



Newsletter

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The Working Group on Evaluating Public History Scholarship

Gregory E. Smoak

While gaining tenure is never easy, the process holds special challenges for the growing ranks of public historians in history departments. Over the past half-century a reward system that privileges the publication of original scholarship in limited forms and outlets has become entrenched in American academia. Every discipline interprets this system differently. For historians the peer-reviewed single-authored monograph and/or a series of peer-reviewed, journal articles have become the Holy Grail, the key to tenure and promotion. Other forms of original scholarship (museum exhibit scripts, National Register nominations, contract consultations, etc.) are held in lesser regard or even dismissed outright. Collaborative research and publication is also generally devalued. Public historians, whose scholarly "product" may not fit neatly within the standard forms and whose work is often collaborative in nature, are put at a disadvantage. Yet, at the same time, these junior scholars may be asked to run, or even build, a public history program. In essence, public historians in academia often must serve two masters. They must fulfill the standard "academic" requirements for tenure and promotion and they must remain fully engaged public scholars in order to keep their jobs and do them responsibly. Addressing this central dilemma is the mission of the Working Group on Evaluating Public History Scholarship, a collaborative project of the Organization of American Historians, the National Council on Public History, and the American Historical Association.

Neither the challenges facing public historians nor the larger issue of what counts as scholarship are new. The effort of the current working group is really a continuation of a conversation begun in the early 1990s. At that time the AHA created an ad hoc committee to study the problem. In December of 1993 the committee issued its report, *Redefining Historical Scholarship* (1). "The AHA defines the history profession in broad, encompassing terms," the report's

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Reconnecting a Profession: Collaboration and Community

Juli A. Jones

The 2008 OAH Community College Workshop series brought together two- and four-year college historians for summer workshops in Bloomington, Indiana, and Dallas, Texas. A strong desire to connect with other colleagues motivated many to join the workshops in the program's second year. The overwhelmingly positive experience resulted in new memberships, renewals, and volunteers for service in our organization. As in 2007, these historians recognized and appreciated the OAH's commitment to its mission of including diverse members of our profession. A Dallas attendee wrote, "thank you for recognizing the need for the workshop and making it possible. I know that it is expensive and labor intensive, but it is gratifying to know that you are leading the OAH to strengthen the field of American history in significant ways."

In beginning the workshop series last year, the OAH sought to reconnect two-year faculty with their profession and to overcome the barriers for many who have felt cut off from the larger historical community, lack institutional support for professional development, and work in isolation from four-year colleagues and each other. Through supporting our commitment to diversity and mission of outreach and service to all segments of our profession, we realized that community college historians teach the great majority of U.S. history courses taken by American college students, but they have little connection to the larger profession. By focusing on the U.S. history survey, we realized we could bring together diverse audiences and provide useful, accessible, and collaborative professional development. The workshop series thus seeks to provide a venue and opportunity for connection and collaboration among



Participants in the OAH Community College Workshop in Dallas attend a session on documents and artifacts at the Sixth Floor Museum at Dealey Plaza.

two-year faculty, as well as with four-year colleagues. With three workshops now behind us, it is clear that community college historians are seeking their own "community": a forum for exchanging ideas, best practices, continuing education and funding opportunities, and a supportive network of colleagues who understand their challenges.

This is particularly true in the Midwest for the historians who attended the Indiana workshop in May held at Ivy Tech Community College in Bloomington. Attendees came from Indiana, Illinois, Iowa, Michigan, Minnesota, Ohio, Missouri, Tennessee, Kentucky, and some from other areas of the country. A number of them were from small departments in rural areas, with few opportunities for professional development as historians or meeting others in their field. The college town atmosphere of Bloomington was an excellent environment to meet and socialize with colleagues—conversations begun during the workshop days continued on into the evenings at area restaurants.

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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.

History With Boundaries: How Donors Shape Museum Exhibits

Pete Daniel



Daniel

James Smithson's gift to the United States for an institution dedicated to the "increase and diffusion of knowledge" has grown into a complex of nineteen museums and several notable research centers. Until recently the Smithsonian Institution boasted a sterling reputation. The public trusted that the Smithsonian was objective and above politics, and this inured people to its aloofness and occasional poor management.

Recently, the institution has been swallowed in controversy and shame as Secretary Lawrence Small and several other top administrators resigned in disgrace amidst charges of outrageous travel expenses, lack of attention to work, service on corporate boards, bloated salaries, and other problems, all committed with the complicity of the Board of Regents. Despite the failure of the Smithsonian's top leaders, the staff has continued to receive high marks both for scholarship and for integrity.

These sad and inexcusable lapses at the top have diverted attention from significant issues that plague the National Museum of American History (NMAH) and reflect

directly on its core mission, "the increase and diffusion of knowledge." Since the mid-1980s, the curatorial and technical staff has been decimated while donors have increasingly intruded into exhibit planning and, unchecked by directors, have eroded the museum's intellectual landscape.

Before the 1980s, Congress funded most Smithsonian exhibits. Curators conceptualized exhibits and had responsibility for scope and content. Unlike a lone historian writing a monograph, a curator headed a museum exhibit team that consulted with academic historians, chose objects that fit the story, explored how best to present relevant public programs, created a dynamic design, and produced a legible script that neither offended experts nor confused eighth graders. Museum practice demands that curators maintain responsibility for all these elements.

Since the late 1980s, the NMAH staff has been pruned not only by resignations, retirement, and death but also by design. Curators who left the museum were seldom replaced, resulting in a void of fresh and bold ideas generated by younger scholars. Specialists with decades of knowledge of collections and unique technological skills retired with no effort either to preserve their knowledge or to replace their skills. Because of reorganization and funding cuts, remaining curators took on burdensome clerical and secretarial responsibilities, leaving less time for creative pursuits.

Trends in exhibits over the past two decades provide a cautionary tale, not only of curatorial decline, but also of the impact of private funding. In 1987, Congress funded the NMAH exhibit, *A More Perfect Union*, an exhibit on Japanese internment that marked the two hundredth anniversary of the U.S. Constitution. Curator Tom Crouch and director Roger Kennedy not only endured outraged criticism for bringing up this nasty chapter of U.S. history but also received death threats. To caution visitors that internment was not a celebratory chapter of U.S. history, museum visitors first saw a TV monitor featuring John Chancellor who explained that the exhibit was an instance when the U.S. Constitution failed. The exhibit's success demonstrated that the American public did not flinch from controversy. Since 1987 the museum has mounted some successful exhibits, but none that pushed so far and achieved so much as *A More Perfect Union*.

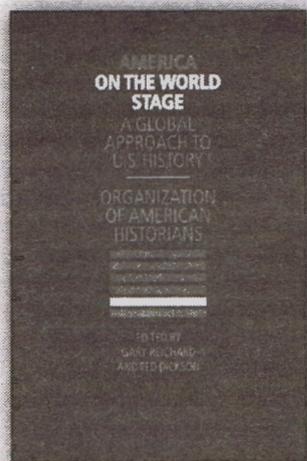
While the National Museum of American History stood by *A More Perfect Union* in the

face of opposition, in the early 1990s Smithsonian Secretary I. Michael Heyman failed to support curators at the National Air and Space Museum in the *Enola Gay* fiasco. The Smithsonian Institution, with its hoary tradition of conservative exhibits and the trust of millions of visitors and admirers, abandoned Air and Space curators in their effort to present a provocative and challenging exhibit on the end of World War II and the opening of the nuclear age. I agree with the verdict reached by Richard H. Kohn, former chief of Air Force history for the U.S. Air Force, member of three advisory committees for the National Air and Space Museum, and currently professor of history at the University of North Carolina, Chapel Hill. "The cancellation of the National Air and Space Museum's (NASM) original *Enola Gay* exhibit in January 1995," he wrote, "may constitute the worst tragedy to befall the public presentation of history in the United States in this generation." He faulted Secretary Heyman both for folding before pressure and for warning curators that controversy within the Smithsonian would not be tolerated. An intellectual chill settled over Smithsonian museums (1).

When Congress cut exhibit funding the spectrum of possibilities narrowed considerably, for donors shied from controversy and challenges to conventional wisdom. Still, the opportunity existed for museum curators and funders to work together. *Science in American Life*, begun in the late 1980s and opened in 1994, emerged as the transitional exhibit. In the late 1980s, the American Chemical Society (ACS) agreed to fund an exhibit on science and insisted on a review board composed of scientists selected by the ACS and historians appointed by the museum. In addition to its weekly meetings, the five-member curatorial team met monthly with the review board to discuss script, objects, and accuracy. Understandably, the ACS wanted an exhibit that featured lab-coated scientists doing heroic research while curators and historians insisted on also stressing the impact of science when it left the laboratory and entered society. In most cases the exchanges in the review meetings were cordial and informative, but scientists had concerns about, among other things, our treatment of nuclear testing, pesticides, and a fallout shelter.

I worked on sections dealing with the Manhattan Project, atomic testing, polyesters, a 1950s house and yard, pesticides, and Rachel Carson. The exhibit mixed heroic (and controversial) science with social and cultural history. We replicated the racquet court beneath the University of Chicago football stadium where Enrico Fermi's team constructed the first critical pile, and we created a video that used animation to explain what was going on inside the pile as it went critical. To discuss plutonium production, we collected a control panel from one of the first nuclear reactors at Hanford, Washington. Despite the *Enola Gay* crisis down the Mall at Air and Space, we included photographs of ground-level destruction caused by an atomic bomb. A hydrogen bomb casing hung above the section that discussed living in the shadow of the bomb during the Cold War. We even displayed a prototype of B. F. Skinner's World War II weapon, a pigeon-guided missile. In my estimation we reached a successful balance between laboratory science and its impact upon society (2). Science

AMERICAN HISTORY GLOBAL CONTEXT



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Laura F. Edwards
John Ferling
Paul Finkelman
Joanne B. Freeman
Donna Gabaccia
Elliott J. Gorn
James N. Gregory
Robert Gross
Michael F. Holt
Woody Holton
David Jaffee
Peniel E. Joseph
Stanley N. Katz
William Howland
Kenney
Wilma King
Jon Kukla
Peter Kuznick
Nancy Langston
Chana Kai Lee
James W. Loewen
Waldo E. Martin Jr.
Edith P. Mayo
Jeff McClurken
Stephanie McCurry
Sally G. McMillen
Joanne Pope Melish
Marla R. Miller
Clyde A. Milner II
Gregory H. Nobles
Lisa Norling
Lee Formwalt
Mary Beth Norton
Barbara B. Oberg
Carol A. O'Connor
Elisabeth I. Perry
Kimberley L. Phillips
Daniel T. Rodgers
Clara E. Rodriguez
David R. Roediger
Vicki L. Ruiz
Neal Salisbury
Virginia Scharff
Bruce J. Schulman
Marjorie Spruill
James Brewer Stewart
Thomas J. Sugrue
William G. Thomas III



How TAH Grants Educate Professors: A Report from the Third Annual TAH Symposium

Kelly Woestman

During the last three years, nearly three hundred teachers, historians, project directors, history educators, curriculum specialists, evaluators, and other stakeholders in the Teaching American History Grant program have participated in the OAH/H-NET Teaching American History Grant Symposia. Participants have analyzed the short-term and long-term impacts of the more than \$800 million federal dollars earmarked for history education.

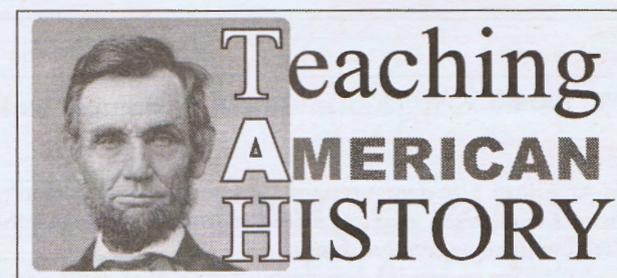
The goal of the OAH/H-NET TAH Symposia is to examine the larger impact of TAH grants on the historical profession. A continuing issue for everyone involved in TAH grants is extending their impact on history and history education long after funding ends.

Expanding on the theme of previous symposia examining the impact of Teaching American History grants on the historical profession, Professor Carol Berkin gave the keynote address, "Things Your Teachers Taught Me: How TAH Grants Educate Professors," at the Third Annual OAH/H-Net TAH Grant Symposium held in conjunction with the OAH meeting on March 30, 2008, in New York City. In addition to being a prolific author and frequent contributor to television documentaries, as well as being an OAH Distinguished Lecturer, Berkin has participated

in more than thirty TAH grant institutes. As the Presidential Professor of History at Baruch College and the Graduate Center, City University of New York, she pursues not only the traditional responsibilities of an active historian but has expanded her reach to various constituencies in the public sector beyond the academic realm. In her keynote, Berkin emphasized that, as a result of her interaction with teachers in TAH grants throughout the nation, she pulled aside the curtain that often separates academic historians from their audiences and began to think more about the specific needs of her various audiences, especially teachers inundated with state standards and prescribed curricula—issues often unfamiliar to college teachers.

Contrasting the needs of teachers with the traditional presentation styles of most academic historians, Berkin pointed out that many historians were missing out on the potential for enhanced understanding, not only of history, but of how people learn history. Additionally, Berkin asserted that by clearly stating the goals of a presentation up front and clarifying key terms, a historian could lay the foundation for working with teachers to ensure enduring understandings of the human experience that also increase the analytical skills as well as the sustained curiosity of everyone in the study of American history.

Audience-centered discussion panels comprised the rest of the day as more than one hundred participants more closely examined the impact of the more than \$800 million of TAH grant funding for the historical profession. I chaired the day's first panel that examined the history expertise available from K-12 and public history institutions where they are included as equal partners in grant planning and implementation. Adrienne Kupper pointed out that she was unaware of the numerous history education resources available from the New-York Historical Society until she went to work for the organization. Will Mallet, a secondary history teacher who has also served as a Teacher Leadership Team member for five grants in Kansas, explained how TAH funding allowed him to research in archives across the country, which added to his understanding and teaching of American history. Furthermore, he pointed out the collaboration opportunities that the grants provide for teachers who often have few other opportunities to discuss their common interests and challenges. Finally, Charles Calhoun pointed out that humanities organizations have strong organizational and networking skills that could help sustain the long-term impact of TAH grants on the larger historical community.



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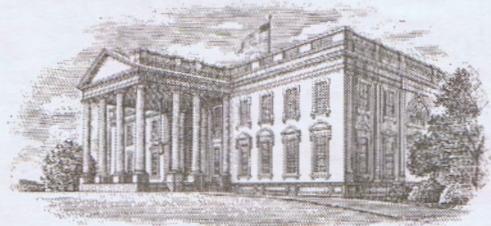
Forging sustainable partnerships was the focus of the first afternoon panel led by H-TAH coeditor Thomas Thurston. Gary Nash discussed his extensive experience working with teachers while Margaret Smith-Crocco pointed out that successful TAH grants should include faculty from departments of education and include a focus on how children learn history. Kimberly Ibach, an OAH Executive

Board member, asserted that teachers should play a key role in determining the specific history topics studied through TAH grants. The OAH Committee on Teaching chair, Steve Mintz, called on participants to think of TAH grants as "one would a marriage." Each partner would expect to think in new ways throughout the life of a TAH project and work together to create a "lasting legacy" as well as "engage in genuine give and take" in which partners listen to one another for the good of all.

The third audience-centered panel focused on the continuing challenges of effective evaluation. Alex Stein, the U.S. Department of Education TAH Program Team Leader, discussed the ongoing regression discontinuity study to evaluate the effectiveness of TAH grants. He pointed out that, because only fifteen or so states require testing of student knowledge of American history, an effective national impact measure is one of the biggest challenges facing TAH grants. Elise Fillpot then shared the diverse means that her programs used to evaluate the teachers' increased knowledge of American history and their confidence in teaching history. Another experienced TAH participant, David Gerwin, argued that "there's not a quantitative measure that tells you what you really want to know that doesn't have a qualitative factor going into it." H-TAH coeditor Rachel Ragland chaired this panel.

Symposium participants also had the opportunity to participate in onsite visits arranged by panelist David Gerwin in New York City area schools on Monday morning and several participated in the optional Sunday night dine-around at area restaurants. Planning is now underway for the Fourth Annual TAH Symposium in Seattle to be held in conjunction with the March 2009 OAH Annual Meeting. We would like to thank The History Channel and the Gilder Lehrman Institute of American History for their generous support of the symposium. □

H-TAH <www.h-net.org/~tah> coeditor Kelly A. Woestman is professor of history and history education director at Pittsburg (KS) State University. She has participated in writing and implementing TAH grants throughout the country and is currently serving as H-Net President-Elect.



