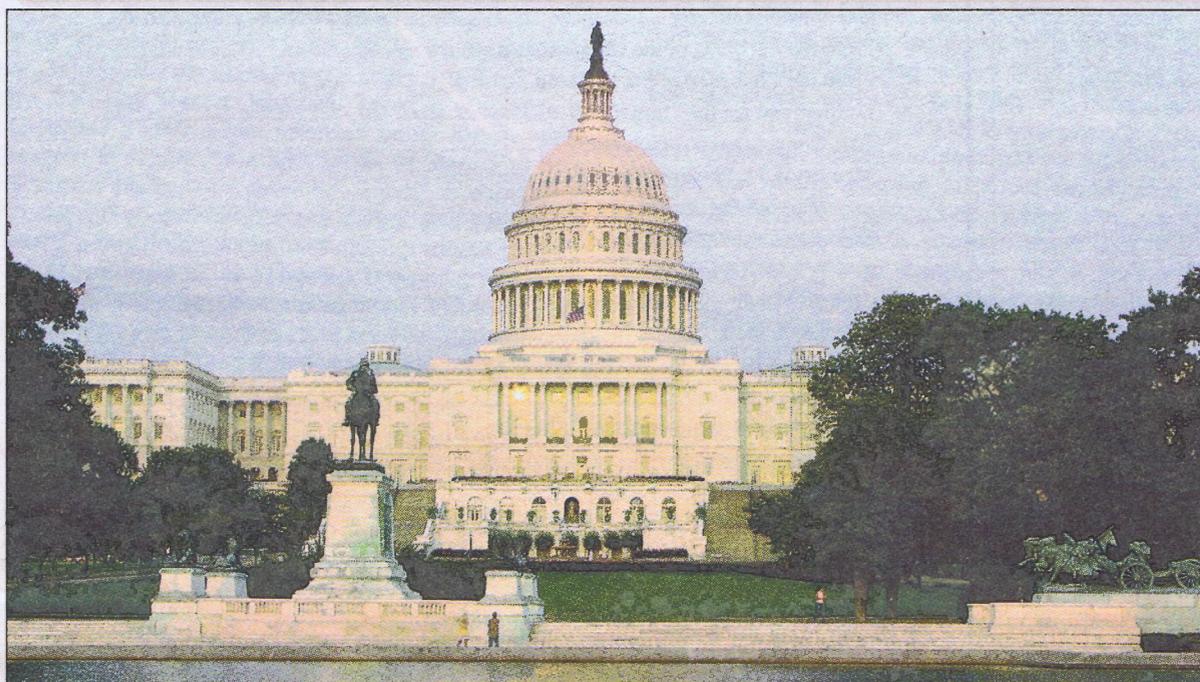




Newsletter

Volume 34, Number 1 ■ February 2006

2006 OAH Annual Meeting - Washington DC



Washington, DC Convention and Tourism Corporation

Our America/Nuestra América

Vicki L. Ruiz



Ruiz

In 1984, as an assistant professor, I gave my very first OAH presentation at the Biltmore Hotel in Los Angeles. Wearing a very pink, puffy sleeve suit, I approached my panel and the conference itself with a mix of both trepidation and wonder. I attended several sessions, enjoying listening to authors whose work I admired and watching intently how panelists addressed pointed questions and on occasion withering criticism. Such observations would come in handy as the commentator for my session was less than enthralled with the paper I presented. I responded with as much poise as I could muster and will always appreciate the members of the audience who took issue with his assessment, several of whom have become enduring friends as has the commentator. With as many new books as could be stuffed in a garment bag, I departed the conference energized

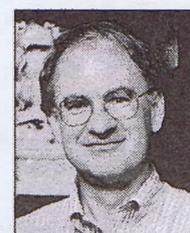
by a bounty of interesting ideas and resources that I could take back to the classroom and to my computer (a nifty portable Apple IIc). The lasting imprint of this first conference was a sense of belonging to a large, dynamic professional community dedicated to telling many stories of the American past.

I am honored to preside over the ninety-ninth Annual Meeting of the Organization of American Historians held in conjunction with the twenty-eighth Annual Meeting of the National Council on Public History in Washington, D.C. The theme of "Our America/Nuestra América" focuses on the many meanings and definitions of American life and American identity. Touching on the concept of Nuestra América as articulated by nineteenth-century Cuban poet and patriot José Martí, many panels expand the definition of "America" beyond borders and across bodies of water, and engage in debates about the place of the United States in the Western hemisphere and the world. While the confer-

See **RUIZ** / 6 ►

Inciting Speech

Mark C. Carnes



Carnes

The Thirty Tyrants have inflicted great pain on all of us here— here amidst the rubble of our once-magnificent city." Beth looked up from the lectern and gestured vaguely toward the courtyard. One student took a sip from a bottle of Poland Spring, another chewed on a pen. Both regarded Beth appraisingly.

"But now that the Thirty Tyrants are dead or gone," she continued, "we should banish them from our hearts and minds. We must not rekindle old hatreds." She looked down, turned a few pages, and read aloud: "I therefore propose to you, citizens of Athens, that we pass a reconciliation agreement. No Athenian shall ever again speak of the past wrongs of those who supported the Thirty. We must . . ."

"No!" Allison shouted, "We must not forget those who died at the hands of the Thirty!"

Beth, taken aback, stared at her.

Allison continued: "Our dead martyrs demand vengeance."

"But revenge is wrong!" Rachel called out.

Another voice: "Revenge will lead to violence, and then to more violence."

"Not revenge, vengeance." Allison replied. She leaned forward, shoulders hunched, a strand of black hair tumbling across her eyes. "I ask you, Beth"—Allison's voice softened—"is memory bad? Is truth bad?"

"But sometimes the truth can hurt people," Beth answered.

More voices:

"The truth is the truth."

"But talk of the past only stirs up trouble."

"We suffered enough under the Thirty Tyrants. Should we suffer again, under the memory of their rule?"

Then a half-dozen shouts, and several students moved in line behind Beth at the podium.

"We must trust each other, not kill each other!" Beth's voice rang out, pitched higher, the rhetorical flourishes gone.

"That's right." Dara, hands fluttering with excitement, was on her feet. "Let's say you've got two farmers who are neighbors. OK? One says to the other. 'Hey, last night I slept with your wife.' What would happen? A fight! The truth would lead to violence!"

See **CARNES** / 10 ►

■ Inside: 2006 OAH Convention Supplement ■

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Newsletter

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Historians and Reparations

Roy E. Finkenbine

Those interested in exploring this subject further are urged to attend the forum on "Historians and Reparations" on Thursday morning, April 20, at the upcoming OAH annual meeting in Washington, D.C.

Historians are beginning to pay attention to African American reparations as a historical subject deserving of scholarly attention. Although others in the academy—philosophers, economists, and legal scholars, for example—have explored the issue through their respective disciplinary lenses for some time, American historians have lagged behind, some even willing to participate in contemporary reparations struggles but failing to understand or address the past context of those struggles. Until recently, most scholars have even expressed a lack of awareness that these contemporary struggles have deep historical precedents. Three recent events convince me that this is changing.

The September 2005 publication of Mary Frances Berry's long-awaited *My Face is Black is True: Callie House and the Struggle for Ex-Slave Reparations* (Alfred A. Knopf, 2005) was the first event. Berry, a professor at the University of Pennsylvania and the former chairperson of the U.S. Civil Rights Commission, uses the book to reconstruct the story of the ex-slave pension movement of the 1890s and early twentieth century, which repeatedly petitioned Congress for a monthly federal allowance as compensation to living former slaves. She focuses on the leading organization in the movement, the National Ex-Slave Mutual Relief, Bounty, and Pension Association, and its spokeswoman Callie House, a Tennessee ex-slave and washerwoman. At its peak, the association had 300,000 members in chapters in cities and rural hamlets across the South. In 1915 it even sued the U.S. in federal court, seeking some \$68 million collected in federal taxes on cotton between 1862 and 1868; this represents the first class-action lawsuit for African American reparations. The Department of Justice and the U.S. Postal Service, which charged that the association was engaged in acts of fraud—as Congress would never award reparations to the former slave—harassed, intimidated, and ultimately destroyed the organization. Callie House even spent a year in federal prison for her part. Berry demonstrates, however, that the movement left a legacy that influenced African American advocates of reparations throughout the twentieth century. *My Face is Black is True* has been widely circulated and reviewed by historians and in the popular press.

The second event was a conference on "Repairing the Past: Confronting the Legacies of Slavery, Genocide, and Caste" at Yale University on October 27-29, 2005. Sponsored by the Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition at Yale, it addressed the issue of reparations in an international comparative perspective, with panels covering a variety of past victimizations and recent efforts at redress: the dispossession of the Mapuche in Chile, the Indian caste system, apartheid, the South African truth and reconciliation process, Bracero labor claims, Nazi genocide, and West German reparations to Israel for the Holocaust, among others. Legal scholars and philosophers also offered a variety of frameworks for addressing issues of apology, reparations, reconciliation, and atonement for historical harms.

Two sessions of particular interest to American historians were especially well attended. Berry gave the keynote address at the opening session, summarizing the story of Callie House and the ex-slave pension movement. On the conference's second day, a panel on "American Slavery and the History of Reparations" brought together scholars who are retracing the place of reparations thought and activism in America's past. Most notable were Martha Biondi of Northwestern University and John David Smith of the University of North Carolina at Charlotte. Biondi's article

focused on the reparations movement from emancipation to the end of the ex-slave pension movement about 1917. Reparations advocates in this era based their claims on moral appeals, as well as the economic reciprocities at the heart of market capitalism, recognizing that, without compensation—whether in the form of direct cash payments, land, or pensions—the ex-slaves and their descendants would be marginalized and excluded from full enjoyment of the benefits of citizenship: economic, social, and political. Painting the late nineteenth century as formative for the contemporary debate, Smith dated white opposition to reparations for slavery, as well as emerging black grassroots support, to this earlier period.

The third event came two days after returning from the Yale conference, when I had a lengthy telephone conversation with a member of Brown University's Steering Committee on Slavery and Justice, which was appointed by President Ruth Simmons in 2003 to "organize academic events and activities that might help the nation and the Brown community think deeply, seriously, and rigorously about the questions raised" by the national debate over slavery and reparations. Five historians, including American historians James Campbell and Michael Vorenberg, are among the committee's sixteen members. Now engaged in writing its report, the committee is attempting to "explore the history of movements for retrospective justice in other times and places," including the idea of reparations for slavery and segregation in America's past. The committee had heard about my own research on the subject and wanted to pursue several threads of the story.

I am currently engaged in a study of reparations thought and activism in America prior to the Civil War. Far from being a postbellum phenomenon, calls for compensation in some form to slaves and their descendants date back to at least the 1760s. This long history included a range of individuals and groups: hundreds of eighteenth-century Quakers, who freed their slaves and personally compensated them for their unpaid time in bondage; a few newly-freed slaves in the North after the American Revolution, who sued in court or petitioned legislatures for a portion of their former masters' wealth; dozens of penitent masters in the upper South, who set their slaves at liberty (especially in their wills) as acts of "retribution" and gave them plots of land, often in the emerging free states north of the Ohio River; a small cadre of antebellum abolitionists, who argued that it was important not only to emancipate the slaves but to "compensate them for the crime"; and hundreds of thousands of slaves on southern farms and plantations before the Civil War, who sounded subtle calls for both freedom and reparations in their folk songs and tales, claiming that they were due "Egypt's spoil" for their unrequited toil. Such evidence demonstrates that African American reparations are far from new.

How will the emergence of reparations as a historical subject alter scholarship in American history? Only time will tell. It should, however, have ramifications for the study of slavery, abolition, emancipation, civil rights, and social justice in the nation's past. □

Roy E. Finkenbine is an associate professor and chair of history at University of Detroit, Mercy.

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The idea of reparations for slavery has its roots in the antislavery movements of the eighteenth and nineteenth centuries.

on "The Rise of the Reparations Movement" in *Radical History Review* (October 2003) is recognized as an important contribution to the emerging historiography on African American reparations. Her paper at the conference focused on the place of reparations advocacy in the Black Power Movement of the 1960s and 1970s, especially the efforts of economist Robert S. Browne and the Black Economic Research Council for a southern land bank and political scientist Charles Hamilton's call for a "black university" as a form of compensation to African Americans. While granting that the contemporary reparation struggles "mark a new phase in the growth of the African American reparations movement," she found that they build "on a deep indigenous history" dating back several decades. Smith, who is currently researching a volume on reparations thought and activism since the Civil War for Oxford University Press, pushed this history even further back. Noting that calls for compensation are "decidedly not new," his paper

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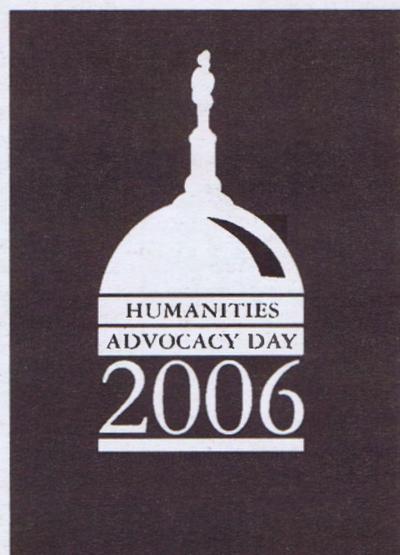


ence will showcase panels on Latino history, the program committee has done a magnificent job in assembling a conference that reflects the diversity of interests among our members including state of the field sessions on the new legal studies of race and nation, the new American military history, women and work, the history of medicine, and teaching the U.S. history survey. The plenary session on Wednesday evening will be a thought-provoking discussion of the future of American history at the Smithsonian with panelists that include Lonnie Bunch, Brent Glass, and Marc Pachter and on Thursday evening the plenary session will feature a vigorous inquiry of U.S. immigration policy with David Gutiérrez and Otis Graham. On Friday afternoon, Sarah Vowell from *This American Life* will serve on a plenary panel contemplating the meaning of presidential assassinations on American culture and history and on Friday evening an interdisciplinary team of scholars—Gerald Oppenheimer, Elizabeth Fee, and Cindy Patton—will address the impact and implications of the AIDS crisis over the last quarter century. The Saturday closing reception will feature legendary folksinger Tom Paxton.

Washington, D.C. in the spring is so very lovely and perhaps if we are fortunate, the cherry blossoms will still be in bloom. This conference features an array of offsite sessions and informative tours. One could actually arrange a schedule based only on activities scheduled outside of the conference hotel from bicycling along the Potomac to walking the streets of the Adams-Morgan district to touring colonial Jamestown. I so appreciate the efforts of National Parks Service historian Heather Huyck who has organized an overnight expedition to colonial Virginia, complete with a candlelight concert in Williamsburg. I also acknowledge the efforts of everyone involved in planning all of the tours and offsite sessions. As noted in the front of the program, a number of intriguing panels will be held at the Library of Congress, the National Archives, the National Museum of American History, the National Museum of the American Indian, the German Historical Institute, Howard University, and the National Trust for Historic Preservation. On Thursday morning colleagues at the Library of Congress are offering an introductory workshop for conducting research on site and through the Internet.

At the National Archives on Friday afternoon, there will be a session highlighting innovative additions to the historian's electronic toolbox, a session appropriately entitled "Digital Sources to Digital Tools: Information Landscape Issues for Historians in the Twenty-First Century." As a recovering Luddite when it comes to technology, such sessions help demystify the possibilities of electronic resources for historical research.

Words cannot convey my appreciation to the cochairs and members of the program committee and the local resources committee. Though this past year has not been an easy one, I am extraordinarily privileged to serve the organization as president and I am excited about the continuing, vibrant partnerships the OAH has forged across institutions from liberal arts campuses and universities to pre-collegiate schools to public history institutions to community colleges. In addition to my colleagues on the Executive Board, I thank Lee Formwalt for his vision and his tireless efforts on behalf of the Organization of American Historians. I look forward to our annual conference in April, one that represents Our America/Nuestra América. □



Humanities Advocacy Day March 1-2, 2006 Washington, DC

Humanities Advocacy Day is an annual event to promote federal support for scholarly research, education, public programs and preservation in the humanities. The day provides an important opportunity for advocates to communicate the public value of the humanities to policymakers in Washington, DC.

Wednesday, March 1, 2006

- Policy Briefing and Advocacy Training (1:00 - 4:00 pm)
- Capitol Hill Reception; Exhibit of Scholarly Research and Humanities Projects (5:30 - 7:00 pm)

Thursday, March 2, 2006

- Congressional Visits (9:00 am - 4:30 pm) - U.S. House and Senate Offices

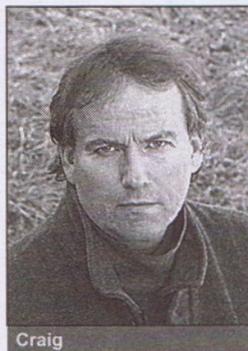
Register online at <http://www.nhalliance.org/had/> by February 8th.

There is no fee for registration. Group hotel rates are available through January 30th.

Humanities Advocacy Day is organized by the National Humanities Alliance, a coalition of ninety non-profit organizations dedicated to the advancement of the humanities. This year's event is co-sponsored by the Organization of American Historians and more than thirty leading humanities associations.

Bruce Craig

Executive Director, National Coalition for History



Craig

History Coalition Receives Grant to Monitor and Help Recover Missing, Stolen, or Alienated Documents

The National Coalition for History (NCH) has signed a memorandum of understanding and received a \$20,000 grant from the National Archives and Records Administration (NARA) for the support of a

pilot project to systematically search manuscript auction and sales Internet web sites, listings, and print catalogs to identify missing or stolen federal, state, local, and international government records. Once identified by History Coalition staff such documents are brought to the attention of NARA officials (if the document appears to be a federal record) or referred to officials at other appropriate repositories (i.e., state or other governmental archives), which in turn decide whether to seek recovery through donation, replevin, or other legal means.

According to Allen Weinstein, Archivist of the United States, "I am pleased that the National Archives is partnering with the National Coalition for History on this critical issue. It is imperative that the entire historical and archival community remain vigilant in identifying and reclaiming materials that have been stolen from our nation's repositories. This agreement is a step forward in helping the National Archives recover unique historical documents that we hold in trust for our citizens."

In fact, the History Coalition has informally and rather haphazardly monitored such sites over the last three years, but until now has not had the staff or resources to systematically monitor the sale of documents and other manuscript materials. As part of this initiative, already History Coalition staff have looked at 7,800 items and brought nearly 150 items that appear to be federal, state, and foreign government archival documents from over two dozen websites and auction catalogs to the attention of NARA, the State Department, the Department of Homeland Security, and state archives officials. This is not to say that all the items identified have gone missing or are stolen. Many documents that at first appear to be from governmental archival holdings (indeed, the vast majority) turn out to have been legitimately acquired, or are not part of NARA's scope of collections, and are legally being offered for sale by manuscript, autograph, and document dealers and collectors.

Other actions that the National Archives has taken to protect and recover historical records besides the NCH/NARA partnership include launching the "Recover Lost and Stolen Documents" web page (<http://www.archives.gov/research/recover/>) which lists missing records and provides instructions to researchers and the general public on what to do if they suspect an item has been stolen. NARA has also hosted a meeting of international institutions to discuss issues of document security; placed additional security controls in National Archives research rooms nationwide; published a pamphlet to educate the public about how to identify Federal documents and is giving public recognition to individuals who help the National Archives recover alienated documents.

White House Issues New FOIA Executive Order

On December 14, 2005 the Bush Administration issued a new Executive Order on the Freedom of Information Act (FOIA) (see <http://www.whitehouse.gov/news/releases/2005/12.20051214>).

According to a White House press statement, the order seeks to improve and heighten responsiveness to members of the public who are seeking information through the FOIA. But according to Steven Aftergood of the Federation of American Scientists and publisher of the online publication "Secrecy News," the new EO is a "welcomed and unexpected statement" though it "changes little of substance in the processing of requests but does set some new guidelines for agencies that will enable them to do their work more efficiently."

According to Aftergood, the EO's refinements in administrative procedures do not grapple with root FOIA problems inherent at the agency level that hinder the expeditious processing of requests. But the new directive charges agency FOIA processors to "respond courteously and appropriately" to FOIA requesters (no penalties are spelled out, however, should a requester be treated rudely) and agencies are also mandated to create a FOIA Requester Service Center in an effort to streamline and centralize the processing of requests. Also, while many have already done so, agencies must now establish a high level position (assistant secretary or higher) titled, "Chief FOIA Officer," that will be responsible for overseeing an agency's compliance with the law. The elevation of the FOIA officer position in title and status within an agency's bureaucracy may have the effect of giving greater importance to government openness.

While the impact of the new EO on the filing and processing of FOIA requests is minimal, according to Hill insiders, the changes requested by the Bush White House at the agency level may be an indication that the White House "is feeling some pressure to do something positive on the FOIA front" in light of the pending Cornyn/Leahy FOIA reform bill—a measure that has garnered considerable bipartisan interest by some members of the Senate. Issuance of the EO is being viewed by government openness watchdogs as a "preemptive strike against real reform"—the White House's most recent effort to derail the reform bill. According to Meredith Fuchs, general counsel of the National Security Archive, "Up until now this administration has strongly resisted transparency and accountability. We can only hope that this is a sign that it intends to start being more responsive to the public."

Report Says History Is Slipping Away

On December 6, 2005, Heritage Preservation, a Washington-based nonprofit organization dedicated to preserving our nation's heritage, in partnership with a federal agency—the Institute of Museum and Library Services (IMLS)—released a study documenting the condition of America's cultural heritage. The "Heritage Health Index" report suggests that poor environmental controls, inadequate staffing, improper storage, and poor planning for emergencies such as floods threaten many historical collections.

The report includes data compiled from more than 3,000 historical institutions, including historical societies, government archives, museums, libraries, universities, and

scientific organizations. The study details the preservation needs of an estimated 4.8 billion items, including books, works of art, scientific specimens, manuscripts, photographs, film, recordings, and digital materials. Of the holdings that were documented, approximately 820 million, or 17 percent, were determined to be in urgent need of preservation. In addition, the report indicates that one-third of the institutions surveyed acknowledge that they lack adequate knowledge of the condition of their collections; 65 percent of collecting institutions have experienced damage to collections due to improper storage; 80 percent of U.S. collecting institutions do not have emergency collections plans with staff trained to carry them out; and a total of 190 million objects are in need of conservation treatment.

While the survey was conducted with anonymity to encourage the widest participation by institutions, the report highlights a few specific cases. For example, Joshua Fox, curator of the Soldiers and Sailors National Military Museum and Memorial in Pittsburgh, Pennsylvania, estimated that it would cost \$5,000 to \$15,000 to repair each of his institution's battle flags, a sum that the museum cannot afford. He said, "Our organization here struggles just to keep the doors open most of the time, let alone pay for these flags."

The report documents that the greatest threats to historical collections are environmental control hazards, which include inconsistent temperatures and high humidity levels. These can lead to mold, severe drying, and general deterioration. Ultraviolet rays are also a threat, as buildings with poor controls can cause documents and textiles to fade. Pollutants in the air can also cause harmful chemical reactions.

Heritage Preservation hopes that this report will help institutions assess the state of their collections and their needs relative to those of other organizations across the country and to convince government agencies, private foundations, and governing boards of various institutions that they need to direct money not simply toward the acquisition of artifacts for their collections, but toward the preservation of artifacts that they already have.

A twenty-page summary of The Heritage Health Index Report on the State of America's Collections is available in PDF format at <http://www.heritagepreservation.org/HHI/HHIsummary.pdf>. For additional information, please visit <http://www.heritagepreservation.org/>.

Library of Congress Advances Plan to Create a World Digital Library

The Library of Congress is launching a campaign to create the World Digital Library, an online collection of rare books, manuscripts, posters, and other materials that would be freely available for viewing to Internet users. Because the goal is to bring materials together online from the United States and Europe, the Islamic world, Africa, and Asia, this appears to be the most ambitious effort ever undertaken in the realm of digital access.

