



Newsletter

Volume 36, Number 1 - February 2008

Women's History Month

Laura Briggs

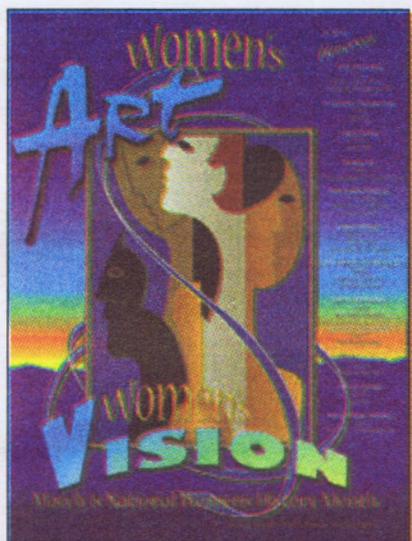
After almost three decades of activism to promote women's history in schools and communities, the National Women's History Project (NWHP) is experiencing serious budget shortfalls and staff cutbacks. Ironically, it is their success that is hurting them—the widespread celebration of Women's History Month has turned it into a niche market. Where once NWHP was the primary source for posters and curricular materials, now many commercial websites compete to "sell" Women's History Month.

NWHP has asked the OAH's Committee on the Status of Women in the Historical Profession to urge professional historians to support it, by reminding OAH members of the crucial role NWHP has played in the founding of community celebrations of women's history in March and including a consciousness of race and multiculturalism in the celebration. NWHP would like to encourage those who teach (or know teachers) at the K-12 level and in higher education to buy posters and other materials directly from NWHP, and even consider a direct donation (at <http://www.nwhp.org>).

This year, the NWHP will be co-hosting a Women's Arts Weekend with A.I.R. gallery, the oldest women's gallery in the country, in conjunction with the OAH Annual Meeting in New York City in honor of this year's Women's History Month theme, "Women's Art, Women's Vision." The events will begin on Friday, March 28, at the Puck Building in New York City with a High Tea to honor the 2008 honorees to be followed by a dinner honoring New York's women's art community. On Saturday, March 29, there will be a bus tour to the Brooklyn Museum to view a mounting of Judy Chicago's pathbreaking exhibit, *The Dinner Party*. More information about cost, package deals, and registration is available on their website.

Molly Murphy MacGregor, the executive director of the National Women's History Project and one of its founders, argues that despite considerable victories in changing the representations of women in the teaching of history,

in this era of Brittany Spears and the ascendancy of a pop culture world where women are valued above all for their appearance, girls and young women need women's history more than ever. "Words like 'self-esteem' and 'role model' may seem to be over used until we read the journals and biographies of girls and women," she says. "In a world that continues to define women by the way we look, having a variety of role models who have successfully challenged cultural assumptions is critical. The unrelenting courage to believe in ourselves is the essence of women's history."



"Women's Art: Women's Vision" is the theme for the 2008 National Women's History Month. (Courtesy National Women's History Project, <<http://www.nwhp.org>>.)

In the 1960s, an upstart group of young (and not-so-young) scholars began to teach—and research—women's history. Emerging out of the impulse to do "history from below," Women's history was closely tied to the emerging Women's Liberation Movement and other social movements, addressing a need to give something as outlandish as a movement for women a past, and inspiration for a different kind of future for women and girls. Initially, women's history was taken up at least as much outside of higher education as within

it. In 1978, the Education Task Force of the Sonoma County (California) Commission on the Status of Women initiated a "Women's History Week" celebration, choosing the week of March 8 to coincide with International Women's

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From the OAH President

High School and Community College Historians and the OAH

Nell Irvin Painter

It's all too easy to assume the Organization of American Historians' constituency is entirely collegiate, but that is not the case. Of our approximately 9,100 members 5,400 teach in four-year colleges and universities, 1,600 in high schools, and 400 in community colleges. In recent years high school historians have been among the fastest growing and most active of our members. One facet of the 2002-2003 Strategic Plan addressed the needs of historians in community colleges.

I want to begin by stressing the overlapping nature of the work of all historians: whether we work in high schools, community colleges, colleges, or research institutions, we all teach youngish people, and most of us feel some kind of pressure or influence from the public sector, whether through compulsory testing, legislative mandates, or attention paid to enrollment numbers and teaching evaluations. Even the most dedicated research historians also function as teaching-historians. At all levels of our profession, moreover, lack of tenure—experienced as part-time and contingent employment—aggravate the pressures on our work.

High school and community college historians, however, are seldom required to produce original scholarship as a job qualification, and, consequently, they usually lack support for their research. The ambitious among them do

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Join Us in New York City March 28-31

OAH will host its convention in New York City this year for the first time in more than twenty years. Much has changed in the profession since 1986, but in 2008 we are "Bringing Us All Together"—across subfields and specialization, in an expansive spirit of unity.

For details, turn to the CONVENTION SUPPLEMENT inside. / A1 ▶

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OAH Newsletter

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Our Mission

The Organization of American Historians promotes excellence in the scholarship, teaching, and presentation of American history, and encourages wide discussion of historical questions and equitable treatment of all practitioners of history.

An American Historian North of the Border: A Conversation with Michael Fellman

Lee W. Formwalt

Civil War historian Michael Fellman reminded me some years ago not to forget our American history colleagues laboring away in Canada. When I had talked to him then, the Canadian dollar was weak, and he pointed out how much more expensive OAH membership was for Canadians and how OAH failed to proactively seek the active involvement of its members who lived outside the U.S. Now, just having returned from Australia where I learned something about the practice of American history down under (see p. 13), I thought it would be interesting to talk with Michael more at length about what it was like to practice the craft north of the border. Shortly before Christmas, I reached him by phone at his Pender Island home where he spends part of his time this year on leave from Simon Fraser University, in Vancouver. I wanted to know how this Wisconsin native came to study history and how he ended up in British Columbia.

"I'm an academic brat," he began. "My father was a professor of constitutional law at the University of Wisconsin, Madison where I grew up in the '50s. My dad was as much a historian as he was a political scientist, so I knew many historians, especially Merle Curti, who was born ten years to the day before my father, both in Omaha, Nebraska. He was a widower for decades, and Mother would always have him over for their shared birthday party. He was so kindly that people always considered him a saint, but there was some really interesting political energy in that group of historians who were central to the Progressive movement. He was Frederick Jackson Turner's last student. Isn't it fantastic that I grew up with this 'uncle' who was Frederick Jackson Turner's last student? That's some of the environment I grew up in, and then, in 1962, I went off to Oberlin College, an exciting place."

"In 1962, Martin Luther King came to give a talk, and I came into Finney Chapel, late as always. I went down one of the side aisles, and I stood maybe twenty feet from him, looking at him in profile, and I swear, Lee, he had an aura. It could've just been the lights behind him from the windows, but there was something about that man that radiated. I still think of all the twentieth-century American figures, he's the one I most admire. The civil rights movement was very formative for all of us, even though I was mainly an observer. In 1963, I passed up a chance to go to Mississippi Freedom summer. Alan Dawley asked me to come down, and I don't know if it was cowardice or if I just wondered what a white boy from Madison would be doing going to Mississippi telling black folks to register to vote. I took a pass, and I've often wondered about myself because of that, but in any event, just as later during the Vietnam War, we were all engaged one way or another. I was just a foot soldier in the war against the war, but those were stirring and frightening times."

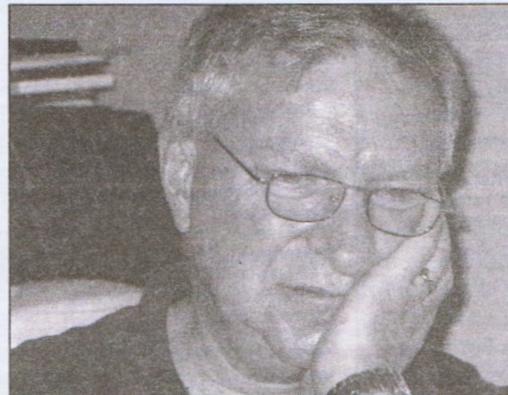
I asked Fellman what, besides the influence of growing up around historians in Madison, led him to choose

history for his graduate work and his career. "Well, part of it," he said, "was I did pretty well in history courses. I took a lot political science, sociology, and literature, but I didn't like the way English professors wrote their very arid articles and I didn't want to learn a special language of social science. I loved the fact that history was all written in English, that you could do whatever you wanted methodologically as long as you converted it into English. You could actually convey your scholarship to a broader readership, which attracted me. The other major consideration was I couldn't face going to law school," which his father had encouraged him to consider. "I talked to a few lawyers, and I was not interested in crooks or contracts or helping one corporation take over another."

"Because of the modeling I'd had in Madison of all these history professors, I thought I'd do that. So, in that sense I backed into it. I was a graduate student at Northwestern, which was filled with talented young American historians at the time, especially Bob Wiebe, whose premature death I still mourn."

"During this time, as graduate students, there didn't seem to be any demarcation between our ideological sensibility, our political activities, and our historical ones. The main lesson of that whole period for me was challenging authority, because, well, the Johnson administration was lying to us. I realized in my gut that you can't trust authority—I can even remember the moment when that realization happened. It was one Sunday morning, I had a little kid, Josh, and Anita and I were driving down Ridge Avenue to my mother-in-law's apartment in Chicago. I turned on the radio and the Tet Offensive was on, and it was "the Vietnamese are here, the Vietnamese are there, the Vietnamese are everywhere," and I said, "Hot damn, we're winning." Whether I said that out loud or not, I can't remember, nor do I recall if "we" was the antiwar movement or the Vietnamese. And then I had this great shock—I was twenty-four. I remember that something dropped out of me at that moment, a kind of innocence and belief in American righteousness, and I realized instantaneously that I'd never get that back. I'd never believe again. This deconversion experience was a great turning point."

"This change has remained at the core of what I've done as an historian. I don't know if that makes me the village scoffer, but I just cannot see history as a branch of nationalism. Especially given the powerful American empire, there is a great danger that historical work, especially



Fellman

on the Second World War and the Civil War, can turn out to be celebratory, a kind of history that is, intentionally or not, supportive of militarism."

"Part of what I think you have to do in Civil War history is get beyond the idea of the glory of battle. Many of those Civil War reenactors have this notion that it was a great era, that soldiering was a wonderful experience. It was a dreadful war, unbelievably ghastly, as Drew Faust has just depicted powerfully. There was a huge human cost for a modest political gain. I'm not saying they

could have avoided it, but you've got to look at that war in a realistic fashion, an unsentimental fashion, without subscription or worship. That sense of ruthless realism runs through my work. Your religious faith, if you've got one, is fine, your own business, but when you're doing history, you shouldn't interpret events as pageants, morality tales, or inevitably progressive steps on the road to Freedom. Americans are infected with the religion of American exceptionalism to a considerable degree, and I blame PBS for a lot of it. The American Experience programs are almost all elegiac—isn't he great? a great American? another great American—and I don't find that to be a historical attitude. Historians should continue to strive to challenge received patriotic wisdom, to stand outside and look at history not without compassion but from an anthropological distance. Being in Canada helps."

I asked Michael how he came to be in Canada. The position at Simon Fraser "was the only job offer I had. It was done after two drinks at the Statler Hilton Hotel in New York City. I was hired after ninety minutes, having met three people. Everybody back then was at least 20 percent hippie, and Vancouver sounded like hippie heaven, and the idea that it was a refuge from the American colossus was refreshing. I was already twenty-six and had a kid, so they weren't going to draft me, so I wasn't a war resister or a dodger, although many people assumed I was when I got to Simon Fraser. There were several hundred American dodgers and resisters and their girlfriends—they all broke up by the way—at Simon Fraser. So that's where I started teaching. It was a pretty exciting time."

"Over the years I became a Canadian citizen. I'm a dual citizen, actually, and my joke has always been that I'm equally alienated from two societies, but in truth, since Ronald Reagan and especially since W, I would have to say I'm more alienated from American society."

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▼ **BRIGGS** / From 1

Day, that early twentieth-century Socialist day of protest to mark the oppression of women.

The celebration of Women's History Week was a success, and other schools began to host their own Women's History Week programs. In 1979, leaders from the California group shared their project at a Women's History Institute at Sarah Lawrence College. Other participants not only became determined to begin their own local Women's History Week projects but also agreed to support an effort to organize national Women's History Week. Thus, in 1980, a small group of women led a coalition—called the National Women's History Project—to lobby Congress on behalf of the project. The grassroots group launched a study of school textbooks, and found that less than three percent of the content was devoted to women.

In 1981, Sen. Orrin Hatch (R-UT) and Rep. Barbara Mikulski (D-MD) cosponsored the first Joint Congressional Resolution proclaiming "Women's History Week." In 1987, the National Women's History Project petitioned Congress to expand the celebration to the entire month of March. Since then, the National Women's History Month Resolu-

**Women's Art, Women's Vision:
2008 Honorees**

2008 Honorees were selected based on their amazing art and their extraordinary vision. To ensure diversity, considerations were also given to their art form, their cultural background, the region in which they live, and the quality and passion of the nomination submitted.

Artist	Born	Medium
Judy Chicago	1939	Painter/Printmaker/Needlework
Harmony Hammond	1954	Painter
Edna Hibel	1917	Colorist
Lihua Lei	1966	Multimedia Installation
Rose Cecil O'Neill	1874-1944	Painter, Illustrator, Sculptor
Violet Oakley	1874-1961	Muralist, Stained Glass Artist
Jaune Quick-To-See-Smith	1940	Abstract Painter/Lithographer
Faith Ringgold	1934	Painter/Quilter
Miriam Schapiro	1923	Print/Painter
Lorna Simpson	1960	Photographer
Nancy Spero	1926	Painter
June Claire Wayne	1918	Painter/Lithographer

tion has been approved every year with bipartisan support in both the House and Senate.

In the subsequent two decades, the National Women's History Project (NWHP) has become a national organization and clearinghouse, working with schools, colleges, companies, churches, clubs, communities, government offices, unions, publishers, and the media. Every year, NWHP sends out 100,000 catalogs and distributes tens of thousands of women's history posters, celebratory materials, books, videos, and curriculum resources. In 1997, the group put up their award-winning website, <<http://www.nwhp.org>>, that provides access to countless resources, including biographies, a timeline and history of the women's movement, women's speeches online, and a directory of speakers and performers. NWHP also unifies the annual celebration through the selection of its theme. □

Laura Briggs is associate professor of women's studies at the University of Arizona and chair of the OAH Committee on the Status of Women in the Historical Profession.

▼ **PAINTER** / From 1

produce new scholarship, and they attend OAH annual meetings and read OAH publications to keep in touch with developments in their fields. In concert with the U.S. Department of Education through Teaching American History grants and with the Gilder Lehrman Institute's travel grants, the OAH has sought to sustain these historians. Needless to say, more can be done, much along lines already laid out by the OAH Committee on Teaching.

The OAH Committee on Teaching meets regularly, both face-to-face and by conference call. Its members very graciously invited me to take part in a call last fall, which I found extremely useful. That conversation encouraged me to share some thoughts with you.

Teacher-historians value the OAH in two main ways: attendance at the annual meeting, where they learn about current scholarship and speak with authors whose work they use, and the *OAH Magazine of History*, which specifically addresses issues related to precollegiate teaching. These are not the only OAH activities teacher-historians participate in, of course, but they come up most often in discussions of teacher-historians in the OAH. In our discussions, members of the Committee on Teaching told me they very much miss *Talking History*, which is no longer being broadcast. Committee members also wished program committees would emphasize the existing invitation to take part in annual meetings, to make sure teacher-historians recognize the sincerity of the invitation.

I would add that teacher-historians, by dint of their immersion on the public sphere, are ideally placed to make unique contributions to annual meetings: they can analyze many issues that research-historians often ignore, such as heritage tourism's use of history, the impact of legislative mandates on the presentation of history, the relationship between historical scholarship and testing, and the various topics of National History Day. Teacher-historians are on the front lines of the public's consumption of American history, and research-historians need to know about that as well as the details of their own particular scholarly concentrations.

The interests of teacher-historians and research-historians diverge in a way we need to attend to, particularly in the *OAH Magazine of History*. Whereas recent history attracts dissertation writers and skews research toward the near past, teacher-historians deal with the whole sweep of American history, often without reaching the late twentieth century in survey courses—

and survey courses are what nearly all of us teach. At the same time, the presence of large numbers of immigrants in all levels of education offers a means of bringing research and teaching closer together. Recent immigration interests researchers; teachers deal with immigrants on a daily basis.

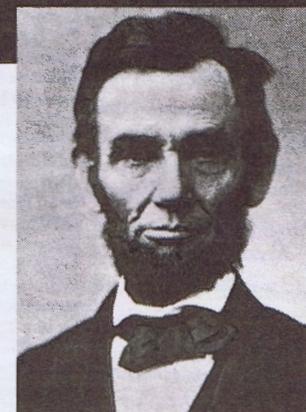
Technology presents ways to bring teacher-historians together with one another and with research historians. The 2008 annual meeting will feature one means for teacher-historians to reach out to one another: At the reception the Gilder Lehrman Institute is sponsoring on Friday, March 28, the Committee on Teaching will be circulating a short survey and collecting email addresses toward the creation of an listserve for OAH teacher-historians. Beyond the annual meeting, and as the OAH gets its finances under control, it should be possible to offer pod casts of presentations by OAH Distinguished Lecturers. Finally, the editorial board of the *OAH Magazine* is being revised to better reflect the interests of people actually teaching history. Crucial to all these endeavors, of course, remains the engagement of the Committee on Teaching and its representation on the OAH Executive Board.

As this is my last message to you as president, I will not be able to speak with you on two matters I had hoped to address: first, a closer rapprochement between the fields of art history and just plain history, second, my experiences as an undergraduate art student, which the super egos in Bloomington judged unrepresentative, as, in fact, they are. □

The Journal of
American History

CALL FOR PAPERS

The *Journal of American History* is calling for papers related to any aspect of Abraham Lincoln's life and career. The *JAH* will use the bicentennial of Lincoln's birth to reconsider the sixteenth president in a special issue to appear in September 2009. To be considered for publication in the special issue, manuscripts must be received by **June 2, 2008**, and should not exceed 11,000 words (including notes).



Courtesy Library of Congress, LC-USZ62-13016 DLC.

Two hard copies should be mailed to: Lincoln Bicentennial, *Journal of American History*, 1215 East Atwater Ave., Bloomington, Indiana 47401-3703, USA. An electronic version should also be sent as a Microsoft Word document via e-mail to JAHMS@indiana.edu. Please indicate in the subject line that it is for the Lincoln Bicentennial.

History Education Yesterday, Today, and Tomorrow

*"Abraham Lincoln is my name
And on this slate I wrote the same
I wrote it down in haste and speed
For fools like you to stop and read"*

From the slate board to passing notes, to text messaging under the desk, students will find creative uses for classroom technology, even a young Abraham Lincoln.

Technology, the accessibility of primary sources, the advent of smaller schools with more autonomy, and increasing opportunities for professional development have been key components in the educational revolution.

The Gilder Lehrman Institute of American History has been at the forefront of this movement. Through easily accessed documents on its website, <http://www.gilderlehrman.org>, the Institute has made the use of primary source documents essential to the teaching of history. Consider a letter from George Washington that calls for an end to slavery in "slow, sure or imperceptible degrees," or a letter from Lucy Knox to her husband, General Henry Knox in which she writes, "Tho I hope you will not consider yourself as commander in chief of your own house but be convinced ... that there is such a thing as equal command." When teaching the Constitutional Convention, what could be better than a comparison of the preliminary Pierce Butler draft with the final draft? The preamble of the former begins, "We the people of the states of..." while the latter begins with the immortal words, "We the people of the United States..." The increased use of primary sources in the classroom has helped to build both analytical skills and historical knowledge. Yesterday's teachers would have longed for such easy access to primary sources.

Today, under the auspices of the Gilder Lehrman Institute and Collection, with its more than 60,000 documents, a multitude of primary sources, teaching modules, lesson plans, and scholarly essays are available online and free of charge. Together with other websites that provide primary sources, access to information has never been easier. Secondary school history teachers also receive support from the *OAH Magazine of History*. Writings on America's past by outstanding scholars, related illustrations, and articles on teaching strategies assist teachers in incorporating historical concepts into class lessons. As an added benefit, the Gilder Lehrman Institute provides a document related to the theme of each issue. Thus, the January issue on American Religion has articles by Robert Fogarty on religious movements and Thomas Hamm on teaching religion and the First Amendment, and an exchange of letters between the Quakers and George Washington concerning freedom of worship. As new teachers enter the field such instructional support will become even more important.

From the slate board to the chalkboard, to PowerPoint presentations, smart boards, and computers, technology has paved the way to greater accessibility. No longer is it necessary to write key provisions of the Articles of Confederation on the board or even to duplicate mimeograph stencils. Today's teachers can go right to the source and often bring up the document image itself. None of this should take away from the teachers of a half-century ago. Their goal was the same, but the process involved a painstaking

and time-consuming assembly of far-flung resources. In resources, today's teachers are truly living in a golden age.

Classroom teaching has also been transformed by changes in educational theory and school structure. As the twentieth century dawned, the theories of Frederick Taylor dominated the structural design of large organizations including education systems. Thus, concepts such as specialization, centralized control, and top down supervision were considered the keys to educational improvement. It was no accident of course that much of this occurred at a time when large organizations such as Standard Oil and U.S. Steel dominated the marketplace.

In the 1960s these theories began to give way to those espoused by Elton Mayo, who emphasized human relations, group identity, and democratization in the workplace, and by M.B. Katz who called for greater autonomy for individual schools. These theories, as well as the shift to smaller schools, would take years to achieve but today constitute a growing movement in urban centers.

Another significant change in education today is the growing number of organizations that provide content and pedagogy support. The Gilder Lehrman Institute's one week summer seminars are led by outstanding prominent historians such as Gordon Wood, David Blight, James Horton, Ken Jackson, Ira Berlin, David Kennedy, Gabor Boritt, and Jack Rakove. In the past, teachers could choose from summer institutes provided through the National Endowment for the Humanities, which still offers excellent opportunities for learning. The expansion of the Institute's summer programs, which provide books, room and board, and a teacher stipend, has enriched learning opportunities available to teachers. As a consequence, interested K-12 teachers now can study with noted historians in order to enrich their understanding of American history.

In recent years this trend has been further enhanced by the federal government, which has established Teaching American History Grants to promote better teaching of American history. Conceived by Senator Robert Byrd of West Virginia, these competitive grants provide school districts with up to a million dollars for a three-year period. The goal is simply to improve the teaching of American history by increasing teacher knowledge of events, individuals, or themes associated with American history. As a partner on many Teaching American History Grants, the Gilder Lehrman Institute provides materials, staff development, site visits, and talks by historians to enhance teacher knowledge and teaching skills.

In short, from the closed classroom in the 1930s and 1940s to the beginnings of change in the 1960s, to the plethora of resources available today, change has swept the teaching profession. The view of teaching as a lonely, isolated endeavor in which teachers jealously guarded their lesson plans has undergone significant change.

If we have examined history education yesterday and today, the question remains: what of history education tomorrow? Of course, technology will continue to play a pri-

mary role. As a force for education, technology will bring history and historians into classrooms around the world. Steven Mintz of the University of Houston and Columbia University has been a driving force as chair of the OAH Committee on Teaching to move the OAH to develop historians' podcasts, which can be downloaded from the OAH and the Gilder Lehrman Institute's website. This will enable and empower teachers everywhere and at every level to develop their academic expertise and teach American history more effectively. It will also serve as a student resource for assignments, classroom debates, and research papers. Like all technological developments, learning will be shared by teachers and students alike.

There are challenges on the horizon. Technology competes against itself as young people become accustomed to using technology more for recreation than learning. Students and their parents now spend a considerable amount of time engaged in interactive computer games and listening to their iPods. The challenge will be to develop learning activities to compete with game technology. But technology can also engage students on a larger scale than ever before. In just one example, *The New York Times* recently reported on Professor Walter Lewin of M.I.T. Professor Lewin teaches physics, and now reaches interested individuals around the globe through the video taped lectures provided online at no cost through the Open CourseWare system located at: <http://ocw.mit.edu/>. Thus, even as I write, globalization has come to education.

The movement toward small schools or small learning communities will continue to grow. The smaller organizational structures provide the supervision, support, and close interaction that many children need to thrive. These small communities often develop program designs that allows for increased time on tasks. Before, after and during the school day more time can be allocated for learning. Much of this can be seen at the Academy of American Studies in Queens, New York, the first magnet school in American history in New York City. The school is a partnership between the Gilder Lehrman Institute and The New York City Department of Education and is representative of the Institute's forty schools and programs, and Saturday academies across the country.