THE WHITE HOUSE
HISTORICAL ASSOCIATION

TRAVEL GRANTS

The WHITE HOUSE HISTORICAL ASSOCIATION invites scholars to apply for grants that will defray costs of travel and accommodations. The association will consider projects that make use of textual and non-textual records pertinent to the president, first family, and subordinates while the president lives in the White House. The focus of the research should be the White House, including life and work there, as well as the physical structures. Maximum grant \$2000. Deadlines March 1 and September 1. See "Research" at www.whitehousehistory.org for more information and application procedures.

in American Life demonstrated that, with strong backing from the director, curators could maintain control even faced with an aggressive donor.

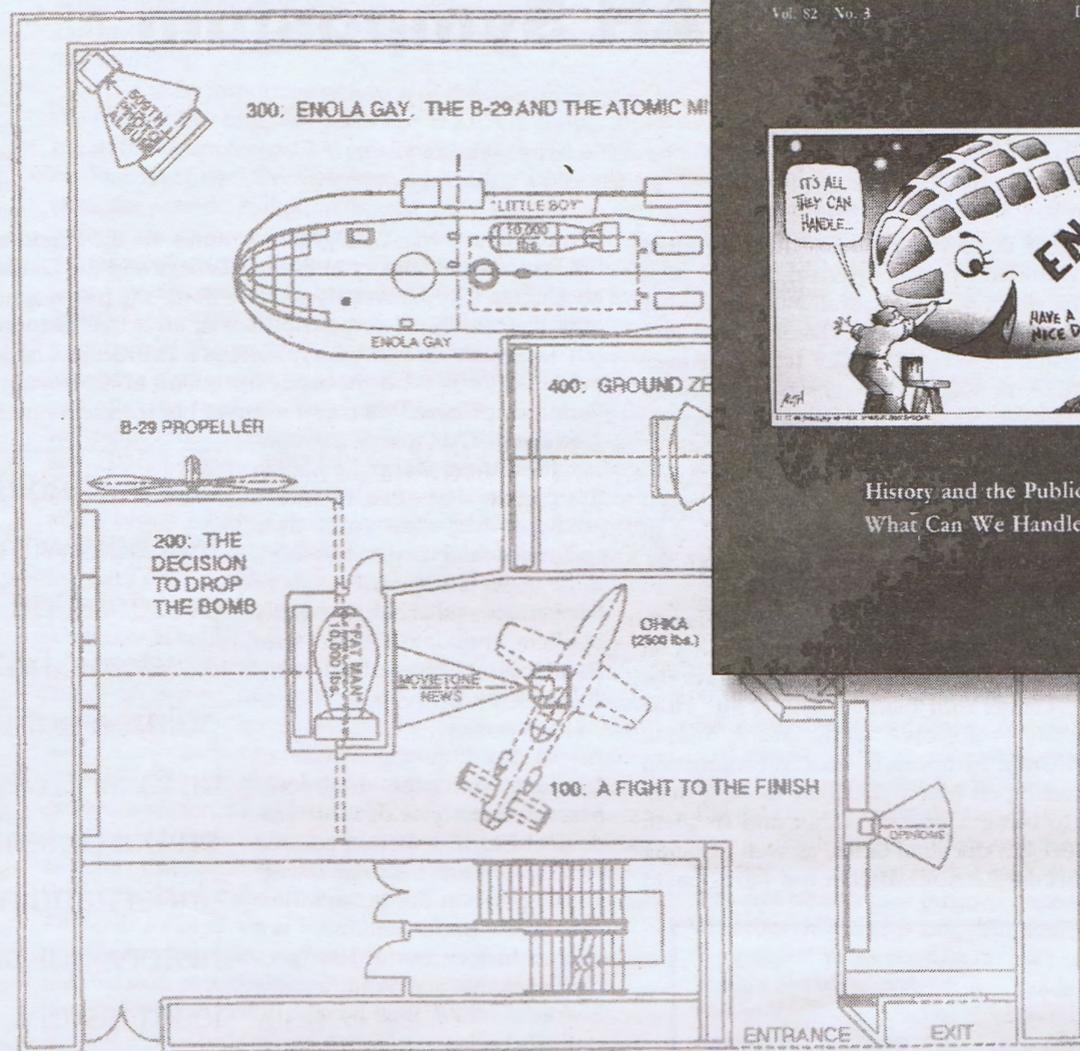
Primary curatorial responsibilities revolve around research, publication, collections, and exhibits. During these years of funding transition, I collected objects that would populate an exhibit on southern rural life and attempted to find financial support. I dreamed of an exhibit based on my book, *Breaking the Land: The Transformation of Cotton, Tobacco, and Rice Cultures since 1880* (University of Illinois Press, 1985). All I needed was several million dollars. Director Roger Kennedy supported my efforts, and the development office worked with me to produce a brochure and make contacts.

Our proposal interested a farm implement dealer and, after the necessary groundwork, I traveled with our development staff to its Midwest headquarters. We felt that all signs were positive and made the "ask" but, to our surprise, the spokesman pleaded hard times and refused support. As we were leaving his office, the corporate spokesman shook my hand and said, "Why don't you do wheat?" His words felt like a slap, for I immediately translated them as "whitebread." I bit off the first angry words that came to mind and said simply, "It's been done." The issue was not so much financial as the lack of courage to deal with slavery, racism, poverty, government intrusion, and the human costs of mechanization. Like internment, southern rural history was not altogether a success story. My final proposal in 2002 for an exhibit on the rural South incorporating the scholarship of a dozen former museum fellows was tabled (forever) by the Exhibits and Projects Committee, often referred to as the Exhibits Prevention Committee. While the NMAH has never mounted an exhibit that dealt with my research, Science in American Life led me to the line of research that resulted in *Toxic Drift: Pesticides and Health in the Post-World War II South* (Louisiana State University Press, 2005).

In the years since the *Enola Gay* controversy, power has shifted from curators, who are, after all, employed to collect objects, do research, and work on exhibits, to donors and pliant directors who demand exhibits fatally lacking in scholarship.

Consider The Presidency exhibit installed in 2000. Kenneth E. Behring, whose \$80 million bought his name etched on the entrance to the National Museum of American History, suggested an exhibit on U.S. Presidents to Secretary Lawrence Small, who ordered museum director Spencer Crew to put up a major exhibit on the presidency in ten months, to open at election time in the fall of 2000. When curators understandably complained that there was not enough time for adequate research for a presidency exhibit, Behring suggested that they consult encyclopedias. Secretary Small and Kenneth Behring directed curators and staff to produce an exhibit that neither originated from the museum staff nor engaged more timely scholarly topics.

Behring next demanded an exhibit on the American military. Museum leadership scrambled to please him. The result was a disservice both to the American military tradition and to the public, for it did not challenge museum visitors to think deeply about freedom or war. The Price of Freedom garnered caustic reviews, including those of Carol Emberton in the *Journal of American History* and of Scott Boehm in *American Quarterly*. The exhibit was faulted, among other things, for its uncritical celebratory theme and for donor intrusion. Both the Presidency and The Price of Freedom were generated not from curatorial ideas about potentially significant exhibitions, but from the agenda of Kenneth Behring and the failure of museum directors to stand firm for the tradition of intellectual freedom at the



Blueprints for the planned main exhibition gallery of the National Air and Space Museum's *The Last Act* from October 1994. Critics charged that the sections entitled "The Decision to Drop the Bomb" and "Ground Zero" embodied a revisionist interpretation of American motives and actions during World War II. (Image courtesy of the National Air and Space Museum.) Top right, the December 1995 cover of the *Journal of American History*, featuring a round table on history after the *Enola Gay* controversy.

Smithsonian. The only bright spot in this train of exhibits was when NMAH curators, supported by numerous scholarly organizations, successfully fought to prevent Catherine Reynolds's \$38 million *Great Achievers* exhibit.

Donor pressure also permeates exhibit planning. Recently, I spent a year working with an excellent museum team on an introductory exhibit suggested by a Blue Ribbon panel. We met weekly, created themes, selected objects, began writing the script, and were assured all along that Director Brent Glass approved our approach. Then, abruptly, he pulled the plug. Our work did not please Kenneth Behring, we heard. Several other teams have also failed to please him. Thus one donor has intruded not only into the business of curators, but also dictates what exhibits are mounted in the National Museum of American History.

There has been among Smithsonian leadership and, of course, throughout society, an aversion to portraying the U.S. as anything but perfect. Yet history warns against hubris and fabrication. There is enormous potential to create exciting, timely, and research-based exhibits at the National Museum of American History. It could dare to present exciting and controversial interpretations based on recent scholarship, or, as in *A More Perfect Union*, explain fail-

ures. Instead, the museum has settled for donor-demanded exhibits, ignored recent scholarship, marginalized curators, and now strives for mediocrity. History exhibits are too important to suffer from this radical departure from conservative and responsible museum practice. History with boundaries not only demeans museum staff but also cheats museum visitors. I resent any pressure to bend the writing hand or to subvert curatorial practice to suit a political purpose or a donor's desire. History is simply too important to be a manipulative tool. □

Endnotes

1. Richard H. Kohn, "History and the Culture Wars: The Case of the Smithsonian Institution's *Enola Gay* Exhibition," *Journal of American History* 82 (December 1995), 1036.
2. See Arthur Molella, "Stormy Weather: Science in American Life and the Changing Climate for Technology in Museums," in Graham Farmelo and Janet Carding, eds., *Here and Now: Contemporary Science and Technology in Museums and Science Centres*, proceedings of a conference held at the Science Museum, London, November 21-23, 1996.

Pete Daniel is President of the OAH, and Curator, Division of Work and Industry, National Museum of American History, Smithsonian Institution.

OAH Welcomes New Board Members

Benjamin Aloe

The OAH is delighted to welcome the new members of the OAH Executive Board and OAH Nominating Board. William Cronon, James Grossman, and Theda Perdue are the most recent additions to the executive board. Spencer R. Crew, Nancy MacLean, and Daryl Michael Scott join the nominating board this year. The organization is pleased to have such a talented and diverse group joining us.

OAH Executive Board

William Cronon, who previously served on the nominating board from 2003 to 2006, and as chair in 2005, was vice president of the AHA Professional Division from 2001 to 2004. As the Frederick Jackson Turner and Vilas Research Professor of History, Geography, and Environmental Studies at the University of Wisconsin, and former president of the American Society for Environmental History, Cronon has published widely on the relationship between humans and nature in the historical narrative, including a 1992 article in the *Journal of American History*. He is committed to meeting the membership challenges facing the OAH, stating that "we must make sure that U.S. historians from all walks of life—from colleges and schools to institutions of public history to those who write and practice history independently—continue to regard OAH as an indispensable source of intellectual and professional support."

James Grossman is currently Vice President for Research and Education at the Newberry Library. He received the New York Public Library "Outstanding Books for the Teen Age" award in 1998 and won the Gustavus Myers Award for "Outstanding Book on the Subject of Human Rights" in 1991. At the Newberry, Grossman has edited a number of books and directed exhibits about migration, American culture, and urban history, including his latest work as editor and project director of the *Encyclopedia of Chicago*. He has been a member of the OAH Committee on Ethics and Professional Conduct since 2005 and previously served on the AHA's Professional Division from 1998 to 2002 and the AHA Task Force on the Future of the AHA from 2006 to 2007.

The third new OAH Executive Board member, Theda Perdue, has published several works on the subjects of race, gender, and Native American history, including her most recent work with Michael D. Green entitled, *The Cher-*

okee Nation and the Trail of Tears. She is the Atlanta Distinguished Term Professor of Southern Culture at the University of North Carolina at Chapel Hill and recently received a John Simon Guggenheim Foundation fellowship and was a fellow at the Woodrow Wilson Center. In addition to serving on various OAH committees, Perdue has been an OAH Distinguished Lecturer since 2004. She is committed to expanding the reach of the OAH to a variety of historians and educators, noting that "one of the strengths of the

history and was curator of the exhibit, *Field to Factory: Afro-American Migration, 1915-1940* in 1987 at the National Museum of American History, where he was director from 1992 to 2001. He received a lifetime achievement award from the Association of African American Museums and honorary doctorates from Rutgers University and the University of New Haven. Crew has a long record of service in the profession, including past membership on the OAH Committee on Public History, the *Journal of American History* editorial board, and chairing the board of the National Council for History Education.

Nancy MacLean, a professor of history and African American Studies at Northwestern University, comes to the nominating board with a distinguished background in teaching and scholarship. She has won a number of awards for her books, including the Willard Hurst Prize and the *Labor History Best Book Prize* in 2007, and the OAH James A. Rawley Prize in 1995 for her book, *Behind the Mask of Chivalry: The Making of the Second Ku Klux Klan*. MacLean has participated in several TAH projects and understands the importance of building a broad base of active membership in the OAH. As such, she stated that one of her goals for the nominating board is "to enhance the participation of diverse OAH stakeholders in the organization."

The final new member of the OAH Nominating Board is Daryl Michael Scott, professor and chair of history at Howard University, who brings expertise as a scholar and experience with institution building. He was a winner of the OAH's Rawley Prize in 1998 for his book, *Contempt and Pity: Social Policy and the Image of the Damaged Black Psyche, 1880-1996*, and is a founding editor of *The Woodson Review*. Scott hopes to strengthen OAH by focusing on leadership and administrative skill, while "maintaining our core professional ideals of diversity and intellectual inclusiveness."

These individuals are fine examples of the talent, experience, and dedication that OAH has come to expect, and is fortunate to receive, from its board members. The organization would like to express its gratitude to all of its board members and its confidence that such a diverse and knowledgeable group will move the OAH forward in its mission to promote excellence in the scholarship, teaching, and presentation of American history. □

Benjamin Aloe is the assistant editor of the OAH Newsletter.



Cronon



Grossman



Perdue



Crew



MacLean



Scott

OAH is the inclusion of school teachers and public historians in the organization. Since most people learn their history in secondary schools, museums, theaters, and venues other than the college classroom, the organization should expand these relationships."

OAH Nominating Board

Spencer R. Crew, recently named as the Clarence J. Robinson professor at George Mason University, articulated how his scholarly interests will influence his role on the board. "My career and my work have focused on insuring that a variety of voices are present and made visible when they were previously overlooked. I will follow this same direction as a member of the nominating committee." Crew has published works on African American

authors mused, "but is that determination meaningful as long as only certain kinds of work are valued and deemed scholarly within our discipline?" The report concluded that the single-minded focus on the monograph as the measure of scholarly achievement was "inappropriate and unfairly undervalues the work of a significant portion of professional historians." As a remedy the committee suggested (the report was consciously not prescriptive) that history departments move toward a broader definition of scholarship based on the influential essays of Ernest Boyer and Eugene Rice (2). In Rice's model, scholarship is envisioned in four separate but complementary categories; the *advancement* of knowledge through original research, the *integration* of knowledge through synthetic work, the *application* of knowledge in a community, and the *transformation* of knowledge through teaching. Recognizing that work that could not be critically evaluated did "not merit reward," the report also called for the development and adoption of fair and appropriate strategies for documenting and evaluating such varied scholarship. The AHA report did not meet universal acclaim. In the *OAH Newsletter*, for instance, critics charged that the effort threatened to water down standards of academic excellence. Ultimately, the OAH never endorsed the AHA statement (3).

The issue of redefining scholarship and creating an equitable tenure process is, of course, not limited to the discipline of history. In 2005, the Modern Language Association created a task force to address parallel problems facing junior faculty in language and literature departments. The task force found that the "increasing demands for publication as a qualification for tenure and promotion" were out of sync with the modern realities of academic publishing. Its central conclusion was that departments must embrace a more "capacious conception of scholarship" and give due weight to forms of scholarship beyond the single author monograph. Other key recommendations included making the tenure process transparent, calibrating faculty expectations with institutional values, recognizing the legitimacy of scholarship produced in new media, creating "multiple paths" to tenure, and facilitating collaborative scholarship (4).

Early in 2008, *Imagining America*, a national consortium of colleges and universities dedicated to public scholarship and engagement in the arts and humanities released the report of its own "Tenure Team Initiative on Public Scholarship." *Imagining America's* report echoes many of the MLA conclusions, but is focused on scholarship in a public arena and, as such, speaks directly to the problems facing public historians. The report concludes that if colleges and universities truly embrace public engagement they must create a tenure process that not only expands the definition of "what counts" as scholarship, but also accepts a broader definition of "who counts" in terms of peer review. The authors of the report suggested that departments "build a pool of potential review-

ers who are university-based public scholars," as well as solicit "evaluative letters from community partners" (5). Expanding "who counts" is critically important for public historians who generally go up for tenure based solely on their "academic" work regardless of the fact that they have been hired as public scholars.

The discussion of scholarship and tenure practices in academia has also taken place against the backdrop of a much larger movement aimed at improving community engagement in higher education. In 1995, the National Association of State Universities and Land Grant Colleges (NASULGC), with funding from the W. K. Kellogg Foundation, launched a long-term effort to rethink the role of public higher education in America. A central premise of the Kellogg initiative has been a call for public universities to "return to their roots" and redesign their functions to "become even more sympathetically and productively involved with their communities." The commission defined this move beyond traditional service and outreach as "engagement," envisioned as collaborative partnerships between the university and a public entity (6). In an era marked by shrinking funding and a growing public perception that institutions of higher learning are detached and unresponsive, engagement is imperative. Beginning in 2008, the Carnegie Foundation lent its weight to the movement by opening a new elective institutional classification of "community engagement," defined as the "mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity" (7). This movement bodes well for publicly engaged scholars in all disciplines, and may well attract colleagues who previously shied away from public projects fearing that such work would not "count" towards tenure and promotion.