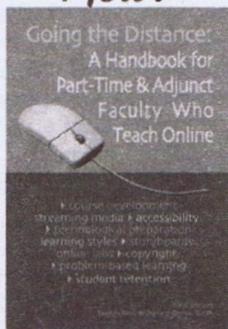
According to Librarian of Congress James H. Billington, "We are aiming for a cooperative undertaking in which each culture can articulate its own cultural identity within a shared global undertaking." He added that he envisions the initiative as a public-private partnership. Billington stated that already Google Inc. has become the first



The Part-Time Press

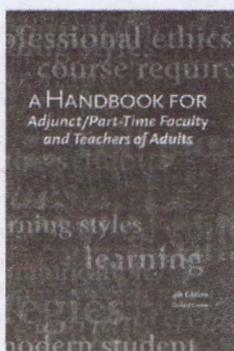
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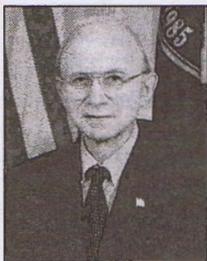
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Allen Weinstein



Weinstein

Over the years, the National Archives has partnered with private institutions and other agencies on major projects and programs. We have also carefully nurtured important relationships with our stakeholder and customer communities. These professional organizations—which include the Organization of American Historians as well as those representing archivists, genealogists, veterans, and records managers, to name only a few—provide us with valuable advice, expert assistance, and grassroots support. When I became Archivist in early 2005, I made it clear that it would be a personal priority to open our doors even wider to dialogue and collaboration with the many organizations that share interests and relationships with this agency. To strengthen these ties, I have created the position of External Affairs Liaison, and after a careful search process, have appointed David McMillen to this post. He comes to us after a long and impressive career on Capitol Hill as a senior staff member of the House and Senate committees that have oversight jurisdiction over this agency.

As a result of his congressional service, McMillen is very familiar with the Archives' mission and activities. He has advised members of Congress on issues involving this agency and managed the reauthorization of the National Historical Publications and Records Commission in both the House and Senate. Working as a member of our Congressional Affairs and Communications Staff, McMillen will plan and help to execute a continuous program of liaison and partnering with allied professional, scientific, and technical organizations. He will help the Archives to strengthen existing relationships and build new ones with genealogists, veterans, historians, archivists, technologists, information policy experts and others.

McMillen begins his work at a significant moment in NARA's relationships with our stakeholders in professional organizations. During the first phase of work in 2005 to write a new, ten-year Strategic Plan (2007-2017), these external organizations were invited to provide their views on our mission, activities, and goals. They did, and I am grateful for their contributions. These responses included ideas and comments from the important perspective of those who not only use the vast resources of the National Archives but who look to this agency for leadership in managing, preserving, and making records accessible.

The new Strategic Plan now being drafted will be shared with stakeholder and customer communities in the

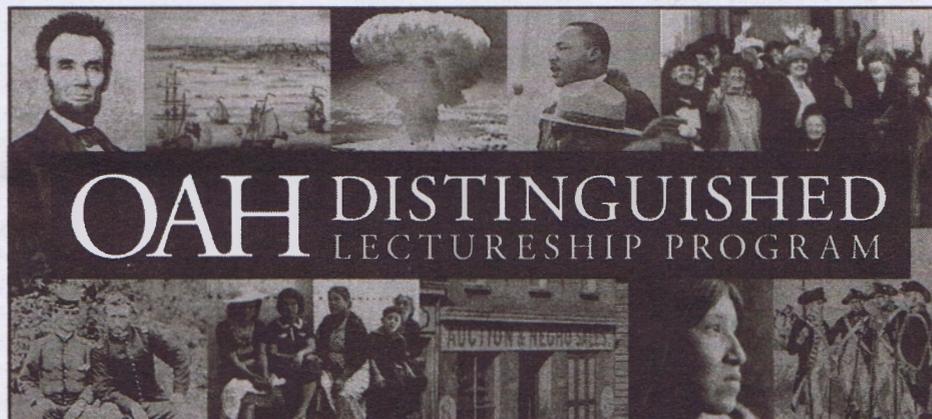
spring. Once again, we will ask for their views and recommendations. The Strategic Plan is important because it will establish NARA's goals, set priorities, determine how personnel is deployed and affect how the agency spends its congressional appropriations. Just as important, it will give the Congress, the president, our stakeholders—including the OAH—and customers a yardstick by which to measure our progress toward the goals and to hold us accountable.

Our relationship with you and other organizations are part of the Archives' extensive efforts to reach out, linked to a vibrant network of public-private partnerships, collaborations, and joint ventures. Over the years, these arrangements—some formal, some informal—have been woven into the fabric of the National Archives at all levels. They have been developed by the agency as a whole, by various units within NARA, and by individual staff members who, on their own, have introduced the National Archives to new audiences through professional and personal ties with community organizations, schools, and genealogical groups. To design and build the Electronic Records Archives, for example, we have partnered with some of the nation's leading research institutions, tapping the best minds on information technology issues. Partnering with these institutions has allowed us to keep pace with the latest research as we build an archives to preserve and make accessible the electronic records of today's and tomorrow's government.

Countless cooperative arrangements throughout the agency have given the National Archives a foothold in the education of young people and helped us improve the civic education of all Americans. Teachers and students benefit from such collaborations as Na-

tional History Day. University students can tap into resources available in nearby presidential libraries. Through such efforts, the reach and impact of the National Archives increases dramatically.

Today, NARA is fortunate to have many cooperative relationships throughout the United States and globally. Creating the position of External Affairs Liaison to work with the OAH and our other stakeholders and customers is further evidence of your importance to us. As we face the challenges of recordkeeping for both traditional and electronic records, as well as the challenge of securing the necessary resources to carry out our mission, we are grateful to have such partners, stakeholders, and customers working closely with us. □



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"If you keep talking about the evil of the Thirty," Beth added, "we'll just keep killing each other. We've got to stop the hate and the hurt!"

More hands, more shouts.

Sitting in a corner, scarcely noticed amidst the din, I looked at the class roster and put checks next to those who had spoken. When I finished, every name was checked.

Except Veronica's.

I looked up and spotted her at the far end of the table, her wide eyes moving from one speaker to another. She looked as though she had wandered into a den of bears.

When class ended, as students were gathering their books and jabbering about Athens, Veronica at last spoke. Her words were ostensibly addressed to nearby students: "I thought the purpose of college was for everyone to help each other, not tear each other apart." She looked at me and walked out of the room.



Words can wound; debate can be hurtful. The Athenians understood this well. That was why, in 403 B.C., they endorsed a "reconciliation agreement" to prevent public discussion of the city's recent past.

The previous year Athens had surrendered to Sparta, a devastating conclusion to the twenty-eight-year Peloponnesian war. The Spartan army then installed a group of dictators—the Thirty Tyrants—to rule Athens. The Thirty butchered hundreds, perhaps thousands, of democrats, which provoked an insurgency. Sparta soon wearied of the chaos and withdrew its military garrison. Left to fend for themselves, the Thirty fled and democracy was restored. The "reconciliation agreement" prohibited Athenians from "remembering the past wrongs" of those who had supported the Thirty. The Athenians took the law seriously, putting one citizen to death for violating its provisions.

The case of Socrates further demonstrates the limits on Athenian speech. To many democrats, Socrates' utopian state, run by a manipulative elite, resembled nothing so much as the Spartan oligarchy. Moreover, the leader of the Thirty—Critias—had studied with Socrates. In 399 B.C. some democrats, still bitter, brought Socrates to trial on charges of "impiety" and "corrupting the youth," probably an allusion to his connection to Critias and his scorn for the democracy. Both the reconciliation agreement and the case of Socrates demonstrated that despite its purported commitment to free speech, Athens, the "cradle of democracy," had emphatically decided that certain subjects were off limits.



The same could be said of our nation's colleges and universities, which have developed a culture of reconciliation. It is so pervasive that no one much notices it, nor are explicit sanctions required to impose it. The point became awkwardly evident to me when my wife and I took our daughter on a college-hunting trip through New England.

During our tour of Wesleyan College, an energetic student guide boasted of the school's diversity. He ticked off various clubs and associations for all races, religions, and ethnic groups, as well as for all sexual orientations, including separate groups for gays and lesbians. "And I almost forgot," he added, "we have a really active asexual movement on campus." Towards the end of the tour, someone pointed across the road to a Victorian building with large columns and asked what it was. "Oh that," the guide muttered. "It's a fraternity where the conservative kids live." "But that's Ok," he said, hastily recovering his bright tone.

"That's where they do their stuff so the rest of us don't have to deal with them."

What, I wondered, was my daughter to make of these words? I had wanted her regard college as a place to grow intellectually by bumping up against new ideas and people, but the guide was making the opposite point. Diversity was valuable not because students would learn from each other, but because just about any student there could find a comfortable niche among like-minded peers.

Fraternities and sororities have long channeled college students into homogeneous social groupings, but the sorting trend has gained momentum in recent years. My own campus, once famously resistant to such compartmentalization, has witnessed not just a revival of Greek organizations but also the development of countless associations based on religious, ethnic, sexual, or racial identity. When I ask why they join such groups, students respond that it's good to have a place where "people accept you for what you are" or where "you feel comfortable immediately."

Within companionable peer groups there is plenty of talk but little of the conflict that generates thought or the intellectual friction that stimulates learning. "Our antagonist," Edmund Burke wrote, "is our helper. He that wrestles with us strengthens our nerves, and sharpens our skill." "Conflict is the gadfly of thought," John Dewey added. "It shocks us out of sheep-like passivity. Our students, having herded themselves into peaceable pastures, graze free from contentious words. Intellectual disputes, such as they are, rumble in the distance, beyond earshot. "Whatever."

Some students don't believe that college should be so comfortable. Rachel, a first-year student in the same class that had debated the reconciliation agreement with Allison, wrote a letter to the *Columbia Spectator* criticizing university plans to create two new organizations for varsity athletes—one for Christians and another for Jews. Too often, Rachel complained, "intellectual factions form strictly and predictably along the lines of one's personal identity." This prevented students from having "meaningful conversations with those who differ from themselves."

This point was confirmed in a 1998 survey of student attitudes at Grinnell College (*Change*, September/October 1998). Most students said that they would not discuss sensitive issues with anyone with whom they strongly disagreed. Nearly half went further: unless they knew in advance the views of the person with whom they were talking, they would not discuss any sensitive subject. Many students claimed a "right" to express their views without being criticized or challenged. "Promising our students that we will make them comfortable may simply confirm them in their view that they have the right not to be challenged," the authors of the study concluded.

Not only do students smilingly evade contentious discussion within peer groups, they don't say much in class, either. Many studies have confirmed this point. My favorite appeared in the *Journal of Higher Education* (May/June 1996). There, an education professor described her thoughtful attempt to determine which teaching techniques were most effective at eliciting discussion. Her researchers went to a large public university in the Northeast (she did not disclose its name) and asked students, faculty, and administrators to identify the teachers on campus who had proven most adept at promoting discussion. This resulted in a list of the top twenty professors. The researchers audiotaped a random set of these professors' classes, ranging in size from 15 to 44 (the median was 29). Evaluators then listened

to the tapes, noting exactly who spoke, for how long, and under what circumstances.

The data produced an awkward revelation. Even these "best" teachers in relatively small classes failed to generate much discussion. Indeed, the student response was so poor that the author was hard-pressed to identify any effective strategies for stimulating discussion. On average, students spoke only 2.28 percent of the time. That is, the professor spoke nearly 49 minutes in a typical 50 minute class. And the "student speech" was rarely substantive. "Will this be on the final?" was a characteristic question. The great majority of students said nothing. The author concluded that even "very good" teachers should improve their "discussion-leading" skills and students should work on their "participation skills." But people learn skills only when they need them, and clearly today's silent students feel they have little need for discussion skills.

“Not only do students smilingly evade contentious discussion within peer groups, they don't say much in class, either. Most students amiably accede to an arrangement that requires only that they sit back, take notes (or not), and refrain from snoring.”

Some professors are not displeased with this arrangement. Many regard a silent class as proof that students are paying attention or at least showing a sensible measure of deference to their intellectual betters. Others reason that professors are paid to teach and that in speaking a lot, they are working hard. But most professors know that passive students don't learn much. Ideas do not gain coherence until they have been incorporated within students' own patterns of thought.

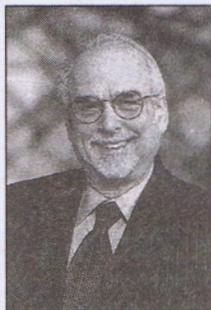
Most students amiably accede to an arrangement that requires only that they sit back, take notes (or not), and refrain from snoring. In an article in the Amherst alumni magazine, Suzanne Feigelson, a recent graduate, complained that one of the earliest lessons she learned at Amherst was to shut up. As a freshman she had been eager to express herself and debate big ideas. But that soon changed. "There is a phenomenon at Amherst that students stop talking in class about midway through freshman year," she explained. Upper-class students convey their disdain for the eager and animated freshman in various brutally effective ways. Soon all new students learn that "it's not cool to talk in class."



The class in which the debate about the reconciliation agreement took place was part of a general education program called "Reacting to the Past" that I initiated at Barnard College in 1996. It has since spread to scores of colleges and universities. In "Reacting," college students play elaborate games set at pivotal moments in the past, their roles informed by great texts. They learn big ideas by discussing and debating them and the past by reliving it. Barnard President Judith Shapiro immediately embraced the program: "Trying on a variety of roles not only teaches students about others, but it also causes them to reflect more deeply on who they are themselves. The more sophisticated and confident they become in their self-knowledge, the more effectively they engage with others."

NEH Increases Professional Development Opportunities in American History

Bruce Cole



Cole

I am delighted to share the news with OAH members that NEH professional development opportunities continue to grow in all areas of the humanities, and particularly in the realm of American history. The *We the People* initiative that started in 2003 has increased our ability to support outstanding programs for scholars and teachers, and the Division of Education

Programs now offers a quite comprehensive series of grant programs to address the different needs of educators in elementary, secondary, and higher education.

Our Landmarks of American History Workshops program that began in the summer of 2004 has expanded significantly since its first season. So far, NEH has supported Landmarks Workshops for school teachers at thirty-two sites around the nation, bringing over 3,400 teachers to the places where history happened for intensive study of key texts and material evidence. Participants receive stipends and travel assistance grants to enable fully national representation at the workshops. Educators from all fifty states and the District of Columbia have participated, often creating vibrant, national networks that continue long after the workshops. The workshops are academically rigorous, and have involved outstanding scholars as lecturers or seminar leaders. Past Landmarks programs have included Pulitzer prize-winning historians Bernard Bailyn and Laurel Thatcher Ulrich; distinguished historian of technology and Leonardo daVinci Medal winner Ruth Cowan; *Andrew Jackson Papers* editor Daniel Feller; Jacksonian era historian Harry Watson; environmental and epidemiological historian Alfred Crosby; editor of the Thomas A. Edison Papers and Dexter prize winner Paul Israel, and many others of America's most distinguished historians as guest lecturers and presenters. Participating teachers have the opportunity to question and interact with scholars and with master teachers to help them develop lessons plans and other classroom resources.

While we continue to support these intensive, one-week programs for K-12 educators, we have added a similar set of programs for faculty at community colleges. This summer, there will be nineteen Landmarks Workshops for school teachers and seven for community college faculty at sites that range from George Washington's Mt. Vernon to the historical silver mines of Coeur d'Alene, Idaho, to the battlefield memorials at Pearl Harbor. The program is

now titled Landmarks of American History and Culture to emphasize its embrace of the experience of our nation in politics, industry, immigration, war, literature, and art. The deadline for teachers interested in attending the programs offered in the summer of 2006 is March 15, 2006; the list of Landmarks Workshops with contact information will be posted soon on the NEH website. Scholars and educators interested in offering Landmarks programs in the summer of 2007 must apply to the Division of Education programs by March 15, 2006.

Each year, the Endowment's prestigious Summer Seminars and Institutes program includes a number of outstanding study opportunities in American history. Summer Seminars and Institutes range in length from two weeks to six weeks. Topics for college and university faculty include "The American Maritime People" at Mystic Seaport Museum; "African American Civil Rights Struggles" at Harvard University; and "The Appalachian Exemplar" at Ferrum College. Opportunities for K-12 educators include "Churchill and America" at Ashland University; "Thomas Jefferson" at Boston University; "Political and Constitutional Theory for Citizens" at the Center for Civic Education; "The Great Plains" at North Dakota State University; "African Dimensions of the History and Culture of the Americas" at the University of Virginia; "The Abolitionist Movement" at the Library Company of Philadelphia; "Hawthorne and Longfellow" at Bowdoin College; "American History Through Song" at the University of Pittsburgh. Participants receive stipends to offset the cost of travel and lodging. Educators interested in participating in one of the seminars or institutes this summer will find the programs listed, with contact information at <http://www.neh.gov/projects/si-school.html> (school teachers) and <http://www.neh.gov/projects/si-university.html> (college and university faculty). The deadline for applications to participate is March 1, 2006; the deadline for applications to direct a seminar or institute in the summer of 2007 is March 1, 2006.

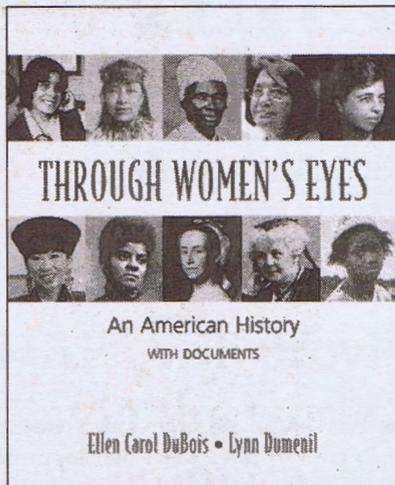
Landmarks Workshops and Summer Seminars and Institutes draw on a national applicant pool. Our new Fac-

ulty Humanities Workshops program offers institutions the opportunity to create professional development programs to serve their own needs or the needs of a regional group of educators. There is no prescribed format for these grants: the programs can take place during the summer, or be spread over the course of an academic year. They can serve school teachers, college faculty, or home schooling parents, and NEH particularly encourages outreach to constituencies that have limited professional development opportunities. We have already seen some very exciting projects in American history in this category, including a workshop for California school teachers at the Huntington Library on Neoclassicism in America; "Visions of Slavery and Freedom" at the University of Massachusetts, Dartmouth; "African Americans and the Mills of Gaston Coun-

“Our new Faculty Humanities Workshops program offers institutions the opportunity to create professional development programs to serve their own needs or the needs of a regional group of educators. There is no prescribed format for these grants: the programs can take place during the summer, or be spread over the course of an academic year.”

ty" at Gaston College; and "American Indians in Montana" at the University of Montana, Billings. Although local in scope, these grants include funding for guest faculty, and outstanding scholars, including Carl Richard, Caroline Winterer, John Shelton Reed, and John Stauffer have contributed to these Faculty Humanities Workshops. The next deadline to direct Faculty Humanities Workshops is September 15, 2006.

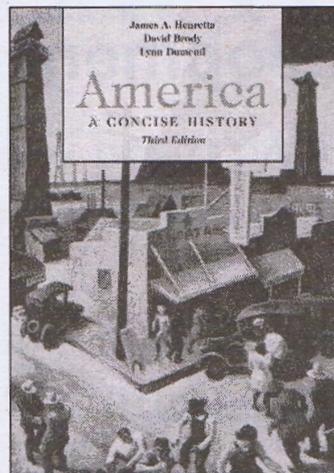
OAH members who have worked with NEH staff know that an outstanding and dedicated group of program officers are eager to advise potential applicants how to strengthen their proposals. I am extremely proud of the projects we have funded to help educators deepen their knowledge and understanding of American history in all of its depth and complexity. □



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Ellen Carol DuBois
University of California, Los Angeles
Lynn Dumenil
Occidental College

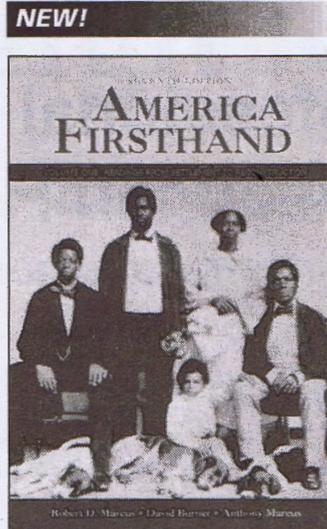
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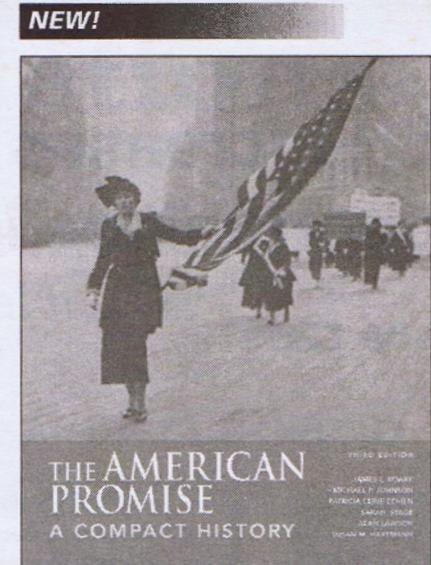
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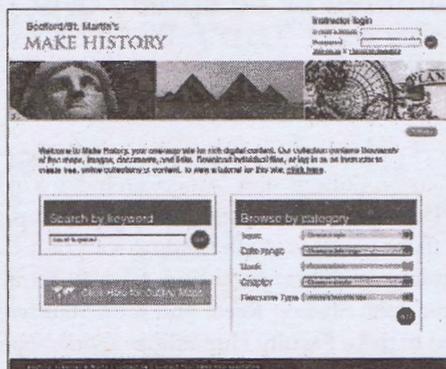
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MemoryWiki: The Encyclopedia of Memories

Marshall Poe

Though we are hardly aware of it, there is a populist revolution sweeping the Internet. The most prominent example of this ongoing transformation is Wikipedia, a free encyclopedia produced on an open source platform. Until recently, encyclopedias have been created by professional editors, experts and publishers, each working in serial stages: the editors organized production, then the experts wrote the entries, and then the publishers distributed the books. Making an encyclopedia was expensive, time consuming, and the tomes themselves were, all things considered, neither complete nor very well distributed. And as things changed, they couldn't be updated. Wikipedia has changed all that by empowering anyone to contribute to the encyclopedia at anytime. Want to help? You may not have any formal training, but there is doubtless something you can contribute. You can edit existing entries, add new entries, or publicize the project. And you can help right now, so long as you have an Internet connection. The results of this remarkable experiment in simultaneous on-line collaboration have been nothing short of remarkable. The English version of Wikipedia (there are over one-hundred non-English versions) has one million plus entries, the vast majority of which are quite accurate.

Wikipedia is an example of "distributed content production" (DCP for short). Thanks to the read-write web (that is, web applications you can interact with), DCP is everywhere. Ebay's reputation system, Netflix's preference profiles, MySpace's networking utilities and the social bookmarks of Del.icio.us (http://del.icio.us/) all rely on DCP. In each of these cases, you transmit what you know through a website to a central database that is then made available to all users. As more people contribute, the DCP resource becomes more valuable to all users in a kind of "virtuous cycle."

Historians have not joined the DCP revolution. To a significant degree, the way historical sources are gathered today mirrors encyclopedia creation of old. In the stead of editors, experts and publishers, we have archivists, organizations, and repositories. The archivists decide what should be kept, the organizations duly transfer the relevant documents, and the repositories store them. Nearly every modern government and large institution has a formal mechanism by which their "significant" papers (and increasingly other media) are put away for posterity. Though far better than nothing (as any premodern historian will tell you), this system suffers from a cardinal deficiency, namely, it does not capture the lived experience of regular people. People not only make history, they also experience it. But what is left after the dust settles is all too often nothing but dry sources "from above," that is, the jetsam of big institutions and the people who run them. Perhaps this is as it should be: from a purely explanatory point of view, some people and paper is more important than other people and

other paper. The Declaration of Independence is surely more interesting than Jefferson's laundry list. That said, it does seem a shame that we so systematically miss the stories of ordinary people as they experienced "historic" events. And no amount of oral history gathering or organized attic rummaging is going to capture a goodly portion of that lived experience, though it does give us a tantalizing glimpse of what is forthcoming.

loads or registration required. You just go to the wiki and type. That's it. Moreover, it allows those pages to be saved in multiple versions (so reversion to earlier or better pages is possible) and categorized (so a kind of index can be built from the bottom up). What's in the wiki and how it's arranged depends on the community of users, not an editor (though there are editors in some cases, and they are important). The wiki was first used by communities of programmers to design open source software, but the utility of this format to other tasks slowly became clear. Wikis spread. Today there are thousands of wikis being used for collaborative purposes by hundreds of communities, the most notable of which is the huge Wikipedia community.