Even as we move into the twenty-first century, meaningful instruction and learning will depend, as it always has, on the teacher. Whether students sit together in a brick and mortar classroom, or join together through the web, the teacher will remain at the center of the learning universe. These teachers will have the responsibility of molding minds, building research skills, encouraging acceptance and toleration of differing points of view, and imparting a love of learning to their students. Our challenge for tomorrow is to provide the level of support that will enable these teachers to succeed. □

Michael Serber is Senior Education Fellow, Gilder Lehrman Institute of American History, and serves on the OAH Committee on Teaching.

Treasurer's Report: 2007 Fiscal Year, July 1, 2006 to June 30, 2007

Robert W. Cherny

This is my fifth and final report as treasurer, as my term ends this year. As usual, my report is drawn from the annual accountants' report and audit and from summaries prepared by the OAH business manager. The accountants' report was prepared by the CPA firm of Crowe Chizek and Company, LLC, of Indianapolis. This report is also my longest in five years, as I've taken this opportunity to reflect on some of the experience of the past five years as well as to report on the 2006-2007 fiscal year.

Last year, I began by reviewing OAH's budget process, and that may be useful again. The first draft of the annual budget is prepared by the executive office. That draft then goes to the OAH Finance Committee, which includes the president, past president, president-elect, and treasurer as voting members, and the executive director, JAH editor, and chair of the OAH Leadership Advisory Council as nonvoting members. This usually takes place in late February. The draft approved by the finance committee then goes to the board for action during the annual meeting. The budget is for a fiscal year that begins July 1. After the beginning of each new fiscal year, an accounting firm reviews our books and procedures and prepares an audit and financial summary report on the previous fiscal year. During its fall meeting in October, the board reviews this report, reviews a financial report from the executive director and treasurer, and approves any necessary revisions in the budget.

During this past year, we have had several important changes in personnel and procedures. This summer, the finance committee conducted a careful search for a

new accounting firm, eventually choosing Crowe Chizek as most closely meeting our needs. Crowe Chizek is well experienced both with non-

profit organizations and with educational associations. At about the same time, we lost the services of our long-time business manager, Sheri Sherrill, and hired a new business manager, Scott Dobereiner. In the interim between the departure of Sheri and the hiring of Scott, we contracted with R. Timothy Murphy, a CPA who specializes in nonprofit organizations, to assist us with the transition. At Tim Murphy's recommendation and with his advice, we invested in new bookkeeping software that has resulted in a new chart of accounts and also are making more effective use of our membership database software. The board has contracted with Tim to serve as a part-time CFO, providing occasional assistance and quarterly oversight of financial operations. He provided the board with an extended report at our October meeting, and we also had a telephone discussion of the audit report with a representative of Crowe Chizek.

• **Total Assets.** OAH had total assets at the end of the 2006-2007 fiscal year of \$2,583,982, as compared to \$2,390,198 the year before. Of the current assets, the largest single category consists of investments, worth \$2,002,776. The next largest categories are operating cash, \$197,543;

Table 1. OAH Revenues and Expenses, 2003-2007

	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007
Revenue	\$2,704,881	\$2,782,468	\$2,818,037	\$3,415,488	\$3,574,165
Expense	2,617,140	2,739,818	3,289,888	3,210,178	\$3,158,295
Difference	\$ 87,741	\$ 42,650	(\$ 471,851)	\$ 205,310	\$ 415,870

contributions receivable, \$174,119; other receivables, \$167,521; and property and equipment, \$23,230, net of depreciation. Before we congratulate ourselves on increasing our assets by some \$190,000, however, it is important to realize our investments produced more than that amount of unrealized gains, mostly from the rising stock market.

• **Revenue.** Total revenue was up slightly, from \$3,415,488 in 2005-2006 to \$3,574,165 in 2006-2007. Figure 1 indicates revenue by type. In-kind revenue represents the cash equivalent of the space and other support made available to us by Indiana University (IU). Due to changes in accounting procedures, these categories and figures are not directly comparable to those presented in last year's report.

• **Expenditures.** Total expenditures are down slightly, from \$3,210,178 in 2005-2006 to \$3,158,295 for 2006-2007. The major categories of expenditures are shown in Figure 2. Again, due to changes in accounting procedures, these categories and figures are not directly comparable to those presented in last year's report.

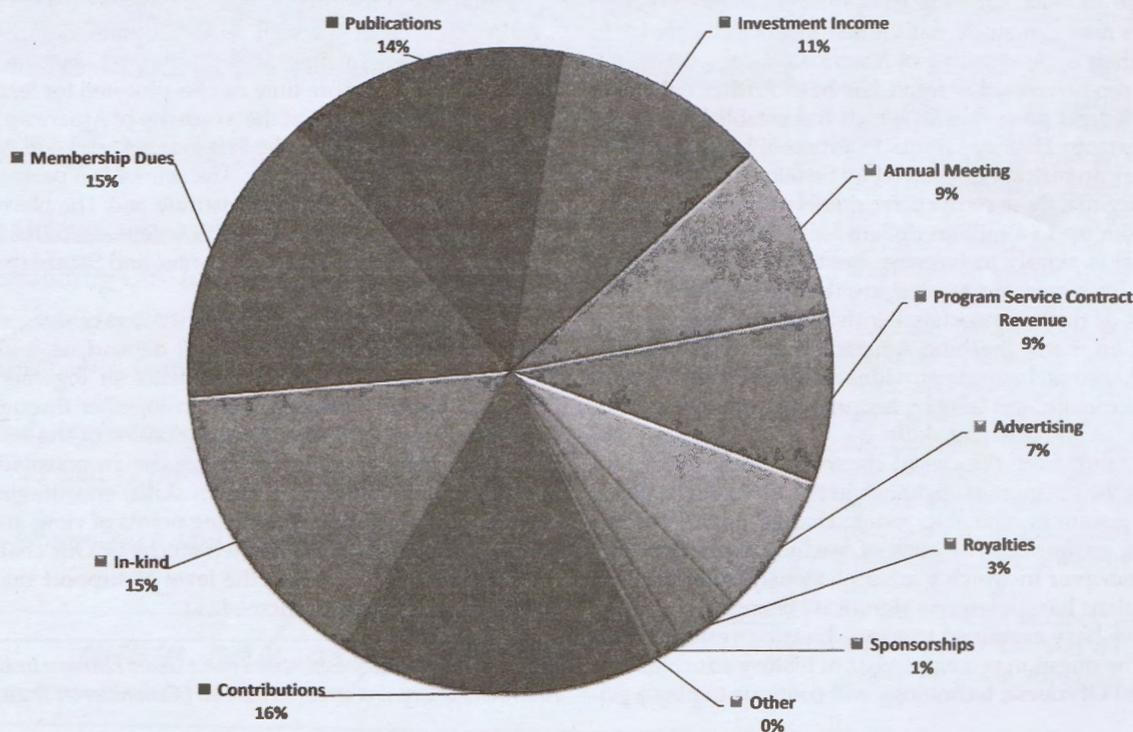
• **The Bottom Line: Fiscal Year 2006-2007.** The accountants' reports (table 1) show revenue and expenses for the past five fiscal years. This year has been significantly more successful financially than any of the past four, although some of the positive balance is due to the success of our investments and some is due to success in fundraising for restricted purposes.

• **Investments.** OAH's assets consist primarily of investments. In general, our investments have done quite well this past year, partly due to the skill of the IU foundation managers and partly because of a favorable stock market. Table 2 presents the end-of-fiscal-year balance for the reserve fund, the Fund for American History, the Prize Fund, and the Second Century Initiative.

Revenue from the Fund for American History is earmarked for particular projects within the overall OAH budget, while revenue from the Prize Fund is used solely for prizes and awards. The Second Century Initiative—Community College Project contains those funds from the Second Century Initiative that are restricted for the community college workshop project. The reserve fund (formerly called the endowment) is not restricted, and the decline in the value of that fund in 2006-2007 came primarily from using it to pay off the \$179,000 debt to Indiana University that was carried over from 2005-2006 and described in my report last year.

During 2006-2007, OAH realized an overall increase of \$383,344 on its investments, consisting of \$112,226 from interest and dividends and \$271,118 from unrealized gains, i.e., largely gains from a rising stock market.

Figure 1. OAH Revenues by Type, FY 2007

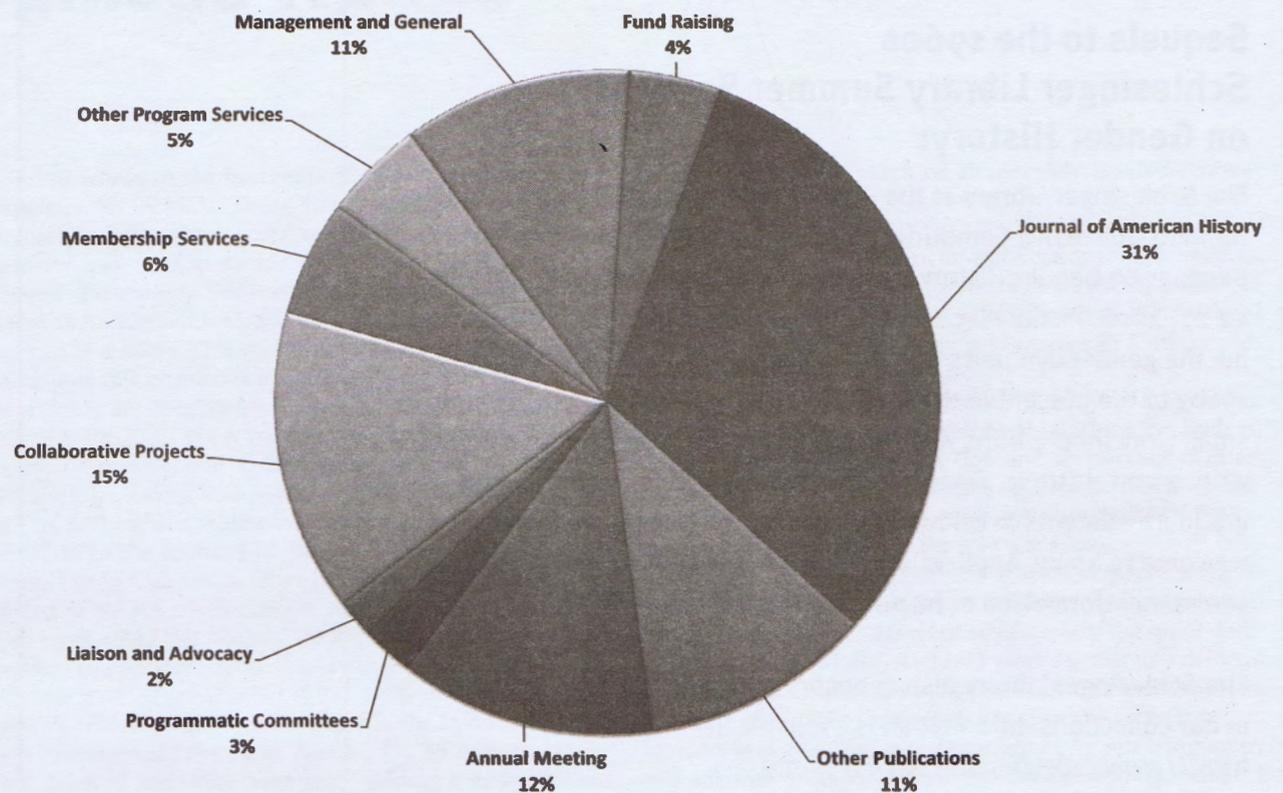


• **Audit Recommendations.** Our accounting firm prepares an annual report that summarizes our finances, based on data provided by the executive office, and makes recommendations regarding our internal procedures. With our previous accounting firm, we implemented a series of changes in procedures over several reports, and our last report with that firm included no recommendations for additional changes. With the transition to a new accounting firm, we have received a list of recommended changes in our policies and procedures. Most of these have already been implemented, including some policy changes approved by the board at its October meeting.

• **Looking Back and Looking Ahead.** The past few years have seen the OAH face serious financial strains. In 2004-2005, we had the unusual expense of moving the annual meeting on short notice. However, in both the 2005-2006 and 2006-2007 fiscal years, our actual revenues fell well short of projected revenues due largely to a failure to realize projected membership growth. This produced deficits that were unrelated to moving the annual meeting. In response, the finance committee and the board adopted a reduced budget for 2006-2007, then cut the 2006-2007 budget in mid-year, and adopted an even leaner budget for 2007-2008. Reductions, some of which are likely to prove to be permanent, include eliminating funding for the *Talking History* radio program, reducing the number of annual issues of the *OAH Magazine of History* to the previous level and reducing the editor's position to part-time, reducing the full-time deputy director position to a half-time assistant director, eliminating the position of development director, and moving online the Recent Scholarship section of the *Journal of American History*. The board also approved increases in the cost of institutional subscriptions and membership dues—the first dues increase in some ten years.

Whether all these will be sufficient to put us on a sound financial footing is not yet clear, but there are some positive signs at the halfway mark (end of December) in the current fiscal year. Revenue has matched expenses for the first six months of the fiscal year, and we have a slightly positive balance of \$10,269. This is a significant improvement over last year. You'll recall that, last year, we started the fiscal year with a debt of \$179,000 to IU (who handles many of our expenses, and whom we periodically reimburse). Halfway through the last fiscal year, our debt to IU had actually increased. This year we have a significant positive balance with IU rather than a debt. (And IU has made clear that our accounts must be cleared every six months, so they are no longer willing to carry us for longer than six months at a time.) Another positive sign at the halfway mark of this fiscal year is that our accounts receivable and pledges receivable have improved markedly, most likely due to the new software and new procedures. The annual meeting is an important source of revenue. Because the 2008 annual meeting will be in New York City, we anticipate a very healthy attendance, perhaps even a record-breaking attendance.

Figure 2. OAH Expenditures by Type, FY 2007



However, amid these positive signs at midyear, two areas for concern stand out—investments and membership. As I noted above, we did very well last year with our investments—indeed, the unrealized gain on our investments meant that we ended the last fiscal year with increased assets over the previous year. In the past six months, however, we have lost some of those unrealized gains as the falling stock market has affected our investments. Membership is also down by 300 as compared with a year ago. Despite the increase in dues (or perhaps related to the increase in dues), our revenue from membership dues and institutional subscriptions stood at only 44 percent of the projected annual total. Unless this is reversed during the next six months, we could fall as much as \$142,000 short of projected revenues. The executive office has recognized this potential problem, and is developing plans to increase membership.

The rocky financial experiences of the past few years have given the finance committee and the board a much better understanding of the organization's financial situation. That experience, along with the changes in the ac-

counting firm, executive office personnel, and software, promise better forecasts for future budget-making. The finance committee—and Tim Murphy—are firmly committed to a conservative approach to revenue projections, and to developing annual budgets based on those estimates rather than hoping to raise sufficient funds to cover projected expenses. These experiences and commitments will help to guide OAH as it will likely continue to face difficult financial decisions in the near future, notably: What are the core activities of the organization that should have first call on revenues, and what activities are less central? Should future budgets give priority to restoring funds that have been taken from the reserve fund to cover deficits or to restoring the programmatic reductions of the past few years?

When I agreed to serve as treasurer some five years ago, I could not have anticipated the financial troubles that we have faced, but the experience has demonstrated to me the responsibility and dedication of OAH's elected officers, especially the 2006-2007 OAH Finance Committee of Vicki Ruiz, Richard White, and Nell Painter. We owe them our thanks for the way that they have given of themselves above and beyond what is usually expected of our presidents. I hope that future presidents and treasurers will not have to go through what we have experienced. Over the four years that I worked with Sheri Sherrill, I came to appreciate her strong sense of responsibility and commitment to OAH, and I wish her well in her new position at IU. Lee Formwalt, our executive director, has faced difficult decisions about cutting programs that he had nurtured but has nonetheless remained optimistic about the future, and I wish him well, too. Jay Goodgold and Bill Chafe, the current co-chairs of the OAH Leadership Advisory Council, and Ira Berlin, a previous co-chair, have given generously of their time and advice, and deserve the gratitude of all OAH members. □

Table 2. OAH Net Assets, 2003-2007

	Value as of June 30, 2003	Value as of June 30, 2004	Value as of June 30, 2005	Value as of June 30, 2006	Value as of June 30, 2007
Reserve Fund	\$922,855	\$1,011,754	\$754,056	\$658,520	\$582,821
Fund for American History	595,518	692,849	666,172	688,238	865,319
Prize Fund	311,363	313,297	339,376	348,053	445,783
Second Century Initiative— Community College Fund	—	—	—	58,925	97,312
TOTAL	\$ 1,829,736	\$ 2,017,900	\$ 1,759,604	\$ 1,753,736	\$1,991,235



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This symposium will explore partnerships between the US Army and government agencies within a historical context. International topics may also be presented.

The program will consist of seven, two-speaker panels. There will also be several featured speakers. Possible topics include:

- British Colonial Office through the Ages.
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Please send CVs and proposals (300 words) for individual papers or full panels to
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CSI will publish the proceedings of the conference in an edited volume.

The closing date for proposals is 15 May 2008

Lee White

Executive Director, National Coalition for History



White

Congress Passes FY2008 Budget

On December 26, 2007, President Bush signed into law an omnibus funding package (H.R. 2764) that incorporates the eleven fiscal year 2008 appropriations bills for non-defense agencies. The overall total for the bill is \$555 billion.

Here is a summary of FY08 funding for agencies and programs of interest to the historical and archival communities. (For

comparison, the FY07 budget figure is included in parentheses after this year's amount and report language from the House and Senate appropriations committees will be added where appropriate.)

THE FY08 BUDGET: BY AGENCY

National Archives and Records Administration (NARA)

- Total budget: \$411 million (FY07: \$341M). This amount includes funding for the National Historical Publications and Records Commission (NHPRC).

- Operating Expenses: \$315M (\$279M). This amount is \$2.1M more than the administration's request. The archivist was directed to target the amount above the request first to restore the public research hours that were cut in October 2006, and then to hire more archivist staff. The Archives intends to allocate \$1.3M to restore the research hours and \$800,000 to replace archival staff that has left in recent years. NARA was directed to report to the Committees on Appropriations, within thirty days of enactment, on specific steps it is taking to restore the research hours and to bolster its archivist workforce.

- Electronic Records Archives (ERA) project: \$58M (\$45M). The appropriations committees expressed concern about cost overruns in the ERA program, NARA's oversight of the program, and the reliability of the work of the contractor (Lockheed Martin Corporation). The committees stated that additional delays "are unacceptable." The archivist was directed to make monthly progress reports to the Government Accountability Office and the House and Senate appropriations committees.

- Repairs and Restoration: \$28M (\$9M)

- Repairs and restoration of NARA facilities: \$8.6M

- John F. Kennedy Presidential Library—\$8M

- Franklin D. Roosevelt

- Presidential Library: \$750,000

- Richard M. Nixon Presidential Library: \$7.4M

- Lyndon B. Johnson Presidential Library: \$3.7M

National Historical Publications and Records Commission (NHPRC)

Since the Bush administration had proposed eliminating the NHPRC in FY08, this increased funding represents a major victory for the advocacy efforts of the historical and archival communities.

- Total budget: \$9.5M (\$7.5M)

- Grants: \$7.5M (\$5.5M)

- Operating expenses—\$2M (same as FY07)

The appropriations committees expressed concern about the length of time it was taking to complete the publication of the Founding Fathers historical papers. They instructed the archivist to "accelerate the process" for completion of the projects by requesting a plan to make the papers available online with a report due back within ninety days to the committees.

Teaching American History (TAH)

- TAH program total—\$120M (\$119.7M). Since the administration had proposed cutting this program to \$50M, this is a significant victory for the historical community. The appropriations committees recommended that the Department of Education provide initial three-year grants, with two additional years if a grantee is performing effectively.

National Park Service (NPS)

- The committees provided \$25M in funding for the new Centennial Challenge program. This amount was half of what the Administration had proposed. The Centennial Challenge is a ten-year initiative to generate \$2 billion in public and private matching grants to prepare for the Park Service's centennial celebration in 2016.

- Cultural programs: \$21.7M (\$22.6M)

- Preserve America program: \$7.5M (\$4.9M)

- Heritage Partnerships program: \$15.5M (\$13.3M)

- Historic Preservation Fund: \$71.5M (\$65.6M). The fund includes: State historic preservation offices: \$40M (\$37M), and Save America's Treasures program: \$25M (\$8M).

National Endowment for the Humanities

- Total budget: \$147M (\$141M)

- Grants and Administration: \$132.5M (\$125.8M) Programs under this budget line include:

- Federal and state partnerships: \$32.2M (\$30M)

- Preservation and access: \$18.6M (\$18.3M)

- Public programs: \$12.9M (\$12.3M)

- Research programs: \$13.2M (\$12.6M)

- Education programs: \$12.8M (\$12.2M)

- Program development: \$362,000 (\$375,000)

- "We the People" grants: \$15.2M (no change)

- Digital Humanities Initiative: \$2M (new funding)

- Matching grants: \$14.5M (\$15.2M)

Smithsonian Institution

- Total: \$693M (\$634.9M)

- Salaries and expenses: \$571M (\$536M)

- Facilities Capital: \$107M (\$98.6M)

- \$15M to establish a "Legacy Fund."

The Legacy Fund is intended to provide a means to address the \$2.5 billion backlog of major repair and restoration of the institution's facilities that now exist. The Legacy Fund has been designed as a public-private partnership whereby each federal dollar provided must be matched by twice that amount in private contributions before the full \$15M is made available. Assuming that the Smithsonian can raise the \$30M, the Legacy Fund would

provide \$45M above the \$107M already included in the Facilities Capital account for FY08.

Despite the rocky year the Smithsonian experienced in 2007, Congress reaffirmed its commitment by providing major budget increases for the institution. The large increase approved for the Smithsonian reflects the increased confidence appropriations committees felt they had seen in the institution after a period of great controversy. Since the budget was submitted in February, the committees felt that the Smithsonian had moved aggressively to address longstanding governance and integrity issues. The senior leadership of the institution turned over and the Regents reorganized themselves to ensure that the reform process begun after the departure of Secretary Lawrence Small was fully implemented. The appropriations committees felt the change in leadership and the reform efforts undertaken over the last eight months represented significant progress. The committees said they would carefully monitor this continuing reform process to ensure that the Smithsonian does not backslide on its reforms.

New Hold Placed on Presidential Records Reform Bill

As we have reported, since last September, Senator Jim Bunning (R-KY) has been blocking a vote in the Senate on the "Presidential Records Act Amendments of 2007" (H.R. 1255, S. 886). On December 18, 2007, without explanation, Senator Bunning finally lifted his hold. On January 22, 2008, Senate Majority Leader Harry Reid (D-NV) brought the bill to the floor under the Senate's unanimous consent rule that allows noncontroversial bills to be considered on an expedited basis. However, Senator Jeff Sessions (R-AL) became the latest Republican senator to publicly put a hold on the bill and blocked floor consideration. While this is disappointing, we should take heart in the fact that the lobbying efforts of the broad-based coalition of groups supporting the bill have been able to force two Republican senators to lift their holds on the bill.

Passage of the bill is even more important given the recent ruling by a federal judge invalidating the section of Executive Order 13233 that allowed former presidents to indefinitely delay the release of records. And the uncertainty over the impact of the federal lawsuit has once again generated controversy over former President Clinton's assertions that he is not blocking release of records from his presidential library.

In November 2001, President George W. Bush issued Executive Order 13233, which gave current and former presidents and vice presidents broad authority to withhold presidential records or delay their release indefinitely. The "Presidential Records Act Amendments of 2007" would nullify the Bush executive order and reestablish procedures to ensure the timely release of presidential records.

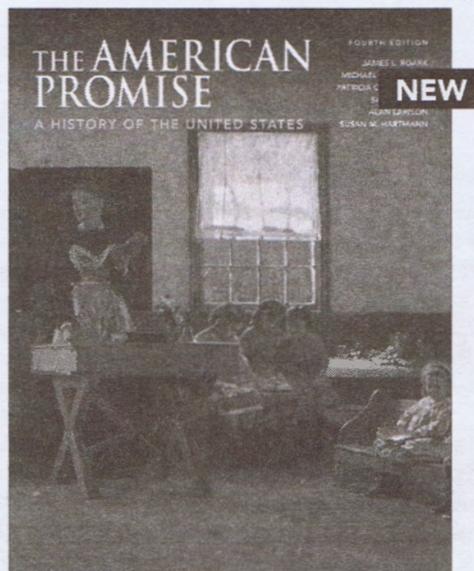
On March 14, 2007, by a vote of 333-93, the U.S. House of Representatives approved H.R. 1255.