It was within the context of these discussions that the Working Group was created. In April 2007, the board of directors of the NCPH voted to formally begin the process by inviting OAH and the AHA to form the Working Group for Evaluating Public History Scholarship. Each organization appointed two representatives and a professional staff member. Constance Schulz, OAH Public History Manager Susan Ferentinos, and myself, represent OAH. William Bryans and Kathleen Franz, along with Executive Director John Dichtl, represent NCPH. The AHA has appointed Public History Coordinator Debbie Ann Doyle, Kristin Ahlberg, and Edward Countryman.

The initial phase of the Working Group's efforts has focused on fact finding. First, a call went out to university and college history departments to share their promotion and tenure standards. To date the working group has collected approximately thirty-five examples from departments in institutions ranging from those that offer no public history courses to those with public history Ph.D. programs. The purpose is to gain an understanding of how departments currently treat public history scholarship in tenure cases and identify a set of best practices. Secondly, public historians were asked to share their experiences and opinions on the issue through a survey available online, <<http://chnm.gmu.edu/tools/surveys/4458>>. Respondents were asked to define the problem as they saw it and address how, if at all, the academic reward system should be changed. Finally,

sessions were held at the annual meetings of all three organizations in the winter and spring of 2008. At each, Working Group members reported on the goals and progress of the effort and then opened the floor to a wide-ranging discussion aimed at capturing the individual experiences and opinions of those who have gone through the tenure process and those who face it.

Two critical issues cropped up in these discussions. First was the necessity of creating an equitable system of peer review. The single most common reason for devaluing public history scholarship is that it has not undergone the traditional double-blind peer review process. Many participants noted that even sympathetic colleagues were at a loss when it came to evaluating the public history scholarship. So not only will it be necessary for departments to broaden their understanding of peer review, it will also be important for public historians to educate their colleagues about the process. The second common theme to emerge from the sessions was the redefinition of workload categories to fairly reward publicly engaged scholars. In many history departments public history scholarship is considered "service" and easily dismissed. The Kellogg initiative and the recent move by the Carnegie Foundation are important first steps toward the creation of a meaningful category of "engagement." The creation of peer review process that brings accountability to engagement is the next step.

The Working Group is currently preparing its report to deliver to the executive boards of the three organizations this fall. It will also be circulated online and presented for discussion at the 2009 annual meetings. Our hope is to further the understanding of the public history scholarship occurring on campuses and in communities across the nation and to suggest meaningful guidelines for history departments to fairly evaluate and reward that important work. □

Endnotes

1. *Redefining Historical Scholarship*; James B. Gardner, "The Redefinition of Historical Scholarship: Calling a Tail a Leg?" *The Public Historian* 20 (Fall 1998): 43-57.
2. Ernest Boyer, *Scholarship Reconsidered: Priorities for the Professoriate* (Carnegie Foundation for the Advancement of Teaching, 1990); Eugene Rice, "The New American Scholarship: Scholarship and the Purposes of the University."
3. Gardner, "Redefinition"; Lynn Hudson Parsons, Joan Shelly Rubin, and Owen S. Ireland, "Redefining Scholarship: Some Problems," *OAH Newsletter* (February 1995).
4. Report of the MLA Task Force for Evaluating Scholarship for Tenure and Promotion, <http://www.mla.org/tenure_promotion>.
5. *Imagining America*, "Tenure Team Initiative Report," <<http://www.imagingamerica.org/TTI/TTL.html>>.
6. Kellogg Commission on the Future of State and Land Grant Universities, "Returning to Our Roots: The Engaged Institution," <<https://www.nasulgc.org/NetCommunity/Document.Doc?id=183>>.
7. The Carnegie Foundation for the Advancement of Teaching, "Community Engagement Technical Details," <<http://www.carnegiefoundation.org/classifications/index.asp?key=1592>>.

Gregory E. Smoak is assistant professor of history at Colorado State University in Fort Collins, and is a member of the OAH Committee on Public History.

Comings and Goings at Raintree House

Lee W. Formwalt



Formwalt

They tell me that summers used to be slow at Raintree House, but that was before my time. It seems like each year I have been here, the months between May and September have grown more hectic. This year, however, takes the cake. At the end of May, we held our second community college regional workshop at nearby Ivy Tech Community College in Bloomington. In June, the auditor made his annual preliminary visit. Last month, the History

Cooperative had their annual meeting here in Bloomington, followed by a visit of the new OAH Strategic Planning Committee, and the auditor's regular visit.

This month, OAH's three new executive board members—William Cronon, Theda Perdue, James Grossman—OAH Treasurer Robert Griffith, and Vice President David Hollinger, will visit us for their orientation. The night before the orientation, we are going to have a seminar sponsored jointly by OAH and the local ACLU chapter on David Hollinger's *Postethnic America*. David, the new OAH vice president, will lead the discussion.

No doubt, the most unusual visitors to Raintree House this summer were Robert Hunter and the Bloomington chapter of Indiana Ghost Trackers. You may recall that our headquarters building is a two-story brick home built in the 1840s with a long and interesting history, including ghostly legends (see "Changes at Raintree House," *OAH Newsletter*, Nov. 2004, <<http://www.oah.org/pubs/nl/2004nov/formwalt.html>>). Every once in awhile we will have local visitors inquiring about the house, its history, and its alleged ghosts. In May, however, Rob Hunter showed up with an unusual request. The Bloomington chapter of Indiana Ghost Hunters wanted to explore any paranormal activity at Raintree House. They would bring their "own and/or chapter-owned equipment (EMF meters, photo and video equipment, thermometers, digital recorders, etc.," and divide the dozen or so chapter members "into teams, each led by an experienced team leader. . . . An EVP (electronic voice phenomenon) session is conducted in each room, and the recordings are later reviewed for sounds and voices that cannot be accounted for in a 'this world' context." Amused as I imagined the famous *Ghostbusters* movie team in Raintree House, I decided to let the local paranormal explorers give it a shot. They made their foray into the house on Saturday night, May 31. They promised a complete written report that we are still waiting on. I would love to see the expression on the future historian who discovers that document in the OAH archives!

OAH has been headquartered in Raintree House since 1970. Newton and Anna Stallknecht were the last private

owners of the house before they sold it to Indiana University that year. When the Stallknechts bought the house in 1949 they built a cinder block garage off the northwest corner of the house. Over the years it turned into an eyesore on the property used only for its bicycle rack by the several staff members who biked to work. Indiana University had promised us several years ago they would tear down the building and repave the parking area around the house. Finally, last month, the wrecking crew arrived and within a couple of days the unsightly structure was gone.

In addition to visits by OAH leadership and the local ghost hunters, and the demolition of the garage, we have experienced other changes at OAH this summer. We bid fond farewell to two of our graduate assistants—Siobhan Carter-David and Chad Parker—each of whom completed

sition in history at the University of Louisiana, Lafayette, and moves to the Pelican State this month.

As we say good-bye to some staff we welcome their replacements. Tanisha Ford joins us this month as our new education coordinator. Like Siobhan, Tanisha is an OAH-IU Diversity fellow starting her third year in the doctoral program where she is specializing in African American history. Our new *OAH Newsletter* assistant editor is Benjamin Aloe, an Indiana University Ph.D. student who is beginning his dissertation work in early modern Italian history. Finally, we welcome our new editor of the *OAH Magazine of History* Carl R. Weinberg. Carl received his Ph.D. at Yale working in twentieth-century labor history under former OAH President David Montgomery.

This month, we also say farewell to Deputy Director Phillip M. Guerty. Phil joined the OAH staff in 2001 and served as the assistant editor of the *OAH Newsletter* for five years. In 2006 he became *OAH Magazine of History* editor and served in that capacity and as assistant executive director until this year when he became deputy director. Phil did an excellent job as editor and I came to rely on him for advice and support these last two years. I will miss his wise counsel.

I, too, will be saying good-bye to OAH this coming year. In May, I informed the executive board that I would not be seeking a third five-year contract. My nine years at OAH have been an incredible experience. I have written about what we have accomplished this past decade in my annual report (see page 12). Here I would like to say how grateful I am for having the privilege of serving as your executive director. When I moved to Bloomington from Albany, Georgia, in the fall of 1999, we had a big agenda laid before us based on the new mission statement adopted the previous spring. Within three months, however, the U.S. Justice Department brought a racial discrimination suit against the Adam's Mark Hotel, where our March 2000 annual meeting was scheduled to be held. The Adam's Mark affair occupied us for the next year or so, but we got back on track. The executive board, meeting on retreat in 2002, created a strategic plan which has guided our operations since. We have accomplished some important parts of that plan that have helped us move toward our goals of reaching a broader audience

and affecting history education at all levels. It is now time for the executive board to reexamine and revise or replace the current plan. I think I have accomplished all I am able in the current situation and I am happy to turn over the executive leadership of our organization to a new director. I will continue to serve for much of this coming year as the executive board creates its new plan and hires its new director. As I step down from leadership, however, I will remain a loyal member. As it is for most of you, the OAH is my professional home and I plan to support and promote it as long as I practice American history. □



Standing (left to right): Ben Aloe, Chad Parker, Phillip Guerty and Carl Weinberg. Siobhan Carter-David is seated, holding her son, Gyasi.

two-year terms here. Siobhan is an OAH-IU Diversity fellow and served as the OAH education coordinator. OAH-IU Diversity fellows pursue the Ph.D. in history at Indiana University. They spend their third and fourth years in the program as OAH education coordinator and their second and fifth years as assistant instructors in the Indiana University history department. Siobhan is now teaching and writing her dissertation in African American history. Chad was assistant editor for the *OAH Newsletter* and completed his Ph.D. in American history in May, specializing in twentieth-century foreign affairs. He landed a tenure-track po-

American Culture, American Democracy

Wednesday, April 7 to Saturday, April 10, 2010
Hilton Washington, Washington, D.C.

With the theme of "American Culture, American Democracy," the 2010 Organization of American Historians program committee seeks a wide-ranging program that will highlight the culture and cultures of the United States and how those have shaped the practice of American democracy. We look for proposals that cover the full chronological sweep of the American past, from pre-Columbian years to the twenty-first century, and the rich thematic diversity that has come to characterize contemporary American history writing and teaching. The program aims to include those teaching at universities, colleges, community colleges, and secondary schools, public historians, and independent scholars. Meeting in the nation's capital, the program should feature sessions on the shaping of the federal government and its domestic and foreign policies, as well as sessions that emphasize museums, archives, and American politics. Appropriate for a conference in a cosmopolitan city and a global age, we particularly encourage international participation.

The program committee invites the submission of panels and presentations that deal with these and other issues and themes in American history. We welcome teaching sessions, particularly those involving the audience as active participants or those that reflect collaborative partnerships among teachers, historians, and history educators at all levels. We urge presenters to continue the ongoing transition from simply reading papers to more actively "teaching" the topic of their sessions. We prefer to receive proposals for complete sessions, but will consider individual paper proposals as well.

The program should reflect the full diversity of the OAH membership in the United States and abroad. Wherever possible, proposals should include presenters of both sexes and members of ethnic and racial minorities. Panels should also represent a range of historians (public and academic) and history professionals, wherever they are employed and at varying levels of seniority in the profession. We encourage more senior historians in particular, to present their own research. We also welcome debate on challenging and controversial issues.

Registration and Membership Requirements

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

Repeat Participation

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

Submission Procedure

Proposals should be submitted electronically beginning October 1, 2008 at <www.oah.org/2010/>. Please download proposal system instructions before beginning your submission. Complete session proposals most often include a chair, participants, and, if applicable, one or two commentators (chairs may double as commentators, and commentators may be omitted in order for the audience to serve in that role). Session membership should be limited by the need to include substantial time for audience questions and comments. All proposals must include the following information:

- complete contact information and affiliation for each participant
- an abstract of no more than 500 words for the session as a whole
- a prospectus of no more than 250 words for each presentation; and
- a vita of no more than 500 words for each participant

THE DEADLINE FOR PROPOSALS IS FEBRUARY 15, 2009.

2010 OAH Annual Meeting Program Committee:

Kristin L. Ahlberg, Office of the Historian, U.S. Department of State
Tim Borstelmann, University of Nebraska-Lincoln, Chair
Margot Canaday, Princeton University
Maria Cristina Garcia, Cornell University
Sharon Leon, George Mason University
Tiya Miles, University of Michigan
Jon Sensbach, University of Florida
Howard Shorr, Portland (OR) Community College



Marking a Revolutionary War Anniversary

John Ferling

When I received the invitation to speak at Cowpens National Battlefield in Gaffney, South Carolina, my first inclination was to politely refuse. To accept would mean making a five-hour drive, including the unsettling prospect of getting through Atlanta near rush hour. In addition, rather than giving one lecture, I was asked to speak twice, on Saturday and again on Sunday, and the topic I was to address was not among the four that I had listed with the OAH lectureship program.

On the other hand, Tim Stone, the superintendent at Cowpens, told me that hundreds of reenactors were expected over the weekend of January 19-20, the 227th anniversary of the Battle of Cowpens. If the weather was good, he added, upwards of 6,000 visitors were expected. It was enticing. Not only had I never visited this battlefield, but I have also always enjoyed talking with military reenactors. Long ago, I learned that they have a passionate interest in history and an extraordinary knowledge of soldiering. Besides, my book on the Revolutionary War, *Almost a Miracle: The American Victory in the War of Independence*, had been published six months earlier. With visions of a veritable bonanza of book sales dancing in my head, I accepted Tim's invitation to speak.

I drove to Cowpens on the day prior to my first talk, a lovely southern winter day, sunny and mild. When I awakened the next morning, however, gray scudding clouds had piled over the battlefield, and the temperature had fallen dramatically. Snow was forecast. Tim took me on a leisurely tour of the battlefield early that morning. Near the end of our walk, a cold rain began to fall. Within a few minutes it turned to snow, then back to rain. Miraculously, the line of snow hung precariously ten miles north of Cowpens throughout the day, but it rained incessantly. The next day was sunny, but the temperature never climbed out of the mid-20s. The hordes of anticipated visitors dwindled to a few hundred hardy, chilled souls.

Even so, the weekend was a delight. Sizeable crowds gathered in an icy tent to hear my talks. Rather than discussing the Battle of Cowpens, Tim had asked that I talk about the war in the South, especially Nathaniel Greene's brilliant campaign early in 1781, of which Cowpens was a part. The audiences were lively, asking questions about strategy and how Greene eluded his pursuers in his race to the Dan. Some were curious about General Daniel Morgan and Colonel Banastre Tarleton, the rival commanders at Cowpens.

The teacher in me concluded each talk confident that most in the audiences had learned something.

The scholar in me drove home in Sunday's fading winter sunlight, delighted with what I had learned of Cowpens. From numerous discussions with reenactors, usually conducted around warm campfires outside their tents, I also felt that I had learned much about soldiering and weaponry in the long, tough Revolutionary War.

Oh, the book sales suffered from the deplorable weather, but that hardly detracted from what turned out to be wonderful weekend. ✍

John Ferling is professor emeritus at the University of West Georgia. He has been an OAH Distinguished Lecturer since 2006. Learn more about the OAH Distinguished Lectureship Program online at: <<http://www.oah.org/lectures/>>.

LECTURER'S NOTEBOOK OAH Distinguished Lectureship Program



Despite miserable weather, attendees brave a battlefield tour at Cowpens National Battlefield.

Teaching while Black: Practicing American History at a Majority White College

Keith Berry



Berry

On March 28, 2008 the OAH Annual Meeting took place in New York with the theme of "Bringing Us All Together." It was fabulous listening to the various paper presentations and meeting a few professors who I knew only through their scholarship. At one particular session I had an epiphany. I lamented that, unlike my colleagues, I did not feel the unfettered freedom to discuss issues that were presented

at numerous sessions regarding racial thought. I currently teach six American survey lecture courses at a large multicampus community college in Florida with roughly forty thousand students, and while I *do* have the academic freedom to discuss anything in my classes, too many of my students feel otherwise.

The OAH panel discussion I attended was entitled, "Black Power, Politics, and Pop Music in the Post-World War II South," where all of the panel participants were white with the exception of closing remarks given by a young African American scholar from a southern university. The papers were solid studies that seemed to help define a people who were intimately involved in the struggle for dignity and in the efforts to create a more democratic ideal. However, my academic freedom is muted by the fact that I continually have to justify why I mention blacks at all in course lectures outside the generality of slavery.

