



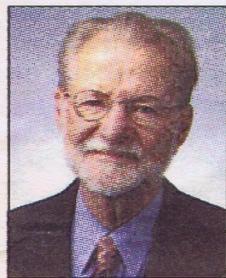
# Newsletter

Volume 36, Number 2 • May 2008

## From the OAH President

### History Without Boundaries

Pete Daniel



Daniel

In mid-March I spoke at the annual conference of the Society for History in the Federal Government (SHFG). Founded in 1980, the society is composed of historians including those who work in federal government historical offices, the National Archives and Records Administration, the Senate and House historical offices, the National Park Service, museums, and in academia.

I reminded members that the society held its first conference in April 1980 and that then-Senator Robert B. Morgan of North Carolina, the featured speaker, promised to introduce a bill to free the National Archives and Records Service from the General Services Administration (GSA) and make it a separate administration.

Senator Morgan had addressed a crisis earlier in the year when Admiral Rowland Freeman, head of the GSA, recommended breaking up record groups and dispersing material to regional archives. Historians who have used the National Archives know what inconvenience, additional travel, and expense such a move would entail.

The news of Freeman's plan came to me at the Key-hole Inn, drinking a pint after a weekly basketball game with archivist friends. Normally I would have complained to my friends and hoped for the best, but at that time I was a legislative aide and speechwriter for Senator Morgan. He understood the situation and immediately wrote a letter to Admiral Freeman asking him to halt the records transfer. Even before Freeman backed off his regionalization plan, we realized that the larger issue was freeing the National Archives from the GSA.

This initiative proved a good example of how a group of archivists, documentary editors, Senate staffers, and academicians—with a little help from their friends—made a major contribution to preserving and making available historical documentation and in advocating an independent National Archives and Records Administration. Raymond W. Smock, who was one of the key players in the Emergency Committee to Save the National Archives, provides a complete account of this effort in this issue of the *OAH Newsletter* (see page 9).

In the afternoon session of that first SHFG conference in 1980, William Appleman Williams spoke. At the time he was president of the Organization of American Historians. According to Samuel Walker's report in *The Federalist*, Williams "lamented the misunderstanding and lack of communication that frequently exists between academic historians and those who work in other settings. He affirmed that he and the OAH would make every effort to break down those barriers." The OAH has answered Williams's challenge, and today we embrace all historians in our effort to research, write, and disseminate history. To reiterate that mission, I have made the theme of the 2009 Seattle convention "History Without Boundaries," and I mean it to be interpreted in the broadest sense. High school history teachers, college professors, and public historians explain the rich stream of historical scholarship that flows from books and essays.

On the SHFG panel with me was Archivist of the United States Allen Weinstein and the National Park Service's Chief Historian, Robert Sutton. The OAH and the NPS have had a cooperative agreement since 1994 and have collaborated on eighty-five projects ranging from administrative histories to historic resource studies to site reviews. Sutton has set high standards for historical interpretation with his work at Manassas National Battlefield Park, where he has held a major symposium on the Civil War and also developed an interpretive institute for park rangers dealing with Civil War sites. Sutton serves on the OAH Committee on National Park Service Issues, and we look forward to working with him on projects that could help educate millions of Park Service visitors. Archivist Weinstein responded to my remarks about donor-control in museum exhibits and suggested a public program on the subject at the National Archives.

As the joint OAH-NPS cooperative agreement illustrates, academic historians often spread history beyond classrooms as they consult, speak, write, testify, and make media appearances. Academic public historians, a growing

See DANIEL / 6 ►

## In Memoriam

### OAH Past President George M. Fredrickson

Sterling Stuckey



Fredrickson

George M. Fredrickson, a prominent scholar of American history and former president of the Organization of American Historians (1997-1998), died of heart failure on February 25, 2008, at his home in Palo Alto, according to his wife, Hélène Osouf. He was seventy-three. Just days before his death, Fredrickson talked by phone to a former student about his recent book on Abraham

Lincoln, *Big Enough To Be Inconsistent*, and a forthcoming collection of his essays. In a good mood and looking forward to further work despite health problems, he invited the former student to dinner at his home on the Stanford campus.

Fredrickson was born in Bristol, Conn., on July 16, 1934. He had an outstanding undergraduate career at Harvard, graduating magna cum laude. His dissertation at Harvard, published as *The Inner Civil War* (1965), attracted attention that marked him as a rising star in the field. He taught at Harvard for three years before becoming the William Smith Mason professor of American history at Northwestern. After moving to Stanford, he was for nearly twenty years the Edgar E. Robinson professor of United States history.

Fredrickson's *White Supremacy: A Comparative Study in American and South African History* (1981) towers above all previous studies in the field. David Brion Davis, reviewing the book when it appeared, called it "one of the most brilliant and successful studies in comparative history ever written" and remarked that Fredrickson "ventured into South African history in order to escape the provincialism that has often distorted discussions of American race relations." In Davis's view, *White Supremacy* "shed new light on the entire sweep of American and South African history

See FREDRICKSON / 6 ►

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# OAH Newsletter

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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.

# Teaching about the Impact of the Great Depression

E. Thomas Ewing, Jane Lehr, Melissa Listanti, and David Hicks

The Virginia Schools in the Great Depression project asks how the national economic crisis that began in October 1929 affected the lives of students and teachers in elementary and secondary schools and how these experiences and perceptions shaped the history of the Great Depression (1). Presenting these materials in the format of lesson plans ensures that this project will contribute to both comprehension of content and mastery of skills, including civic literacy, empathy, interpretation, and judgment. Using newspaper reports and editorials, articles from educational journals, photographs of schools and teachers, and statistical reports, this project brings a structured study of events, processes, and people at the local and state level into the United States history curriculum. Focusing on questions of scarcity, the allocation of public goods, and civic engagement also addresses the particular needs of civics, government, and economics teachers by providing materials that illustrate the dynamic relationship between individuals and their social environment. As students work through these materials, they will discover for themselves that opinions and actions matter, and that history is not just something that happened, but rather an ongoing process of engagement, participation, and transformation.

This article describes the content of the five educational modules designed to explore historical questions using primary source materials and tied to curricular content and goals (2). The inquiry-based mode of teaching is consistent with research documenting the advantages of approaching history as a series of questions for exploration, rather than a body of knowledge for memorization. Each module explores broad questions of the Depression's impact on American, and particularly Virginian, society, while also providing distinct perspectives using selected primary source materials.

## Module 1: The Impact of the Depression on Virginia Public Schools

This module explores the impact of the Great Depression on public schools as a way to understand the sequence of causes and effects that defined this period of American social history. The evidence materials in this module provide competing interpretations of the impact of the Depression on public schools. The gravity of the crisis in education is documented by statements by Presidents Herbert Hoover and Franklin Roosevelt as well as articles de-

scribing shortened school terms, cuts in teachers' salaries, and other restrictions on educational services. To offer a different perspective, however, the evidence section also includes editorials which argue that too much money was being spent on schools, and thus the Depression actually resulted in necessary spending reductions. Students who explore this module should come to a better understanding of the effects of the Depression on American society in ways that enrich and complicate the usual textbook accounts of this crisis.

## Module 2: Who Should Bear the Burden? Public Opinion and School Policy in the Depression

This module focuses on the ways that educators and the public debated policy responses to the crisis of the Depression. To illustrate this question, the evidence section begins with a cartoon from the *Virginia Journal of Education* in which the "public" is said to demand that legislators "touch not a single bough" of the "tree" of educational funding. Exploring this question of public opinion and policy about schools, the remaining materials include articles, editorials, charts, and illustrations that provide further evidence of how policymakers, teachers, and the community responded to the perceived need to bear the burden of the economic crisis. The section ends with a

series of reports from the city of Alexandria, where plans to reduce the school term in spring 1934 prompted a public outcry, including street demonstrations by high school students, which reveal how this question of responding to the Depression was not just a government matter, but a dilemma that involved the public in the policymaking process.

## Module 3: Virginia Schools in Black and White: Enforcing Racial Lines in 1930s

Race was a central issue in Virginia schools during the Great Depression. The system of Jim Crow segregation ensured that education at all levels was rigidly divided along racial lines. African American pupils made up about one-quarter of Virginia's total enrollment during this decade; in some districts, however, African American pupils actually made up a majority of the enrollment. This presence of a substantial number of African American pupils in the Virginia school system leads students to explore how race mediated the impact of the Depression on public schools. Differential effects of the Depression are supported by

evidence materials that highlight the costs of budget cutbacks to African American students, teachers, and schools already receiving an unequal amount of funding, as well as a determination among some African American educators to use this crisis to prove their loyalty, and a growing movement demanding equality in public schools. The latter campaign, which emerged in Virginia during the worst years of the Depression, culminated in lawsuits filed by two Norfolk city teachers seeking equal salaries. These legal cases, which the *Virginia Teachers' Bulletin* referred to as "the beginning of the end of the shameful practices that have always been used in most southern communities in the education of Negro children," paved the way for the postwar lawsuits ending with the Supreme Court's *Brown v. Board of Education* decision in 1954. During the Great Depression, the race question in Virginia schools had a long-term, national significance for the ways that Americans thought about equality in public schools.

## Module 4: Who Should Teach? Prohibitions on Married Women Teachers during the Depression

Gender also exerted an influence of experiences, perceptions, and policy in Virginia schools during the Great Depression. This module questions why more than three-quarters of the school districts in Virginia imposed some kind of restrictions on married women teachers. These districts either did not hire women who were married or else required them to resign when they got married. The evidence section provides materials that allow students to explore the economic factors as well as the social and cultural presumptions that led to these restrictions on women teachers, which in turn had significant effects on their career opportunities and classroom authority. The evidence section includes letters submitted to newspapers that debated this policy, which illustrated the strong opinions that this question provoked. The final document in the evidence section, a comprehensive review of "the status of the married woman teacher," concludes that the policies imposed by Virginia school districts were unjustified and detrimental to schooling. Recognizing how discriminatory practices were enforced and debated during the Great Depression provides new perspectives on the history of women's rights in modern America for today's generation of students and teachers

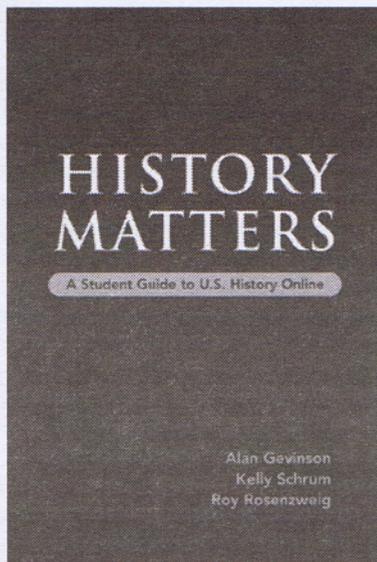
## Module 5: Teaching Civics in an Era of Crisis: Virginia's Curriculum and the Great Depression

The final module asks how some educators responded to the crisis of the Depression by asking fundamental questions about the purposes of education. In particular, progressive educators, including some influential policymakers in the Virginia Department of Education, argued for comprehensive curricular reform that would connect different subjects and promote a more holistic education for children facing unprecedented social changes. During this same era, the rise of fascism in Germany and It-



Students reciting the pledge of allegiance, Norfolk, Virginia, 1941. (Office of War Information, Overseas Picture Division, Library of Congress Prints and Photographs, LC-USF34-062482-D.)

## Resources for teaching

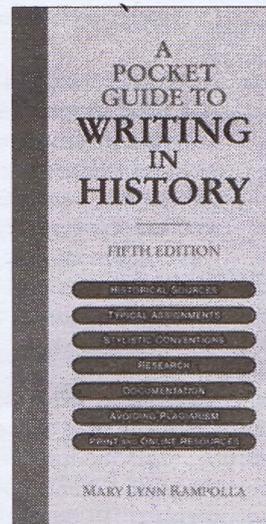


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Alan Gevinson, Kelly Schrum, and  
Roy Rosenzweig  
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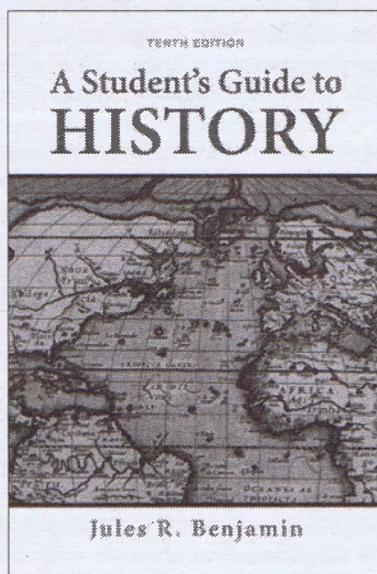


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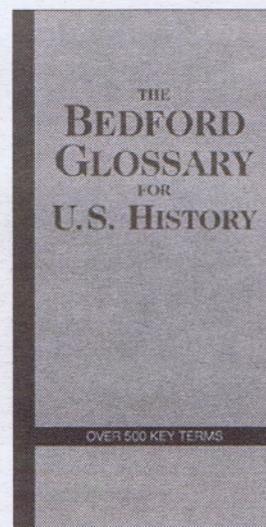
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Stephen Reily & Emily Bingham  
Geoffrey C. Ward  
Susan W. Ware  
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Jamil S. Zainaldin

## Darlene Clark Hine Award

The following individuals and institutions have contributed to the Hine award, to be given annually beginning in 2010, for the best book in African American women's and gender history.

Association of Black Women Historians  
Eva Baham  
Neil Baldwin  
Elsa Barkley Brown  
Marcellus C. Barksdale  
Mary F. Berry

Martha Biondi  
Allison Blakely  
Anne M. Boylan  
Betty Brandon and Howard Mahan  
Albert S. Broussard  
Joan Catapano  
Linda A. Causey  
Clafin University  
R.F. Crockett  
Prudence Cumberbatch  
Peter H. Davis  
Dennis C. Dickerson  
W. Marvin Dulaney  
Ena Farley  
Drew Gilpin Faust  
Lee W. Formwalt  
John Hope Franklin  
Ray Gavins  
Glenda Gilmore  
Thavolia Glymph  
Jacquelyn Dowd Hall & Robert Korstad  
Sharon Harley  
Carmen J. Harris and Stephen H. Lowe  
Robert Harris  
Stanley Harrold  
Wanda A. Hendricks  
Cheryl D. Hicks  
Elizabeth S. Higginbotham  
Evelyn Brooks Higginbotham  
William Hine  
Tera W. Hunter  
Wilma King  
Steven Lawson & Nancy Hewitt  
Valinda W. Littlefield  
Robert E. May  
Jaqueline A. McLeod  
Michigan State University  
Northwestern University  
Northwestern University, Dept. of History  
Patricia Oldham  
Nell Irvin Painter  
Mary Pattillo  
Pearson Education/Prentice Hall  
Merline Pitre  
Susan Reverby  
Constance B. Schulz  
Stephanie J. Shaw  
Pamela A. Smoot  
Rosalyn Terborg-Penn  
Kate Douglas Torrey  
Lynn Weber  
Matthew Whitaker  
Deborah Gray White  
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OAH

▼ DANIEL / From 1

constituency who train public historians within the university, carry out an important mission as they prepare students to preserve and interpret history through exhibits, community studies, preservation, websites, and films. It is important that as college graduates take jobs in museums, schools, archives, and other public arenas, they be grounded in history and in practices relevant to working with the public. Evaluating the work of public history professors is a pressing issue being studied by the Working Group on Evaluating Public History Scholarship, a joint committee of the National Council on Public History, the OAH, and the AHA.

Unity is more important than ever as we face the digital revolution that is reshaping our world. E-mails have replaced letters, Wikipedia has replaced the encyclopedia, Photoshop has replaced the darkroom, flash cards have replaced film, and on and on. We should face new challenges with the confidence gained by coping successfully with the typewriter, Xerox, fax, cells, and e-mail. Each new tool and innovation has the potential to make us better at what we do. Still, the sheer speed of the digital revolution demands agility and imagination.

It is essential that all historians unite as we face common challenges and become a "community" in the truest sense of the word. Instead of stressing dubious divisions among K-12, community college, university, and public historians working outside and inside the academy, I suggest that we think of "History Without Boundaries" as a theme that will strengthen our mission. The OAH must weigh in with support and encouragement for all involved in the historical enterprise, for despite our diversity, we are all committed to research and teaching.

The OAH has made significant progress in moving ahead in this area. We support the important and often heroic work that K-12 teachers and community college professors perform. The *OAH Magazine of History* has become an essential tool for classroom historians. Support from the Gilder Lehrman Institute has allowed us not only to reach a broader audience but also to hone content to better serve teachers. The circle of historical understanding begins with research and publication and moves through the historical community. The more inclusive the circle, the better our historical understanding and the greater our ability to nurture a wider interest in history.

We have enormous potential to "increase and diffuse knowledge," as the Smithsonian puts it. The public is not ignorant of history on purpose. Many people are diverted from serious reading by television, e-mail, the web, iPods, film, and so forth. Rather than whining about these distractions, or, worse still, fighting them, we need to work toward capturing these media and devising creative ways to use them to teach history. As the Executive Board prepares a strategic plan this year, it will consider how the digital world impacts upon our mission and how we might capture it and use it to our advantage.

We are charged not only to interpret and reinterpret the past and to work with the public but also to ensure that history presented in museums, films, TV, and other media is more than a celebratory fable. I will be looking more closely at these issues in future columns. □

▼ FREDRICKSON / From 1

from the time of the first white settlers to the present." Further, Davis noted, Fredrickson argues that in both societies the "system of racial slavery was closely related to divisions and tensions within the white social order, with the degradation of non-whites giving a cohesiveness and solidarity to an essentially frontier community far removed from the controls of a metropolitan authority." Davis identified the "two-pronged drive toward self-government and white supremacy" as "perhaps the most striking common feature" of the two societies.

When asked about the book recently, David Roediger, a former student of Fredrickson, replied: "*White Supremacy* wears incredibly well as a model of comparative history written with an awareness of lived connections between the two nations being compared. Above all, it shows a consummate historian constantly challenging himself to learn new literatures and languages, to break out of the black/white framework around which the book is partly organized with brilliant sections on settlers and native peoples, and then to come back to the centrality of black and white, to challenge liberal assumptions and even his own training in intellectual history with carefully materialist and deeply radical analyses."

The *Black Image in the White Mind* (1971), Fredrickson's study of black character and destiny in America, helped prepare him for *White Supremacy* in much the way that *White Supremacy* prepared him to research and write *Black Liberation* (1995), his study of the history of black ideologies in South Africa and the U.S. These works demonstrate that Fredrickson, applying a comparative perspective and working intricately from multiple angles of vision, pioneered a scholarly approach that greatly extended our understanding of racism across geographical and cultural boundaries. His deep knowledge of South African black ideologies will be a special boon to future American scholars. His rejection, in *Black Liberation*, of stereotypes of an important advocate of African liberation, Paul Robeson, is a relatively rare and admirable intellectual stance.

Moreover, systematically and with great clarity and analytic force, Fredrickson, in *The Black Image*, treated the study of "Negro character" as seen by whites from 1817 to 1914. Before this book, there simply was no text of such quality for this crucial period of American intellectual history. In a beautiful example of intertextuality, made possible by the thoroughness and incisiveness of Fredrickson's scholarship, the book provides the historical backdrop for understanding an important character in Herman Melville's *Benito Cereno*. In the novella, Amasa Delano stands as a metaphor for the nineteenth-century "romantic racialists" that are treated at length by Fredrickson. Echoes of Melville's Delano resound in *The Black Image*.

Fredrickson's *Big Enough to Be Inconsistent* (2008) takes its name from a W. E. B. Du Bois postulate concerning Abraham Lincoln. The book, which comprises three lectures Fredrickson gave at Harvard, treats Lincoln's changing status in black America in the twentieth century and contrasts it with the manner in which he was once widely revered by blacks.

Fredrickson did not prepare for the subject of racism, especially in South Africa, by visiting archives and by consulting books alone. He made on-the-spot inquiries in that

country and in America, at times acutely feeling the damage from the racial segregation he was studying. Feeling the need to oppose racism actively, he participated in the March on Washington in 1963 and, with anthropologist St. Clair Drake, took part in a teach-in and secured the signatures of 206 faculty members in protest against Stanford's investments with companies doing business in South Africa.