See WHITE / 14 ►

The new favorite

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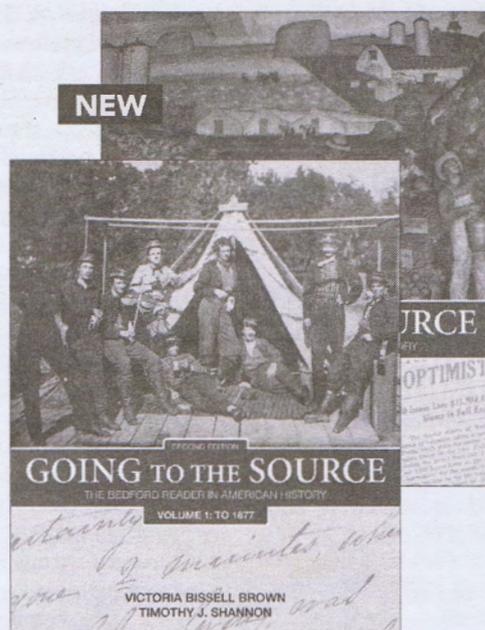


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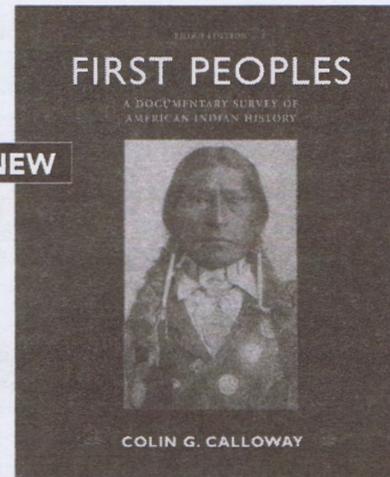
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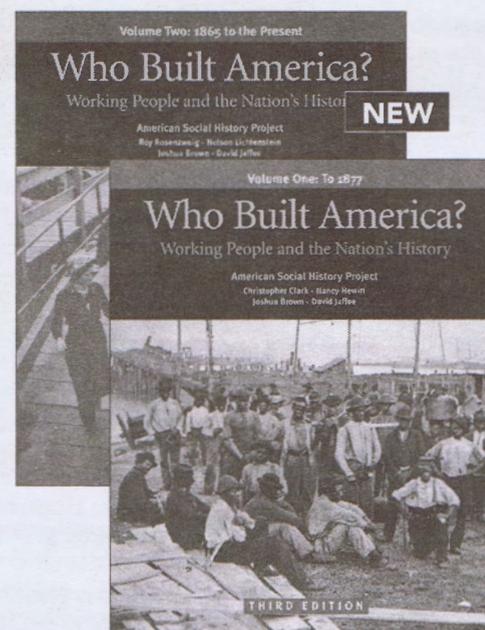
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American History in Oz

Lee W. Formwalt

When I was invited last spring to represent OAH at a national summit inaugurating the new U.S. Studies Centre at the University of Sydney, I had no idea I was going to Oz. Soon I discovered that Oz is the Australian nickname for their country derived from the nickname for Australians—Aussies, pronounced Ozzies down under.

Longtime OAH member Shane White of the University of Sydney invited former OAH President William H. Chafe to deliver one of four major addresses by American scholars at the national summit, and I was asked to attend as an active participant. The summit's theme was "Twenty-First-Century America: Reflections, Aspirations and Challenges." The other three speakers were from schools of public policy, business, and public affairs at Berkeley, Harvard, and Princeton. Bill Chafe was the only historian. Curiously, Bill's presentation, "America Then, America Now: Continuing Tensions in Who Americans Are and What We Believe," was saved for last. In his comments on the talk, University of Sydney historian Stephen Robertson asked why the history presentation came last. It should have been at the start of the conference to help everyone contextualize twenty-first-century American foreign and economic policy.

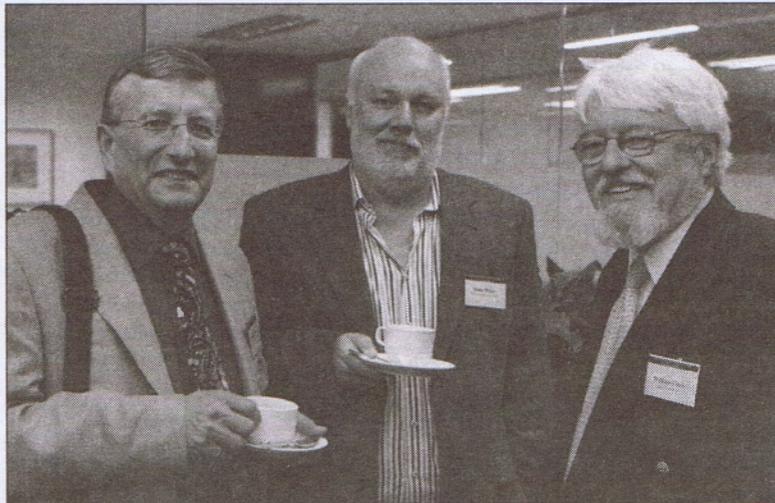
Historians in Sydney made the case that history has to be central to the U.S. Studies Centre. We cannot examine the present and prepare for the future without a serious understanding of the past. The University of Sydney's History Department has a large Americanist contingent—one of the largest outside the U.S.—and it is in a good position to strengthen the new U.S. Studies Centre with the perspectives its historians can provide.

At the summit, an Australian professor introduced each American presenter and another Australian commented at the conclusion before opening up discussion with the audience. Morning and afternoon tea (at which I saw a lot of coffee) provided nice breaks. At receptions and dinners there were lots of opportunities to engage our Australian colleagues in discussion. On the first day of the two-day summit, the U.S. Studies Centre released the latest results of a survey of Australian Attitudes Towards the United States. In general, Australians have a favorable attitude towards the U.S., but that has declined since 2001. Their attitude towards the current U.S. president is decidedly negative. For the survey results, check out <<http://sydney.edu.au/us-studies/events/nationalsurvey.shtml>>.

Nearly two hundred people, ranging from politicians, diplomats (including U.S. Ambassador Robert D. McCallum, Jr.), and businessmen to academics and graduate students attended the national summit. The logistics of such an exercise (including getting the American visitors there) were ably managed by Meredith Hall of the University of Sydney. More information about the U.S. Studies Centre (endowed with \$25 million from the Australian government and almost as much again from American and Australian donors) can be found at its

website: <<http://sydney.edu.au/us-studies>>.

One of the most interesting aspects of the summit was that it provided me an opportunity to visit with OAH members and others who practice American history half a world away. And that is an important point—it's a long way to Australia. For me it was an hour from Indianapolis to Chicago and then four hours to L.A. and finally thirteen hours to Sydney. When Shane White first talked to me about the trip last spring, he painted a gruesome picture of this endless flight. Fortunately, it was not nearly that bad, and I read a book on the way down and another on the way back. But it is a long flight. A few days before I left



Formwalt, Shane White, and Bill Chafe (left to right), enjoy a cup of coffee at morning tea in Sydney.

for Sydney, Shane emailed me, "You should think about us American historians out here when you're on that flight . . ." And that I did. To practice American history in Australia means frequent trips to the U.S. to visit the archives, to attend professional meetings, and to give visiting lectures. No one does this more than Shane himself who has already attended this year's AHA meeting and will be back next month for the OAH and in the fall for the Southern Historical Association meeting.

In Sydney, I experienced the diversity of the American history profession in Australia and New Zealand. I met Aussies, Kiwis, and Americans who research, write, and teach American history in both Australia and New Zealand. The Americans range from Carroll Pursell, historian of technology who retired to Australia and is an adjunct at Macquarie University, to Ethan Blue (University of Western Australia, Perth) and Paul Taillon (University of Auckland, NZ). Australian Ian Bickerton (University of New South Wales) told me over dinner how he ended up at Kansas State University to pursue his Master's degree and attended the last annual meeting of the Mississippi Valley Historical Association (MVHA) in Kansas City in April 1965. It was another Australian I met, Ian Tyrrell of the University of New South Wales, who last year provided the *Journal of American History* its centennial year article on the MVHA.



In addition to the group of Americanists at the University of Sydney, there are U.S. historians in several other Sydney universities (Macquarie University, University of New South Wales, and the University of Technology, Sydney). These historians comprise an informal U.S. history community that benefits from the kind of engagement their colleagues in larger U.S. universities experience. Then there are those like Ethan Blue who is just beginning his career as the only American history professor at the University of Western Australia in Perth. Ethan has been in Australia for two years and this was his first time in Sydney. I must have looked surprised when he mentioned that, so he explained that flying from Perth to Sydney was as long as a coast-to-coast flight in the U.S. In all of New Zealand, Paul Taillon told me, there were little more than a half-dozen American historians, so they work pretty much in isolation on their various campuses.

Is the OAH important for American historians in Australia? It is for someone like Shane White who rarely misses an annual meeting. And it is for four more of his colleagues (Stephen Garton, Stephen Robertson, Clare Corbould, and Ian Tyrrell) who will join him in presenting or presiding at sessions at the OAH annual meeting next month in New York. Chris Dixon, recently appointed to lead the cultural history project at the University of Queensland, expressed his appreciation of the OAH and his admiration of its concern about teaching. Like many of his colleagues, Chris has traveled frequently in the U.S. and loves the research and writing of history. "But, in the end," he said, "if I had to describe my job, I am a teacher."

At the summit in Sydney, we talked about ways the OAH might collaborate with the new U.S. Studies Centre. For nearly two decades now, OAH has been in the forefront of promoting the transnational dimensions of American history. Among the important ways to accomplish this has been to bring together U.S. historians from around the world. We have done this in scholarly forums in the *Journal of American History*, in the 1990s La Pietra conferences in Italy on internationalizing American history, and at occasional sessions at annual meetings. But there is much more to do. In Sydney, we discussed the possibility of creating a program similar to the OAH-Japan project that sends OAH members to Japanese universities each year for two weeks. One of many possible ways to bring together American historians who practice around the globe would be to take advantage of technology and have joint U.S. history classes at an Australian and a U.S. university. And then at midsemester the Australian and American professors could switch classrooms and physically teach in the other country for a couple of weeks. If we truly understand and believe in the value of transnational approaches to researching and teaching U.S. history, we will come together to discuss and develop new and better ways to globalize our discipline more effectively. □

President Issues Order Restricting Congressional Earmarks

On January 29, 2008, President Bush issued Executive Order 13457 "Protecting American Taxpayers from Government Spending on Wasteful Earmarks." Executive Order 13457 could have a real impact on funding for specific historical sites and programs, research and archival projects, and colleges and universities since they are often beneficiaries of congressional earmarks.

The executive order follows through on the threat the president made during his State of the Union address to sharply curtail the ability of members of Congress, through the use of earmarks in committee report language, to designate funds in appropriations legislation for specific projects or organizations, most often in their district or state.

The order defines an earmark "as any funds provided by Congress for projects, programs, or grants where the congressional direction (whether in statutory text, report language, or other communication) (1) circumvents merit-based or competitive allocation processes; (2) specifies the location or recipient of the funds; or (3) otherwise limits the ability of the executive branch to manage its statutory and constitutional responsibilities for the allocation of federal funds."

The battle between the executive and legislative branch over the use of earmarks has been going on for many years. "Pork barrel" projects, such as the infamous "Bridge to Nowhere" in Alaska have led to stronger efforts to curtail the increasing use of earmarks by Congress, which grew exponentially during Bush's years in the White House when the Republican Party controlled Congress. According to the watchdog group Citizen's Against Government Waste, in 2001 there were 6,333 earmarks totaling \$18.5 billion in the federal budget. By 2005, that number had ballooned to \$27.3 billion for 13,997 projects. In 2007, the first year the Democrats controlled Congress, the numbers dropped dramatically to \$13.2 billion for 2,658 earmarks.

The executive order applies to earmarks in bills Congress will send to the president beginning in Fiscal Year 2009. The policy will remain in effect unless the order is repealed by a future president.

Task Force on Smithsonian Business Ventures Issues Report

The Task Force on Smithsonian Business Ventures (SBV) issued its report which called for retaining the business operation as a centralized, distinct organization within the Smithsonian, but more closely aligning its functions with the mission of the institution. The report also recommended that SBV increase transparency in its business operations.

The task force was established by Acting Secretary Cristián Samper in August 2007 to review Smithsonian Business Ventures and recommend ways to improve its operation and maximize contributions to the Smithsonian.

The task force concluded that financial performance and overall quality fell short of expectations because the institution was unnecessarily divided against itself. The task force also recommended reorganizing the business into three large groupings—Retail (stores, catalog and online catalog, IMAX theaters, food services), Business Development and Licensing (new businesses, product development and licensing, student and adult educational travel), and Media (Smithsonian magazine, online publishing, Smithsonian books, Smithsonian Networks, goSmithsonian magazine).

Congress Enacts Freedom of Information Act (FOIA) Reform Bill

On December 31, 2007, President Bush signed into law legislation (S. 2488) to implement the first reforms to the FOIA in more than a decade. Congress passed the "Openness Promotes Effectiveness in our National Government Act" (OPEN Government Act) bill on December 18, 2007.

The new law improves transparency in the Federal Government's FOIA process by:

- Restoring meaningful deadlines for agency action under FOIA;
- Imposing real consequences on federal agencies for missing FOIA's twenty-day statutory deadline;
- Clarifying that FOIA applies to government records held by outside private contractors;
- Establishing a FOIA hotline service for all federal agencies; and
- Creating a FOIA Ombudsman to provide FOIA requestors and federal agencies with a meaningful alternative to costly litigation.

In 2007, NCH issued a legislative alert urging passage of the FOIA bill and was involved in a broad-based coalition that worked towards passage of the legislation. □

National Security Archive, OAH and Others Petition for Release of Rosenberg Grand Jury Records

The National Security Archive, along with the OAH and other leading U.S. historical associations, filed a petition in federal court in New York City on January 31 for the release of grand jury records from the 1951 indictment of Julius and Ethel Rosenberg, who were accused of running an espionage ring that passed American atomic secrets to the Soviet Union, convicted of spying, and executed in 1953.

Supported by extensive declarations from experts, the petition describes the trial of the Rosenbergs as a defining moment in the Cold War and argues that fifty-seven years later, scholarly and public interest in these transcripts far outweigh any remaining privacy or national security interests in continued secrecy.

"This petition brings together scholars and journalists who have diverse and often divergent views of the Rosenberg case, Soviet espionage, and American counter-espionage," commented Tom Blanton, the Archive's director. "What unites the petitioners is the opportunity to end the unnecessary secrecy and to open these unique primary sources to public and scholarly scrutiny." □

National Archives Announces Extended Research Room Hours

Archivist of the United States Allen Weinstein announced that the National Archives will restore its evening and weekend hours in its Washington, D.C. and College Park, MD, research rooms. Effective the week of April 14, 2008, the extended hours will be 9:00 a.m. to 9:00 p.m. Wednesday, Thursday, and Friday and 9:00 a.m. to 5:00 p.m. Saturday. Hours on Monday and Tuesday will continue to be 9:00 a.m. to 5:00 p.m.

Congress and the president provided a one-time appropriation of \$1.3 million in the National Archives Fiscal Year 2008 budget to restore these hours. The funds will be used to hire new archival research room staff and to cover the costs of utilities, maintenance, and security during the extended hours.

"I am very grateful to congress and the president for their recognition of the importance of making our documentary heritage as widely available as possible. Extending the research room hours goes a long way in helping us attain this goal. This increase in hours underlines our commitment to open government," Weinstein said in making the announcement. "I would also like to acknowledge the enthusiastic support of our user communities," he added.

Research room hours at the National Archives Building in Washington, DC and at the College Park facility were reduced in October 2006 as a cost-savings measure. Since then, the National Archives has had extended hours only once a month—on Thursday and Friday evenings and on Saturdays. Prior to October 2006, the National Archives extended hours were Tuesday, Thursday, and Friday. The change from Tuesday to Wednesday evening late hours was implemented to make it more convenient and cost-effective for out-of-town researchers who travel to the National Archives for research. □

National History Education Clearinghouse Launches this Month

The U.S. Department of Education has granted \$7 million to create a National History Education Clearinghouse. The online project, which will be housed in George Mason University's Center for History and New Media (CHNM), will focus on historical thinking and learning. It will also help K-12 history teachers become more effective educators and show their students why history is relevant to their daily lives.

The project's codirectors—Kelly Schrum and Sharon Leon, both at CHNM, and Daisy Martin at Stanford University—will manage content research and development, coordinate teacher outreach, and direct the design and construction of a new digital center to provide links to the most informative history content on the Internet. Once online in February 2008, the clearinghouse will provide educators with a host of teaching tools and resources and be a portal through which teachers can share materials related to history.

Working with project partners Stanford University, the American Historical Association, and the National History Center, the clearinghouse will have both on and offline components. These web- and non-web-based resources will be grounded in the latest and most significant scholarship on history and history education, as well as research on the best practices in teacher professional development and an awareness of the possibilities and limitations of the digital medium.

The site will be organized around seven features: history education news, history content, teaching materials, best practices, policy and research, professional development, and Teaching American History grants. The clearinghouse will also use the latest advances in digital technology to explore key concepts through interactive images, audio clips and videos of classroom teaching and historians discussing primary sources. Offline support will include a yearly conference, a newsletter, and an annual report on the state of history education in the United States. □



<http://teachinghistory.org>

New Budget Recognizes Needs

Allen Weinstein



Weinstein

The Fiscal Year 2008 budget for the National Archives and Records Administration has important implications for NARA customers and stakeholders. NARA has been allocated \$411.1 million for FY 2008 under the omnibus appropriations bill approved by Congress and signed by President Bush. This funding represents an increase of 20.5 percent over FY 2007's level and recognition by congress and the

president of the importance and urgency of our needs—some of which affect customers and staff directly.

The legislation provides \$2.1 million to restore some important customer services. Foremost among them is \$1.3 million to reinstate public research hours that had been curtailed, which begin the week of April 14. The \$2.1 million also includes \$800,000 to hire staff archivists to replace those who have left the agency in the past few years. Congress has asked NARA to report on progress in these two areas in the next thirty days, and we plan to move quickly to bring activities back to normal.

Elsewhere in the budget is \$315 million in operating expenses for NARA. These funds must cover expenses such as energy, where costs are soaring, as well as rising security and staff costs for thirty-seven NARA facilities around the country. For continued work on the Electronic Records Archives (ERA), the legislation provides full funding of \$58 million. This spending measure requires NARA to submit to Congress a spending plan before any multi-year funds are obligated.

For FY 2008, \$28.6 million has been allocated for repairs and restorations at the Nation's Archives' presidential libraries, including \$8.6 million for general repairs. In addition, \$7.4 million is slated for construction of an archival addition to the Richard M. Nixon Presidential Library in Yorba Linda, California. Once the archival addition is completed to NARA specifications, Nixon presidential records will be moved from College Park to Yorba Linda, so all the records of Richard Nixon's career in public life will be under one roof. Also included is \$3.7 million to complete the repairs and restoration of the plaza at the Lyndon B. Johnson Presidential Library in Austin, TX, \$8 million for the first steps of acquiring land and building a new addition to the John F. Kennedy Presidential Library in Boston, and

\$750,000 for design work on desperately needed renovations at the Franklin D. Roosevelt Library in Hyde Park, New York.

The National Historical Publications and Records Commission, which makes grants to nonfederal entities to preserve and provide access to important and significant nonfederal historical records, will receive \$7.5 million for grants under the spending bill.

In a related matter, the Lyndon B. Johnson Foundation has been granted, in the Department of Education budget, \$718,000 for the Presidential Timeline, an interactive Internet feature that allows visitors to explore each of the modern presidents' lives and administrations. The LBJ Foundation provides support for the Johnson Library.

While I want to emphasize that this budget, with its significant increases, recognizes NARA's important mission and urgent needs, I also want to commend the quiet dedication of the National Archives staff during this difficult period of fiscal uncertainty. Even with limited resources, we have maintained essential access to the records of our country and even expanded that access by releasing many records that previously were not available to the public. I also want to thank the members of OAH for their support of our mission and our programs over the years. □

News of the Organization

OAH Holds 2008 Hata Community College Workshops

Juli A. Jones

Registration is now underway for workshops in the second year of the OAH Community College Workshop series. This year's workshops will be held in Bloomington, Indiana, at Ivy Tech Community College, May 29-31, and in Dallas, Texas, at Mountain View College, June 19-21. The success of last year's workshop at El Camino College in Torrance, California, has led to many inquiries from historians around the country. To meet this demand, the series will offer two workshops per year in alternating regions. While it is expected that most registrants will come from the local and regional area of the workshop, those from other areas are welcome to apply. This is a funded professional opportunity, with a \$200 stipend available for fifty registrants.

The workshop series is named in memory of Dr. Nadine Ishitani Hata, the pathbreaking leader in establishing community college historians as recognized members of our profession and valued contributors to the OAH. Its aim is to provide professional enhancement opportunities and materials for community college professors and others teaching the U.S. history survey course. It will offer faculty an opportunity to reflect actively on new scholarship, pedagogy, and regional resources, and to establish new collaborative networks with fellow historians at two- and four-year colleges and universities and at public history in-

stitutions. These OAH professional enhancement seminars will ultimately impact the quality of U.S. history education received by students attending community colleges.

Workshop presenters will be master teachers, community college professors, prominent research historians, and local public history experts. Teaching sessions will also offer roundtable opportunities for historians to contribute their own ideas and experiences, especially regarding online courses, using maps and primary materials, oral history projects, and working with underprepared students. Each workshop will be held over a three-day period: Days one and three will include plenary-style panels and small group breakout sessions focused on seven core subjects related to teaching the U.S. history survey course and three regional issues, as well as hands-on curriculum development, while day two will feature offsite sessions utilizing local history sites and resources.

This year, Museum Day in Indiana will include visits to the Eiteljorg Museum and the Indiana Historical Society in Indianapolis. In Dallas, the workshop will visit the Old Red Museum, the Dallas Holocaust Museum, and the Sixth Floor Museum at Dealey Plaza focusing on the JFK assassination. Information on reasonably priced area hotel lodging will be provided for those interested in staying near the college. Our site coordinators are Donn Hall at Ivy Tech Bloomington and Kenneth Alfors at Mountain View College. The OAH is grateful for their participation and for the support of their institutions, administrators, faculty, and staff.

By the conclusion of the workshops, historians will have gained an increased knowledge of historical content, pedagogical strategies, and local resources. Additionally, they will receive handouts and access to materials that will allow them to bring what they have learned back to their institutions. They will also be connected to new friends and colleagues in an ongoing history network. Session highlights and materials will be available on the OAH website for future reference and use by all historians.

Early registration on the OAH website is off to an excellent start. To learn more information about registering for the workshops and applying for the stipend, please visit the OAH website. Timely registration is encouraged, as only fifty stipends are available for each workshop. Review of applications will begin March 15, 2008. Workshop brochures and programs will be posted soon. For further information, email Juli A. Jones, OAH Community College Coordinator, at jjones@oah.org. □



"As a student of American history, it has been an advantage for me to live in Canada. It may not be very far, but it's off shore, and Canada has gone through similar experiences at times, which are useful for comparative purposes. For example, what would have happened if the Populists had lasted longer on the American prairies and made links with urban unions. That happened in Canada, it was called the CCF (Co-operative Commonwealth Federation), later renamed the NDP (New Democratic Party), and it has all gotten watered down since, but these reconstructed Populists became an enormous influence pushing the Liberal Party to the left. In a way, Norman Thomas's Socialists had some of that effect on the New Deal. So Canadian experience provides another way of looking at American history. To give a second example, what would have happened if Andrew Jackson had lost the bank war? Well, they had a

As a student of American history, it has been an advantage for me to live in Canada. It may not be very far, but it's off shore, and Canada has gone through similar experiences at times, which are useful for comparative purposes. And you're not living in the belly of the whale. Canada is pleasant. We have a budgetary surplus and an inclusive national health scheme. Life is brutal enough if you're poor anywhere, but Canada is a somewhat more civilized place.

bank war up here too, the equivalent of one. It was a revolt in 1837, and the "Jacksonians" who made that revolt lost; the Tories dug in, only grudgingly admitting the Liberals to the political system. Therefore, the whole developmental pattern of Canadian capitalism was more guarded. They developed a national banking system—it's five banks, but still a national banking system—while the Americans had wildcat banking all over the place, and so the whole development of Canada was different. Isn't that an interesting comparison? I don't recall reading this anywhere in an American history textbook. There are advantages to being an Americanist here in Canada."