My first teaching job was as an adjunct in the early 1990s at historically black Florida A&M University. Thank goodness I was able to build confidence as an instructor in that setting, because when I walked into class students already respected me. I did not have to earn their respect—I simply had to make sure that I did not lose what was naturally given. However, when I began teaching at the predominantly white community college where I currently work, I find that every semester I have to continually earn trust and respect from many of my students.

My approach to this problem may be a bit easier for me to adjust to because of my southern black middle-class background. My grandfather was a barber who owned his own business and he always wore a suit to work. My father is a retired college art professor who always wore a shirt and tie, even while cutting the grass at home. I grew up with an appreciation of classical music and attendance at symphonies and art galleries with my parents, while dutifully attending my local Episcopal church on Sundays. I have always known how to present myself in a nonthreatening manner in a southern culture that often seems skeptical of African American men.

My seemingly safe and conservative style, however, did not shield me from the inevitable questions of race from students and some faculty. For example, a white student once asked, "Are you embarrassed by the fact that you got your job based upon Affirmative Action?" Near

the end of another class, a student stood up and asked, "Why do you talk about black people so much?" Waves of heads—normally attached to scrambling bodies determined to exit class first—remained frozen awaiting my response. Stunned by the question, the first thing that popped into my head was the 1860 census. I mentioned that in the American South there were roughly 9 million people, of which 3.5 to 4 million were black. The class seemed satisfied with my answer. I then stood in the empty room wondering what had just transpired. Finally, at my first graduation at the college as I sat down to eat in a faculty dining area, a fellow faculty member sat beside me and asked, "So what do you think about Louis Farrakhan?" Confused by the question, I instinctively asked him what he thought of Reverends Jerry Falwell and Pat Robertson. He remarked that he "got my point," and he left the table where I sat alone, chewing my turkey sandwich.

Often, I am told by whites and blacks that it is that older generation of people who have racial issues to overcome. However, every semester since 1994 that I have taught American history, I have consistently received one or more comments like the following: "Sorry, but not everyone wants to know everything about black history. This was supposed to be a history class, not African American studies." Another student intoned, "This was a black history course. Which is okay, but I signed up for American History 1020." One of my all time favorite remarks was from a student who said, "The problem with Dr. Berry is that he teaches American history from a black man's point of view."

Too often there is the assumption that everyone I mention is black. That's why I found to my surprise that students in my American history class instinctively believed that John Brown was *black*. I also find that few students read very much, therefore a reading component remains an important facet of my course. However, I must be very careful which books I choose so I will not have students recoil and resist African American subject matter unnecessarily thrust upon them. For example, back in the 1990s I felt compelled to choose a book that highlighted the death of a white woman named Viola Luizzo who was killed by the Klan to introduce the subject of violence toward blacks during the civil rights era, so it would not seem like a course in African American history. Sadly, these attitudes are coming from young people who fail to see as Langston Hughes did that "I, too, sing America."

Since I was at a Florida institution of higher learning, I thought it might be enlightening to put a copy of the July 1997 magazine entitled, *Black Issues in Higher Education* on my office door that year, because my alma mater—another Florida school—was highlighted as leading the nation in granting baccalaureates to African Americans. (In 2005, the magazine changed its name to *Diverse Issues in Higher Education*.) Regrettably, a white student, a black student and a Hispanic student all left messages on my door implying that I was somehow racist for exposing them to the magazine. I envied the fact that historian David Garrow was interviewed in the same publication regarding Martin

Luther King Jr., and I assumed that white historians like Garrow and the OAH participants I watched, enjoyed the luxury of researching and teaching in less hostile environments than African American educators.

I am certainly not naive enough to believe that white scholars do not face a similar backlash regarding gender, or negative accusations from some African Americans and other whites concerning their work. However, when African Americans are presented as part of the narrative of American history, this issue remains troublesome for far too many students at my community college to accept, especially when the lecturer is black.

Each semester I feel compelled to take time to explain to students why African Americans will be mentioned periodically in class. In fact, to begin each semester I read an excerpt to the class from Professor Louis Harlan's 1990 presidential address to the Southern Historical Association entitled, "Broadening the Concept of History." The hope is that this effort will cut down on negative feedback like I experienced back in 1999 in the form of a note scrawled on my posted class schedule stating that my course was "Black History 101."

The majority of students at my rather large educational institution are eager to learn what they feel will prepare them for success, and they possess a keen sense of right and wrong. Unfortunately, many students have never been challenged to think critically, and possess limited knowledge of basic historical information upon which to base their ideas. Too many students—and teachers—feel compelled to stick with "safe" subjects that require little more than rote memorization. However, teaching in the South provides unique opportunities to explore sensitive subjects regarding history and race.

Currently, Florida has statutes that protect the Confederate Flag from "mutilation or disrespect." In 2007, the county commission where my college is located honored an African American man for his civil rights activity, but before they honored him, the commission first issued a proclamation honoring General Robert E. Lee. This year, the Sons of Confederate Veterans raised a massive Confederate flag that is 30 feet high and 50 feet wide atop a 139-foot pole near the junction of Interstate 75 and I-4 on the very day that Senator Barack Obama clinched the Democratic nomination.

I am confident that the total number of students who harbor tendentious racial concerns are in the minority, but the consistent expressions of dismay regarding a more complete understanding of American history should be a concern to all educators. Teaching American history outside the racial paradigm can be lonely. However, it is imperative to understand that no matter what informational expertise one brings forth, all students ultimately recognize passion and integrity, and educators can use that energy to bring us all together. □

Keith Berry is professor of history at the Dale Mabry Campus of Hillsborough Community College, in Tampa, Florida.

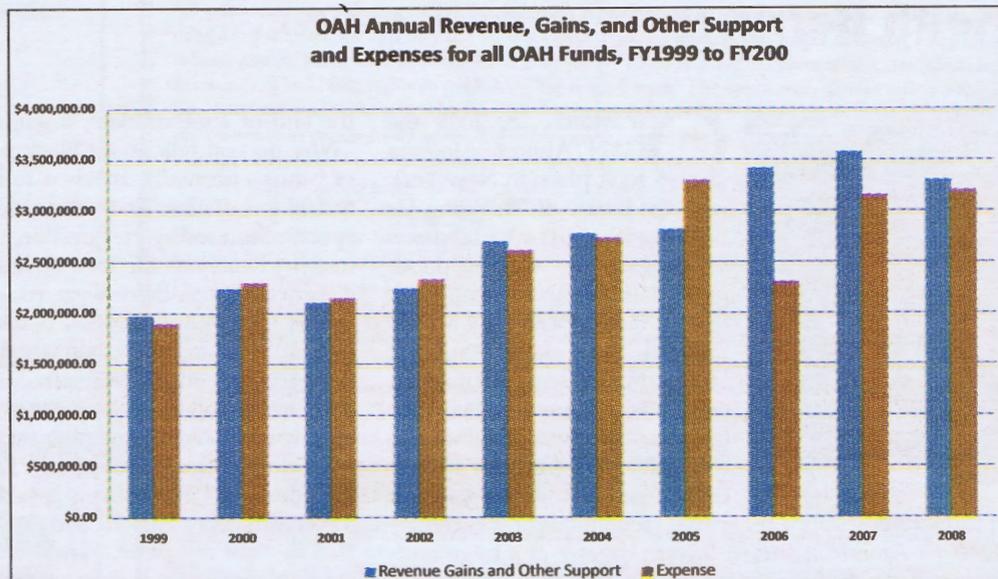
Annual Report 2008: A Decade in Review

Lee W. Formwalt

In 1998, former Executive Director Arnita Jones used her penultimate annual report to reflect on the changes in the organization over the previous decade. Now, ten years later, I take the opportunity of my last annual report to review what the OAH accomplished the last ten years. First and foremost, we are a learned society that is also a membership organization. Membership has seen some significant changes over the last decade. Perhaps most important, we have 1,300 more members in 2008 than we had in 1999. Membership in OAH had peaked in the early 1990s to over 9,100 members, but declined afterward, bottoming out at slightly over 8,000 in 1999. Since then we have increased steadily, peaking at over 9,500 in 2006. While FY2007 ended with a decline of over 600 members, we recovered close to 500 of them in FY2008, ending the year with nearly 9,400 members, our second highest year ever.

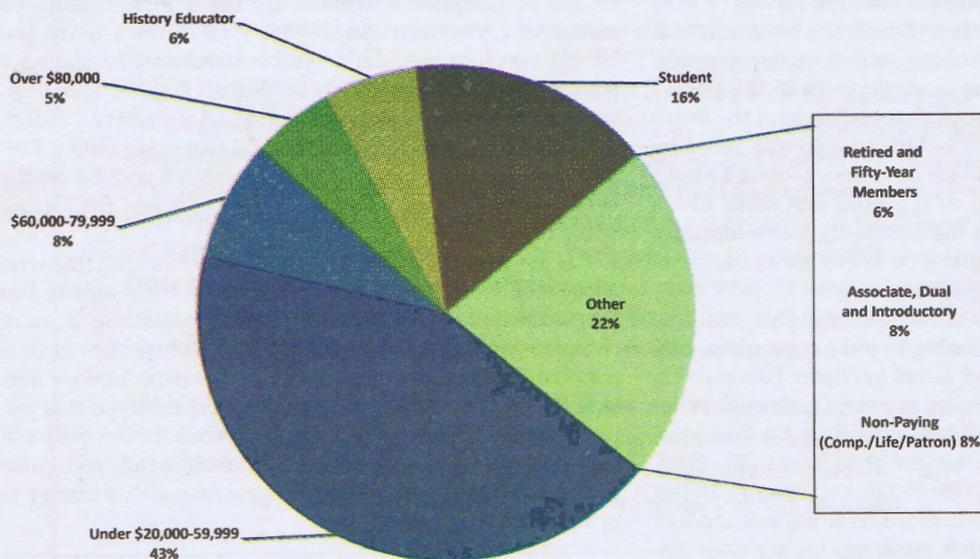
Just as interesting as the growth in numbers are changes in various membership categories. Two categories have grown noticeably larger since 1999—History Educator members (from 6 to 20 percent) and members making \$80,000 and more (doubling from 5 to 10 percent). A large portion of the History Educator members are enrolled as part of the multimillion dollar Teaching American History grant program through the U.S. Department of Education. Since this is supported by federal grant money, we need to work hard to retain as many TAH members as possible in light of uncertain TAH funding levels in the future. Meanwhile, our highest membership categories are growing, providing a significant revenue impact with dues ranging from \$150 to \$250. This reflects the salary bracket creep that accompanies the aging of the profession and, from a fiscal perspective, it is important that the number of wealthier members is increasing.

While we have more senior members than we had ten years ago, we have fewer younger members new to the profession. Although this trend does not have as much of a budgetary impact as these categories generate less revenue per member, it is of significant concern for the future of the organization. So why are we losing members in the under \$60,000 categories? First, there is the scandalous growth of part-time and adjunct employment of college professors. We are finding many younger historians simply unable to add professional dues to their already strapped budgets. Another factor is that a number of younger historians, who grew up in the age of technology, have gone to institutions that subscribed to the *Journal of American History* and have had electronic access to the journal both as a student and as a faculty member. If the *JAH* is the primary reason for joining the OAH, many of them do not feel the need to do so. These troublesome membership issues are currently being studied by the newly formed OAH Strategic Planning Committee and will no doubt play a role in the new strategic plan they will be devising this coming year.

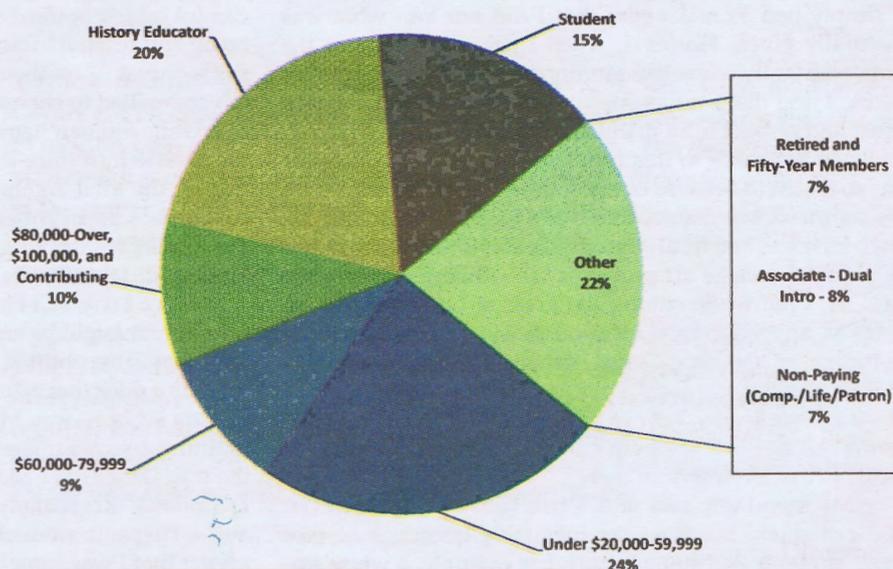


Another noticeable feature of growth over the last decade has been the increase in the number of members at the *JAH* editorial and OAH executive offices and the overall size of the budget. Since 1970, OAH's international headquarters has been located in Raintree House, an 1840s brick home at the eastern edge of the Indiana University campus. For over thirty years, these wonderful historic facilities met our needs. But in the last decade, as additional staff members were hired, rooms in the house and the spacious hallways were overcrowded with desks, chairs, and computers. We brought our concerns about space to

1999 OAH Membership by Category



2008 OAH Membership by Category



the university which owns the house across the street and now leases it to us. Once membership and several other departments moved to the annex, the work environment improved significantly as did staff morale in both houses.

As staff and operations increased in size, so did the budget. The total revenue, gains, and other support received annually by OAH has grown 67 percent from less than \$2 million in 1999 to over \$3 million in 2008. Expenses have grown at a similar rate. In the last ten years we have had four years when the change in net assets was negative (2000, 2001, 2002, and 2005). By far, the worst year financially was FY2005, when the executive board voted to move the annual meeting from San Francisco to San José over labor issues. This was a much costlier move than the 2000 move from the Adam's Mark Hotel in St. Louis to Saint Louis University over charges of racial discrimination. Although the general operating fund suffered deficits in 2006 and 2007, we ended FY2008 with over a \$90,000 surplus. The overall financial health of the organization improved during the last three years due to important development efforts in 2006 and 2007.

Our development plans went hand in hand with the evolution of our current strategic plan. The origins of that plan can be found in William H. Chafe's presidency ten years ago. At its fall retreat in 1998, the executive board hammered out a new mission statement for the organization, which was revised in 2003 and is included in all OAH publications:

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.

Another important development resulting from the fall 1998 retreat was a constitutional change that allowed pairing in nominating and executive board elections. The motive for pairing elections was to ensure that underrepresented members in the profession had a voice at the table. As a result, sitting on the executive board in the last decade have been precollegiate teachers, community college professors, and public historians.

Once an institution develops a mission statement, it usually crafts a strategic plan. Two events, however, delayed the strategic planning process for OAH. First, Executive Director Arnita Jones resigned in May 1999 and I did not begin my term until the following October. This five-month hiatus was followed three months later by the Adam's Mark crisis. The Adam's Mark difficulties lasted for two years (the hotel finally dropped its lawsuit against OAH in December 2001). For a history of the Adam's Mark crisis, see <http://www.oah.org/meetings/2000/adams-mark-history.html>.

In the meantime, the OAH auditor recommended that the executive office look seriously at development as a way to insure the organization's financial security. The Adam's Mark crisis demonstrated that OAH members were willing to make contributions to the organization above and beyond their membership dues. At the same time, we looked ahead to the OAH centennial some six years down the road and thought the OAH's one-hundredth birthday would provide an excellent opportunity for serious fundraising.

