



# Newsletter

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## From the OAH President

### Reflections on the Great Depression

Elaine Tyler May



May

This October marks the eightieth anniversary of the 1929 stock market crash that ushered in the Great Depression. I thought I would mark that occasion by reflecting on then and now. I asked several historians who have written on the culture and politics of the 1930s if they would be willing to suggest ways in which that era might help us understand and respond to the crisis we face today. A few of them generously took time out of their busy lives to respond to my request.

Robert McElvaine noted that the warning signs were obvious as early as the 1980s to anyone familiar with the excesses of the 1920s, but that nobody noticed because of the mesmerizing complacency of the Reagan era. McElvaine commented, "Since 1981, policymakers have been systematically unlearning the lessons of 1929. As the zombie arguments that the Market is God, any regulation is evil, and it is good to concentrate wealth and income at the top, arose from the dead and began to walk among us again, the conditions of the 1920s were recreated. By 2007, the share of national income going to the richest 0.01 percent (each making at least \$11.5 million) had risen to 6 percent, well above the previous high it had reached in 1928, and the end in a consumption-based economy was, predictably, the same. The question now is whether President Obama can break away from the influence of his Goldman-Sachs advisers and do at least as well as FDR did in reversing the consequences of glorified, unfettered greed."

While McElvaine focused on greed at the top, Lewis Erenberg commented on downsizing everywhere else, and how the popular arts reflect the change in circumstances: "The first thing that strikes me is that while there is a major

### Abraham Lincoln at Two Hundred

Vernon Burton

The OAH Newsletter requested that I write a report of the Lincoln bicentennial. The bicentennial activities were so numerous and exciting that it would have required several issues of the OAH Newsletter to list them all. Instead, I will concentrate on the session at the 2009 OAH Annual Meeting with which the OAH Newsletter suggested I begin the essay. Amidst the abundance of books, articles, plays, and assorted activities dedicated to the bicentennial of Abraham Lincoln's birth, people wanted even more. In response, the OAH Distinguished Lectureship Program has promoted lectures related to Lincoln. In addition to numerous OAH lectures, the Abraham Lincoln Association in Springfield and the Lincoln Forum of Gettysburg sponsored programs as well. In further commemoration of the Lincoln bicentennial, the 2009 OAH Annual Meeting Program Committee approached the executive director of the Congressional Abraham Lincoln Bicentennial Committee (ALBC), Eileen Mackevich, about assembling a panel for the OAH meeting in Seattle, "The Lincoln Legacy: Bicentennial Reflections." The panel originally included co-chair of the ALBC, Republican Congressman Ray LaHood (now Secretary of Transportation), and ALBC Commission member, Democratic Congressman Jesse Jackson, Jr., Eileen Mackevich, and myself. Because of Congressional duties, however, both congressmen had to withdraw. Senate historian Donald Ritchie stepped up to serve as chair, and



Preschool children at Ewa Elementary School perform in front of the bronze statue of Abraham Lincoln in 2004, marking the sixtieth anniversary of the statue's donation to the Leeward School District. (Honolulu Star-Bulletin, Dean Sensui photographer.)

ALBC member and OAH past president James O. Horton, joined the panel.

The 8:00 a.m. Saturday morning session drew a surprisingly large crowd, and the audience eagerly participated in a dynamic question and answer discussion. The conversation among the panelists and the audience revolved around the comparisons of the 1909 centennial of Lincoln's birth, the 1959 sesquicentennial celebration, and the 2009 bicentennial. The panel itself focused on perceptions of Lincoln that would not have been asked fifty years ago.

Donald Ritchie began the panel and ably set the context. Among his comments, Ritchie noted that Edmund Wilson in his 1962 *Patriotic Gore* stated that the worst thing that happened to Lincoln was Carl Sandburg (to which I take exception). At the conclusion of the session, Ritchie provided a wonderful, concise summary of the discussions. He particularly liked the comparisons between 1959 and 2009, and the idea of education as a legacy of Lincoln, including land grant colleges as authorized by the Morrill Act, and especially civic engagement and educational opportunities for the military.

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# Is There a Future for Women's History? Beyond the Cycle of Revisionism

Mary P. Ryan

*This article is adapted from Mary P. Ryan's keynote address at the OAH Committee on Women in the Historical Profession Luncheon at the 2009 OAH Annual Meeting in Seattle.*

I must warn you that I will be deviating from correct professional practice by straying away from the topic advertised in the program: "Is There a Future for Women's History?" I originally intended that question to introduce a discourse on historiography, and dutifully reviewed recent scholarship and calculated the number of sessions devoted to women's history on the 2009 OAH Annual Meeting program. On that basis, I can answer that ominous question in the affirmative. Any comparison between my first book in 1975 and any new monograph will testify that recent historians of women have traveled light years ahead of the pioneers, in the sophistication of their theories, the ingenuity of their research methods, and the subtlety of their argument. Yes, as our program attests, there is a thriving present and assured future for the field. By my hasty count women or gender is the theme of about eight percent of all the panels. Curiously, references to the female sex far outnumber the terms gender, masculinity, and sexuality that at one point seemed to be displacing the original label of our field, simply "women's history."

But I had no sooner drafted such an essay on historiography than I was apprised of a conversation on H-Women that interpreted my title in another way. It had prompted a discussion of the precarious state of women's history and women historians on the faculty of American colleges and universities. I share that concern, and affirm the need for both discussion and action to deal with it. As the generation that battled to secure academic positions for women's historians is about to retire, prospects for their replacement are uncertain, jeopardized by both the economic downturn and by shifting scholarly and political priorities. The uncertain outlook for women's historians reflects the status of women in the academy more generally. At my university, Johns Hopkins, for example, the representation of women among the faculty has stalemated at around thirty percent, well below parity with the number of recent Ph.D.s. A search for those women missing from the tenure-track leads to places like the adjunct faculty; at Hopkins two-thirds of those who labor in this academic sweatshop are women. The situation seems alarmingly familiar to students of women's history, who may wonder if another wave of feminism will leave a residue of sexual inequality in its wake. If so, historiography and contemporary history, that is both interpretations of my title, may be converging around a single issue, the long and continuing struggle to achieve the equality of the sexes. Therefore I decided to resolve the conflicting interpretations of my title by addressing the history of sexual inequality in America, or, putting it positively, the ideal of the equality of the sexes that has inspired feminists for over two hundred years. I warn you that this trip will be treacherously swift and especially superficial after the nineteenth century when I exhaust my limited expertise. But here goes.

American women raised the standard of sexual equality almost from the moment of the nation's founding. Even before Mary Wollstonecraft wrenched a call for women's rights out of European enlightenment, Judith Sargent Murray penned a treatise with that simple and portentous title the "Equality of the Sexes." The early republic abounds with evidence that the quest for equality crossed the boundaries of gender. Murray rejected "This distinction to the sex ascribe" and rejoiced that "nature with equality imparts." She was joined by the anonymous "Female Advocate," who in 1801 called upon "the wise and pious" to "concede an equality between the sexes." She laid claim to

"nothing more than the just rank, which God and nature designed, that equality of talents of genius, of morals as well as intellectual worth, which, by evident traits does exist between the sexes." This blunt assertion of sex equality commenced in the eighteenth century, rebounded off the walls of that small chapel in Seneca Falls, New York in 1848, and still resounds in my mind today. It did however quickly encounter resistance and produce second thoughts. Rosemarie Zagarri has called it a backlash. By the 1840s the clarion call of equality had been muted by a gender ideology whose variants have gone by the different names that lace any women's history syllabus, republican motherhood, true womanhood, separate spheres, women's influence, maternalism, and right up through the age of the hockey mom. The forthright assertion of the equality of the sexes has been repeatedly muddled, if not eclipsed, by a doctrine of separate but (reputedly) equal.

While white men advanced along a relatively straightforward path toward equality, women's political history took a detour. What Mary Kelly calls "gendered republicanism" became the "feminine other to the masculine state;" Zagarri argues that separate spheres were a direct reaction to political democracy. That first clear call for of sexual equality proved to be overly optimistic, even a bit naïve. The social conditions of gender in the early republic could not sustain it. The path to equality for women was blocked by dependency and subordination in households which were the property of men, and where women's energies were exhausted by the tasks of social reproduction. In this context, expectations of equality could easily be diverted into other channels where women found work and worth, and food for a distinctly feminine imagination. The voice of simple equality was muffled by a print culture that overflowed with celebrations of feminine domesticity, much of it penned by ambitious and talented women.