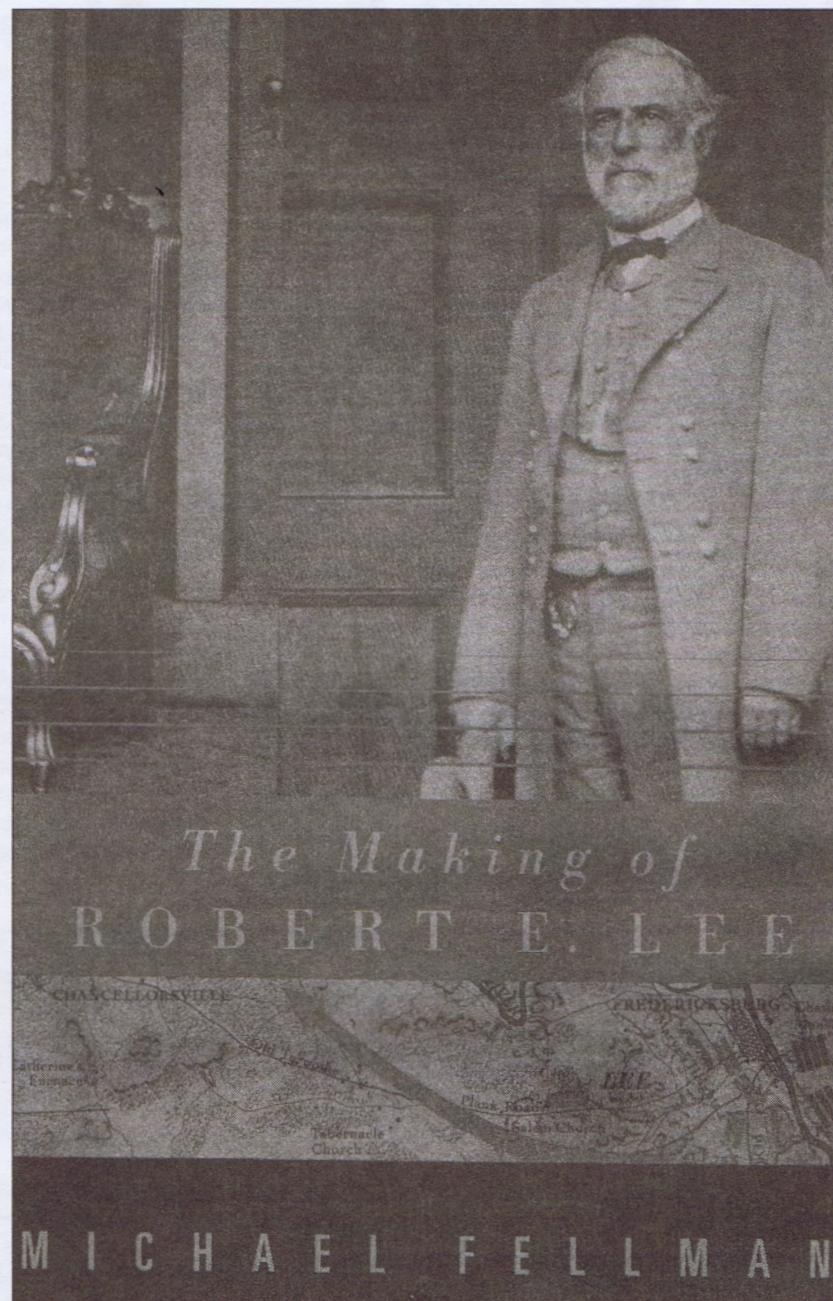
"And you're not living in the belly of the whale. Canada is pleasant. We have a budgetary surplus and an inclusive national health scheme. It's got its problems, but we've got one. Poor people are not excluded. Life is brutal enough if you're poor anywhere, but Canada is a somewhat more civilized place—half way between Europe and the United States. Canadians are not always conducting foreign wars. I don't like the adventure in Afghanistan, and I've been writing about that up here. I do scold Cana-

dian audiences too. I'm not saying Canada is nirvana, but every time there's another war or another right-wing electoral triumph, I get these e-mails from friends asking can I come up there?"

I wanted to know more about Fellman's research and writing. "When I think about my work, I can make it sound more coherent than it really has been, because basically I've always worked out of intuition. I hope I have been introspective about my personal role in writing history. I've always seen history as an art form. I mean, social science is interesting, and there's no reason not to use every tool you can. I'm a pragmatist that way, but the things that push me are not all academic. They are political, and they are deeply personal: there are certain aspects of my life and certain historical themes that obsess me. That I'm a Civil War historian was entirely unexpected. I started off as an intellectual historian of a sort, but I never believed in the primacy of ideas. I see us as hungry beasts, who tend to gild the lily, both about our history, our own personalities, and our social beings. We can be clever, logical, and learned, but a lot of that is about covering up more than exploring, and so I think part of the lesson of the '60s for me was to be aware that emotionality is central to everything we do, nothing to be ashamed of. It's just as important as what we do with our ideas. This makes me a heretic, actually."

"Professors, on the whole, are people who are really good at overintellectualizing, the best are bloody clever, and sometimes their work is beautiful in itself, which I honor. But sometimes I read autobiographical interviews with professors, and they say I had this professor, and I read those books—that seems to explain their sense of intellectual development. For me it wasn't; the project didn't grow from that. It grew out of much more personal responses to becoming a human during the wars of the '60s. And in addition, the Holocaust affects me deeply, maybe because I'm Jewish, although I do not think the Holocaust presents issues just for Jews. The human capacity for mindful slaughter is always there in my mind when people celebrate the Civil War."

When I asked Fellman about his Civil War work, he remarked, "Well, my most widely-read book is *Inside War: The Guerilla Conflict in Missouri During the American Civil War* (Oxford, 1989). In *The Civil War and the Limits of Destruction*, Mark Neely recently blamed this book for pushing what he calls a 'cult of violence' into the center of Civil



War historiography—a pernicious tendency that needs to be stopped. I spent ten years in the archives on that one. I don't remember who said, 'Oh, Michael, you've got to go and look at the military records at the National Archives in Washington.' But I went and I ordered up the Missouri records from Record Group 153. It's huge and poorly catalogued—box after box of manuscripts had been bundled together, tied with red ribbons, and sent in to Washington at the end of the war. So I'm untying these red ribbons that were tied in 1865, and I'm reading these incredible depositions given to the local provost marshal. There is a union outpost in each county, and the guerillas control a lot of the countryside at night, and it ain't just Quantrill, it's all over the place. To survive you had to collaborate, and yet you're angry because they also ripped you off and maybe killed somebody, so you go to town and you swear out a deposition the next day for a variety of reasons, and these are storytelling people, so their testimony is shattering. I real-

OAH Lecturers Collaborate with Teachers

Elizabeth R. Varon



Varon

On October 20, I travelled as an OAH "distinguished lecturer" to Rockford, Illinois, for a Teaching American History symposium organized on behalf of the public schools by Betsy Homewood. I had jumped at this invitation, as it was a chance to reunite with Nancy Cott, my longtime friend and mentor, and to meet Nancy Mirabal, whose work I admired but whose path I hadn't yet crossed. We three OAH lecturers anchored a program on women and gender in U.S. history; each of us delivered a lecture, and then we participated in an informal roundtable and breakaway discussions on aspects of pedagogy.

The first thing that struck me was the dedication of the sixty or so teachers who were willing to give up their Saturdays to assemble, bright and early at 8:30 a.m., for a day of intensive collaboration. I came, over the course of the day, to appreciate that dedication even more fully, as the teachers' questions, comments, and insights dramatized the challenges educators face in the "no child left behind" era. As a parent of two children in public elementary school, I found my interactions with these Rockford teachers to be eye-opening and inspiring.

I had imagined, given the pervasive pressure to "teach to the test," that public school teachers have few opportunities these days for creativity and improvisation. But it was clear from the teachers' questions and comments that they work tirelessly to transcend local and state educational mandates and to supplement the standard curriculum. They wanted us to discuss: 1) how to integrate women's and gender history into the curriculum in ways that were not merely "contributory," tokenistic, or superficial; 2) how to supplement terribly outdated social studies textbooks with compelling published primary sources and cutting edge scholarship and; 3) how to harmonize the goal of confronting America's historical flaws and failings with the goal of imbuing civic pride in students.

After sharing ideas, strategies, and book titles, we broke into small groups to grapple with the particular challenges of teaching the different grade levels; as my own son is in fifth grade, I volunteered to join the fifth grade teachers' group. Their observations rang true and clarified so much of what I had observed in my sample of one. For instance, these teachers explained that fifth graders are only just arriving at the stage, developmentally, in which they can grasp "change over time" writ large. They cannot yet think across the centuries, so they must focus on generational change. Thus assignments that ask them to do oral, family, and local histories are particularly efficacious. Moreover, fifth graders are, I learned, not only natu-

rally drawn to family history, but also to public history and material culture. So these teachers had devised countless ways to incorporate artifacts and local historical sites into the curriculum. This was no simple "teaching to the test."

After our breakaway sessions we reconvened as a group to compare notes. Hearing these teachers contrast, starkly, the capabilities and affinities of fifth graders with those of eighth graders and twelfth graders (and so on) only reinforced my dawning sense (it gets stronger the older I get!) that in some ways the college years are just another developmental stage of childhood. And that is one reason why these sorts of teaching forums are so invaluable for college professors: if we want to help our students get where they are going, it helps immeasurably to know where they have been. □

Elizabeth R. Varon is professor of history at Temple University. She is author of We Mean to be Counted: White Women and Politics in Antebellum Virginia (1998) and Southern Lady, Yankee Spy: The True Story of Elizabeth Van Lew, a Union Agent in the Heart of the Confederacy (2003). Varon is currently finishing a study of the origins of the Civil War, provisionally entitled On the Precipice: The Discourse of Disunion and the Coming of the Civil War.

News of the Organization

Griffith Named OAH Treasurer

Robert Griffith, professor and history department chair at American University, has been appointed treasurer of the Organization of American Historians.

Griffith brings years of experience in financial management to the position of OAH Treasurer. In addition to his current position at American University, Griffith served as the dean of the Arts and Humanities at the University of Maryland from 1989 to 1995, where he administered a budget of twenty-seven million dollars. As provost at American University from 1995 to 1997, Griffith managed a budget of ninety-seven million dollars. A member of OAH since 1964, Griffith has a passionate appreciation for the important contributions OAH has given to his professional life.

Griffith is the author of *The Politics of Fear: Joseph R. McCarthy and the Senate*, which won the OAH Fredrick Jackson Turner Prize. The third edition of his anthology, *Major Problems in American History since 1945*, coedited with Paula Baker, appeared in 2006. The author of many articles, essays, and reviews, Griffith has held fellowships from the John Simon Guggenheim Foundation, the National Endowment for the Humanities, and the Harry S. Truman Library Institute.

Robert Griffith succeeds Robert W. Cherny, University of San Francisco, as the OAH treasurer. A professor of history at San Francisco State University, Cherny began his term as OAH treasurer in 2003. In joining the OAH Executive Board in expressing their gratitude to Cherny for his commitment to OAH and the profession, Executive Director Lee Formwalt added, "OAH is grateful for and deeply appreciates Bob's five years of dedicated stewardship and counsel." □



OAH Publishes *America on the World Stage*

Recognizing the urgent need for students to understand the emergence of the United States' power and prestige in relation to world events, Gary W. Reichard and Ted Dickson, and their team of over two dozen historians and teachers, reframe the teaching of American history in a global context. Each essay covers a specific chronological period and approaches fundamental topics and events in United States history from an international perspective, emphasizing how the development of the United States has always depended on its transactions with other nations for commodities, cultural values, and populations. For each historical period, the authors also provide practical guidance on bringing this international approach to the classroom with suggested lesson plans and activities. Ranging from the colonial period to the civil rights era and everywhere in between, this collection will help prepare Americans for success in an era of global competition and collaboration.

The book, published by the University of Illinois Press, will make its debut this spring at the 2008 OAH Annual Meeting in New York City. □



ized after a few days that this is the famous trunk of letters in the attic times a thousand, and I wondered, would I be up to writing such primal history."

"Well, it took me a long time, because a lot of what I learned is that war is hell and people are shits. That's true, but insufficiently explanatory, so I had to find ways to become detached enough to write in a coherent and humane fashion. So I read a lot of psychiatric literature about returning Vietnam war veterans who had committed atrocities, which was, by the way, very common. I read also in the literature about concentration camp guards. The book is not just about guerilla war in Missouri, but it's certainly about that. Much work since then on guerilla warfare has challenged the traditional narrative."

Fellman anticipated my next question: "So why did I decide to write a biography? I felt I had done history from the bottom up with *Inside War*, and I realized that of course leaders matter a lot too: the mentality of leaders who fight wars, how they get themselves to do that, what they think they're doing, how they use ideology, all those

things matter. Sherman seemed the most interesting of the generals on either side—was he ever. For example, he and his wife were apart for at least half of their thirty-eight-year-long marriage, and they hated each other. Or at least they fought like cats and dogs, both aiming for the jugular. She was a pious Roman Catholic who raised her kids Catholic. He was an agnostic. He was out in the world, not successfully before the war, but he was out there, and she was reclusive. She was the rich man's daughter, who happened to be the man who took little Cump Sherman in as a ward when his father died."

"And he was (although I didn't use the word) bipolar. I included a long discussion of his depression in Kentucky at the beginning of the war, which had never been analyzed fully. His wife asked the right questions in her correspondence with General Halleck. They knew about depression. I ended up calling the book *Citizen Sherman*, because it's as much about him as a Victorian male as it is about the war. It's also about the war, and my argument is that there's a lot of rage there, and he finally found a voca-

tion. He was an extremely lucid writer, a bit of an artist, and his war propaganda is devastating—he knew that that was part of making war on a democracy. You demoralize the citizenry, and they'll tell the boys to quit and come back home. He was an utterly ruthless genius, but at the same time attractive, so the biography got to be a whole lot richer than I might have expected."

In his next book, Fellman explored *The Making of Robert E. Lee*. "The problem with Lee is that he's such a legendary figure. So I said to myself, okay, what if I start out as if there are no stories about Robert E. Lee? Can I just read the letters from the various archives de nouveau, and see him within his context, separating his life from the legendary Marble Man? Not to ignore the legend, but to deal with it as a separate issue rather than letting it infuse the book."

"I have an iconoclastic streak too. Lee was the avatar of white suprema-

cy in the postwar period. Many believe that if he was so noble the segregation system really was okay. If you've never seen the statue of him at Washington and Lee in the chapel, it's worth a trip. It's a white, white, white marble statue, and he's lying recumbent on the field of battle, booted and spurred, his hat and sword by his side, ready to rise again. It's a shrine for the white South."

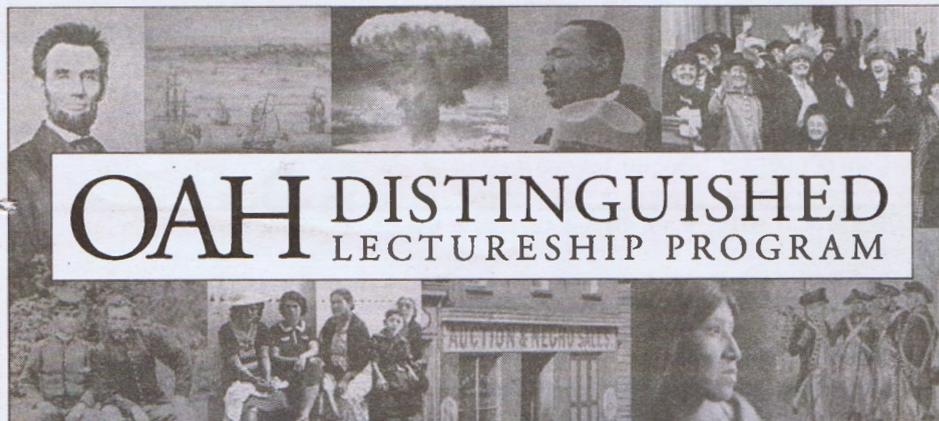
"I looked closely at him on the slavery issue. He wasn't opposed to slavery; he thought it was that old argument, a necessarily evil. He wrote about it once in 1856, where he says yes, slavery is wrong, but you know Jesus only came 2,000 years ago, only a day in the eyes of God, so liberation will take a very long time. In the meantime, when he made his choice to go with Virginia in 1861, it was with his class, and in defense of slavery."

"And then after the war, he was deeply involved in the Virginia effort to destroy Reconstruction. I think that's something people probably didn't know much about. Lee's own sensibility is even more apparent in several nasty letters to his nephew in far-off Paris, which excoriated everything to do with Reconstruction and black independence."

"I'm not saying Lee was a bad man but a man of his times; that he was a human being. This take has elicited interesting responses. In Civil War history, the real opposition is neo-Confederate, and they still assert Lee's perfection, insisting that he wasn't a racist. On the other hand, southern "tradition" is correct—they use all the code words for white supremacy. These are diehards whose grandfathers had controlled the South. Their last gasp of traditional power was when they tried massive resistance to desegregation. Then the Republican Party taught them how to move in a subtler, long-term counter-attack against black opportunity."

"The Civil War historical mainstream tends toward unionist triumphalism. The War and Reconstruction, many argue, were 'the second American Revolution.' Where others stress the advance of freedom I see some of that and a lot more continuity of domination and oppression. Moving past the chronological confines of the Civil War, my next book will concern terrorism and state formation."

We ended up talking a bit about the Organization of American Historians which he feels could be better at "engaging Americans who don't live in the United States. If you look at offices that have been held over the years, the OAH is not sufficiently inclusive. Perhaps it's an unconscious reflex that somehow you're disqualified if you live abroad—a kind of unintended xenophobia, of which the OAH, consisting of perfectly well-intentioned liberal-minded people, is not fully aware." The vast majority of our members (96 percent) live in the U.S. and it may be easy to forget the more than 300 members who live outside the country. Fellman reminds us that we lose a lot in forgetting them, especially the nearly 100 members who live just north of the border. □



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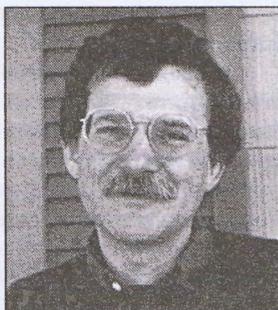
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Roy Rosenzweig

Roy Rosenzweig's legacy transcends professional categories. His insatiable curiosity, courageous character, creative mind, and restless organizing—along with his warm interest in a remarkable variety of people—made it hard for him to hold still long enough in a single place to be labeled. As I listened to



Rosenzweig

people talk about Roy at the memorial service in Arlington on December 9 and at the AHA remembrance on January 5, I was struck by two conclusions. First, we all clearly knew the same Roy. We had all experienced how to work with Roy was to build an intense and very rewarding personal relationship. But, second, I was also struck that we each knew a different Roy, partly because he was the link between our different neighborhoods that Jean Agnew had described as constituting "Royville," and partly because he naturally related to people where he found them, each one differently.

At the Arlington service his wife Deborah named the quality that struck me most about Roy. He was above all a connector. He loved introducing people who inhabited one of the neighborhoods in Royville to people who lived somewhere else. Roy made and nurtured relationships and communities better than anyone I ever met. As he moved from neighborhood to neighborhood he gave each of us a sense of participating with others, of being part of the larger community, Royville. And Royville reflected not only his generosity of spirit and warmth, but also his commitment to live life more humanely, more civically, than academic cultures often nurtured. Criticizing history as "a deeply individualistic craft" in 2006, Roy said his collaborations were experiments at making history more social and collaborative.

Roy's legacy is a big one. The AHA and other organizations have recognized Roy's creative leadership in the new world of digital technology. But creative work in new technologies was only the latest phase of a larger quest to democratize the practice of history. He used different terms to describe this quest, but it centered on three words: democracy, audience, and practice. Ever since graduate school in the 1970s, Roy had a passionate faith in the capacity of history to make a more democratic world if only historians could figure out how to transcend the self-enclosing practices and privileges of academic culture and how to share the democratic and transformative possibilities in the new historical scholarship with people outside the academy. He once said that he had entered the historical profession at a time when "the '60s were still very much alive," a time when political movements challenged historians to create a new content and practice of "history from the bottom up." For Roy, this meant at first listening to the voices of everyday folks—to how Worcester workers experienced work and leisure. Later it led him to spearhead a synthesis through the new American Social History Project and in the pages of the *Radical History Review*. For Roy, as for his mentors Herb Gutman and David Montgomery, the practice of history needed to grow out of and propel movements for political change.

Above all it meant developing new ways of connecting the practice of history with wider and varied audiences. This led him to encourage community oral history projects, movies and radio series, to develop a book on how history was practiced in museums, an article on conflicts between academic and popular interests that swirled around *American Heritage* magazine, and a pathbreaking coedited book that widened understanding of how to present the past. Roy believed that critical attention to the intersections of professional and popular uses of the past offered a starting point for historians to imagine new ways of involving more Americans in their history. The democratic challenge to professional practice did not end with monographs and textbooks that created more democratic content by inserting hitherto invisible actors.

The harder challenge was of practice and audience and behind that of figuring out how history could make a real difference in the world. By the early 1990s Roy had concluded that the future of democratic practices of history required more rigorous exploration of how nonacademics understood and used the past in their daily lives. This question led us to collaborate on the project that became *The Presence of the Past*. We hoped to listen to and report voices that would suggest the richness of popular uses of the past. We quickly learned that nothing in our professional training equipped us to make sense of the diverse and creative ways people used the past. At around the same time, Roy was coming to focus increasingly on teachers and their classrooms as creative arenas in which scholars could connect with different audiences.

Now, as many focus on his contributions to digital history, I want to recall that Roy said in one of his last interviews: "The key thing that drew me to working with 'new media' was the possibility of reaching new and diverse audiences." There it was, his continuing quest for democratizing practice. To me Roy, was an inspiration for facing the difficult challenges of democratizing the practice of history. I hope his example can help light the way as we try to build on his legacy. □

—David Thelen

Indiana University, Bloomington

James H. Cassedy

James H. Cassedy, a historian at the National Library of Medicine, died of cachexia (a physical wasting disease) at his home in Bethesda on September 14, 2007. Cassedy received his B.A. in American Literature from Middlebury College in 1941, and he then served in the Army during the Second World War. After the war he worked for the Veterans Administration and the U.S. Information Agency while also attending graduate school. He received his M.A. in 1950 and his Ph.D. in American Civilization in 1959 from Brown University.

Cassedy's first position as a historian was at Williams College in 1959-1960. Shortly thereafter, he moved to the National Institutes of Health, where he served as executive secretary of the History of Life Sciences Study Section (1962-1966) and then as deputy chief of the European Office in Paris (1966-1968). In 1968, he joined the staff of the National Library's History of Medicine Division as a historian, a position he held until his retirement in 2006.

At the History of Medicine Division, Cassedy edited the Library's *Bibliography of the History of Medicine* for the entire period of its existence, 1969-1993. He also served as editor of the publication's online version, HISTLINE. Cassedy helped to create and then managed several other programs of the division, including its seminar series and its Visiting Historical Scholar program. All of these endeavors benefited from his creativity and dedication. Although claiming that he had little interest in administration, Cassedy not only managed these programs successfully, but he did a commendable job as acting chief of the division for a period of over a year.

Above all, James Cassedy was a distinguished scholar in the history of American medicine. During his career he authored five books, and he had essentially completed the manuscript of another at the time of his death. He also authored numerous articles and book reviews. His particular interest was in the history of public health and the use of statistics in medicine in the United States. His scholarship was recognized in various ways, including the award of the prestigious William Welch Medal of the American Association for the History of Medicine in 1987 for his books *American Medicine and Statistical Thinking, 1800-1860* (1984) and *Medicine and American Growth, 1800-1860* (1986).

James Cassedy received every major honor that the national professional society in his field, the American Association for the History of Medicine, could bestow. In addition to the Welch Medal, he was awarded the Association's Lifetime Achievement Award and delivered its honorary Garrison Lecture. He also served as president of the association in 1982-1984.

An easy-going, friendly, and kind man, Cassedy was always eager to meet and assist colleagues who came to the library to do research. If they came too often or stayed too long, he would charm them into giving a presentation in the division's seminar series. He will be greatly missed by his family, friends, and colleagues. □

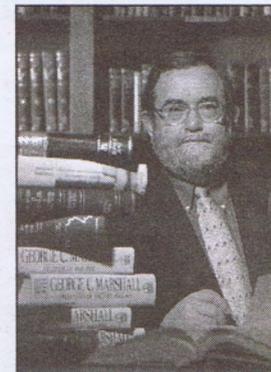
John Parascandola

—University of Maryland, College Park.

Larry I. Bland

Larry I. Bland, editor of *The Papers of George Catlett Marshall*, historian, author, and teacher, died Tuesday, November 27, in Lexington, Virginia. He was sixty-seven years old.

Generally recognized as one of the world's foremost authorities on the life and career of George Catlett Marshall, Bland was working on the sixth volume of the *Marshall Papers* when he died. The *Marshall Papers* is the principle publications project of the George C. Marshall Foundation in Lexington. In addition to the *Papers*, Bland also edited *George C. Marshall Interviews and Reminiscences* and *George C. Marshall's Mediation*



Bland

Mission to China. He was the author of numerous articles and monographs on Marshall and Marshall-related topics, such as the Cold War, the Marshall Plan, the Truman Doctrine, and Averill Harriman.

Bland was an engaging and sought-after lecturer. In October he was the keynote speaker at the dedication of the new George C. Marshall Conference Center at the U.S. State Department in Washington. Secretary of State Condoleezza Rice called Bland's remarks "insightful and relevant." Earlier this year Bland gave a series of lectures on the Marshall Plan in Turkey at the invitation of the state department. He frequently spoke at professional meetings—both in this country and abroad—historical societies, government conferences, and civic groups.