Our community began with me and twenty-five undergraduates. We configured the wiki to permit anyone with an Internet connection to add memoirs and categorize them. We opted for an "open" model of content production: anyone could add a memoir—short or long—about anything. In order to preserve the integrity of memoirs, we instituted a policy by which memoirs would be copyedited and categorized by "site stewards" after which they would be locked, that is, no further edits could be made without the express permission of the author.

We launched the website in October 2005 under the name "MemoryWiki" and began to publicize the site. Getting the word out proved quite difficult (the web is huge, and it's hard to find anything new), but we persevered. We wrote our own memoirs just to get the ball rolling and to provide examples to those who might stop by. And slowly people began to stop by, people from all over the planet. Word spread with the help of friendly bloggers, and soon we were getting several hundred unique visitors every day. People, it turned out, had been "there" when "that" happened, and they wanted to record their impressions for posterity. One hundred memoirs became two hundred, two hundred became three hundred, and

three hundred became four hundred in a matter of six weeks. At presstime, we have over 435 memoirs. We have plans to launch separate non-English language sites soon.

Historians use archives to write history. But perhaps, as our experience with MemoryWiki shows, they should be creating archives so that future historians can write better histories. People want to tell their stories, and the means to allow them to do so is now available. Go to <http://www.memorywiki.org> and see. Write a little something; remember, the site becomes more valuable the more people add to it. And if you want to lend a hand, please contact us. □

Marshall Poe is the cocreator and editor of MemoryWiki and a contributing writer at *The Atlantic Monthly*. For more information, visit <http://www.memorywiki.org/>.

There is now, however, a way to ensure that everyone has an opportunity to share their stories of historic events with the future. In the fall of 2005, a class I was teaching at American University set out to use DCP to gather common stories of historic events and create thereby an "encyclopedia of memories." We began with nothing more than the basic software that runs Wikipedia and a vague notion that, properly implemented, this technology might allow us to craft a web portal that would permit individuals to record their memoirs of everything. The code in question is a species of "content management software" called a wiki. Designed by a software engineer named Ward Cunningham in the mid 1990s, the wiki is part blackboard and part database. It permits any untrained user to create and edit pages right from a web browser—no complicated down-

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Reconsidering Regional History

Warren R. Hofstra

On May 10, 1999, William R. Ferris, chair of the National Endowment for the Humanities, announced an NEH initiative to establish ten regional humanities centers throughout the United States. "People everywhere define themselves through the places where they live or where they grew up," Ferris stated. "This 'sense of place' shapes each of us in deep and lasting ways. . . . The regional humanities centers will serve as reservoirs for a region's cultural heritage, gathering places for shared learning and springboards for new research" (1).

Ferris's vision and the promise of major funding touched off an intense national competition for center designation among consortiums of museums, universities, state humanities councils, and other cultural organizations within each of ten proposed regions. Ferris had enjoyed great acclaim for a wide variety of regional programs as director of the Center for Southern Studies at the University of Mississippi. Unfortunately the national initiative met with far less success.

Whereas the Center for Southern Studies addressed a recognized region with a strong cultural identity, the NEH regions lacked coherence and cohesion. Virginia and the Virgin Islands were, illogically, grouped together. Maryland's inclusion in a separate Mid-Atlantic region limited opportunities for programming and scholarship on the natural region of the Chesapeake Bay. Appalachia meanwhile was fragmented among the Mid-Atlantic, Central, and South Atlantic regions. Many feared that humanities centers might become administrative clearing houses that would duplicate—and perhaps compete with—the work of the state humanities councils. In the end, funding problems led to the downfall of the NEH initiative.

One wonders what might have been if NEH had built the program around regions self-identified in the competition for funding. Conceivably centers could have emerged in acknowledged regions such as the Chesapeake, Mississippi Delta, Appalachia, Cape Cod, or the Willamette Valley. And the importance of these regions—and perhaps regionalism itself—to American culture would have received greater recognition and appreciation.

Historians hardly need be reminded of this importance. The foundational work of the profession lay in regionalism and regional scholarship. Six years after he helped establish the American Historical Association (AHA) in 1884, Herbert Baxter Adams stated that the organization should "secure the co-operation of the state historical societies." The first Conference of Historical Societies met in conjunction with the AHA's 1904 annual meeting and remained an important feature of the organization until the 1940s (2).

Most notably, the Organization of American Historians was first incarnated as the Mississippi Valley Historical Association in 1907, a consortium of seven historical societies throughout the Mississippi Valley. *The Mississippi Valley Historical Review*, progenitor of the *Journal of American History*, emerged seven years later. Not until 1964 did a "growing national membership" and a "decided shift in contributor emphasis from regional to nationally oriented history" necessitate a change in title and scope. Meanwhile regional historical organizations such as the Southern Historical Association or the Western Historical Association and their journals continue to hold sway over the historical profession (3).

Since the 1960s a number of "new" histories have redefined historical scholarship. The focus of the New Social History, for instance, has been intensely regional. Although regionalism was never as basic to cultural studies of race, gender, class, and ethnicity, which supplanted social history as

the "new" history of the 1990s, the case study or microhistorical approach, so central to postmodern methodologies, has important and unrealized regional implications (4).

Additionally, a number of prominent historians have called on the profession to pay more attention to region in every aspect of historical scholarship. In 1994, John Higham, for instance, urged historians to "return to broad-gauge regional studies." He lamented that "questions about cultural contrasts between the major regions of the United States lost interest when the study of national character was jettisoned. . . . If national propensities come alive again," he concluded, "regional peculiarities will enrich and complicate them" (5).

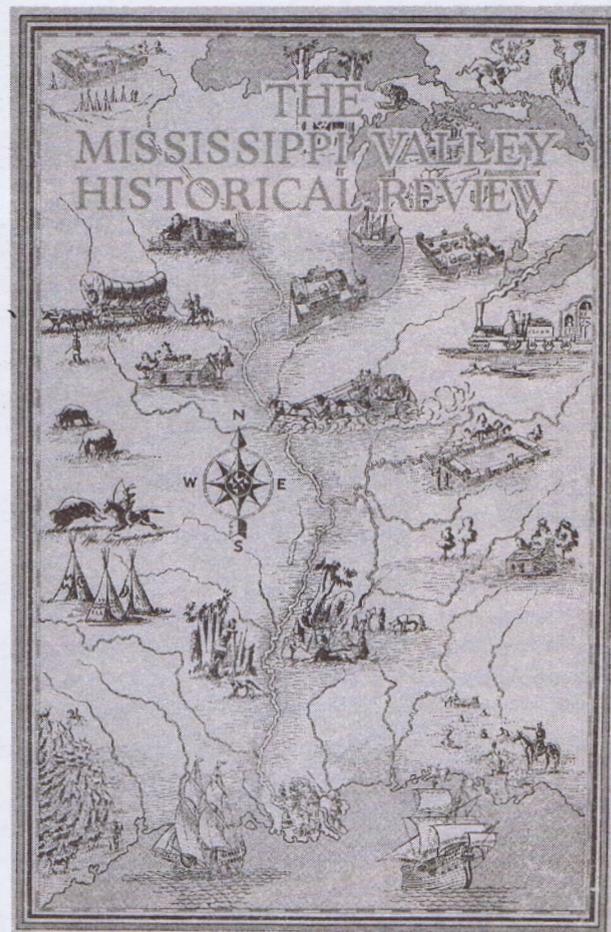
Region moreover figures importantly in many influential books and monographs. In most cases these studies explore how national developments play out in local contexts. Regions function as settings for subjects of extra-regional significance. The social, economic, political, and material characteristics of regions, to be sure, shape and define larger movements in history, but in the final analysis topic, nation, not region, animates these studies. They are regional histories, not histories of regions.

There are a number of reasons why historians shy away from writing "broad-gauge regional studies" spanning long periods of time and covering a range of topics. Regional history strikes of antiquarianism. It can also be intimidating when a single study requires the skills of social, economic, political, and material history. In a profession subdivided along the lines of subject and period, synthesizing disparate methodologies and literatures in the examination of a single region is daunting. Region simply cuts across the grain of professional specialization. Teamwork approaches to regional studies, meanwhile, escape both the attention and the reward structure of the historical profession.

Problems of regional definition and identity confront anyone working on the history of a region. Natural features far more than political boundaries define many of America's great regions: the Mississippi Valley, Ohio Valley, Shenandoah Valley—all river valleys. That these regions embrace several states immensely complicates research based in state records. Regional definitions also depend upon unsatisfying diffusionist models for explaining spatial patterns of cultural traits. Barn types, house forms, town plans, national backgrounds, staple commodities, speech patterns, and many other characteristics have been used to delineate cultural cores and peripheral regions of derivative culture. But the stubborn refusal of multiple traits to correlate in convincing regional patterns over long periods of time limits the impact and influence of this approach. Spatial distributions simply do not always add up to accepted regions (6).

A way around these confounding problems is to listen to what people themselves say about their regions. How do they answer the question: "Where do you belong?" The distinction is one anthropologists make between the emic and the etic—the insider's and the outsider's view of culture. Scholars seeking regional definitions are working from the outside in. Insiders, on the other hand, express their own, felt identity. Considering the importance historians have placed on identity and its constructions after the cultural turn of the 1990s, regional identity might be the key to bounding a region about which to write history.

Regional identity can function as an imagined community. Certain communities develop around common interests instead of common spaces: the biker community, the preservation community, the community of scholars,



The *Mississippi Valley Historical Review*, predecessor of the *Journal of American History*, reflected the importance of region in the early scholarship of Mississippi Valley Historical Society members. (The *MVHR* cover is from volume XVII, no. 4, March 1931.)

and so forth. Sometimes people within a highly distinctive geographic region, however, share beliefs strongly enough to constitute such a community. Mountain people are not just people who live in the mountains—neither are beach people, or New Yorkers, for that matter (7).

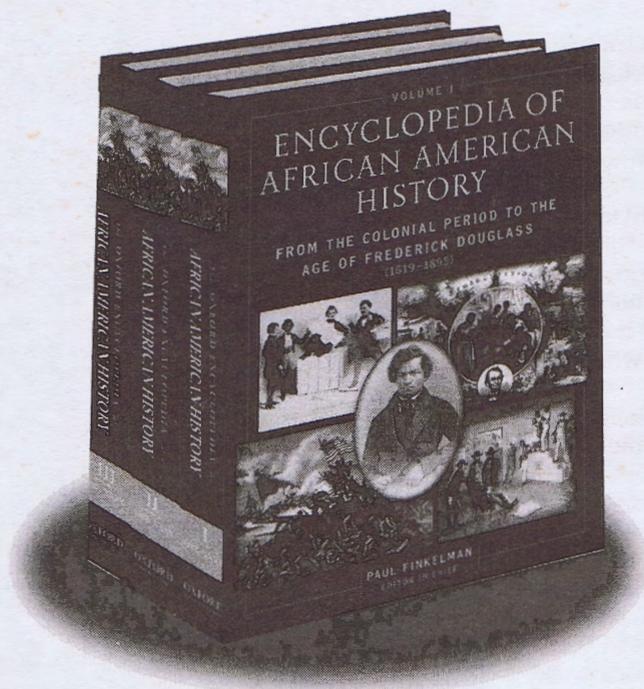
Whether the people of a region construct their own identity in common lifeways or scholars construct it for them by any number of criteria, region remains a construction. Ethnicity, race, gender, and class are widely acknowledged by historians as identity constructions. Human variation is so great that any number or combination of physical features fail to condition or predict individual ability. Race and racial difference therefore are products of assumption and belief, not physical disparity. Insofar as people act as they believe, however, understanding race as well as ethnicity, gender, or class helps historians trace human actions to their source springs. Just as these qualities are constructed in the mind of society, they can also be deconstructed to undo the harm they inflict upon society in the exploitation of one race, class, gender, or ethnic group by another.

Could not much the same be said of region? Where someone comes from is as powerful a force as race, ethnicity, gender, and class in shaping identity and influencing action or belief. And, the exploitation of the people of one region by those of another is as much a part of American history as the abuse of Native Americans, slaves, or industrial workers. Thus it behooves historians to add region to the list of constructions shaping the current fascination with identity.

Treating region as a construction alleviates difficulties in definition. Spatial imprecision can be relieved by the shading and ambiguities of belief and perception. Historians of race, ethnicity, gender, and class work constantly within the grey

See HOFSTRA / 22 ►

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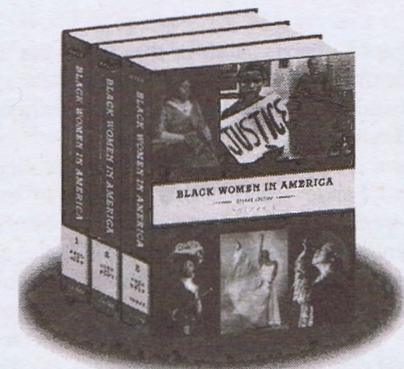
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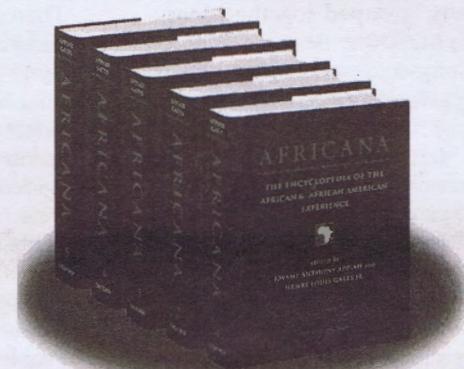
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An OAH Distinguished Lecturer's Perspective: Working with TAH Programs

Allida Black

For the past two Julys, I have traveled to Jamestown, New York, to spend two days with Paul Benson, Rick Walters, and the middle- and high-school teachers they assembled for a Teaching American History (TAH) institute. Invariably, something critical has surfaced the week before I am scheduled to leave the office that makes me regret agreeing to do the institute. Once there, however, I have been reminded not only why I agreed to collapse a semester's worth of work into six hours of lecture, but also how wonderful the Teaching American History program is.

Simply put, my summer experiences in Jamestown have been two of the major highlights of my life as a historian. The teacher/students

have wanted to be there. Paul and Rick have done a wonderful job of structuring the week so that all parties felt included. And, most of all, we have all respected each other. Condescension and boredom never surfaced. We discussed. We argued. Discussion spilled over into lunch and dinner—when I went back to the inn to sleep, I found

myself revisiting conversations and noting points raised by my colleagues that not only informed my research methodology but also improved my classroom style. Although I dutifully attend every AHA and OAH that I can, rarely am I this stimulated when I return home.

Why? As simple as it sounds, it's because we listened to each other and treated each other with respect—and a lot of humor. We knew that we could not cover every major example of civil rights and human rights in American

history in two days and that a similar assignment regarding twentieth-century American foreign policy was bound to offend some population, region, and political party. Yet we plowed into the

task, convinced that, as with good papers, a flexible outline would stimulate research and provoke discussion. My task was to present the framework and to facilitate the evaluation of evidence that the teachers used to develop their positions.

I soon learned that, despite the outlines I had prepared, class discussion took us in a different direction. So, like any good teacher, I punted. I wove the examples I preferred into narratives that the teacher/students wanted to develop and parse. Soon questions were flying, as though I was in the seminar of my life. I began to ask myself "why didn't I think of that example?" or "why have I been so wedded to using example A when example B may be just as effective?" In short, while I was the master of the material, my teacher/students were often the masters of the repartee.

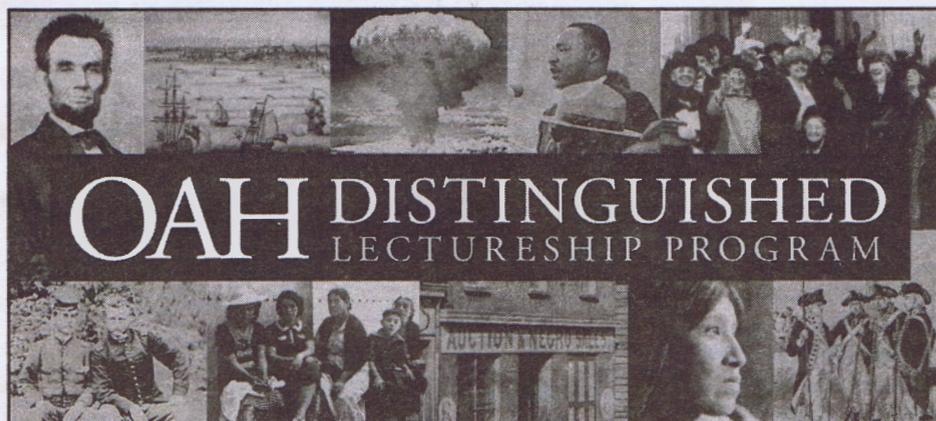
At dinners, Paul, Rick, and I explored ways in which we could continue this energy. Soon we floated ideas about using iPods for distance-learning courses and constructing interactive web sites where material from The Eleanor Roosevelt Papers could be shared with teachers in rural areas across the nation, helping bring clear examples of events and personalities into classrooms in ways that help not only teachers but also those of us who strive to make our

work more accessible. We are now collaborating on a new grant that would do just that.

Lest you think this is an uncritical hymn to TAH initiatives, let me assure you that it is not. When they work—and nine of the eleven in which I have participated have worked—they are wonderful experiences. Sadly, however, when the programs fail, it is as much the fault of the faculty as it is of the teacher/students. Why? To teach a TAH class is hard work. It requires new preparation, familiarity with the dreaded SOL benchmarks for the host state, and recognition that while you know more about the topic than your teacher/students, you could not do what they do. You have to be faster on your feet than you are in your own classrooms and steer discussion back on track without alienating the earnest teacher/student. In short, walking into an energized TAH classroom is doing history without a net.

So my fellow historians, be brave. Teach teachers. Study them. Laugh and work on the cheap. To paraphrase Eleanor Roosevelt (who was a history teacher), we who love history "must hazard all we have" in its instruction. □

Allida Black is director and editor of The Eleanor Roosevelt Papers and Research Professor of History and International Affairs at George Washington University. She has been an OAH Distinguished Lecturer since 2004. For more information about the OAH Distinguished Lectureship Program, please visit <<http://www.oah.org/lectures/>>.



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OAH Distinguished Lecturer Richard H. Kohn spoke on "The War on Terrorism" at the University of South Dakota in September. For more information about the OAH Distinguished Lectureship Program, please visit <<http://www.oah.org/lectures/>>.

Treasurer's Report: Fiscal Year, July 1, 2004 - June 30, 2005

Robert W. Cherny

In my third report as treasurer, the news is mixed—OAH had a difficult year financially, but there are some bright spots as well as problems. My report is drawn from the annual accountants' report, which includes an audit, and from a less formal summary prepared by the OAH business manager. The accountants' report is prepared by the CPA firm of BKD LLP.

Total Assets

The accountants' report indicates total assets at the end of the 2004 fiscal year of \$2,227,457, as compared to \$2,826,210 the year before, a decline of just under \$600,000. Of the current assets, the largest single category consists of investments, worth \$1,759,604. The next largest categories are operating cash, \$263,669; receivables, \$132,089; and property and equipment, \$35,216, net of depreciation and amortization.

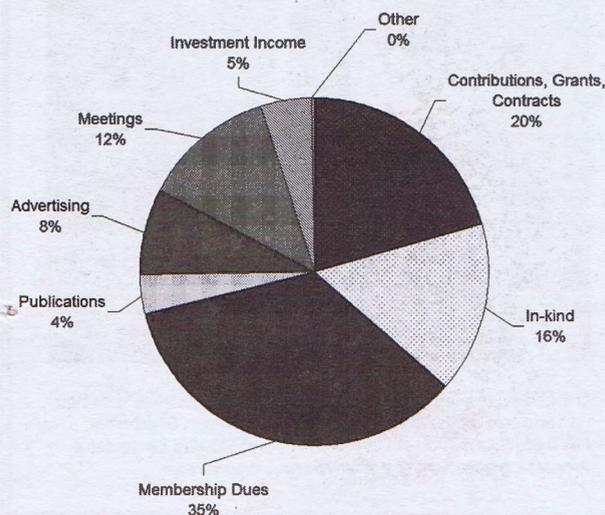
Revenue

Total revenue was up from \$2,782,468 to \$2,818,037. Figure 1 indicates revenue by type. Our largest source of income continues to be dues, which totaled \$978,690, a small decrease over 2004, although institutional dues were actually up for the first time in several years, reflecting efforts to bring back former institutional members and also a significant increase in individual members. Another significant increase in revenue came from development activities. Advertising revenues were up for the first time in several years. Nearly all other revenue categories showed small increases over last year except for investment income.

Expenditures

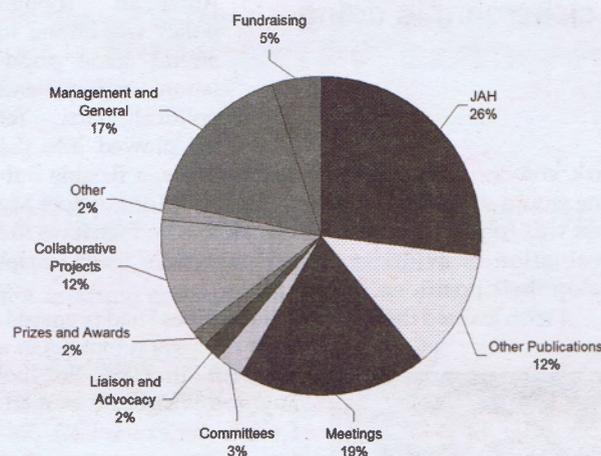
Total expenditures were up significantly, from \$2,739,818 to \$3,289,888. The major categories of expenditures are shown in figure 2.

Figure 1. Revenue by Type



We had a number of unanticipated expenses in 2005, including the continuing conversion to a new data-management system that began last year. The cost of the annual meeting, however, was the most significant departure from our planned budget, and was due to the decision to move the annual meeting from San Francisco to San José. An-

Figure 2. Expenditures by Type



other significant increase in expenses was for the *OAH Magazine of History*, which increased the number of issues this past year and also staff expenses; this increased expense was anticipated and was partially offset by increased revenues.

The Bottom Line: Fiscal Year 2004-2005

The accountants' reports show the following revenue and expenses for the past three fiscal years (table 1). Nearly three-quarters of this past year's deficit is due to the increased cost of the annual meeting. The cost of meetings

Table 1. Revenues and Expenses, 2003-2005

	Fiscal Year 2003	Fiscal Year 2004	Fiscal Year 2005
Revenue	\$ 2,704,881	\$ 2,782,468	\$ 2,818,037
Expenses	2,617,140	2,739,818	3,289,888
Change in Net Assets	\$ 87,741	\$ 42,650	(\$ 471,851)

Table 2. Endowment Fund and Investments, 2003-2005

	June 30, 2003	June 30, 2004	June 30, 2005
Endowment Fund	\$ 922,855	\$ 1,011,754	\$ 754,056
Fund for American History	595,518	692,849	666,172
Prize Fund	311,363	313,297	339,376
Total	\$ 1,829,736	\$ 2,017,900	\$ 1,759,604

in 2004 was \$317,924; in 2005, it was \$634,002. This difference reflects some late bills for the 2004 OAH Southern Regional Meeting in Atlanta but is due largely to expenses associated with the change of location in the 2005 annual meeting. There were also other, less dramatic, unanticipated expenses, and some anticipated revenues that failed to materialize.

Endowment Fund and Investments

The accountants' report shows the following net assets for our endowment fund, the Fund for American History, and the prize fund (table 2). The reduction in the Endowment Fund reflects a decision by the executive board to pay the annual deficit from that fund. However, the finance committee has also been disappointed in the performance of these funds over the past few years, and investigated other fund-management possibilities. In consequence, our investments have recently been transferred to the Indiana University Foundation, where we anticipate a better rate of return in the future.

Audit Recommendations

Previous accountants' reports have recommended changes in procedures for bookkeeping and handling cash, all of which have been implemented. Of these, one of the most significant was to convert to the accrual method of accounting. This year's report recommends that all budgeting now be converted to the accrual approach, that there be monthly reports to the Finance Committee and quarterly comparisons of budgeted expenditures and actual expenditures, with an explanation of variations. Some of these recommendations are already being implemented, and others are subject to further discussion among the executive director, the treasurer, the staff, and the budget-finance committee.