The nineteenth century would find women occupied in their homes, subordinated in the labor market, or practicing social benevolence in an unobtrusive womanly manner. Historians have clearly demonstrated that women's places had their own intrinsic rewards and would, over the course of the nineteenth century, open up many avenues to power outside the home and in the public realm. This womanly world was too expansive and invested with too much cultural value to be called unequal. It would reach its zenith near century's close in the epoch known as the women's era among African Americans and progressivism for white reformers. Despite their accomplishments, the female giants of the progressive era,

like Jane Addams, did not often speak the language of sex equality. Partially as a consequence, the programs they sponsored institutionalized gender differences and propagated sexual inequality. Those members of the Progressive coalition who found their way into policy-making during the New Deal were shunted into separate and secondary positions, where they drafted policies that were riddled with inequities. To women and mothers went lesser welfare benefits accompanied by extensive surveillance; to men and soldiers went more gen-

erous and unconditional public compensation. After 1920 and despite women's suffrage, women's political influence, while hardly exhausted, seemed to stall. Women remained a small minority of office holders; wives and mothers entered the labor force in growing numbers, but secured low status jobs and paltry wages compared to men.

When a new woman's movement placed gender on the public agenda late in the 1960s, the Equal Rights Amendment was finally pushed through Congress, but never secured ratification. Equality was a prominent motif, implicitly the critical thrust behind the second wave, but probably not the dominant language. The National Organization for Women set out to bring women into the mainstream in a partnership with middle class men. The young, scruffy, more rebellious contingent of the second wave announced itself as a women's liberation movement, seemingly more preoccupied with freedom than equality.

Then, late in the twentieth century, the plot line of this—my ridiculously schematic history—takes a curious twist. Women made major advances in status, but seemed to have left the banner of sexual equality behind. Jump

By the end of the twentieth century, one could actually discern whole sectors of society and economy where sex no longer seemed to decree inequality. Women laid equal claim to professions like doctor and lawyer, and became the majority in the nation's colleges.

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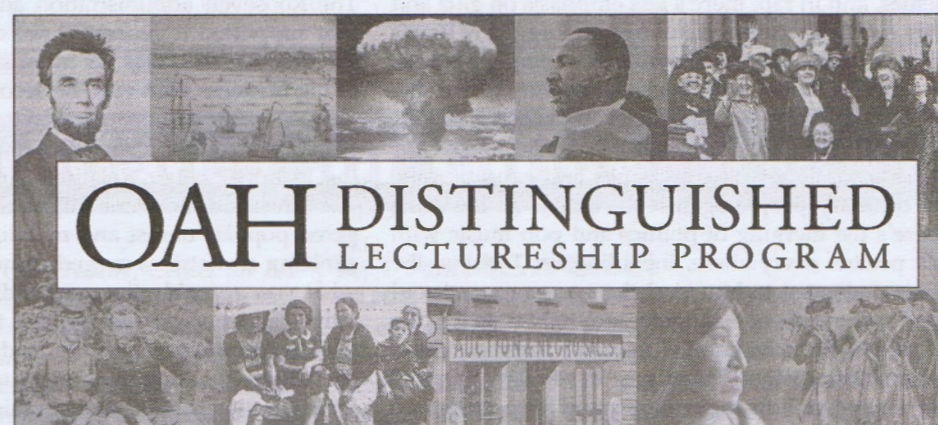
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difference between a Great Depression and a Big Recession, one of the key similarities is the theme of downsizing. Not only are men and women (this time) let go, but people were then and are now forced to downsize their lives. Hence the drop in SUV, Hummer sales, the slowdown in home sales and construction, and for people more on the margin, turning to rummage sales and community sales to outfit their children for school rather than buying new items. The emphasis on the economic troubles has diminished the power of the culture warriors, and heightened the emphasis on economic issues and policies. We see some of this in the music business in both eras. In the 30s record sales collapsed, partly due to the new format of radio. Today we see the CD market down because of the recession and the new format of downloading. Touring has been affected as has the big music festivals. Many artists are dejected as the music business melts down, which bears some similarity to the early 30s. While it is hard to tell where music is going, there are signs that the recession has affected the themes, much as we had Dust Bowl ballads and 'Brother Can You Spare a Dime' in the '30s. Along with that, there's real anger toward the wealthy Wall Street stock brokers and big bankers in general. For example, Neil Young's *Fork in the Road* CD mentions that we're all being downsized, including his sales after 'The Crash of Bucks,' in which he asks, where did the money go? In the song 'Fork in the Road,' he sings, 'there's a bail out coming, but it's not for you/ It's all for those creeps hiding what they do.' In country music there's more common man themes, and in rap, there's less emphasis on glitz and misogyny and fancy cars and Rolaxes. In Rugged N Raw's new CD and video, they are playful about empty pockets, and the video ends not with bucks showering down like rain, but coupons. Perhaps we'll see more movies like *Public Enemies* which retells the John Dillinger legend of the last American outlaw who robs banks and expresses the anger of ordinary people against the banks. At the same time, there's the merging of politics and pop music with Obama's posters everywhere, including on T shirts, the jazz pieces dedicated to him, and the ways rappers, soul artists and some rockers make reference to him. Is this the hopeful side of the day, parallel to FDR's unprecedented appearances on radio and his picture in so many movies? This will depend on how the economy and his policies fare and where the Afghanistan War goes."

Like Erenberg, Lary May comments on the ways in which the popular culture expressed political ideas. He observed that "in the last depression, those who had dominated public life saw their power and ideas failing. People who had formerly been excluded generated a cultural renaissance in the popular and high arts that helped to reshape American politics and identity itself. In the 1930s, the most dramatic example was Will Rogers. Born and raised a Cherokee Indian, he became by 1935 the major political commentator, film star and radio personality of the day, known as the 'Number One New Dealer' and 'Citizen Rogers.' And he did not pull any punches. He expressed his radical views in his newspaper columns, radio shows, political speeches and movies. Typical was his message to radio listeners in 1934 that it was 'not the working classes that brought on the economic crisis, it was the big boys that thought the financial drunk was going to last forever, and over bought and over capitalized.' The result was that 'the difference between our rich and poor grows greater every day. The Big Men tell us there is as much as we had and all that. But what they don't tell us is what's the mat-

ter with us is the unequal division of it. Our rich are getting richer all the time.' Today we have a similar crisis, after thirty years of a 'financial drunk' that led to an ever wider gap between the rich and poor. Yet what appears to be different is the lack of social movements or popular art animated by the desire for a more equal distribution of wealth. After a long cold war and conservative ascendancy, the popular language of Americanism that Will Rogers evoked in the 1930s is now seen as 'communist' or 'socialist' and thus "Un-American." One could despair at this political vacuum, despite the great appeal of President Obama. Yet one thing that the study of the last depression and the recent election can teach us is that American life and culture is incredibly creative and filled with surprises. That alone gives one hope that out of this depression we too can seize the chance, as Will Rogers said, to 'reorganize and redeem ourselves.'"

Gary Gerstle agreed that the critical difference between then and now is the lack of a popular insurgency to push the nation's leadership to respond to the needs of the people. While that insurgency might still appear, it is not clear at this point where it might lead. Gerstle wrote, "Missing from most comparisons between the Great Recession and the Great Depression that I have seen is an appreciation for the role that popular insurgency played in shaping the politics of the New Deal. The Roosevelt administration and the Democratic party that supported it generated not one but two New Deals: the first, in 1933, was far more solicitous of the interests of big business than was the second, which took shape in 1935 and was far more oriented to the interests of ordinary Americans (through such measures as Social Security and the National Labor Relations Act). Why the difference? The limitations and then failure of the first New Deal triggered popular unrest and mobilization in 1934: labor organizing and strikes surged, Americans elected that year what was arguably the most radical House of Representatives in American history, and third party challenges to the Democratic party proliferated. FDR came to fear these challenges, thinking they might undermine his campaign for re-election in 1936. Only in this climate did he embrace a harder-hitting liberalism and lend his support to a New Deal that today we remember as fundamentally restructuring American life. Many expect a similar kind of restructuring politics from Obama today. But it will only occur if a grass roots liberal insurgency gathers force and pulls Obama to the left. Absent that, the forces pulling Obama to the right will be too strong for him or the Democratic Party to resist. From where will this liberal insurgency emerge? To date, the labor movement lacks the vitality it possessed in the 1930s, the grassroots internet movement on which Obama built a successful campaign has lost its focus, and the other popular media—radio and television—are dominated by the likes of Rush Limbaugh, Glenn Beck, and Lou Dobbs. Should a populist insurgency develop in the second year of Obama's administration, as it did in Roosevelt's, it seems far more likely, as of this moment, to take a conservative rather than a liberal form. Yet, it is also true that in moments of crisis, new forms of political mobilization can develop with uncommon speed. Whichever way the country moves politically, 2010 is likely to be the decisive year of Obama's presidency, much as 1934 was for FDR's."