In addition to his work at the Marshall Foundation, Bland served as managing editor of the *Journal of Military History* for nineteen years. Bland was also active in local history affairs, serving as a trustee of the Rockbridge Historical Society and as the editor of the *Proceedings of the Rockbridge Historical Society* and *News Notes*. He also prepared the maps and edited Winifred Hadsel's two books, *The Roads of Rockbridge* and *Streets of Lexington*.

The recipient of many regional and national awards, Bland most recently received The Victor Gondos Memorial Service Award for long, distinguished, and outstanding service to the Society for Military History. An avid theater

buff, Bland was a volunteer technician, set builder, and gofer for his wife, Joellen, who has served for twenty-five years as director of the theater at the Virginia Military Institute. Like George Marshall, Bland was also a committed and gifted gardener. He was especially known for his deft touch with dahlias, mint, and other difficult plants and flowers.

A native of Indianapolis, Indiana, Bland received his B.S. in Physics from Purdue University and his M.A. and Ph.D. in Diplomatic History from the University of Wisconsin. After teaching at colleges in North Carolina, Bland accepted a National Endowment for the Humanities fellowship at the University of Illinois, Urbana-Champaign. He was recommended for the Marshall Foundation position in 1977 by Edward M. Coffman, a distinguished historian from the University of Wisconsin.

Bland is survived by his wife of forty-five years, Joellen; two sons, Neil of Boulder, CO and Ryan of Lexington, KY; his mother, Emma C. Bland of Indianapolis, IN; and two sisters, Juanita Bower of Mesa, AZ and Janice Bland of Plainfield, IN. In lieu of flowers, the family asks that contributions be made to The George C. Marshall Foundation, the Rockbridge Historical Society, or the VMI Theatre. □

—Brian D. Shaw

George C. Marshall Foundation

can Historical Writing, reflected his interest in American and British history and his fascination with how historians interpret history.

While a graduate student at Columbia, Abe continued his relationship with Brooklyn College. He served as a lecturer from 1950 to 1956, instructor from 1956 to 1960, went from assistant professor to full professor from 1960 to 1968, and became professor emeritus in 1998. During those years, because he was conscientious and dependable, he served the college on virtually every committee of importance and founded the Brooklyn College Historical Manuscripts Collection (1960), while carrying a full teaching load of fifteen and then twelve hours a week. From 1962 to 1963, Abe was Fulbright Professor of American History and American Studies at the Johns Hopkins School of Advanced International Studies, Bologna, Italy.

Abe was an impressive teacher who never lectured. He engaged his students by asking questions in an informal setting. He never belittled their responses. He explored, elaborated, or further explained them. Abe found the fifty and even the seventy-five minute period confining and enjoyed seminars, which allowed for a fuller development of student responses.

Abe combined his devotion to teaching and his expertise in historiography in his editorial work. His *American History: Recent Interpretations*, two vols. (1962), 2d. ed. (1969) is outstanding for its judicious selections and insightful introductions, placing readings in their historiographical context. Abe also coedited, with his close friend John Hope Franklin, many volumes in the *American History Series* for Harlan Davidson.

Abe is survived by his daughters Elizabeth Evans and Laura Eisenstadt, and two grandchildren, Sian and Colin. His wife Paulette Smith, a gifted primary school teacher, and his son Jonathan, predeceased him. While on his deathbed, Abe was cheered to receive his recently published *Carnegie's Model Republic: Triumphant Democracy and the British-American Relationship* (2007). His life of scholarship ended as it began, with an appreciation of the interplay of American and British societies. □

—Ari Hoogenboom
Brooklyn College
City University of New York

Christiane Harzig

Christiane Harzig, historian of women, gender, and international migration, died of cancer on November 6, 2007, in Tempe, Arizona. Chris was an associate professor at Arizona State University, a position she took in January 2006. During her short life (and her long struggle as a woman to find a respected place in the academy), she inspired students and colleagues alike with her passionate commitment to cross-cultural communication not only in classrooms, research collaborations, and professional associations (including the OAH, where she served on the Thelen Prize Committee), but in her personal life as well.

No one who knew Chris would be surprised to learn she was grading student papers and planning new projects until ten days before her death.

Chris was an international migrant who lived regularly in Germany, the U.S., and Canada. Born in Berlin in 1952, she was an exchange student in Rhode Island already as a teenager. She later studied at Vanderbilt University

Abraham S. Eisenstadt

A broad-ranging intellectual historian with a special interest in American historiography, Abraham S. Eisenstadt, eighty-seven, died on November 19, 2007, in Brooklyn, NY. He was born in Brooklyn on June 18, 1920. His father, a rabbinical scholar of note, instilled in Abe a capacity for close reasoning in the pursuit of precise meaning, which he retained to the end of his life. He grew up in the Brownsville section of Brooklyn, attended the public schools and Brooklyn College of the City University of New York, graduating magna cum laude in 1940. During World War II, he served in the U.S. Army.

Abe loved classical and popular music as well as history and with his brother composed songs, but discovered that the halls of academe were more hospitable than Tin Pan Alley. He earned his Ph.D. at Columbia University in 1955. His dissertation, published in 1956 as *Charles M. Andrews: A Study in Ameri-*

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while preparing for her *Staatsexamen* at the Free University of Berlin. (Her thesis on lynching in the U.S. South long predated North American academic work on the subject.) Her 1990 Ph.D. from the Technical University drew on years of research and residence in Chicago, begun as part of a collaborative research project on the German workers of Chicago. Temporary teaching and research positions and fellowships in Toronto, Winnipeg, British Columbia, Buffalo, Bremen, and Erfurt reinforced the transatlantic life she began as a student and continued until her death.

Chris is best known in North America for her work on immigrant women in the U.S. Her dissertation—published in 1991 as *Familie, Arbeit und weibliche Oeffentlichkeit in einer Einwanderungsstadt*—quickly generated a larger collaborative project, funded by the Volkswagen Foundation. A collaboration of four female scholars (from Ireland, Sweden, Poland, and Germany) together wrote the pioneering comparative monograph, *Peasant Maids—City Women* (1997). Chris's interest in women in international migration continued into her final project on domestic service work globally (see the forthcoming "Domestic Service" in the Palgrave Macmillan *Dictionary of Transnational History*). A conference on the topic, to be sponsored by the German Historical Institute in 2008, will honor Chris's life and carry forward her research agenda.

One hopes that colleagues in the U.S. will also become familiar with Chris's wide-ranging and equally innovative research on immigration policy, undertaken for her 2001 Habilitation at the University of Bremen and published in 2004 as *Einwanderung und Politik: Historische Erinnerung und Politische Kultur als Gestaltungsressource*. An interdisciplinary tour de force, the book consciously rejected treating the U.S. as the normative "nation of immigrants" and instead compared the interaction of memory and contemporary debates about immigration in Canada, Sweden, and the Netherlands. Since celebrations of the granting of a *Habilitation* require a public lecture on a separate topic, Chris reached into African American history to speak on jazz—a topic on which she also taught in Germany. As a teacher, too, she moved with ease among the social and cultural histories of Canada, the U.S., and Europe.

Chris is survived by her husband, Dirk Hoerder, now also at Arizona State University, by a daughter, Anna Hoerder-Suabedissen, and by her grandson, Kiran, whom she was able to visit in the U.K. just weeks before her death. She will be mourned and remembered by colleagues and students for her intense joy in living and learning, for her forthrightness as an intellectual and as a friend, and—perhaps most of all—for her astonishing courage.

Donations in Chris's memory may be made to the Emma Goldman Scholarship Fund at Arizona State University. □

—Donna R. Gabaccia

Immigration History Research Center
University of Minnesota

Frances Richardson Keller

Frances Richardson Keller passed away on June 26, 2007. The cause of death was a stroke. Born on August 14, 1914 in Lowville, New York, Frances earned her bachelor's degree in psychology at Sarah Lawrence College in 1935. Married soon after to Chauncey Keller, she had four children. Later divorced, Frances then earned a teaching cer-

tificate in history at the University of Toledo and taught in local public schools. In her late forties, she applied to doctoral programs in history. Her experience reflects what many women historians faced in the profession. Some institutions never even responded to her applications. The head of graduate studies at one Chicago area university told her that she was not a suitable candidate because of her gender and age. She then directly confronted the history chair at the University of Chicago, where she had also applied, asking, "Are you going to keep me out of here because I am over thirty-five and a woman?" She was admitted to Chicago in 1964 and became one of John Hope Franklin's first graduate students there.

In the 1960s and early 1970s, Frances, like many of her generation, participated in political activism—student, civil rights, and women's movements—experiences that impacted her entire professional life. Two main themes emerged in all of her writings: gender and race. Frances's extensive publications include *An American Crusade: The Life of Charles Waddell Chestnut* (1978), *Views of Women's Lives in Western Tradition* (1989), *Fictions of U.S. History: A Theory and Four Illustrations* (2002). In 2004 Rowman and Little published her translation of *Anna Julia Cooper's Slavery and the French and Haitian Revolutionists* (1988). In all of her works, Frances tried to bring the marginalized to the center.

Because of budget cuts in the 1970s, many historians, especially women, worked as adjunct faculty. Frances met the same fate, teaching as adjunct faculty all her life. In 1992-1993, Frances retired from San Francisco State University, where she was recognized as an excellent teacher, inspiring students with her passion, commitment, and devotion to history. In 1997, Sarah Lawrence honored her as a distinguished alumna.

Frances devoted much time and labor to professional organizations. In the early 1970s, she joined the West Coast Association of Women Historians, now the Western Association of Women Historians (WAWH), which she served as president from 1981 through 1983. Seeking to promote women historians' work, Frances helped found WAWH's Sierra Prize, awarded annually for the best book written by a WAWH member. Thanks especially to Frances and her husband Bill Rhetta, the prize was fully endowed in 2006 and now carries an

award of \$800. In Frances's honor, the WAWH Board renamed the award the Frances Richardson Keller-Sierra Prize.

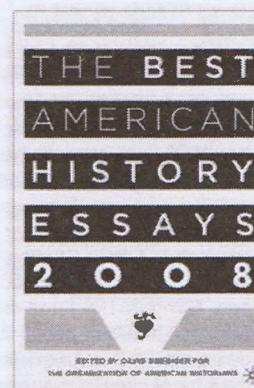
Frances was also deeply involved in the Coordinating Committee on Women in the Historical Profession and the Conference Group on Women's History (now combined as the Coordinating Council for Women in History, CCWH), affiliated with the American Historical Association. During the 1980s, Frances served as copresident of the CCWHP, raising funds for the award that later became the CCWH/Berkshire graduate student dissertation prize. As copresident, Frances wrote numerous letters to members of Congress supporting increased funding for the National Endowment for the Humanities and National Historical Publications and Records Commission as well as to eight hundred CCWHP members urging them to protest the Supreme Court nomination of Robert Bork.

Frances Richardson Keller's professional life and activism shed light on the experience of many women historians from the 1960s to the 1980s. She was not only a maker of history, as an individual and as a member of a professional generation, but also an institution builder and a mentor to many younger colleagues. With her death, historians, especially women historians, have lost a great friend. □

—Nupur Chaudhuri

Texas Southern University

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To the Editor:

I strongly disagree with Professor Daniel Levine's letter in the August 2007 *OAH Newsletter*, in which he objected to Sen. Robert Byrd being honored with a Friend of History Award because the Senator voted against and led the filibuster against the 1964 Civil Rights Act. To deny a history award in 2007 to Senator Byrd because of a principled vote that he cast forty-three years earlier transcends the legitimate boundaries of historical disagreement. It would be an unwarranted politicization of the OAH and yet another example of the political correctness phenomenon that has run rampant in higher education over the last generation. I happen to agree with the vote that Senator Byrd cast in 1964, but I would never think of denying a present-day U.S. Senator a history award because of a vote cast in favor of or a leadership role taken in support of that legislation. I wrote to Senator Byrd to express my hope that he remain a friend of history and that he continue to vote his convictions. □

—John R. Nordell, Jr.
Independent Scholar

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The University of Central Missouri Department of History and Anthropology invites applications for a Tenure Track position, Assistant Professor in History, Pos. #998492, beginning in Fall, 2008. We seek an historian specializing in late Nineteenth and early Twentieth century U.S. history. The successful candidate must be committed to undergraduate teaching and scholarship with a record of success in the classroom and evidence of scholarly promise. The candidate must have the ability to teach the U.S. surveys and upper level courses on the Gilded Age, the Progressive Era and the Interwar Years. The candidate's research specialty should fall within the chronological period 1877-1940. Preference will be given to candidates with qualifications in Public History. A PhD is required or one in hand by August 1, 2008. Review begins on March 1, 2008 and continues until the position is filled. UCM requires that all faculty applicants complete the on-line faculty profile at jobs.ucmo.edu Submit letter of application, current CV, three current letters of reference, and evidence of teaching excellence to History Search Committee, Department of History and Anthropology, University of Central Missouri, Warrensburg, MO 64093. UCM is committed to diversity within its community. AA/EEO/ADA

University of Massachusetts Boston

Assistant Professor in Latino Studies College of Liberal Arts Department of American Studies. The Department of American Studies at the University of Massachusetts Boston invites applications for a tenure-track Assistant Professor, to begin September 2008, with responsibilities jointly shared between programs in American Studies and Latino Studies. We are interested in candidates who can teach undergraduate and graduate courses in 20th century comparative race, ethnicity, and culture, as well as courses in Latino Studies, with a focus on one or more of the following populations: Mexican, Cuban, Puerto Rican, and Dominican. Bilingual/Bicultural expertise is an asset for this position. Experience in urban public institutions with diverse student bodies is desirable. PhD in American Studies, Ethnic Studies, Humanities, or equivalent interdisciplinary training should be in hand by May 2008. UMass Boston is an urban university with a growing Latino population, and a strong commitment to excellent teaching and research. Candidates should send a description of research and teaching interests, curriculum vita, sample publications/chapters, and three letters of recommendation to: Office of Human Resources' Search 640e, University of Massachusetts Boston, 100 Morrissey Blvd., Boston, Ma 02125-3393. Review of applications will begin March 1, 2008, and will continue until the position is filled. For inquiries contact: Professor Lois Rudnick, Chair, Search Committee lois.rudnick@umb.edu or Professor Lorna Rivera lorna.rivers@umb.edu The University of Massachusetts Boston is an Affirmative Action, Equal Opportunity, Title IX employer. <http://www.umb.edu>

Detroit Historical Society

Chief Curator. The Detroit Historical Society is a private non-profit organization with an annual operating budget of \$2.6 million located in Detroit, Michigan. It is responsible for the day-to-day operation of the Detroit Historical Museum and the Dossin Great Lakes Museum, a maritime museum located on Detroit's Belle Isle. In addition, the Society oversees the conservation and care

of more than 100,000 artifacts belonging to the City of Detroit. Job Description. This individual is responsible for the articulation and implementation of a strategy for the Society's curatorial and educational initiatives. The Chief Curator will be expected to work closely with senior leadership to provide strategic and tactical direction to the entire organization, particularly with respect to the educational and interpretive initiatives that the organization undertakes. The Chief Curator will also be expected to represent the Society in the greater Detroit community and the national museum community, extending the Society's brand as the region's leading local history organization. Job Qualifications. Successful applicants will possess the following attributes: Excellent oral and written communication skills, including the ability to edit; Strong interpersonal skills and the ability to positively interact with individuals at all levels of the organization; Exceptional problem solving skills, including the ability to coordinate, review and evaluate complex issues and projects for the organization; At least 7-10 years of progressively responsible experience in museum management, including exhibit coordination, project management and team leadership; Knowledge of museum technology applications, current best practices and principles with respect to museum registration methods and collections standards, and concepts of planning and producing exhibitions; Master's degree in history or museum studies is required, Ph.D. preferred. Salary Range. \$60,000 - \$80,000 DOE; To Apply: Submit Cover letter and resume/curriculum vitae to: Robert A. Bury, Executive Director and CEO, Detroit Historical Society, 5401 Woodward, Detroit, MI 48202, or robertbury@detroithistorical.org.

Harvard University

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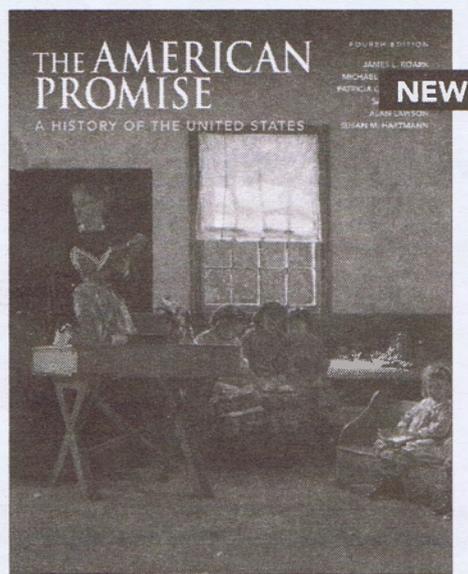
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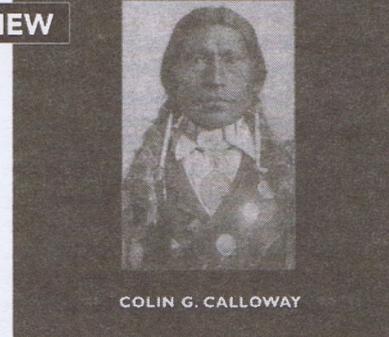
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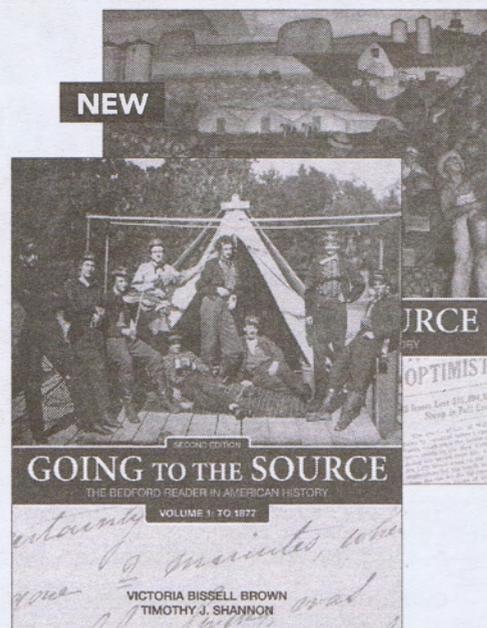
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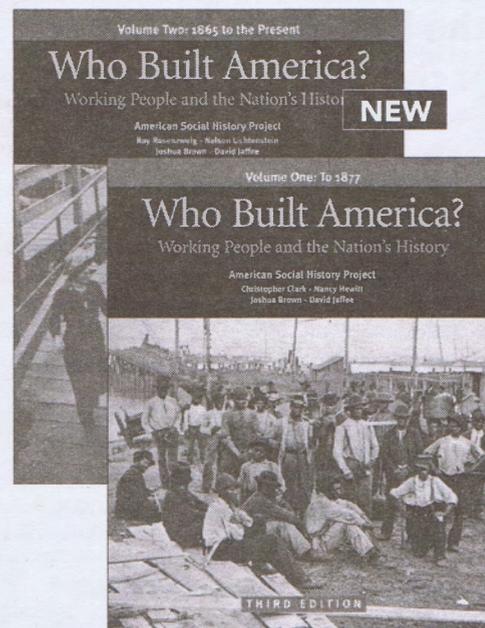
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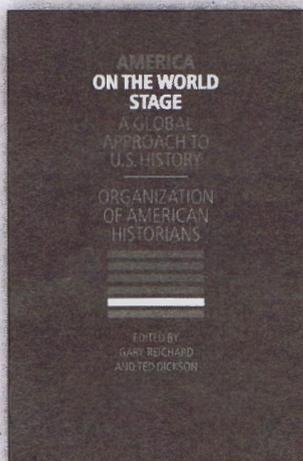
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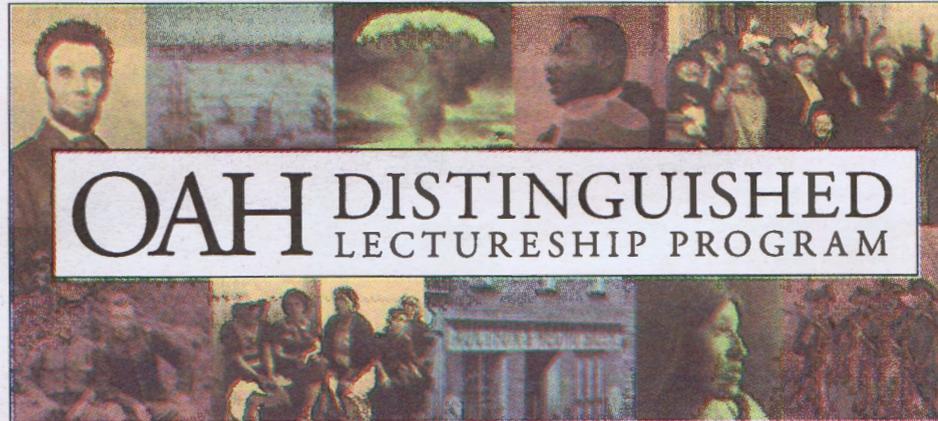
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2008 OAH Annual Meeting

Supplement

Friday, March 28 to Monday, March 31 • New York City

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We thank the members of the 2008 Convention Local Resource Committee for their assistance in assembling the 2008 OAH Annual Meeting Supplement. The committee is: Mark Naison, Fordham University, Rose Hill Campus, committee cochair; Irma Watkins-Owens, Fordham University, Lincoln Center Campus, committee cochair; Elise Abegg, New York City Department of Education; Floris Cash, State University of New York, Stony Brook; Robert Cohen, New York University; Elizabeth R. Del Tufo, Newark Landmarks and Historic Preservation Commission; Hasia Diner, New York University; Kate Fermeile, Brooklyn Historical Society; Steven G. Fullwood, Schomburg Center for Research in Black Culture; Pamela E. Green, Weeksville Heritage Center; David Greenstein, Cooper Union for the Advancement of Science and Art; Sarah M. Henry, Museum of the City of New York; Valerie Paley, New York Historical Society; Clement Alexander Price, Rutgers University; Deborah F. Schwarz, Brooklyn Historical Society; and Suzanne Wasserman, Gotham Center for New York City History.



The great Bartholdi statue, "Liberty enlightening the world: the gift of France to the American people." (Currier & Ives. Courtesy of the Library of Congress Prints and Photographs Division, digital ID number cph3b51130.)

New York History in Twenty-Five Minutes

Sarah M. Henry

Located on the border of Manhattan's Upper East Side and El Barrio (East Harlem), near the top end of the New York's fabled "Museum Mile," the Museum of the City of New York was founded in 1923 as the first museum in the United States dedicated to the study of a single city. Inspired by the growing historical preservation movement, its founders sought to save the past even as New York's cityscapes were being transformed by the massive corporate rebuilding that razed Gilded Age landmarks and mansions and replaced them with the palaces of commerce and business that now typify Manhattan's midtown. They also sought to provide civic education to the children of immigrants who had come to New York before the Great War and who now made New York one of the most diverse places on earth.

Today, the museum is dedicated to connect the past, present, and future of the five boroughs of New York City through exhibitions, publications, public and school programs, and collections. Recent exhibitions have included

Robert Moses and the Modern City: Remaking the Metropolis, Black Style Now, Facing Fascism: New York and the Spanish Civil War, and The Glory Days: New York Baseball 1947-1957. Upcoming exhibitions are Catholics in New York, 1947-1957 (opening May 2008), Campaigning for President: New York and the American Election, (June 2008) and Paris/New York: Design, Fashion, Culture 1935-1940 (September 2008).

In addition to these temporary exhibitions, it has long been a goal of the museum to tell the history of New York in a synoptic exhibition. After decades of unrealized plans, that goal will be met as part of a three-phase renovation and expansion project now underway and scheduled for completion in 2011. But how to fulfill the museum's mission in the interim? In 2005, this need was addressed through the creation of an innovative multimedia presentation called Timescapes—an overview of four hundred years of the city's history.



Rather than present a radically compressed version of the encyclopedic fourteen and a half hour *New York: A Documentary Film* by Ric Burns, the Museum took a different approach in this twenty-five minute overview. Working with James Sanders, cowriter of the Ric Burns series, and Jake Barton of Local Project, the museum created a film that takes the physical growth of the city as its central story. It uses a series of specially commissioned animated maps as the literal centerpiece of the presentation, flanked by images of the people and structures that populated the changing landscape. The *New Yorker* called it "an absorbing biography of the city, neatly organized into chapters that outline the city's explosion out into its five boroughs, up into the skyscrapers, and down into the subway system."