Conducting a major campaign, however, required expertise that no one in the OAH executive office or on the executive board had. We turned to Campbell & Company, a consulting firm, to assist us in our fundraising efforts. They advised that one of OAH's challenges was it lacked a culture of philanthropy. At the time, OAH members did not think of OAH as a place to make charitable contribu-

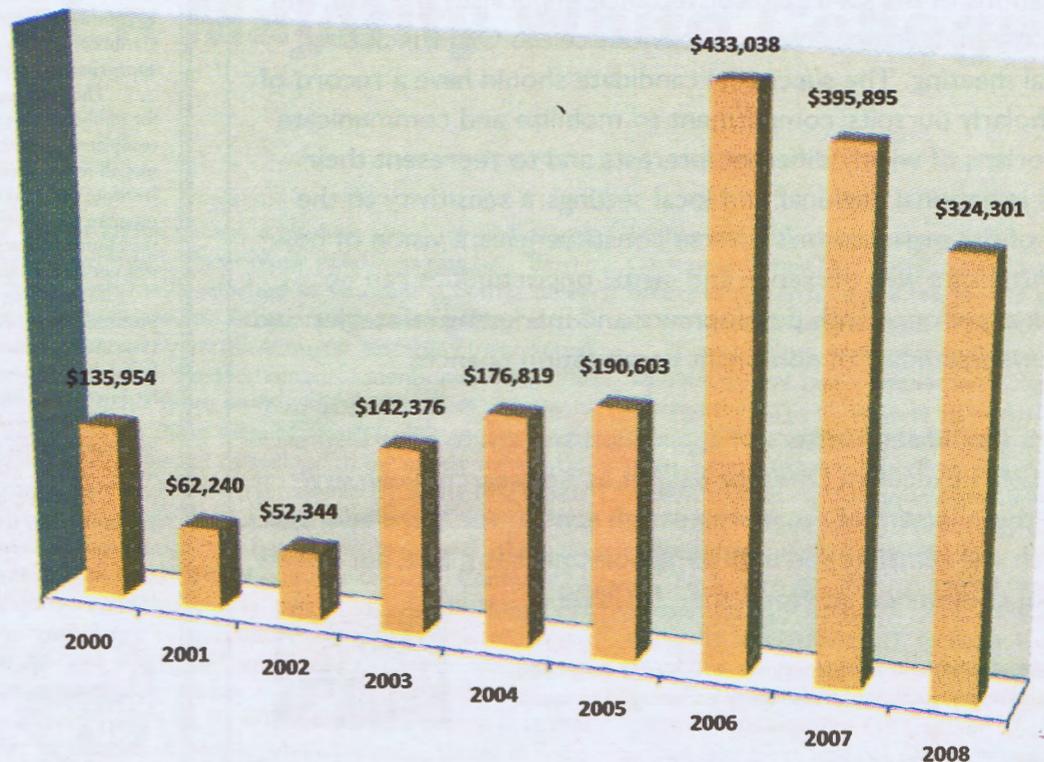
tions. But OAH could change that situation by hiring a development director, engaging in a spring and fall annual giving campaign, cultivating both its own members and those outside the organization who had a real passion for American history, and developing a strategic plan.

We learned from Campbell & Company that most donors do not make large gifts for an organization's general operations. Rather, they prefer to give to a specific project or operation that they find attractive and that may not be accomplished without additional help. So, from the start, our strategic planning effort was intimately tied to our development efforts. In November 2002, the OAH Executive Board held a strategic planning retreat out of which came the current OAH strategic plan. The plan consists of four main goals—reaching a broader audience; impacting history education at all levels; improving and energizing the annual meeting; and ensuring the financial future of the organization.

In the meantime, we hired a development director and began a serious annual giving effort. Before then, the OAH president usually wrote a letter to members at the end of his or her term in the spring recounting the year's accomplishments and asking for a donation. The letter was sent to those in the higher salary membership categories and generated about \$6,000 a year. Since then we have implemented a fall and spring campaign directed to all members, requested contributions for carrying out specific projects in the strategic plan, and encouraged members to make a pledge over five years. This past year, annual giving yielded over \$112,000. Development, including major gifts, now accounts for 10 percent of revenue in the annual budget.

A strategic plan is a flexible instrument to guide the organization's growth over several years. It should be revisited on a regular basis and revised as conditions warrant. The executive board is now reviewing our current plan and preparing a new plan that will take us into the

OAH Development Revenue, 2000 to 2008



second decade of the twenty-first century. Two of the many current strategic plan projects that we have focused on in the last decade are the improvement and expansion of the *OAH Magazine of History* and the creation of a series of regional community college workshops. In FY 2006, I boarded fifty-two airplanes and met with one hundred OAH members, half of whom pledged a total of \$300,000 for the community college workshop project. The Ford Foundation provided an additional \$100,000. Between 2007 and 2011, OAH will have presented workshops in nearly every part of the country. Last year our pilot workshop took place at El Camino College in California. This past May and June our second and third workshops were offered in Bloomington, Indiana, and Dallas, Texas. Next summer we will be in Tampa, Florida, and Warwick, Rhode Island. These workshops have been a huge success in reaching out and connecting to the historians who teach more college level American history students than all other professors combined (see Juli Jones's article on page 1).

The other major project that has benefitted from the generosity of OAH members and others is the *OAH Magazine of History*. The *MOH* began with Rockefeller Foundation funding back in the 1980s and evolved into a regular quarterly for American history teachers. Originally designed for junior and senior high school teachers, it is now aimed towards those who teach the U.S. history survey in grades eleven through fourteen (high school juniors and seniors and college freshmen and sophomores). Ten years ago, each issue was edited by a guest editor (a specialist in that issue's theme), the OAH director of publications, and an Indiana University graduate student who served as an assistant editor. In an effort to improve both its appearance and its intellectual quality, we sought funding to add color and enhance the quality of paper, as well as hire an in-house editor who had experience teaching U.S. history.

See **REPORT** / 20 ►

EXECUTIVE DIRECTOR, ORGANIZATION OF AMERICAN HISTORIANS

The Organization of American Historians (OAH) is seeking candidates for the position of Executive Director for a five-year renewable term. The Executive Director provides leadership for the day-to-day operations of the OAH executive office, supervises the staff, and oversees the budget, projects, and activities of the OAH, including the annual meeting. The successful candidate should have a record of active scholarly pursuits; commitment to mobilize and communicate with historians of widely different interests and to represent their concerns in national, regional, and local settings; a sensitivity to the interests of the organization's diverse constituencies; a vision of how the organization's web presence and digital opportunities can be enhanced; experience with development and marketing strategies; and a sound understanding of non-profit organization finances.

Applicants should send letters of application and c.v. to Pete Daniel, co-chair, OAH Executive Director Search, at <dirsearch@oah.org> and have three letters of recommendation sent to the same address. The search will remain open until an appointment is made, but review of files will commence on November 15, 2008.

The Organization of American Historians is an AA/EEO employer. Women and minority applicants are strongly encouraged to apply.



INSTITUTE ANDREW W. MELLON POSTDOCTORAL RESEARCH FELLOWSHIP

2009-2010

The Omohundro Institute of Early American History and Culture invites applications for a one-year Andrew W. Mellon Postdoctoral Research Fellowship in any area of early American studies, to begin July 1, 2009. The award carries a year's support to revise the applicant's first book manuscript and the Institute's commitment to publish the resulting study. The Institute's scope encompasses the history and cultures of North America's indigenous and immigrant peoples during the colonial, Revolutionary, and early national periods of the United States and the related histories of Canada, the Caribbean, Latin America, the British Isles, Europe, and Africa, from the sixteenth century to approximately 1815.

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

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

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

Further information may be obtained by contacting: Andrew W. Mellon Postdoctoral Research Fellowship, OIEAHC, P.O. Box 8781, Williamsburg, VA 23187-8781. E-mail: ieahc1@wm.edu.



Web site: <http://oieahc.wm.edu/Fellowships/mellon.html>

Application must be postmarked by November 1, 2008.

Omohundro Institute of Early American History and Culture

Shelby Cullom Davis Center for Historical Studies

<http://dav.princeton.edu/>

Princeton University

CULTURES AND INSTITUTIONS IN MOTION

During the academic years 2008/09 and 2009/10 the Shelby Cullom Davis Center for Historical Studies will focus on the problem of cultures and institutions in motion. How have ideas, institutions, structures, and artifacts moved across social and geographical space? How have they intersected with their new environments? How have they been adapted, resituated, hybridized, and transformed in processes of motion? The field of inquiry includes transnational history but is not limited to it. Problems could include the diffusion of religious and cultural practices, the migration of technologies and objects, the circulation of ideas, traditions, and aesthetic forms, the transfer of policies and legal practices, the dynamics of traveling social movements, histories of reception, appropriation, and encounter, and the creation of translocal networks and intermediaries. As in the past, we hope to address this problem from a wide variety of periods and places, from prehistory to the present and from all parts of the world. Scholars from all disciplines with an interest in the topic as an historical phenomenon are invited to apply.

The Center will offer a limited number of research fellowships for one or two semesters, running from September to January and from February to June, designed both for senior scholars and for highly recommended early career scholars who have finished their dissertations by the application

deadlines. Fellows are expected to live in Princeton in order to take an active part in the intellectual interchange with other members of the Seminar. Funds are limited, and candidates are, therefore, strongly urged to apply to other grant-giving institutions as well as the Center, if they wish to come for a full year.

Written inquiries should be addressed to the Manager, Shelby Cullom Davis Center for Historical Studies, Department of History, 136 Dickinson Hall, Princeton University, Princeton, NJ 08544-1017, U.S.A. The deadline for applications and letters of recommendation for fellowships for 2009/2010 is December 1, 2008. Scholars who would like to offer a paper to one of the weekly Seminars are asked to send a brief description of their proposal and current curriculum vitae to the Director.

Applications can be made online at http://www.princeton.edu/dav/program/fellowship_information. Princeton University is an equal opportunity employer and complies with applicable EEO and affirmative action regulations. For general information about applying to Princeton and how to self-identify, see <http://web.princeton.edu/sites/dof/ApplicantsInfo.htm>. Please note that we will not accept faxed applications.

Daniel T. Rodgers, Director

Lee White

Executive Director, National Coalition for History



White

National Coalition for History and Society of American Archivists Testify at Senate NARA Oversight Hearing

On May 14, 2008, the Senate Homeland Security and Governmental Affairs Committee's Subcommittee on Federal Financial Management, Government Information, Federal Services and International Security held an oversight hearing on the programs of the National Archives and Records Administration (NARA) and the National Historical Publications and Records Commission (NHPRC).

Martin J. Sherwin, University Professor of History at George Mason University and winner of the 2006 Pulitzer Prize for Biography, represented the National Coalition for History at the hearing. James Henderson, former Maine state archivist represented the Society of American Archivists.

This was the first oversight hearing on the National Archives in well over a decade.

The first panel consisted of Archivist of the United States Allen Weinstein, Linda Koontz, Director of Information Services at the Government Accountability Office (GAO), and Paul Brachfield, Inspector General of the National Archives and Records Administration.

The question and answer period for the first panel was highlighted by a sharp exchange between Weinstein and Brachfield over the lack of responsiveness by NARA to alleged weaknesses in its programs identified by the Inspector General's office. The panel also spent the bulk of the Q&A period discussing the progress and deficiencies of NARA's Electronic Records Archive (ERA).

Weinstein told Subcommittee Chairman Thomas Carper (D-DE) that the delayed ERA system would come online in June and that he expected the system would be capable of accepting the Bush administration's records at the time of the presidential transition on January 20, 2009.

Inspector General Brachfield stated that he had identified warning signs with the ERA contractor Lockheed-Martin some time ago and his alarms had not been heeded by senior management at NARA. Brachfield expressed concerns as to, "if or when ERA will be operational." Koontz stated that the ERA faced challenges in both the long and short term. She expressed real concern that the system was still at risk and that ERA would not be ready to accept Bush administration's records next January.

Joining Sherwin and Henderson on the second panel was Tom Blanton, Director of the National Security Archive, and Patrice McDermott, Director of OpenTheGovernment.org.

In summarizing the question and answer period, a number of themes emerged. There was consensus among the panelists that NARA was, as Blanton put it, "drowning" under the challenges of declassification of millions of documents and the processing of presidential records. McDermott and Blanton were sharply critical of NARA's reticence to aggressively oversee records management by federal agencies, to be a stronger advocate for more resources from the Administration and Congress, and NARA's defer-

ence and timidity toward the White House regarding preserving presidential records.

There was complete consensus among the panelists on the need to reform the classification and declassification process to reduce the amount of material that is over-classified initially so as to reduce backlogs in the future.

Sherwin strongly urged the adoption of the "Presidential Records Reform Act, (H.R. 1255, S. 886)," legislation to overturn Executive Order 13233 which gives incumbent and former presidents, their heirs and designees and former vice presidents broader authority to withhold or delay the release of records.

Both Henderson and Sherwin spoke against the elimination of the National Historical Publications and Records Commission (NHPRC), as called for in the Administration's fiscal year 2009 budget. They urged Congress to provide the fully authorized amount of \$10 million and for the passage of a bill to reauthorize the NHPRC for the next five fiscal years at \$20 million per-year.

NARA Submits Founding Fathers Papers Plan to Congress

In May, Allen Weinstein submitted a report, entitled "The Founders Online," to the Committees on Appropriations of the U.S. Congress. This report is the National Archives response to concerns raised by the Committees that the complete papers of America's Founding Fathers are not available online. The Founders Online is a plan for providing online access, within a reasonable time frame, to researchers, students and the general public.

The National Archives received suggestions from the editors of the papers of John Adams, Benjamin Franklin, Thomas Jefferson, James Madison, and George Washington, university publishers, and others in crafting a blueprint for providing access to the already completed print editions and the raw materials for the editions to come. The plan is designed to make available online work in progress with the already complete editions, accompanied by transcriptions of the papers yet to be published. To hasten the transition process, the National Historical Publications and Records Commission plans to invest \$250,000 in a demonstration pilot project.

The plan outlines three basic steps toward completion:

- Digitizing the existing 217 volumes and publishing the papers on a single website to allow for research and inquiry across America's Founding Era collections;
- Transcribing and otherwise preparing for publishing on the web the remaining papers (approximately 90,000 documents) and replacing these raw materials with authoritative annotated versions as these are completed; and
- Creating an independent oversight process to ensure that rigorous performance goals are established and met by the parties carrying out all aspects of the work.

To take advantage of existing online publication efforts of completed volumes and to accelerate the online publication of unfinished volumes, NARA proposes to engage a sole service provider to undertake transcription and document encoding for all Founding Father papers that have

not yet been edited. This would prepare these documents for access on the Web.

NARA plans to issue a competitive request for proposals in 2008, as a test of concept, to undertake work that will help put the unpublished papers in a usable format for online publication services, such as Rotunda.

"Preserving the American Historical Record Act" Introduced in Congress

The "Preserving the American Historical Record Act (PAHR)" (H.R. 6056) was recently introduced by Congressmen Maurice Hinchey (D-NY) and Chris Cannon (R-UT). The PAHR legislation would establish a new federal program of formula grants to the states and territories to support archives and historical records at the state and local level. The introduction of the PAHR bill marks the culmination of years of work by the Council of State Archivists (CoSA), the Society of American Archivists (SAA), and the National Association of Government Archives and Records Administration (NAGARA). The National Coalition for History has endorsed the PAHR bill.

The National Archives and Records Administration (NARA) would administer the Preserving the American Historical Records program. PAHR would be entirely separate from the National Historical Publications and Records Commission (NHPRC). The legislation authorizes \$50 million a year for five years for the initiative to preserve and provide access to historical records.

Base funding would be provided to each state or territory, with the remainder of funding distributed using a population/area-based formula. A fifty percent match for any funding awards would be required of state and local partners.

White House Issues New Policy on "Controlled But Unclassified Information"

The White House recently released a new policy attempting to standardize procedures for the treatment of what is referred to as "Sensitive But Unclassified" (SBU) information. The memorandum issued by the president adopts, defines, and institutes "Controlled Unclassified Information (CUI)" as the new standard for the treatment of such information. There are currently more than 100 different markings for sensitive information that has led to overclassification. The new CUI policy would reduce that to three categories.

Three new categories are:

"Controlled with Standard Dissemination," meaning that the information requires standard safeguarding measures that reduce the risks of unauthorized or inadvertent disclosure. Dissemination is permitted to the extent that it is reasonably believed that it would further the execution of a lawful or official purpose.

"Controlled with Specified Dissemination," meaning that the information requires safeguarding measures that reduce the risks of unauthorized or inadvertent disclosure. Material contains additional instructions on what dissemination is permitted.

Two-Weeks Teaching U.S. History in Japan

With generous support from the Japan-United States Friendship Commission, the OAH and the Japanese Association for American Studies (JAAS) will send two American scholars to Japanese universities for two-week residencies. During the residencies, the American historians give lectures and seminars, in English, in their specialty and provide individual consultation to Japanese scholars, graduate students, and sometimes undergraduates, studying American history and culture. Visitors also participate in the collegial life of their host institutions and help expand personal scholarly networks between Japan and the U.S. The aim of the program is to contribute to the expansion of personal scholarly networks between the two countries. We are pleased to announce (pending funding) the thirteenth year of the competition.

Roundtrip airfare to Japan, housing, and modest daily expenses are covered. Awardees are also encouraged to explore Japan before or after their two-week residency at their own expense. Applicants must be members of the OAH, have a Ph.D., and be scholars of American history. Applicants from previous competitions are welcome to apply again. Winners of the competition are expected to attend the 2009 OAH annual meeting in Seattle, so that they can meet with visiting Japanese scholars and graduate students as well as the OAH-JAAS Historians' Collaborative Committee. The two host institutions in Japan for 2009 are:

- **KEIO UNIVERSITY** (Tokyo, Japan) is seeking a specialist in the fields of Southern history and culture. For two weeks, May 26 through June 8, 2009.
- **NAGOYA CITY UNIVERSITY** (Nagoya, Japan) is seeking a specialist in U.S. ethnic or immigration history with a European focus, "diaspora" studies, and ethnic studies. For two weeks, June 1 through June 14, 2009.