Outlook for Fiscal Year 2006

Despite the significant costs incurred by the organization as a consequence of moving the annual meeting on short notice and other unanticipated expenses, there is some reason for guarded optimism in the year ahead. Because we have recently moved our investments to IU Foundation, we now anticipate a somewhat better return. Advertising revenues are up somewhat. Membership is up and we now have more individual members than ever in the history of the organization. The development effort has been successful in increasing contributions. We anticipate no further unusual expenses on the order of those we experienced in 2005. □

2006: A Year of Anniversaries

Lee W. Formwalt



Formwalt

Although 2007 officially marks the one-hundredth birthday of the Organization of American Historians, 2006 is filled with other important OAH anniversaries. Not only do we begin the yearlong centennial observance at our ninety-ninth annual meeting this spring in Washington, D.C., but this year we also celebrate the silver anniversary of the OAH Distinguished

Lectureship Program, the twentieth anniversary of the *OAH Magazine of History*, and the fifth anniversary of our production of the *Talking History* radio program.

Each of these OAH initiatives—the lectureship, the magazine, and the radio show—contributes in important ways to accomplishing our Strategic Plan. That plan, developed by the executive board in November 2002, established four important goals for the organization to achieve by the time of the OAH Centennial in 2007: 1) expanding connections with members and broader audiences; 2) expanding its leadership at all levels of history education; 3) transforming its annual meeting so it is less rigidly structured and more dynamic, innovative, and interactive; and 4) increasing revenues and diversifying its funding sources so as to ensure greater financial independence and support for further programming. I am pleased to report that we have made important strides in achieving each of these goals and the lectureship, *OAH Magazine*, and radio show especially demonstrate the progress we have made in the first two—reaching a broader audience and affecting history education at all levels.

The OAH Distinguished Lectureship program had its origins a quarter century ago when President-elect Gerda Lerner proposed it to the executive board as a means of fundraising that would also “help history departments and others attract historians as guest lecturers.” OAH Executive Board members in 1981 were invited to participate as lecturers and the fee of \$600 paid by the host institution would be donated to OAH. The program grew gradually over the years and by 2000, we had over a hundred lecturers who earned a \$1000 fee for OAH. Average annual income was around \$30,000.

In 2001 we reexamined the Lectureship Program, rechristened it the OAH Distinguished Lectureship, established three-year terms for lecturers, and President Ira Berlin appointed over fifty new lecturers. Under the very able leadership of Annette Windhorn, we have aggressively promoted the program, appointed larger numbers of distinguished historians to the program, and instituted a flexible fee schedule that begins at \$1,000. Today we have three-hundred lecturers who deliver more than one-hundred Distinguished Lectures a year generating \$125,000 in revenue for OAH.

The Lectureship Program is a very successful fundraiser (goal 4 of the Strategic Plan), but it also brings some of the very best American history to a wide range of audiences (goal 1) including a number of Teaching American History (TAH) projects (goal 2). The TAH program, operat-

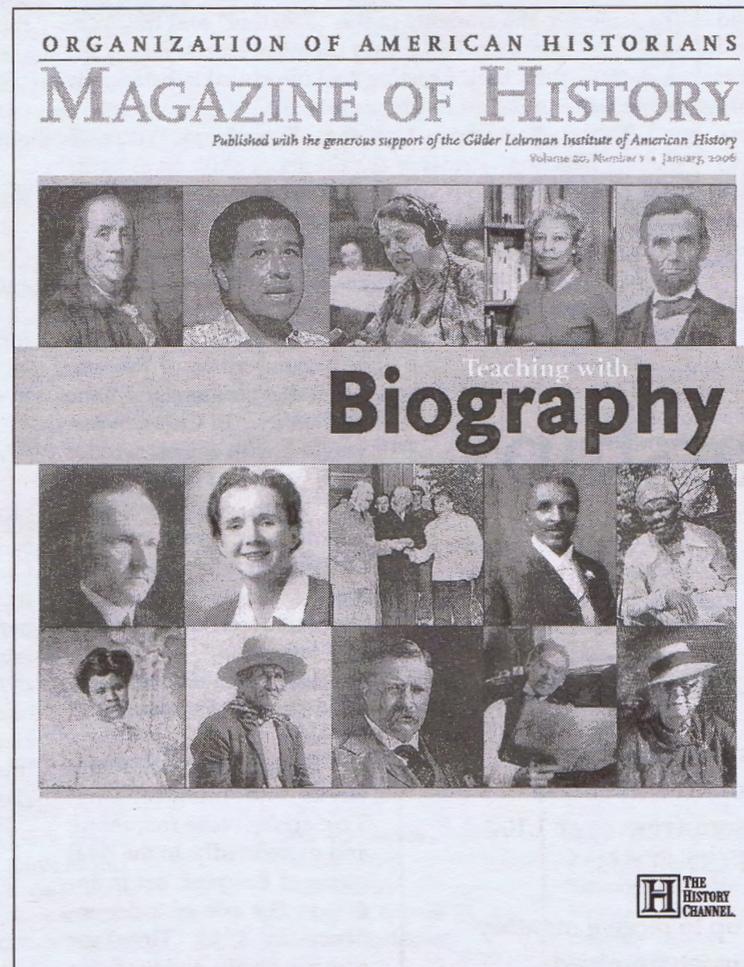
ing through the U.S. Department of Education for several years, has distributed nearly a half-billion dollars in grants to some five-hundred local education agencies or school systems to provide professional development for precollegiate teachers of American history. OAH Distinguished Lecturers have assisted in this program all across the country, including Puerto Rico, helping teachers learn the latest developments in the field and at the same time making a gift of their services to OAH. We have much to celebrate on this silver anniversary of Gerda Lerner’s brainchild.

The 2002 Strategic Plan called for the expansion of the *Magazine* from four to six issues a year and hiring a full-time editor. Although this would double the cost of production, the plan also called for increased circulation. Kevin Byrne of Gustavus Adolphus College joined us as a full-time editor eighteen months ago and we began bimonthly publication last year. Over five years our circulation doubled to 12,000 as National Council for History Education members and a number of teachers in TAH projects subscribed. The TAH teachers have joined the OAH in record numbers increasing our History Educator membership from 600 six years ago to over 1,700 today (19 percent of the OAH membership). These members receive the *Magazine* as their professional publication rather than the *Journal of American History*. What is even more encouraging is the number of regular OAH members who have elected to subscribe to the *Magazine* (about 19 percent of the regular membership). Clearly the *Magazine* is coming to be recognized as the major publication for teachers of the U.S. history survey at levels 11-14—from high school juniors and seniors to college freshmen and sophomores.

The thematic issues of the *OAH Magazine of History* cover many of the traditional subjects discussed in the survey from slavery and Jim Crow to the Great Depression and World War II. It also covers topics in more recent history that many teachers never had in their own training, like Vietnam, conservatism, and Martin Luther King, Jr. The *Magazine* also familiarizes teachers with new areas of historical research; for example, next month’s issue will focus on the history of sexuality. Last summer, *Magazine* subscribers received a compact disc that accompanied the Teaching History with Music issue. We are still receiving requests for the CD.

Our third and youngest anniversary this year celebrates the five years that we have produced our weekly half-hour radio program, *Talking History*. Even more so than with the Distinguished Lectureship program, *Talking History* allows OAH to disseminate the best American history to a broad audience outside academe. When Bryan Le Beau brought his radio show to OAH, we eagerly signed on, first as cosponsor, then coproducer, and now producer. *Talking History* is indeed the “radio voice of the Organization of American Historians.” It is now carried on twenty-two radio stations in the U.S. in university towns and in cities as big as San Francisco and New York. More important, Voice of America carries *Talking History* literally around the world. Recent email from listeners in Spain, Cameroon, and the Democratic Republic of the Congo, suggest that OAH is getting American history into the far corners of the globe. To make sure that everyone has access to *Talking History*, especially those out of listening range, we have archived on the OAH web site every program that has been produced, and beginning this year, each episode is available as a podcast.

Five years of *Talking History*, twenty years of the *OAH Magazine of History*, and a quarter century of Distinguished Lecturers—we have much of which to be proud and to celebrate as we prepare for our Centennial Year. □



Celebrating its twentieth year of publication, the January, 2006 issue of the *OAH Magazine of History* is devoted to teaching history through biography.

Last month we published the first number of volume 20 of the *OAH Magazine of History*. Originally funded by grants from the Rockefeller Foundation and the National Endowment for the Humanities, the *Magazine* was designed in 1985 “for junior and senior high school teachers.” Over the last two decades it has grown in size and circulation, improved in appearance, and expanded its audience to include professors teaching the introductory U.S. history survey at community and four-year colleges and universities. For most of its history, the *Magazine* had been assembled each quarter by a guest editor, usually a historian specializing in the theme of the issue, Director of Publications Michael Regoli, and a graduate assistant.

corporate contributor with a \$3 million donation toward the project. The money will be used to develop the details of the project and to pay for global outreach.

The Library of Congress will most likely be working closely with the United States Copyright Office in order to avoid any legal issues. Allan Adler, the vice president for legal and government affairs at the Association of American Publishers noted, "It is unlikely that publishers and authors and creators of other copyrighted works will have much to fear in this kind of project." The LC has assured possible critics that the materials digitized will only be works that are in the public domain and therefore not subject to copyright protection.

In addition to announcing the LC initiative, in a speech delivered to the newly established U.S. Commission for UNESCO, Billington proposed that since the United States has rejoined UNESCO, "The time may be right for our country's delegations to consider introducing to the world body a proposal for the cooperative building of a World Digital Library." In an attempt to disarm possible critics of his proposal Billington argues, "An American partnership in promoting such a project for UNESCO would show how we are helping other people recover distinctive elements of their cultures through a shared enterprise that may also help them discover more about the experience of our own and other free cultures." A *Washington Post* op-ed version of Billington's speech can be viewed at <http://www.washingtonpost.com/wp-dyn/content/article/2005/11/21/AR2005112101234.html>. □

Early in the implementation of the "Reacting" initiative, Barnard applied for a developmental grant from the Fund for the Improvement of Postsecondary Education (FIPSE) of the U.S. Department of Education. David Johnson, a program officer, proposed that much of the grant—well over \$100,000—be spent on evaluation. I bristled at the cost, but Johnson prevailed. The resulting evaluation, designed by psychology professor Steven Stroessner, was ingenious. About one-hundred students were assigned to "Reacting" first-year seminars and an equal number to conventional first-year seminars. During the first week of school, all were paid a small sum to report individually to a researcher. In one of the evaluative tests, the researcher provided each student with background notes on a contemporary issue, such as gun control. After studying the notes for a few minutes, the student was to give a five-minute speech into a tape recorder on the subject. Four months later, after the close of the semester, the student went through the same procedure on a different topic. Evaluators then graded all of the speeches without reference to the date or identities of the speakers. At the beginning of the semester, the students in the "Reacting" and the "conventional" seminars had nearly identical scores. But by the end, those who took Reacting had improved substantially while those in the other classes had not.

The results confirmed my own observations. With each game, "Reacting" students acquire more skill, confidence, and poise. Sometimes the growth is extraordinary. Ting-Ting, a student in my first Reacting class, was a hesitant, shy girl of Chinese background. Early in the first semester, while playing a game that explored Confucian thought in Ming China, Ting-Ting, assigned to be a supporter of the Wanli emperor, ventured a statement:

"You critics of the emperor don't understand," she said softly. "In China, when you talk with someone older than you, you lower yourself. When you speak to a parent, you lower yourself farther. But when you speak to the emperor, you put yourself down, down, down on the ground."

Her voice was scarcely audible; she was staring at the table.

But in the following weeks and months, Ting-Ting spoke more frequently and more loudly. In the final game of the year, set in India on the eve of independence in 1945, Ting-Ting was randomly assigned the role of leader of the Muslim League. During the final session, most of the other factions—Indian National Congress, Gandhi, Untouchables, Sikhs, Hindu extremists, and British mediators—had agreed on a constitution for a United India. But Ting-Ting refused to accept it. The Muslim minority, she declared, had not received sufficient guarantees; their rights would be trampled by the Hindu majority. The debate became increasingly

acrimonious. Ting-Ting, at the center of it all, stood up and walked to the podium.

"If you do not change the constitution," she declared, "I will call on the Muslims of India to rise up and fight!"

A dozen students leaped to their feet, howling in protest. A civil war would plunge India into chaos; nearly all factions would lose. For twenty minutes, Ting-Ting remained at the podium, cajoling, brokering, arguing. At one point another professor opened the door and poked his head in, face creased with concern:

"Is everything OK in here?" he asked. "I thought there was a riot."

"Not yet," one student replied.

In the end, Ting-Ting got the guarantees the Muslims needed.

Ting-Ting would have found her voice without the "Reacting" class. But she found it earlier in her college career because the class format demanded that she speak clearly and forcefully. A few weeks after the India game, Ting-Ting was elected treasurer of the first-year class. After her sophomore year, she spent a full-year internship observing the workings of the newly formed legislature of the Georgian republic. When she returned I expressed amazement. "How did you pull it off? I mean, you didn't speak Russian or Georgian, did you?" "Not at first," she replied. "But I've got a mouth."

The week after Ting-Ting's tumultuous session in India, the students in that first "Reacting" class were asked to complete the standard course evaluation forms. One question left them flummoxed: "What could be done to encourage discussion?"

"What does this mean?" one student scribbled on the form. "Students are the class."

"The problem wasn't to get us to speak, it was to get us to shut up," another wrote.

"We didn't need encouragement," added another. "Tranquilizers would have been more in order."

The same enthusiasm for debate has been reported at other schools that have adopted "Reacting." Students are so eager to speak that they nearly always come to class. One faculty member at Loras College in Iowa and another from Trinity College in Connecticut reported that they had perfect attendance—for the entire semester. Students playing the "Trial of Anne Hutchinson" game at Dordt College in Iowa, dismayed that they lacked enough time for everyone to say what they wanted, proposed that they extend class for another hour. Because some had to go to a class immediately afterwards, the entire group voted to begin class an hour earlier—at 8:00 a.m. And they did.



I had clung to enthusiastic reports such as these to compensate for my failure with Veronica. We talked privately after the Athens game was over. She said that the class was stressful and the stress made it impossible for her to speak. I asked if she spoke in other classes. She didn't answer directly but said that she preferred to listen and take notes. Her pet peeves, she said, were students who showed off and monopolized class time.

For the remainder of the semester, she read her papers aloud and occasionally posed a question but otherwise contributed little. Then, in one of the final sessions of the "Trial of Anne Hutchinson," she went to the podium and read her defense of Hutchinson's theology. The ideas and research were excellent. After she had finished, Beth—now in the role of the pastor of the Boston Church—began to pick it apart.

"When Anne said that she had a revelation, wasn't she

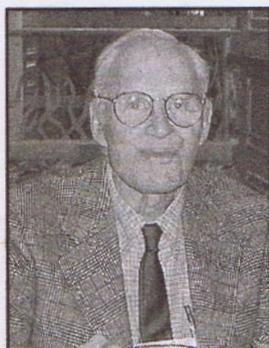
See CARNES / 22 ►

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Rawley

James A. Rawley

James A. Rawley, a widely respected historian of the Civil War Era and American race relations and a biographer of Abraham Lincoln, died on November 29, 2005, in Lincoln, Nebraska, at the age of eighty nine. A native of Terre Haute, Indiana, Rawley earned his B.A. and M.A. at the University of Michigan. After serving in World War II, he studied at Columbia University under

Allan Nevins, David Donald, and Merle Curti, receiving his Ph.D. in 1949. Rawley taught at Hunter College and Sweet Briar College, where he published his first book, *Edwin D. Morgan: Merchant in Politics, 1811-1883* (Columbia University Press, 1955), and served as chair of the History Department for four years and chair of the Division of Social Studies for three more.

After moving to the University of Nebraska in 1964, Rawley was chair of the department of history for a decade while writing four more important books on the Civil War Era, with an emphasis on race, slavery, and emancipation. His *Turning Points of the Civil War* (University of Nebraska Press, 1966) won an immediate and lasting audience on campuses across the country. Introducing generations of undergraduates to the political and military events of the Civil War, the book is still in print after forty years. In 1969, Rawley published what is possibly his best known book, *Race and Politics: Bleeding Kansas and the Coming of the Civil War* (Lippincott, 1969), recognized as that generation's definitive account of popular sovereignty in Kansas Territory during the 1850s. Meanwhile, he edited another popular book, *Lincoln and Civil War Politics* (Rinehart & Winston, 1969) that joined *Turning Points* as a perennial classroom favorite. After yet another book on the Civil War era, *The Politics of Union: Northern Politics During the Civil War* (Dryden Press, 1974), Rawley adopted an innovative quantitative approach to historical research in *The Transatlantic Slave Trade: A History* (Norton, 1981). In a painstaking analysis of fragmentary sources, he contributed to the systematic attempt to identify the origins, destinations, and eventual fates of the more than ten million Africans who suffered enslavement throughout the Americas. Sharing the common themes of race, slavery, and emancipation, these six books have commanded regular use and durable respect from a generation of scholars and history students. Meanwhile, Rawley published a long list of influential articles, including his most frequently read and cited, "The Nationalism of Abraham Lincoln" in *Civil War History* (1963).

During his twenty-three years on our faculty, Rawley won most of the highest honors that the University of Nebraska can bestow, including the Outstanding Research and Creative Activity Award, the Carl Happold Distinguished Professorship, and the Pound-Howard Distinguished Career Award. Upon retiring in 1987, he continued to research and write, mentor junior colleagues, and contribute to the historical profession at large. In 1990, he published *Secession: The Disruption of the American Republic, 1844-1861* (R.E. Krieger Publishing Company, 1990), tracing the origins of the Civil War for undergraduates, and

then accepted the challenge of writing a complete, one-volume biography of Abraham Lincoln, *Abraham Lincoln and a Nation Worth Fighting For* (Harlan Davidson, 1996). In his last book, *London: Metropolis of the Slave Trade* (University of Missouri Press, 2003), Rawley returned to the subject of the transatlantic slave trade. The University of Nebraska Press will publish two additional books, *A Lincoln Dialogue* and *New Turning Points of the Civil War*, which were in manuscript at the time of his death.

Throughout his sixty-year career, Rawley contributed energetically and generously to the historical profession as a longtime and active member of the Organization of American Historians, the American Historical Association, the Southern Historical Association, the African Studies Association, the Association for the Study of African American Life and History, and the Abraham Lincoln Association. Among other professional distinctions, he was a Fellow in the Royal Historical Society and a Fellow in the Society of American Historians. In Nebraska, Rawley contributed to the Nebraska State Historical Society as its president, a member of its Executive Board for twenty years, and a trustee of its foundation for nearly three decades. He was perhaps most widely recognized for establishing the OAH's James A. Rawley Prize, which honors and encourages outstanding scholarship in the history of American race relations, passing on the torch, so to speak, to the next generation of historians of race, slavery, and civil rights.

Renowned for his generous support for scholars throughout our profession, Rawley was personally self-effacing but intellectually forceful, an ideal colleague and a warm friend to all who knew him. University of Nebraska President James B. Milliken, who studied under Rawley, characterized him "as an extraordinary scholar and teacher and an important presence on the campus for many years," concluding that "I am among the many who will miss him greatly." He is survived by his wife of sixty years, Ann, two sons, and three grandchildren. □

—Kenneth J. Winkle

University of Nebraska-Lincoln

Richard P. McCormick

Richard P. McCormick, one of the most accomplished and beloved scholars, educators, administrators and social activists in the 240-year history of Rutgers University, has died after an extended illness. He was 89.

McCormick, who first came to Rutgers as an undergraduate in 1934, served the university community and the state of New Jersey with distinction for more than sixty years as a professor of history, university historian, dean of Rutgers College and president of the New Jersey Historical Society. McCormick was an internationally recognized expert in New Jersey history and American political history and was instrumental in the establishment of several influential historical organizations, including the New Jersey Historical Commission, the New Jersey State Historical Records Advisory Board and the New Jersey Tercentenary Commission.

Born Dec. 24, 1916, in Queens, New York, Richard Patrick McCormick graduated from Tenafly, New Jersey, High School in 1933. McCormick earned his bachelor's degree in history from Rutgers College in 1938, where he was elected to membership in Phi Beta Kappa. McCormick went on to

earn his master's degree in history from Rutgers' Graduate School-New Brunswick in 1940.

After studying for his doctoral degree at the University of Pennsylvania, McCormick returned to Rutgers in 1945 and began teaching full time in the history department. He received his doctorate from Penn in 1948, the same year he was appointed Rutgers University Historian. Also that year, McCormick inaugurated a full-year course at Rutgers on New Jersey history. During 1961-1962, McCormick was a Fellow of Jesus College, the University of Cambridge. He also served as research adviser to Colonial Williamsburg in Virginia and as a member of the American Revolution Bicentennial Commission.

A prolific writer of history, McCormick published nine books and more than forty articles. His books included *New Jersey from Colony to State, 1609-1789* (Van Nostrand, 1964); *The Second American Party System: Party Formation in the Jacksonian Era* (University of North Carolina Press, 1966); and *The Presidential Game: The Origins of American Presidential Politics* (Oxford University Press, 1982). He was widely regarded as among the most influential historians of eighteenth- and nineteenth-century American politics.

McCormick also was the author of *Rutgers, a Bicentennial History* (Rutgers University Press 1966), which documents Rutgers's growth from a colonial-era college into one of the nation's finest public universities. This work was awarded the biennial book prize from the American Association for State and Local History in 1968.

In addition to his scholarly achievements, Dr. McCormick served Rutgers in a number of prominent academic and administrative positions. He was chair of the history department from 1966 to 1969, chair of the Rutgers College Coeducation Committee in 1971 and dean of Rutgers College from 1974 to 1977.

In 1969, McCormick chaired a special faculty committee to address issues raised by African American students at Rutgers in the wake of protests on the Newark, New Brunswick and Camden campuses. Among other initiatives, McCormick and fellow faculty members convinced their colleagues to contribute one percent of their salaries to create a special fund to assist at-risk students in the transition from high school to college. In recognition of these efforts, this past fall the Rutgers College Educational Opportunity Fund created the Richard P. McCormick Social Justice Award.

In 1974, McCormick was named a University Professor of History by the Rutgers Board of Governors. Although he formally retired from teaching in 1982, McCormick continued to be an active and gracious member of the university community.

Upon his retirement from Rutgers, McCormick was awarded an honorary doctor of letters degree by the university, a rare distinction for a faculty member. In 1990, he was inducted into the Rutgers Hall of Distinguished Alumni. The American Historical Association honored McCormick with the 2002 Award for Scholarly Distinction—the most prestigious award presented by the association—in recognition of his lifetime contribution to historical scholarship. □

—Gregory Trevor
Rutgers University

acting just like Abraham?"

"Well, yeah," Veronica said, her voice falling in instantaneous capitulation.

"And there haven't been any prophets in a long time, have there?"

"Well, no." Veronica's posture wilted and she sagged against the podium. I winced.

Then more questions, each sharper than the one before. Finally:

"Isn't it arrogant of Anne to think that she's a prophet like Abraham? Isn't that reason to banish her?"

This time Veronica didn't answer. Her eyes narrowed and her mouth tightened.

"No," she declared. Her voice, though soft, had bite. "That's not right. That's not what she means. That's not what she said. You're twisting her words."

Everyone in the room looked at her. Beth fell silent. Veronica proceeded to reiterate the main ideas of her speech, but now with passion. She lacked Beth's confidence and poise, but she scored some big points and she knew it. When Veronica left after class, I raced to catch up with her.

"You did it," I said, "You were terrific."

She glanced at me and smiled, but offered no response.

We continued walking. (From "Reacting," I have learned that sometimes one teaches best by remaining silent.)

"That wasn't really me," she finally said. "Not really. It was like this other person began speaking and I was

standing beside her."

"Did it feel good?" I asked.

"When I walked away from the podium, I was shaking. I still am. I'm not sure that I like it. I don't think so."

We walked some more.

"You know," she added, "I never speak in class. Any class. Not real speaking, I mean."

"Why this time?"

She took a few more steps, stopped, and then looked at me, deadly earnest:

"They were trying to hurt Anne. I couldn't let them do that."



Words can hurt and wound; they can also protect and heal. There is a time for reconciliation, for swallowing harsh words, as the Athenians well understood; yet words, even harsh ones, clarify existing ideas and generate new ones. Ancient Athens lives in our imagination not because its people were companionable but because they gave voice to words—brilliant and wondrously contentious words—that reverberated in the Assembly, the theater, and the courts.

Our own democracy needs intellectual debate, but increasingly we lack the inclination and skills to have it. Like students within their homogeneous peer groups, American citizens increasingly inhabit intellectually gated communities. Untested and unchallenged, ideas de-

volve into opinion; "political discourse" becomes a contradiction in terms.