More than one black professor who spent time socially with Fredrickson has marveled at talking unguardedly about race in his presence. Their sense of the humanity that animated the man and his scholarship helps to account for such trust. Something of that attitude toward him undoubtedly led David Dennard, on the occasion of Fredrickson's retirement from Stanford, to refer to his "single-minded commitment to academic honesty, integrity, and independence of thought," and to note Fredrickson's "bold and unqualified stance on matters of race, gender, and ethnicity."

In addition to his wife, Hélène, Fredrickson is survived by daughters Anne Hope Fredrickson of Grass Valley, California, Laurel Fredrickson, of Durham, N.C., and Caroline Fredrickson, of Silver Spring, Maryland; his son, Thomas, of Brooklyn, New York, his sister, Lois Rose, of Great Barrington, Massachusetts, and four grandchildren. □

*Sterling Stuckey is professor emeritus of history at the University of California, Riverside.*

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## Labor and Working Class History Association

Cecelia Bucki

The Labor and Working Class History Association (LAWCHA), founded in 1999, is open to everyone interested in studying the history of working-class men and women, their lives, workplaces, communities, organizations, cultures, political activities, and societal contexts. It aims to promote an international, theoretically informed, comparative, interdisciplinary, cross-cultural, and diverse labor and working-class history.

LAWCHA encourages research, writing, and teaching about labor and working-class history and is open to a wide variety of approaches to the subject and a free exchange of ideas and opinions. The organization recruits demographically and regionally diverse membership and leadership. LAWCHA's four past presidents, all leaders in labor history scholarship, indicates the wide range of subjects that labor and working-class history encompasses: Jacqueline Dowd Hall, University of North Carolina-Chapel Hill; Joe W. Trotter, Jr., Carnegie-Mellon University; James R. Green, University of Massachusetts-Boston; Alice Kessler-Harris, Columbia University. LAWCHA's current president, Michael K. Honey, University of Washington-Tacoma, is presently on a national book tour commemorating the 1968 Memphis sanitation workers' strike and Martin Luther King, Jr.'s support of that labor effort. LAW-

CHA has also established the tradition of honoring the pioneers of our field. David Montgomery, Farnum Professor of History Emeritus of Yale University, received the first LAWCHA Award for Distinguished Service to the Field of Labor and Working-Class History at its May 2007 conference at Duke University.

LAWCHA works in a variety of settings. It is committed to making the study of working-class history an integral part of the history and social studies curricula in the public schools and also to collaborating with trade union research and education directors in making labor history more accessible to union members. It also supports wherever possible the inclusion of working-class history in public history projects at the federal, state, and local levels. LAWCHA is developing mutually supportive relationships with existing regional, state, and local labor studies and labor history societies as well as with federations of labor, their affiliated trade unions, independent labor unions and organizations, and labor history associations in other countries. In its attempt to meld scholarship and activism, LAWCHA promotes a culture of civic engagement with labor issues. Thus it is presently promoting a writing campaign of "Telling Labor's Stories" to newspapers and periodicals to familiarize the general public with labor issues, especially pending legis-

lation such as the Employees' Free Choice Act. The association seeks to produce more visibility and outlets for labor history scholarship, to work toward creating a much stronger communications network and support base in public debates that affect us as academic workers or as members of the broader labor community, and to provide stronger support for the career development of junior members of the labor history subdiscipline. Accordingly, LAWCHA supports a quarterly journal, *Labor: Studies in Working-Class History of the Americas*. It has also recently established the Herbert Gutman Prize for Outstanding Dissertation in Labor and Working-Class History, in cooperation with the University of Illinois Press. It now collaborates with Cornell University on the Philip Taft Book Prize. It continues its awarding of one annual graduate student essay prize, with additional travel awards to graduate students who are presenting

papers at either the North American Labor History Conference (at Wayne State University) or at its own annual LAWCHA conferences. It continues to sponsor sessions at professional history conferences such as the AHA and OAH, as well as other smaller conferences.

LAWCHA has recently begun cosponsoring an annual conference with a regional or local labor history society. The first took place in May 2005 at the University of California-Santa Barbara, cosponsored with the Southwest Labor History Association. The second took place in May 2007 at Duke University, cosponsored with the Southern Labor Studies Association. Our third annual conference is taking place in Vancouver, British Columbia, cosponsored with the Pacific Northwest Labor History Association, on June 5-8, 2008. The theme of this upcoming conference is "Indigenous, Immigrant, Migrant Labour and Globalization." Registration for this conference is ongoing. Those interested in more information on this conference, as well as other activities, are invited to visit the website <<http://www.lawcha.org>>. □

Cecelia Bucki is associate professor of history at Fairfield University and national secretary of the Labor and Working Class History Association.

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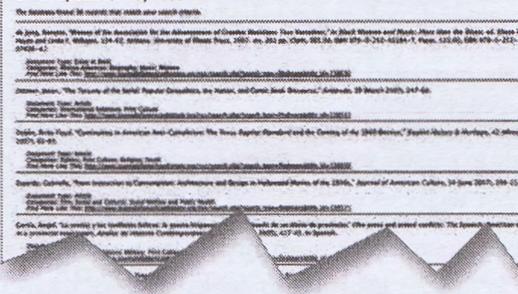
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Available at: <<http://oah.org/rs>>.

ally as well as communism in the Soviet Union provoked new questions about the ways that schools should teach students to think about democracy in a time of crisis. The materials in the evidence section allow students to explore this question of how civics education changed in response to both the economic crisis and the debate on curriculum, with implications for larger questions of what role the school should play in teaching the values of citizenship. By exploring these materials, teachers and students will acquire a historical perspective on the meanings of patriotism while also adding important historical dimensions to today's civics curriculum.

These five educational modules have been designed and developed in ways that connect the requirements of a standards-based curriculum with the opportunities, excitement, and rigor of an inquiry-based exploration of primary sources. Most importantly, these modules encourage learners to analyze primary sources, the most fundamental skill of historical understanding, with applications at every level of the educational system. Students read about the ways that individuals experienced the Great Depression, they see photographs of teachers and students engaged in the schooling process, and they evaluate the impact of the Depression through data about declining revenues, fluctuating enrollment, and the structured inequality of segregated education. By providing sources in their original format, these materials challenge students to go beyond seeing images, charts, or texts as just decoration and to understand the layers of meaning embedded in a single source. Finally, this project offers a significant proportion of visual representations of quantitative evidence in the forms of tables, charts, and graphs. These include data about enrollment, school funding, teachers' salaries, and other measures of school access, equality, and opportunity. The range of historical materials serves the project's overall purpose of challenging students to think about the impact of the Depression while also developing the literacy skills needed to gather information from multiple kinds of sources. Even while serving these instructional purposes, these materials are appropriate for the learning needs of middle and high school students, whose comprehension is enhanced when they are presented with a variety of materials that both complicate and confirm a core body of knowledge.

This project is designed to address teachers' needs for materials correlated to a standardized state curriculum, while also enhancing skills of primary source analysis, introducing local and regional perspectives, and allowing students to engage in processes of historical inquiry. Both the overall topic of Virginia schools in the Great Depression and the specific content of each module and the selection of primary sources are drawn directly from elements of the Virginia Standards of Learning curriculum in U.S. history, Virginia studies, civics, economics, and government. In the U.S. History curriculum, for example, students must be able to explain "the causes of the Great Depression, its impact on the American people, and the ways the New Deal addressed it" (SOL VUS.9c) By providing materials that illustrate the scope and depth of the economic crisis, the role of public opinion in shaping educational policy, the differential impact on racially segregated schools, the ways that gender shaped perceptions and practices of teachers' roles, and the debate on the purposes of citizenship training in a time of turmoil. These materials also address the content of the civics, economics, and government Standards of Learning. This project thus allows for the integration of historical materials into the teaching of the social studies more broadly.

We developed this project through an ongoing dialogue with teachers about their need for materials that promote active learning, engage students in self-paced and self-directed learning, integrate content with technology applications, and are available electronically in simple, intuitive, free, and reliable formats. As a result of numerous workshop presentations, regular conversations with teachers, and the advice of participants with extensive teaching experience, the Virginia Schools in the Great Depression project has evolved in directions designed to make it both challenging in its concepts and obvious in its uses, complex in content and simple in application, and flexible in its multiple meanings and reliable in its accessibility and content.

For a teacher seeking resources addressing the question of how the Depression affected Virginians, the modules provide multiple perspectives illustrating the complexity of this question. The evidence materials are selected and arranged in sequences that encourage a deeper under-

By combining content knowledge with engaging instruction in a sophisticated technology environment, this project has the potential to enhance student learning about the Great Depression's significance in Virginia and U.S. history.

standing of the impact of the Depression on individuals and communities and the range of responses intended to offset, alleviate, or overcome the economic crisis. But the project directors also recognize that this kind of in-depth analysis is difficult in many classroom settings, especially with the pressures of standards testing. The modules, therefore, can also be used in more circumscribed ways. By listing all the evidence pieces separately in two different menus, the project is designed to allow teachers to assign selected pieces of evidence in order to provide a sense of the issues and perspectives, if time is not available to ask students to explore entire modules.

This project also exposes some core issues of history teaching that are not so easily resolved. A frequent complaint from teachers is that the Standards of Learning curriculum precludes the kind of in-depth exploration appropriate for the Great Depression. Concern with the amount of time that teachers and students can give to any topic remains a perpetual dilemma and stumbling block to creativity, inquiry and interpretation in all too many classrooms. We have responded to this concern by designing this project to accommodate a range of engagement levels by presenting easily comprehensible sources and allowing teachers and students to look at selected module documents, but we realize that this constraint is ultimately systemic in the educational system, and not something that new media can address. Because the modules focus on specific issues, allowing for rich and intensive work with sources and perspectives, they do speak directly to the broader content of the standards. By utilizing the modules, students learn mandated general content through careful study of

real, complex, and meaningful situations, thus making the modules a valuable and efficient use of instructional time. A second concern raised by middle school teachers is that students have such limited interest in reading that they will disengage from any online resource that has "too much text." While addressing the underlying constraint is beyond the scope of this project, we have responded to this concern by limiting the introductions, abridging longer text sources without compromising their meaning, and balancing texts with photographs, images, charts, and graphs. By designing this project to meet the needs of a range of classrooms, from the most advanced college preparatory setting to the challenges of high needs schools, we hope that all teachers can find useful resources and strategies that match their instructional objectives.

This project has received positive evaluations from educators. During an earlier presentation of selected primary sources, we received the following feedback from teachers: "If you personalize learning, students are more apt to engage . . . . Students love local history. Using local stories from newspapers, especially the ones about students are very engaging . . . . I can see the merit in combining these local happenings and events within the context of the larger picture. I think using the local and national in tandem will help in making the milestones stick but bring the stories home." Following workshop presentations near the time the project was completed, one teacher wrote, "Looks very promising. I can't wait to explore the site," while others commented on the site's potential for promoting a "higher level of thinking," as a resource "excellent for primary source and inquiry teaching," and as a project that was "Well thought out—very comprehensive and user friendly." Teachers have consistently praised the use of primary sources such as newspaper articles and photographs, the introduction of local perspectives on national events, the demonstration of different points of view, and the use of a historical inquiry approach as the most valuable instructional applications. By combining content knowledge with engaging instruction in a sophisticated technology environment, this project has the potential to enhance student learning about the Great Depression's significance in Virginia and U.S. history. But it also more broadly addresses the way individuals shape history through their experiences, interactions, and practices. □

#### Endnotes

1. All materials from the Virginia Schools in the Great Depression project are accessible at: <<http://www.vaschools.history.vt.edu>>. Hosted by the Virginia Tech Department of History, this project has also received funding from the Virginia Foundation for the Humanities and the Virginia Tech College of Liberal Arts and Human Sciences. The views and opinions expressed in this project and article do not necessarily represent those of Virginia Tech or the Virginia Foundation for the Humanities.
2. In addition to the Educational Modules, the Virginia Schools in the Great Depression project includes a Race and Education in Virginia archive, which provides more than three hundred primary sources, arranged in a searchable data base, which explore in depth the history of segregated schools in the 1930s.

*Tom Ewing is associate professor in the Department of History at Virginia Tech; Jane Lehr is assistant professor in the Ethnic Studies Department and the Women's Studies Program at California Polytechnic State University, San Luis Obispo; Melissa Lisanti is a doctoral student in the School of Education at Virginia Tech; and David Hicks is associate professor in the School of Education at Virginia Tech.*

# The Scholars Win One: Lessons from a Little Known Chapter in the History of National Archives Independence

Raymond W. Smock

Almost thirty years ago a group of academic historians, documentary editors, archivists, and public historians played a key role in the movement to create an independent National Archives. That group was led by the Organization of American Historians President Pete Daniel. But this is less a story about Pete than it is a tale of how much can be accomplished when the historical community, broadly construed, works together to affect how this nation keeps and preserves its own records.

In 1979, the Administrator of the General Services Administration (GSA) Admiral Rowland G. Freeman III got the bright idea that it would save money to disperse federal records housed in the National Archives to various regional archives, where shelf space cost less. This plan would destroy the integrity of record groups and cause researchers to travel to numerous regional archives for records once housed in a single location. More alarming was our concern that many of these records, once out of public sight, would be systematically destroyed in the name of management efficiency. The National Archives had been under the control of the GSA since 1950 and various GSA administrators had proven inept in understanding that historical records were in a different category than other "paper" supplies the GSA had on shelves.

Several newspaper stories in late 1979 leaked information about this pending plan but little was done to stop it. Few people outside the National Archives realized the scale of what was about to happen. Complicating matters was the fact that the position of archivist of the United States was vacant at the time. A letter-writing campaign was already underway to urge the GSA administrator to select a competent archivist with historical and archival experience.

Pete Daniel had just left his tenured position at the University of Tennessee and was working at the time as a legislative assistant to U. S. Senator Robert Morgan (D-NC). Pete played basketball with a group of employees at the National Archives. Over beer after one of their games the archives decentralization plan came up. Pete was shocked to discover that many records had already been packed in crates ready to go out the door.

At Pete's suggestion Senator Morgan wrote to GSA administrator Freeman, urging him to halt the transfer of records pending further investigation. Pete then invited a group to a meeting in his basement apartment on 2nd Street, not far from Union Station, to discuss a plan of attack. The first meeting, on January 10, 1980, was attended by eleven persons: Pete Daniel; Richard A. Baker, the Senate Historian; Ira Berlin, University of Maryland; Charlene Bickford, of the First Federal Congress Project at The George Washington University; Gerald Haines, National Archives, Diplomatic Branch (one of Pete's basketball buddies); Maeva Marcus, Documentary History of the Supreme Court; Anna Nelson, The George Washington University; Nathan Reingold, Joseph Henry Papers, Smithsonian Institution; Martin Reuss, Army Corps of Engineers Office of History; Walter Rundell, Jr., University of Maryland; Thomas Grubisich, a reporter for the *Washington Post*; and myself, then coeditor of the Booker T. Washington Papers

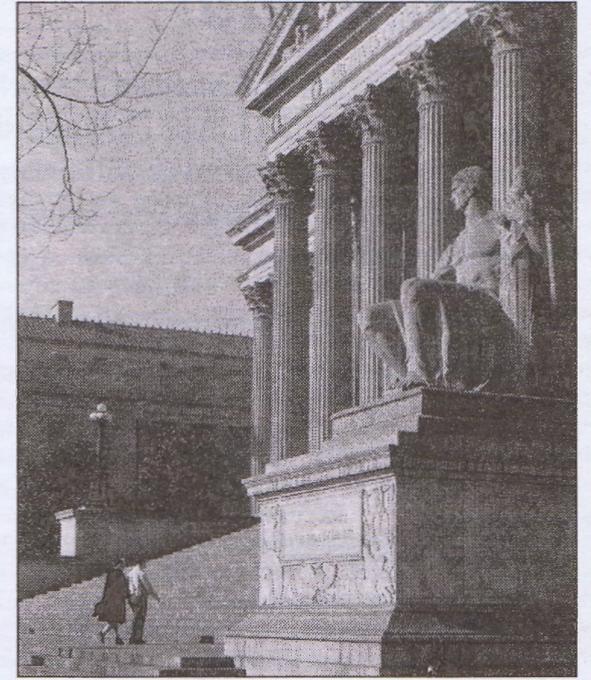
at the University of Maryland. Others would attend subsequent meetings including Edward Gleiman on the staff of the House Subcommittee on Government Information and Individual Rights, who later would be instrumental in the National Archives independence movement.

We formed an "Emergency Committee to Preserve the National Archives." Walter Rundell, Jr., was named secretary and I was treasurer. We passed the hat and also raised a few hundred dollars from other sources. Our paltry treasury, totaling about \$300 was used for letterhead and postage. We issued a public statement on the Archives records issue, we wrote letters to Admiral Freeman, President Carter, members of Congress, and to historians and archivists around the country.

The success of our lobbying effort rested on the support we got from leading historians and archivists who allowed us to use their name on our letterhead, and who willingly wrote letters and met with government officials: Ira Berlin, University of Maryland; Maynard Brichford, President, Society of American Archivists; Ann M. Campbell, Society of American Archivists; Lester J. Cappon, President, Association for Documentary Editing; Carl Degler, President, Organization of American Historians; Sidney Fine, University of Michigan; John Hope Franklin, President of the American Historical Association; Frank Friedel, Harvard University; Herbert Gutman, City University of New York; Sheldon Hackney, Tulane University; H.G. Jones, University of North Carolina; Donald R. McCoy, University of Kansas; Arthur M. Schlesinger, Jr., City University of New York; John Toland, National Archives Advisory Council; Frank Vandiver, Rice University; Robert M. Warner, University of Michigan; William A. Williams, Oregon State University; and C. Vann Woodward, Yale University. Six of the names on our letterhead represented past and future presidents of the OAH, not counting Pete Daniel.

We issued a public letter in January 1980 calling for an immediate stop of the planned transfer of more than 300,000 cubic feet of government records. Tom Grubisich of the *Washington Post* continued to write about the issue and give it national attention that spread to other newspapers and newsmagazines. Within a month the GSA capitulated. The records were saved from immediate transfer to an uncertain fate. An editorial by Marvin Stone in *U.S. News and World Report* (Feb. 4, 1980) was titled "The Scholars Win One." Stone wrote, "Good sense has scored a rare victory against the bureaucracy in a confrontation over the American heritage."

The Emergency Committee to Preserve the National Archives continued to meet regularly in Pete Daniel's apartment. Our effort shifted to independence for the National Archives. In the midst of our efforts, in July 1980, a new Archivist of the United States, Robert M. Warner, took office. He would prove to be a masterful leader in the independence movement. On Capitol Hill, Pete Daniel convinced Senator Morgan to introduce a bill calling for the creation of an independent National Archives. This bill, unfortunately, lost its momentum when Senator Morgan was defeated in the Reagan election of 1980. The Morgan independence bill served as the catalyst for a later



The National Archives building, Washington, D.C. (Library of Congress Prints and Photographs Division)

independence bill (S.905) championed by senators Thomas Eagleton (D-MO) and Charles Mathias (R-MD) which was introduced in 1983 and passed in 1984.

The Emergency Committee to Preserve the National Archives ceased to exist in early 1981, after a year of work. Many of us gravitated to a new upstart lobbying effort to save the National Historical Publications and Records Commission and to continue working for Archives independence. The new group was the Coalition to Save Our Documentary Heritage, led by the indefatigable Charlene Bickford, Page Putman Miller, and others. By this time the issue of National Archives independence had been taken up by many concerned institutions. But many battles, with GSA and with Congress, remained to be fought before victory was achieved.