Visit the Museum of the City of New York, 1220 5th Ave. at 104th St., <<http://www.mcnyc.org>>, Tuesday through Sunday, 10:00 a.m. to 5:00 p.m. Timescapes begins at 15 and 45 minutes past the hour from 10:15 a.m. to 4:15 p.m. □

Long Island

Natalie A. Naylor

Long Island stretches 118 miles east of Manhattan island with its North and South "Forks" terminating at Orient and Montauk Points, respectively. Brooklyn and Queens are part of geographical Long Island, but joined New York City in 1898. Conventional usage today is to refer to only the counties of Nassau and Suffolk as Long Island. The three eastern towns of Queens created Nassau County in 1899 after New York City annexed the western towns. Today, the population of Nassau is 1.4 million and Suffolk, which has more than three times as much area, 1.5 million.

The Native American Indians on the island were Algonquian-speaking groups. In the seventeenth century, disease carried by Europeans, land "sales," and migration drastically reduced their numbers, but two state-recognized reservations are in eastern Suffolk County: Shinnecock, which has a museum, and Poospatuck. Garvies Point Museum also interprets the history of the original inhabitants. New Englanders first came across Long Island Sound in 1640 to settle Southold and Southampton on the eastern forks. Within a few years, other English settled Hempstead with the permission of the Dutch, who claimed western Long Island until 1664 when England took control.

William Floyd of Mastic was one of New York's four signers of the Declaration of Independence (his home is now a National Park Site). After the Battle of Long Island in Brooklyn in August 1776, British and Hessian soldiers occupied the island for the duration of the Revolutionary

War. Many patriots left the island and became refugees in Connecticut. Several Long Islanders were members of the Culper Spy Ring, which brought intelligence from occupied New York City via Long Island to General Washington on the mainland. Throughout the war, raiders came across the sound to attack British forts and encampments and sometimes plundered residents. At the end of the war, many Long Island loyalists left the U.S. for Canada and other British possessions.

For many years, Long Island was predominantly rural. Farming and fishing—oysters, clams, scallops, and fin fish—provided a livelihood. When water was the most efficient means of transportation, coastal trade was important and cord wood was a cash crop for many years. After the mid-1830s, as transportation improved with the railroad, farmers supplied food for New York City and Brooklyn. They raised fruits, potatoes, cauliflower, and other vegetables as well as cattle, sheep, and pigs. Blue Point oysters became world famous in the late nineteenth century and Long Island ducks in the twentieth century. The iconic Big Duck in Flanders, built in the early 1930s to sell ducks, is now a museum. Old Bethpage Village Restoration and the Long Island Maritime Museum interpret nineteenth-century Long Island life.

Whaling was an important activity for Sag Harbor and several smaller ports including Cold Spring Harbor, peaking in the 1840s. Whaling museums in these communities preserve this history. Shipbuilding and other mari-

time trades were important in North Shore ports in the nineteenth century. Ferries and steamboats connected the island to the mainland and New York City.

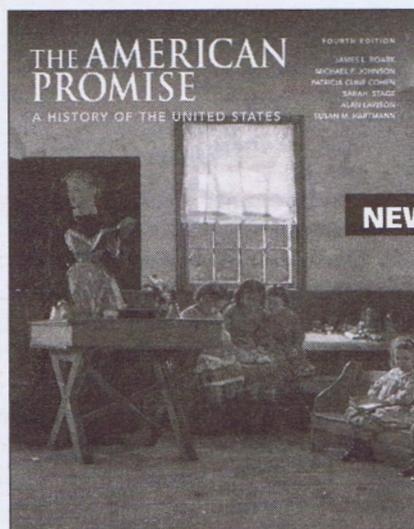
The Long Island Rail Road (LIRR) was initially built to be a short cut to Boston (1834-1844). To serve Long Island, it developed and extended branch lines and absorbed competing railroads. The LIRR promoted farming, settlement, and tourism. In 1910, a tunnel under the East River enabled direct rail access to Manhattan, which shortened commuting time to New York City. The result was a suburban boom in Nassau County (the county's population more than tripled from 1910 to 1930). Although the LIRR is still the busiest commuting rail line in the country, most Long Island residents today work in Nassau or Suffolk Counties rather than in New York City.

America's foremost genre painter, William Sidney Mount (1807-1868), was born in Setauket and studied in New York City. He did most of his painting in Stony Brook and depicted life in rural Long Island. The Long Island Museum of American Art, History & Carriages in Stony Brook owns most of his paintings and always has some on exhibit. One of its current exhibitions—on display until July 13—is of David Burliuk, Nicolai Cikovsky, and other Russian émigré artists who had a summer art colony in the Hampton Bays area.

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SPEAKER: Tom Bender, NYU
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America on the World Stage Panel Series, A Preview
DATE: Sunday, March 30, 8:00 AM

AP U.S. HISTORY ROUND TABLE
AP U.S. History Round Table: 2007 examination
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A Bronx Tale: Development Without Gentrification

Mark Naison

During the last twenty years, the Bronx, New York's most multicultural borough—85 percent Black and Latino according to the 2000 Census—has undergone a remarkable process of economic and cultural revitalization. While much of the nation still thinks “the Bronx is Burning” (the title of a popular book and ESPN miniseries about the Yankees), the vacant, rubble-filled lots that once attracted presidents and visitors from all over the world are now filled with shopping centers, town houses, apartment buildings and one- and two-family homes. If you go to the corner of Charlotte Street and Boston Road (three blocks from 174th Street stop of the #5 train), where Jimmy Carter came to view the devastation in 1977, you will not see a single abandoned building or piece of land in any direction. Moreover, Crotona Park, three blocks to the north of Charlotte Street, which in the 1970s had no working street lights and was rarely used by local residents, has been transformed into an urban oasis with a pool, twenty professional level tennis courts, excellent baseball and soccer fields, a nature center, and summer concerts featuring the Bronx's greatest doo wop singers and old school hip hop DJ's.

But what makes this transformation remarkable is that it has occurred, at least thus far, without significant displacement of the Bronx's immigrant and working class residents. Whereas Harlem and East Harlem, the Lower East Side, Williamsburgh, and Park Slope have seen neighborhoods once plagued by abandonment and decay attract wealthy professionals and massive private investment, new housing in the Bronx, most of it built by nonprofit organizations, has almost entirely been purchased or rented by neighborhood residents or new immigrants from Africa, the Dominican Republic, and the Anglophone Caribbean. If you walk through the South Bronx neighborhoods that have been most dramatically transformed—Morrisania, Melrose, Hunts Point, and Morris Heights—you will see bodegas, hair braiding salons, travel agencies, African groceries, Caribbean bakeries, and numerous evangelical churches, but no sushi bars, Starbucks, or outdoor cafes. While there has been some movement of artists and professionals into neighborhoods south of Yankee Stadium, the biggest new migration into the Bronx has come from immigrant and working class families displaced from Harlem, Washington Heights, the Lower East Side, and parts



The Hub on Third Avenue, the Bronx. (Futurebird's photo is provided under the Creative Commons Attribution ShareAlike License)

of Brooklyn. Rents in the South and West Bronx are the lowest in the city, but still present a challenge for working class families because wages in the city's service economy are so low. Many Bronx apartments and private dwellings contain multiple families and the major Bronx shopping districts—the Hub (at the intersection of 149th Street and 3rd Avenue), Tremont Avenue, and Fordham Road—are packed with people during daylight hours seven days a week. The days of abandoned storefronts in the Bronx are long gone.

The story of the Bronx's revival begins with churches and community organizations. These groups, during the worst years of the arson and abandonment cycle, created nonprofit development corporations to rehabilitate buildings that could be salvaged, and build new units on abandoned lots. Organizations that made affordability the major criterion for new housing they constructed, like South Bronx Churches, the Mid Bronx Desperadoes, Nos Quedamos, Banana Kelly Improvement Association, the Northwest Bronx Community and Clergy Coalition, and Women's Housing and Economic Development Corporation, are the real heroes of the Bronx's revival. But the Bronx has also benefited from improved political leadership, especially in the Borough president's office, whose last two occupants, Fernando Ferrer and Adolfo Carrion, have worked closely with community organizations to attract new housing and businesses without changing the demographic profile of Bronx neighborhoods. Area universities have also played a role in the Bronx's revival, both by sponsoring cultural programs open to community residents, and by investing in affordable housing. There is not one university in the Bronx which pursued development plans that have

displaced low income residents, a record which universities in other parts of the city, and other parts of the nation, would do well to imitate.

The Bronx has a rich cultural life which is accessible to residents and visitors. Hostos College, at the intersection of the Grand Concourse and 149th Street, has an excellent art gallery and wonderful musical programs that highlight the Bronx's Latin heritage (<<http://www.hostos.cuny.edu>>). The Bronx Museum of the Arts, at 165th Street and the Grand Concourse, has wonderful collections featuring Bronx history and third world cultures, and excellent film series and musical programs (<<http://www.bronxmuseum.org>>).

The Bronx County Historical Society, on 209th Street and Bainbridge Avenue, has an excellent archive and a museum that features permanent and special exhibits (<<http://www.bronxhistoricalsociety.org>>). The Lehman Center for the Performing Arts, at the intersection of Bedford Park Road and Jerome Avenue, has world class entertainment at affordable prices (<<http://www.lehmancenter.org>>). And the Paradise Theater, one of the largest art deco theaters in the world, at 188th Street and Grand Concourse, has recently been reopened for concerts and sporting events featuring artists ranging from Patti Labelle to Grandmaster Flash (<<http://www.theparadisetheater.com>>).

The major visitor attractions in the Bronx are also worth visiting—Yankee Stadium, the Bronx Zoo, the Bronx Botanical Gardens. So are the Bronx's two great restaurant districts, Arthur Avenue, which features excellent Italian food, and City Island, which has many good seafood restaurants.

But if you want to wander off the beaten path and see one of America's most inspiring urban success stories, take the #5 train to the Bronx, get off at the 174th Street stop, and stroll south on Boston Road to Charlotte Street. After you've walked around and seen where entirely new neighborhoods have been created in a place which was once a worldwide symbol of urban decay, then walk down Boston Road to 169th street to McKinley Square, once the cultural and commercial center of the Bronx's African American Community, and treat yourself to some West Indian beef, chicken, or vegetable patties (you have a choice of two places). What you see and experience will show you that neighborhood development need not displace working class people. It can empower them, and build on their cultures and aspirations. □

Jazz in New York City

New York City is the jazz capital of the world. You can hear groups in clubs, concert halls, restaurants, and taverns every night in all five Boroughs. Here are some suggestions for jazz fans during the OAH Convention.

You can find all the latest information on club and concert listings for jazz in New York City at <http://www.gothamjazz.com>. Go to <http://www.harlemonestop.com> and click on Music for great suggestions of music in Harlem.

- **Jazz at Lincoln Center**—60th Street and Broadway. Go to the fifth floor for the Rose Theatre, the Nesuhi Ertegun Jazz Hall of Fame, the Allen Room, and Dizzy's Club Coca Cola. See their website at <http://www.jalc.org/>.

- **Birdland**—314 West 44th Street, Midtown, <http://www.birdlandjazz.com>.

- **Iridium**—1650 Broadway, Midtown, <http://www.iridiumjazzclub.com>.

- **The Blue Note**—131 West 3rd Street, Greenwich Village, <http://www.bluenotejazz.com>.

- **Village Vanguard**—178 Seventh Avenue South, Greenwich Village, <http://www.villagevanguard.com>.

- **Jazz Gallery**—290 Hudson Street, Lower Manhattan, <http://www.jazzgallery.org>.

The sign outside Jazz at Lincoln Center, New York City, NY.



(Image courtesy of the Wikimedia Commons, http://en.wikipedia.org/wiki/Image:Jazz_at_Lincoln_Center_sign.JPG.)

- **The Stone**—Avenue C and 2nd Street, Lower East Side, <http://www.thestonenyc.com>.

- **Cleopatra's Needle**—2485 Broadway, Upper West Side, <http://www.cleopatrasneedleny.com>.

- **The Lenox Lounge**—288 Lenox Avenue, <http://www.lenoxlounge.com>, is one place that always presents top jazz artists, but there is lots of great music in Harlem at all times.

The Society for Historians of American Foreign Relations

SHA FR invites
graduate students
to attend a

special welcome breakfast
during the OAH annual meeting:

SATURDAY, MARCH 29, 2008
7:30 - 9:00 am

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S H A F R

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Museums of New York City: A Sampler

Irma Watkins-Owens

As one of the world's greatest cultural centers, New York City offers a wealth of museums, libraries, and historic sites. Many visitors will be familiar with the city's most famous museums: The Metropolitan Museum of Art, the Museum of Modern Art (MOMA), and the Whitney and Guggenheim Museums, which are listed below. Fifth Avenue from 82nd Street to 105th Street has been officially designated "Museum Mile," because of the nine museums found there. However, those willing to explore some of the city's less known cultural institutions in and beyond Manhattan will find unique and rewarding experiences of New York's and the nation's past. Enter a nineteenth-century tenement on the Lower East Side, visit the historic Hunterfly Road Houses in Weeksville, imagine New Yorkers' first subway ride as you board a decommissioned 1904 subway car at Brooklyn's Transit Museum. Or board the No. 7 train to Queens and visit the Louis Armstrong House. If time or inclination does not permit any of these adventures simply walk a few blocks from the conference hotel to the spectacular reading room of one of the city's oldest circulating libraries at the Society of Mechanics and Tradesmen, see vintage television at the nearby Paley Center (formerly the Museum of Television and Radio), or see a provocative installation of traditional folk art at the American Folk Art Museum just steps away from the hotel. New York's many museums offer an unparalleled introduction to the city's vibrant ethnic past and present for the cost of a Metrocard and museum admission, usually under \$10.00 for adults. What follows is a small sample listing of the city's enormous cultural offerings, organized by location.

Uptown

El Museo Del Barrio. New York City's leading Latino cultural institution dedicated to Puerto Rican, Caribbean, and Latin American Art. Current exhibition: *Arte ≠ Vida: Actions by Artists of the America's 1960-2000*, January 30-June 1. Hours: Wed. through Sun., 11:00 to 5:00. 1230 5th Ave. at 104th St.

Metropolitan Museum of Art. One of the largest and finest art museums in the world, the Metropolitan Museum of Art has over two million objects in its collections that span five thousand years of world culture, from prehistory to the present. Hours: Tues. through Sun., 9:30 to 5:30. 1000 5th Ave. at 82d St.

Museum of the City of New York. Vast collections of New York history in paintings, photographs, costumes, rare books, and sculpture. Long-term exhibitions include a history of the ports of New York and a history of Broadway. Hours: Tues. through Sun., 10:00 to 5:00. 1220 5th Ave.

★ **New-York Historical Society.** Founded in 1804 the Society's holdings cover four centuries of American history, and include one of the world's greatest collections of historical artifacts, American art, and other materials. Hours: Tues. through Sat., 10:00 to 6:00; Sun., 11:00 to 5:45; open Fri. until 8:00. 170 Central Park West at 79th St.

★ **Schomburg Center for Research in Black Culture.** The Schomburg Center for Research in Black Culture is a national research library which houses over five million items, including print materials, manuscripts, films, audio recordings, works of art, and other materials pertaining to

people of African descent worldwide. Check the website for current exhibitions. Hours: Mon. through Wed., 12:00 to 7:45; Thurs. through Sat., 10:00 to 5:45. 515 Malcolm X Blvd. at 135th St.

Solomon Guggenheim Museum. Housed in the world-renowned building designed by Frank Lloyd Wright, the Guggenheim is home to a vast collection of modern and contemporary painting and sculpture. Hours: Sat. through Wed., 10:00 to 5:45; Fri., 10:00 to 7:45. 1071 5th Ave. at 89th St.

Studio Museum in Harlem. A contemporary museum that focuses on the work of artists of African descent from all over the world as well as works that have been inspired and influenced by African American Culture. Hours: Wed. through Fri., 12:00 to 6:00; Sat., 10:00 to 6:00; Sun., 12:00 to 6:00. 144 W. 125th St.

Whitney Museum of American Art. A leading advocate of twentieth- and twenty-first-century American Art. Hours: Wed. through Thurs., 11:00 to 6:00; Fri., 1:00 to 9:00 (6:00-9:00 p.m., pay-what-you-wish admission); Sat. and Sun., 11:00 to 6:00. 945 Madison Ave. at 75th St.

Midtown

★ **American Folk Art Museum.** A leading cultural institution dedicated to the collection, exhibition, preservation, and study of traditional folk art—furniture, painting, textiles, sculpture, and pottery. Noteworthy is the major group of Amish, African American, and New England quilts and bedcovers and other needlework. Hours: Tues. through Sun., 10:30 to 5:30; Fri., 10:30 to 7:30; Each Friday, from 5:30 to 7:30, visitors can explore the galleries free of charge, have a drink in the cafe, and enjoy live music in the stunning atrium. 45 W. 53rd St. (One block from the conference hotel).

Museum of Modern Art (MOMA). The world's most renowned collection of modern and contemporary art. Upcoming exhibit: *Design and the Elastic Mind*, Feb. 24 through May 12. Hours: Sat. through Mon., 10:30 to 5:30; Wed. through Thurs., 10:30 to 5:30; Fri., 10:30 to 8:00. 11 W. 53 St., between 5th Ave. and 6th Ave. (A short walk from the conference hotel).

Paley Center for Media (formerly the Museum of Television and Radio). Examines the intersection between media and society. An international collection of over 100,000 programs covers more than eighty years of radio and television history. Visitors can see and listen to rare television and radio programs, including commercials. Hours: Tues. through Sun., 12:00 to 6:00. 25 W. 52d St.

Downtown

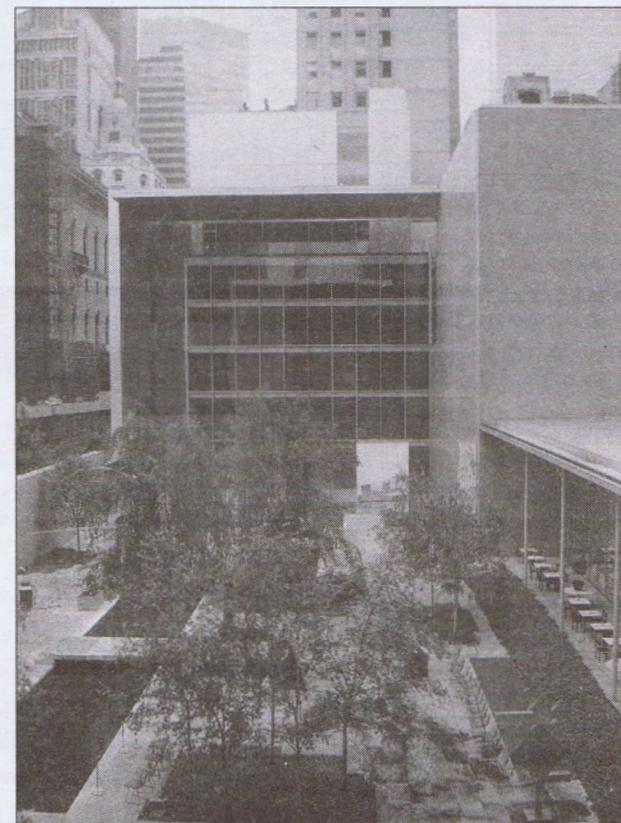
African Burial Ground Monument. Hours: Mon. through Fri., 9:00 a.m. to 5:00 p.m. 290 Broadway.

★ **Center for Jewish History.** The holdings of the partners of the Center for Jewish History represent a collection of 100 million archival documents, manuscripts, and photographs; 500,000 library volumes; and tens of thousands of artifacts and works of art. The center also sponsors conferences, lectures, and exhibitions. The current exhibitions include, *Bigger than Life: The Boundless Genius of Yiddish Theater*, on view through April 27, 2008. Hours: Sun., 11:00 to 5:00; Mon. through Thurs., 9:30 to 5:00; Fri., 9:00 to 3:00.

15 W. 16th St., between 5th Ave. and 6th Ave.

★ **Eldridge Street Synagogue.** The Eldridge Street Synagogue is the first great house of worship built on the Lower East Side by Eastern European Jews. Established in 1986, the not-for-profit Eldridge Street Project has restored the landmark building to its original architectural magnificence. Hours: Open for tours Sun. through Thurs., 10:00 to 4:00. 12 Eldridge St.

★ **Ellis Island Immigration Museum/Statue of Liberty National Monument.** Hours: 9:30 a.m. to 5:15 p.m. daily. There is no entrance fee to enter the Statue of Liberty or Ellis Island. Ferry leaves from Battery Park at South Ferry.



Museum of Modern Art (MOMA). (Photo courtesy of hibino <<http://flickr.com/photos/hibino/>>. Licensed through Creative Commons Attribution and Share Alike CC-BY-SA.)

Fees: ages 13 and older, \$12; senior citizens (62 and over), \$10; children 4 to 12, \$5. For ferry schedule, visit <<http://www.statuecruises.com/>>.

★ **Lower East Side Tenement Museum.** Tours of the historic tenement building must be reserved in advance. Hours: Tues. through Fri., every 40 minutes beginning at 1:00, last tour at 4:45; Sat. and Sun., every 30 minutes beginning at 11:00, last tour at 4:30; Mon., no public tours. Tour times and prices vary by program. 91 Orchard St.

Museum of Chinese in America. The museum conducts a highly recommended guided tour of Chinatown. Call in advance for reservations, 212-619-4785. In 2008,

★ Please refer to the Annual Meeting Program for more information about the sessions or tours held at these sites. <<http://www.oah.org/2008>>

See **MUSEUMS** / A11 ▶

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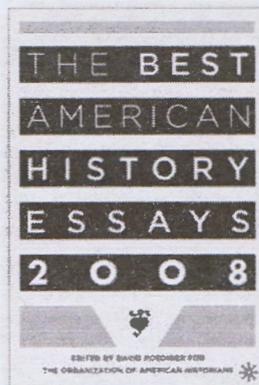
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Call for Papers 2009 OAH Annual Meeting



Seattle Sheraton Hotel and Washington State Convention Center
Thursday, March 26—Sunday, March 29, 2009

With the theme of "History Without Boundaries," the 2009 Organization of American Historians program committee seeks an eclectic program that will highlight the creative use of history in research, education, the media, and public presentations. We seek proposals reflecting the broad chronological and subject diversity of American history, including race, gender, disabilities, social, cultural, political, economic, diplomatic, and military studies, by those teaching at universities, community colleges, and secondary schools, public historians, and independent scholars. Meeting on the West coast, the program should feature sessions on the history of the West and the borderlands, rural life, Native Americans, African Americans, Hispanic Americans, and Asian Americans, and issues of immigration and environmental policy. We encourage international participation, and sessions that emphasize oral history, museums, archives, and broadcast and electronic media.

The program committee invites the submission of panels and presentations that deal with these and other issues and themes in American history. We welcome teaching sessions, particularly those involving the audience as active participants or those that reflect collaborative partnerships among teachers, historians, and other history educators at all levels. We encourage presenters to post their papers on the OAH website before the meeting, in order to deepen the discussion in Seattle. We prefer to receive proposals for complete sessions, but will consider individual paper proposals as well.

The program should reflect the full diversity of the OAH membership in the U.S. and abroad. Wherever possible, proposals should include presenters of both sexes and members of ethnic and racial minorities. Panels also should represent a range of historians, public and academic, and other history professionals, wherever they are employed and at varying levels of seniority in the profession.

Registration and Membership Requirements

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

Repeat Participation

OAH policy prohibits individuals from participating in two consecutive annual meetings in the same role and limits individuals to appearing only once on the program in a given year. If you have questions about this policy, contact the OAH meetings department.

Submission Procedure

Proposals should be submitted electronically beginning October 1, 2007. Please download proposal system instructions before beginning your submission. Complete session proposals must include a chair, participants, and, if applicable, one or two commentators. All proposals must include the following information: complete mailing address, e-mail, phone number, and affiliation for each participant; an abstract of no more than 500 words for the session as a whole; a prospectus of no more than 250 words for each presentation; and a vita of no more than 500 words for each participant. **DEADLINE FOR SUBMISSIONS IS FRIDAY, FEBRUARY 29, 2008.**

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oah.org/2009

Dining in New York

The dining experience in the Big Apple is one of infinite possibilities. Here one finds exquisite cuisine from almost any corner of the globe, and there is something to suit every palate—and every wallet. Some visitors may be overwhelmed by the vast array of options, and even seasoned New Yorkers can find the city's gastronomic wonders daunting at times. To help narrow these choices, Local Resource Committee members have provided a selection of their favorite eateries. We have organized our list by location, and we've also included our recommendations for desserts, fresh and organic foods, and of course, entertainment.

For a more exhaustive guide to the city's restaurants and entertainment, we recommend the following websites: New York Magazine Restaurant Review (<<http://nymag.com>>), which also lists the nearby subway stops; Citysearch (<<http://newyork.citysearch.com>>); and if you are willing to pay \$4.95 for a thirty-day subscription, Zagat's dining and nightlife surveys are trusted options (<<http://www.zagat.com>>).

Midtown Manhattan

The city's center located roughly between 14th Street and 59th Street from the Hudson River to the East River. Includes the CUNY Graduate Center, Empire State Building, Times Square, Museum of Modern Art, Rockefeller Center, Broadway, and the Theater District. One can purchase same day tickets to Broadway and Off-Broadway shows at 25 percent, 35 percent, and 50 percent discounts at TKTS on 47th Street at Broadway.