Pundits worried that the last presidential campaign revealed a great divide in the American electorate. We were divided mostly by the fences that marked our social and cultural grazing grounds—our "demographics," in the language of media (and marketing) analysts. The election functioned not as referendum on ideas but as marketing opportunities for attack ads and sound bites. What mattered were consumer "issues" of style, personality, and appearance. What this national moment showed, mostly, was that we lack the capacity and courage to espouse clear ideas and engage in meaningful debate.

Colleges and universities function, in part, to sustain our democracy. The silence of our students endangers their intellectual health. It also imperils our nation. "Reacting to the Past" teaches reasoning and speaking skills. More important, it pushes students into distant worlds. There, free from the constraints of their own sense of self, they find it easier both to explore new and challenging ideas and to talk about them. □

Mark C. Carnes is Ann Whitney Olin Professor of History at Barnard College. This article also appears in *Change: The Magazine of Higher Learning*, 37.2 (2005): 6-11. The first names mentioned in the text are those of actual students who were in the class. "Allison" and "Veronica," who could not be reached for permission to use their words, are pseudonyms.

areas of identity politics. Just as no fixed and indelible characteristics define social groups, so also should essentialism not confound the historical study of regions. Perception is as important as political boundaries or the distribution of cultural traits in defining region. And insofar as regional identity is constructed from perception, it can be deconstructed into the deep culture of human behavior.

That said, regions are *terra nova* in American history. Historians can approach them with all the anticipation and zeal of the explorer. Like all explorers, we can ask large questions of small places. This is not the same as asking how national themes play out within regions. If regions are accepted as autonomous entities with coherent historical narratives, then periods and turning points, defining forces, unifying themes, major issues, and so forth can differ one region from another and from region to nation. New work at the ground level, thinking afresh about the structure and organization of knowledge about regions, and posing questions not from the nation down but the region up can be very creative and stimulating.

Asking large questions of small places can capitalize on opportunities to rethink historical periodization. Periodization is, after all, one of the primary scaffolds of historical knowledge. The first generation of professional historians in the late nineteenth century laid out a chronological scheme for United States history, and historians ever since have been adjusting it for the weight and balance of the new knowledge, new issues, and new imperatives provided by subsequent generations. In fact, one of the great challenges facing textbook authors during the past two decades has been to integrate the diverse findings and perspectives of social history into a traditional narrative in which the lives of ordinary people had been largely ignored.

Regional historians, however, possess opportunities to work with the raw materials of historical narrative often for the first time. Major themes can be drawn from the stock of familiar and unfamiliar stories characterizing regional life. Each region is different. A narrative of the Mississippi Delta

might move from the cultures of mound-building peoples to the rise and fall of cotton cultivation, slavery, and plantation life during the eras bracketing the Civil War. The production of market-driven crops such as soybeans, rice, sugar, and cotton by huge agro-conglomerates, the consolidation of massive tracts of open land, and the consequent destruction of the rich folk life of remnant African American communities would all shape the Delta story during the twentieth century. Throughout nearly two hundred years, therefore, swings in world markets, sweeping trends in commodity production, and revolutions in labor systems would periodize this story and drive its narrative.

Composing histories of regions provides additional compensations and satisfactions. Regional histories address local audiences, and these audiences have huge, albeit antiquarian, appetites for history. Nonetheless, if shaping attitudes about the past and influencing its application in the present are goals of historical work that go beyond the matter of simply getting history right, then opportunities for historians on regional levels are considerable. Where single events such as the Civil War or a famous catastrophe can evoke intense partisanship, writing dispassionate history from multiple perspectives on a broad range of subjects can promote vigorous, healthy political cultures and stimulate useful public discourse about both past and present.

New opportunities for comparative work provide a final advantage to be gained by practicing regional history. Comparative studies of slavery or cross-cultural frontiers have yielded important insights about the causes and consequences of transnational developments. Regional comparisons within the United States can yield further fruit through better understanding the dynamics of historical change within regions and the influence regions bear upon one another. Out of the rhythms and arhythms of synchronous chronologies a new kind of national history could emerge based more fully upon what some historians have been arguing for a long time—that the United States is, in fact, a nation of regions. □

Warren R. Hofstra is the Stewart Bell Professor of History and director of the Community History Project at Shenandoah University.

Endnotes

1. "NEH Launches Initiative to Develop 10 Regional Humanities Centers throughout the Nation," Press Release, May 10, 1999, Press Release Archive, News and Publications, National Endowment for the Humanities, <<http://www.neh.gov/news/archive/19990510.html>> (accessed Aug. 12, 2004).
2. Adams as quoted in Ian Tyrrell, "Good Beginnings: The AHA and the First Conference of Historical Societies, 1904," *History News* 59 (Autumn 2004): 22.
3. *The Journal of American History*, "The History of the JAH," <<http://www.indiana.edu/~jah/about.shtml>>.
4. See Richard Beeman, "The New Social History and the Search for 'Community' in Colonial America," *American Quarterly* 29 (Fall 1977): 426; Darrett Rutman, "Assessing the Little Communities of Early America," *William and Mary Quarterly*, 3rd ser., 43 (April 1986): 163-78; and Michael Zuckerman "The Fabrication of Identity in Early America," *William and Mary Quarterly*, 3rd ser., 34 (April 1977): 183-214.
5. John Higham, "The Future of American History," *Journal of American History* 80 (March 1994): 1306-7.
6. Diffusionist studies of region most useful to historians include: Robert F. Ensminger, *The Pennsylvania Barn: Its Origin, Evolution, and Distribution in North America*, 2nd ed. (Baltimore: Johns Hopkins University Press, 2003); Henry H. Glassie, *Pattern in the Material Folk Culture of the Eastern United States* (Philadelphia: University of Pennsylvania Press, 1969); Wilbur Zelinsky, *The Cultural Geography of the United States* (Englewood Cliffs, N.J.: Prentice-Hall, 1973). Also pertinent are works by historians such as David Hackett Fischer, *Albion's Seed* (New York: Oxford University Press, 1989).
7. On the concept of imagined communities see Benedict Anderson, *Imagined Communities: Reflections on the Origin and Spread of Nationalism* (London and New York: Verso, 1983). See also: Sara Castro-Klarén and John Charles Chasteen, eds., *Beyond Imagined Communities: Reading and Writing the Nation in Nineteenth-Century Latin America* (Baltimore: Johns Hopkins University Press, 2003); and James D. Sidaway, *Imagined Regional Communities: Integration and Sovereignty in the Global South* (London and New York: Routledge, 2002).

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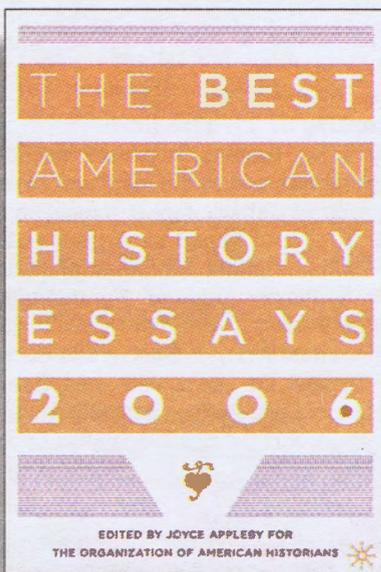
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Many Americas in the Shadow of the Capitol: Latinos in Washington, D.C.

Olivia Cadaval

When we think of Washington, D.C., images of the White House, Capitol, and perhaps the Smithsonian Castle flash into our minds. But Washington is also a city of diverse and historic neighborhoods where people from all over the world jostle for space. Immigrants from Latin America constitute an increasing portion of the capital city's population.

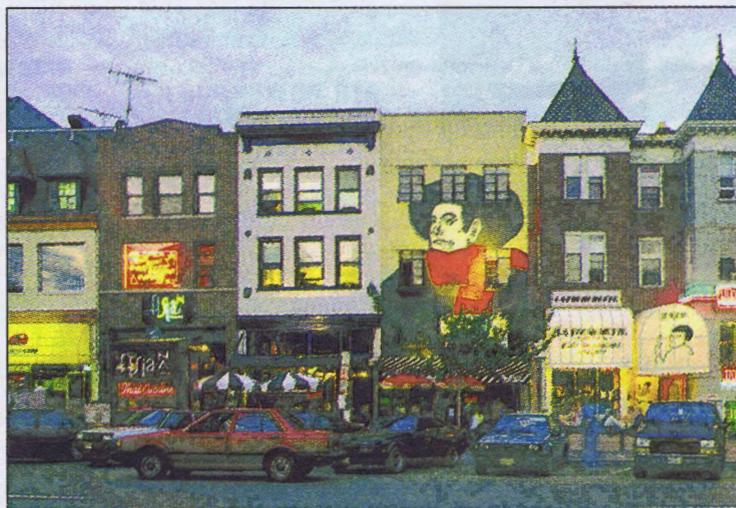
Washington's Latino community first emerged soon after World War II when a small, Spanish-speaking, multi-ethnic group moved into D.C. to run the newly established embassies and international organizations from Latin America. These newcomers to Washington signified the city's emergence as a world as well as a national capital. Many of the professional staff and domestic workers of the Spanish-speaking embassies and world organizations took up residence in Adams Morgan and Mt. Pleasant, areas north of the White House and midway between the Mall and the Maryland border. These neighborhoods were convenient to the many embassies situated around 16th Street and Massachusetts Avenue.

Adams Morgan and Mt. Pleasant eventually became known as the "barrio" as many domestic workers settled in those areas after their host employers left the city. These original immigrants persuaded family and friends from home to join them, thus originating the Latino community-building process in the city. Occasionally, individuals returned home for a while and then reimmigrated. They kept contact with the home country and encouraged new family members to come to Washington. Latin American students in area universities added another significant segment to the growing Spanish-speaking population.

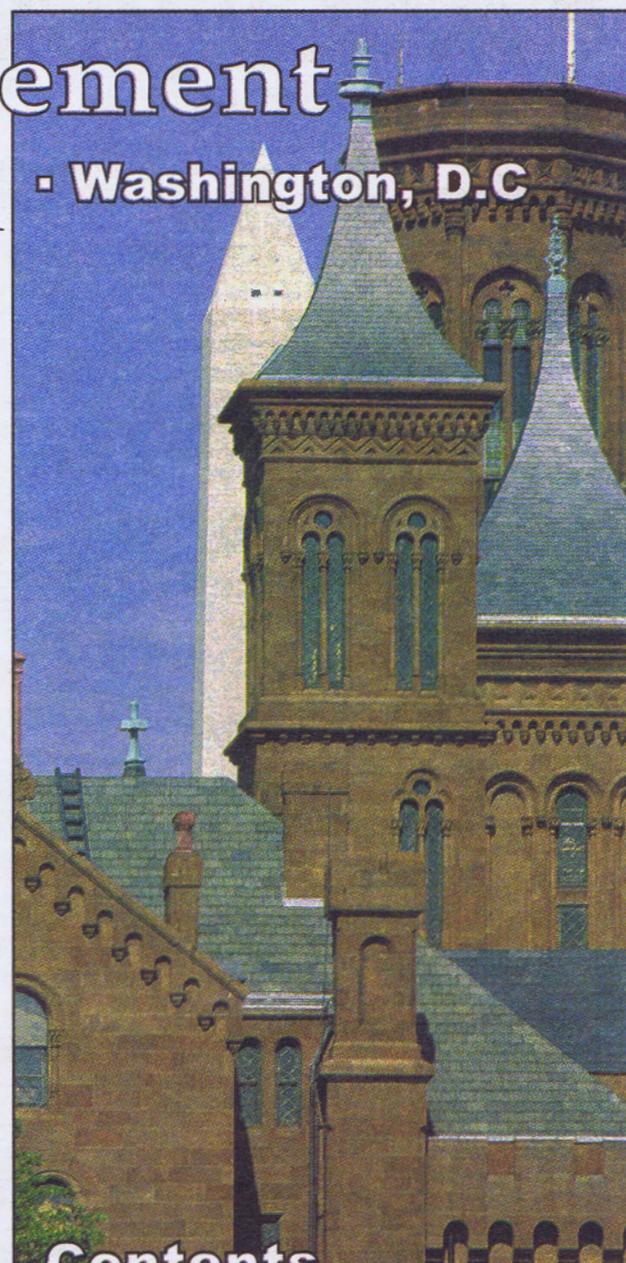
What has always been very striking to me is that, probably because Latinos came to D.C. from many different countries but not in large numbers from any one country, we created and identified with a single Latino community. Early community leader Carlos Rosario, originally from Puerto Rico, describes how everyone related to each other at the dances he sponsored: "People got to meet each other . . . and they got married—Ecuadoran girls with Peruvians, Salvadoran girls with Hondurans."

Immigrants nonetheless came from different Latin American countries at different times. Puerto Rican and Mexican American white-collar workers came to the area in great numbers for the federal jobs generated by the New Deal and World War II. For the most part, students and the professional Mexican Americans kept themselves separate and aloof from the working-class Latino community. Cubans joined this mix in the late 1950s and early 1960s, during and at the end of the Cuban revolution. In the 1960s the Spanish-speaking population began to grow more rapidly. The economic hardship and political turmoil in Latin America, combined with the alluring image of the United States, "where the streets were paved in gold," created a flow of legal and illegal immigration to this country. In the 1960s and 1970s, South Americans came in large numbers, and major immigrations of Central Americans followed in the 1980s and continue through the present. Of these, the leading country of origin has been El Salvador. The 1970s census estimated that 15,671 Latinos lived in D.C.; in the 1980s, 17,679; in the 1990s, 32,710; in 2000, 44,954. Latinos constitute the fastest growing ethnic minority in the city and in the country. The majority of Latinos in the city are immigrants. However, the 1.5 generation (born outside but growing up in the

United States) and the growing number of Latinos born here are having significant impact on the social character of the local community and on U.S. society in general. These young people benefit from the cultural and social organizations established by earlier immigrant generations, a process started in the late 1960s. In 1969, community leaders pressured the City to establish what eventually became the Office of Latino Affairs. To commemorate its first anniversary and in response to the perceived undercount of the 1970 census, Latino leaders took the community to the streets with a festival parade. Their goal was to demonstrate the community's strength and justify their share of the benefits from Lyndon B. Johnson's War on Poverty. In more than one way, the festival, which continued for thirty years, served as a catalyst



Adams Morgan neighborhood in Washington, D.C. (Photo courtesy Washington, D.C. Convention and Tourism Corporation.)



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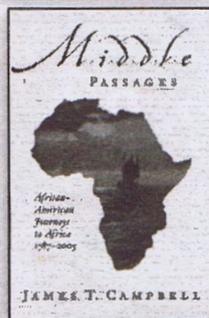
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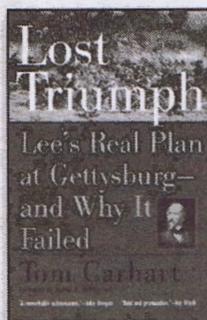
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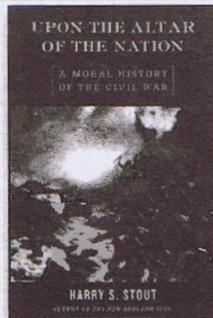
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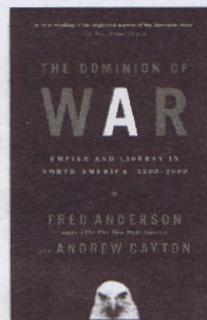
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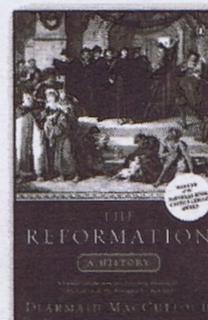
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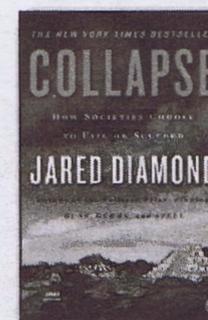
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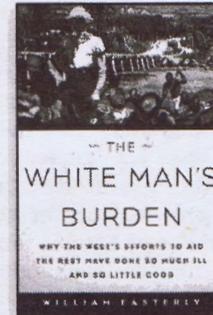
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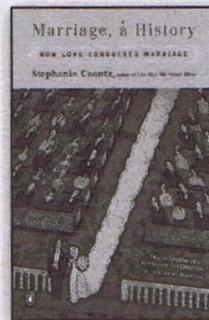
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Newcomers to the National Mall

Since the OAH and NCPH last met in DC, two new sites have opened on the National Mall: the World War II Memorial and the National Museum of the American Indian.

National World War II Memorial

Anne Rothfeld

Located on the Mall between the Lincoln Memorial and the Washington Monument, the World War II Memorial opened to veterans and visitors on Memorial Day weekend 2004. The memorial occupies 7.4 acres and honors over sixteen million U.S. servicemen who fought during World War II. Organizers intend the site to commemorate a generation of Americans who united to defend American principles and ideals against fascist governments in Europe and Asia. This is the first national memorial dedicated to all who served in the war theatres.

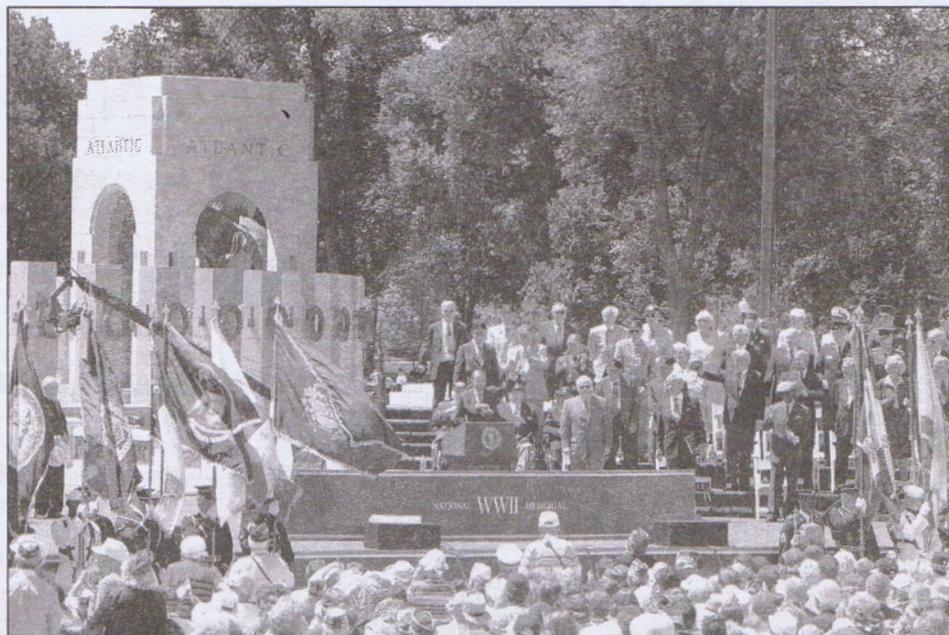
In 1993, Congress approved the building of the memorial, and began soliciting architectural designs. The Commission of Fine Arts and the National Capital Planning Commission selected and approved Friedrich St. Florian's design in 1998, with final design approvals made in 2000. Construction began in 2001. Funding for the memorial included both cash and pledges and federal appropriations totaling over \$195 million.

The memorial's main features include the Memorial Plaza and Rainbow Pool. Visitors walk along ceremonial ramps to enter the Plaza from 17th Street. The Plaza's base is made of granite and bronze and adorned with service seals from each of the armed forces, Army, Navy, Marine Corps, Army Air Corps, Coast Guard, and the Merchant Marine. Additionally, twenty-four bas-relief panels along the sides of the ceremonial entrance depict Americans at work and play during the war, both overseas and on the home front.

The memorial's pavilions, pillars, and commemorative area create a sense of distinction and of quietude. The pavilion's design consists of two 43-foot markers, measuring 384 feet in length, leading to 4 bronze columns each with an American eagle holding a victory laurel. Inlaid on the pavilions' floors are victory medals: Victory on Land, Victory at Sea, and Victory in the Air. Fifty-six pillars surround the plaza and are connected by bronze sculptured rope, symbolizing the nation's unity during the war years. Each state and territory is represented by a 17-foot pillar adorned with oak and wheat wreaths. Four thousand gold stars on the Freedom Wall in the Commemorative Area recognize over 400,000 servicemen who gave their lives. During the war, gold stars found in windows signified a family's sacrifice.

The Rainbow Pool offers a seating area and flanks the Freedom Wall. Semicircular fountains and waterfalls complete the vista. Elm and flowering trees surround the memorial, creating a park of sorts.

The memorial is open twenty-four hours a day, seven



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

days a week. For more information about visiting the memorial, accessibility, parking, directions, special events and other details, please visit the National Park Service Web site at <http://www.nps.gov/nwwm> or call the Park Service at 202-619-7222. □

Anne Rothfeld is a reference librarian in the History of Medicine Division at the National Library of Medicine.

National Museum of the American Indian

Mark Hirsch

Hahlo! (Ho-Chunk word meaning "welcome!") The National Museum of the American Indian (NMAI) welcomes the members of the Organization of American Historians and the National Council on Public History to Washington, D.C. There is much to see at the NMAI, and much for historians to engage with. This note highlights areas of the museum that may be of special interest to historians, and provides background information that may help explain what you see during your visit.

History

The NMAI is a major exhibition space for Indian art and material culture as well as a center for educational activities, ceremonies, performances, and Native community outreach. The new museum opened on the National Mall on September 21, 2004. Since then, more than 2.9 million visitors have experienced the museum's exhibitions, programs, films, educational presentations, and publications.

The NMAI derives from the former Museum of the American Indian, which was opened in New York City in 1922 by George Gustav Heye, a wealthy collector of

American Indian material culture. Heye began collecting in the Southwest in 1896. By the 1950s, he had amassed a collection of more than 800,000 artifacts and 100,000 photographs documenting indigenous peoples from Tierra del Fuego to the Arctic. Heye exhibited some of these materials at his museum at 155th Street and Broadway, and stored the balance in a warehouse in the Bronx. Following his death in 1957, the museum struggled, but trustees and others took steps to assure its survival. In 1989, the Museum of the American Indian became part of the Smithsonian Institution by an Act of Congress.

A Native Place

NMAI's mission statement, adopted in 1990, announced that the new museum would not just be *about* Native peoples, but would consult, collaborate, and cooperate *with* Native peoples in all aspects of the museum's planning and work. Ultimately, the museum's design and exhibitions were shaped by these close and ongoing relationships with Native peoples.

During early conversations about the museum's design, indigenous people expressed a desire for a welcoming building open to the sky, warm in color and tone, and facing the east, an orientation toward the rising sun being important to many Native people. As a result, visitors today proceed through a carefully designed landscape of water elements, plants and trees, "grandfather" rocks, honoring spaces, and sites for outdoor presentations. Distinctive stones mark the cardinal directions. From a circular

welcome plaza, visitors enter to encounter a grand space called the Potomac (from an Algonquian word meaning "where the goods are brought"). Prisms refract sunlight around the Potomac's walls and domed atrium, and extensive ranges of windows allow views of external water elements, the Mall, and the nearby Capitol.

Exhibitions

Collaboration with Native peoples also shaped the development of the museum's inaugural exhibitions. The museum invited twenty-four different Native communities throughout the hemisphere to develop their specific installations in the three permanent galleries: *Our Universes* (Native worldviews and philosophies), *Our Peoples* (Native histories), and *Our Lives* (Native people today). Each community chose the objects to be shown, and determined what should be said about them. NMAI staff contributed a thematic spine for each of the three permanent exhibitions. The resulting galleries privilege Native voices and present a wide variety of contemporary Native perspectives on philosophy, identity, and history. A rotating installation, "Windows on Collections," presents the breadth of the NMAI's collections.

Of all the museum's exhibitions, *Our Peoples: Giving Voice to Our Histories* is likely to hold the greatest appeal for historians. In the exhibition, visitors are invited to question, *What is history and who writes it?* as they look at the

See MALL / A14 ►

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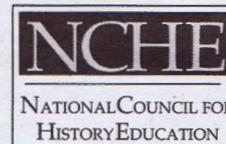
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▼ CADAVAL / From A1

for many of social, cultural, and economic organizations for Latinos that developed later. Many of these are still around, such as the Carlos Rosario International Career Center (an outgrowth of the earliest organization, whose name now honors one of its founders), the Latin American Youth Center, EOFULA Senior Center, Andromeda (mental health agency), and Adelante (legal assistance organization). As the community grew, new organizations emerged addressing health, immigration, economic, social, and educational needs. Currently, the Council of Latino Agencies lists thirty-nine member agencies. As Krishna Roy has explained, Latinos' population growth and the development of community infrastructure contributed to the stability of central city neighborhoods at a time when suburban flight, governmental neglect of the inner city, and financial mismanagement otherwise threatened stability.