This chapter in the history of the National Archives independence movement shows what academic historians and their colleagues in government service can do together. It took insiders at the National Archives to alert government historians, archivists, and other users of the National Archives. It took prominent names in the fields of history and archives to get national attention. It took House and Senate staff to push the issue. It took faith in the sometimes shopworn cliché that you should write letters to Congress. It worked. □

Raymond W. Smock is Director of the Robert C. Byrd Center for Legislative Studies at Shepherd University, Shepherdstown, WV. He was Historian of the U.S. House of Representatives from 1983 to 1995. Ray escorted Archivist Robert Warner and his wife Jane to the House gallery on the day the House passed the National Archives independence bill. They then retired to Smock's office in the Cannon House Office Building, where they opened a bottle of champagne in celebration.



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# Commemorating African American History Through National Historic Landmarks

Turkiya L. Lowe

National Historic Landmarks (NHLs) are buildings, sites, historic districts, objects, and structures designated by the U.S. Secretary of the Interior because their historical significance is of transcendent importance to the heritage of the United States. They have had a central impact or represent an essential concept of the nation as a whole, not just in local or state history. The Historic Sites Act of 1935 (Public Law 74-292) created the National Historic Landmarks Program (NHL Program) to facilitate the identification and nomination of properties for NHL designation, which acts as "the official recognition by the federal government of the national significance of historic properties" (1). Currently, there are 2,444 NHLs in the United States.

In 2006, the National Park Service (NPS) and the Organization of American Historians (OAH) partnered to undertake the African American NHLs Assessment Study (Assessment Study), which evaluated the comprehensiveness of the NHL Program's efforts to commemorate nationally significant African American participation in U.S. history. The Assessment Study's overarching goals were: 1) to ensure that existing and future NHLs are broadly representative of African Americans' contributions to the nation's history; and 2) to find strategies to increase future research and documentation efforts leading to NHL nomi-

nations. The full Assessment Study report was released February 2008 and is located on the NHL Program website at: <http://www.nps.gov/history/nhl/themes/Special%20Studies/AA%20NHL%20Assessment%20Study.pdf>.

Unfortunately, the Assessment Study concluded that overall, current NHLs provide only fair coverage of nationally significant African American history and reflect a limited range of events, ideas, themes, and significant individuals in that history. Determination of this conclusion came in August 2007, when scholars of African American history and preservation professionals met at the Smithsonian Institution's National Museum of African American History and Culture in Washington, D.C., to evaluate current NHL designations and to suggest thematic priorities for future research and nomination efforts. The Scholars Meeting Group, as they were called, included: Jeffrey Harris, National Trust for Historic Preservation; Cheryl LaRoche, University of Maryland; Waldo Martin, University of California, Berkeley; Michèle Gates Moresi, National Museum of African American History and Culture; Larry Rivers, Fort Valley State University; Harvard Sitkoff, University of New Hampshire; and Patricia Sullivan, University of South Carolina. Before meeting, each scholar provided a written assessment of the existing historical themes documented by the NHL Program, identified emerging scholarship in the field of African American history that merited future research and documentation within the NHL Program, and suggested nondesignated properties that may best represent this new scholarship.

As part of the Assessment Study, the NHL Program identified 174 NHLs and forty-seven national parks that represent African American history in the United States. The Scholars Meeting Group determined that NHLs commemorating African American history in certain topics—such as the American West, labor history, and colonial and early America—were noticeably sparse. In addition, some historical themes had distressingly lower NHL representation than others and some lacked any NHLs depicting African American contributions. For example, fewer than ten NHLs illustrated African American history in each of the following topics: agriculture, archeology, communications, community planning and development, economics,

engineering, entertainment/recreation, health/medicine, invention, landscape architecture, philosophy, science, and transportation. Even more alarming, no NHLs have been designated to illustrate African American contributions in the fields of art, conservation, and maritime history.

The Scholars Meeting Group also determined that existing NHLs do not sufficiently illustrate recent scholarship in African American history. The NPS recognizes the pivotal role the academic community plays in preserving America's diverse past. Without scholarly research and documentation, properties cannot be identified and nominated for NHL designation. To correct the disparity between recent scholarship and nomination efforts, the Scholars Meeting Group recommended ten areas for future research and documentation: Black Freedom Struggles (those whose goal was not specifically integrationist); grassroots and vernacular history; institutional history; intellectual history; education and literacy; the era of Jim Crow; racial violence and intimidation; migration and movement; family life and relationships; and black recreation, leisure, and entertainment. The Scholars Meeting Group viewed these themes as a beginning point to address gaps in NHL documentation of African American history.

The Assessment Study illustrates the ongoing challenges of ensuring the full representation of United States heritage. For its part, the NPS knows it must act proactively to ensure that future nomination efforts reflect current thinking about the American past by creating a network of scholars who are invested in the findings and recommendations of the Assessment Study. The NPS's first act is dissemination of the Assessment Study to the academic community, local and national preservation organizations, community leaders, and the general public to increase public awareness and interest in these challenges.

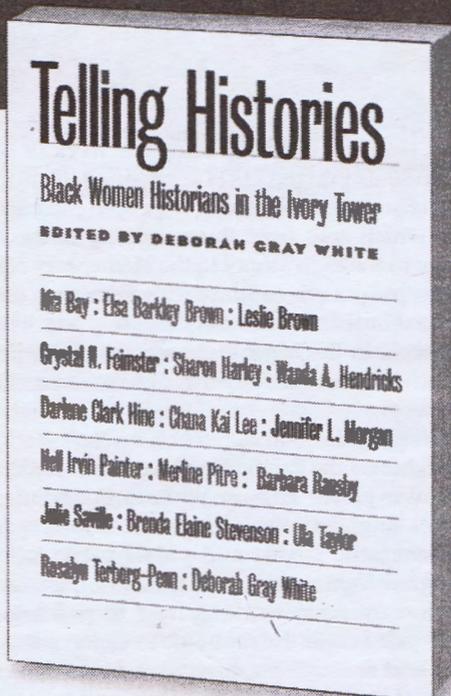
Future nominations must reflect recent and emerging research. As a place to begin, the Assessment Study has identified over two hundred historic properties associated with African Americans for further study as potential NHLs. In addition, forty-seven current NHLs need revision of their original documentation to include description of their previously unknown association with nationally significant African American history. These properties encompass a wide range of historical topics and issues in U.S. history. Preparation of NHL nominations for the newly identified properties and revision of existing NHL documentation would greatly increase representation of African American contributions to the heritage of the United States. The NPS urges scholars to embrace the challenges shown by the Assessment Study and to partner with the NHL Program to increase research, documentation, and nomination of properties associated with African American history. □

## Endnotes

1. *National Register Bulletin*, 1999, p. 9

Turkiya L. Lowe is a contract historian with the National Park Service, *National Register of Historic Places*, and NHL Program. To learn more about the Assessment Study and cultural diversity in the *National Register of Historic Places*, contact her at: [Turkiya\\_lowe@contractor.nps.gov](mailto:Turkiya_lowe@contractor.nps.gov), 202-354-2266.

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## From “Bringing Us All Together” to “History Without Boundaries”

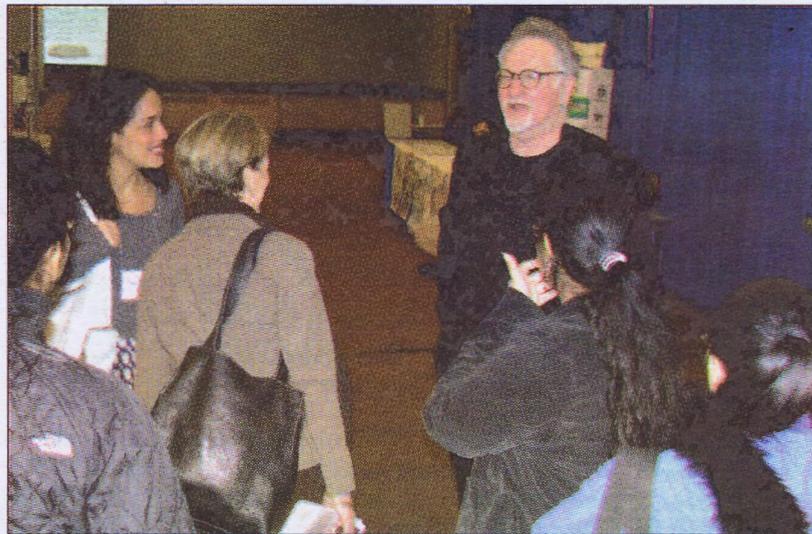
Lee W. Formwalt



Formwalt

Each year, the annual meeting allows over two thousand OAH members and others to come together and explore the complexity of our discipline and our profession. This craft we practice and this professional world in which we work is indeed complicated. This year in New York City, some 2,700 of us descended on Manhattan for our third largest meeting ever—exceeded only by Boston in 2004 and Washington in 1995. It has been twenty-two years since we last met in New York, and it was only the calamitous events of September 11, 2001, that allowed us to meet there once again. Simply put, New York is too expensive (with the average convention hotel room going for over \$400 a night) for most of our members. In the aftermath of 9/11, the New York convention industry was suffering, and learned societies like ours had the opportunity to assist New York in its rebuilding while negotiating contracts for reasonably priced rooms.

Many of our members were eager to take advantage of our convening in New York City, and for the first time ever we sold out our room block at the convention hotel two months before the meeting. We scrambled to secure additional rooms and members grabbed them as soon as they became available. Before we boarded our planes for the Big Apple, we already had 2,200 people registered. The meeting plans were more complicated than usual as our convention overlapped with that of the much larger American Educational Research Association (AERA). Weeks before the meeting, OAH, AERA, and Hilton staff were negotiating the location of some of the last AERA and first OAH sessions. We also put together two joint sessions taking advantage of AERA's and OAH's common interest in education history.



Local Resource Committee Cochair Mark Naison, Fordham University, discusses using music to teach local history in the Bronx.

Nell Painter's theme for the New York meeting was “Bringing Us Together” and Pete Daniel's theme for next year's meeting in Seattle is “History Without Boundaries.” In a sense, both these themes lead me to reflect on the nature of OAH, our mission, and our future. This comes at a time when the organization's governing body, the executive board, is studying the current strategic plan and considering what changes need to be made as we forge ahead into our second century as the international learned society and professional organization for American history.

Although membership in OAH has grown by a thousand over the last decade, it has leveled off at a little over 9,000. Some historians have argued that the growth of the large national and international associations have been limited by the proliferation of specialized organizations. In American history these include groups like the Southern Historical Association and the Omohundro Institute of Early American History and Culture that have been around a long time, as well as many relative newcomers like the Society of Historians of the Early American Republic (SHEAR), the Society for Historians of the Gilded Age and Progressive Era (SHGAPE) and the Labor And Working Class History Association (LAWCHA). Some historians who join their specialized association forgo membership in OAH and AHA. I have never seen the specialized groups as competition for OAH and AHA. As an American historian, with research interests in southern and African American history, I maintain my membership in both OAH and AHA as well as in the Southern, ASALH, and several others. It is hard to imagine the specialized groups without the large umbrella groups.

As the call for presentations for the OAH New York meeting put it, “Too often we lose sight of what brings our subjects and fields together, letting slip the opportunity of intellectual cross-fertilization.” In New York, we talked “across lines, addressing larger issues as they manifest[ed] themselves in our subfields” and we explored “subfields and specialization, not in some relaxed American exceptionalism, but in an expansive spirit of unity.” A good example of this were the joint OAH-AERA sessions. More important, was our success in breaching the walls of the Ivory Tower and connecting with the wider public.



Performing her last duty as OAH President, Nell Irvin Painter passes the gavel to her successor Pete Daniel at the 101st annual meeting in New York City.

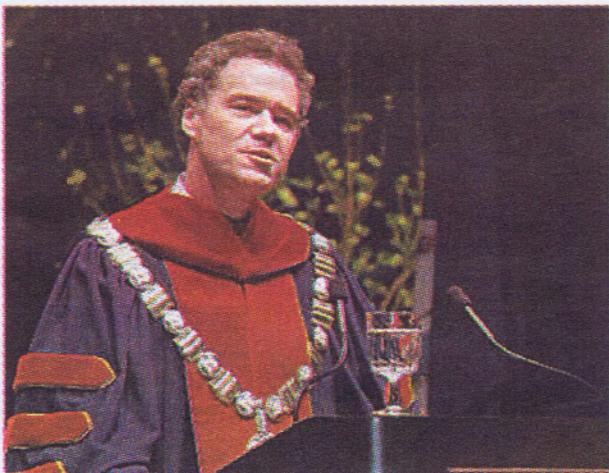
Our well-attended and lively plenary session, “Storm Warnings: Rethinking 1968, ‘The Year That Shook the World,’” got national attention in a preconvention story in *U.S. News & World Report*. The New York City Public School Exhibition Hall also got significant coverage in the *New York Times* in John Eligon's March 30, 2008, article, “Adding a Youthful Vibe to Historical Discourse.” New Yorkers learned about OAH Local Resource Committee Cochair Mark Naison's efforts to bring the work of Bronx elementary students into the OAH convention. Naison observed that, “History is a place where people can carry on a discussion, which goes from the university to the community college to the high school to the elementary school, and all of these people can communicate with each other.” A professor at Fordham University, Naison has worked with local schools in the Morrisania section of the Bronx, helping to teach the area's history through the music that is connected to its past.

From “Bringing Us All Together” in New York, we now set our sights on the Pacific Northwest. In Seattle, next March, we will explore “History Without Boundaries,” a theme that will “highlight the creative use of history in research, education, the media, and public presentations.” The 2009 program committee spent much of their time at the New York convention working hard to pull together an eclectic program from the numerous session proposals they received and the sessions they created themselves.

In Seattle, as in most OAH efforts, we will witness the centrality of scholarship to what we do. The OAH would not be the OAH without its flagship scholarly journal, published each quarter under the able leadership of *Journal of American History* Editor Ed Linenthal. But even that impec-

cable example of world-class scholarship recognizes the importance of going beyond the shelves of research libraries and the bookshelves of OAH members. An excellent example of the new and creative ways to make scholarship available and useful to a wider audience was the December 2007 special issue of the *JAH*, "Through the Eye of Katrina: The Past as Prologue." The *JAH* not only showed how important it is to connect the past to the present, but they created a companion online project accessible literally around the world. Like the New York convention, the Katrina issue of the *JAH* crossed boundaries, based as it was on a multidisciplinary conference held in March 2007 in Mobile, Alabama.

Shortly after returning from the New York convention, I had an opportunity to witness an important example of how a professional historian can make a difference by reaching beyond the discipline to the wider world. The president of OAH and I get invited to a dozen or more university presidential inaugurations each year. We usually ask an OAH member at the college or university to represent OAH in the long line of delegates of academic institutions, learned societies, and educational and professional organizations. But this time I was invited to the inauguration of OAH executive board member Ed Ayers



Historian Edward L. Ayers delivers his inaugural address as president of the University of Richmond: "Our history holds the seeds of what we can be, of what we can do, of what we can dream." (Photo courtesy of the University of Richmond.)

as president of the University of Richmond. And part of the inaugural celebration was a symposium on "New Perspectives on the American Civil War" that included Ayers, former OAH Executive Board member and Harvard President Drew Gilpin Faust, and OAH Distinguished Lecturer Gary Gallagher. It was a honor and a privilege to represent OAH, and I made my way to Richmond last month.

At the symposium, I found myself seated among bankers, lawyers, businessmen, and alumni, all eager to hear what their new president and his colleagues had to say about the Civil War. One could not forget that this was Richmond, capital of the Confederacy, with its enduring celebration of the Old South and the Civil War. Anyone who knows Ed, Drew, and Gary, or read their work, knows that they do not disappoint. That day I saw a group of wealthy and influential persons experience the presentation of sound scholarly history in a very accessible way. I have seen this many times at scholarly conferences, but I doubt the people I was sitting with had often witnessed such presentations.

For the next day's ceremony, I was seated next to Noralee Frankel, representing the AHA. Neither one of us was

sure what our colleague would say in his inaugural address. What we heard was an amazing reaffirmation of the importance and power of history. It was a moving account of the importance of the university's history, but more importantly, it was a courageous account that stated clearly the role of race in the institution's past. Presidents are often expected to be cheerleaders for their university focusing on all that is good. What a pleasure it was to see a historian president tell his faculty, students, alumni, and local supporters the good and the not so pretty parts of his institution's past.

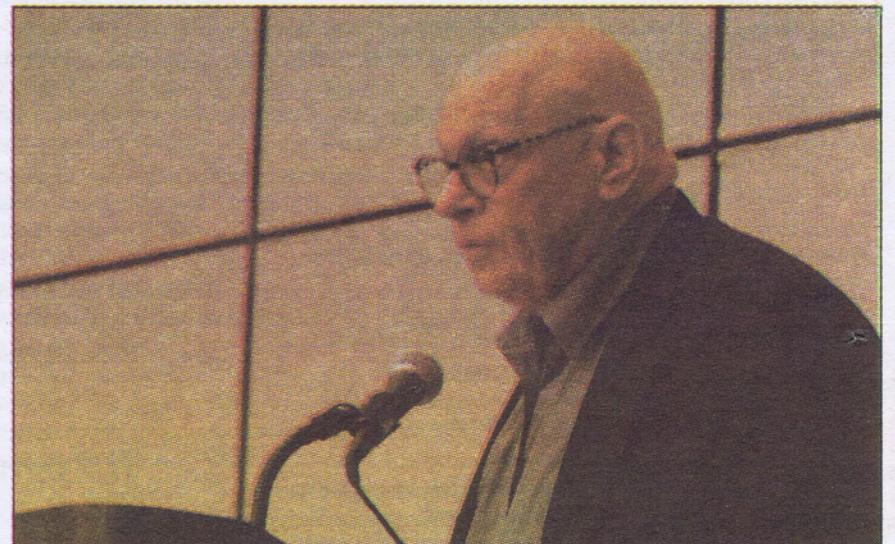
There was much to celebrate, and Ed Ayers celebrated all that was good in the University of Richmond's past. It made me proud of my profession as I heard him say, "More often it is easy to forget about history, swept up as we are in today and tomorrow. But our history holds the seeds of what we can be, of what we can do, of what we can dream. Let's remind ourselves how we got here today." He then recounted how a group of committed Baptists created Richmond College, how the school lost everything fighting for the Confederacy, and how it came back to life and joined with a new Baptist women's college and built a new campus. He brought the story of growth and expansion up to the present and noted that he had outlined "the history of the University of Richmond we know best. That history is marked by constant change and continual progress. That history is compelling and it is ours."

"But it is not the only history we inhabit. . . ." Ed went on to talk about less well-known dimensions of the university's history—how the first president of Richmond College, a slaveholder, also pastored a 2,000-member African American church in Richmond and opened a school for freedpeople in Richmond after the war; how the college welcomed Jewish students when other colleges maintained quotas or excluded them altogether; and how the university welcomed students from China, Brazil, Norway, Lebanon, and other places around the world. "But, closer to home, the fundamental unity and equality of people had long been denied. Although the Baptists had identified themselves early in their history as enemies of slavery, they, like virtually all other white Southerners, had accommodated themselves to the institution by the time Richmond College was founded. For a hundred years after emancipation, for five generations, the city, state, and region where we live demanded racial exclusion." He then went on to tell the painful history of racism at the university and the slow progress that began to be made in the 1960s.



While OAH President Pete Daniel looks on, Brown University President Ruth Simmons received the 2008 OAH Friend of History Award for her creation in 2004 of the Committee on Slavery and Justice at Brown University.

Ed Ayers represents the best of what our profession has to offer the world. We can tell the truth about the past and still be optimistic about the future. For the past is not all good or bad. What historians can do and what OAH can encourage is to take that knowledge we have based on sound scholarship and share it with the rest of the world. Our mission—to promote excellence in the scholarship, teaching, and presentation of American history—carries us far beyond the university classroom. It brings us to community colleges where more American history is taught than in all other institutions of higher education; it brings us to high schools and middle schools; to historical parks and museums; to corporate and government offices; and to the reading and viewing public. It's a big mission, it's an important job, and it's both the legacy and the future of the OAH. □



David Thelen received the 2008 Roy Rosenzweig Distinguished Service Award for his transformation of *The Journal of American History*, which he edited from 1985 to 1999.