More information about the Japanese host institutions is available at <http://www.oah.org/activities/awards/japan/>. Note: If the host university cannot offer housing, applicants are expected to pay hotel expenses from the daily stipend.

Applications should include the following:

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

Applications must be sent in Microsoft Word format by **October 15, 2008** to the chair of the selection committee, Professor G. Kurt Piehler, at gpiehler@utk.edu. *Applicants must be current members of the OAH.*



▼ WHITE / From 15

"Controlled Enhanced with Specified Dissemination," meaning that the information requires safeguarding measures more stringent than those normally required since the inadvertent or unauthorized disclosure would create risk of substantial harm. Material contains additional instructions on what dissemination is permitted.

On May 22, Allen Weinstein announced the establishment of the "Controlled Unclassified Information Office" (CUIO) within the National Archives and Records Administration. Weinstein also announced that William J. Bosanko, director of the Information Security Oversight Office, would head up this newly formed office.

History Coalition Endorses "Electronic Messages Preservation" Bill

In a June 13, 2008, letter to Representative Henry A. Waxman, Chairman of the House Oversight and Government Reform Committee, the National Coalition for History endorsed the "Electronic Message Preservation Act" (H.R. 5811, H. Rept. 110-709). The bill would direct the National Archives and Records Administration (NARA) to establish standards for the capture, management, preservation, and retrieval of federal agency and presidential electronic messages that are records in an electronic format.

NARA would have eighteen months to promulgate the regulations to implement the bill's requirements. Federal agencies and the White House would then have no more than four years to comply. NARA would be required to report to Congress on White House and Federal agency compliance.

There would be an additional requirement for presidential records. One year following the completion of a president's term in office, NARA would be required to report to Congress on the status of the transition of that president's records into his or her archival depository.

Kathleen Williams Named NHPRC Director

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.

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.

National Park Service Issues Report on Preservation of Revolutionary War and War of 1812 Sites

Recently, the National Park Service released a "Report to Congress on the Historic Preservation of Revolutionary War and War of 1812 Sites in the United States." The study is the broadest federal effort ever undertaken to determine the status of Revolutionary War and War of 1812 resources. The report reflects the results of years of study and was successful in identifying the sites of almost 3,000 events associated with the two wars, including sixty sites within the National Park System.

The National Park Service has developed a website to highlight many of the sites preserved by the NPS as well as state and local governments and public and private entities (http://www.nps.gov/pub_aff/rev1812/intro.htm). In addition to a list of sites, the website includes information and web links to books and documents related to the Revolutionary War and War of 1812. □

2009 Hackman Research Residency Awards at the New York State Archives Albany, New York

**POSTMARK DEADLINE:
JANUARY 15, 2009**

Generally ranging from \$100-\$4,500 for advanced research in New York history, government, or public policy. Applicants working on doctoral dissertations and those at the postdoctoral level are particularly encouraged to apply. Additionally, applications are available for teachers and public historians interested in advanced research.

**FURTHER INFORMATION:
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Cultural Education Center, Suite 9C49
Albany, NY 12230
518-473-7091**

hackmanres@mail.nysed.gov
or visit www.nysarchivestrust.org



Funded by The Lucius N. Littauer Foundation, The Susan and Elihu Rose Foundation, Inc., The Gladys Kriebel Delmas Foundation and other private contributions to the Archives Partnership Trust.

NARA Seeking to Preserve History in the Mideast

Allen Weinstein



Weinstein

Whenever and wherever possible, the National Archives promotes the importance of preserving and managing important national records—an essential element in building and sustaining a democratic form of government while creating a candid account of a nation's history.

Developing archival skills and a recordkeeping focus in the Middle East is a major goal of joint efforts by me and Ian Wilson, Librarian and Archivist of Canada. We traveled to Israel earlier this year and met separately with officials of the Israel State Archives and the Palestinian National Archives to discuss their collaboration in archiving and preserving the records of their shared heritage. We discussed their respective archival needs, especially for practical records management training for their staffs, and we elicited pledges of interest in cooperating with the U.S. and Canadian national archivists.

The National Archives' work in this area has grown out of meetings with Wilson and other members of the global records management and archival community over the past two years. The history of these two archives is quite different. The Israeli State Archives was established in 1949, one year after the State of Israel was founded. The Palestinian National Archives was established in the late

1990s, after the Palestinian National Authority was formed in 1994.

While in the Middle East, we were able to identify collections that jointly document aspects of the history of Israel and of the Palestinian people, which include rare and fragile Palestinian newspapers from the early twentieth century and selected records from the Turkish and British mandate period. All are eligible for digitization so that they may be accessed on the Internet.

I am now pleased to report that progress is being made in this program. Earlier this summer, archives and records management officials from both Israel and the PNA joined me and Mr. Wilson in Ottawa. There, for the first time, these officials sat down together to discuss archival issues, even those on which they might disagree. There was preliminary agreement between the Israelis and the Palestinians on preserving the records in which both have an interest. A draft Memorandum of Understanding mentioned these goals:

- Digitize and make available to everyone newspapers published in Palestine during and prior to 1948. These newspapers are held in a variety of places in Israel and would be digitized by a joint Israeli-Palestinian team and placed on a public web site.
- Survey and digitize photographs documenting pre-1948 cultural life of Mandatory Palestine. As with the newspapers, these photographs would

be digitized and placed on a public web site.

- Survey and digitize records from the British Mandate and Ottoman period (now in the Israel State Archives), which for the most part document matters involving Palestinian Arabs.
- Set up records management and archival training programs for staff from the Palestine National Archives and the Israel State Archives.
- Form a nonpartisan team of archivists and records managers to inspect and inventory the records seized by Israeli forces from the Orient House in August 2001. The Orient House was the administrative center of Arab Jerusalem; it was closed by the Israelis after bombings in 2001 that were attributed to the Palestinians. Israel has since rejected repeated requests to return these records.

One of our principal tasks now is to find financial resources for these activities—not an easy task at this time.

We are encouraged by this progress with Israel and the Palestinians and pleased that our efforts may help to support eventual full access to the records. The National Archives' efforts in the Middle East are a part of its international outreach programs. We have strengthened our relationships with the world's other great democracies, and we have expanded training programs to aid less developed nations in improving their archival and records management practices. □

Explaining Digital History

William G. Thomas

On March 14, 2008, I set out for Park University in Missouri to give the keynote at the Phi Alpha Theta Midwest regional conference. Undergraduate history majors presented papers, and faculty advisors guided the proceedings. Nearly one hundred top students from excellent small colleges and research universities in the region participated. I knew little about the conference or the university when Professor Timothy Westcott invited me to come as an OAH Distinguished Lecturer. When I learned that last year's OAH speaker was Leon Litwack, I knew I had big shoes to fill.

What I found at this regional conference was a bustling, energetic, enthusiastic crowd of young historians. The students were fired up about history, about the research they were pursuing, and about the ways digital technologies might be changing their field and their world. They clearly wanted to hear more about "What is Digital History?" An undergraduate history major, Ryan Wagner, greeted me immediately and gave me a tour of Park's campus. I was impressed not only by Ryan's generous welcome, but also his commitment to and passion for the study of history. Every student I met at the conference matched Ryan's enthusiasm and it was clear that Professor Westcott and the other Phi Alpha Theta faculty advisors have created something special at this conference.

I was asked to speak about the different types of "digital history" and to show examples from "The Valley of the Shadow," as well as from my current work on "Railroads and the Making of Modern America." I wanted to give examples that explained the difference between digitization projects and digital history scholarship. Rather than an archive, an exhibit, or a document collection, digital history projects are often based in a historiographical problem or question and use digital tools to allow us to see the problem in new ways or to ask new questions. On the web, digital history projects possess qualities native to the digital medium—they are hyperlinked and cross-referenced

with evidence, analysis, historiography, and tools for visitors to investigate the historical subject on their own and make their own associations. When historians begin a digital project, they find out quickly just how much the medium affects the way they tell their stories. These students wanted to know more about how audiences on the web "read" history and how digital historians construct their work to fit the conventions of the new medium. Although each of these students had given a traditional paper at the conference, they were thinking hard about what scholarship will look like online five, ten, or twenty years into the future.

One of the most rewarding aspects of this experience for me was the opportunity to work with so many history undergraduates interested in graduate study. These students were all excited about the discipline. Their enthusiasm and openness were truly remarkable and refreshing. The OAH lecture gave me an invaluable opportunity to gain a different perspective on my subject and to talk with a new audience. It was also deeply inspirational. ✍

William G. Thomas is John and Catherine Angle Professor in the Humanities at the University of Nebraska-Lincoln, and co-founder of the Virginia Center for Digital History. He has been an OAH Distinguished Lecturer since 2007. Learn more about the OAH Distinguished Lectureship Program online at: <<http://www.oah.org/lectures/>>.

LECTURER'S NOTEBOOK

OAH Distinguished Lectureship Program



Will Thomas (center) with the students who organized the 2008 Midwest Phi Alpha Theta conference: Ryan Wagner (left) and Brett Ferguson (right).

INSTITUTE NEH POSTDOCTORAL FELLOWSHIP

2009-2011

The Omohundro Institute of Early American History and Culture offers a two-year postdoctoral fellowship in any area of early American studies, to begin July 1, 2009. A principal criterion for selection is that the candidate's dissertation or other manuscript have significant potential as a distinguished, book-length contribution to scholarship. A substantial portion of the work must be submitted with the application. Applicants may not have previously published or have under contract a scholarly monograph, and they must have met all requirements for the doctorate before commencing the fellowship. Those who have earned the Ph.D. and begun careers are also encouraged to apply. The Institute holds first claim on publishing the appointed fellow's completed manuscript. The Institute's scope encompasses the history and cultures of North America's indigenous and immigrant peoples during the colonial, Revolutionary, and early national periods of the United States and the related histories of Canada, the Caribbean, Latin America, the British Isles, Europe, and Africa, from the sixteenth century to approximately 1815.

Fellows devote most of their time to research and writing, work closely with the editorial staff, and participate in colloquia and other scholarly activities of the Institute. In addition to a beginning stipend of \$40,000, the fellowship provides office, research, and computer facilities as well as some travel funds for conferences and research. Institute fellows also have the option of spending a summer at the Huntington Library on a full grant within five years of their residency in Williamsburg.

For the tenure of the fellowship, the 2009-2011 fellow will be supported by the National Endowment for the Humanities through its program of fellowships at Independent Research Institutions.

The award is open to all eligible persons equally. Foreign nationals must have been in continuous residence in the United States for the three years immediately preceding the date of their application for the fellowship in order to be eligible for NEH funding. The College of William and Mary is an Equal Employment Opportunity/Affirmative Action employer.

Further information may be obtained by contacting: Institute-NEH Fellowship, OIEAHC, P.O. Box 8781, Williamsburg, VA 23187-8781. E-mail: ieahct@wm.edu

Web site: <http://oieahc.wm.edu/Fellowships/NEH.html>

Application must be postmarked by November 1, 2008.

Omohundro Institute of Early American History and Culture



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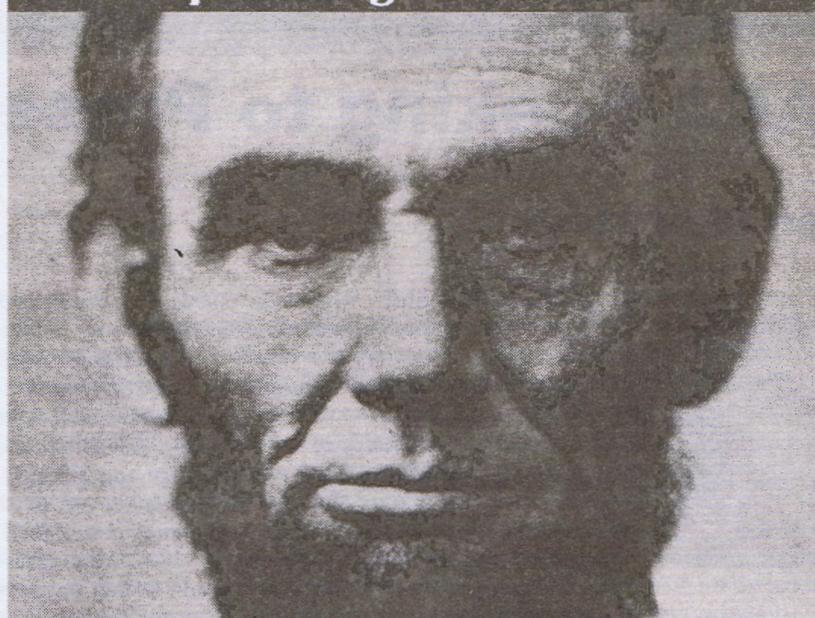
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www.oah.org/lectures

Report on Strategic Planning

As reported in the last issue of the *OAH Newsletter* (May 2008), the Organization of American Historians is currently developing a new strategic plan, designed to chart a broad framework for policies and programs of the organization. The new plan will be presented to the executive board in the fall of 2009 and, pending board approval, will replace the current plan, established in 2003.

The Strategic Planning Committee, chaired by OAH President Pete Daniel and co-chaired by executive board member Linda Shopes, is actively seeking input from the membership as it develops the plan. During the 2008 annual meeting, OAH committees were asked to address several questions related to planning; their responses are included in the body of materials under review by the committee. In addition, the Strategic Planning Committee is creating a comprehensive membership survey, to be sent to all OAH members in the fall 2008, asking them to assess the value of current OAH programs and services, respond to questions about new directions for the organization, and identify broad areas of concern. Finally, a draft of the plan will be circulated prior to the 2009 annual meeting and discussed at an open forum during the meeting. Daniel and Shopes also welcome individual comments from any OAH member; they can be sent to 战略规划@oah.org.

Currently the committee is considering several broad areas:

- **Membership**, including discussion of ways to enhance services to current members and develop member-

ship among groups of historians currently underrepresented in the organization;

- **Finances**, including attention to ways of retaining a firm financial base for the organization while also identifying new sources of income;

- **New media**, including identification of ways the OAH can better use the Internet and emerging digital media to both serve the membership and widely disseminate high quality historical work;

- **Reaching the public**, including a consideration of ways the OAH can enhance the public's understanding of history; and

- **Internal organization**, including discussion of the efficient management of core programs of the organization, staff organization in light of changing needs, and support for the work of OAH committees.

These categories are neither firm nor exclusive; during meetings of the OAH office in Bloomington on July 17 and 18, the committee also considered issues of advocacy on issues affecting the working lives of historians and the possibility of surveying selected groups of potential (but not current) OAH members. Overall, the committee is taking as broad a view as possible of the organization and its programs within the context of both opportunities and challenges facing the field and the profession. It seeks to develop a plan that is at once creative in advancing the organization, responsive to the needs of members, and practical in its intended outcomes.

Additional members of the 2009 OAH Strategic Planning Committee, who were appointed by Past President Neil Levin Finley, include President-Elect Haine Tyler May; Executive Board member David Frank; outgoing Vice President Alice Kessler Harris; *Journal of American History* Associate Editor Stephen Andrews; and OAH Leadership Advisory Council member Jay Goodgold. LJ

—Linda Shopes

Slate of Candidates 2009 OAH Election

The OAH Nominating Board is pleased to announce the following candidates standing for office in the 2009 OAH Election. **OAH Vice President:** David Hollinger, University of California, Berkeley (term of office begins immediately); Alice Kessler-Harris, Columbia University (term of office begins in 2009). **OAH Executive Board** (one candidate will emerge from each of the following three pairs) pair one: Gary O'Brien, Columbia University; Ramon Gutierrez, University of Chicago; pair two: Davis Dwyer, Western Nevada Community College; Thomas Coakley, Everett Community College; pair three: Mia Bay, Rutgers University; Mary Kelly, University of Michigan. **OAH Nominating Board** (one candidate will emerge from each of the following three pairs) pair one: George Cleveland, Yale University; Richard Godbeer, University of Miami; pair two: Benjamin Frank, Warwick Middle School; Kasey Jay Evans, Sycamore High School (Cincinnati, OH); pair three: Pablo Mitchell, Oberlin College; Kathleen Katslowald, SUNY Brockport.

Candidate biographical sketches, as well as personal statements, will be included with the ballot in the November, 2008 *OAH Newsletter*. LJ

Now Accepting Nominations for 2009

LAWRENCE W. LEVINE AWARD IN AMERICAN CULTURAL HISTORY

Given in recognition of the best book in American cultural history, the Lawrence W. Levine prize memorializes the career of Lawrence Levine, whose scholarship has shaped a generation of American historians. We honor his dedication to the history profession, his success in expanding the boundaries of historical scholarship, and his significant contributions to the field of American cultural history.

The winning author will receive \$2,000 and publisher is honored with a certificate of merit. Entries for the 2009 award must be received by October 1, 2008.