At present, the *barrio*, or oldest core of the Latino community, remains located in the Mt. Pleasant, Adams Morgan and Columbia Heights neighborhoods. However, affordable housing has become increasingly rare, posing a problem for Latinos in these neighborhoods. Increasingly high housing prices have forced them to move outside the city into the surrounding metropolitan area—the suburbs of Maryland and Virginia. Indeed, this internal migration

has been an ongoing story recorded as early as 1977: a mural called "a people without murals is a demuralized people" features developers playing monopoly with the neighborhood. The mural, located in the alley off Adams Mill Road, almost on the corner with 18th Street in Adams Morgan, was originally designed by South American artists and recently revitalized by Salvadoran graffiti artist, Juan Pineda, under the auspices of the cultural activist organization Sol & Soul. Even as people move away, many regularly return to the *barrio* to shop at the local grocery stores. The *barrio* is now home to many immigrant communities from other countries and regions, including Vietnam, Africa, the Caribbean, and Eastern Europe. The *barrio* is also known for its many Latino restaurants and music and dance clubs. Among these, my favorites are Habana Village, the Mambo Room, and the Latin Jazz Alley on Columbia Road, and the Rumba Café on 18th Street. On 14th Street NW between U and V, you can dance to the traditional Salvadoran band of Eliseo y su Chanchona Melódica Oriental at Judy's Restaurant. Many restaurants and clubs have opened in other city neighborhoods. Even as Latino business entrepreneurship has rapidly grown, though, most Latino workers have remained in lower-paying occupations often working part-time with no employee benefits or job security.

For those interested in learning more about the *barrio* in D.C., historian Laura Kamoie will lead a tour of Adams Morgan during the convention. Other opportunities to think through the meaning of immigration for American history include a plenary on Thursday evening and an off-site session at the Library of Congress on Thursday afternoon. The convention program has full details. □

Olivia Cadaval is a folklorist with the Smithsonian Institution's Center for Folklife and Cultural Heritage.

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An Evening with Folksinger Tom Paxton

Marty Blatt

On Saturday night, April 22, 2006, the OAH/NCPH joint annual meeting will conclude with an evening concert by folksinger Tom Paxton. Milton Okun, founder of Cherry Lane Music and Paxton's friend, publisher, and occasional record producer for more than thirty-five years, has written about Paxton: "His powerful lyrics and lovely music have established him as an icon of American culture, the closest thing we have to Jacques Brel. Some songwriters have a strong social conscience, others a penetrating vision of love and personal relationships, and still others satirical skills and a sense of fun. In Tom, all are combined." In 1960 Tom Paxton wrote his first hit, the children's song "The Marvelous Toy," while in the army stationed at Fort Dix, New Jersey. Required to take a typing course even though he already knew how to type, Paxton recalled, "You cannot learn to type a second type. Your brain won't stand for it. But it was two hours a day, four days a week, so I was typing anything I could instead of the exercises. I typed the words to 'The Marvelous Toy.' A peculiar act of rebellion."

Following his discharge from the army, Paxton remained in the New York area and entered the Greenwich Village folk music scene. His early success at coffeehouses such as The Gaslight and The Bitter End launched a dynamic career that has spanned five decades and has included dozens of albums and several books. He was nominated for a Grammy for "Best Contemporary Folk Album of 2003" for his CD, *Looking for the Moon*, and in 2002 for his children's CD, *Your Shoes, My Shoes*. ASCAP, the Folk Alliance, and the BBC in London have all recognized him with a Lifetime Achievement Award. Some of the artists who have recorded Tom Paxton songs include Judy Collins, Arlo Guthrie, The Kingston Trio, Peter, Paul, and Mary, José Feliciano, Pete Seeger, and The Weavers.

The folk musician Holly Near said about Tom Paxton, "Every folk singer I know has either sung a Tom Paxton song, is singing a Tom Paxton song or will soon sing a Tom Paxton song. Now either all the folk singers are wrong, or Tom Paxton is one hell of a songwriter." Some of his many songs include: "Ramblin' Boy," "Can't Help but Wonder Where I'm Bound," "Peace Will Come," "Goin' to the Zoo," "The Last Thing on My Mind," "Jennifer's Rabbit," "I Give You the Morning," and "Now That I've Taken My Life."

The best known American folksinger, Pete Seeger, said about Paxton's music: "Like the songs of Woody Guthrie, they're becoming part of America." He continued: "In a small village near Calcutta, in 1998, a villager who could not speak English, sang me 'What Did You Learn in School Today?' in Bengali! Tom Paxton's songs are reaching around the world more than he is, or any of us could have realized."

One of the verses goes like this:

*What did you learn in school today,
Dear little boy of mine?
What did you learn in school today,
Dear little boy of mine?
I learned our government must be strong;
It's always right and never wrong.
Our leaders are the finest men.
And we elect them again and again.
And that's what I learned in school today,
That's what I learned in school.*

Spring 2006 will mark a tragic anniversary. It will be thirty years since the folksinger Phil Ochs, a friend of Paxton and a contemporary of his in the Greenwich Village scene, took his own life. Shortly after his death, I vividly recall sitting in a club in Cambridge, Massachusetts, at a Paxton concert. During a break between songs, someone in the audience yelled out, "Sing one for Phil Ochs!" Paxton, who is generally a calm, gentle performer with a generous spirit, retorted: "Everything I'm doing up here I'm doing for Phil." In 1978, Paxton wrote a beautiful song, "Phil," which begins:

*I opened the paper, there was your picture,
Gone, gone, gone by your own hand.
I couldn't believe it, the paper was shakin',
Gone, gone, gone by your own hand.
I know I'm gonna spend the rest of my lifetime wonderin' why
You found yourself so badly hurt you had to die.
I opened the paper, there was your picture,
Gone, gone, gone by your own hand.*

Ochs wrote many topical protest songs and Tom Paxton has written several of his own. One of his most sarcastic, and hilarious, "I Am Changing My Name to 'Chrysler'," includes this verse:

*Since the first amphibian crawled out of the slime,
We've been struggling in an unrelenting climb.
We were hardly up and walking
Before money started talking,
And it said that failure is an awful crime.
It's been that way a millennium or two.
Now it seems there is a different point of view;
If you're corporate Titanic
And your failure is gigantic,
Down in Congress there's a safety net for you. (To chorus)*

Chorus:

*I am changing my name to "Chrysler."
I am going down to Washington, D.C.
I will tell some power broker,
"What you did for Iacocca
would be perfectly acceptable to me."
I am changing my name to "Chrysler."
I am leaving for that great receiving line.
And when they hand a million grand out
I'll be standing with my hand out.
Yes sir, I'll get mine.*

Recently there has been increased interest in the folk scene. Scholarship has included Ron Cohen's *Rainbow Quest: The Folk Music Revival and American Society, 1940-1970* (University of Massachusetts Press, 2002), Robert Cantwell's *When We Were Good: The Folk Revival* (Harvard University Press, 1996), and folklorist Millie Rahn's essay on the folk revival in *American Popular Music: New Approaches to the Twentieth Century* edited by Jeff Melnick and Rachel Rubin. Rahn's forthcoming book, *Let Us Gather by the River: Club 47 and the Folk Revival*, will be an important contribution. In popular culture, journalist David Hajdu has written *Positively 4th Street: The Lives & Times of Joan Baez, Bob Dylan, Mimi Baez Farina, and Richard Farina* (Farrar, Straus,



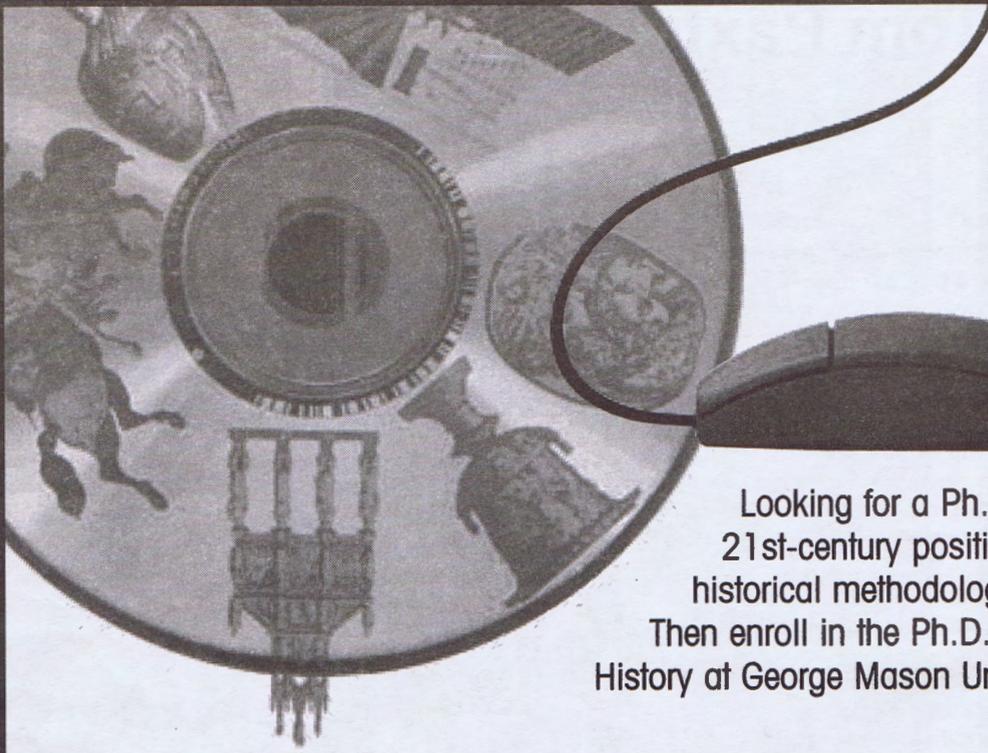
Tom Paxton

and Giroux, 2001). Bob Dylan has come forward with his *Chronicles: Volume One* (Simon and Schuster, 2004) and Martin Scorsese produced his documentary on Dylan.

Dave Van Ronk, an iconic figure in the folk revival, died in 2002. In 2005 *The Mayor of MacDougal Street—A Memoir* (Da Capo Press, 2005), authored by Van Ronk with Elijah Wald, was published. Bob Dylan in his book blurb called Van Ronk "the king of the street" in Greenwich Village. Tom Paxton in his book jacket comment said: "Dave was the man on MacDougal Street when I arrived in the Village over forty years ago, and he is once more raucously ruling the world in these pages."

Doug Brinkley reviewed Van Ronk's memoir in the *Boston Globe* (July 24, 2005) and called it essential reading for anyone interested in what Utah Phillips called the "Great Folk Scare" of the 1960s. Brinkley wrote: "Reading this memoir makes you want to listen to not only Van Ronk's CDs but those of others, including Tom Paxton. Do yourself a favor and come to the concluding plenary and listen to the music of Tom Paxton. For more about Paxton, visit <<http://www.tompaxton.com>>." □

Marty Blatt is Chief of Cultural Resources/Historian at Boston National Historical Park Charlestown Navy Yard, Boston, Massachusetts. Sources consulted: Tom Paxton, *The Honor of Your Company*, edited by Milton Okun; Scott Alarik, liner notes to "I Can't Help But Wonder Where I'm Bound."



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Ph.D. in
HISTORY

**GEORGE
MASON**
UNIVERSITY

Annual Meeting Essentials

Use this handy guide to find the essentials you will need during your stay in Washington, D.C. • Prepared by Jason Groth

Headquarters Hotel

- **Hilton Washington**
(For location, see map on page A-16)
1919 Connecticut Avenue, NW
Washington, DC 20009
(202) 483-3000
Check in time: 3:00 p.m., noon check out

Grocery and Convenience Stores

- **Safeway.** 1800 20th St. NW
- **7-Eleven.** 1900 Wyoming Ave. NW
- **Embassy Market.** 2160 California St. NW

Natural Food Stores

- **Yes Natural Gourmet.** 1825 Columbia Rd. NW
- **Naturally Yours.** 2029 P St., NW

Pharmacies / Drug Stores

- **Rite Aid.** 1815 Connecticut Ave. NW
- **CVS Pharmacy.** 6 Dupont Circle NW

Business Center

- **Hilton Washington.** The headquarters hotel has a business center which is located on the terrace level near the meetings rooms. The center is fully equipped and is open Monday through Friday, 7 a.m. - 7 p.m., Saturday, 9 a.m. - 3 p.m. (closed Sunday).
- **FedEx/Kinkos.** 2020 K Street, NW (24 hours).

Coffee Shops (with WiFi access)

- **Hilton Washington.** Starbucks coffee and free wireless Internet is available in the hotel lobby.
- **Jolt n' Bolt Coffee & Tea House.** 1918 18th St. NW #4
- **Starbucks.** 1700 Connecticut Ave. NW (fee for wifi)
- **Azela.** 2118 18th St. NW
- **Soho Tea and Coffee.** 2150 P St. NW

Newsstands

- **Universal Newsstand.** 1875 Connecticut Ave. NW #405
- **News Room.** 1803 Connecticut Ave NW

Fitness Centers

- **Hilton Washington.** Mon-Fri 6 a.m.-10 p.m., Sat-Sun, 7 a.m.-8 p.m. \$10 for guests
- **Third Power Fitness.** 2007 18th St. NW (202)483-8400 (call for single day rates)
- **Bally Total Fitness.** 2000 L St. NW #1B (202)331-7788 (membership required)

Bookstores

- **Olsson's Books and Records.** The oldest locally owned chain, with nine stores in and around the District including a new branch in Reagan National Airport. (Metro Stop: Archives-Navy Memorial) (202) 683-7610.
- **American Institute of Architects Bookstore.** 1735 New York Ave. N.W., (202) 626-7420.
- **Bridge Street Books.** This small, eclectic shop—which specializes in everything from politics to poetry—is one of the last independently owned bookstores in Georgetown. 2814 Pennsylvania Ave. NW, next to the Four Seasons Hotel. (202) 965-5200
- **Chapters: A Literary Bookstore,** 1512 K St., N.W., (202) 737-5553
- **Franz Bader Bookstore.** 1911 I St., N.W., (202) 347-5495. Specializes in visual arts books.

M System Map

Legend

- Red Line • Glenmont to Shady Grove
- Orange Line • New Carrollton to Vienna/Fairfax-GMU
- Blue Line • Franconia-Springfield to Largo Town Center
- Green Line • Branch Avenue to Greenbelt
- Yellow Line • Huntington to Mt Vernon Sq/7th St-Convention Center



The D.C. Metro rail system has been heralded as one of the nation's best public transportation systems. The Metro offers an easy way to get around the city, with fares between \$1.35 and \$3.90. The Hilton Washington is located near the Dupont Circle Metro stop on the Red Line. The first train leaves Dupont Circle station at approximately 5:30 a.m. weekdays, and 7:00 a.m. Saturday and Sunday. The last train departs Dupont Circle at 12:00 midnight Sunday through Thursday and 3:00 a.m. Friday and Saturday.

- **Idle Time Books.** In the heart of Adams Morgan, this large, three-story bookstore has, according to their website <<http://www.abebooks.com/home/idletime>>, "comfortable chairs and a biting shop cat." 2467 18th St. NW (202) 232-4774.
- **Kramerbooks & AfterWords Café.** 1517 Connecticut Ave., N.W. (Metro Stop: Dupont Circle) (202) 387-1400. Near the conference hotel.
- **Lambda Rising.** 1625 Connecticut Ave., N.W. (Metro Stop: Dupont Circle) (202) 462-6969, specializing in gay, lesbian, bisexual, and transgender books. Near the convention hotel.
- **Politics and Prose Books and Coffee.** 5015 Connecticut Ave., N.W., (202) 364-1919, the largest independent bookstore in town.
- **Second Story.** 2000 P St., N.W. (Metro Stop: Dupont Circle) (202) 659-8884. Prints and used books. Near the convention hotel.

Antiquarian Bookstores

- **Bartleby's Books.** 3034 M St., (202) 298-0486. Tues.-Sa., 10:30-3 p.m. Specializing in Americana, economics, literature, law, general antiquarian.
- **Booked Up.** 1209 31st St., N.W., (202) 965-3244. Call for hours. Specializing in literature, travel, first editions, general antiquarian.
- **Hooper's Books.** 1615 8th St., N.W., (202) 387-3007. Hours: Tues.-Sa., 11 a.m.-5 p.m., specializing in sports books.
- **The Old Print Gallery.** 1220 31st St. N.W., (202) 965-1818. Hours: Mon.-Sa., 10 a.m.-5:30 p.m., specializing in antique American and European prints, antique maps, natural history, historical prints, marine and sporting art, and architecture. □

Neighborhood Guide in Washington D.C.

This is a sample of restaurants conveniently located near the conference headquarters or in neighborhoods where the conference is sponsoring tours, offsite panels, or other events. The price range indicated is for the average price of entrée and does not include appetizer, dessert, drinks, etc.

The ♦ symbol denotes reservations are recommended.

Dupont Circle

City Lights of China. Chinese. \$13-\$20. 1721 Connecticut Ave. NW. Walk from Hilton. (202) 265-6688. Daily, lunch and dinner. One of the best Chinese eateries in town, the huge menu features extraordinary bargains including Peking duck, salt-baked shrimp, and outstanding vegetarian dishes. ♦

Restaurant Nora. American. \$21-\$30. 2132 Florida Ave. NW. Walk from Hilton. (202) 462-5143. M-Sa, dinner. This highly acclaimed restaurant was America's first certified organic restaurant and features beef reared on organic hay and cereal grains, free-range chickens, creamy hand-made goat cheeses, heirloom tomatoes, and local applewood smoked trout. ♦

Teaism. International. Under \$12. 2009 R St. NW. Walk from Hilton. Daily, breakfast, lunch, and dinner. A two-level teahouse that serves an assortment of teas, Japanese bento boxes, kabobs, ostrich and veggie burgers, curries, and desserts.

La Tomate. Italian. \$13-\$20. 1701 Connecticut Ave. NW. Walk from Hilton. (202) 667-5505. Daily, lunch and dinner. Eat well-prepared Italian food at good prices while people-watching through the huge picture windows or dine outside.

Lauriol Plaza. Spanish/Tex-Mex. \$13-\$20. 1835 18th St. NW. Walk from Hilton. (202) 387-0035. Fajitas and Spanish offerings such as roast pork and garlic chicken await you at this very popular, lively restaurant with sidewalk terrace and rooftop dining.

Ruth's Chris Steakhouse. Steak house. \$21-\$30. 1801 Connecticut Ave. NW. Walk from Hilton. (202) 797-0033. Daily, dinner. Heaven awaits carnivore lovers only steps away from the conference headquarters. ♦

Straits of Malaya. Malaysian. \$13-\$20. 1836 18th St. NW. Walk from Hilton. (202) 483-1483. Daily, dinner. Malaysian cuisine has many Chinese and Indian influences which the friendly staff will explain as they serve family-style and assist with some of the dishes that are table-assembled. ♦

Obelisk. Italian. \$31 and up. 2029 P St. NW. Walk from Hilton. (202) 872-1180. Tu-Sa, dinner. Obelisk is considered one of the most consistently excellent restaurants in Washington and offers a fixed-price menu including four to five courses served in a pleasantly spare room with only 36 seats. ♦

Pizzeria Paradiso. Italian. Under \$12. 2029 P St. NW. Walk from Hilton. (202) 223-1245. Daily, lunch and dinner. Owner/chef Peter Pastan of Obelisk also owns Pizzeria Paradiso where unforgettable gourmet pizzas are made with the freshest ingredients. No reservations are accepted, so plan to wait before being seated.

Johnny's Half Shell. Seafood. \$13-\$20. 2002 P St. NW. Walk from Hilton. (202) 296-2021. M-Sa, lunch and dinner. Expect to feast on offerings that include fried-oyster po'boy, spicy New Orleans-style gumbo, barbecued shrimp on grits, crabcakes and crab imperial at this casual but bustling seafood house. ♦

Pesce. Seafood. \$21-\$30. 2016 P St. NW. Walk from Hilton. (202) 466-3424. M-F, lunch and dinner; Sa, Su, dinner. Pesce is a

small, casual dining restaurant decorated with whimsical fish art and menu that changes daily in order to serve the freshest ingredients. Expect to choose from entrees such as flavorful tuna tartare, grilled whole flounder, and grilled fresh sardine. ♦

Sala Thai. Thai. Under \$12. 2016 P St. NW. Walk from Hilton. (202) 872-1144. Daily, lunch and dinner. This neon-lit basement restaurant is one of the best buys in the city, turning out authentic dishes such as pad thai, ka prong, and flavorful curries.

Adams Morgan

Mama Ayeshsa's Restaurant Room. Middle Eastern. Under \$12. 1967 Calvert St. NW. Metro: Woodley Park-Zoo or walk from Hilton. (202) 232-5431. Daily, lunch and dinner. Formerly the Calvert Café, this inexpensive, family-run restaurant offers Middle Eastern favorites such as baba ghanouj, hummus, and stuffed grapes leaves and now has outdoor seating.

Cashion's Eat Place. American. \$21-\$30. 1819 Columbia Rd. NW. Walk from Hilton. (202) 797-1819. Tu-Sa, dinner; Su, brunch and dinner. A casual New American eatery that bares the personal stamp of owner-chef Ann Cashion and features fresh and adventurous specialties such as lamb seared with eggplant and garlic or duck breast with sour cherries. ♦

Mixtec. Mexican. Under \$12. 1792 Columbia Rd. NW. Walk from Hilton. (202) 332-1011. Daily, lunch and dinner. Spit-roasted chicken, grilled pork, soft tacos, burritos and freshly squeezed fruit drinks are sure bets at this neighborhood favorite that always features fresh food at an excellent value.

Meskerem. Ethiopian. \$13-\$20. 2434 19th St. NW. Walk from Hilton. (202) 462-4100. Daily, lunch and dinner. Enjoy specialties such as *kiffo* (a spicy steak tartare) and shrimp *wait* (shrimp cooked in fiery spices) while sitting at woven straw tables or Ethiopian-style on leather floor-cushions. Reservations recommended on weekends.

La Fourchette. French. \$13-\$20. 2429 18th St. NW. Walk from Hilton. (202) 332-3077. M-F, lunch and dinner; Sa, Su, brunch and dinner. A longtime neighborhood favorite, this bistro with large murals features bouillabaisse daily and standbys such as duck, lobster, and rabbit. ♦

Grill From Ipanema. Brazilian. \$13-\$20. 1858 Columbia Rd. NW. Walk from Hilton. (202) 986-0757. M-F, dinner; Sa, Su, lunch and dinner. Excellent seafood dishes, specialties such as *feijoada* (black-bean stew) and tropical drinks. ♦

Perry's. Japanese/American. \$13-\$20. 1811 Columbia Rd. NW. Walk from Hilton. (202) 234-6218. Daily, dinner. A stylish atmosphere that is a quiet oasis from the hustle and bustle of the neighborhood, Perry's is known for its sushi, but also serves a full dinner menu of modern American flavors and a three-course vegetarian menu. ♦

Bukom Café. African. Under \$12. 2442 18th St. NW. Walk from Hilton. (202) 265-4600. Tu-Su, dinner. African pop music, palm fronds, kente cloth, and a spicy West African menu welcome you in this two-story, narrow dining room. Entrees range from egussi (goat with melon seeds) and kumasi (chicken in peanut sauce) to vegetarian dishes.

Downtown/Mall

Tony Cheng's Mongolian Restaurant. Mongolian/Cantonese. \$13-\$20. 619 H St. NW. Metro: Gallery Place/Chinatown.