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Kate Masur, Northwestern University  
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## OAH-JAAS SHORT TERM RESIDENCIES

The OAH and the Japanese Association of American Studies, with the generous support of the Japan-United States Friendship Commission, select two U.S. historians to spend two weeks at Japanese universities giving lectures, seminars, advising students and researchers interested in the American past, and joining the collegiality of the host institution. It is part of an exchange program that also brings Japanese graduate students to the OAH annual meeting.

Elaine H. Kim, University of California, Berkeley, and Waseda University, Asian American Literary and Cultural Studies

Gary Y. Okihiro, Columbia University, and University of the Ryukyus, Japanese American History, Asian Studies, and Ethnic Studies

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Visit [www.oah.org/activities/awards](http://www.oah.org/activities/awards) for competition rules. Submission deadline for the book awards is October 1, 2008, and December 1, 2008 for most others.



# Improving History Instruction Through TAH Collaborations

Sema Sharon Brainin

In March 2007, the Organization of American historians (OAH) challenged history departments at U.S. colleges and universities to contribute to the improvement of history teaching in K-12 schools. Even before the OAH made its call, new bonds between historians and history teachers had been developing in a large part because of the federally-funded Teaching American History Grant program (TAH). The program increased the attention given to professional development opportunities for teachers and also led to a reexamination of the ultimate goals of social studies and history education. This reevaluation was a key component of the TAH Voices of America project, a professional development practicum for New York City high school teachers from 2004 to 2007. I was part of the program and, at its conclusion, took time to reflect on the key questions that unfolded as the participants strove to integrate content and pedagogy. The questions we dealt with included: What kind of teacher knowledge is essential to improve student achievement? How do teachers decide what to teach, how do they represent it, and how do they questions student about content? How do teachers manage student misunderstanding? In examining the overall impact of the TAH experience, we also wondered: What does experience in building the efficacy of teachers tell us—and them—about how they acquire knowledge and transmit it to their students?

These questions emerged from the Japan-inspired design of the Voices in America project. In doing this, we found inspiration from Japan. The overarching goal of TAH projects is collaboration between historians, history teachers, and cultural institutions to increase teachers' historical knowledge and to translate it into more effective classroom teaching. In order to accomplish this, we brought twelve teachers from Manhattan and Bronx high schools together with historians from Baruch College, geographers from the Hunter College as special guests, and me, a history educator from Hunter College. Another collaborator was the Facing History and Ourselves program whose teachers worked with us in the second year.

Each year, teachers experienced six stimulus-packed Saturdays at museums and historical societies. These included lectures and the opportunity to interact with presenting scholars; tours of exhibitions; and workshops on pedagogic strategies. Monthly all-day sessions provided a venue for multiple purposes: building bridges from the scholarship of historians to classroom practice; sharing by the history educators of materials, such as relevant primary sources, to deepen and expand teachers' historical understandings; pedagogic strategies; and special guests. These sessions provided time for teachers to share classroom triumphs and challenges, including display and examination of student work, often from lessons teachers had adapted from observations in their colleagues' classrooms. A key feature of the onsite day was the observation and discussion of a classroom lesson presented by a volunteer among the twelve teachers to eleven of her/his colleagues, plus faculty/staff. Within the framework of the Voices of America project, an adapted model of the Japanese Lesson Study design became the key arena for exploring knowl-

edge and its transformations. Saturated with engagement for the teachers, externalizing their thinking behind chosen content and pedagogy demonstrated in practice, it was identified repeatedly, by them, as the critical component of the project.

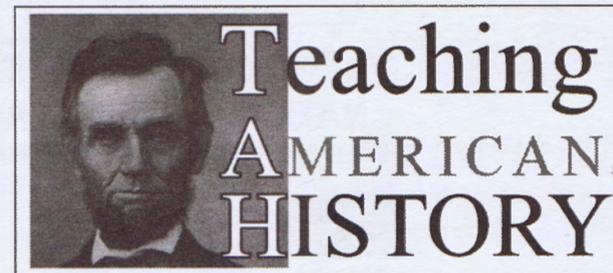
## The Japanese Lesson Study Model: Influence and Variations

The original Japanese Lesson Study (*jugyoukenkyuu*) "is a professional development model that enables teachers to systematically examine their practice in order to become more effective instructors." Pursuant to a chosen goal, "teachers work collaboratively on a small number of lessons by planning, teaching, observing, revising, and re-teaching them." In essentially this format, lesson study projects began in the U.S. in 1999. By 2005, examples were to be found in 335 U.S. schools across 32 states and were topics of dozens of conferences, reports, and published articles. Although being investigated by an increasing number of scholars and practitioners, the only examples of full study-cycle reports are two from Japanese elementary schools, one in mathematics and one in science. Since 1999 in Japan and the U.S., the subject areas addressed in lesson studies have been mathematics, science, literacy, and English as a second language, but there have been none in social studies or history. Unreported thus far is a NYC TAH program targeting middle schools that employs the Japanese model. In the case of this project, as well as most of those reported, there appears to be strict adherence to the Japanese model, including a body of etiquette and ritual that communicates respect for the efforts of the teachers who create and present the lessons. The Japanese-inspired protocol includes: time allotted for prior planning by a team of teachers; strong focus on the lesson plan itself; proscribed steps in its preparation and post-lesson reflection; the honing of the lesson through observation and discussion; and repetition with proposed adjustments.

Ideally, the lesson becomes part of a repertoire of exemplary lessons, available to a community of educators. However, key researchers of Japanese Lesson Study place the repertoire of lessons as secondary, summarizing the importance of Lesson Study as "a process for creating deep and grounded reflection about the complex activities of teaching that can then be shared and discussed with other members of the profession." They state, "We do not believe that there can be a 'one-size-fits-all' approach for integrating lesson study into the U.S. educational landscape. Instead, we encourage creative experimentation with lesson study that allows teachers to engage in high-quality learning experiences."

## The Voices of America Lesson Study Model

The observation and reflection about teachers' lessons in Voices of America were shaped within the constraints of the possible. As a pedagogical consultant/history educator in the partnership, my own approach to creating effective teachers is reflected in the model's construction and execution. While guides to the Japanese Lesson Study model suggest an occasional "outside advisor" who "can inject



key information or fresh perspectives," my role was a constant in our work, conforming to the role of "coach," not to a school evaluator with administrative power.

Certain key differences from the Japanese model are worthy of note. Because the project's funding did not provide for team planning, the lessons were planned primarily by individual teachers, with collegial consultation whenever possible. Teachers often consulted with one another and/or e-mailed their lesson plans to the history educators prior to presentation. Funding and scheduling issues made it a challenge for schools to release teachers for five days during the year to visit colleagues, and impossible, in this context, for teachers to collect data, write reflections, and revisit/redo each lesson after it was honed. Yet even within these constraints, our findings suggest that Voices of America successfully achieved the essential purposes of the Japanese Lesson Study model.

The Voices of America lesson study sequence design occupied three or more periods of the school day. In the first period, the presenting teacher orients the group to the school and students; presents the lesson's content, unit context, and processing materials to be used; describes the specific goals of the lesson; and requests feedback concerning specific areas of instruction. These are recorded on a chart for later use. In the second period, a teacher conducts the lesson with the entire group observing; the ground rules for visits to classrooms are set by the presenting teacher. Visiting teachers and others focus on student responses to the lesson, examples of historical thinking, degrees of understanding of content and learning objectives, and the areas identified by the teacher. The third period begins with a moment when all participants engage in quiet reflection and recording of thoughts. The presenting teacher opens the discussion with her own reflection on the lesson, and teachers and project staff ask questions and offer constructive comments related to the aspects of instruction identified by the teacher before the lesson, as well as other elements. This is followed by a re-visitation (often restatement) of the initial goals based on the observation.

## The Success of The Lesson Study

In its variation from the classic Japanese model, the lesson study model that evolved from Voices of America offers great possibility for professional development contexts that seek to promote scholarship and collegiality. Its impact on the teachers is best stated in their own words, representing eighty percent of group evaluations. One teacher noted, "The observation of colleagues is the quintessential component of . . . Voices. The amount a teacher learns from observing other teachers is extraordinary." Another remarked that "Teachers walk away from observing another teacher inspired to improve their own practice . . . I have grown most from professional development activities that involve collaborating with or observing other teachers." From an observer perspective, another teacher stated, "When we offer feedback we also benefit enormously."

See BRAININ / 18 ►

## Announcement

### RECORDS OF THE NATIONAL PARK SERVICE REVISED FINDING AID AVAILABLE AUGUST 2007



Organization of  
American Historians  
in cooperation with the  
National Park Service



Now available . . . a revised inventory of the records of the National Park Service (Record Group 79) at the National Archives at College Park, Maryland!

The product of more than four years of records research and verification, this free finding aid, produced by the Organization of American Historians in cooperation with the National Park Service, updates Edward E. Hill's 1966 *Inventory of the Records of the National Park Service*. It contains descriptions of all records in the record group (including textual, cartographic, and electronic records, and still and motion pictures), which collectively represent more than 200 years of history.

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- updated NPS administrative history
- more than 130 new series descriptions
- more than 40 appendices

##### Highlights-

- Mission 66 Program records
- District of Columbia surveyors' notebooks
- Civil War Centennial Commission records

##### Available-

- August 25, 2007
- [www.cr.nps.gov/history](http://www.cr.nps.gov/history)

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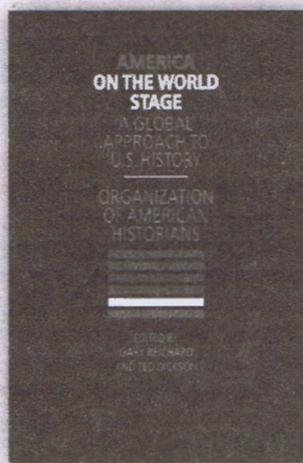
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Contributors are David Armitage, Stephen Aron, Edward L. Ayers, Thomas Bender, Stuart M. Blumin, J. D. Bowers, Orville Vernon Burton, Lawrence Charap, Jonathan Chu, Kathleen Dalton, Betty A. Dessants, Ted Dickson, Kevin Gaines, Fred Jordan, Melvyn P. Leffler, Louisa Bond Moffitt, Philip D. Morgan, Mark A. Noll, Gary W. Reichard, Daniel T. Rodgers, Leila J. Rupp, Brenda Santos, Gloria Sesso, Carole Shammas, Suzanne M. Sinke, Omar Valerio-Jimenez, Penny M. Von Eschen, Patrick Wolfe, and Pingchau Zhu.

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## Lee White

Executive Director, National Coalition for History



White

### House Appropriations Panel Considers NARA's FY 2009 Budget

On April 1, 2008, the House Appropriations Committee's Subcommittee on Financial Services and General Government held a hearing to consider the fiscal year (FY) 2009 budget request for the National Archives and Records Administration (NARA).

Archivist of the United States Allen Weinstein was the lead witness. In his opening statement,

he summarized the administration's budget request for his agency. He noted the president's FY 2009 request included \$327.7 million for operating expenses, an increase of \$12.7 million over FY 2008. This includes funding to prepare for the George W. Bush Presidential Library. The proposed increase would include \$1.6 million to add fifteen archivist positions at the various presidential libraries.

Another major increase was the nearly \$9 million in additional funding for the Electronic Records Archives (ERA) project that is scheduled to come online this summer. Of the \$67 million requested for the ERA, NARA was requesting that \$21.2 million be made available as one-year funding and the remaining \$45.7 million be made available as two-year funding.

Weinstein stated that the administration had declined to seek funding for grants for the National Historical Publications and Records Commission (NHPRC). This has become an annual battle between the administration and Congress over the survival of this small but vital agency to historians.

Subcommittee Chairman Jose Serrano (D-NY) began the question and answer period by noting that the subcommittee had worked hard to get funding in the FY 2008 budget to restore the research hours that had been cut at NARA's facilities in 2006. Serrano expressed concern that no specific funding was included in the FY 2009 request to keep them in place beyond FY 2008. He asked Weinstein if the Archives would have to cut research hours again if new earmarked funding is not provided in the FY 2009 budget. The archivist said if the FY 2009 budget as proposed by the Bush administration is adopted, the research hours will NOT be affected or cut. The proposed base budget allows for the research hours to remain as they would be when they were restored on April 14.

Serrano next asked about the status of the recovery of hundreds of days of e-mails missing from the White House servers. The chairman noted that at a recent hearing before the House Oversight and Government Reform Committee, NARA staff had been quoted in a memo saying they had received no cooperation from the White House in dealing with the issue. Serrano asked if the White House had been more cooperative since the hearing. Weinstein replied that they had made some progress, but there still had not been a full accounting of the missing e-mails. He reported that a meeting had been scheduled among all the relevant stakeholders and that he preferred not to provide an answer until after it had taken place.

Representative Jo Bonner (R-AL) observed that the presidential campaign of Senator Clinton had brought a great deal of attention to the need for transparency surrounding fundraising by foundations of the presidential libraries. He asked the archivist if he thought donors to the library foundations should be disclosed. Weinstein said he had no objection to the identity of donors being disclosed, but felt it would be more important in the early years of a presidential library's fundraising, but less so for the older libraries.

In a second round of questioning, Chairman Serrano noted that the rollout date for the Electronic Records Archive had been delayed from last September to June 2008. He asked how confident the archivist was that there would be no more delays. Weinstein replied that when the difficulties started, NARA did not bury the fact and immediately contacted the Government Accountability Office and the agency's congressional oversight committees. He noted that the senior management staff in the agency met weekly on the status of the ERA, and he was confident they would meet the June rollout deadline.

Assistant Archivist for Information Services Martha Morphy added that NARA had restructured the ERA contract with Lockheed Martin and that the contractor had improved the quality of its staffing. She said payment had been tied to the achievement of specific milestones. She noted that Lockheed Martin has met every one since the new procedures had been implemented. She said the project will come online in June, and by November NARA will be ready to start accepting Bush administration records. Weinstein added that if NARA didn't meet the deadlines, he would take personal responsibility.

Serrano then asked about the lengthy amount of time it was taking to complete the publication of the Founding Fathers papers. He urged NARA to speed up the process and increase accessibility of the finished products and noted that language had been included in NARA's FY 2008 appropriation requesting a status report. Weinstein said that he testified before the Senate Judiciary Committee about this in February and that the report to Congress would be completed by the end of April. But, he added, he preferred not to talk about it prematurely while the details were still being worked out.

Ranking Member Ralph Regula noted that the Administration had once again proposed eliminating the National Historical Publications and Records Committee (NHPRC). Regula asked whether the archivist would support preventing the elimination of the NHPRC if the Appropriations Committee restored funding for it. Professor Weinstein replied, "From your mouth to God's ears."

### NHPRC Reauthorization

A bill (H.R. 5582) to reauthorize the National Historical Publications and Records Commission (NHPRC) was recently introduced in the House by Representative Wm. Lacy Clay (D-MO). The bill would reauthorize the NHPRC at an annual level of \$20 million for FY 2010-2014. The current reauthorization expires in FY 2009 and authorized spending at an annual level of \$10 million, so if enacted this would be a significant funding increase.

NHPRC member Representative John B. Larson (D-CT) cosponsored the bill. A companion bill has yet to

be introduced in the Senate. The Bush administration once again requested zero funding for the NHPRC in FY 2009. Last year the NHPRC received \$9.5 million in funding with \$7.5 million for grants and \$2 million for administrative expenses.

### PIDB Report on "Improving Declassification" of Federal Records

The Public Interest Declassification Board (PIDB) is a little-known federal advisory group promoting the declassification of historical federal records related to national security. The PIDB was authorized in 2000 (P.L.106-567) and charged to advise the president and other executive branch officials on classification and declassification policy. However, it took the Bush administration over five years to name its appointments and only in FY 2006 did the board receive its first annual appropriation. Following its difficult beginnings, since 2006 the PIDB has begun to fulfill the purposes that late-Senator Daniel Patrick Moynihan had in mind in proposing the board.

Late last year, the PIDB issued its initial report entitled "Improving Declassification: <<http://www.archives.gov/declassification/pidb/improving-declassification.pdf>>". The PIDB provided detailed recommendations to the president on fifteen issues it identified that would improve the federal government's declassification procedures. For anyone interested in the issues surrounding declassification of federal records, the report should be required reading. Although many thought President Bush would simply ignore the report, in January he ordered executive branch agency heads to respond to the PIDB's recommendations by April 15, 2008.

One some of the fifteen issues identified in the report is developing better procedures to identify and prioritize the declassification review of "historically significant" information. Among the recommendations is the creation of a board consisting of prominent historians, academicians, and former government officials who would be appointed by the Archivist of the United States to determine which events or activities of the U.S. Government merited expedited declassification for a particular year. The report also recommends expanding the use of historians and historical advisory boards at departments and agencies with significant classification activity. It goes on to recommend that all departments and agencies with national security responsibilities hire an appropriate number of historians to speed declassification of classified records or to write historical accounts based on the department or agency's classified holdings.

### Civil War Preservation Trust Identifies Most Endangered Battlefields

The Civil War Preservation Trust (CWPT) has issued its annual report on the status of the nation's historic battlefields. The report, entitled *History Under Siege: A Guide to America's Most Endangered Civil War Battlefields* (<<http://www.civilwar.org/mebr2008/2008%20Most%20Endangered%20Report.pdf>>), identifies the most threatened Civil War sites in the United States and what can be done to rescue them. □

▼ **BRAININ / From 15**

As the process evolved, a dynamic in the presenting teacher's initial requests for commentary appeared. While initially, teachers tended to request feedback concerning issues of effective grouping, student participation and interaction, the focus began to change as teachers addressed the structure of the lesson and what was done to make it engaging, rich, and capable of promoting a high level of thinking. Questioning strategies and clarity of thought, accuracy of historical knowledge, and effective use of learning tools became the more usual requests. These changes were aided by project staff as they encouraged the transparency of reflective practitioners, and posed explicit questions that merged content and pedagogy. Were your objectives met? How could you tell the students "got it?" Was this an effective way to advance your students' knowledge of content? A key factor that allowed the feedback process to flow was the decision made at the start for the presenting teacher to set the parameters for feedback after the lesson. This greatly reduced anxiety and fear of criticism. In addition, the presenter, leading the reflections, had an opportunity to share regrets, express concerns, and set the tone for the

comments of others. Initial comments revealed a reflection-in-action process in which the teacher experiences an awareness and a change of direction or behavior actually occurring during the teaching of the lesson. Another key to a fruitful learning experience for the group was the careful facilitation of collegial feedback to the presenter, resulting in comments marked by sincere involvement surrounded by a generosity of spirit. One teacher commented on the evaluator's survey that "the history educator . . . set a tone that I believe set the stage for the professionalism and respect we showed each other."

A continuing goal for the group and its leaders was finding effective materials—in all the arts, fiction, short articles and readings, films, and a myriad of other literacy—boosting experiences that make history come alive. Lee Shulman's words resound in the project's emphasis on the thoughtful selection of engaging learning experiences: "Within the category of pedagogical content knowledge I include, for the regularly taught topics in one's content area, the most useful forms of representation of those ideas, the most powerful analogies, illustrations, examples, explanations, and demonstrations—in a word, the ways of representing and formulating the subject that make it comprehensible to others. Since there are no single most powerful forms of representation, the teacher must have at hand a veritable armamentarium of alternative forms of representation, some of which derive from research whereas others originate in the wisdom of practice."

Participants in the practicum were able to absorb knowledge and transform it to engage their students and promote learning more effectively. For instance, one roundtable lecture and discussion by a historian addressed the Spanish-American War of 1898. A lesson taught following this lecture involved the students working in groups, structured by the various nations that saw a changed relationship with the U.S. following this event. The students' task was to create a visual metaphor that illustrated the new relationships and to collectively compose an explanation of its individual features in substantiated prose. The in-class assignment directly connected the lecture and student work, and the same project was transformed effectively by another teacher in a unit on the Chinese Boxer Rebellion.