For more information, visit:
www.oah.org/activities/awards



Now Accepting Nominations for 2009

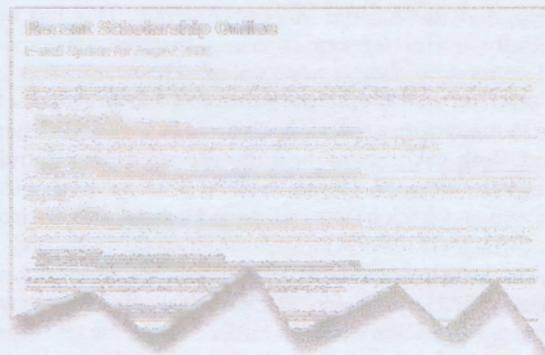
OAH TACHAU TEACHER OF THE YEAR AWARD

This award recognizes the contributions made by pre-collegiate classroom teachers to improve history education. The award, to be given for activities which enhance the intellectual development of other history teachers and/or students, memorializes the career of Mary K. Bonsted Tachau for her pathbreaking efforts to build bridges between university and K-12 history educators. The winner receives \$1,000, a one-year OAH membership, a one-year subscription to the *OAH Magazine of History*, and a certificate for the teacher's school. Applications for the 2009 award must be received by December 1, 2008.

For more information and to apply,
visit: www.oah.org/activities/awards



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Available exclusively to OAH individual members at: <http://oah.org/rs>

The improved quality of the *MOH* is immediately recognizable and we are quite proud of this important resource for history teachers in high schools, community colleges, and universities. Themes for *MOH* issues have ranged from the traditional (e.g., World War II Homefront, Lincoln and the Constitution, and Reinterpreting the 1920s) to some of the more recent and cutting-edge (e.g., Sexuality, Black Power and the forthcoming Disability History) to those that connect directly to today (e.g., American Religion, Conservatism, and U.S. and the Middle East). History Educator members receive the *MOH* as their primary publication, while over eleven hundred regular OAH members subscribe to the *MOH* in addition to the *Journal of American History*.

The last decade has also seen significant change in our other publications. Perhaps most significant was the decision nine years ago to publish an online version of the *Journal of American History*. Together with the American Historical Association, the University of Illinois Press, and the National Academies Press, OAH created the History Cooperative so that AHA and OAH could control their online journals rather than turn those operations over to an outside press. The AHA and NAP have since been replaced by JSTOR; twenty-two historical journals have been added; and the Cooperative continues to grow as an important source for online historical journals. Under the leadership of editors David Thelen, Joanne Meyerowitz, and Edward T. Linenthal in the last decade, the *JAH* has taken advantage of new technology to make scholarship and its teaching ever more accessible to OAH members. *Teaching the JAH* and *Recent Scholarship Online* are marvelous examples of harnessing technology for the benefit of the humanities. The future looks even brighter as we invest more in the *JAH's* technology efforts.

The new technology also made possible the electronic publication of the *OAH Newsletter*, the *OAH Magazine of History*, and the *Annual Meeting Program*. This has been especially useful for our overseas members who were used to reading the *Newsletter* a month or two after our U.S. readers, and getting the *Annual Meeting Program* too close to the meeting time to make a decision on whether to attend. Both of these publications are available to anyone through the internet. The electronic *MOH* is available to all members and back issues will soon be available electronically through JSTOR.

The last three years have also seen the publication of four new OAH books. In 2003, we began discussions with Palgrave Macmillan about a collaborative effort to publish an annual volume of the *Best American History Essays*. This project would help us meet our strategic plan goal of reaching a wider audience by selecting and publishing the ten best essays that appeared in various scholarly journals the previous year. By "best" we mean excellent scholarship and accessible writing. A panel of OAH scholars would select the ten essays and a distinguished OAH historian would edit the volume. Our first three volumes were edited by Joyce Appleby (2006), Jacqueline Jones (2007) and David Roediger (2008). In conjunction with the Lincoln Bicentennial next year, Sean Wilentz has edited a *Best American History Essays on Lincoln* which will appear in February 2009. We have also worked with the University of Illinois Press to publish *America on the World Stage: A Global Approach to U.S. History* (2008). The result of a collaborative effort by OAH and A.P. U.S. History, the book is a compila-

tion of fourteen essays (originally published in the *OAH Magazine of History*) on teaching various aspects of American history in a global context, along with fourteen teaching strategies.

The most important program of the executive office is the Annual Meeting. Ten years ago, the OAH annual meeting in Indianapolis had 130 sessions and featured a "Focus on Teaching Day." Evening events included a plenary session, the presidential address, and a \$50 per person event at the Indiana Roof Ballroom.

Since then, the Program Committees, Local Resource Committees, and OAH executive office staff have transformed the meeting into a more welcoming event for all members of the profession, in all fields and workplaces. Teaching sessions are no longer limited to one day or to precollegiate teachers. Program Committee members now are committed to presenting sessions of interest to secondary school teachers, public historians (there were no public history sessions in 1998), community college professors, and a broad range of fields of study. In 2008, the meeting welcomed high school and elementary school students and teachers with a public school exhibition room, which celebrated innovative American history projects from New York area schools.

While scholarly sessions are central to the annual meeting, OAH recognizes and has enhanced the social dimensions of the convention, facilitating the meeting of friends and colleagues from around the world. With the addition of regional receptions, a large number of hosted luncheons, graduate student breakfasts, and other social events, the annual meeting has become a place for American historians to meet others with similar scholarly interests. The connections attendees make at these social events often provide the seeds for sessions at future annual meetings.

Technology also radically changed the annual meeting. Session proposals and registrations are gathered online. More than half of annual meeting sessions use some form of digital technology, including multimedia presentations with film, music, and photographs. With the addition of "Screening History" in 2003, more than two dozen documentary films have been presented and discussed, often with the filmmakers in attendance.

While some attendees complain there are too many choices for each time slot, this plethora of options suggests the increasing richness of our programs. At the same time, recognizing the importance of the evening for socializing with friends and colleagues, we have moved the presidential address to the afternoon and plenary sessions to daytime slots. Change is a constant in annual meeting planning as OAH staff continually adjust to our members' needs from year to year.

While the annual meeting is largely for our members, OAH engages in a number of outreach activities that bring top quality American history to wider audiences beyond the membership. The OAH Distinguished Lectureship program, established as a fundraiser by OAH President Gerda Lerner in 1981, consisted of a little more than one hundred lecturers who gave a total of thirty lectures generating \$30,000 ten years ago. Today we have more than tripled the number of lecturers, quadrupled the number of lectures, and nearly quintupled the revenue. OAH Distinguished Lecturers present at colleges, Teaching American History projects, historical societies, museums, and libraries all over the country, including Alaska and Puerto Rico.

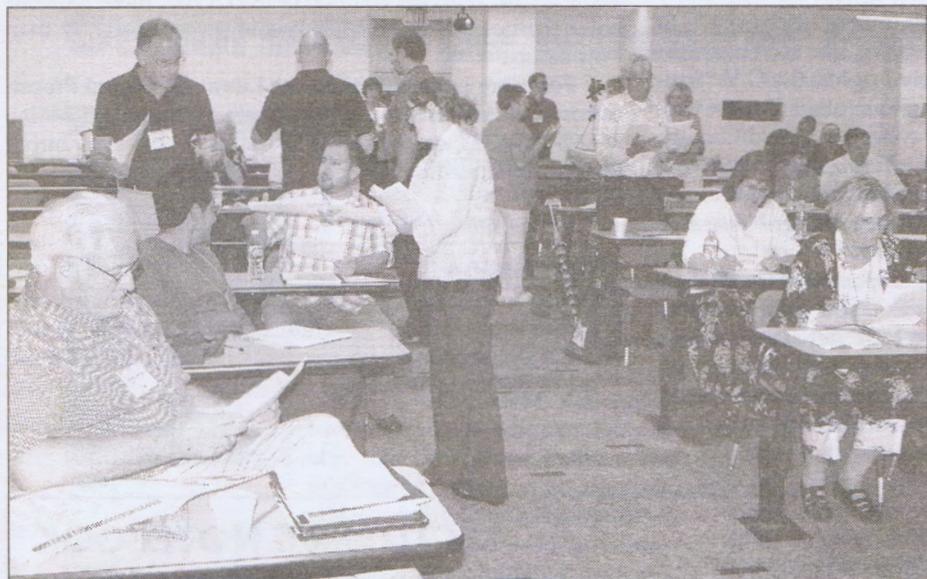
If hundreds of American audiences have enjoyed the expertise of OAH Distinguished Lecturers, millions of visitors to national parks have benefitted from the OAH ex-

pertise rendered through the OAH National Park Service cooperative agreement. Over a million dollars worth of advice, research, site reviews, and published work have been produced by OAH historians for the National Parks Service and many of its parks over the last fifteen years. The success of the NPS agreement led us to enter into a similar public history arrangement with the Desert Southwest Cooperative Ecosystem Studies Units (CESU). We will be offering cultural resource work, performed by our members, to various federal agencies in the Southwest.

Finally, OAH has modernized its internal operations in a number of important ways. Back in the 1980s, Executive Secretary Joan Hoff spoke of the "Mom and Pop" operation at OAH national headquarters. While much had improved over the years, the business and membership departments were still suffering from the Mom and Pop syndrome ten years ago. The accounting system was still on the cash basis despite requests from the auditor to change to the accrual method. We had no professional accountant in the office, on the Finance Committee, or on the executive board. In fall 1999, we made some significant changes starting with monthly reporting on both membership and finances. The regular monthly membership reports have helped keep better track of membership fluctuations and to determine the success of various initiatives to secure new members and reclaim those who have lapsed. In 2004, we modernized our central computer information system and expanded our membership staff. The result has been a larger membership and a modern system to better control the data and make better use of it.

In the business office, and through prodding by our auditors, we moved from a cash to accrual accounting system and hired a new business manager. The shift to accrual accounting was a long and sometimes painful process. We needed an accountant on staff, and the board's annual budget approval process was made more difficult since it was presented on a cash rather than accrual basis. Monthly statements were presented in both cash and accrual systems. Meanwhile the budget continued to grow and it became clear we needed professional accounting expertise to effectively manage what had become a complicated \$3 million operation. When the business manager resigned last summer, we hired a part-time chief financial officer, a CPA who installed new accounting software, established a new chart of accounts, and helped hire an accountant as the new business manager. The improvements in the accounting department have enhanced efficiencies in all aspects of the executive office. And with some relief, I can report that Mom and Pop have passed away.

As a learned society, OAH has long been noted for its excellent scholarship. We are now disseminating that superior scholarship to more members and more people outside the organization than ever before and we do so more attractively and in more accessible ways. We have much to be proud of, but we have much to do. In the next ten years we will have to expand our revenue to continue to meet our members' needs. We must embrace new technologies and work to attract younger professional historians who are often reluctant to join large professional organizations. We also need to remind newer American historians of their professional responsibility to support the learned societies in the discipline. These are the organizations that exist to advocate for them on a national level. I certainly hope that OAH will be there for them throughout their careers as it has been for me. I know I am a better American historian because of that and I certainly want that for all my colleagues in the field of U.S. history. □



Community college historians on break between sessions at the Mountain View College workshop in Dallas.



The Dallas workshop featured Hal Berry of St. Charles Community College, who discusses financial and other resources to build local partnerships, programs, and networks of fellow historians.

Friendships were formed, resources shared, and the workshop listserv has continued to remain active, providing an ongoing opportunity to continue the midwest community begun at Bloomington.

The workshop program consists of three days of core sessions and other panels specifically related to regional issues and interests. In Bloomington, these included a State of the Field session on "The Problems and Promise of Public History," with Edward Linenthal, and "Oral History and the Classroom," with Barbara Truesdell. Dallas special sessions included Edward Countryman on "Historians and the Origins of the American Revolution," and Richard McCaslin on "Teaching the History of Texas and the Southwest." Core sessions addressed "U.S. History in a Global Context" (Michael Grossberg, Bloomington; Troy Bickham, Dallas), "Using Online Primary Source Documents and Material Culture in the Survey" (Michael McGerr, Bloomington; Meg Hacker, Dallas), "Strategies in Teaching Late 20th-Century and Recent History" (Nick Cullather, Bloomington; Michael Bernstein, Dallas), "Incorporating Geography and Maps" (Jessica Overstreet), "Finding Financial and Other Resources to Build Local Partnerships, Programs, and Networks" (Hal Berry; staff from Indiana Humanities Council and Humanities Texas), "Working with Underprepared Students Planning to Transfer" and "Working with New Americans" (Liz Nichols, Dallas), and "Interpreting History: Museums and Materials" (Eric Sandweiss, Bloomington; Sixth Floor Museum Staff, Dallas).

The Dallas workshop was held at Mountain View College in June, with most attendees coming from Texas. A few also attended from Colorado, California, Oklahoma, Florida, and the East Coast. There was a wide range of institutions represented, with historians from urban multi-district colleges and small rural schools with one-person departments. Although Texas has a number of large districts, the overwhelming majority of faculty have never met and have no venue for networking. Most are also unconnected to four-year faculty in the state and welcomed the opportunity to exchange ideas with these colleagues. Thus, whether in large or small districts, two-year faculty work in isolation from each other and the larger historical community. This widespread complaint underscores the importance and the challenge of OAH outreach and inclusion efforts.

The use of public history and museums in the survey course was another element of the workshop experience, which includes visits to local museums. In Indiana, the group visited the Indiana Historical Society, the Eiteljorg Museum of the American West, and the Indiana State Museum, all in Indianapolis. Dallas museums included the Old Red Museum of Dallas County History and Culture, the Dallas Holocaust Museum, and the Sixth Floor Museum at Dealey Plaza. Tours included presentations by local historians and curators and allowed attendees to compare opportunities presented by a variety of institutions. The focus is on how historians use material culture to sharpen our understanding of the past, how public history sites make interpretive decisions, and pedagogical tools for utilizing such sites.

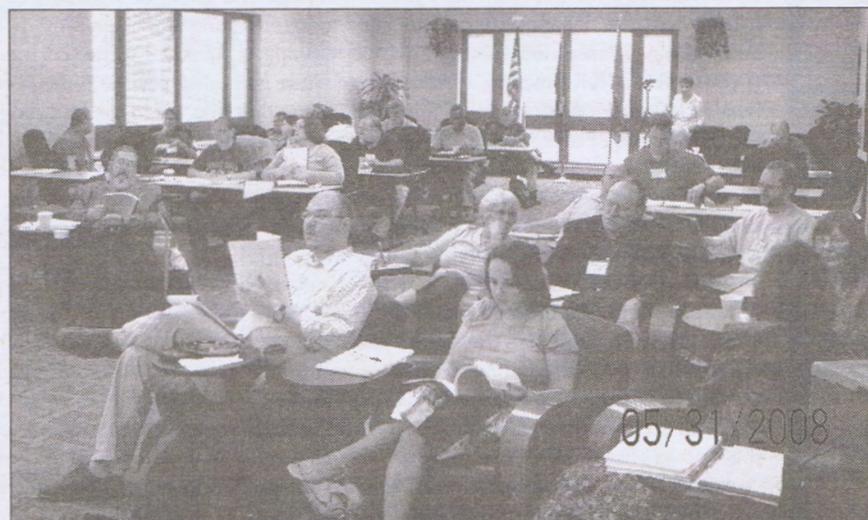
The OAH received substantial support to cover our 2008 expenses, including a major grant from the Ford Foundation, and funding from the History Channel. Ivy Tech Community College Bloomington sponsored all breakfasts, snacks, and the keynote luncheon, along with our bus transportation, and signage. Site Coordinator Donn Hall generously donated time to help administer the workshop and assist staff and attendees. In Dallas, Mountain View College sponsored the keynote luncheon, provided signage, assistants, and duplication services. Site Coordinator Ken Alfors also devoted many hours to workshop production and assistance. The enthusiasm of sponsors and sites is an essential factor in the success and positive climate of the workshops. Next year's workshops are shaping up to be similar in the excitement of institutions and faculty for the project.

In 2009 our southeastern workshop will be held May 28-30 at Hillsborough Community College Ybor City in Tampa, Florida. Ybor City is the historic Cuban district with unique cultural opportunities and flavor. The workshop location is the college's new

technology center, within a couple blocks of several hotels and close by freeway access. We are finalizing arrangements for our June 18-20 northeastern workshop to be held at the Community College of Rhode Island, Knight Campus, Warwick. In the meantime, we are soliciting ideas for future sites in 2010 and 2011; anyone with an interest in hosting a workshop should contact OAH in the next few months.

Looking ahead, we continue to refine and improve our efforts to meet the needs of community college historians. In expanding outreach to this constituency, the OAH is also sponsoring a special premeeting mini-workshop before the 2009 Seattle Annual Meeting, and a new community college listserv. This is a very positive time for collaboration and community building with OAH and two-year historians. New memberships, volunteers for service, and useful programs help to build positive and productive relationships that further our mission and reconnect our profession. □

Juli Jones, OAH Community College Coordinator, may be reached at <jjones@oah.org>.