(202) 371-8669. Daily, lunch and dinner. Select raw ingredients from a massive buffet, then watch the chef stir-fry them on the grill. If you prefer seafood, go upstairs and have fresh fish prepared Cantonese-style. ♦

Zatinya. Mediterranean. \$13-\$20. 701 Ninth St. NW. Metro: Gallery Place. (202) 638-0800. M-Sa, lunch and dinner; Su, brunch and dinner. Imagine being transported to a sunny Mediterranean island in the enormous glass-walled dining room of this downtown restaurant that features "mezzes," or little dishes based on both traditional and contemporary Greek, Turkish, and Lebanese cuisine. ♦

Café Atlantico. Latin America/Spanish. \$13-\$20. 405 Eighth St. NW. Metro: Archives/Navy Memorial. (202) 393-0812. M-Sa, lunch and dinner; Su, brunch and dinner. Mexican, Latin American, and Spanish cuisine come together in this spirited three-level restaurant. Expect an innovative, diverse lunch and dinner menu and a Latino Dim Sum brunch on Saturday and Sunday. ♦

Jaleo. Spanish. \$13-\$20. 480 Seventh St. NW. Metro: Archives/Navy Memorial. (202) 628-7949. M-Sa, lunch and dinner; Su, brunch and dinner. Jaleo is a stylish tapas bar that is an after-work hangout for the hip and the theater crowd. The 70-plus choices of tapas include such tasty treats as potato omelet, garlic shrimp, and figs with ham—something for every mood. No reservations accepted, so expect to wait to be seated.

TenPenh. Asian. \$21-\$30. 1001 Pennsylvania Ave. NW. Metro: Federal Triangle or Metro Center. (202) 393-4500. M-F, lunch and dinner; Sa, dinner. Stylish décor with Asian furnishings and feng shui-inspired art grace this downtown sensation. The menu creatively blends the cuisines of Thailand, China, Vietnam, and the Philippines. ♦

Rosa Mexicano. Mexican. \$13-\$20. 575 Seventh St. NW. Metro: Gallery Place/Chinatown. (202) 783-5522. Daily, lunch and dinner. Authentic Mexican cuisine served in a stylish and festive atmosphere should begin with guacamole prepared in a stone bowl to be followed by such enticements as tablonos, pescado relleno, chile ancho relleno—all washed down with their wildly popular frozen pomegranate margarita. ♦

Poste-Moderne Brasserie. Contemporary American/French. \$21-30. 555 Eighth St. NW. Metro: Gallery Place/Chinatown. (202) 783-6060. M-Sa, breakfast, lunch, dinner; Su, brunch. Experience a strikingly contemporary brasserie in the historic setting of the old Tariff Building, now the Hotel Monaco. This upscale brasserie is located in the part of the building that was once the sorting room of the 1841 General Post Office and is accessed by using the carriage way portal on Eighth Street. Signature dishes include Virginia Kobe beef steak tartare, pumpkin ravioli, and striped bass. ♦

Burma Restaurant. Burmese. Under \$12. 740 Sixth St. NW. Metro: Gallery Place/Chinatown. (202) 638-1280. M-F, lunch and dinner; Sa, Su, dinner. A hidden treasure on the edge of Chinatown, this restaurant features such delights as mango pork and tamarind fish and an array of vegetarian entrees and noodle dishes. ♦

Ella's Wood Fired Pizza. Italian. Under \$12. 901 F St. NW. Metro: Gallery Place/Chinatown. (202) 638-3434. Daily, lunch and dinner. Eat brick-oven pizzas with every imaginable topping in a casual setting.



to Dining Out

Les Halles. French. \$21-30. 1201 Pennsylvania Ave. NW. Metro: Federal Triangle. (202) 347-6848. Daily, lunch and dinner. Beef is the specialty of this Parisian-inspired brasserie with high tin ceilings, wood floors, and burgundy leather banquettes. The crown jewel of the menu is the *cote de boeuf* but don't overlook the pork, chicken, or lamb. ♦

Zola. American. \$13-\$20. 800 F St. NW. Metro: Gallery Place/Chinatown. (202) 654-0999. M-F, lunch and dinner; Sa, Su, dinner. Named after author and alleged spy, Emile Zola, this restaurant is adjacent to the new Spy Museum and occupies the historic, restored Le Droit Building. While seated in a red velvet booth watching the long, curving bar, you can choose from items such as duck breast, artichoke and goat cheese tart, and seared scallops. ♦

Garden Café/National Gallery of Art. American. \$13-\$20. West Building, National Gallery of Art, Constitution Ave. NW (between Fourth and Seventh Streets) Metro: Archives/Naval Memorial. (202) 842-6043. M-Sa, lunch; Su afternoon. The Garden Café provides a serene spot for lunching on traditional American fare à la carte or from the buffet.

Mitsitam Café/National Museum of the American Indian. Native American. Under \$12. Fourth St. and Independence Avenue SW. Metro: L'Enfant Plaza. (202) 633-7044. Mitsitam means "let's eat" in the Piscataway and Delaware language. With a fire-pit-equipped kitchen, the museum's café serves Indian-inspired food, including quahog clam chowder, Peruvian mashed potato cakes, smoked seafood, and bison chili.

U Street/Howard University/Logan Circle

Ben's Chili Bowl. American. Under \$12. 1213 U St. NW. Metro: U St./Cardozo. (202) 667-0909. M-Sa, breakfast, lunch, dinner; Su, lunch and dinner. Famous for its chili dogs and chili that ranges from mild to extremely hot and spicy, this hangout is a favorite of Howard University students, civil rights leaders, and musicians. No credit cards accepted.

Florida Avenue Grill. Southern. Under \$12. 1100 Florida Ave. NW. Metro: U St./Cardozo. (202) 265-1586. Tu-Sa, breakfast, lunch, and dinner. At this down-home Southern diner you can get scrapple, fries, grits, and biscuits for breakfast and fried chicken, spare ribs, ham hocks, with homemade corn muffins, greens, cabbage, and sweet potatoes for lunch and dinner.

U-Topia. International. \$13-\$20. 1418 U St. NW. Metro: U St./Cardozo. (202) 483-7669. M-F, lunch and dinner; Sa, dinner; Su, brunch and dinner. The unique U Street atmosphere pervades this eatery that features an eclectic menu of lamb, couscous, and New York sirloin that go well with the live music.

Café Saint-Ex. American. \$13-\$20. 1847 Fourteenth St. NW. Metro: U St./Cardozo. (202) 265-7839. M-Su dinner; Sa, Su, brunch. This American-style bistro, named after *The Little Prince* author Antoine de Saint-Exupéry, features wild mushroom and leek tart, herb crusted pork chops, and mussels in garlic broth.

Logan Tavern. American. \$13-\$20. 1423 P St. NW. Walk from Hilton. (202) 332-3710. M-Th, dinner; F, lunch and dinner; Sa, Su, brunch and dinner. This friendly neighborhood diner serves dishes with an Asian influence such as wasabi-crusted meat loaf and a roasted pork in sweet Asian mustard. ♦

15 Ria. American. \$21-\$30. 1515 Rhode Island Ave. NW. Walk from Hilton. (202) 232-7000. M-Sa, breakfast, lunch, and

dinner; Su, breakfast, brunch, and dinner. This stylish, edgy restaurant with a sleek bar attracts a diverse crowd that samples a menu that creatively intermingles seasonal favorites with traditional American classics. ♦

Thai Tonic. Thai. Under \$12. 1236 14th St. NW. Walk from Hilton. (202) 588-1795. M-Su, lunch and dinner. This popular retro-style neighborhood restaurant with metallic accents and lighting in lurid colors offers a large menu that mixes the traditional and the innovative. Main course offerings include a crispy whole flounder with chili based sauce, a splendid yellow curry, and beef stir fried with chili garlic sauce and topped with fried basil.

Capitol Hill

B. Smith's. Southern. \$21-\$30. 50 Massachusetts Ave. NE. Metro: Union Station. (202) 289-6188. M-Sa, lunch and dinner; Su, brunch and dinner. Dine beneath soaring 30-foot ceilings and hear live jazz Friday and Saturday evenings and during Sunday brunch. The restaurant occupies Union Station's former Presidential Suite. ♦

Monocle on Capitol Hill. American. \$13-\$20. 107 D St. NE. Metro: Union Station. (202) 546-4488. M-F, lunch and dinner. This popular, Senate-side after-work watering hole is crammed with political memorabilia and serves great crab-cakes, grilled fresh fish, steaks and chops. ♦

La Colline. French. \$13-\$20. 400 N. Capitol St. NW. Metro: Union Station. (202) 737-0400. M-F, breakfast, lunch, and dinner; Sa, dinner. Known for offering quality prix-fixe dinners at a reasonable price and an excellent wine-by-the-glass selection. ♦

Two Quail. Nouvelle American. \$13-\$20. 320 Massachusetts Ave. NE. Metro: Union Station. (202) 543-8030. M-F, lunch and dinner; Sa, Su, dinner. Nestled into three Victorian row-houses, this restaurant is known for its romantic atmosphere and offers a seasonally changing menu consisting of rock Cornish hen with chipotle sauce, herb encrusted rack of lamb, and quail with brie and raspberry stuffing. ♦

Café Berlin. German. \$13-\$20. 322 Massachusetts Ave. NE. Metro: Union Station. (202) 543-7656. M-Sa, lunch and dinner; Su, dinner. Café Berlin offers traditional German dishes with a light touch. Seasonally changing menus feature fresh produce in the spring and tempting desserts including apple strudel, black forest cake, and luscious cream tortes. ♦

Sonoma Restaurant and Wine Bar. Contemporary American, California, Italian. \$13-\$20. 223 Pennsylvania Ave. SE. Metro: Capitol South. (202) 544-8088. M-F lunch and dinner; Sa, Su dinner. This bustling bistro-wine bar is packed with the after-work Hill crowd and has a menu consisting of four parts: cheese and charcuterie, pasta and pizza, wood-grilled meats, and organic produce. ♦

Taverna The Greek Islands. Greek. \$13-\$20. 305 Pennsylvania Ave. SE. Metro: Capitol South. (202) 547-8360. M-Sa, lunch and dinner. Try moussaka, lamb pie, kabobs, and other traditional favorites with a selection of Greek wines.

Eastern Market Lunch. American. Under \$12. 225 Seventh St. SE. Metro: Eastern Market. (202) 547-8444. Tu-Sa, breakfast and lunch; Su, lunch. Feast on crab cakes served on homemade bread inside the Adolph Cluss-designed 1873

structure that is home to Washington's oldest market. No credit cards accepted.

Montmartre. French. \$13-\$20. 327 Seventh St. SE. Metro: Eastern Market. (202) 544-1244. Tu-Su, lunch and dinner. This very popular, lively neighborhood restaurant features bistro classics like stamp-sized ravioli appetizers, hanger steak and frites, braised rabbit, and a dessert tray of handcrafted tortes. ♦

Café Belga. Belgian. \$13-\$20. 514 Eighth St. SE. Metro: Eastern Market. (202) 544-0100. Tu-Su lunch and dinner. Enjoy traditional Belgian and contemporary "Eurofusion" dishes at this restaurant located on the newly-restored Barrack Row (Eighth St. SE). ♦

Georgetown

Sea Catch. Seafood. \$21-\$30. 31st St. NW. (202) 337-8855. M-Sa, lunch and dinner. Dine overlooking the C&O Canal in a building that became "the birthplace of the original computer" when the structure was converted into a factory for manufacturing and printing the punched card tabulating machines. The restaurant is noted for its soft-shell crabs, gulf shrimp, extensive selection of shellfish, and hard-to-find seasonal fish. ♦

Café Le Ruche. French. \$13-\$20. 1039 31st St. NW. (202) 965-2684. M-F, lunch and dinner; Sa, Su, brunch and dinner. This hangout of French nationals in Washington serves well-priced mussels, grilled chicken with garlic, trout amandine, and fresh fruit tarts, chocolate mousse, and delicious cakes for dessert. ♦

Dean & DeLuca Café. Café. Under \$12. 3276 M St. NW. (202) 628-8155. Daily, breakfast, lunch, and dinner. After browsing the magnificent food emporium next door, stop for a cup of espresso, delightful sandwiches, and pastries at this café located in a former Victorian market.

Aditi. Indian. Under \$12. 3299 M St. NW. (202) 625-6825. Daily, lunch and dinner. Tasty curries, tandoori chicken, stir-fried lamb, and an excellent selection of vegetarian entrees await you at this Indian restaurant.

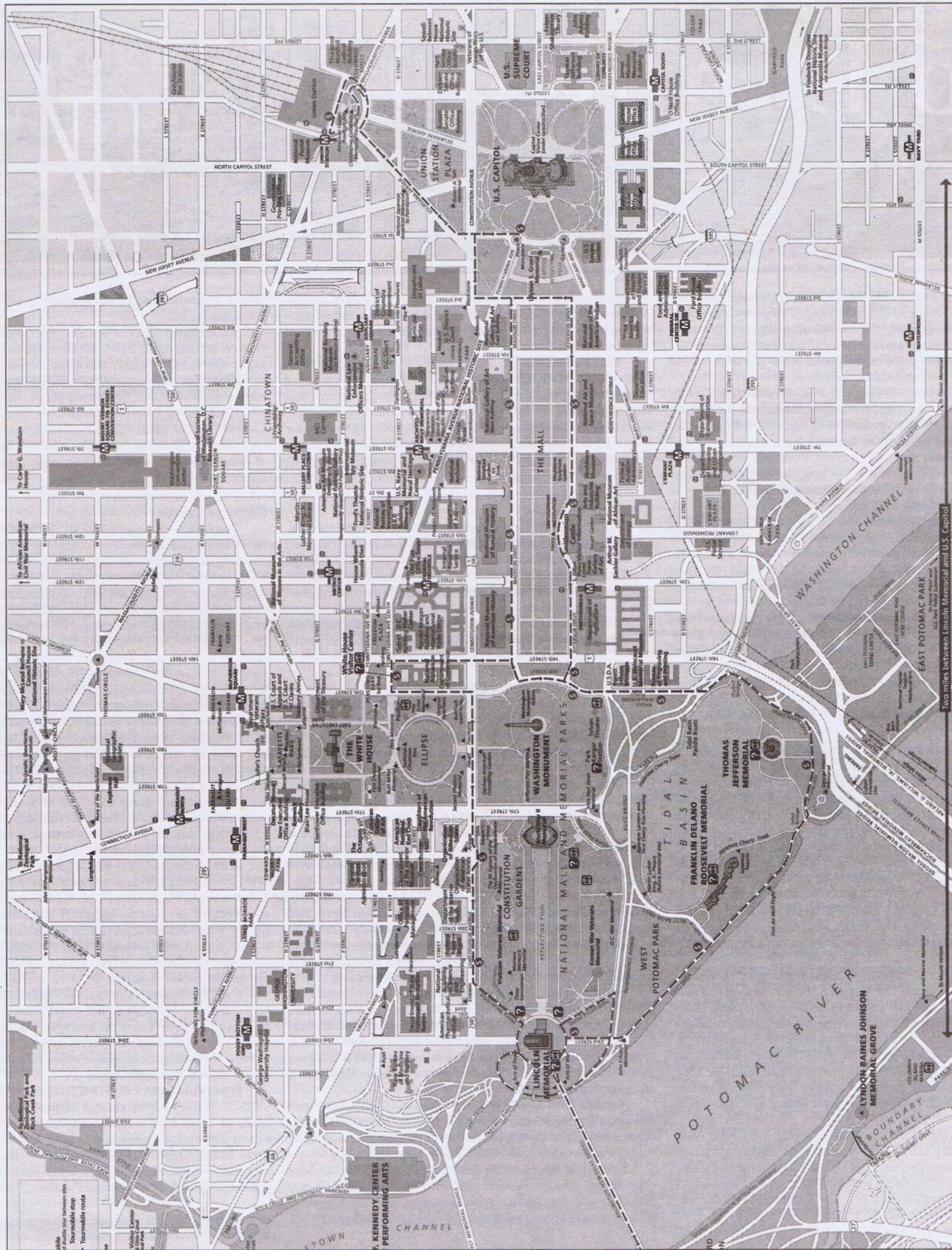
1789. American. \$21-\$30. 1226 36th St. NW. (202) 965-1789. Daily, dinner. This is the restaurant for those seeking the quintessential Washington, D.C. dining experience in a massive Federal townhouse furnished with American antiques, period equestrian and historical prints, and Limoges china. Expect impeccably prepared rack of lamb in Merlot sauce, salmon ravioli, and pistachio cannoli with bitter-orange sauce for dessert. Jacket required. ♦

Café Bonaparte. French. Under \$12. 1522 Wisconsin Ave. NW. (202) 333-8830. M-F, breakfast, lunch, dinner; Sa, Su, brunch and dinner. Enjoy the charm of a sidewalk café in Paris while you try a variety of savory crepes, imported gourmet coffees, teas, and a delicious selection of pastries, homemade soups, salads, and sandwiches.

Japan Inn. Japanese. \$13-\$20. 1715 Wisconsin Ave. NW. (202) 337-3400. M-F, lunch and dinner; Sa, dinner. Dine in a spacious room with traditional folk-style architecture where expert chefs cook teppanyaki at your communal table or reserve a table upstairs in the more private tatami room where you'll sit at low tables and try sukiyaki, shabu-shabu, or other entrees prepared by a kimonoed waitress. □

The ♦ symbol denotes reservations are recommended.

Central Washington, D.C.



Monuments and Museums in Washington

Robyn Muncy

While you are visiting Washington, you may want to visit some of the city's familiar monuments and museums or check out some of the sites newer to the nation's capital.

From the conference hotel, the metro transports you quickly to the National Mall, where you can find many of Washington's greatest treasures. At Dupont Circle (directly south of the conference hotel on Connecticut Avenue), catch the red line to Metro Center; from there, transfer to the blue or orange line, either of which will take you to the Smithsonian stop. Exit and you will find yourself in the middle of the National Mall.

If the weather is nice, consider a walk through the war memorials. The recent opening of the World War II Memorial gives new context to the Mall's older commemorations of war. As you exit the metro at the Smithsonian stop, locate the **Washington Monument** and walk toward it. From that landmark, you can find your way to most of the others. Looking west, you see the **Lincoln Memorial**. Directly between you and Lincoln is the **World War II Memorial**, which opened in 2004 and celebrates the military and moral achievement of the Greatest Generation. To the right of Lincoln, expressing a completely different memory of war, the **Vietnam War Memorial** encloses a grief-stricken corner reverberating with the sense of loss also captured in the nearby **Vietnam Women's Memorial**. To the left of Lincoln stands the **Korean War Memorial**, which unlike the more usual granite monuments, comprises stainless steel statues of troops on patrol in a field reminiscent of a Korean landscape.

If you prefer to stay indoors, the Mall and environs have more to offer than you can possibly see in a day. Back at the Smithsonian metro stop, you are not even half a block south of the **National Museum of American History (NMAH)** and only a block north of the **Holocaust Museum**. Both are open 10 a.m.-5:30 p.m. daily. During the convention, the Holocaust Museum will host a special exhibit, "Deadly Medicine: Creating the Master Race," which analyzes the Nazis' horrific desire to commandeer genetic science in service of creating a biologically superior Germany. Also on display is an exploration of the Nuremberg war crimes trials, and the Museum's Committee on Conscience is sponsoring an exhibit on Darfur as part of its mission to raise awareness of genocide in the world today. These ex-

hibits do not require timed-entry passes. To view the permanent exhibition, "The Holocaust," visitors may pick up free timed-entry passes at the Museum itself or purchase passes ahead at <http://www.tickets.com/>.

In keeping with the theme of the conference, the NMAH allows you to see "Azucan! The Life and Music of Celia Cruz," featuring music, costumes and other artifacts related to the Cuban-born Queen of Latin Music. Also opened since our last meeting in Washington is "Separate is Not Equal: Brown vs. Board of Education," mounted in honor of the fiftieth anniversary of the Brown decision. And, of course, you can still visit Julia Child's kitchen, the house from Ipswich, Massachusetts rebuilt inside the museum to illustrate two-hundred years of American history, and the shoes whose clicking heels finally took Dorothy back to Kansas.

Walking on Constitution Avenue toward the Capitol from the NMAH, you reach the **National Archives**. Even those who have already filed by the Constitution, Declaration of Independence, and Bill of Rights may want to stop in to see the recently renovated Rotunda and exhibit spaces of the national research center. Reopened in September 2004, the Rotunda seems strikingly new with its restored murals and the founding documents of the Republic now displayed more fully and accessibly. Furthermore, an area called Public Vaults opens approximately 1,100 additional documents to the public on a rotating basis. Visitors read treaties, letters to the presidents from ordinary citizens, census schedules, homestead applications, and much more. In April, a temporary exhibit, "The Way We Worked," explores Americans' experiences of work between 1857 and 1987. The exhibit hall is open daily from 10 a.m.-7 p.m.

From the National Archives, you can easily find the newest museum on the Mall, the **National Museum of the American Indian (NMAI)**. On Constitution Avenue, travel toward the Capitol and turn right in between the East and West Buildings of the National Gallery of Art. You will see the sandstone curves of this tribute to the Native peoples of the Americas. During the convention, visitors will be able to see the first new exhibits mounted at the museum since its opening: "Listening to Our Ancestors: The Art of Native Life Along the North Pacific Coast" and "Return to a Native Place: Algonquian Peoples of the Chesapeake."

Not far from the Mall you can visit the **National Building Museum** or the **Library of Congress**. The metro's red line stops right in front of the Building Museum (at Judiciary Square), and the Library of Congress is easily reached from the Capitol South stop on the orange/blue lines. The Building Museum at 4th and F Streets is open 10 a.m.-5 p.m. Monday-Saturday and 11 a.m.-5 p.m. on Sunday. When you enter the building, the exquisite Corinthian columns—some of the tallest in the world—guide your eyes skyward in the great hall. The Museum continually sponsors an exhibit on the built environment in Washington, D.C. and during the convention will be showing "Jewish Washington: Scrapbook of an American Community." The Library of Congress, where many of you have mined manuscript collections, government photographs, or rare periodicals is a place where the grandeur of the main reading room underscores the nobility of scholarly inquiry. In April, the Library will be celebrating the tercentenary of Benjamin Franklin's birth with "Benjamin Franklin: In His Own Words," a part of the

American Treasures exhibition on view 10 a.m.-5 p.m. in the Jefferson Building. Illustrating Franklin's wide spectrum of interests, artifacts in this exhibit range from his designs for bifocal glasses to engravings of his political views.

Once you are on Capitol Hill, you may want to step into the **Folger Shakespeare Library** or **Sewall-Belmont House**. Located in the eastern shadow of the Jefferson Building at 201 East Capitol Street, the Folger is open 10 a.m.-4 p.m. Monday-Saturday. Here, you can always see a First Folio of Shakespeare's plays dating from 1623, and in April, "Golden Lads and Lassies: Shakespeare for Children," a display of the myriad ways that Shakespeare's stories have been retold in children's books, toys, videos, and theater. If you are staying on through Sunday, April 23, you might celebrate the bard's birthday at the Folger 12 p.m.-4 p.m.. Renaissance music, dramatics and storytelling prepare visitors for Queen Elizabeth's cutting of the cake at 3:30. Only two blocks away from the Folger at 144 Constitution Avenue, Sewall-Belmont opens 11 a.m.-3 p.m. on Thursday/Friday and 12 p.m.-4 p.m. on Saturday. Former home of feminist Alice Paul, Sewall-Belmont documents the campaign for women's suffrage in the U.S. and the subsequent struggle for gender equality.

To learn more about *Nuestra América*, plan to visit the **Cultural Institute of Mexico**, a central meeting place for artists and scholars of Mexico in the District of Columbia. Located at 2829 16th St., N.W. (two blocks from the Columbia Heights stop on the Metro's green line), the Institute will in April feature artwork from Tijuana and San Diego. For details, see <http://www.instituteofmexicodc.org>.