Teachers also experimented with new and exciting primary sources. The American writer, E. L. Doctorow, led a conversation about his new novel *The March* concerning General William Tecumseh Sherman's march from Atlanta to the sea during the U.S. Civil War. Teaching a unit on the Civil War and Reconstruction, a presenter demonstrated a lesson based on two sources: one, a selection from *The March* that dramatically evoked the terror of newly freed slaves as they were abandoned by the march in its scourge of the Southland. The other was a document by Sherman that, essentially, granted the promised "forty acres and a mule" to freed slaves at the end of the war. One of the students' tasks was to create an encyclopedia entry, describing, and commenting on, the role of Sherman as an important historic figure.

An onsite presentation I made aimed to amplify a previous historian's lecture that discussed the New Deal.

My goal was to introduce students to the public artistic contributions of the Works Project Administration (WPA). Following an opening discussion and examples of music and songs that typified the period, each of three groups was given a collection of items that addressed: a) the work of WPA poets and writers; b) WPA-sponsored art and architecture; and c) the Federal Theatre Project (FTP). The teachers' processing of their materials culminated in the presentation of a chosen highlight to the entire group. Two weeks later, another participant chose as her lesson topic the Tennessee Valley Authority. Having become fascinated by Hallie Flanagan, director of the FTP, she used Flanagan's "living newspaper" format to have students tell the story of the TVA. They then augmented this task with a role play and an original song on the topic.

**Outcomes**

In the end, the Voices of America project generated a number of positive outcomes. As evidenced by testing, teachers enhanced their content knowledge, students received high test scores, teachers increased their use of primary source material, they increased their ability to reflect on their own and their peers' practices, and they were able to adopt various practices, strategies, and materials that they shared in many hours of collegial work. The outcomes of the program offer insights into how teachers value scholarship, strive to master their craft, and become leaders within a group that fosters collegiality. At the final dinner and reflection on the three years of the project, one of the teachers expressed his love for his colleagues and mentors and for the totality of the experience. Seeking the reasons for its success, he declared to a hushed group, "There was Eros in the room."

Unique in its design, Voices represents a part of the body of learning about the teaching of history that has accrued over TAH's six years. Hopefully, it will contribute to the continuing study of the process of teachers' knowledge acquisition and the variety of modes for processing historical scholarship. This is especially important in the context of TAH's successful mobilization of history scholars as partners with schools on all levels. The assumption was that teachers would absorb knowledge from historians' lectures and proceed to develop lesson plans that demonstrated their newly acquired expertise. Reality proved otherwise, however, provoking serious questions about the very nature of learning. Our experience demonstrated that learning is an active process, stimulated by dialogue, observation, and a social setting that provides feedback and reflection and that fosters the social production of meaning. In summary, and in anticipation of future projects inspired by TAH Voices of America, we ask: What are the many ways of "knowing" that are discovered when scholarship and collegiality merge to create deeper understanding of complex ideas about the world? □

*Sema Sharon Brainin is associate professor in the Department of Curriculum and Teaching at Hunter College, City University of New York. The author welcomes comments at <[sbrainin@hunter.cuny.edu](mailto:sbrainin@hunter.cuny.edu)>.*

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de Jong, Naomi, "Women of the Association for the Advancement of Ocean Studies: How Successful," in *Black Women and Atlantic World: Essays on Race, Gender, and Empire*, ed. Lisa M. Cozzitto and others. Baltimore, MD: Johns Hopkins University Press, 2007. viii, 340 pp. Cloth, \$50.00, ISBN 978-0-8018-8334-3. Paper, \$25.00, ISBN 978-0-8018-8335-0.

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Available at: <<http://oah.org/rs>>.

# The Magna Carta Returns to the National Archives

Allen Weinstein



Weinstein

One of the most important documents in history—*Magna Carta Libertatum*, or Great Charter of Freedoms—has been returned to the National Archives. The new owner, David Rubenstein, cofounder of the private equity firm the Carlyle Group, purchased this copy of the Magna Carta at auction for \$21.3 million, because he believed it to be important for the

document to remain in the United States. He has loaned it to the National Archives where the document will remain on permanent display. It is the only known copy of the Magna Carta to be in private hands and only one of four copies of the 1297 version.

It is most appropriate that the only copy of the Magna Carta to be found in the United States is on display at the National Archives in Washington, D.C. This Great Charter of Freedoms has had a profound and lasting influence on the American Charters of Freedom—the Declaration of Independence, the Constitution, and the Bill of Rights—all on permanent display in the Rotunda of the National Archives.

To say the least, the Magna Carta has proven to be ageless. The principles embodied therein have endured through the centuries since King

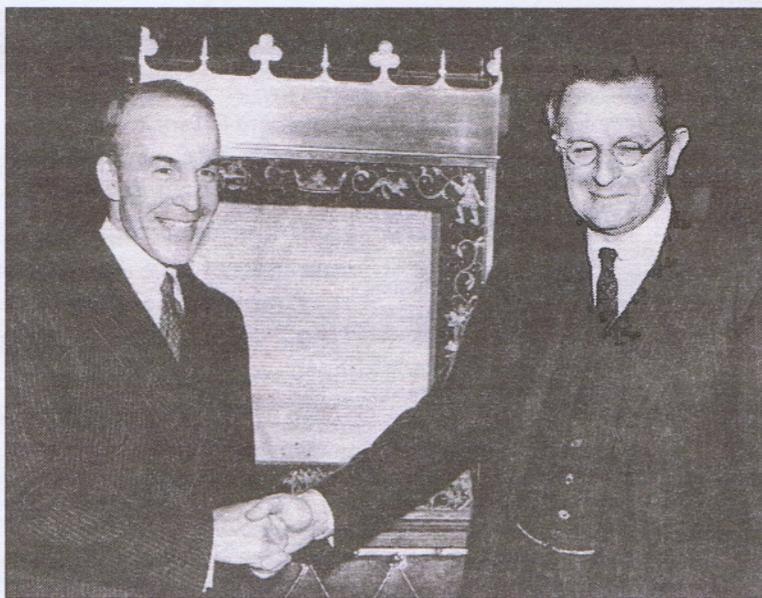
John agreed to them in the year 1215. Now, nearly eight hundred years later, those principles are still foremost in the struggle for, and the spread of, democratic government around the world.

The Magna Carta has been with Americans since the beginning. In Revolutionary America, the Founding

Fathers looked to the Magna Carta, and its impact in Great Britain, for the articulation of many of the liberties we enjoy—and take for granted—today. When it came time for the Continental Congress to declare independence from Great Britain, the delegates found inspiration in the Magna Carta. A few years later, they also found in the Magna Carta the seeds of today's legal system and representative government and included them in the Constitution. Many of the rights and individual liberties that the English sought from King John and his successors are reflected in the Bill of Rights.

Today, the copy of the Magna Carta in the care of the National Archives is in good condition and is continuously monitored by staff and computer. Its encasement is designed to maintain a constant relative humidity of approximately 54 percent. The gasket sealing on the encasement keeps out almost all oxygen, since oxygen can lead to deterioration. During regular encasement maintenance, the oxygen in the case is displaced with Argon, an inert gas that has no impact on the document. The 15x17 inch document is written on parchment, possibly calf skin, and remains in excellent condition for its age, according to NARA staff conservator Terry Boone.

Eight centuries after its creation, this Great Charter of Freedoms still lives: Its principles endure in our laws today; its spirit runs through our everyday lives; its legacy is intact. Thanks to David Rubenstein, this document—a template for democracies everywhere—will remain in the care and oversight of the National Archives. □



In 1939, Franklin D. Roosevelt appointed Archibald MacLeish (left) Librarian of Congress, who is shown greeting Phillip Kerr, the eleventh Marquess of Lothian, in front of the Magna Carta, November 28, 1939. (Library of Congress Archives: Photographs, Illustrations, Objects, ID mff 003003.)

## NARA Returns to Regular Hours

Beginning April 14, 2008, the National Archives restored regular research hours in Washington, D.C. and College Park, Maryland. These facilities will now be open Wednesday, Thursday, and Friday from 9:00 a.m. to 9:00 p.m. and on Monday, Tuesday, and Saturday, from 9:00 a.m. to 5:00 p.m. We have shifted the open-evenings schedule to three consecutive days for the convenience of out-of-town researchers. □

## Kathleen Williams Appointed Executive Director of NHPRC

Archivist of the United States (and NHPRC Chairman) Allen Weinstein announced the appointment of Kathleen M. Williams as executive director of the National Historical Publications and Records Commission (NHPRC). Williams, who has been acting executive director since January 2008, replaces former director Max Evans. In making the appointment, Weinstein said, "Ms. Williams brings a broad knowledge of the fields of archives and documentary editing to the Commission and its work. I am optimistic that together we will further the work of the NHPRC in preserving, publishing, and making accessible the nation's historical records."

Williams was previously deputy executive director of the NHPRC where she oversaw daily operations and the grant award cycles. She has worked at the NHPRC and the National Archives since 2004. Prior to joining the National Archives, Williams worked at the Smithsonian Institution where she served for ten years on the staff of the Smithsonian Institution Archives in various supervisory capacities. Her career has included work as assistant archivist at the Corcoran Gallery of Art in Washington, DC, and ten years, from 1984 to 1994, as archivist at the Museum of Fine Arts, Houston, where she began the archives program. While in Houston, she also served as an adjunct instructor in the History Department at the University of Houston.

The NHPRC is the grantmaking arm of the National Archives and since 1964 has been supporting projects across the nation to preserve and publish historical records. □

## Action Items of the OAH Executive Board

At its Spring 2008 meeting at the Hilton New York, March 27—March 30, the OAH Executive Board took the following actions:

- Approved unanimously the minutes of the fall executive board meeting in Newark, New Jersey, October 19—21, 2007.
- Approved unanimously to replace the current Bylaw 3 c 5 with: "OAH Magazine of History Editorial Board. This board shall advise the Editor of the *OAH Magazine of History* and shall have between nine and twelve members, who may serve terms of one, two, or three years. The Editorial Board shall be appointed by the Executive Board on recommendation of the Executive Director and the Editor in writing prior to the Executive Board meeting."
- Approved *Journal of American History* Editor Edward T. Linenthal's appointment recommendation of John Belohlavek, University of South Florida, for the Louis Pelzer Memorial Award Committee.
- Approved the following OAH Policy on the Selection of Prize Winners: "Although on occasion award committees will find it difficult to break a tie between the top two submissions, committees should do whatever is necessary to award one prize and avoid splitting the award between cowinners. The Executive Board, the Leadership Council, and the Executive Office are all working to enhance the prestige and value of OAH prizes and awards and have adopted a policy limiting the establishment of new awards to a minimum of \$2,000."
- Approved the adoption of the following policy concerning Memorials for Distinguished Members of OAH: "The Board, while wishing to honor distinguished members, recognizes that the growth of the profession and our own mortality means that the OAH is in danger of being overwhelmed by awards and prizes. We urge our members to think of other ways—scholarships, fellowships, and gifts—to commemorate deceased members. The Board reserves the final decision on the creation of prizes, but we also seek a fair and democratic way to propose such prizes. Every initiative for honoring distinguished members should come from OAH members, not from the Executive Board. Nominations should take the form of a letter to the Board from a memorial committee of at least twenty current OAH members and normally be sent within a year of the person's death. The letter should suggest the form of the intended memorial and, if fundraising is involved, the mechanism for raising funds and the targeted amount. The OAH Board would, then, vote to accept or reject the nomination. In order to provide a timely reply, voting would usually be done by email." The names of members who died the previous year will be read at the awards ceremony each year at the annual meeting.
- Approved the Recommendation of the Distinguished Service Award Committee that "after a period of five years from the end of their presidency, former presidents of the OAH be eligible for consideration as

candidates for the Roy Rosenzweig OAH Distinguished Service Award."

- Approved the FY 2009 budget with a 4.5 percent salary increase for professional staff.
- Approved the creation of six new executive board committees on Organization, Education, Profession, Publications, Public History, and Scholarship. □

## 2008 OAH Election Results

OAH President: Pete Daniel, National Museum of American History; OAH President-Elect: Elaine Tyler May, University of Minnesota. OAH Executive Board: James Grossman, The Newberry Library, Theda Perdue, University of North Carolina, Chapel Hill; and William Cronon, University of Wisconsin-Madison. OAH Nominating Board: Spencer Crew, George Mason University; Nancy MacLean, Northwestern University; and Daryl Michael Scott, Howard University. Total ballots cast: 756.

Revisions to the OAH Constitution in 2007 allow for the creation of a new office of OAH Vice President, who shall become OAH President-Elect at the end of his/her term. (For more information, see the May 2007 *OAH Newsletter*, "Proposed Revisions to OAH Constitution", p 14. Online: < <http://www.oah.org/pubs/nl/2007may/revisions.html> >.) The OAH Vice President serves two years on the executive board before becoming president, and two years after serving as president. The OAH Nominating Board selected David Hollinger, University of California Berkeley, as vice president for 2008-2009 and Alice Kessler-Harris, Columbia University, as vice president for 2009-2010. Hollinger will serve as president in 2010-2011 and Kessler-Harris will be president in 2011-2012. □

## OAH Revisits Strategic Plan

The Organization of American Historians' current Strategic Plan (available at <<http://www.oah.org/pubs/nl/2003may/strategic-plan.html>>) was developed in 2002 to guide the association through 2008. Accordingly, last year, then OAH president Nell Irvin Painter appointed a subcommittee of the executive board to develop a new five-year plan. The committee is chaired by president Pete Daniel; and includes Linda Shopes as cochair, David Trask, and president-elect Elaine Tyler May. They are joined by retiring board member and in-

coming OAH Vice President Alice Kessler-Harris, *Journal of American History* Associate Editor Stephen Andrews, and Leadership Advisory Committee Cochair Jay Goodgold.

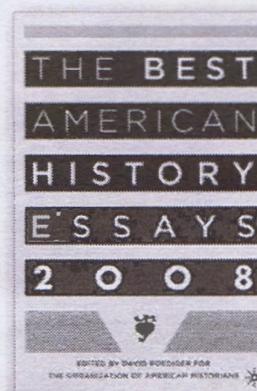
The Strategic Planning Committee welcomes ideas and suggestions from all OAH members on matters broadly related to directions they would like to see the organization move towards in the next five years. It solicited input from OAH committees at the recent annual meeting and is planning a survey and other means of communicating with the membership in coming months. It hopes to complete its work by Fall 2009. Comments can be directed to any of the committee members or to Linda Shopes at <[lshopes@aol.com](mailto:lshopes@aol.com)>. Periodic updates on the planning process will also appear in the *OAH Newsletter*. □

## OAH Members Receive Honors • 2008 Guggenheim Fellowships

Guggenheim Fellows are appointed on the basis of stellar achievement and exceptional promise for continued accomplishment. The 2008 Guggenheim Fellows include OAH Distinguished Lecturers Leon Fink, University of Illinois at Chicago; Woody Holton, University of Richmond,

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OAH and Palgrave Macmillan Publishers are proud to announce the third annual *Best American History Essays* volume, which showcases the best American history articles published between the summers of 2006 and 2007. This third volume provides a quick and comprehensive overview of the top work and the current intellectual trends in the field of American history. With contributions from a diverse group of historians, this collection appeals both to scholars and to lovers of history alike.

Edited by David Roediger, University of Illinois at Urbana-Champaign, the *Best American History Essays 2008* includes ten of the best essays in American history published in the last year. Written by such prominent historians as, Anna Pegler-Gordon, Monica Richmond Gisolfi, Gloria L. Main, David M. Wrobel, Michael McDonnell, Beth English, Jeffrey S. Adler, Carma R. Gorman, Jason Phillips, and Paul C. Rosier, this volume covers important themes to help understand the rich history of the U.S.

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# A Holistic Approach to History Education: The 2008 OAH Annual Meeting

Siobhan Carter-David

So goes another wonderful OAH annual meeting. This year, attention to precollegiate history education and community college historians played a pivotal role in the meeting's success through the use of live performances, visual illustrations, and sessions geared to teaching, special events for teachers, and the annual TAH Grant Symposium.

As always, there was a number of sessions dedicated, primarily, to serving the needs of precollegiate teachers of American history. Sessions on the subject of teaching historical methods, teaching race, teaching historiography, organizing professional development for primary and secondary teachers, and building better lessons plans were held over the course of the meeting. Additionally, many teachers stayed an extra day for the TAH Grant Symposium, which addressed at least one of the issues presented at the meeting sessions: students and the development and assessment of historical thinking skills, in addition to a focus on funding sources and explicating the voice of precollegiate educators.

A breakfast for community college historians and the Focus on Teaching luncheon for precollegiate teachers underscored the experience for both groups. As is customary, the OAH president-elect spoke at the breakfast for the OAH-GLI travel grant winners. Pete Daniel addressed the audience of over forty history teachers, discussing the amusement of locating exciting and useful sources in unlikely places.

Perhaps the most fascinating aspect of history education at the meeting was the public school exhibition, which featured three-dimensional paper and computer projects and a drama performance examining the meaning and implications of the Iraqi war. John Eligo of the *New York Times* reported that some at the meeting considered the first-time inclusion of precollegiate students to be "a breath of fresh air." Most grippingly, musical tributes to the origins of rhythm and blues, Latin jazz, hip-hop, and bachata by the students of P.S. 140 gave homage to the history of their Bronx neighborhood of Morrisania.

This year the OAH brought together teachers and students from every level of education. Next year in Seattle, we promise again to bring together diverse voices in the world of American history in order to better meet the needs of our members and the communities in which our annual meeting serves.

On a personal note, as my time at OAH draws to a close this August, I would like to take this opportunity to say farewell to all OAH members and to thank you for allowing me to serve as your education coordinator for the last two years. I would also like to thank each member of the OAH staff for their kindness and assistance in helping me complete my tasks, and in particular, Terry, Ginger, Anna, Amy, Annette, Ashley, and Lee for their support in personal matters regarding my transition to wife and mother. It has been great being a part of the OAH team and its wonderful mission.

As the recipient of the 2004 IU-OAH Diversity Fellowship—a joint venture between OAH and Indiana University's Department of

History—I received six years of funding to support the completion of my doctoral degree: two fellowship years, two years teaching, and two years working for OAH. This fellowship allows for one student every two years to be presented with the benefit of a very well-rounded introduction to the historical profession. The two teaching years are spent as an associate instructor (TA) in the history department and the fellowship years are typically used for research. The years at OAH, however, are the most dynamic. In addition to smaller projects, I have been given various responsibilities from helping to compose the Ford Foundation grant proposal used for our community college workshop series, to coordinating the OAH-GLI travel grant program, to assisting TAH grant directors with procuring support for their school systems. Working under the tutelage of Executive Director Lee Formwalt has been rewarding, exciting, challenging and eye-opening.

This fall, 2006 IU-OAH Diversity Fellowship recipient Tanisha Ford will be taking my place. An Indiana University (BA) and University of Wisconsin (MA) graduate, Tanisha will be a welcome and capable addition to the OAH family. Additionally, Ángel Flores-Rodríguez, a promising undergraduate from Puerto Rico, will be joining the IU history department in the fall and has accepted the 2008 IU-OAH Diversity Fellowship package. □

## ▼ NEWS / From 20

and Joanne Meyerowitz, Yale University as well as OAH member Daniel Horowitz.

### • American Antiquarian Society

The OAH congratulates the following members who have been elected to the American Antiquarian Society: Joyce Chaplin, Harvard University; Saul Cornell, The Ohio State University; Timothy Gilfoyle, Loyola University; Harvey Green, Northeastern University; William Hart, Middlebury College; David Jaffee, The City College of New York, CUNY; Stephen Mihm, University of Georgia; and Shane White, University of Sydney. □

### • American Academy of Arts and Sciences

The following OAH members will be inducted into the American Academy of Arts and Sciences in October: Nancy F. Cott, Harvard University; Earl Lewis, Emory University; and Daniel Rodgers, Princeton University. □

### See you at OAH 2009 in Seattle!

Begin making plans now to attend the 2009 OAH Annual Meeting, Thursday, March 26 to Sunday, March 29, at the Seattle Sheraton Hotel and Washington State Convention Center.