An unemployed and destitute man leans against a vacant storefront (Dorothea Lange, ca. 1935, Franklin D. Roosevelt Library Public Domain Photographs, 1882-1962).

Like Gerstle, Jeffrey Brooks also wonders whether the United States can reclaim the legacy of the 1930s. As a historian of the Soviet Union, Brooks offered a comparative perspective: "The Europeans have worked out a new social contract that extended the liberal-labor alliance that brought in democracy in some of Europe in the nineteenth century and which war-weary Europeans re-energized after World War II. Since we have no consensus and will not have one barring a Pearl Harbor scale defeat or a Sputnik-scale challenge, I cannot see us solving our problems regardless of what Obama may or may not want to do. He brought in too many of the old boys and old girls on day one to change the system on day two or three. The big payouts to Wall Street tycoons set the formula months ago. By doing that our leaders have, I fear, lost the chance to form a new Roosevelt-type coalition for change. Think about it. Europe has its advanced infrastructure, its fast trains, its good social net. And where are we with our tens of millions who have no health insurance and our countless unemployed to say nothing of our faltering transportation systems? You can add Canada and Australia to the countries that have moved beyond our political dead end. It is almost as if we began years ago to mimic the disastrous policies of our old Soviet enemy by putting aside quality of life issues such as education, the environment, and health care to focus on military solutions to our problems. Many then and even now seem to have forgotten that the Soviet Union collapsed not in a grand military debacle but because it failed its own citizens, who hoped, however naively, for something better, something equivalent to what they believed they saw in Western Europe and yes, also ironically in the United States."

These scholars share the view that there are lessons to learn from the 1930s that can guide us today, particularly the need for active citizenship, creative thinking and artistic expression, vigorous opposition to those whose greed brought us to this point, and holding ourselves as well as our leaders accountable. As historians, we have a particular opportunity to bring the lessons of the past into our work as teachers, scholars, and public historians. It is an old cliché that those who do not learn their history are doomed to repeat it. Unfortunately, that old cliché may be staring us in the face. □





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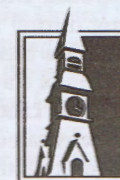
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The next speaker, James O. Horton, placed Lincoln in a global context. Using Hawai'i, a sovereign nation at the time of the Civil War, Horton discussed what Lincoln meant to Hawai'ians. He was very popular in Hawai'i then. Lincoln did better in mock elections at Honolulu in 1860 and 1864 than he did in most of the United States. And he is popular today. On anniversaries of his birthday, people place leis on his statue at Ewa Beach. With an emphasis on Lincoln in a transnational setting, Horton looked at Lincoln's correspondence with King Kamehameha IV and King Kamehameha V, which addressed each as "My good and great friend" and signed the letters as "Your good friend." Surprising to many, a number of Hawai'ians served the Union cause in the army and navy, some serving in African American regiments (1).

In her presentation, Eileen Mackevich compared the public celebrations of 1959—the 150<sup>th</sup> anniversary of Lincoln's birthday and the beginnings of the Civil War centennial—and 2009. In 1959, during the cold war, both Dwight D. Eisenhower and Germany's Willy Brandt spoke at Springfield, Illinois. Brandt said that Lincoln stood as the symbol for the continuous search for freedom and progress. Both men compared Lincoln's policy of "containment" in preventing the spread of slavery with the Kennan Doctrine and its containment of communism. In 1959, the public commemorations generally focused on Lincoln's dedication to the preservation of the Union. In this year's bicentennial commemorations, the emphasis has been on self-emancipation and the end of slavery. In addition, Mackevich spoke about some of the activities sponsored by the ALBC, including an upcoming conference on the Morrill Act of 1862 and Lincoln's views on education. She made an argument that education for veterans was a legacy of Lincoln and the Morrill Act. In arguing for civic engagement, Mackevich related the events of an ALBC meeting on the aircraft carrier the *USS Lincoln*, in Everett, Washington, with young sailors who looked to Lincoln as a model of military leadership.

My presentation focused primarily on two areas, Lincoln and nationalism in comparative perspective, and the changing views of Lincoln among African Americans from the centennial to the bicentennial. During celebrations of the first centennial, occurring during the nadir of American race relations, white historians basically wrote African Americans out of history. Issues of slavery and emancipation were basically ignored, while Lincoln was honored as the savior of the Union and celebrated for his "malice toward none." The Lincoln Memorial, the legacy of the centennial, is an example of just how public memory ignored the struggle over emancipation. Now, during the bicentennial, the emphasis has shifted to race relations. I related some of the sentiments expressed in a session on my book, *The Age of Lincoln*, at the annual meeting of the Association for the Study of African American Life and History in Birmingham. In a dramatic shift, African American views of Lincoln have changed from that of the Great Emancipator to that of the white honky (2).

During the question and answer portion, many expressed interest in the changing views of Lincoln among African Americans. Some in the audience, including panelist Jim Horton, remembered when pictures of Lincoln were prominently displayed in the homes of African Americans. The shift in perception came about with the modern civil rights movement, correctly labeled the Second Recon-

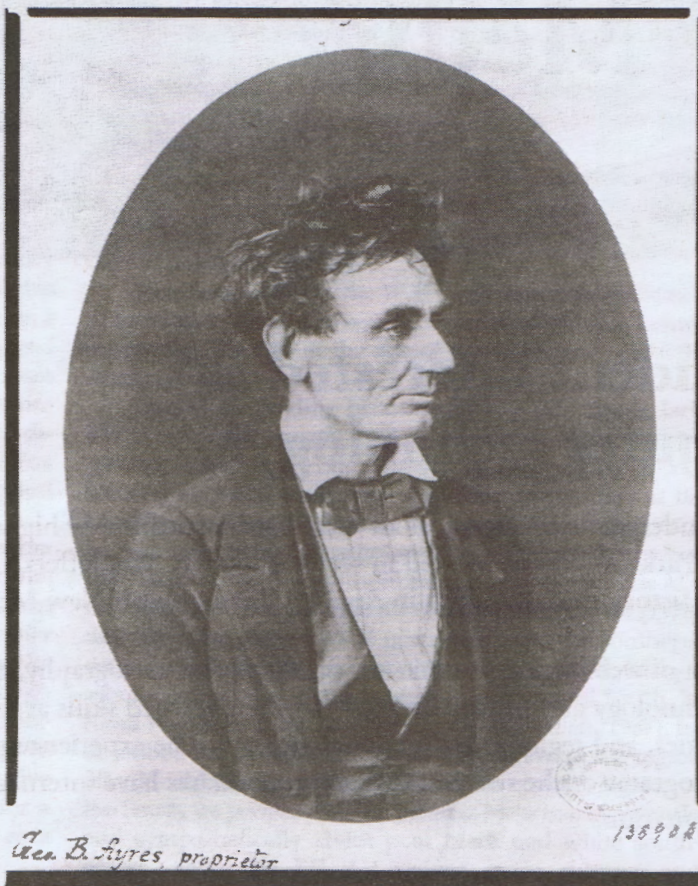
fessors, who wanted ideas about how they could incorporate Lincoln into courses or teach separate courses for the bicentennial year on Lincoln. Many believed that the OAH should help them do this. The *OAH Magazine of History*, which is a valuable resource for history teachers, devoted a series of issues to Lincoln, and the *Journal of American History* would publish an interesting volume on Lincoln during the bicentennial (4).

This year has seen an amazing amount of Lincoln activities. A number of universities are sponsoring courses on Lincoln and most states established commissions devoted to Lincoln programs. Even with the economic downturn and withdrawal of previously allocated monies, creative initiatives found ways to produce meaningful commemorations and educational programs focused on the Lincoln bicentennial.

Driving the commemoration is the ALBC, established on February 25, 2000, by Congress. The mission of the ALBC is to commemorate the bicentennial birthday of Abraham Lincoln, emphasizing the contribution of his thoughts as ideals to America and the world, and as a catalyst for strengthening freedom, democracy, and equal opportunity for all. Elaine Mackevich was hired as executive director on September 10, 2006, and brought a vision of public engagement to the ALBC. Senator Dick Durbin, Congressman Ray LaHood (who, upon becoming Secretary of Transportation, had to step down), and Lincoln scholar Harold Holzer, cochair the commission which has inspired and worked with various groups and programs. In April 2007, the Abraham Lincoln Bicentennial Commission Foundation, originally a four-member foundation chaired by Jack Kemp, was established to build a public-private partnership to give full support to the national and global commemorations of Lincoln's bicentennial. The foundation, a 501(c)(3) of the ALBC, has as its mission to continue to advance understanding and appreciation of Lincoln as a world figure for the advancement of civil and human rights. The foundation is also responsible for the ALBC's main legacy, a Lincoln Web site (and other programs and partnerships) it will affect over time. The Web site <<http://www.abrahamlincoln200.org>> represents Lincoln in the democratic spirit of

free inquiry. The Web site is planned to be interactive and hopefully will one day even include a virtual tour of the bicentennial's legacy, the Lincoln monument and other commemorative markers. Among a host of amazing activities, the ALBC has promoted and sponsored historical conferences, a book, worked with the OAH on the *OAH Magazine of History*, and has conducted a series of town hall meetings focused on race in several major cities.