Comfortable accommodations for historians attending the Ivy Tech Community College Workshop in Bloomington, Indiana.

New Library Department Provides Digitization Services

The Mississippi State University Libraries continue to grow and expand services to provide for the needs of the campus and community. In May, the Libraries announced the creation of the Digital Preservation and Access Unit (DPAU), a new Library department that will focus on the digitization and maintenance of the Libraries' various collections while also working with individuals across campus to fill requests for various digitizing projects.

Randall McMillen, Coordinator for the DPAU, says that the department works primarily with the Library's Charles Templeton Ragtime Sheet Music Collection, a collection of almost 22,000 pieces of sheet music including popular tunes dating as far back as 1865. "We are right at 6,000 pieces into the Collection," says McMillen, "inven-

torying and scanning the pieces along with the University Archives to see exactly how many unique titles exist." In addition to the Templeton Collection, the DPAU works with the Library's collections on civil rights, the G.V. "Sonny" Montgomery G.I. Bill, and various other Congressional and Political Research Center collections. Additionally, McMillen and his department are electronically archiving numerous agricultural photographs and documents found within the Consortium for the History of Agricultural & Rural Mississippi (CHARM) Collection.

"Having one centrally located department for all digitization projects," says McMillen, "will be a great benefit to both the Library and to the various MSU departments who utilize our services." Previously, any faculty, staff, or student's request for a digitized copy of any piece from the Libraries' collections would be processed in each individual

department. With the creation of the DPAU, these requests will be processed more quickly and more efficiently than ever before.

For more information on the Libraries' Digital Preservation and Access Unit, please contact Randall McMillen at 662-325-8398, or visit MSU Libraries' website at <<http://library.msstate.edu/>>. □

Correction

Due to an editing error, the name of Melissa Lisanti, co-author of the article "Teaching about the Impact of the Great Depression," was misspelled in the May 2008 issue of the OAH Newsletter. □

Connecting to a Women's Historical Tradition

Elisabeth I. Perry

The e-mail marked "urgent" from the OAH could not be ignored. Was I free to lecture on Eleanor Roosevelt to the College Endowment Association (CEA) in Milwaukee at the end of the month? As the month was February, the thought of flying further into the cold did not exactly appeal. But of course I said yes. I pulled up my tried and true Eleanor Roosevelt lecture, tweaked the prose, freshened my Power Point, and, a couple of weeks later, flew north.

The CEA, a group that I had never heard of before, was well organized. Almost as soon as I said yes, its officers phoned me to make arrangements. Since the lecture was booked for 10 a.m., they put me up the night before at the venerable University Club. (The view of Lake Michigan from the club's top floor lounge was spectacular.) My hosts picked me up promptly after breakfast and drove the few blocks to another venerable Milwaukee institution, the Woman's Club of Wisconsin.

I could not have imagined a more perfect place for my talk, in which I describe the "training for public life" that Eleanor Roosevelt received in New York women's voluntary associations in the 1920s. I have given versions of the talk since 1984, the year of her centennial, when I published an essay on the topic in a commemorative anthology (1). Most of my audiences have been academic, however. This time I was addressing listeners who truly understood what a woman's voluntary association was all about.

The College Endowment Association is rooted in the educational culture of white middle-class women in the Midwest of the late 1800s. The organization evolved from a group of Milwaukee women who, after attending "extension lectures" in 1874 at the Milwaukee Female College (founded 1852), formed a "culture" club, which they called the "Ladies' Arts and Science Class." In 1890, the club decided to raise an endowment for the financially pressed college and changed its name to reflect its new purpose. Fund-raising alone failed to inspire sufficient membership, and as soon as the group shifted its focus back to learning, it attracted some 500 members. It continued to raise money for the college while gathering several times a week to hear academic lectures. In 1896, it inspired a meeting that led to the founding of the Wisconsin State Federation of Women's Clubs. In 1922, the CEA adopted a schedule of ten lectures each "half-season." Today, it organizes weekly lectures from October through February (excluding holidays), charging only a \$50 subscription fee. It also underwrites scholarships and visiting scholars for Appleton's Lawrence University, which had absorbed the woman's college in 1964 (2).

The Woman's Club building, where I delivered my lecture, spoke eloquently of its own deep tradition as well. Poet Julia Ward Howe, founder of the Woman's Club of New England, had traveled to Milwaukee to help found the club in 1876. The founders stated their goal as to "elevate and purify" human civilization by exciting women to "intellectual and moral culture" and by encouraging them to study "the practical arts of our common life" (3). After years of meeting in members' parlors, the club formed a stock company to raise money for a building of their own. The company issued a thousand shares, sold for \$25 each, only to members of the club. An unprecedented action by clubwomen, this financial undertaking took consider-

able courage; that the venture succeeded is a tribute to the women's foresight and hard work. "The Athenaeum," their Italian Renaissance-style building, remains one of the city's most revered landmarks.

The CEA has a few traditions that, as an academic, I found a bit unusual (although by no means unpleasant). For example, after I checked on my Power Point, I was escorted to a small parlor, where I chatted with several of the group's officers and had my picture taken (for the record) until the hour came for the lecture to begin. Promptly at 10:00, the president ceremoniously walked me up the aisle of the lecture hall. This was apparently the signal for the audience, which numbered over 200, to settle down. The president then led me to a waiting chair and went to the front to introduce me. I have never been "presented" to a public in quite this way before.

Another aspect of CEA tradition: no questions are taken from the audience after the talk. "Things just get too chaotic," I was told. Only the association's steering committee of some thirty members were allowed to ask questions, and this they did for about half an hour after a luncheon served in the club's dining room. Their questions ranged widely across many aspects of women's political history, from the woman suffrage campaign, to the political career of my paternal grandmother, Belle Moskowitz, to Eleanor Roosevelt's later public life as forger of the Declaration of Human Rights and proponent of the United Nations. We even touched on contemporary issues in women's politics, and, as one might imagine, that topic led to some impassioned exchanges!

The larger audience may have been prevented from asking questions, but some of them came up to me before I was whisked away to lunch to thank me for speaking, pay me a compliment, or tell me one of their own Eleanor Roosevelt stories. One I won't soon forget: As a comment on Eleanor Roosevelt's ubiquity during her husband's presidency, I had ended my talk with the famous Robert J. Day cartoon from the June 3, 1933 issue of *The New Yorker* of two miners covered in coal dust looking up and exclaiming, "For gosh sakes, here comes Mrs. Roosevelt!" Afterward, an elderly man came up to me to tell me how, as a young sailor, he had just emerged from the shower, stark naked, when he came face-to-face with the First Lady, who was touring his ship. Eleanor Roosevelt was unphased. "Don't worry," she said, "I have boys," and went on her way. He never forgot the graciousness of her smile. ✍

1. "Training for Public Life: Eleanor Roosevelt and Women's Political Networks in New York in the 1920s," in *Without Precedent: The Life and Career of Eleanor Roosevelt*, Joan Hoff-Wilson & Marjorie Lightman, eds. (Bloomington: Indiana University Press, 1984): 28-45. The essay was based primarily on research in the records of the Women's City Club of New York.
2. See the pamphlet by John Gurda, "Women Learning: A History of the College Endowment Association, Milwaukee, Wisconsin," College Endowment Association, 2005.
3. See Liza Tuttle, *A Club of Their Own: 125 Years of the Woman's Club of Wisconsin* (Milwaukee, Wisc.: The Woman's Club of Wisconsin, 2000): 6; and the club's website, <http://www.wc-wi.org/>.

Elisabeth I. Perry is professor of women's studies and history at Saint Louis University. She has been an OAH Lecturer since 2001. Learn more about the OAH Distinguished Lectureship Program online at: <<http://www.oah.org/lectures/>>.

In Memoriam



Philip J. Pauly

The profession suffered a grievous loss with the death on April 2, 2008 of Philip J. Pauly at the age of fifty-seven. A distinguished and prolific historian of American science, Pauly received his B.A. from Catholic University in 1971, an M.A. from the University of Maryland in 1975, and a Ph.D. degree from Johns Hopkins in 1981. He came to Rutgers University

in 1981, and rose to the rank of professor.

His first book, *Controlling Life: Jacques Loeb and the Engineering Ideal in Biology*, was published by Oxford University Press in 1987. Pauly's widening interests became evident with the appearance of *Biologists and the Promise of American Life: From Meriwether Lewis to Alfred Kinsey* (2000), which analyzed the manner in which biologists influenced American society and culture. Despite severe health problems, he managed to complete a stunning work published by Harvard University Press in 2007. *Fruits and Plains: The Horticultural Transformation of America*, was a truly groundbreaking and original work. Covering nearly three centuries, Pauly attempted to describe and analyze how a variety of individuals and groups attempted to introduce both American and foreign plants in new environments while at the same time avoiding alien plants and insects. His concept of horticulture transcended garden clubs and genteel individuals who sought to grow more attractive flowers. In his eyes, horticulturalists were pioneer biotechnologists who—for better or worse—transformed the American environment. The book covered a myriad of topics from the battle over the Hessian fly to the debate over the forest-

ing of the prairies. Nor is the book one-dimensional. By discussing a variety of perspectives, Pauly provided an insightful historical account that shed light on such contemporary concerns as pest control and ecological restoration. The book is destined to become a classic.

A narrative of scholarly accomplishments, however, can scarcely do justice to the life of this remarkable individual. His contributions were recognized by a variety of groups and organizations, including: the American Association for the Advancement of Science, the National Science Foundation, the History of Science Society, the Rockefeller Foundation, the Smithsonian Institution, and the National Endowment for the Humanities. He also served on several editorial boards and was deeply involved in both departmental and university affairs at Rutgers.

Pauly was also an inspiring teacher, and offered a variety of courses encompassing the history of exploration, science and society, science prophecy and science fiction, and the history of nature and the nature of history, as well as other offerings rarely found in history departments. Those who were fortunate enough to enroll in his courses found that he was an extraordinary teacher who combined knowledge, wisdom, and erudition with a delightful sense of humor tinged with irony. Even during an illness lasting two years, he never lost his sense of humor, and his courage was an inspiration to all who knew him.

Pauly is survived by his wife Michele Bogart, a professor and director of graduate studies in the Department of Art at the State University of New York at Stony Brook, and a son, Nicolas, a sophomore at Rutgers. He will be sorely missed by both his family and his colleagues. □

—Gerald N. Grob
Rutgers University

Jules Tygiel

Jules Tygiel, a preeminent historian of American baseball, died in San Francisco on July 1, 2008, after a two and a half year battle against a neuro-endocrine tumor of the pancreas. He was 59 years old. Tygiel had been a member of the history faculty at San Francisco State University since 1978.

Tygiel's work on the history of baseball helped to legitimize sports history among historians and to show non-historians how sports can illuminate the past. His scholarly work was characterized by careful research, clear and graceful writing, and the selection of topics that spoke not just to our understanding of our past but also of ourselves and our society.

His first work, *Baseball's Great Experiment: Jackie Robinson and His Legacy* (Oxford University Press, 1983) is as much about race as about baseball and probes both the dynamic of integration and its limits. Named to several "best book" lists, the book received a Robert Kennedy Book Award. Tygiel's articles on baseball were collected and expanded in *Past Time: Baseball as History* (Oxford University Press, 2000) and *Extra Bases: Reflections on Jackie Robinson, Race, and Baseball History* (University of Nebraska Press, 2002). The Society for American Baseball Research gave *Past Time* its Harold Seymour Award in 2001.

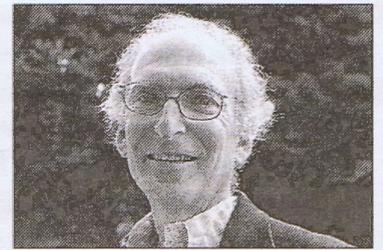
Tygiel's work on California history began with his dissertation, "Workingmen in San Francisco, 1880-1901" (UCLA, 1977), published in 1992. *Barron's* said that his *The Great Los Angeles Swindle: Oil, Stocks, and Scandal in the Roaring Twenties* (Oxford University Press, 1994) "should be required reading for anyone interested in the history of American finance." Tygiel's final book was *Ronald Reagan and the Triumph of American Conservatism* (Longman, 2004).

Tygiel's writing style and wry humor made him an attractive guest for talk shows and served him well as a speaker, including the keynote for the Symposium on Baseball and American Culture at the Baseball Hall of Fame in 1997. He also contributed op-ed pieces to several papers. Tygiel received two awards from National Endowment for the Humanities and San Francisco State's second annual Excellence in Professional Achievement Award.

At San Francisco State, Tygiel taught courses on U.S. history 1917 to 1945, California history, baseball history, and computer methodologies. His colleagues elected him to nearly every departmental committee, the Academic Senate, and the University Promotions Committee. Tygiel also organized annual standing-room-only programs on the events of September 11, 2001, that steered clear of ideologies and partisan critiques and instead, provided students and the public with thoughtful commentary.

In 1982, Tygiel married Luise Custer. They have two sons: Charles, 24, and Samuel, 17. Tygiel was preceded in death by his father in 2006, and is survived by his mother. His vibrant mind and gentle spirit will long resonate in the hearts of colleagues, students, friends, and extended family. Donations may be made to Imagine Supported Living at <<http://www.imaginesls.org>> or Camphill Communities California at <<http://www.camphillca.org>>. □

—Robert W. Cherny
San Francisco State University



(Photo courtesy of the Tygiel family.)

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.

Professional Opportunities

Harvard Business School

Harvard Business School is seeking candidates from the field of history for faculty positions in its Business, Government, and the International Economy (BGIE) unit. We will consider candidates at all levels whose research interests and experience include history of public policy, economic history, political history, international history, legal history, or environmental history. Candidates may come directly from history Ph.D. programs or from the faculties of other universities. All applicants should have outstanding educational records and a demonstrated potential for conducting outstanding research. The School is particularly interested in applicants with interdisciplinary interests and strong records of, or a potential for, excellence in teaching. Candidates with background in economics and/or public policy are especially encouraged to apply. Successful candidates will, at the outset, teach a required first-year MBA course on the economic, political, and social environment of global business. Starting salaries will be highly competitive. Applications must be received no later than November 21, 2008, and should include a curriculum vitae, a description of research-in-progress, a brief writing sample (paper or chapter), a statement of teaching

interests and, if applicable, teaching experience. In addition, the School requires three letters of recommendation, which should be sent directly to the School by the referees. Applicants must submit these materials electronically (preferably in pdf form) by November 21 to <facultyrecruiting@hbs.edu>. Please note your interest in the BGIE unit in the subject line of your email. If you have any questions please contact us at <facultyrecruiting@hbs.edu>. If there are materials that can only be sent in hard copy, please send them to Faculty Administration, attn: BGIE Unit, Harvard Business School, Morgan Hall T25, Soldiers Field Road, Boston, MA 02163. Equal Opportunity/Affirmative Action Employer—Women and minorities are encouraged to apply.

For the latest job listings, activities of members, announcements for calls for papers, awards, grants and fellowship opportunities, visit the OAH online at:
<<http://www.oah.org/announce/>>

Hardeman Prize-Winning Books

EXAMINING THE ROLE OF CONGRESS IN THE NATION'S HISTORY

Each year the Lyndon B. Johnson Foundation awards the D. B. Hardeman Prize to the author of the most important book on a congressional topic. The award is given to monographs only, but exceptions have been made for exceptional works by dual authors. Books may be political science studies, biographies, or serious historical works. The only limiting factor is an emphasis on the U.S. Congress. Books must have been published in 2007.

The Hardeman Prize carries a cash award of \$2,500, and the deadline for submission of candidates is October 15, 2008.

Those wishing to submit candidates for consideration for the Hardeman Prize should send eight copies to Ted Gittinger, Hardeman Prize Coordinator, at the LBJ Presidential Library, 2313 Red River, Austin, TX, 78705-5702.

MEMBERS OF THE HARDEMAN PRIZE COMMITTEE ARE:

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DON BACON, *former editor of the Encyclopedia of the Congress*

PROFESSOR H. W. BRANDS, *Dickson, Allen, Anderson Centennial Professor of History at UT*

RAYMOND SMOCK, *former Historian of the U. S. House of Representatives and now Director of the Robert C. Byrd Center for Legislative Studies at Shepherd University*

JOHN SIDES *of the Political Science Department at George Washington University*

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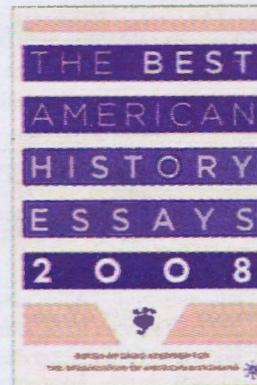


The *OAH Magazine of History* is a quarterly thematic publication featuring historical scholarship by prominent historians, yielding new information and insight on contemporary research. The illuminating articles are not only of interest to educators, but also appeal to those with a passion for our nations' 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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