## One of the Best Tools Available for Teachers of American History



The *OAH Magazine of History* is a quarterly thematic publication featuring historical scholarship by prominent historians, yielding new information and insight on contemporary research. The illuminating articles are not only of interest to educators, but also appeal to those with a passion for our nations' past. Future themes include: The Lincoln Legacy, Military History, Business History, the Black Power Movement, Colonial America, Disability History, Colonial America, and U.S. Foreign Relations.

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ORGANIZATION OF AMERICAN HISTORIANS  
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Dawley

## Alan Dawley

Alan Dawley, the distinguished historian of the American working class and social reform, died on March 12, 2008, from heart failure. He was sixty-four. Dawley, who received his doctorate from Harvard University in 1971, taught for thirty-seven years at the College of New Jersey and as a visiting professor at New York University, University of Pennsylvania, Princeton University, and the University of Warwick.

Alan Dawley's influential scholarship reflected his tireless personal involvement in the major political struggles of his times, which began with his editorship of the *Mississippi Free Press* (1963-1964). Alan's longtime involvement in movements for civil rights, peace, and the rights of working people led him to undertake a fresh examination of past struggles for social justice. His first book, *Class and Community: The Industrial Revolution in Lynn* (1976), was among the most influential of these historical studies. Columbia University awarded it the Bancroft Prize in 1977. *Class and Community* analyzed the industrialization of shoe making, the centrality of class conflict to nineteenth-century society, and the failure of this conflict to empower Lynn's working class. Labor politics, Dawley argued in one of his memorable formulations, was the "coffin of working-class consciousness."

Dawley's interest in labor and politics led him subsequently to coedit a widely read anthology on the history of workers' political movements, entitled *Working for Democracy: American Workers from Revolution to the Present* (1985). By the end of the 1980s, he turned to a new subject: the history of American reform from the Progressive Era through the New Deal. His field-defining book, *Struggles for Justice: Social Responsibility and the Liberal State* (1991), explored the interaction between grassroots activism, reform movements, and the state. Situating the era's social reforms amid international politics and war, Dawley maintained that Progressive reforms short-circuited movements for socialism and nurtured a perilous reliance on a liberal state to defend the "public interest." Nonetheless, he stressed the transformative role of social reformers and distanced himself from the concept of "corporate liberalism."

In all his work, Dawley merged theoretical sophistication with rich empirical research. He was an exceptionally learned scholar who always read far beyond his field, American history, in which he did most of his written work. His greatest historical concern was to understand the inequalities that American capitalism generated at home and abroad, the social movements those inequalities inspired, and the way in which America's political system responded to those challenges. In the second half of his career, Dawley worked creatively to incorporate considerations of gender, race, and transnationalism into his history. But he always insisted that the history of women, racial minorities, and internationalist movements must be understood as part of

the history of capitalism. Political economy was the subject to which he always returned. He was a formidable thinker and critic—the kind of intellectual that many of us aspire to become.

Dawley's most recent book, *Changing the World: American Progressives in War and Revolution* (2003), expands his interest on the interplay of global conflict and domestic politics, offering perceptive case studies of numerous early twentieth-century American reformers from Jane Addams and W.E.B. DuBois to Robert M. La Follette and John Reed. Dawley argued that the employment of military power abroad suffocated civil liberties and social reform at home. Dawley's analysis of America's experience in World War I influenced his own ardent commitment against the war in Iraq, impelling him to become a moving force in *Historians Against the War*.

Alan Dawley's life and work exemplified the adage "Think Globally, Act Locally." He played a critical role in recent efforts to bring a transnational perspective to American history. He lectured in Great Britain, France, Italy, Canada, and Germany, and was a prominent participant in scholarly conferences in all those countries. In 2006, he presented the concluding paper at a conference in Bergamo, Italy, on the internationalism of the Industrial Workers of the World. He spent the last days of his life studying in Mexico and meeting with colleagues involved in struggles for justice in the Americas. Alan was also active in community economic development, the cooperative movement, and grassroots education in his adopted hometown, Philadelphia. □

## John A. Garraty

John A. Garraty, Gouverneur Morris Professor Emeritus at Columbia University, died on December 19, 2007 at his home in Sag Harbor. Born in Brooklyn on July 4, 1920, he received his B.A. from Brooklyn College in 1941. After serving as an instructor in the Merchant Marine during World War II, he received his Ph.D. from Columbia in 1948. His dissertation on Silas Wright was published in 1949. That same year he began teaching at Michigan State University. In 1959 he returned to Columbia, where he remained four decades, chairing the department during part of the 1970s. From 1969 to 1971, he served as president of the Society of American Historians.

In an era of increased specialization within the profession, Garraty moved in the opposite direction. After writing biographies of political figures of the Progressive Era—George Perkins, Henry Cabot Lodge, Woodrow Wilson, among others—Garraty undertook major works of synthesis, including *The New Commonwealth, 1877-1890* (1968), a balanced treatment of what had long been caricatured as the Gilded Age, and *The American Nation* (1966), an influential college text. (The thirteenth edition appeared this past January.)

His book *Unemployment in History* (1979) surveyed economic thought from the ancient Greeks to the aging Greenspan. *The Great Depression* (1987) showed how similarly (and ineffectually) governments throughout the world responded to the calamity. Especially controversial was his assertion that Roosevelt's depression policies

resembled those of the Nazis: "Roosevelt and Hitler, the one essentially benign, the other malevolent, justified far-reaching constitutional changes as being necessary for the improvement of economic institutions in a grave emergency. But they also used change as a device for mobilizing the psychic energies of the people," Garraty wrote.

Garraty's increasingly synthetic approach to history was reflected in his editorship of Supplements 4 through 8 of the *Dictionary of American Biography*, covering 1946 through 1970. By the 1980s, however, Garraty regarded the original volumes of the *DAB* as irreparably outdated and campaigned for a new biographical foundation for the nation. In 1999 his goal was realized in the *American National Biography*, a 20-million-word collection of 17,500 scholarly essays published under his general editorship by the American Council of Learned Societies and Oxford University Press. "Not since putting a man on the Moon," declared the *Times* of London, "has an American organization undertaken such an ambitious logistical project" (April 8, 1999). The *ANB* received numerous awards.

Garraty's expansive approach to history extended to his own life. He loved music, especially Mozart, but in art favored modernists, collecting paintings by Jean DuBuffet, Georges Rauault, and Robert Indiana, and sculpture by Alexander Calder and Fernand Leger. Garraty took up running in his late fifties, immediately displaying his characteristic perseverance. While in his sixties, he completed six marathons, mostly in New York but also in Paris.

With his first wife, Joan Perkins, he had three children: Katherine (deceased), Sarah Kerr Garraty of Concord, Massachusetts, and John A. Garraty, Jr., of New York City. They divorced in 1964. In 1965 he married Gail Neilson, who died in 1992. In 1995 he married Rita Angelo, who died in 2001. His son and daughter, Sarah, survive him. □

—Mark C. Carnes  
Barnard College/Columbia University



Lurie

## Edward Lurie

Edward Lurie, of Santa Fe, New Mexico, Professor Emeritus of History at the University of Delaware, died on March 8, 2008. He had been in declining health for several months. Lurie was the author of the pathbreaking biography, *Louis Agassiz: A Life in Science* (1960, 1988), a book described by the late Stephen Jay Gould as "the best work on this central figure in the history of American biography and probably the best biography in the last fifty years on the life of an American biologist." *Louis Agassiz* was designated one of the one hundred classic works of Americana in the John F. Kennedy White House Library. Lurie also wrote *Nature and the American Mind: Louis Agassiz and the Culture of Science* (1974), and was editor and author of numerous scholarly articles on American science and culture.

Lurie was born April 10, 1927, in New York City, the son of Alexander and Ella (Lottman) Lurie. He served in the United States Navy in World War II, and was stationed on

Saipan when the war ended. He earned a bachelor's degree at Sarah Lawrence College in 1949, then a master's degree in 1951 and doctoral degree in 1956 from Northwestern University. He taught American history and the history of science and culture at the Massachusetts Institute of Technology, the University of Michigan, Wayne State University, the Milton S. Hershey Medical Center at Pennsylvania State University, and the University of Delaware, where he was a professor for twenty-five years. He was awarded a Guggenheim Fellowship, a Social Science Research Council Fellowship, a Rockefeller Fellowship, and grants from the National Science Foundation, the American Council of Learned Societies, and the American Philosophical Society. He also held research fellowships at Yale University and at Harvard University.

Ed Lurie's friends, colleagues, and students will remember his ready sense of irony and his way with words. I especially recall an instance from 1996, when I received an award from the University of Delaware. By then Ed had retired and moved to Arizona. While I was basking in self-congratulation, I received a telephone call from a man with a pronounced southern accent. The caller was Ed Lurie, but Ed didn't identify himself. Instead, the caller said he was "Frank Vandiver" (that is, "Vandivah" – with no consonant at the end of the name). He said he was a former "Govenah" of Georgia, and he wanted to extend a word of per-

sonal congratulation. He said he was "delighted to know that a university was giving an award to someone who had written about American race relations with sympathy and understanding for the special problems of southern white folks." I didn't know what to say about that, but as I was fumbling for words "Govenah Vandivah" continued to say that he regarded my work so favorably that he was going to nominate me for membership in a special southern society, the Peachtree Branch of the Knights of the White Camelia. I was still perplexed when Ed identified himself as he lapsed back into his usual New York accent. Ed Lurie was a scholar and a character, and a lot of fun to be around.

He was married first to Nancy Oestreich in 1951; they were divorced in 1963. He is survived by his wife of forty years, Janice Ferguson Lurie; his stepchildren, Kathy Wilson, of Avondale, Pennsylvania, and Russell Snodgrass, of Albuquerque, New Mexico; his sister, Sharon Herald, of Los Gatos, California; and his stepgranddaughter, Kathryn Freeman, of Greensboro, North Carolina. □

—Raymond Wolters  
University of Delaware

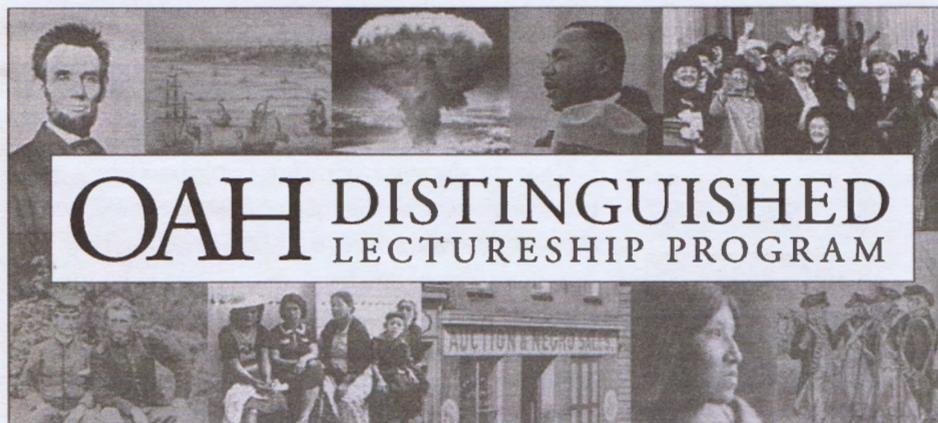
#### John G. Sproat

The Department of History at the University of South Carolina lost longtime colleague, former chair, and eminent American historian John G. "Jack" Sproat on Friday, March 11, 2008, just a few weeks shy of his eighty-seventh birthday. Jack Sproat was trained by Kenneth Stampf at the University of California, Berkeley, and was author of a study of liberal reformers in Gilded Age America, *The Best Men: Liberal Reformers in the Gilded Age* (1968), which remains the definitive work on the subject. He also wrote a number of important articles and essays as well as a successful textbook. After moving to South Carolina, Jack turned to southern history for his subject matter and published an influential essay on white reaction to the civil rights movement in South Carolina and coauthored a valuable history of modern banking in the state. Jack Sproat came to USC to chair the Department of History in 1974 and served in that capacity for nine years. During those years, Jack encouraged the department to participate more aggressively in national scholarly dialogue. To pro-

mote this effort, he initiated a visiting scholars program in American history which brought some of the nation's finest young scholars (Eric Foner, Leon Litwack, Jim Stewart, John McCardell, Carol Bleser, William Tuttle, along with a number of others) to USC. Moreover, during Jack's nine years as chair, the Department initiated the Public History Program, which developed quickly into the one of the most acclaimed programs in the nation. Jack Sproat also worked hard as chair to strengthen the graduate program at USC and to prepare its students for the national job market. He encouraged graduate students to write publishable dissertations and supported graduate participation at national and regional conferences. He also established an impressive program of dissertation fellowships that helped a generation of graduate students enter a highly competitive job market with a solid work of scholarship in hand.

As a graduate student during the years Jack Sproat served as chair, and later as a colleague and friend, I can personally attest to the value of his efforts to improve the graduate program as a whole. I can also express my deep appreciation for the role Jack played as a mentor to me personally. I surely learned more from Jack about how to write than anyone, and, as I suspect my own graduate students would affirm, about how to run a demanding graduate seminar! After retiring from USC in 1992, Jack remained active as a professor emeritus of history and senior fellow in the Institute for Southern Studies, serving as general editor of the impressive Southern Classic Series. Jack was active in the community, serving on the boards of the Columbia Museum of Art and the Historic Columbia Foundation. Jack never lost his jaunty optimism and flair for political discussion. Jack Sproat is survived by Ruth, his wife of forty years and a gracious presence in the Columbia community, and his daughter Bobbie Sproat and son-in-law Judson Leonard of Newton, Massachusetts, and two granddaughters Emily and Margot Leonard. □

—Lacy Ford  
University of South Carolina



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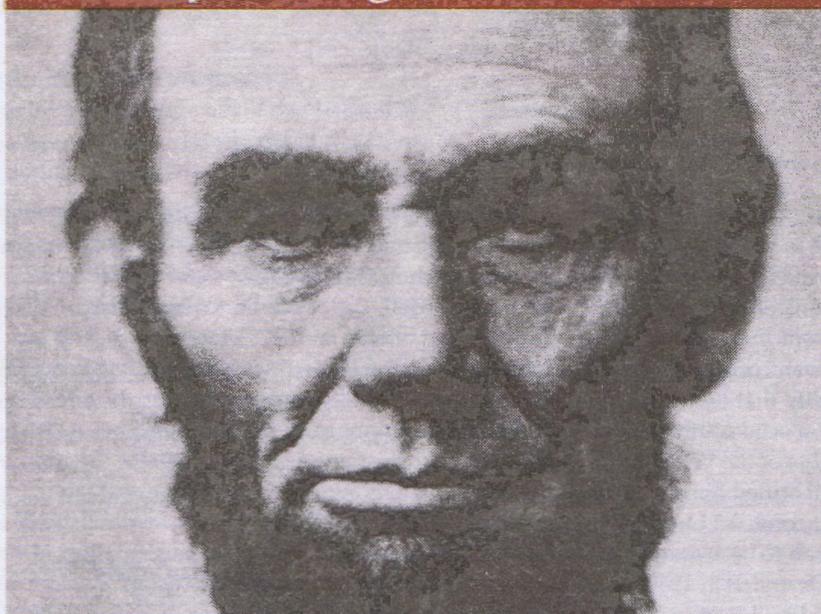
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### Read More Online

The OAH Newsletter has reserved a spot on the OAH web site where you can read (and submit) "professional opportunities" announcements, as well as stay current with the latest fellowships, news of grants, calls for papers, and more. Go online:

[www.oah.org/announce](http://www.oah.org/announce)

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**Gabor Boritt**

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**Richard Carwardine**

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**Bruce Chadwick**

NEW JERSEY CITY UNIVERSITY

**Stephen D. Engle**

FLORIDA ATLANTIC UNIVERSITY

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SUPREME COURT OF RHODE ISLAND

**Kenneth J. Winkle**

UNIVERSITY OF NEBRASKA-LINCOLN

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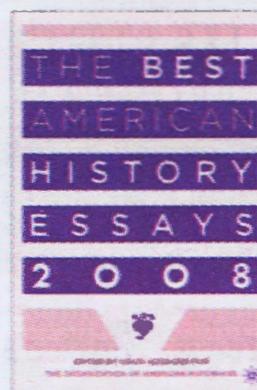


## Newsletter

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Edited by David Roediger, University of Illinois at Urbana-Champaign, the *Best American History Essays 2008* includes ten of the best essays in American history published in the last year. Written by such prominent historians as, Anna Pegler-Gordon, Monica Richmond Gisolfi, Gloria L. Main, David M. Wrobel, Michael McDonnell, Beth English, Jeffrey S. Adler, Carma R. Gorman, Jason Phillips, and Paul C. Rosier, this volume covers important themes to help understand the rich history of the U.S.

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Each speaker has agreed to give one lecture on OAH's behalf during the 2008-2009 academic year, designating the lecture fee in full as a donation to OAH. Lecture fees start at \$1,000. Host institutions pay the lecture fee to OAH as well as the speakers' travel and lodging expenses.

To receive more information or to arrange a lecture, please contact the lectureship program coordinator, through the web site or phone 812-855-7311. Make arrangements early for the best chance at obtaining the speaker of your choice.

### Catherine Allgor

*University of California, Riverside*

A professor of history at the University of California, Riverside, Catherine Allgor teaches classes on early America, politics, and the history of women's lives and gender. Her dissertation on women and politics in early Washington garnered the OAH Lerner-Scott Dissertation Prize and, as *Parlor Politics: In Which the Ladies of Washington Help Build a City and a Government* (2000), won the James H. Broussard First Book Prize from the Society for Historians of the Early American Republic. Her latest book, *A Perfect Union: Dolley Madison and the Creation of the American Nation* (2006), was a finalist for the George Washington Book Prize.



- Society Ladies and Political Parties: A Study in American Women's History
- Dolley Madison and the Creation of the American Nation
- What is this Thing Called "Gender"?
- Remembering the Ladies in the Story of the Founding

### Patrick Allitt

*Emory University*

Born and raised in England, Patrick Allitt came to America in the 1970s to study U.S. history and has been here ever since. He is Goodrich C. White Professor of History and director of the Emory College Center for Teaching and Curriculum at Emory University. He is author of *American Conservatism: A History*

(forthcoming 2008), *I'm the Teacher, You're the Student: A Semester in the University Classroom* (2004), and *Religion in America Since 1945: A History* (2003). He has also lectured widely for the Teaching Company, on cruise



ships, and to groups of teachers, senior citizens, alumni, and study groups.

- The History of Anglo-American Relations
- The Joys and Sorrows of College Teaching
- The History of American Conservatism
- Why Are Americans so Religious?

### David Armitage

*Harvard University*

David Armitage is Lloyd C. Blankfein Professor of History at Harvard University. A prizewinning teacher and writer, he is author of *The Ideological Origins of the British Empire* (2000), *Greater Britain, 1516-1776: Essays in Atlantic History* (2004), and *The Declaration of Independence: A Global History*

(2007). He has also edited or coedited six books, including *The British Atlantic World, 1500-1800* (2000). Among his current projects are an edition of John Locke's colonial writings and a history of the idea of civil war from Rome to Iraq.



- John Locke and America
- Globalizing the Declaration of Independence
- The American Revolution in Global Perspective
- The Idea of Civil War from Rome to Iraq

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### Erica Armstrong Dunbar

*University of Delaware*

Erica Armstrong Dunbar focuses on eighteenth- and nineteenth-century African American women's history. Her first book, *A Fragile Freedom: African American Women and Emancipation in the Antebellum City* (2008) is the first

book to chronicle the lives of African American women in the North during the early years of the Republic and the years leading to the Civil War. A Philadelphia native, she is associate professor of history at the University of Delaware.

- African American Women's History
- African Americans in Philadelphia
- Slavery and Freedom in the North

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—Russ Heller

Boise Public Schools and  
Idaho Council for History Education

### Edward L. Ayers

*University of Richmond*

Edward L. Ayers is president and professor of history at the University of Richmond. A historian of the American South, Ayers has written and edited ten books, including *The Promise of the New South: Life After Reconstruction* (1992) and *In the Presence of Mine Enemies: War in the Heart of America, 1859-1863* (2003), winner of the Bancroft and Beveridge Prizes. An early proponent of digital history with "The Valley of the Shadow: Two Communities in the American Civil War," Ayers continues to work in the field, focusing on visualization of social processes across space and time.