Thus Lincoln's legacy continues to reverberate in strange and interesting ways. The election of President Barack Obama has piqued interest in Lincoln. Indeed, most presidents have at some level identified with Lincoln, including President George W. Bush. But Obama, who like Lincoln came to Illinois as a young man, and like Lincoln garnered most of his political experience in the Illinois legislature, has made clear his admiration and identification with our sixteenth president.



Abraham Lincoln immediately prior to Senate nomination, Chicago, Illinois, February, 1857 (Library of Congress Prints and Photographs Division LC-USZ62-36582, digital ID cph 3a36988).

struction. In the civil rights era the "great man" theory of history was questioned; social history—from the bottom up—was *de rigueur*. The new historical emphasis tended to topple many political leaders, including Lincoln. In the public sphere, Stokely Carmichael attacked Lincoln as a racist, and Lerone Bennett, Jr., long time editor of *Ebony*, publicized the view in an important essay in 1969 and in his book, *Forced into Glory* (2000). With the civil rights movement, when historians' interests shifted from slavery to race and racism, Lincoln's more gradualist policy was seen as inadequate, so much so that Mark Neely found the Great Emancipator characterized as "the perfect embodiment of Northern racism" in the pathbreaking book *North of Slavery* by white scholar Leon Litwack in 1961 (3). The ambiguous relationship of African Americans to Lincoln and the Lincoln legacy was personally dramatized in Harvard literature professor Henry Louis Gates, Jr.'s PBS documentary, *Looking for Lincoln*.

Other discussion from the audience involved many high school teachers, along with a number of college pro-



## Lee White National Coalition for History



White

### Ferriero Nominated as Next U.S. Archivist

On October 1, the Senate Committee on Homeland Security and Governmental Affairs held a hearing to consider the nomination of David S. Ferriero as the next Archivist of the United States. The hearing was presided over by Senator Thomas Carper (D-DE), Chairman of the Subcommittee on Federal Financial Management, Government Information, Federal Services, and International Security.

Mr. Ferriero was introduced by Senator Kay Hagan (D-NC), whom he had known during his tenure as the librarian at Duke University. Chairman Carper began with a brief opening statement welcoming the nominee and expressing his two overriding concerns with NARA: electronic records management and the costs associated with operating the presidential library system.

After an opening statement, Mr. Ferriero responded to a round of questions from the chair. In response to a question about security breaches at NARA, Ferriero stated that one of the challenges the agency faces is striking the proper balance between providing public access while at the same time protecting sensitive information. He stated that, from his own experiences, security breaches were most often caused internally. Ferriero noted that NARA has established a security task force and that as archivist, he would ensure that NARA would make security a top priority.

Chairman Carper then asked the nominee what he considered the major challenges NARA faced in managing electronic records. Ferriero responded that the real issue is the lack of standards for handling records across government agencies, which makes ingestion more difficult. He felt NARA needed to be more aggressive and assertive in assuring compliance with existing requirements, and provide more education and training for those employees at federal agencies responsible for records management.

The questioning then turned to the topic of the escalating costs of maintaining the presidential library system. Mr. Ferriero said he had read the report which NARA had recently submitted to Congress on alternative models for the presidential library system. He expressed concerns about the challenges in managing such a decentralized system and the capital costs of maintaining security and infrastructure at so many facilities. He also questioned the sustainability of the current model.

Chairman Carper expressed frustration that most government agencies consider records management an afterthought. The senator stated his concerns about overclassification and the backlog of materials awaiting declassification by NARA. Mr. Ferriero noted the administration's support for a national declassification center. He felt the pending issuance of a new executive order dealing with classification would alleviate some of the problems. However, Ferriero said a major factor contributing to the delay was at the front end of the process due to overclassification. He stressed the need for erring on the side of openness when faced with a classification decision.

Senator Carper then asked about the importance of maintaining NARA's reputation for independence and non-partisanship. Mr. Ferriero felt that Congress had expressed its commitment to NARA's independence by locating the new Office of Government Information Services and the National Declassification Center at the agency. He committed

himself to working with Congress if he felt NARA's independence was being threatened.

Chairman Carper concluded by questioning about the nominee's vision for NARA's outreach and educational role. Mr. Ferriero said that when the new Electronic Records Archive arrives online in the near future, it will ensure public access 365 days a year. He stated that NARA had a good track record of reaching out to students and teachers that would continue to be a priority under his stewardship of the agency. Mr. Ferriero's nomination is considered non-controversial and he is expected to be confirmed by the Senate sometime this fall.

One of the major challenges facing Ferriero, once he takes office, is what to do about the presidential library system. In recent years, Congress has been increasingly concerned with the rising costs associated with maintaining the existing twelve libraries and the costs associated with preparing for the new George W. Bush Library. NARA's base cost of operating the presidential library system in fiscal year 2008 was close to \$64 million.

### NARA Presents Alternatives to Current Presidential Library System

On September 25, NARA submitted a report to Congress detailing alternative models to the current presidential library system. The Presidential Historical Records Preservation Act of 2008 [PL 110-404] had tasked NARA with developing a report detailing ways to reduce the financial burden of the libraries on the federal government, improve the preservation of presidential records, and reduce delays in public access to presidential records.

NARA presented Congress with five alternatives, and the advantages and disadvantages associated with each model. Earlier this year, NARA requested input on its Web site for suggestions for the development of alternative models to the current library system, and received over one hundred comments, including from the National Coalition for History.

**Model 1:** The current model (in which both the archival depository and museum are donated to NARA by a library foundation) with revisions to the endowment calculation that would require an endowment based on the total size of the building.

**Model 2:** The presidential archival depository leased by the government, with a separate museum managed by a foundation.

**Model 3:** The presidential archival depository donated to NARA by a foundation, a university, or other non-federal entity, with a separate museum managed by a foundation.

**Model 4:** A centralized federally-funded presidential archival depository (in the Washington, D.C. metropolitan area) managed by NARA, and former presidents may build and manage their own museums in a location of their choice.

**Model 5:** A centralized presidential archival depository funded and managed by NARA and a museum of the presidency (both in Washington, D.C.) is built and staffed by NARA. Private funds through a separate foundation or through other fund-raising would be required to build and sustain the exhibits and the educational and public programs of the museum.

While NARA did not recommend a preferred model, the report rejected Model 2 as having the highest cost with the lowest benefits.

NARA concluded the only way to reduce costs was to eliminate programs. The most significant cost savings would be achieved through the elimination of the presidential mu-

seums, public outreach, and educational programs, with NARA providing governmental support only for the archival and collections management functions for both archives and artifacts.

Presidential libraries represent less than sixteen percent of NARA's budget, yet account for sixty-three percent of visitors to the national archives. The report stated that the most crucial question which NARA and others must resolve before adopting any changes is determining what NARA's mission is for the presidential libraries, and its role in the study of the presidency.

### Improving Access under the Presidential Records Act

The Presidential Records Act (PRA) provides each president the discretion to impose, while in office, six restrictions on access which last up to twelve years after the president leaves office. The PRA does not mandate these restrictions, but they can be narrowed or waived after the president leaves office.

After five years, the Presidential Records Act gives the public the right to access presidential records via the Freedom of Information Act (FOIA). However, for a variety of reasons, especially a lack of resources, NARA has not been able to process the records in a timely manner. Therefore, at the point when presidential records have become subject to request under FOIA, the vast majority of records have not yet been reviewed and publicly released. For example, at their respective five-year points, the Reagan and George H.W. Bush Library staff had processed less than five percent of their presidential records and less than one percent of the Clinton presidential records.

In its original solicitation for public comment, NARA had suggested, "[p]residential records can be processed more efficiently if they are processed systematically rather than under FOIA during the years in which the Presidential Records Act (PRA) restrictions apply." NCH and a host of public interest groups objected to this alternative and it was not presented as an option in the report to Congress.