Uncle Nick's. Greek. Grilled fish is the specialty of the house. 749 9th Ave.

My Most Favorite Dessert Company. French/Kosher. Closed Friday night. Saturday night opens two hours after sundown: check for exact time in advance: 212-997-5046. 120 W. 45th St.

Queen of Sheba. Ethiopian. 650 10th Ave., between 45th St. and 46th St.

Bali Nusa Indah. Indonesian. The two specials (meat and vegetarian) are a great value: appetizer, platter, dessert, and coffee for about \$20. 651 9th Ave., between 45th St. and 46th St.

Tagine Dining Gallery. Moroccan dining on low cushy seating. Belly dancing begins most evenings at 9:30. Check their website at <<http://www.taginedining.com>>. 537 9th Ave., between 39th St. and 40th St.

Han Bat. Good inexpensive Korean food in an unpretentious setting, open 24/7. Try their gobbol bibimbop—the rice cooks to a crisp in the stone pot, and they'll make it vegetarian, if you want. 53 W. 35th St., between 5th Ave. and 6th Ave.

Hangawi. Elegant and expensive vegetarian Korean food served in a zen-like setting. 12 E. 32nd St., between 5th Ave. and Madison Ave.

Bon Chon Chicken. Hip, under thirty Korean crowd and the best fried chicken ever! A dining adventure! No reservations and be prepared to wait. 314 5th Ave. at 32nd St., 2nd floor.

Cabana Carioca. Massive portions of feijoada, Brazil's national dish. 123 W. 45th St., between 6th Ave. and Broadway. 212-581-8088.

Via Brasil. Moderate prices, daily specials. 34 W. 46th St., between 5th Ave. and 6th Ave.

Churrascaria Plataforma. Brazilian rodizio (assorted grilled meats) with an enhanced salad bar that has choices



The original Nathan's Hot Dogs at Coney Island, NY (J. Reed photo licensed under the Creative Commons Attribution-ShareAlike License. <http://en.wikipedia.org/wiki/Image:Original_Nathans.JPG>)

to please even vegetarians. Moderately expensive. 316 49th St., near 8th Ave.

Columbus Circle

59th Street and Broadway at Central Park. Includes the Time Warner Center, Lincoln Center, Metropolitan Opera, Jazz at Lincoln Center, Fordham University, John Jay College, and Juilliard.

Sapphire. The lunch buffet is a delicious sampling of Indian cuisine, very affordable. Dinner is only a bit pricier, and Jazz at Lincoln Center is just steps away. 1845 Broadway at 60th St.

Whole Food Market. Located in the Time Warner building lower level. Shop for organic fresh vegetables and fruits. Purchase an entire prepared meal to heat and eat later, have a smoothie, or make your own salad and eat at the store's lunch style tables. Noisy, but fun. 10 Columbus Circle.

The Greek Kitchen. Delicious food, friendly service, and it is affordable. 889 10th Ave. at W. 58th St.

Dizzy's Club Coca Cola. Great jazz and good food and drink, with a magnificent view of New York City. \$30 cover. Located at Jazz at Lincoln Center in the Time Warner Center at Broadway and 60th St.

In and around Union Square

(Broadway at East 17th Street)

The Strand Bookstore at E. 12th Street and Broadway, New York University, the New School for Social Research, Cooper Union. Visit the original Barnes and Noble at 18th Street and 5th Avenue, Chelsea Piers, and the massive sports complex between 17th Street and 23rd Street on the Hudson River waterfront, which offers everything from bowling to hip hop dance classes.

Union Square Greenmarket. There are now dozens of local outdoor markets in New York City thanks to New York City's Council on the Environment. The mother of them all is the Union Square Greenmarket which opened in 1976. The market is open all day Mondays, Wednesdays, Fridays, and Saturdays, rain or shine. The busiest day is Saturday.

City Bakery. Not your typical salad bar; it is expensive and the place is usually crowded and noisy but a quintessential New York experience. The food is fresh, interesting and addictive! 3 W. 18th St. at 5th Ave.

Blue Water Grill. Fish. Seats over three hundred and has jazz downstairs. 31 Union Square West.

Ennio and Michael. Italian. Warm atmosphere. Try the chicken parmigiana. 539 LaGuardia Place, just off Washington Square.

Cornelia Street Café. American. Jazz and poetry in the basement. 29 Cornelia St.

Lower East Side

Lower East Side Tenement Museum, Eldridge Street Synagogue, New Museum of Contemporary Art. There are still a few places to experience the pre-gentrification Lower East Side.

Katz's Deli. Opened at this location in 1888; they serve the best artery-clogging pastrami, corned-beef, and specials in the city. <<http://www.katzdeli.com>> 205 E. Houston St.

Russ and Daughters. Owned by the same family for four generations, Russ and Daughters is a New York City jewel. This is an appetizing store serving bagels, the best smoked fish and cream cheese, and a host of other delicious products. There's no place to sit in the store, but if it's a nice day, you can sit outside on the bench down the block (in front of American Apparel.) <<http://www.russanddaughters.com>> 179 E. Houston St.

Essex Street Market. Opened in 1940 to remove peddlers from the streets of the Lower East Side, the market recently received a makeover from the City's Economic Development Corporation. It is a fascinating commercial space that caters to local residents and visitors alike and should be a model for preserving the old but welcoming the new. Closed Sundays. <<http://www.essexstreetmarket.com>> 120 Essex St. at Delancey St.

East Village

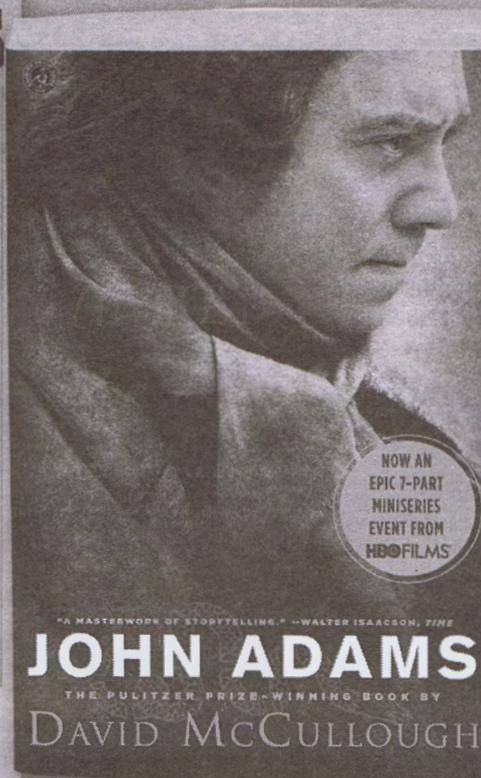
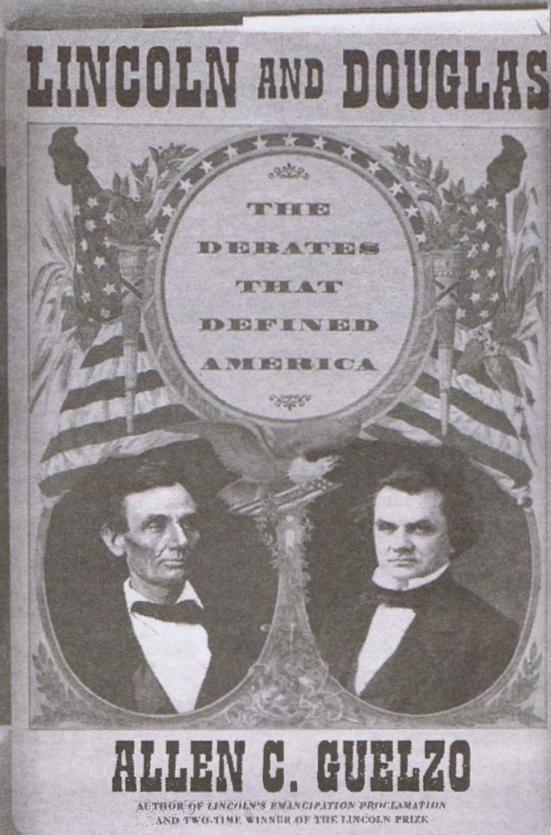
The area east of Broadway between 14th Street and Houston Street has a countercultural history. Public Theater, Opheum Theater, Amsterdam Billiards, Bowery Poetry Club.

De Robertis Caffè. In the East Village since 1904, De Robertis features delicious Italian pastries such as cannoli, cassatine, and pignoli cookies. <<http://derobertiscaffe.com>>

See DINING / A9 ►

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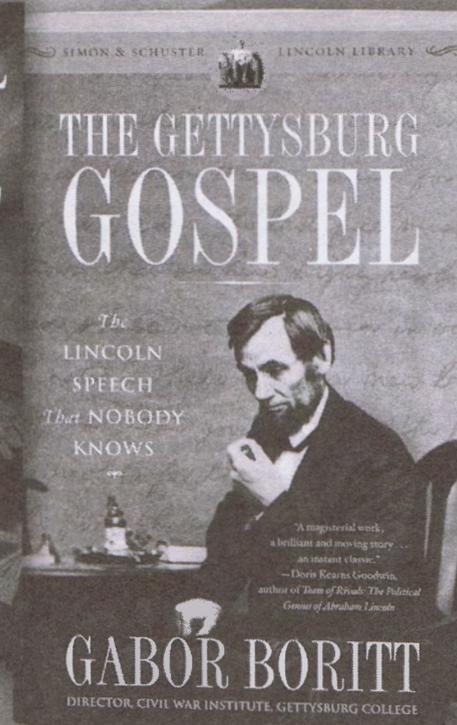
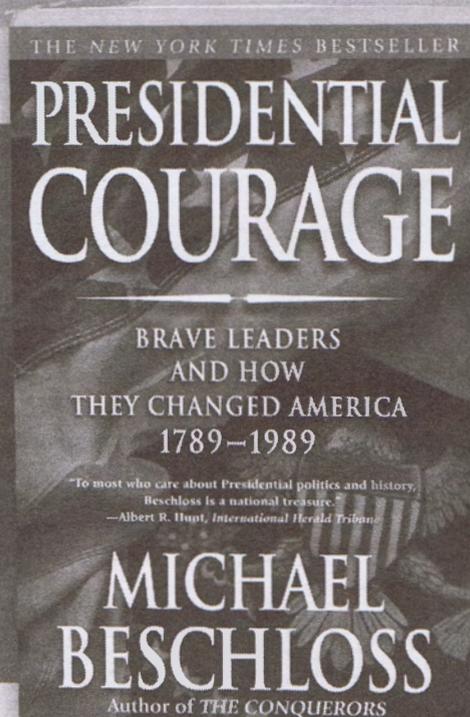


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The New York Times
Book Review



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—Doris Kearns Goodwin,
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Long Island attracted many artists in the late nineteenth century, beginning with excursions of the Tile Club in the late 1870s. William Merritt Chase conducted the Shinnecock School of Art in Southampton from 1891 to 1902. Among the many other artists who lived and painted on the East End are Irving Wiles, Thomas and Mary Moran, Childe Hassam, Willem de Kooning, Fairfield Porter, Jackson Pollock, and Lee Krasner. The Pollock-Krasner House is now a museum. Exhibits in other art museums also often feature Long Island artists.

Large hotels and boarding houses near the ocean on the South Shore or Long Island Sound on the North Shore attracted summer visitors. Long Island became popular for country homes for the wealthy in the late nineteenth century. Most built their mansions near the water, whether on the sound or the Great South Bay. William K. Vanderbilt, J. P. Morgan, Louis Comfort Tiffany, F. W. Woolworth, Walter P. Chrysler, and Charles Pratt were among the millionaires on the North Shore Gold Coast. Besides the water, the attractions were sport hunting, fishing, yachting, and, by the end of the century, polo, and golf. The leading architectural firm for country houses was McKim, Mead & White, which had some forty commissions on Long Island (Stanford White had a country home in St. James). Although many of the largest mansions no longer survive, a few are preserved as historic house museums. Some are still private residences. Other estates have become state parks, colleges, schools, country clubs, religious institutions, or other adaptive reuse.

When he was young, Theodore Roosevelt's family summered in Oyster Bay. In the 1880s, Roosevelt bought land nearby on Cove Neck and built Sagamore Hill. Now a National Park Site, more than 95 percent of the furnishings in the house are original. Museum exhibits are in his son's home on the property.

The flat, treeless Hempstead Plains in the middle of today's Nassau County was a training area for militia and military units from colonial times, including Camp Winfield Scott (1861), Camp Black (1898), and Camp Mills

(1917). The Rough Riders and other returning troops from Cuba in 1898 came to Camp Wikoff in Montauk. During World War I, several airfields on the Plains trained army aviators, including Hazelhurst (renamed Roosevelt) and Mitchel Fields. Camp Upton in Yaphank was a large training and embarkation camp in 1917. In World War II, Camp Upton was reactivated and Mitchel Field was an Army Air Corps base.

Long Island was the Cradle of Aviation in the early twentieth century with many pioneering flights occurring on the Hempstead Plains, beginning in 1909. Charles Lindbergh took off from Roosevelt Field on his historic solo, nonstop flight to Paris in 1927. Many flying schools on the Plains trained civilian aviators. By the early 1930s, Roosevelt Field was the largest and busiest civilian airfield in the country. From the early twentieth century, and especially during World War II, the island had a booming aviation industry. Grumman Aircraft—for many years the largest employer on the island—produced planes for the Navy; Republic Aircraft, planes for the Army; and Sperry Gyroscope, navigation instruments. Many smaller firms were also involved in the defense industry. Grumman built the lunar module that landed on the moon in 1969. The Cradle of Aviation Museum on Mitchel Field preserves this aviation history.

Under the presidency of Robert Moses, the Long Island State Park Commission built thirteen parks on Long Island in the 1920s, as well as parkways to reach the parks. By the end of Moses's tenure in 1963, Long Island had nineteen state parks and ten parkways; today there are twenty-five state parks and historic sites. Jones Beach, Moses's preeminent state park, has an exhibition on the history of these parks in its East Bathhouse. The parkways are now major commuting roads.

After World War II, Levittown became the prototypical postwar suburb with the Levitts constructing more than 17,000 houses in the late 1940s. Other developers built smaller subdivisions making Nassau the fastest growing county in the nation. Nassau's population more than tri-

pled from 1940 to 1960 and peaked in 1970. Now a "mature suburb," it has limited land for development. Suburbanization spread to western Suffolk in the post-World War II years and in recent decades has proceeded farther east. Suffolk's population quadrupled from 1950 to 1970. Suffolk County is still the number one agricultural county in the state in terms of the value of its products, thanks to vineyards on the east end, horticulture, and fisheries, as well as truck farming. The Environmental Defense Fund was organized in Suffolk in 1967 and led to Suffolk being the first county to ban DDT. Suffolk has taken a lead in land preservation and purchasing development rights to preserve its farm land.

Famous Long Islanders include several poets. Jupiter Hammon (1712-1800), the first published African American poet, was enslaved by the Lloyd family on Lloyd Neck. The Joseph Lloyd Manor House interprets Hammon as well as the Lloyd family. Poet and newspaper editor William Cullen Bryant (1794-1878) had a country home in Roslyn ("Cedarmere"), which is now a Nassau County museum. Walt Whitman (1819-1892), was born in West Hills (now Huntington Station); his birthplace is now a State Historic Site and Interpretive Center.

Two other Long Islanders deserve mention. F. Scott Fitzgerald started writing his novel *The Great Gatsby* when he lived in Great Neck (1922-1924); he immortalized an image of Long Island's North Shore in the 1920s. Barbara McClintock (1902-1992) worked at the Cold Spring Harbor Laboratory for fifty years and won the Nobel Prize in 1983 for her work on genetic elements ("jumping genes"). A building at the Lab now bears her name.

Long Island's many historic house museums date from the seventeenth to twentieth centuries. Several lighthouses, windmills, and other early mills are also museums. Some of the museums are open seasonally during the warmer months. For additional information on museums mentioned and many others, visit <<http://discoverlongisland.com>>, <<http://www.limamuseums.org>>, or the individual museums' websites. □

▼ **DINING / From A7**

176 1st Ave. at 11th St.

Dok Suni. Korean. Great food, cozy atmosphere. 119 1st Ave.

Café Mogador. Moroccan. Caters to the Graduate student and the French expatriate set. The tagines are recommended. 101 St. Mark's Place.

Max's. Italian. Stick to the pasta: Osso buco sicilian-style over risotto or rigatoni with eggplant and mozzarella. 51 Ave. B, near 4th St.

Bao Noodles. Traditional Vietnamese. 391 2nd Ave., near 23rd St.

Meatpacking District

West 16th Street to the Hudson River.

Pastis. This French bistro, located in the hip meatpacking district, is great for people watching, particularly at the sidewalk café if the weather is nice. <<http://www.pastisny.com>>. 9 9th Ave. at Little West 12th St.

Harlem

Stretches from the East River to the Hudson River and extends from 110th Street to 155th Street. East Harlem's southern border begins at 96th Street. Apollo Theatre, Studio Museum in Harlem, Lenox Lounge, Minton's Playhouse, Schomburg Center for Research in Black Culture.

Amy Ruth's. Soul Food. Excellent chicken and waffles, terrific catfish. There can be a long line on Sunday mornings. 113 W. 116th St., between Lenox Ave. and 7th Ave.

Africa Kine. Senegalese. Located along a stretch of culturally connected shops and grocers along 116th Street. Inexpensive and filling! Great lamb Mafe. Can accommodate large groups. <<http://www.africakine.com>> 256 W. 116th St., between 7th Ave. and 8th Ave.

Restaurant LaMarmite. West African. The service is not great, but it has the best Thiebou Djeun (a lunch dish of fish with rice and vegetables) in the city. 2269 Adam Clayton Powell, Jr. Blvd., between 133rd St. and 134th St.

Florence's Restaurant. Ghanaian. Very low on atmosphere, but the groundnut (peanut butter) stew is great as is the Kelewele (spicy plantains). The Bissap and Ginger juices are lovely. 2099 8th Ave, between 113th St. and 114th St.

Mobay's. This Harlem hot spot serves soul food, Jamaican, Caribbean, and vegetarian cuisine, at very affordable prices. The jerk chicken wings with tropical mango salsa are a must-try. In the spirit of Uptown, this venue also features live jazz music and a warm and intimate atmosphere. 17 W. 125th St. 212-876-9300. Also visit the Brooklyn location on 112 Dekalb Ave.

Zoma. Upscale Ethiopian. Good Vegetarian platter. 2084 Frederick Douglass Blvd. (a.k.a. 8th Ave.) at W. 113th St.

Brooklyn

Bedouin Tent. Middle Eastern. Terrific atmosphere and friendly service, lovely outdoor garden, if the weather permits. Try the stuffed grape leaves, the thin crusted grilled chicken pizza. The honey drizzled-baklava is a sweet ending to a flavorful and sumptuous meal. 405 Atlantic Ave.

BAMcafé. Brooklyn Academy of Music. Every Friday and Saturday night, BAMcafé Live showcases renowned and emerging artists, featuring some of the best jazz, R&B, world beat, pop, and experimental music from Brooklyn and beyond. Paninis, salads, snacks, and drinks available at the bar. No table service during Live performances. 30 Lafayette Ave. and Ashland Place. 718-623-7811.

Juniors. A Brooklyn landmark, opened in 1950. Family style restaurant in downtown Brooklyn. Hands down, Juniors serves the best cheesecake in New York, or perhaps anywhere. Also in Times Square at 45th Street and Grand Central Station. Bar, bakery and take-out at each location. 386 Flatbush Ave.

Lucali. Pizza. "The city's best pizza." 575 Henry St.

See **DINING / A14** ►

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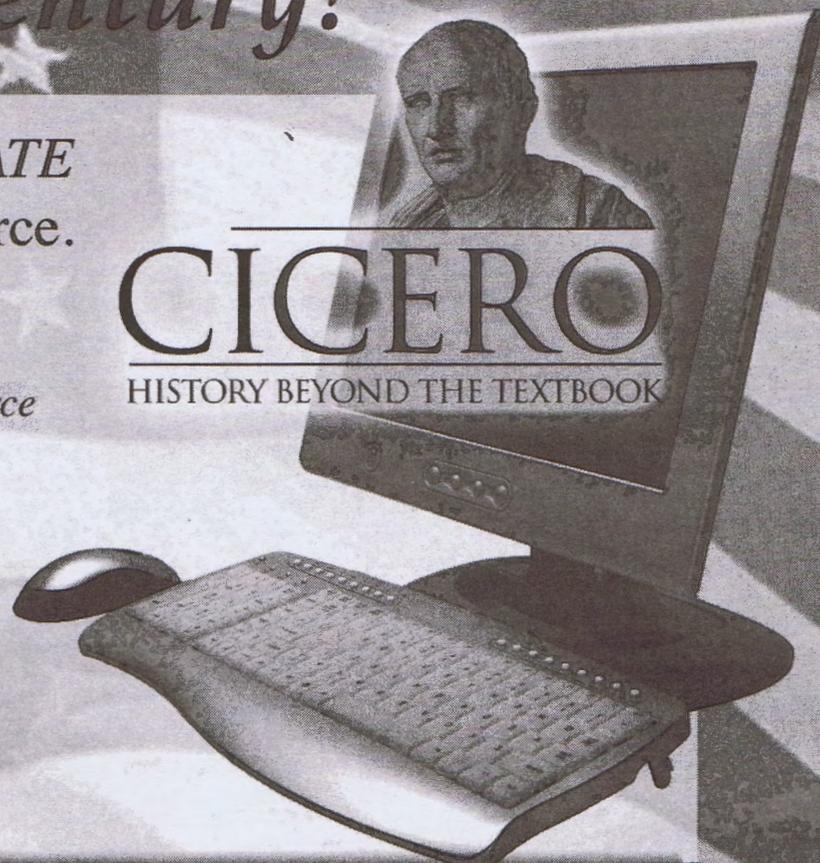
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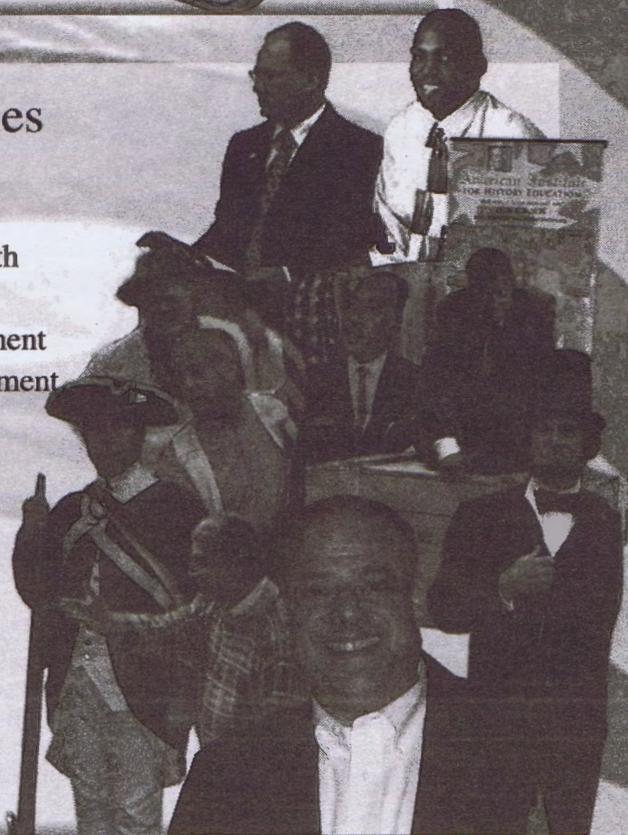


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The Lower East Side

Hasia Diner

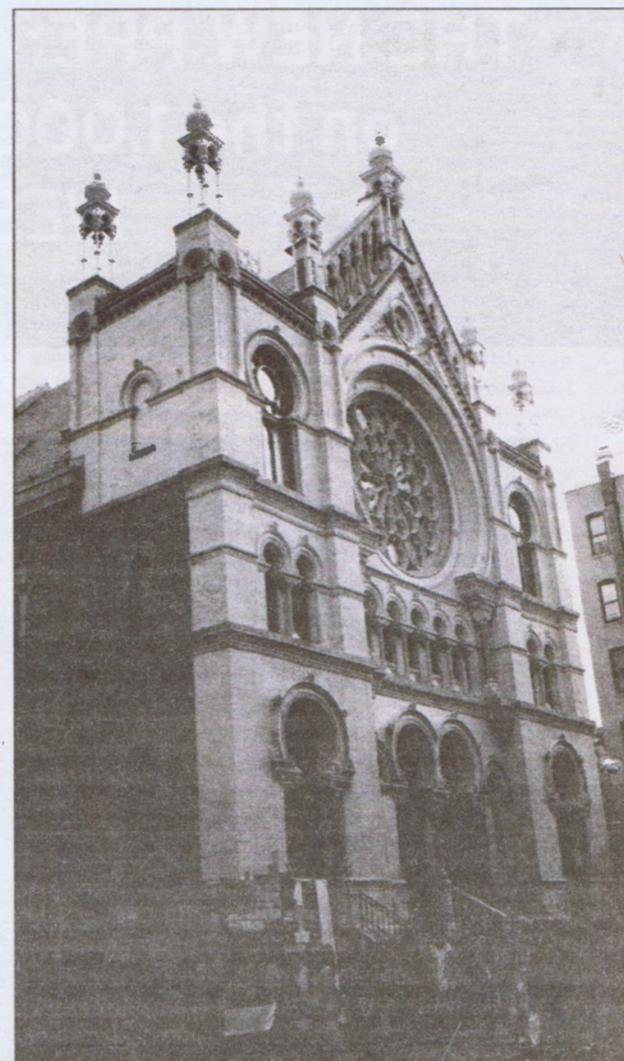
Situated below Houston Street and east of the Bowery, the Lower East Side has long played a crucial role in the life of New York City. Starting in the 1840s, it became the destination neighborhood of choice—or default—for immigrants coming to the United States. In that decade, the first tenements went up and more were built to accommodate the increasing number of new arrivals. The earliest of the tenement dwellers and neighborhood residents tended to be German and Irish. But by the 1870s, Jewish immigrants from Eastern Europe and southern Italians swelled such streets as Hester, Orchard, Pitt, Rivington, Delancy, Essex, and more, many of which became the stuff of literature, film, historical scholarship, and memory. In its heyday as an immigrant receiving space, from the 1890s through the 1910s, reformers, journalists, and photographers flocked to witness the crowding on both the streets and in the tenements, making the neighborhood's denizens among the most reported upon, studied, and depicted immigrants in the United States.