- Aftermath: New Lives after the American Civil War
- Seeing History: Experiments in Digital History

## Elliott Barkan

California State University,  
San Bernardino

Elliott Barkan's work in contemporary immigration uses a multidisciplinary approach to explore not only who has come but who has remained and what experiences newcomers have had in their efforts to integrate into American society, what obstacles have they encountered, and what they have contributed to American society and culture. He is professor emeritus of history at California State University, San Bernardino, and author, most recently, of *From All Points: America's Immigrant West, 1870s-1952* (2007). He has lectured in fourteen countries, frequently comparing their experiences with America's.



- The Six Revolutions in American Immigration History
- From All Points: The Impact of Immigration on the American West
- Illegal, Undocumented, Unauthorized, Irregular . . . But Unnecessary or Essential?: Immigrants and American Policies
- Coming to Your Local Community: Myths and Mysteries Regarding the Integration of Immigrants in American Society

## Rick Beard

Abraham Lincoln Presidential  
Library and Museum

Rick Beard is executive director of the Abraham Lincoln Presidential Library and Museum and the companion foundation. He has more than thirty-five years of experience in museum administration,

interpretive exhibition and program development, and fundraising at institutions that include the New-York Historical Society, the Atlanta Historical Society, the Museum of the City of New York, the Hudson River Museum, and the National Portrait Gallery. He is coauthor of *Packaging Presidents: Two Hundred Years of Campaigns and Candidates* (1984).

- Packaging Presidents: Two Hundred Years of Campaigns and Candidates (illustrated)
- The Civil War Centennial: Failed Commemoration
- Revolutionizing the History Museum: The Abraham Lincoln Presidential Library and Museum

## Stuart M. Blumin

Cornell University

Stuart Blumin is professor of history and director of the Cornell in Washington program at Cornell University. He works to set the nineteenth-century American experience within larger global transformations, and this, along with a longstanding interest in visual art, has led him to the study of urban representations in painting and graphic art. He is interested, too, in the way social and cultural life intersects with politics and government, and has coauthored two books on this topic (with Glenn Altschuler), *Rude Republic: Americans and Their Politics in the Nineteenth Century* (2000) and *The GI Bill: Reassessing America's Favorite Legislative Act* (forthcoming).



- The Encompassing City: Streetscapes in Early Modern Art and Culture
- The GI Bill and the "Greatest Generation": Reassessing America's Favorite Act of Congress



## Bruce Chadwick

New Jersey City University

Few lecturers have as varied a background as historian Bruce Chadwick. After a long and distinguished career as a newspaper reporter, he is professor of journalism at New Jersey City University and author of twenty-seven books, most recently focusing

on Revolutionary War and Civil War history as well as on forensics. He has appeared often on the History Channel and has lectured extensively across the United States and abroad.

- Let George Do It: George Washington as Leader of the Continental Army and the First President
- George and Martha: America's First First Couple and How They Made America
- The First American Army: The Story Behind the Men Who Fought the American Revolution
- The Rise of Abraham Lincoln: The Growth of a Politician from 1832 to 1860
- Forensics for Everyone: A Colorful Look at the History of Forensics

## Charles L. Cohen

University of Wisconsin-Madison

Charles L. Cohen is professor of history and religious studies, and director of the Lubar Institute for the Study of the Abrahamic Religions, at the University of Wisconsin-Madison. Winner of several distinguished teaching awards and recognized in *Who's Who in American Teachers*, he works on early American history and American religious history.



- A Cultural History of America's Thanksgiving
- The Limits of Missions in the Early Modern World



## Bettye Collier-Thomas

Temple University

Bettye Collier-Thomas is professor of history at Temple University. Her publications include *Daughters of Thunder: Black Women Preachers and Their Sermons, 1850-1979* (1998), the award-winning *Sisters in the Struggle: African American*

*Women in the Civil Rights-Black Power Movement* (2001), and the forthcoming *"Jesus, Jobs, and Justice": A History of African American Women and Religion*. She founded and served as first executive director of the Bethune Museum and Archives National Historic Site, in Washington, D.C., for which she received a Conservation Service Award from the U.S. Department of the Interior. She is also recipient of a 2008-2009 Resident Fellowship at the Woodrow Wilson Center for International Scholars.

- Women, Religion, Race, and Civil Rights
- Across the Divide: Women and the Twentieth-Century Interracial Movement
- Nappy and Unhappy?: The Politics and Economics of Black Beauty Culture
- Ambivalent Personas: Stage Women and the Image of Black Womanhood
- "God Mammies": African American Women Missionaries in Liberia

## Hamilton Cravens

Iowa State University

Hamilton Cravens is professor of history at Iowa State University. His teaching, research, and writing revolve around the history of American culture, set within the broad framework of European and American civilization, with particular focus on the role of science and of social thought. He has written much about the influence of the evolutionary natural and social sciences in America, and is author of the forthcoming *The Social and Behavioral Sciences in America: A Brief History*.



- Cold War Social Science: Threat to Democracy?
- Science and Race in Modern America
- American Democracy and Social Science Before 1870
- Creationism and Science in American History: Three Episodes
- The End of Expertise since the 1950s

## OAH Lecturers In Action

OAH Distinguished Lecturer Lisa Norling toured the Queen Anne's Revenge Conservation Lab while she was at East Carolina University in February, delivering the inaugural Sallie Southall Cotten Lecture in Women's Studies, part of the Voyages of Discovery Lecture Series being sponsored by the Thomas Harriot College of Arts and Sciences. Lab staff are preserving and documenting artifacts excavated from wreckage off the North Carolina coast, believed to be that of Blackbeard's ship of the same name.



## Brian DeLay

*University of Colorado, Boulder*

Brian DeLay teaches Native American and borderlands history at the University of Colorado, Boulder. His research concentrates on connections between independent native peoples and the interlocked histories of American nation states. He is coauthor of the textbook *Nation of Nations* (2007), and his book *The War of a Thousand Deserts: Indian Raids and the U.S.-Mexican War* is forthcoming. His next project examines Indians and the arms trade in the Americas.



- Independent Indians and the U.S.-Mexican War
- War and Peace on the Southern Plains, 1820-1850
- John Singleton Copley's "Watson and the Shark": Re-Reading an American Masterpiece



## Bruce Dierenfield

*Canisius College*

Bruce Dierenfield is Peter Canisius Distinguished Teaching Professor of American History, director of the All-College Honors Program, and director of the African American Experience at Canisius College. He is author, most recently, of *The Civil Rights Movement* (rev. ed., 2008)

and the prizewinning *The Battle over School Prayer: How Engel v. Vitale Changed America* (2007).

- The Epic School Prayer Case of *Engel v. Vitale* (1962)
- "The Most Hated Woman in America": Madalyn Murray O'Hair's Atheist Crusade Against Religion
- Heroes and Heroines of the Civil Rights Movement
- Ten Myths of the Civil Rights Movement
- The Transatlantic Slave Trade

## Ted Engelmann

*Denver, Colorado*

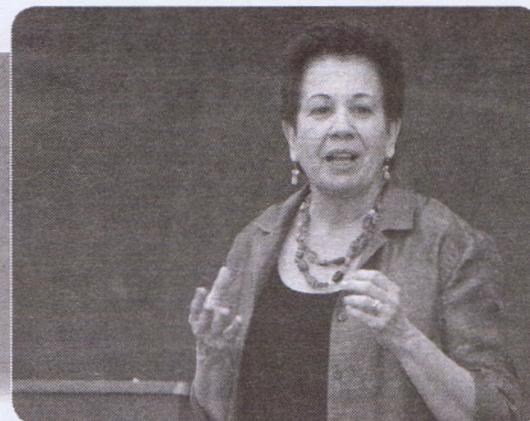
A veteran of the American War in Viet Nam, Ted Engelmann has traveled extensively to photograph the effects of the war throughout Viet Nam, the United States, South Korea, and Australia. Also a former middle and high school social studies teacher, he speaks and facilitates educational workshops on the methods and materials for teaching about the war. His work has been published in the *Journal of American History*, *Occupational Therapy and Psychosocial Dysfunction*, *Social Education*, and *War, Literature & the Arts*.



- A Soldier's Heart: From Viet Nam to Iraq
- Finding Thuy: Returning the Diaries of Dang Thuy Tram
- The American War in Viet Nam: A Veteran's Perspective
- Wounds that Bind: Four Countries after the American War in Viet Nam

## OAH Lecturers In Action

OAH Distinguished Lecturer Vicki Ruiz spoke on "Comadres, Cowgirls, and Curanderas: Spanish/Mexican Women in the Southwest, 1540-1900" at Rice University in March.



## Deborah Fitzgerald

*Massachusetts Institute of Technology*

Deborah Fitzgerald is Kenan Sahin Dean of the School of Humanities, Arts, and Social Sciences, and professor of the history of technology at the Massachusetts Institute of Technology. Her research centers on the history of agriculture and food in modern America. Her books include *The Business of Breeding: Hybrid Corn in Illinois, 1890-1940* (1990) and *Every Farm a Factory: The Industrial Ideal in American Agriculture* (2003), winner of the Agricultural History Society's Theodore Saloutos Prize. She is currently working on a project that examines the role of World War II in fundamentally reshaping the food industry and the nature of global food chains.

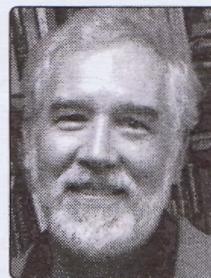


- Convenience and the Food Industry in World War II
- Industrializing Everything: Agriculture in Twentieth-Century America

## Ernest Freeberg

*University of Tennessee*

Associate professor of history at the University of Tennessee, Ernest Freeberg specializes in American religious and cultural history, with an emphasis on the nineteenth and early twentieth centuries. His first book, *The Education of Laura Bridgman* (2001), winner of the American Historical Association's Dunning Prize, explores the antebellum philosophical and religious controversies raised by the education of the first deaf-blind person to learn language. His latest book *Democracy's Prisoner: Eugene V. Debs, the Great War, and the Right to Dissent* (2008) examines the imprisonment of socialist leader Debs and the national debate prompted by demands for his amnesty.



- Eugene V. Debs and the Struggle for Free Speech
- Before Helen Keller: The Education of Laura Bridgman, First Deaf and Blind Person to Learn Language
- How Many Historians Does It Take To Know the Light Bulb?: Helping Students to Think About Technological Change

## Richard Godbeer

*University of Miami*

Richard Godbeer specializes in colonial and revolutionary America with an emphasis on religious culture, gender studies, and the history of sexuality. He taught for fifteen years at the University of California, Riverside, before joining the department of history at the University of Miami in 2004. He is author of *The Devil's Dominion: Magic and Religion in Early New England* (1992), *Sexual Revolution in Early America* (2002), *Escaping Salem: The Other Witch Hunt of 1692* (2004), and the forthcoming *"The Overflowing of Friendship": Love Between Men, Family Values, and Republican Politics in Early America*.



- Escaping Salem: The Other Witch Hunt of 1692
- "The Overflowing of Friendship": Love Between Men, Family Values, and the Creation of the American Republic

## Eric L. Goldstein

*Emory University*

Eric L. Goldstein is associate professor of history and Jewish studies at Emory University, where he also directs the graduate program in Jewish studies. He is author of the award-winning *The Price of Whiteness: Jews, Race, and American Identity* (2006), which examines what it has meant to be Jewish in a nation focused on the categories of "black" and "white." Editor of the quarterly journal *American Jewish History*, he is currently working on a project about Jewish immigrants and their encounter with mass culture in America.



- Jews in America's Racial and Ethnic Mix
- Are Jews White?: A History
- The Paradoxes of Identity: Jews in the American South
- Yiddish-Speaking Immigrants and American Mass Culture
- "Sociability and Bright Talk": The Cafes of the Lower East Side



### Jacquelyn D. Hall

*University of North Carolina at Chapel Hill*

Jacquelyn Hall is Julia Cherry Spruill Professor of History and director of the Southern Oral History Program at the University of North Carolina at Chapel Hill. She is founding president of the Labor and Working Class History Association as well as past president of the Southern

Historical Association and OAH. Recipient of a National Humanities Medal, she is author of *Revolt Against Chivalry: Jessie Daniel Ames and the Women's Campaign Against Lynching* (1979) and coauthor of *Like a Family: The Making of a Southern Cotton Mill World* (1987). She is currently coprincipal investigator for a project entitled "Publishing the Long Civil Rights Movement."

- The Long Civil Rights Movement
- Feminist Biography
- Southern Women on the Left
- Southern Workers
- Self and Subject in Historical Writing

### Sharon Harley

*University of Maryland, College Park*

Associate professor and chair of the African American studies department at the University of Maryland, College Park, Sharon Harley researches, teaches, and speaks frequently on black women's labor history and racial and gender politics. Editor of and contributor to noted anthologies about black women in the modern Civil Rights movement and women of color in the global economy, she is currently writing a book about gender, labor, and citizenship in the lives of African Americans from the 1860s to 1920s.



- Black Women, Labor, and Citizenship from the Postbellum Period to Early Twentieth Century
- Black Women's Cultural Production and Racial Politics
- Gloria Richardson
- Mary Church Terrell

### Stephen Kantrowitz

*University of Wisconsin-Madison*

Stephen Kantrowitz is associate professor of history at the University of Wisconsin-Madison, where he has earned several teaching awards. His research focuses on the relationship between race and citizenship in the era of emancipation. His first book, *Ben Tillman and the Reconstruction of White Supremacy* (2000), explored the forces that defeated Reconstruction and interracial politics in the late nineteenth-century South. His current project, *Colored Citizens: Boston's Black Activists Confront Slavery and Freedom, 1840-1890*, traces the efforts of a generation of organizers, speakers, and politicians to reimagine the place of African Americans in the nation.



- How Ben Tillman Got His Pitchfork
- Who Freed the Slaves?
- Before There Was *Glory*: Antebellum Struggles for Black Militia Service
- Imagining Brotherhood: African American Freemasonry in the Nineteenth Century

### Alice Kessler-Harris

*Columbia University*

Alice Kessler-Harris teaches American history and women's studies at Columbia University. Much of her research explores labor, women and gender, and social policy through the experiences of wage-earning women, and utilizes comparative and interdisciplinary frames. In recent years, she has turned to biography as a way of interpreting the past. Her current project focuses on the life of the American playwright, Lillian Hellman.



- Sex, Lies, and History: The Life and Times of Lillian Hellman
- Gendering Labor History: The Future of the Past



### Robert Korstad

*Duke University*

Robert Korstad is Kevin D. Gorter Associate Professor of Public Policy Studies and History at Duke University where he codirects the Duke Program on History, Public Policy, and Social Change. He is author of *Civil Rights Unionism: Tobacco Workers and the Struggle for Democracy in the Mid-Twentieth-*

*Century South* (2003) and *The North Carolina Fund: Advance Guard in America's War on Poverty*; coeditor of *Remembering Jim Crow: African Americans Talk About Life in the Segregated South* (2001), and coauthor of *Like a Family: The Making of a Southern Cotton Mill World* (1987).

- America's War on Poverty
- The Long Civil Rights Movement: The 1940s
- The Southern Cotton Mill World
- "Behind the Veil": African American Life in the Jim Crow South
- Civil Rights Unionism

### Alan M. Kraut

*American University*

Alan M. Kraut is professor of history at American University, where he has been named Scholar/Teacher of the Year. He is author or editor of eight books, including the award-winning *Goldberger's War: The Life and Work of a Public Health Crusader* (2003). Most recently, he is coauthor, with his wife Deborah, of *Covenant of Care: Newark Beth Israel and the Jewish Hospital in America* (2007) and coeditor of *American Immigration and Ethnicity: A Reader* (2005) and *From Arrival to Incorporation: Migrants to the U.S. in a Global Age* (2008). Kraut has served as a member of the Statue of Liberty-Ellis Island History Committee, consultant to the National Park Service and documentary filmmakers, and adviser to the Lower East Side Tenement Museum and PBS's *History Detectives*.



- "Mirrors of the Culture": Jewish Hospitals in the History of American Healthcare
- Prejudice and the Rise of the Ethnic Hospital
- Immigration and Public Health Policy on Ellis Island
- Dr. Joseph Goldberger's War on Pellagra
- Who Heals the Stranger? The Provision of Healthcare in Immigrant Communities, 1850-Present
- The United States and the Holocaust

### Michael A. McDonnell

*University of Sydney*

Michael A. McDonnell is a senior lecturer at the University of Sydney. He is author of *The Politics of War: Race, Class, and Conflict in Revolutionary Virginia* (2007) and numerous articles on the Revolutionary War, one of which was chosen for inclusion in the OAH's *The Best American History Essays 2008*. He is currently finishing a book on métis Charles Langlade, the Anishinaabeg, and the Atlantic World, and beginning a new project on memory, politics, and nation-making.



- The Politics of War: How Racial and Class Conflicts Shaped the Revolution in Virginia
- The Price of Patriotism: The Suppression of Dissent and the American Revolution
- The Politics of War, The Politics of History: Writing Class Back into the History of Early America
- Resistance to the Revolution: Disentangling Patriots, Loyalists, and the Disaffected
- The View from Mackinac: Charles Langlade, the Anishinaabeg, and the Atlantic World

**"The lectureship program has hit two home runs with us so far; we'll definitely tap you again."**

—Timothy D. Hall

Department of History

Central Michigan University

## Tony Michels

*University of Wisconsin-Madison*

Tony Michels is George L. Mosse Associate Professor of American Jewish History at the University of Wisconsin-Madison. He teaches courses in American Jewish history, with a special emphasis on immigration, politics, and comparative ethnic history, as well as courses in labor history and radical political movements. His research focuses on the political and cultural history of the Jews. He is author of *A Fire in Their Hearts: Yiddish Socialists in New York* (2005), winner of the Salo Baron Prize from the American Academy for Jewish Research, and is currently working on a book about the relationship of American Jews to Soviet Russia between the 1920s and 1960s.



- American Jewish History (especially twentieth-century immigration)
- Yiddish Culture
- Radical Political Movements and the Labor Movement in the United States

## Deborah Dash Moore

*University of Michigan*

Deborah Dash Moore is Frederick C. L. Huetwell Professor of History at the University of Michigan and director of the Jean and Samuel Frankel Center for Judaic Studies. She is author of *To the Golden Cities: Pursuing the American Jewish Dream in Miami and L. A.* (1994); coauthor of *Cityscapes: A History of New York in Images* (2001); and coeditor of the award-winning *Jewish Women in America: An Historical Encyclopedia* (1997). Her most recent work, *GI Jews: How World War II Changed a Generation* (2004), charts the lives of fifteen young Jewish men as they wrestled with what it meant to be an American and a Jew.



- *GI Jews: How World War II Changed a Generation*
- Immigration in American Jewish History
- American Jewish Identity Politics or What the 1960s Wrought
- American Jews and Urban Photography (illustrated)

## Jennifer L. Morgan

*New York University*

Jennifer L. Morgan is associate professor of history at New York University. Her research examines the intersections of gender and race in colonial America, and she is author of *Laboring Women: Gender and Reproduction in the Making of New World Slavery* (2004). She is currently at work on a project that

considers colonial numeracy, racism, and the rise of the transatlantic slave trade, tentatively entitled *Accounting for the Women in Slavery*.

- Gender and Slavery in the Atlantic World
- Women and the Transatlantic Slave Trade

For complete information on all participating OAH Distinguished Lecturers, visit: [www.oah.org/lectures](http://www.oah.org/lectures)

## Kevin Mumford

*University of Iowa*

Kevin Mumford is associate professor of history and African American studies at the University of Iowa, where he teaches African American history, civil rights, and the history of sexuality. His research looks at long-term social inequalities and the dynamics of oppression and resistance in cities. He is author of *Interzones: Black/White Sex Districts in Chicago and New York in the Early Twentieth Century* (1997) and *Newark: A History of Race, Rights, and Riots in America* (2007) and is at work on a study of black gay history from the 1960s to the 1990s.