NARA believes statutory changes to the PRA would be of some help in limiting delays in processing records. The PRA requires NARA to provide notice to the former and incumbent presidents of its intent to open records. One of the solutions NARA recommends is a statutory cut-off period for notice, which should coincide with the death or disability of the former president or after twenty-five years, whichever is later.

NARA noted it had implemented a number of changes which have streamlined the way FOIA requests are processed. In addition, in the last year Congress appropriated funding for fifteen additional archival positions for the existing libraries with presidential records—Reagan, Bush 41, and Clinton. Congress also appropriated funding for eighteen archivists to process the George W. Bush and Cheney records. NARA believes these positions, combined with improvements in the way NARA processes presidential records, should result in the opening of significantly more material.

NARA is also faced with a tremendous backlog of materials awaiting declassification. According to the NARA report, the presidential libraries hold nearly forty million pages of classified records. The Obama administration soon will be issuing an executive order to revamp the entire classification and declassification process. The administration is on record as supporting the creation of a new national declassification center to be housed at NARA to centralize, and hopefully expedite, the declassification process. □



# SHAFR:

*The Society of Historians of American Foreign Relations*

## **Crossing Boundaries: Foreign Relations and Transborder Histories**

*2010 Conference of the Society for Historians of American Foreign Relations*

### **Call for Papers**

The Society for Historians of American Foreign Relations (SHAFR) invites proposals for panels and individual papers at its annual conference to be held June 24-26, 2010 at the Pyle Conference Center at the University of Wisconsin-Madison. In order to receive full consideration, proposals should be submitted no later than December 1, 2009.

The program committee welcomes panels and paper proposals that deal with the history of United States' role in the world in the broadest sense. In order to complement SHAFR's signature and continuing strengths in diplomatic, strategic, and foreign relations history, particularly for the post-1900 period, the Committee especially encourages proposals that deal with non-state actors and/or pre-1900 transborder histories, as well as proposals that involve histories of gender and race, cultural history, religious history, environmental history, economic history, labor history, immigration history, and borderlands history. The Committee also invites applications from scholars working in areas other than U. S. history, and panels that include work by such scholars. Finally, the committee welcomes panels dealing with issues such as pedagogy and professionalization.

To defray traveling costs for some graduate students and first-time participants, SHAFR is offering a number of competitive fellowships. Please read below for further information.

The committee seeks complete panels with a coherent theme in one of the following formats: (1) three papers, chair, and commentator; or (2) a roundtable discussion with a chair and participants. Panels and roundtables must have at least three presenters. The committee also welcomes panels using innovative procedures. We request that applicants have no more than two roles at the conference and only one presentation of their own research. Please read and follow the instructions at: the SHAFR 2010 Annual Meeting link at the SHAFR website, [www.shafr.org](http://www.shafr.org).

Although proposals for individual papers will be considered, proposals for complete panels are encouraged and will receive preference. Those seeking to create or complete a panel should consult the "panelists seeking panelists" link at the SHAFR 2010 Annual Meeting website. Electronic submissions are strongly encouraged, but paper submissions will also be accepted. Please email a copy of your application as a single Word file attachment to Anne Foster and Naoko Shibusawa, program chairs, at: [program-chair@shafr.org](mailto:program-chair@shafr.org). If submitting a paper copy of your application, please mark "SHAFR 2010 Proposal" on the front of the envelope, and mail it to: Naoko Shibusawa, History Department, Brown University, 79 Brown St., Providence, RI 02912.

### **SHAFR Fellowship and Grant Programs**

*SHAFR offers several grant and fellowship opportunities for graduate students who are conducting research on some aspect of U.S. foreign relations history.*

**Divine Graduate Student Travel Grants:** SHAFR will offer several Robert A. and Barbara Divine Graduate Student Travel Grants to assist graduate students who present papers at the 2010 SHAFR conference. Available to students whose home institutions have limited or no funding available. *Application deadline: December 1, 2009.*

**SHAFR Diversity and International Outreach Fellowship Program:** In 2010, SHAFR will continue a competition for fellowships that will cover travel and lodging expenses for the SHAFR annual meeting. The competition is aimed at scholars whose participation in the annual meeting would add to the diversity of the society. *Application deadline: December 1, 2009.*

**Dissertation Completion Fellowships:** In 2010-2011, SHAFR will award two Dissertation Completion Fellowships of \$20,000 each. Each of the two, year-long awards is designed to support the writing and completion of the doctoral dissertation in the academic year of the fellowship. *Deadline for applications: April 1, 2010.*

*SHAFR offers many other fellowships and grants for students and faculty. Complete information on funding opportunities can be found at:*

**[www.shafr.org/members/prizes-and-fellowships/](http://www.shafr.org/members/prizes-and-fellowships/)**



# Call For Presentations • 2011 OAH Annual Meeting

## Americans Divided and United: Multiple and Shifting Solidarities

Thursday, March 17 to Sunday March 20, 2011

Hilton Americas-Houston • Houston, Texas

With the theme of "Americans Divided and United: Multiple and Shifting Solidarities," the Program Committee for the 2011 Organization of American Historians Annual Meeting in Houston intends to present a wide-ranging program that will encourage critical discussion of the issues now driving the best scholarship in all subfields of United States history. The Committee invites proposals that cover any and all periods within 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 will feature sessions on the ways in which Americans have been separated from and united with one another in a variety of historical contexts, but the Committee welcomes proposals on topics beyond this year's designated theme. The program aims to include public historians and independent scholars as well as those teaching at universities, colleges, community colleges, and secondary schools. In general, the program should reflect the full diversity of the OAH membership in the United States and abroad.

Beginning October 1, 2009, the program committee invites the submission of panels and presentations that deal with these and other issues and themes in American history. OAH welcomes 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. Roundtables and workshops offer an excellent format for this. The committee prefers 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. OAH encourages more senior historians to present their own research, and welcomes 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 contact the OAH meetings department.

### Submission Procedure

Proposals should be submitted electronically to the OAH Proposal System beginning October 1, 2009. 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:

- a complete mailing address, e-mail address, phone number, and affiliation for each participant
- an abstract of no more than 500 words for the session as a whole
- a prospectus of no more than 250 words for each presentation; and
- a vita of no more than 500 words for each participant

The deadline for proposals is Thursday, February 25, 2010.

### 2011 Program Committee

Peter Kolchin, University of Delaware, cochair  
Joanne Meyerowitz, Yale University, cochair  
Manfred Berg, Historisches Seminar der Universität Heidelberg  
Holly Brewer, North Carolina State University  
Hasia Diner, New York University  
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Martha S. Jones, University of Michigan  
Moon-Ho Jung, University of Washington  
Paul Kramer, University of Iowa  
Naomi R. Lamoreaux, University of California, Los Angeles



## REACHING NEW HEIGHTS ...

### The George Washington University History Department

The George Washington University History Department is pleased to announce the addition of six new faculty members:

#### Modern America

**Eric Arnesen** (U.S. Labor history), winner of both the Wesley-Logan and John H. Dunning book prizes of the American Historical Association.

**Jenna Weissman Joselit** (Modern American Jewish history), author of *The Wonders of America: Reinventing Jewish Culture, 1880-1950* (Hill & Wang), to hold the Charles E. Smith Chair in Judaic Studies.

**Erin Chapman** (African-American history), who will hold a Ford Foundation Fellowship in 2009-2010 to complete a book manuscript, entitled *Prove It On Me: New Negroes, Sex, and Popular Culture in the 1920s*.

#### Modern Europe

**Katrin Schultheiss** (France), author of *Bodies and Souls: Politics and the Professionalization of Nursing in France, 1880-1922* (Harvard University Press),



currently at work on a book manuscript entitled *The Family Charcot: Art and Science in France, 1870-1936*.

#### World

**Benjamin Hopkins** (Afghanistan and South Asia), author of *The Emergence of Modern Afghanistan* (Palgrave/Macmillan) and co-author of the forthcoming *Fragments of the Frontier: Alternative Geographies of the Afghan Frontier*.

**Jisoo Kim** (Korea), who will hold a postdoc in 2009-2010 at the Kyujanggak Institute of Seoul National University, where she will work on her book manuscript, entitled *Voices Heard: Women's Right to Petition in Late Choson Korea*.

More information about  
The George Washington University  
History Department is available at  
<http://www.gwu.edu/~history>.  
Or write to [history@gwu.edu](mailto:history@gwu.edu).