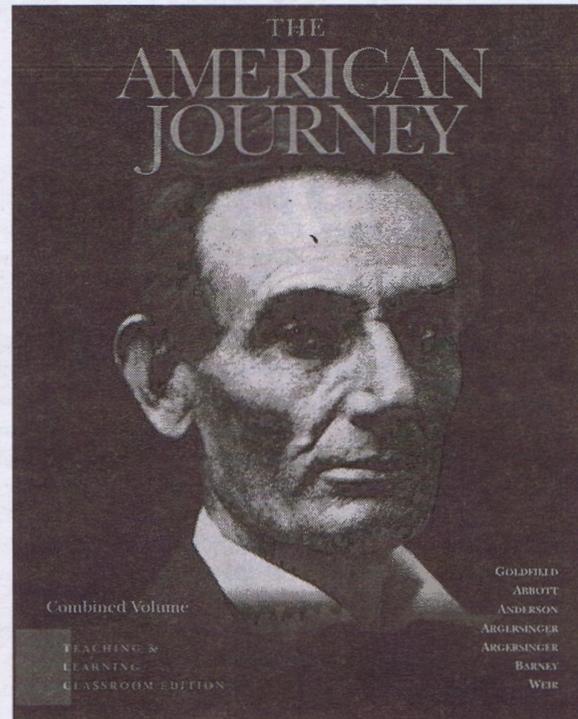
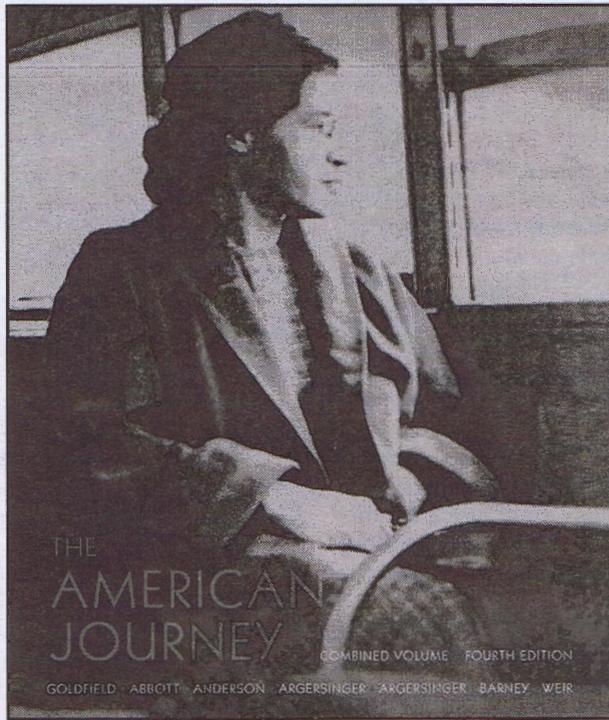
If you cannot spare too much time away from the convention hotel, you can still enjoy some of Washington's special places. Tucked into the corners of the hotel's neighborhood you will find delights both visual and intellectual. The **Textile Museum** at 2320 S Street, for example, exhibits textiles from around the world in an elegant brick town house dating from the Progressive era. During the convention, the museum hosts "Harpies, Mermaids and Tulips: Embroidery of the Greek Islands and Epirus Region." Nearly next door at 2340 S Street stands another Progressive era home, that of 28th president Woodrow Wilson. Open 10 a.m.-4 p.m., the **Wilson House** will celebrate Wilson's 150th birthday during the convention, and your OAH/NCPH badge earns one dollar off of the usual admission price. South and east of these sites, at 1600 21st Street is the **Phillips Collection**, the coziest art museum in town, which features nineteenth- and twentieth-century American and European paintings. You can see Renoir's "Luncheon of the Boating Party," a staple of the permanent collection as well as "Degas, Sickert, and Toulouse-Lautrec: London and Paris, 1870-1910," an exhibition on its only U.S. stop of a world tour. The Phillips is open Thursday 10 a.m.-8:30 p.m., Friday/Saturday 10 a.m.-5 p.m., and Sunday noon-7 p.m.. Not far away at 2118 Massachusetts Avenue is **Anderson House**, headquarters of the Society of the Cincinnati. Open Thursday-Saturday 11 a.m.-4 p.m., Anderson House exhibits items related to the American Revolution.

For information on the many other opportunities available in Washington during the convention, try <http://seewashingtondc.net/capital.htm>. For exhibitions at the Smithsonian's Museums in particular, visit <http://www.si.edu/exhibitions/>. For information on National Park Service sites, see <http://www.nps.gov/nacc/>. □

Robyn Muncy is an associate professor of history at the University of Maryland.



During the convention, the Holocaust Museum will host a special exhibit, "Deadly Medicine: Creating the Master Race," which analyzes the Nazis' horrific desire to commandeer genetic science in service of creating a biologically superior Germany.



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THE AMERICAN JOURNEY

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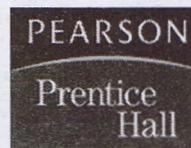
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Nature and the City: Explorations of Washington's Natural and Built Environment

Jeffrey K. Stine

Spending the better part of a week in a downtown Washington conference hotel can easily divert one's attention from the environmental dimensions of the city's past and present. As happens with all metropolises, nature shaped the District of Columbia, just as the building of the nation's capital transformed the natural landscape. Washington is renowned for many things, of course, but it is notable for its rich system of open spaces and parks, including one of the country's largest and wildest urban preserves, the 1,754-acre Rock Creek Park. The Potomac and Anacostia rivers also provide miles of shoreline, much of it publicly owned.

If you are interested in getting outside for a little exercise and a different view of Washington, then consider joining one of the special tours that will examine the area's environmental history. All are headed by seasoned outdoor experts and historians who will emphasize the interplay of topography, natural history, transportation, and industry which contributed to the formation of the national capital region. Dates, times, cost, and logistical information associated with the following tours may be found elsewhere in this newsletter supplement.

Fort Circle Parks Bus Tour

During the Civil War, Washington became one of the most heavily fortified cities in the world. Because the nation's capital is located in a topographic bowl, over sixty forts were built on the encircling strategic heights to protect it from attack. This tour, led by National Park Service historians, will visit the sites of several forts in Rock Creek Park and southeast Washington, including Fort Stevens (the only one of the Fort Circle Parks that came under attack, and the site of the only battle in which a President was present and under enemy fire while in office) and Fort Stanton (built to protect the Washington Navy Yard across the Anacostia River, and offering a breathtaking view of the city). After the Civil War, the redistribution of land and facilities associated with the fort system affected the pattern of urban development. The 1902 McMillan Commission plan for Washington called for protection of the forts, which today serve as important urban green spaces. Tour leaders will provide interpretative commentary on the military, urban, and environmental links among these sites.

Bicycle along the Potomac River

What better way to experience Washington's parks and adjoining neighborhoods than via a weekend bicycle ride? John Fleckner, a cyclist and the National Museum of American History's head archivist, will lead a trip along the Potomac River on portions of the C&O Canal towpath and a former railway line converted to the Capital Crescent Trail. The twenty-five-mile tour will pass by historic Key Bridge, over the distinctive 1880 Arizona Avenue Bridge, through the Air Rights Building beneath Wisconsin Avenue in Bethesda, and over the dramatic Rock Creek Trestle some seventy feet above the water, before returning to downtown through the Rock Creek Park gorge and past the National Zoo. Only a small portion of the ride will be on city streets; the remainder will follow bicycle trails or park roads that are closed on weekends to automobiles. The tour will start and stop at the conference hotel, and bicycle rentals will be available.

Anacostia River Tour

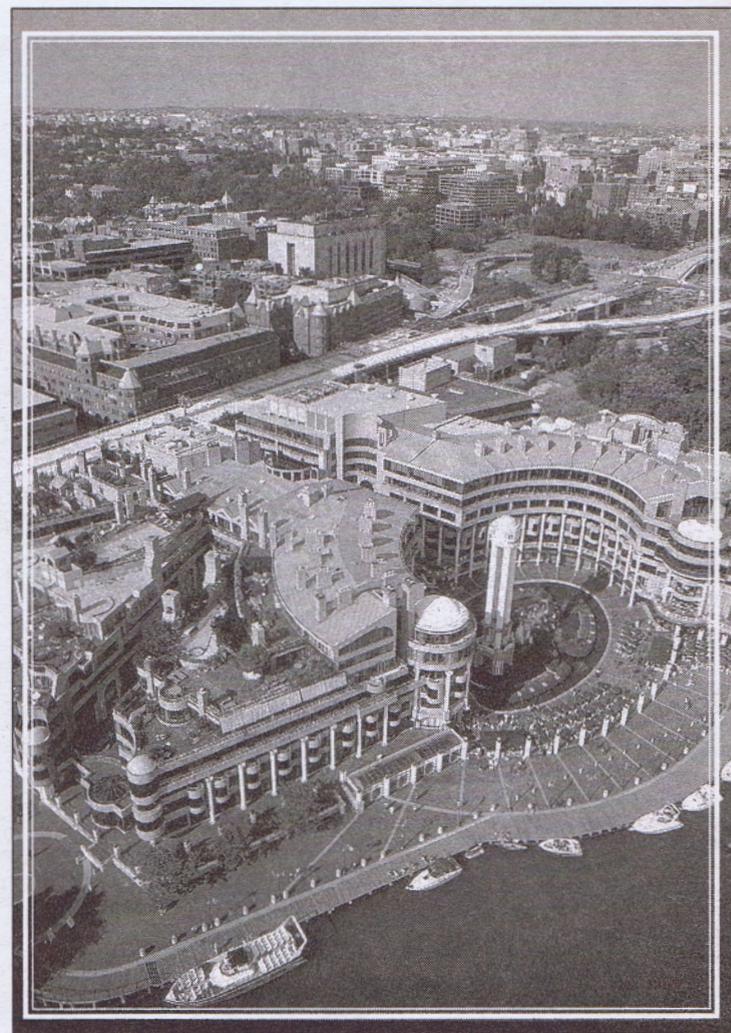
One of the more exotic tours, with limited admission, is a pontoon boat cruise on the Anacostia River north of the District of Columbia. Jack Wennersten—a noted historian of the Chesapeake Bay region who is completing a book on the social and environmental history of the Anacostia—will provide commentary and answer questions. Buses will transport participants to the Bladensburg marina, where the tour begins. During the colonial period, before agricultural development reduced the tidal river's depth through heavy silting, the Anacostia served as an important commercial artery to the then bustling tobacco port and boat-building center of Bladensburg. The boat will cruise into the infamous "Dueling Grounds," where numerous grudges among Washington's politicians, including Stephen Decatur, were settled during the early nineteenth century. The downstream trip to Washington offers moments of solitude and beauty rarely imagined by Washingtonians, as long stretches of the river are lined with wooded parkland and riparian marshes. The National Arboretum and the Kenilworth Marsh and Aquatic Garden both abut the Anacostia. Bird watching is often exceptional, with osprey, eagles, blue heron, and a wide variety of migrating songbirds commonly sighted. This is an opportunity to experience nature in the city as few see it. Wennersten will also discuss the long-term effects of river channelization, pollution problems, and the ongoing attempts at remediation. Tide permitting, the boat will cross under the low-laying railroad bridge and cruise to the confluence of the Anacostia and Potomac rivers for a discussion of how Pierre L'Enfant's vision of the capital initially conceived the role of the two riverfronts.

Lower Georgetown Walking Tour

The interplay of technology and the environment was especially evident in Washington's industrial development. David Shayt, Curator of Industry at the National Museum of American History, leads a walking tour of lower Georgetown that focuses on the city's industrial archeology. Beginning at Fletcher's Boat House near the terminus of the C&O Canal, the tour will pass by worker housing, factory structures, historic transportation facilities, and a variety of adaptive reuses of buildings constructed between the eighteenth and twentieth centuries. Highlights include the Foundry, the Incinerator, Hollerith's Punch Card and Tabulating Machine Factory, the Cotton Mill, the Paper Mill, and a variety of historic bridges, alleyways, and early transit sites. The tour will conclude on M Street at Dean & Delucca's (formerly Georgetown Market), with the afternoon free for shopping and/or self-guided walks through the residential streets of upper Georgetown north of M Street.

Transportation History Tour

Transportation choices have profoundly shaped Washington's urban environment. Zachary Schrag, author of a forthcoming history of the city's acclaimed Metro system (the second-busiest rail transit system in the United



Washington Harbor, in lower Georgetown, as seen from the air. (Photo courtesy JasonHawkes.com and Washington, D.C. Convention and Tourism Corporation.)

States), leads this historical exploration of the District of Columbia's major transportation facilities: railroad, streetcar, highway, and subway. The tour will combine walking and some Metro riding, and will begin at Daniel Burnham's masterful 1907 Union Station, before passing by major streetcar corridors and the uncompleted Interstate 395 (halted, as were several other urban expressways in the United States, by the "freeway revolts" of the 1960s and 1970s). The tour will also examine transportation- and city-related exhibitions at the National Building Museum.

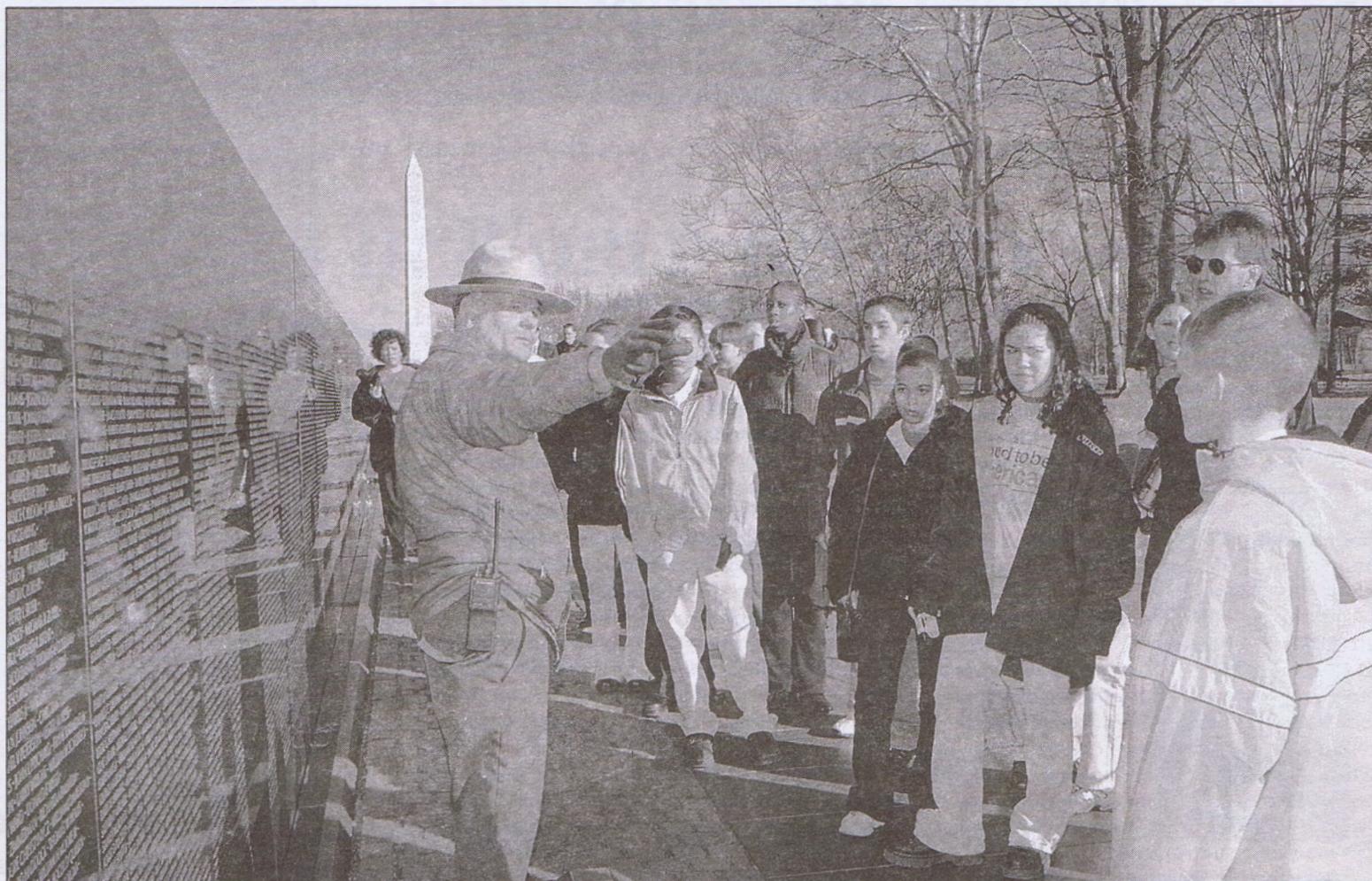
Sustainable Architecture Tour

In architecture, form often follows function, but it can also follow philosophy. This daylong excursion offers behind-the-scenes tours of three outstanding examples of "green" buildings. The Chesapeake Bay Foundation's Philip Merrill Environmental Center in Annapolis, Maryland, is a prime example of sustainable architecture and the first to receive the U.S. Green Building Council's Leadership in Energy and Environmental Design (LEED) Platinum rating. The Langston-Brown School and Community Center in Arlington, Virginia, is among the first schools in the country to be certified "green" by the U.S. Green Building Council. Eastern Village Cohousing, an award-winning, "urban garden" cohousing community located in downtown Silver Spring, Maryland, has earned the LEED Silver rating for environmental performance, making it one of the few residential buildings in the U.S. to attain this rating. Experts at each site will explain the innovations in sustainable architecture used in their buildings and offer ideas about how society can "green" its houses, schools, and workplaces across the country. □

Jeffrey K. Stine is Chair and Curator of the Division of Medicine and Science at the National Museum of American History.

Vietnam Veterans Memorial

The Vietnam Veterans Memorial in Washington, D.C. According to the National Park Service web site, the memorial "recognizes and honors the men and women who served in one of America's most divisive wars. The memorial grew out of a need to heal the nation's wounds as America struggled to reconcile different moral and political points of view. In fact, the memorial was conceived and designed to make no political statement whatsoever about the war. The Vietnam Veterans Memorial is a place where everyone, regardless of opinion, can come together and remember and honor those who served. By doing so, the memorial has paved the way towards reconciliation and healing, a process that continues today. The Vietnam Veterans Memorial accomplishes these goals through the three components that comprise the memorial: the Wall of names, the Three Servicemen Statue and Flagpole, and the Vietnam Women's Memorial." (Photo courtesy Washington, DC Convention and Tourism Corporation.)



▼ MALL / From A3

last five centuries from the vantage point of eight groups of American Indians. The installation suggests that, since contact, nearly every Native community wrestled with the impact of deadly new diseases and weaponry, the weakening of traditional spirituality, and the seizure of homelands by invading governments. That said, visitors are encouraged to view indigenous history, not as a story of destruction, but as a story of survival—a story in which Native peoples intentionally and strategically kept their cultures alive.

The Future

Since opening, the NMAI has entered a period of evaluation. Our key challenge is determining how best to address our visitors' interests and concerns. Some visitors wished for a timeline approach to history, or more of a focus on well-known events. Others expressed a desire for more displays of collections in an art historical context.

The NMAI is a new museum, a work in progress. That is why we would like to invite our friends in the Organization of the American Historians and the National Council on Public History to help us chart our course. We hope you will visit the museum during your stay, and invite you to share your comments with us so that we may better serve our visitors, Native and non-Native alike.

The convention provides multiple opportunities to visit the NMAI and to engage issues related to its mission. Friday morning, conventioners may tour the museum's Cultural Resources Center in Suitland, Maryland, and that afternoon may attend two offsite sessions at the museum itself. On Wednesday evening, Richard West of the NMAI participates in a plenary on American history at the Smithsonian Institution, and a state-of-the-field session on race, ethnicity and museums includes attention to the NMAI. For further information, consult the convention program. □

Mark G. Hirsch is the Exhibition Script Editor at the National Museum of the American Indian.

NMAI's hours and location: 10 a.m. to 5:30 p.m. daily, closed December 25. Located on the National Mall between the Smithsonian's National Air and Space Museum and the U.S. Capitol Building at 4th Street and Independence Avenue, S.W., Washington, D.C. For information call 202-633-1000 or visit our website at <<http://www.AmericanIndian.si.edu>>.

Advanced Placement Program® U.S. History Panels and the Annual AP Reading®

U. S. History faculty wanted to 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 AP Readers, are vital to the AP Program because they ensure that students receive AP grades that accurately reflect college-level achievement in each discipline. AP Readers receive a stipend and are 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. The application to become an AP Reader can be found at www.ets.org/reader/ap or you may contact Performance Assessment Scoring Services at ETS at (609) 406-5384 or via e-mail at apreader@ets.org to request an application. Applications are accepted throughout the year but you are encouraged to apply now to be considered for appointment to the upcoming AP Reading to be held June 2-8, 2006, at Trinity University in San Antonio, Texas.

The College Board invites all interested faculty to attend the following AP U.S. History panels at the 2006 Annual Conference of the OAH:

- **America on the World Stage: Incorporating a Global Perspective in the Introductory US History Survey**
Wednesday, April 19, 2006 • 4:00-5:30 p.m.
- **BREAKFAST PANEL Taking Age Seriously: Bringing Children into the Survey Course** • KEYNOTE SPEAKER **Michael Grossberg**
Friday, April 21, 2006 • 7:30-9:30 a.m.
- **Immigration and Globalization in the US History Survey**
Saturday, April 22, 2006 • 10:30-12:00 p.m.



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Advanced Placement Program

Teachers

travel grants are available to attend the 2006 OAH Annual Meeting



Washington, D.C.

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/>>.



The Organization of American Historians is now podcasting *Talking History*.

Visit <<http://talkinghistory.oah.org/>> for more details. If *Talking History* is not yet being aired in your area, please tell your local community, university, or public radio station about us. *Talking History* is distributed free of charge. More information is available from host Bryan Le Beau at <talkinghistory@umkc.edu>.



PODCAST

TALKING HISTORY

The Week of February 13th, 2006: Marriage: A History.

According to the popular song, "Love and marriage ... go together like a horse and carriage," but history tells us otherwise. In this the week of Valentine's Day we turn our attention to marriage with Linna Place's guest, Stephanie Coontz, who discusses the history of marriage and its changing role from primarily a social and political necessity to the romantic institution we know today. Stephanie Coontz is author of *Marriage, A History: From Obedience to Intimacy or How Love Conquered Marriage*.

The Week of February 20th: After the White House

In this the week of President's Day we offer an interview with Max Skidmore, who returns to *Talking History* to discuss the role played by America's former presidents with *Talking History's* Fred Nielsen. Skidmore is professor of political science at the University of Missouri, Kansas City and author of *After the White House: Former Presidents as Private Citizens*.

The Week of February 27th: Abraham Lincoln

To many, Abraham Lincoln represents the essence of the American dream. His life and history have been the topics of countless books. This week, *Talking History's* James Madison is joined by Allen Guelzo whose award winning book *Abraham Lincoln: Redeemer President* offers a new understanding. Allen C. Guelzo is Henry R. Luce Professor of the Civil War Era at Gettysburg College.

March is Women's History month, *Talking History* offers four programs to mark the occasion: Harriet Tubman; Pocahontas and the Powhatan Dilemma; Shattering the Glass: Women's Basketball; and The Mysterious Private Thompson.

Help Rescue New Orleans History

The Louisiana Division of the New Orleans Public Library (NOPL) is in dire need of help. The records at this archive—which are among the most important of New Orleans's historic treasures—include municipal records dating back to 1769, as well as Orleans Parish court records dating back to 1804. They contain rich and scarcely tapped sources for the study of enslaved and free people of color. It is a busy, exciting, but cash-poor research library that deserves to become a state-of-the-art community educational facility. This will not happen, however, if the archives continue to sit in cardboard boxes in a basement. Many of the records have never been microfilmed or digitally scanned. The library lacks the resources—human or financial—to move them. You can help by donating funds, contacting your professional association, and passing on the word, especially to those in a position to offer substantial aid.

Located near both the Superdome and the French Quarter, NOPL is one of only a handful of public libraries that functions as an official repository for municipal records. Many private archives restrict or deny access to their historical records, but those at NOPL are open to everyone. Local residents wait in line with researchers from all over the world to speak to a librarian, and there is a sign-up sheet to use a microfilm reader or computer. The librarians are constantly on their feet. Previously the archives were open forty-six hours a week; now they are down to eight. When they reopened November 29, their workload had expanded to include all kinds of non-archival jobs, including assisting those who come in to use the computers to research employment opportunities. More than 90 percent of the library staff has been laid off, and about half of the nineteen people still working have lost their homes and are living in temporary housing. And they must also cope with the heartbreaking and catastrophic damage to the branch libraries.

How you can help

To donate money to the New Orleans Public Library Foundation, please visit <<http://nutrias.org/~nopl/>> or mail your check to the Foundation at 219 Loyola Ave., New Orleans, LA 70112-9824. If you wish your gift to be earmarked for the Louisiana Division, please indicate this with your donation or send an e-mail to <nopfound@gno.lib.la.us> with your instructions. Remember, the NOPL Foundation benefits the entire municipal library system, including its branches—unrestricted gifts may be used to meet needs unrelated to the preservation of the archives. If you are a librarian, archival consultant, or historian seeking to offer professional expertise or other kinds of assistance, especially through your professional association or employer, please contact Kim Tran, <ktran@gno.lib.la.us>, (504) 596-2566, or (504) 596-2598. □

A public service announcement from the Organization of American Historians.

Northwest Washington DC Map



Northwest Washington, D.C., including Georgetown, and neighboring Arlington, Virginia area. The Hilton Washington is located at Columbia Road, Connecticut Avenue, and T Street, N.W.