- Lincoln's Progeny: "Miscegenation" and "Mulattoes" in Historical Perspective
- The Urban Crisis on the Fortieth Anniversary of the Kerner Report and the Newark Riots
- Civil Rights, Sexual Politics, and African American Gay History

## Scott Reynolds Nelson

*College of William and Mary*

Scott Nelson is Legum Professor of History at the College of William and Mary and author of *Iron Confederacies* (1999) and popularly acclaimed *Steel Drivin' Man* (2006), which also won the OAH Merle Curti Prize. A children's book entitled *Ain't Nothing But a Man: My Quest to Find the Real John Henry* (2007) is based on his research. He is coauthor of *A People at War: Civilians and Soldiers in America's Civil War* (2007), and is currently working on a history of the international wheat trade, the Panic of 1873, and the intertwined lives of Dwight Moody, Sigmund Freud, Anton Chekhov, and Rosa Luxembourg.



- Take this Hammer: The Death of John Henry and the Birth of Rock 'n' Roll, 1868-1930
- Liquid Labor East and West: Coerced Migrations of Irish and Chinese Railroad Workers, 1862-1870
- What do Historians Do All Day?
- The Revolution of Little Cans: How the Contents of a Union Soldier's Haversack Internationalized American Industry, 1862-1900
- Defecation Fictions: Circulation and the Invisible Economy of the Civil War Prison Camp

## Susan O'Donovan

*Harvard University*

Susan O'Donovan is associate professor of history and African American studies at Harvard University, author of *Becoming Free in the Cotton South* (2007), winner of the OAH James A. Rawley Prize, and coeditor of two volumes from the Freedmen and Southern Society Project. Her current project, "Slaves and the Politics of Disunion," explores the extent to which enslaved women and men helped shape this formative moral and political debate. She is also a lead participant on the British-based project, "After Slavery: Race, Labour, and Politics in the Post-Emancipation Carolinas," examining the historical circumstances that gave rise to new and violent forms of racial subordination.



- The Politics of Slaves
- The Genders of Freedom
- Making Slavery's Cotton
- Freedom's Many Faces

## David M. Oshinsky

*University of Texas at Austin*

David M. Oshinsky is Jack S. Blanton Professor of History at the University of Texas at Austin, where he has received the university's Raymond Dickson Centennial Teaching Award. His books include *A Conspiracy So Immense: The World of Joe McCarthy* (1983) and *Worse Than Slavery* (1996), which garnered the Robert F. Kennedy Prize for distinguished contribution to human rights. His latest book, *Polio: An American Story* (2006), won both the Pulitzer Prize in History and the Hoover Presidential Book Award, and his articles and reviews appear regularly in the *New York Times* and other national publications.



- *Polio: A Look Back at America's Most Successful Public Health Campaign*
- *Senator Joe McCarthy: The Verdict of History*
- *Mississippi Burning: Closing the Case on the Civil Rights Killings of 1964*

## Ted Ownby

*University of Mississippi*

Ted Ownby is professor of history and southern studies at the University of Mississippi. He is author of *Subduing Satan: Religion, Recreation, and Manhood in the Rural South, 1865-1920* (1993), and *American Dreams in Mississippi: Consumers, Poverty, and Culture, 1830-1998* (1999), and editor of books



on ideas in the Civil Rights era and southern manners. He is working on a book about the conflicting definitions of family life in the twentieth-century American South.

- "Is There Still an American South?" An Historian Critiques the Question
- *Roots, Divorce, "Free Bird," and Family Values: Debating Southern Family Life in the 1970s*
- *Brotherhood and Its Problems in Twentieth-Century Southern History*
- *Shopping in Mississippi History*

## Matthew Pinsker

*Dickinson College*

Matthew Pinsker holds the Brian Pohanka Chair of Civil War History at Dickinson College. He has published two books and numerous articles on Abraham Lincoln and the Civil War era, including *Lincoln's Sanctuary: Abraham Lincoln and the Soldiers' Home* (2003). He has served as a visiting fellow at the National Constitution Center in Philadelphia and leads annual K-12 teacher workshops on the Underground Railroad for the National Endowment for the Humanities.



- Abraham Lincoln: Private Man, Public Leader
- Lincoln and War Powers: The Doctrine of Electoral Necessity
- Lincoln and Emancipation: New Evidence and Old Theories
- The Underground Railroad and the Coming of the Civil War
- The Other Lincoln-Douglass Debates

## Joshua Rothman

*University of Alabama*

Joshua Rothman is associate professor of history at the University of Alabama, where he specializes in antebellum America and the history of race, slavery, and the South. He is the author of *Notorious in the Neighborhood: Sex and Families across the Color Line in Virginia, 1787-1861* (2003), and is currently

working on an edited work about antebellum reform activities as well as a book about the expansion of slavery and the cotton kingdom to the Jacksonian-era southwest.

- Race, Slavery, and the Southern Family
- Thomas Jefferson and Sally Hemings: Is It True? Why Should We Care?
- A Speculator's Paradise: Market Capitalism and the Expansion of the Slave South
- The Legend of John Murrell: Banditry and Slave Conspiracies on the Cotton Frontier

## Leila J. Rupp

*University of California, Santa Barbara*

Leila J. Rupp is professor of women's studies and associate dean of social sciences at the University of California, Santa Barbara. She is author of *A Desired Past: A Short History of Same-Sex Sexuality in America* (1999) and *Worlds of Women: The Making of an International Women's Movement* (1997), and coauthor of *Drag Queens at the 801 Cabaret* (2003) and *Survival in the Doldrums: The American Women's Rights Movement, 1945 to the 1960s* (1987). Also coeditor of *Feminist Frontiers* (7th ed., 2006), she is currently writing a global history of love between women.



- Sapphistries: A History of Love Between Women
- The Beauty of Drag Queens
- Worlds of Women: The Making of an International Women's Movement

## Edmund Russell

*University of Virginia*

Edmund Russell is associate professor in the departments of history and science, technology, and society at the University of Virginia. His research and teaching have focused on environmental history, the history of technology, and the history of science. He is author of *War and Nature: Fighting Humans and Insects from World War I to Silent Spring* (2001), which won the Edelstein Prize, and "Evolutionary History: Prospectus for a New Field" (2003), which won the Leopold-Hidy Prize. He has received awards from his university and the state for his teaching.



- War and Nature: Fighting People and Insects with Chemicals from World War I to *Silent Spring*
- Evolutionary History: Prospectus for a New Field
- Bulldog Nation: How Fierce Dogs and English Society Co-Evolved in Modern England

## Robert W. Rydell

*Montana State University*



Robert W. Rydell is professor of history and director of the Montana Humanities Institute at Montana State University. He has written or cowritten several books that examine the power of the world's fairs to define the modern world, especially to lend legitimacy to America's growing imperial

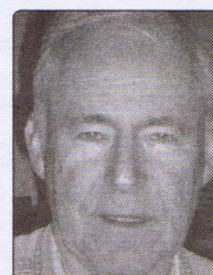
ambitions after the Civil War. International exhibitions reveal intersections between the cultural politics of race, class, and gender; provide fascinating lenses for examining cultural diplomacy; and afford important insights into the complexities of globalization.

- Imperial Cities: World's Fairs and the Cultural Reconstruction of the United States, 1876-1904
- The World of Fairs, 1851-2010
- Buffalo Bill, the American West, and America's Image in the World
- "Contend, Contend, Contend": African Americans and America's White Cities
- America by Design: America's Depression-Era World's Fairs

## Donald Schwartz

*California State University, Long Beach*

Donald Schwartz has been a member of the history department at California State University Long Beach since 1987. His research interests include the experience of Holocaust survivors, the role of Quakers in Holocaust rescue attempts, and the teaching of the Holocaust in grades K-12. He is deeply involved with improving the teaching of American history through his work with the Gilder Lehrman Institute of American History and with Teaching American History projects.



- America and the Holocaust
- Progressivism and the American Eugenics Movement
- The U.S. and Europe: Examining the Dynamics of a Love-Hate Relationship
- The 1950s: Happy Days or Misplaced Nostalgia?
- Teaching the Holocaust in K-12 Classrooms

## Jon Sensbach

*University of Florida*

Jon Sensbach is professor of history at the University of Florida. In his research, he has sought to understand how Christianity shaped relations between Europeans and enslaved Africans, and how people of African descent created lasting religious cultures in the Americas. His most recent book, *Rebecca's Revival* (2005), explores the life of an eighteenth-century black female evangelist in the Caribbean, Europe, and Africa, and his current work investigates the conjunction of Native American, European, and African religions in the early South before the "Bible Belt."



- Religion and New World Colonization
- The Sacred South
- Slavery and Religion
- Religion and the Founders
- Religions of the African Diaspora

## Carole Shammas

*University of Southern California*



Carole Shammas holds the John R. Hubbard Chair in History at the University of Southern California and specializes in the socioeconomic history of Britain and English-speaking North America. In articles and books on inheritance, consumption, and household government, she has explored how households and the behavior of their members affect the economy and politics. Most recently, she has embarked on a study of how demography and the physical environment influenced the built environment of early America.

- America, the Atlantic, and Global Consumer Demand, 1500-1800
- Household Government in America
- Labor Force Participation in Early America
- Permanence and the Housing Stock of the U.S.
- The Future of Quantitative History

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**"Thank you for your assistance in bringing yet another wonderful speaker!"**

—Lyn Ellen Bennett  
Department of History  
and Political Science  
Utah Valley University

### Suzanne M. Sinke

*Florida State University*

Suzanne M. Sinke is associate professor of history at Florida State University. She is author of *Dutch Immigrant Women in the U.S., 1880-1920* (2002), and coeditor of *A Century of European Migrations* (1991) and *Letters Across Borders* (2006) as well as numerous articles on migration and gender. She is currently writing a book on the relationship of marriage to international migration in the U.S. context, from "bride ships" to matchmaking web sites. Her teaching blends comparisons of gender and migration among different countries.



- Crossing Borders: Globalizing U.S. History through Migration
- Gendered Migration: Twentieth-Century Policy and Practice
- Marriage through the Mail: Correspondence Marriage Across Borders
- Love, Sex, Bureaucracy: The U.S. Military and Marriage to Foreigners

### Ryan K. Smith

*Virginia Commonwealth University*

Ryan K. Smith teaches American history at Virginia Commonwealth University, with interests in religion, material culture, and public history. His book, *Gothic Arches, Latin Crosses: Anti-Catholicism and American Church Designs in the Nineteenth Century* (2006) was a "Nota Bene" selection in the *Chronicle of Higher Education*. In this work, he reveals the surprising artistic exchange that took place beneath the surface of Protestant/Catholic hostilities in the early American republic, shedding new light on common Christian symbols.



- The Cross: The Forgotten History Behind a Contested Christian Symbol in Nineteenth-Century America
- New Catholic Churches in America and Their Protestant Audiences, 1776-1860
- The Fountain of Youth: History of a Wayward American Shrine

### Michael B. Stoff

*University of Texas at Austin*

An historian of the modern United States, Michael B. Stoff is director of the nationally acclaimed Plan II Honors Program at the University of Texas. He is author of *Oil, War, and American Security* (1980) and coauthor of *Nation of Nations: A Narrative History of the American Republic* (6th ed., 2008) as well as high school and middle school textbooks. He is coeditor of *The Manhattan Project: A Documentary Introduction to the Atomic Age* (1991) and is currently working on a book on the bombing of Nagasaki. He has been honored many times for his teaching, most recently with election to the Academy of Distinguished Teachers.



- Presidential Leadership in Modern America
- Public Education In America: Where We Have Been and Where We Should Go
- *The Wizard of Oz: A Parable of Populism*
- The Bombing of Nagasaki in History and Memory
- Narrative History: Putting the Story Back into History

### Cynthia Stout

*National Council for History Education*

Cynthia Stout spent thirty years with the Jeffco Public Schools in Golden, Colorado, primarily teaching history and social studies at the secondary level. She also wrote curriculum and assessments and worked in professional development for K-12 teachers during her tenure there. Currently she is executive director of the National Council for History Education, an organization dedicated to promoting the teaching of history K-12. Her scholarly research interests center around the effects of tuberculosis on people and communities in the late nineteenth and early twentieth centuries.



- Tuberculosis and the Development of Colorado
- Teaching Students to Think Historically
- Best Practices in Teaching History at the Secondary Level
- Assessment and Evaluation in the History Classroom

### Penny M. Von Eschen

*University of Michigan*

Penny M. Von Eschen is professor of history and American culture at the University of Michigan. She is author of *Satchmo Blows Up the World: Jazz Ambassadors Play the Cold War* (2004) and *Race against Empire: Black Americans and Anticolonialism, 1937-1957* (1997), winner of the Stuart L. Bernath Book Prize of the Society for Historians of American Foreign Relations, among others. She is coeditor of *Contested Democracy: Freedom, Race, and Power in American History* (2007) and *American Studies: An Anthology* (2008), and is currently working on a transnational history of Cold War nostalgia.



- Cold War Nostalgia: From "Stalin World Theme Park", Lithuania, to the International Spy Museum, Washington, D.C.
- Jazz Ambassadors Play the Cold War: The U.S. State Department Jazz Tours
- Duke Ellington Plays Baghdad: Rethinking Power after 1945

### Barbara Y. Welke

*University of Minnesota*

Barbara Y. Welke is associate professor of history and professor of law at the University of Minnesota. She teaches and writes on nineteenth- and twentieth-century U.S. history and U.S. legal and constitutional history. She is author of *Recasting American Liberty: Gender, Race, Law, and the Railroad Revolution, 1865-1920* (2001), winner of the American Historical Association's Littleton-Griswold Prize. She is now working on two books: a study of legal personhood and citizenship from the American Revolution through the 1920s and a study of product liability and consumer product safety from the late nineteenth through the twentieth century.



- Railroads, Hazard, and the Recasting of Individual Liberty
- Gender, Jim Crow, and American Railroads
- Legal Personhood and Citizenship in the Long Nineteenth Century
- Historical Perspectives on Hazardous Products and Consumer Safety
- Progressive Era

### OAH Lecturers In Action

OAH Distinguished Lecturer Edward Countryman (right) delivered the William T. Bulger Annual Lecture in Biography at Central Michigan University in March. Countryman is shown here with Bill Bulger, the lecture series' honoree.





### Beth S. Wenger

*University of Pennsylvania*

Beth S. Wenger is Katz Family Term Chair in American Jewish History at the University of Pennsylvania where she directs the Jewish studies program. She is author of *New York Jews and the Great Depression: Uncertain Promise* (1996), winner of the Salo Baron Prize in Jewish History; *The Jewish*

*Americans: Three Centuries of Jewish Voices in America* (2007), companion volume to the PBS documentary of the same name; and the forthcoming *History Lessons: The Invention of American Jewish Heritage*. She is coeditor of *Remembering the Lower East Side* (2000), as well as "Holy Land:" Place, Past, and Future in *American Jewish Culture* (1997).

- Narrating American Jewish History
- In Search of American Jewish Heritage
- The Lower East Side in American Jewish Culture
- Civics Lessons: Jews and American National Holidays
- War Stories: Jewish Patriotism on Parade

### Jeannie Whayne

*University of Arkansas*

While growing up in northeastern Arkansas during the 1950s and 1960s, Jeannie Whayne witnessed a transformation that prompted her lifelong absorption in the history of twentieth-century plantation agriculture and race relations. Her first book placed the creation of the interracial Southern Tenant Farmers Union, founded near her childhood home, in the context of the area's history. Currently professor of history and chair of the history department at the University of Arkansas, she is finishing a book on a sixty-thousand-acre Arkansas plantation and launching research on an environmental study of the lower Mississippi River Valley.



- Forging a Delta Empire: Lee Wilson and the Making of a Post-Civil War Southern Plantation
- Tripping Toward Katrina: One Hundred Years of Flood Control along the Mississippi River Valley
- Between a Rock and a Hard Place: African American Farm Agents
- Recreating the World of the Homesteaders
- The Rural Dimension of the Long Civil Rights Struggle

### Shane White

*University of Sydney*

Shane White has been at the University of Sydney since he was seventeen years old. Currently professorial fellow and professor of American history there, he studies African American history—particularly the lives and experiences of ordinary African Americans—and often concentrates on black street life. He is coauthor, most recently, of *The Sounds of Slavery: Discovering African American History Through Songs, Sermons, and Speech* (2005) and is currently engaged in a collaborative project on everyday life in Harlem, 1915-30.



- Staging Freedom in Black New York
- Sounds of Slavery
- When Black Kings and Queens Ruled in Harlem
- The Black Eagle of Harlem: Herbert Julian

### Frank J. Williams

*Supreme Court of Rhode Island*

Chief Justice of the Supreme Court of Rhode Island, Frank J. Williams is author of *Judging Lincoln* (2002) and coauthor of *The Emancipation Proclamation: Three Views* (2008), among other works. He has amassed a private library and archive that ranks among the nation's largest and finest Lincoln collections. Founding chair of the Lincoln Forum and past president of the Abraham Lincoln Association, he serves as literary editor of the *Lincoln Herald*, where his quarterly "Lincolniana" survey appears, and is currently at work on an annotated bibliography of Lincoln titles published since 1865.



- Abraham Lincoln and Civil Liberties in Wartime
- Abraham Lincoln and Leadership
- Abraham Lincoln, Commander in Chief
- Judging Abraham Lincoln as a Judge
- Abraham Lincoln as a Lawyer

### Patrick Wolfe

*La Trobe University*

Patrick Wolfe is Charles La Trobe Research Fellow at La Trobe University in Victoria, Australia. He has researched, taught, lectured, and written on race and colonialism in the United States, Australia, Brazil, and India. He established the teaching of Aboriginal history at the University of Melbourne, where he was awarded the Faculty of Arts Dean's Teaching Award, and has presented lectures and seminars on race and racial issues in the United States and other countries. He is currently working on a transnational history of settler-colonial policies on Native peoples.



- Any Color You Want So Long As It's Not Black: African Americans and the Strange Career of Race
- Where Did the Vanishing Indian Vanish To? Happy and Not So Happy Hunting Grounds in U.S. Indian Policy
- Races for Places: Different Societies, Different Histories, and Different Differences (a comparative view of race)

### Nan E. Woodruff

*Pennsylvania State University*

Nan E. Woodruff is professor of history at Pennsylvania State University. A social historian with an interest in the social and political history of the American South with special reference to African American history, she is author of *American Congo: The African American Freedom Struggle in the Delta* (2003), winner of the McClemore Prize. Her current research focuses on memory and violence among African Americans in the South, 1920 to the present. She is national coordinator for the UNESCO Transatlantic Slave Trade Education Project-USA that works with public school teachers on the issues of teaching slavery and freedom struggles.



- The New Negro in the American Congo: World War I and the Elaine, Arkansas, "Race Riot"
- American Congo: The Mississippi Delta in the Early Twentieth Century
- The "Global" South in Historical Perspective
- African American Freedom Struggles (a workshop for teachers)
- White Supremacy and Its Challengers (a workshop for teachers)

### David M. Wrobel

*University of Nevada Las Vegas*

A native of London, England, David M. Wrobel is an historian of American thought and culture and the American West. He is professor of history at the University of Nevada Las Vegas and is also engaged in a wide range of partnerships with K-12 educators. He is author of *The End of American*



*Exceptionalism: Frontier Anxiety from the Old West to the New Deal* (1993) and *Promised Lands: Promotion, Memory, and the Creation of the American West* (2002), and he is currently working on a book entitled *Global West, American Frontier: Traveler's Accounts from the Nineteenth and Twentieth Centuries*. He is president of the Pacific Coast Branch of the American Historical Association and past president of Phi Alpha Theta, the national history honor society.

- Global West, American Frontier: Travelers' Accounts of the Nineteenth- and Twentieth-Century American West
- The Ghosts of Western Future and Past: Promotion, Memory, and the Creation of the American West from the Homestead Act to the Present
- A World of Clashing Darwinisms: Conservatism and Liberalism in Late Nineteenth-Century America and Today
- A Lesson from the Past: How K-12 and University Teachers Can Together Save History Education
- Historiography as Pedagogy: Thoughts on the Messy Past and Why We Shouldn't Clean It Up

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