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Given so much wonderful hoopla, do we now have Lincoln myopia? Or has there been too much Lincoln? Are the general public and historians ready to let Lincoln rest for a while? Lincoln is already the most written about American, and globally is behind only Jesus and Shakespeare. If the number of books I have been asked to review in the last two years on Lincoln is any indication, Shakespeare should be worried about his second place standing by the conclusion of the Lincoln bicentennial. Thus, as I am often asked, is all the attention and effort warranted? To answer that question I will rephrase one of President Bill Clinton's more infamous lines. Rather than worrying what the meaning of "is" is, historians are interested in what the meaning of "us" is. Lincoln is about us and who we are. In the April 13 edition of *Newsweek*, editor Jon Meacham argued that Americans "value individual freedom and free (or largely free) enterprise .... The foundational documents are the Declaration of Independence and the Constitution (5)." Without acknowledging it, Meacham was explaining why Americans will always be interested in Lincoln.

As we conclude the Lincoln bicentennial, we are about to enter the sesquicentennial anniversary in 2010 of the Civil War and the major commemorations which will undoubtedly take place. At stake during the Civil War was the very existence of the United States. The bloodiest war in our history, it posed what clearly became persistent themes in American history: the character of the nation and the fate of African Americans. Consequently, scholars have been vitally interested in the Civil War, searching out clues therein for the identity of America. And yet, if the identity of America is in the Civil War, the meaning of America—what we become, and how we do things—is found in Reconstruction. While we have never had a public commemoration of Reconstruction, if we truly want to honor Lincoln's legacy, we need to commemorate it as well, as that all too brief experiment in interracial democracy of the South. Now, as two hundred ago, Lincoln's words ring true: "Determine that the thing can and shall be done, and then we shall find the way." □

#### Endnotes

1. For more detail, see Jim Horton's article at <<http://hnn.us/articles/64503.html>>.
2. For more details on my presentation, see my Web site at <[www.Ageoflincoln.com](http://www.Ageoflincoln.com)>.
3. Mark E. Neely, Jr. "The Lincoln Theme Since Randall's Call: The Promises and Perils of Professionalism," *Journal of the Abraham Lincoln Association*, vol. 1, issue 1, 1979, p. 69.
4. "Abraham Lincoln at 200: History and Historiography," *The Journal of American History*, vol. 96:2 (September, 2009).
5. "The Decline and Fall of Christian America," or "The End of Christian America," *Newsweek*, April 13, 2009, p. 34-37.

An officer of the Congressional National Abraham Lincoln Bicentennial Commission Foundation, Orville Vernon Burton is the Burroughs Distinguished Professor of Southern History and Culture at Coastal Carolina University and is executive director of the College of Charleston's Program in the Carolina Lowcountry and Atlantic World. He was the founding director of the Institute for Computing in Humanities, Arts, and Social Science (ICHASS) at the University of Illinois, where he is emeritus University Distinguished Teacher/Scholar and professor of history, African American studies, and sociology.

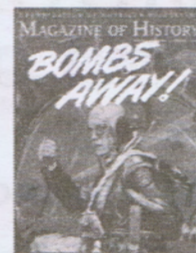
started by the feminist movement, advances toward the equality of the sexes continued and even accelerated, but against the tides of a putatively post feminist gender culture. Restrictions on women's employment dwindled until by recent estimates women accounted for as much as forty-nine percent of the paid labor force. By the end of the twentieth century, one could actually discern whole sectors of society and economy where sex no longer seemed to decree inequality. Women laid equal claim to professions like doctor and lawyer, and became the majority in the nation's colleges. While still underpaid and overworked, both women's wages and men's contribution to housework rose to significantly higher levels and at a faster pace than ever before. Could it be that even as the demands for the equality of the sexes have grown quieter, some invisible hand of economic change is about to erase the inequities that have been women's lot throughout our history? Will the steady erosion of the gender division of labor wash away sexual inequality? Is that divide between mother and breadwinner along which previous campaigns for gender equity faltered about to dissolve? And will the promise of the equality of the sexes gleamed by Judith Sargent Murray over two centuries ago finally, magically be realized?

With this flamboyant proposition I will hastily make my retreat from contemporary history and turn to historiography. But here, in recent historical writing, I find a certain analog to this disconnect between gender change, often in a progressive direction, and explicit and forceful demands for sexual equality. Three recent trends in historiography come to mind. First is the body of recent writing that has demonstrated how individual women can make their way very masterfully past the barrier of sexual inequality to find power and status. I think of Catherine Algor's portrait of the demure ladies of Washington in the early republic who operated the levers of federal power from their tea tables, or of Mary Kelley's accounts of how women achieved a rich subjectivity through reading and writing, even while sequestered under the severe patriarchy of southern plantations. Other historians have found women prospering in the farthest and darkest corners of our unequal society, even as leaders of the KKK. Writing the history that women

made in the backwaters of sexual inequality is a major and often brilliant strain in recent women's history.

A second major strand of recent scholarship has proved Mary Beard's claim that women are a force in history, or in the words of Lee Ann Whites, that "Gender Matters." Southern history is one of the major beneficiaries of this literature. Kathleen Brown demonstrated that gender shaped the institutionalization of slavery; Stephanie McCurry showed how the domination of women cemented the class relations that brought on the Civil War; Laura Edwards, Martha Hodes, Amy Dru Stanley, and Glenda Gilmore exposed the sexual underpinning of Jim Crow. Another group of historians, too numerous to name, have shown women to be a powerful force in the history of the twentieth century, particularly with their work on the welfare state. Practitioners of the New Indian History have also been apprized that gender matters by such recent works as Juliana Barr's *Peace Came in the Form of a Woman*. Barr's demonstration of how gender influenced the outcome of encounters between Europeans and Indians on the Texas frontier also reveals how the power of gender, like the agency of women, does not ally neatly with the equality of the sexes. In fact the two may even operate in opposition to one another. Those women so critical to the

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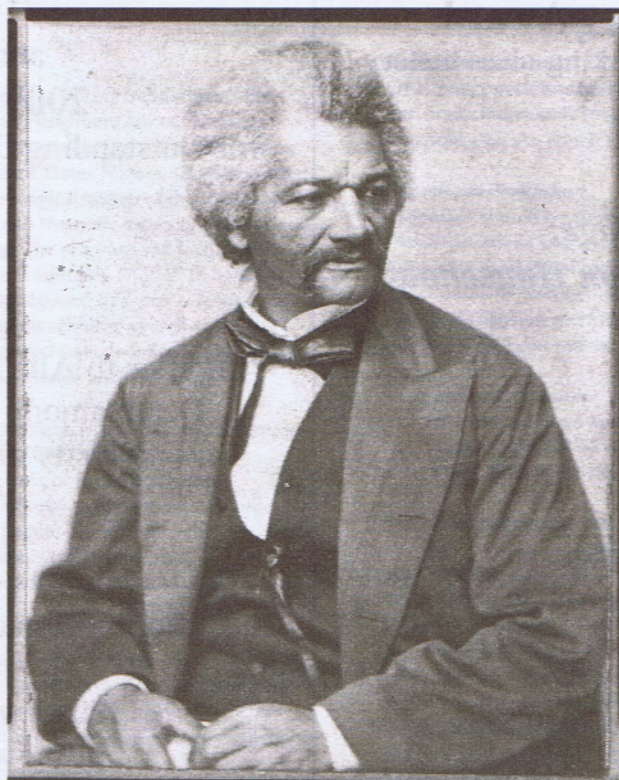
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**MAGAZINE OF HISTORY**



diplomatic relations between Indians and Europeans, for example, were sometimes abjectly unequal; captured and enslaved they were traded between tribal chiefs and European invaders. In cases like this, it was sexual inequality that was powerful historically. Some of this work, which I deeply admire, holds the equality of the sexes at bay, as it deploys women and gender as explanatory factors in the study of other, some would say larger, historical issues.

Before I address this contradiction, let me offer one last example of how the shadows of sexual inequality play upon recent historiography. Again it comes from one of the richest bodies of contemporary historical scholarship, studies of African American women's history. Much of this work places female subjects in the pantheon of their sex. If we are tracking the gender organization of civil society, for example, we would find that the first women's benevolent association was the Society of St. Thomas founded in Philadelphia in the 1780s. The historical honor of first public speaker is usually granted to Maria Stewart, who stood before a mixed audience in the name of such unusual gendered subjects for the time as those she called "[i]ndividuals of my sex who transact business for themselves." The past experience of most African American women also puts in question the division between private and public. Historians like Elsa Barkley Brown, Margaret Jones and Erica Armstrong Dunbar have shown how African American women and men shared a common public realm. As early as 1830, when women were denied seats in an African American political meeting, they reassembled outside and hired themselves a hall of their own. With emancipation, women and men commingled in the capacious spaces of African American politics; in the churches, outdoor meetings, exuberant public rallies. And these assemblies, more often than any other American political venue, issued a call for the equality of the sexes. Such was the message etched in the masthead of Frederick Douglass's *North Star*: "Right is of no Sex, Truth is of no Color." At a meeting of African Americans in 1848, Douglass proclaimed outright that "[w]e fully believe in the equality of the sexes." From evidence like this, Martha Jones has deduced the conclusion that in the nineteenth century African American did not privilege race over gender when they demanded equality.