The Lower East Side, a polyglot neighborhood that housed immigrants from numerous countries, loomed particularly important for American Jews, functioning as their "central address." As in fact the largest concentration of Jews in any city any place in the world, the Lower East Side produced books, newspapers, magazines, plays, music, and other texts that Jews around the United States and even back in Eastern Europe consumed. By the end of World War II, the Lower East Side came to be venerated in American Jewish popular culture as the essence of authenticity.

With the cessation of immigration from Europe in the 1920s, the opening up of working class neighborhoods in Brooklyn and the Bronx, and the economic mobility of the American-born children of the immigrants, the neighborhood lost population. That population, however, was rebuilt as immigrants from China and other parts of Asia and various parts of the Americas came to occupy the same streets and tenements as the earlier immigrants did.

The Lower East Side now serves at least three constituencies and fulfills three different functions. It provides homes and entrepreneurial spaces for new immigrants, changing as the sources of immigration change. It has become something of a "hip" area, with quite expensive condominiums, shops, restaurants, and bars opening up to serve an affluent young urban clientele. Finally, today's Lower East Side serves as a tourist destination for visitors to New York eager to engage with the remnants and relics of the old immigrant era. Such institutions as the Lower East Side Tenement Museum and the restored Eldridge Street Synagogue, as well as eating establishments such as Kossar's bialy bakery and Yonah Shimmel's knish shop, give twenty-first-century visitors a chance to experience something of the flavor of the neighborhood that figured so prominently in the lore and literature of the Lower East Side. □

Hasia Diner is professor of history at New York University.



Eldridge Street Synagogue. (Photo by Viktor Korchenov, <<http://en.wikipedia.org/wiki/Image:EldridgeStreetSynagogue.jpg>>. Reprint permission granted under the terms of the GNU Free Documentation License, Version 1.2

▼ MUSEUMS / From A5

MoCA will move into a new, larger space at 215 Centre Street. Hours: Tues. through Sat., 12:00 to 6:00. 70 Mulberry St., 2nd Floor.

National Museum of the American Indian. The Smithsonian's National Museum of the American Indian (NMAI) works in collaboration with the Native peoples of the Western Hemisphere and Hawai'i to protect and foster indigenous cultures, reaffirm traditions and beliefs, encourage contemporary artistic expression, and provide a forum for Native voices. All interpreters (tour guides) are of Native descent. Hours: Daily, 10:00 to 5:00; Thurs., until 8:00. George Gustav Heye Center, 1 Bowling Green.

The Bronx

Bronx County Historical Society. The Historical Society's museum is located in the Valentine-Varian House. The house was built in 1758 by Isaac Valentine, a blacksmith and farmer who bought the land from the Dutch Reformed Church, and serves as the exhibition space of the Society. 3309 Bainbridge Ave.

★ Please refer to the Annual Meeting Program for more information about the sessions or tours held at these sites. <<http://www.oah.org/2008>>

Brooklyn

★ **Brooklyn Historical Society.** Founded in 1863, the Brooklyn Historical Society is a nationally renowned urban history center dedicated to the exploration and preservation of documents, artwork, and artifacts representative of Brooklyn's diverse cultures, past and present. Hours: Wed. through Sun., 12:00 to 5:00; closed Mon. and Tues. 128 Pierpont St. at Clinton St.

Brooklyn Museum. The Brooklyn Museum, housed in a 560,000-square-foot, Beaux-Arts building, is one of the oldest and largest art museums in the country. Its world-renowned permanent collections range from ancient Egyptian masterpieces to contemporary art and represent a wide range of cultures. Only a thirty-minute subway ride from midtown Manhattan, with its own newly renovated subway station, the Museum is part of a complex of nineteenth-century parks and gardens that also includes Prospect Park, the Brooklyn Botanic Garden, and the Prospect Park Zoo. Hours: Wed. through Fri., 10:00 to 5:00; Sat. and Sun., 11:00 to 6:00. 200 Eastern Parkway.

★ **Weeksville Heritage Center.** Weeksville's Historic Hunterfly Road Houses are what remain of the vibrant and self-sufficient African American community settled in the 1830s. The houses are New York City landmarks and are on

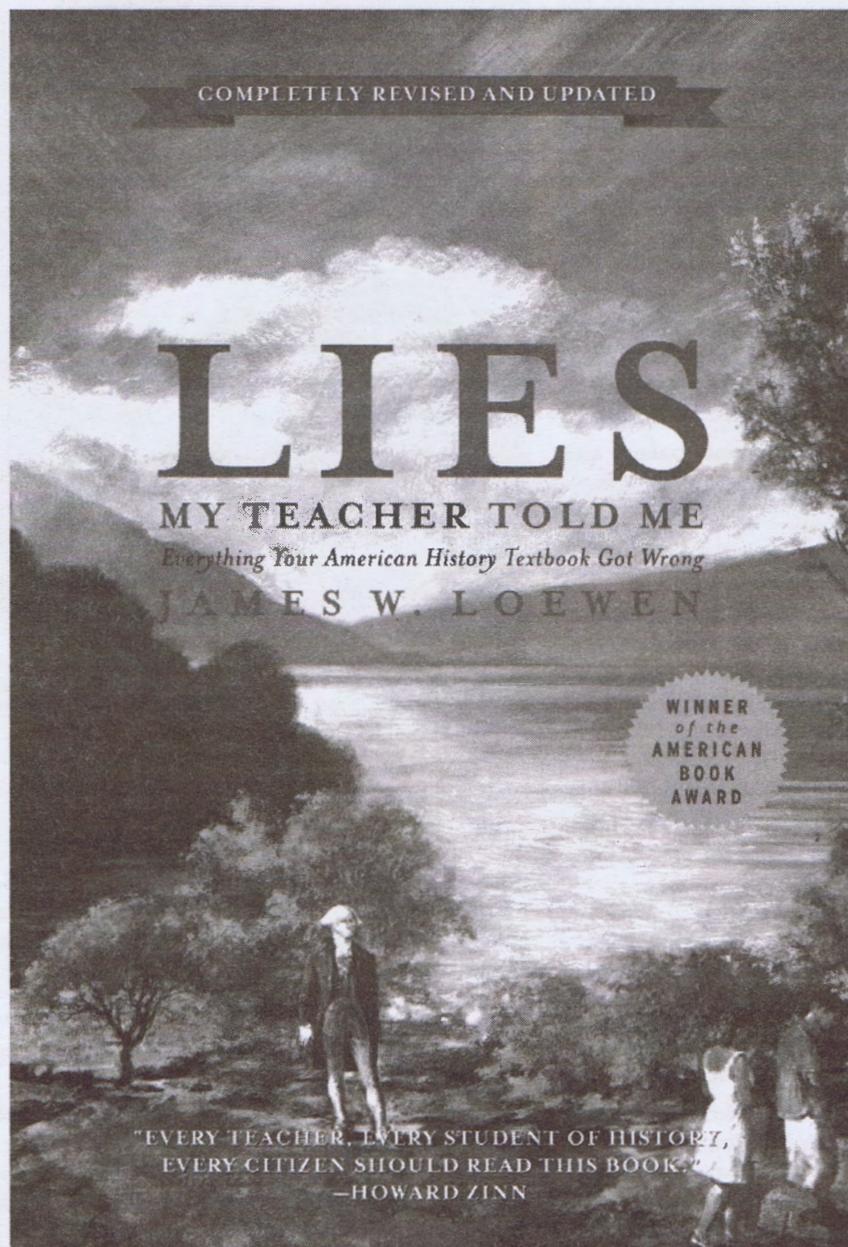
the National Register of Historic Places in the U.S. Guided tours of the houses available by reservation. Hours: Tues. through Fri. at 1:00, 2:00, and 3:00; Sat. from 11:00 to 3:00. 1698 Bergen St.

Queens

Louis Armstrong House. The mission of the Louis Armstrong House & Archives is to preserve and promote the cultural legacy of Louis Armstrong. This includes making the materials in the archives available to everyone, serving as a reference source for researchers, presenting concerts and educational programs about his life, and operating his home as a historic house museum. 34-56 107th St.

Lewis H. Latimer House. Born in 1848 to escaped slaves living in Boston, the self-educated Lewis Latimer improved upon Thomas Edison's lightbulb with the invention of a carbon filament that could remain illuminated longer than any previous models. Latimer's development made wide-scale electric light functional and applicable in both domestic and office settings. Early in his career he assisted Alexander Graham Bell with the development of the telephone. Today, Lewis Latimer's residence in Flushing, Queens, houses an archive of his papers and features Latimer's restored office and laboratory. Call ahead for reservations. 34-41 137th St. □

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The Third Annual TAH Symposium

Kelly A. Woestman

Carol Berkin, Presidential Professor of History at Baruch College and the Graduate Center, City University of New York, is the keynote speaker for the 3rd Annual Teaching American History (TAH) Grant Symposium. The Symposium will be held on March 30 and 31, 2008 in New York City and is cosponsored by H-Net <ah> and OAH. Berkin, a veteran TAH presenter throughout the country, is a prolific scholar of early American and women's history as well as the author of secondary and college American history textbooks. Her keynote will be, "Things Your Teachers Taught Me: How TAH Grants Educates Professors." For more information about Berkin, visit <ah><http://www.baruch.cuny.edu/wsas/departments/history/faculty/berkin.html>>.

During the last two years, nearly three hundred teachers, historians, project directors, history educators, curriculum specialists, evaluators, and other stakeholders in the Teaching American History Grant program have analyzed the short-term and long-term impacts of the more than \$700 million dollars earmarked for history education. This year's symposium will continue the discussion and respond to the lessons learned from previous groups. Registration will begin at 7:30 a.m. on Sunday, March 30,

and events will continue throughout the day with optional activities on Monday, March 31. Breakfast will be included each day and allow for informal networking opportunities. A new feature this year, a TAH Symposium Exhibit Area

A continuing issue for everyone involved in TAH grants is extending their impact on history and history education long after funding ends.

will include an overview of the new TAH Clearinghouse Project, a TAH project showcases, and vendor products of interest to TAH grantees.

Following introductions and an overview at 9:00 a.m. Sunday, the first audience-centered discussion, "Voices Outside the Tower: History Expertise from K-12 and Public History Institutions," will examine the larger impact of TAH grants on the historical profession. Because they

often speak to different audiences, public historians working in museums, historical societies, and diverse historic sites around the nation offer unique expertise in expanding traditional views of how history is taught in the nation's classrooms. Furthermore, master teachers involved in TAH projects offer not only subject- and standards-based expertise but often hold the keys that ensure teachers have the opportunity to explore effective implementations of their enhanced knowledge of American history. Will Mallatt of Riverton (KS) High School will discuss his experiences serving as a member of the Teacher Leadership Team of four TAH grants. Also sharing their experiences will be Adrienne Kupper, Director of Education at the New-York Historical Society, and Charles C. Calhoun from the Maine Council for the Humanities.

The first afternoon panel will explore "Lasting Ties that Bind: Forging Sustainable Partnerships." A continuing issue for everyone involved in TAH grants is extending their impact on history and history education long after funding ends. TAH coeditor Thomas Thurston will chair this session featuring Gary B. Nash of UCLA and the National Center for History in the Schools, Margaret Smith Crocco of Teachers College, Kimberly L. Ibach of the Natrona County (WY) School District and member of the OAH Executive Board, and Steve Mintz of Columbia University and chair of the OAH Committee on Teaching.

"Evaluation Inside and Outside: Documenting and Assessing the Development of Historical Thinking Skills" will be the focus of the third panel chaired by H-TAH coeditor Rachel Ragland. Panelists discussing diverse assessment issues faced by TAH grantees include Alex Stein, TAH team leader at the U.S. Department of Education, Elise Fillpot of Bringing History Home in Iowa, and David Gerwin of Queens College, City University of New York. These experts will share their views of what we can learn about content-specific evaluation through TAH grants that might be applicable beyond these vital history grant programs. They will then turn the discussion over to the audience for further exploration.

At the conclusion of the focused panel discussions, small-group discussion and networking opportunities will be available before the day's conclusion and wrap-up session chaired by H-Net's Executive Director Peter B. Knupper and H-Net President-Elect Kelly A. Woestman. Before the evening's Dine Around, participants who have signed up for onsite visits to schools and historical sites on Monday morning will have an organizational meeting.

H-TAH is open to anyone interested in Teaching American History grants and is not restricted to project directors. Further TAH Symposium 2008 details, including required advance sign-ups to participate in the Monday activities, will be made available on the discussion list that is available by subscription or by searching its logs at <ah><http://www.h-net.org/~tah>>.

Registration for the TAH Symposium is separate from the OAH Annual Meeting and combined registration is offered at a reduced rate. We invite anyone interested in the future of TAH grants and their impact on our profession to join us. For more information on registration, please visit: <ah><http://www.oah.org/meetings/2008/>>. □

Kelly A. Woestman is professor of history and history education director at Pittsburg State University in Pittsburg, Kansas, and a coeditor of H-TAH and H-Teach.

Announcement

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▼ DINING / From A9

Mike's International Restaurant. Jamaican. The stew chicken and rice and peas are the best. South end of Prospect Park and the Brooklyn Botanical Gardens a short walk away. 552 Flatbush Ave.

Chilies and Chocolate Oaxacan Kitchen. Special find for those interested in authentic Oaxacan cuisine of southern Mexico. The chef is from Coyotepec. Not your run of the mill fajita/taco eatery. Excellent selection of moles. 54 7th Ave., between Lincoln Place and St. Johns Place in Park Slope).

Nathan's Famous – Hurry! Before it's all gone, take the "F" train to Coney Island, buy a hot dog and fries at Nathan's on Surf Avenue, walk on the boardwalk and watch members of the Coney Island Polar Bear Club—the oldest winter bathing organization in the United States—swim in the ocean. Or visit the Sideshows by the Seashore. If freak shows aren't your thing, at least view Marie Roberts's wonderful sideshow banners on the side of the building on West 12th Street off Surf Avenue. After twenty-seven years of living in New York City, it's still one of the best ways to spend a Sunday afternoon.

Bronx

The Venice Restaurant. Some of the best inexpensive Italian food in New York City. 149th St. and Wales Ave., South Bronx

The "G" Bar. Small jazz club in the South Bronx that serves excellent Italian food. 150th St. off the Grand Concourse.

Willie's Steakhouse. Excellent Spanish food with live Latin Jazz on Wednesday and Saturday nights. 1832 Westchester Ave., near Parkchester.

Dominick's. Family style restaurant in the Arthur Avenue section of the Bronx. No menus! They tell you what to have. 2335 Arthur Ave.

Total Blend. Excellent Caribbean cuisine in the one of the largest West Indian neighborhoods in New York City. White Plains Rd. and 223rd St.

Johnson's BBQ. The best inexpensive barbecue in New York City. Take out only. In the historic Morrisania neighborhood. 163rd St. between Tinton Ave. and Union Ave.

Queens

Kebab Café. Egyptian. "Hands down, the best meal I have ever had." Located on Steinway Street's "Little Cairo." Cash only. 25-12 Steinway at 25th St., Astoria.

Jackson Diner. Indian. Don't let the name fool you, Jackson Diner serves authentic Indian cuisine and is well worth the trip. 37-47 74th St., Jackson Heights, near. 37th Rd. □



Luna Park and Surf Avenue, Coney Island. (Courtesy of the Library of Congress Prints and Photographs Division, Digital ID CPH 3c02692.)

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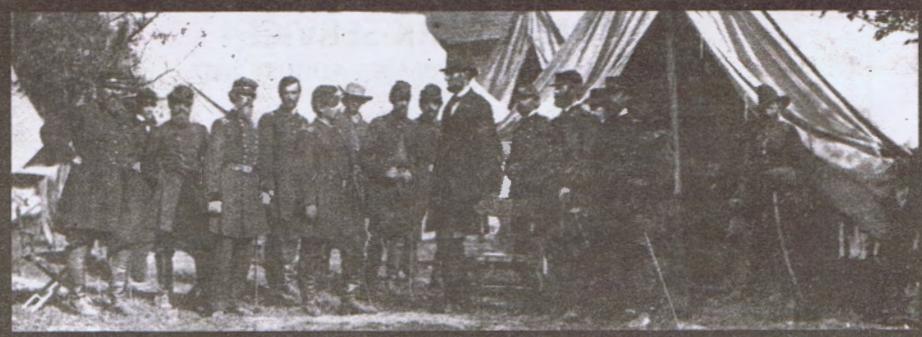
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The Subway and the City

Irma Watkins-Owens

No other city in the world is as closely identified with its subway as New York City, and no other public space figures so prominently in the daily lives of its residents. Some writers have characterized the New York subway as a metaphor for the city itself. Like the city that never sleeps, New York's subway operates 24 hours a day on 842 miles of track, which if linked end to end would reach from Manhattan to Chicago. Nearly three million city dwellers and commuters spend \$9 million each day to ride on trains (and buses) making the transit system the center of a small financial empire. The Metropolitan Transit Authority (MTA) employs 643 workers to handle transit revenue alone. Indeed New York City as we know it could not exist without inexpensive public transit—a nickel a ride in 1904 when the system opened, two dollars today. New York's rapid transit, the largest in the world, connects the city's powerful center, Manhattan, to the outer boroughs and the metropolitan area. For many New Yorkers and for the city's millions of visitors, the subway is the most efficient, cheapest, and fastest way to travel.

Rapid transit in New York also reflects the boom, bust, recession, and renewal in the city's history. A crisis of most recent memory occurred in the 1970s when the city's financial problems took their toll on the transit system. While trains had run on time 90 percent of the time in 1940 when today's tunnels and tracks were virtually complete, in the 1970s the system was nearly half as efficient, and car breakdowns occurred as often as every 9,000 miles. The decline in the system's reliability along with a rise in unemployment mirrored a general crisis in the post industrial city affecting infrastructure as well as working families and especially neighborhoods of color. Deterioration in one of the city's most public social spaces, the subway, was a related outcome. Unfortunately an image of the subway of this period still lingers in national memory. However, the city of New York survived its fiscal crisis (with notoriously little help from the federal government) and by 1980 began its present renewal, which is also reflected in a subway renaissance. Track improvement, fleet replacement, and station renovation has transformed the appearance of New York's subways in the last two decades. The transit authority quadrupled its cleaning staff and launched a controversial war against young graffiti artists or writers who used the subway car as their canvas. Although officials announced the system "graffiti free" in 1989, this change was also part of a larger "quality of life" campaign in the city that enabled massive gentrification, the emergence of enterprise zones, and other displacements yet to be confronted in the present era's ongoing renewal.

After 9/11 the subway has undergone other changes characterized by the "If you see something say something" announcements, a visible and undercover police presence, and periodic security checkpoints where knapsacks and packages may be subject to search. New Yorkers take such changes in stride, hoping for the least amount of disruption in their travel.

Whatever the ups and downs are in the subway's history, taking the train to your destination remains the quintessential New York experience. The subway is first

and foremost a cultural space and one of the most diverse shared spaces anywhere. Equipped with a Metrocard, a subway map, and an adventurous spirit, one can learn a lot about the city in the course of one's travels. First, the subway has its own iconography. Many stations on the IRT line (1, 2, and 3 trains) are embellished with a landmark of the neighborhood: at Columbus Circle (59th Street), one of the explorer's ships, at 116th Street, the seal of Columbia University. The MTA has recently restored many of the century-old originals.

As part of its Capitol Program to rehabilitate subway stations (and control unauthorized artists), the MTA has also commissioned permanent works by established and emerging artists in the materials of the system: mosaic, ce-



"First Earth from Lexington Ave. subway McManus & Stack, chief engineers., ca. 1910. (Photo courtesy George Grantham Bain Collection, Library of Congress Prints and Photographs Division, LC-B2- 2284-16)

ramic, tile, bronze, steel, and faceted glass. Some of these works, such as the Times Square Mural by Roy Lichtenstein, are quite spectacular. The Alice and Wonderland-inspired mosaics at 50th Street on the 1 and 9 line add a whimsical touch to the underground cityscape.

In addition, the subway provides an exciting array of sights as well as sounds; most city travelers have stopped to listen to or watch entertainers, which range from classical instrumentalists and chamber singers to jazz ensembles, be-bop groups, and break dancers. The MTA has authorized some of these performers who audition in its Arts for Transit Program (<<http://www.mta.info/mta/aft>>). Many others simply set up in heavily traveled spaces and perform for passersby. On any given day, one can enjoy a number of small concerts on the platforms of the New York City subway system.

For a dose of subway history, many city dwellers, visitors, and especially train buffs include the Transit Museum on their travel list. (<<http://www.mta.info/mta/museum/index.html>>). The museum is located in a decommissioned but still operational subway station at the corner of Boerum Place and Schermerhorn Street, Brooklyn Heights, Brooklyn. (The Transit Museum also operates a gallery annex in

Grand Central Station, just off the main concourse, which mounts rotating exhibitions.) Visitors experience a uniquely New York brand of time-travel as they board more than nineteen examples of vintage trains that include the classic 1904 wooden cars and the subway car design that set the standard in 1914. The museum also houses over 250,000 archival materials tracing the history of public transportation in New York and the region. The current exhibitions include Steel, Stone and Backbone about the building of the subways, and notably until March 30, 2008, The Art of Marvin Franklin. Franklin, a track worker who died accidentally while working the night shift in April 2007, left a large body of work, much of it never exhibited before. On view is a compelling selection of his sketches, prints and water colors, all set in the subway where the artist spent much of his time. Franklin depicts his subjects, many of whom were homeless, with remarkable detail. The artist, who overcame homelessness himself, skillfully used the insight of his personal experience.

As Franklin's art demonstrates, a close observer can perceive both the social distance and proximity between New Yorkers in the subway car. Every subway line passes through a broad spectrum of communities identified by ethnicity, class, or race. As author Kate Simon put it, the subway vehicles are probably New York's only "melting pot." Thus the subway is its own kind of neighborhood with a unique culture and daily rituals of its own. I began one of these rituals the other day when I boarded the Q train at Prospect Park in central Brooklyn for my regular ride to my campus in midtown Manhattan. I easily found a seat for that time of day (around 11:00 a.m) and pulled out my reading material for the thirty-five to forty-minute trip. The car looked the same as usual, filled with reading, iPod-toting, or half nodding Brooklynites. In other words, most of the subway riders had performed the customary withdrawal into their own worlds, except for a small group of European tourists engaged in animated conversation and studying a subway map. Eventually one in the group came over and asked the passenger seated next to me if they were on the right train for the World Trade Center Memorial site. Because he had not understood the question, the passenger (who had never acknowledged my presence before), looked at me, hoping I had understood. "Oh, the World Trade Center site?" I inquired. "You need to change at Dekalb to the N or the R," I said. "That's Dekalb Avenue," a second passenger clarified. "And you need to get off at Whitehall Street" a third passenger added. By now all of the seasoned strap-hangers in my general vicinity had stopped what they were doing to make sure the directions being given were sufficiently fine tuned. "All you need to do is walk across the platform," the second passenger said as the train pulled into the Dekalb Avenue station. "The Q, N, and R are on the yellow line of your map," the third passenger explained. The tourists gave a chorus of thank-yous as they crossed the platform to wait for their train, having begun their first journey through New York's vast underground neighborhood. □