African-American history seems to cut against the grain of the history of sexual equality that I have recounted so far in at least two ways. First, the differences between African American men and women appear to be more balanced than among whites, which might lead to the erroneous conclusion that African Americans have eluded sexual inequality. Obviously, especially to those who labored through most of our history as slaves or domestic servants, race combined with gender to relegate African American women to the bottom of American social structure. Secondly, the pursuit of equality could put race and gender in direct conflict. The chief case in point is that awkward moment just after the Civil War when Frederick Douglass, among others, proclaimed the Negro's hour and subordinated women's rights to the pursuit of the franchise for African American men. Rather than pitting race against gender in the historiography of inequality, incidents like this prompt me to conclude simply this: that separating the two has been a political as well as a scholarly mistake. The pursuit of racial equality for one sex only did not prove effective politics. It left gender inequity to handicap the first civil rights movement. African American men were robbed of their hard-won franchise by a campaign of terror that drew heavily on gender differences, especially the pretense that helpless, disfranchised white women needed



Frederick Douglass, ca 1850 (Library of Congress Prints and Photographs Division LC-USZ62-15887, digital ID cph 3a18122).

the protection of the male voters who created the lily-white Southern Democratic Party. More recent history offers a converse proposition, that political movements and policies that target gender and racial inequality together can yield a major payoff for women and African Americans of both sexes. For example, the addition of the category of sex to the Civil Rights Act of 1964 rebounded to the benefit of black men, women, and children; all those who saw their household income grow as a consequence of prohibiting discrimination against working wives, mothers, and female household heads.

African American history presents an especially illuminating example of how race and gender came together to tighten the gripe of inequality. Maria Stewart and Frederick Douglass knew this because they saw women and non-whites summarily excluded from the egalitarian promises of the America republic and at approximately the same moment in time. Soon after the nation's founding, both women and racial others were stranded outside the privileged circle of western democracy and enlightenment, denied votes, liberties, custody of their children, and a voice in the public square. All this occurred at a time when white males were winning the title to full citizenship, democratic participation, and equality of opportunity, regardless of class or creed. As Lisa Low's movingly writes "every narrative articulation of freedom [and I would add equality] is haunted by its burial, by the violence of forgetting. What we know as 'race' or 'gender' are traces of this modern humanist forgetting."

Translated into mundane advice to historians, I would say that we should not forget, but rather studiously remember, the inequality of the sexes, for it still haunts the relations of race and class as well as gender. In our own parlous time, when by many measures gender difference and sexual inequality have diminished, significant inequities remain, measured in seventy-seven cents on a dollar of wages, a few more hours a week of housework, or the near

invisibility of women among the power brokers charged with salvaging the world economy. Those inequities are significant both in themselves and because their effect is magnified at the bottom of American social structure, which is overpopulated with racial minorities. The increasingly wide gulf between rich and poor both registers and reflects gender differences, and may grow in the current economic crisis as families depend on women's lower wages and rarer benefits. In sum, this is no time to retire the concept of the equality of the sexes, that venerable theme in women's history and lodestar of American feminism.

By extracting the theme of equality from the complex web of women's history, I am obviously exercising a political judgment. I would focus historian's attention on the equality of the sexes in order to mobilize intellectual and political resources on behalf of women and all their kin. The promise that "all men are created equal" has driven most of the progressive advances in our history—from Seneca Falls to the campaign for gay marriage to the mobilization of the electorate—on behalf of an African American presidential candidate last November. Feminists should be particularly proud to carry that banner forward.

But I have strayed far from my more proper professional role of reviewing the historiography of women's history. So in closing, let me place a few research priorities before you. First of all, I would like to see my quick and dirty review replaced by a genuine intellectual history of the concept of sexual equality. Second on my agenda is a renewal of attention to those matters of reproduction and family relations which, at critical moments of women's history, have derailed feminist offensives. The undertow of domestic ideology and reproductive burdens that curtailed the advances of gender equality both after the revolution and during the progressive era can rise up to block the advances of women once again. This moment of economic crisis may warrant special vigilance in this regard. Thirdly, I would urge historians to place gender as embodied by women at the center of their research. Having shown how much gender and women as historical agents have contributed to the construction of other social formations like race, or historical domains like the public sphere, it is time to refocus intently on how gender in itself, and the unequal status of women, is made and remade.

This brings me to a final suggestion. I would place one last item on the research agenda: scrutiny of how gender meanings and feminist aspirations are passed between generations. What is lost, gained, and created at the transfer point between mothers and children, teachers and students, one generation of historians and the next? The relations between the generations of feminists and women's historians are not seamless. I concede that my research agenda is very much still bound to the time in which I came of age as a citizen and a historian. The elders who were especially instrumental in planning this meeting [at the 2009 OAH Annual Meeting] have not dropped the baton, and the graduate students who were in attendance are marching on to the rhythms of your own drummers, and at a critical period in our common history. I would offer only one last self-serving request, that along with revising the work of previous generations, you return occasionally for inspiration to the well spring of feminism, the idea of the equality of the sexes. It, too, is an American dream. □

Mary Ryan is the John Martin Vincent professor of history at Johns Hopkins University. Her most recent book, *Mysteries of Sex: Tracing Women and Men through American History 1500-2000*, is available in paperback from the University of North Carolina Press.



The Cornell University ILR School,  
in collaboration with LAWCHA,  
is pleased to announce the co-winners of the  
**2009 Philip Taft Labor History Award**  
for the best book in American labor and working-class history  
published in 2008:

**Thavolia Glymph,**  
*Out of the House of Bondage:  
The Transformation of the Plantation Household*  
(Cambridge University Press)

&

**Jana K. Lipman,**  
*Guantánamo:  
A Working-Class History between  
Empire and Revolution*  
(University of California Press)

For information on nominations for the 2010 Prize,  
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please visit the Taft Award website:  
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Labor and Working Class History Association  
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**2009 Herbert Gutman Prize**  
for Outstanding Dissertation in Labor and Working-class  
history:

**Michael Rosenow,**  
"Injuries to All: The Rituals of Dying and the Politics of  
Death among United States Workers, 1877-1910"  
(University of Illinois, Advisor: James R. Barrett)

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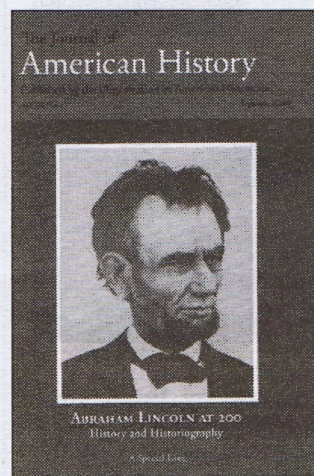
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## Abraham Lincoln at 200: History and Historiography A Special Issue of the *Journal of American History*



For more than two years, the staff of the *Journal of American History* has worked on a special issue that brings together an international group of scholars to debate the legacy and the future of Lincoln studies. It features several articles that were selected from an open call for papers. In "Young Men for War: The Wide Awakes and Lincoln's 1860 Presidential Campaign," Jon Grinspan explores the influence of these militaristic

clubs of Republican youths who stumped for Abraham Lincoln. The grassroots movement of the Wide Awakes demonstrates the surprising importance of novice political participants in their party's campaign. This story also helps explain how the 1860 campaign inadvertently led to the secession of the South.

Dorothy Ross argues in her article, "Lincoln and the Ethics of Emancipation: Universalism, Nationalism, Exceptionalism," that recent historians have emphasized Lincoln's opposition to slavery to the neglect of his ardent nationalism. She examines his dual allegiance to liberal universalism and to the American nation—values that circumstances of history had cast as competing moral ideals—and finds that Lincoln used the exceptionalist idea of the American nation both to resolve his moral dilemma and to evade it.

In "The Not-So-Grand Review: Abraham Lincoln in the *Journal of American History*," Allen C. Guelzo explores the treatment of the nation's sixteenth president in the pages of the *Mississippi Valley Historical Review* and its successor, the *JAH*. He finds inadequate coverage of Lincoln in articles and substandard reviews of Lincoln books, but notes that such tendencies mirror broader trends in Lincoln scholarship in the twentieth century. Guelzo notes, however, that starting in the 1990s this course began to change, and he hopes that the shift is indicative of an awakening interest in and appreciation for Lincoln in the pages of the *JAH*.

Matthew Pinsker contributed a state-of-the-field essay, "Lincoln Theme 2.0," revisiting a question first asked

by James G. Randall in his 1936 article, "Has the Lincoln Theme Been Exhausted?" Like Randall, Pinsker answers in the negative; he sees a resurgence of Lincoln scholarship spurred by the 2009 bicentennial of Lincoln's birth and by digital projects that expand access to evidence from the period. Following Pinsker's essay, scholars Edward L. Ayers, Catherine Clinton, Michael F. Holt, Mark E. Neely Jr., and Douglas L. Wilson offer perspectives on the state of the field.

We are most grateful to Richard Carwardine and Jay Sexton, organizers of the conference "The Global Lincoln," held at St. Catherine's College, University of Oxford on July 3-5, 2009, for help in putting together the *JAH*'s interchange conversation featuring colleagues from several countries discussing the global impact of Abraham Lincoln.

The *Journal of American History* has created a companion online project for this special issue. It features the full text of the articles and the interchange; a bibliography of Lincoln in the *JAH*; Matthew Pinsker's Web site on building the digital Lincoln; and a podcast conversation with Pinsker. Please see: <<http://www.journalofamericanhistory.org/projects/lincoln/>>. □

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- Special projects such as "Through the Eye of Katrina" and "American Faces"
- RSO—our exclusive Recent Scholarship Online database
- New *JAH* Podcast—presenting extensive interviews with authors of *Journal* articles



[www.journalofamericanhistory.org](http://www.journalofamericanhistory.org)

## RESEARCH FELLOWSHIPS

*in American History and Culture and Related Studies*

The American Philosophical Society Library in Philadelphia offers competitive short-term fellowships supporting *in-residence* research in the Library. Our collections are renowned for their depth and interdisciplinary value to scholars. *Strengths include* Early American History and Culture to 1840 • Intellectual History • History of Science, Medicine and Technology through the 20th Century • History of Eugenics and Genetics • Travel and Exploration • History of Natural History in the 18th–19th Centuries • Native American History, Culture and Languages.

Comprehensive, searchable guides to our collections are accessible at [www.amphilsoc.org/library/](http://www.amphilsoc.org/library/)

Applicants hold the Ph.D. or equivalent, or are Ph.D. candidates who have passed their preliminary examinations, or are independent scholars. U.S. citizens and foreign nationals may apply.

**Stipend and conditions:** \$2,000 per month for 1–3 months. Fellows must be in uninterrupted residence any time between 1 June 2010 and 31 May 2011. Proposals are evaluated based on the quality of the project, the letters of support, and the relevance of the APS Library's collections to the project.

**Application deadline:** 1 March 2010

Information and application instructions:  
[www.amphilsoc.org/grants/resident.htm](http://www.amphilsoc.org/grants/resident.htm)

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## Contingent History Faculty in the News: Scopino Wins Teaching Award

Dr. Al Scopino, a part-time history lecturer at Central Connecticut State University and OAH member, won the university's 2008 Excellence in Teaching Award in the part-time category. Given annually, the award recognizes the most outstanding faculty member nominated by students and selected by a rigorous faculty screening process. Scopino is an eighth-grade American history teacher who has taught U.S. history at Central Connecticut State University since 1994. Describing his approach to history teaching as "holistic," he combines traditional lectures with group activities and media presentations, while synthesizing political and diplomatic history with literature, music, and religion. Scopino was honored at a gathering that also recognized the 2008 full-time faculty winner and other nominees. Scopino has been nominated by his students many times.

Part-time instructors make many contributions to the history profession. The *OAH Newsletter* invites readers to send news of other awards, research grants, and honors that part-time historians have received to <cpae@oah.org>. □

## OAH Announces 2010 Community College Workshops

The 2010 OAH Community College Workshops will be held in June in Philadelphia and the San Francisco Bay Area. The workshops will focus on the unique challenges that community college historians face in their classrooms. Part of each three-day workshop will include an entire day highlighting area public history sites and museums and how to incorporate them in teaching the American history survey. For more information, visit <http://cc.oah.org/>. □

## Preregistration is Open for the 2010 OAH Annual Meeting, Washington, DC

The 2010 OAH Annual Meeting offers a wide-ranging program that will highlight the culture and cultures of the United States. Presentations will 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. Early Bird Preregistration is now available exclusively for OAH members. For more information, visit <http://meetings.oah.org/>. □

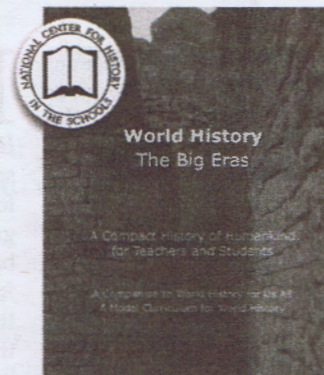
## World History: The Big Eras, A Compact History of Humankind for Teachers and Students

### A new publication from The National Center for History in the Schools, University of California, Los Angeles

The National Center for History in the Schools (NCHS) at UCLA is pleased to announce publication of *World History for Us All: The Big Eras: A Compact History of Humankind for Teachers and Students*. In ninety-six concise pages, this book tracks the human adventure from the time of our earliest bipedal ancestors to today. This innovative contribution to the study of world history on a very large scale was authored by Edmund Burke III, professor of history at the University of California, Santa Cruz; David Christian, professor of history at Macquarie University, Sydney, Australia; and Ross E. Dunn, professor emeritus of history at San Diego State University.

*World History: The Big Eras* brings together in a seamless world-scale narrative historical essays that appear in *World History for Us All*, the model online world history <http://worldhistoryforusall.sdsu.edu>. Published as a reader in softcover saddlestitch format, *World History: The Big Eras* will be a valuable companion to all educators who use the electronic resources of *World History for Us All*. It also stands alone as a brief history of humankind, inviting teachers, students, and all global educators to explore the past on big scales. It advances the idea that students will achieve deeper understanding of world history, and find their studies of particular peoples and societies more engaging, if they are guided to relate particular subject matter to large patterns of historical change.

For more information, visit the National Center for History in the Schools online at <http://nchs.ucla.edu/> or call (310) 825-4702. □



## The C.V. Starr Center Fellowships at Washington College

The C.V. Starr Center for the Study of the American Experience invites applications for its fulltime residential fellowships, which support outstanding writing on American history and culture by both scholars and nonacademic writers.

The Center's Patrick Henry Fellowship includes a \$45,000 stipend, health benefits, faculty privileges, a book allowance, and a nine-month residency (during the academic year 2010-11) in a restored circa-1735 house in historic Chestertown, Md. Applications from writers and historians at any level are welcome. The C.V. Starr Center, located at Washington College in Chestertown, Md., is an interdisciplinary center dedicated to fostering innovative approaches to the American past, and to promoting excellent writing on history, for general as well as academic audiences.

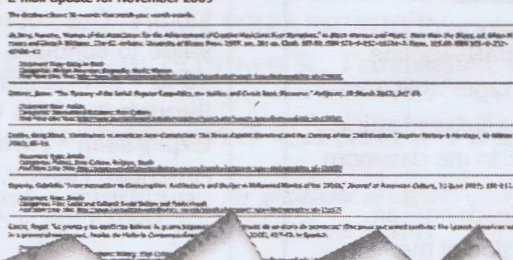
Deadline for applications is February 15, 2010.

For more information and application instructions, visit <http://starrcenter.washcoll.edu/fellows/index.php>

## Receive e-mail notices of the latest scholarship in U.S. history

### Recent Scholarship Online

E-mail Update for November 2009



Recent Scholarship Online is a searchable, cumulative database of history-related citations for articles, books, dissertations, and CD-ROMS. Developed by the *Journal of American History*, the database contains tens of thousands of citations from over 1,100 journals.

Sign up to receive customized monthly e-mails of citations to the latest scholarship in your field(s) of interest. Choose from a comprehensive list of key words and categories to pinpoint your area of interest.

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

## American Historical Association Task Force on Disability Mentorship Program for Historians: Query for Potential Mentors

Graduate study in history is arduous for all students. Graduate students with disabilities face distinctive issues. The AHA Task Force on Historians with Disabilities believes that historians who themselves understand disability experiences firsthand could aid such students in how to deal with disability-related issues in graduate historical studies and the development of their careers. If you are interested in mentoring a graduate student with a disability(ies), contact Paul Longmore at longmore@sfsu.edu. The Task Force will keep all information you provide strictly confidential. □



# Volunteers: Important Members of the National Archives Family

Adrienne Thomas, Acting Archivist



Every weekday, ten individuals meet in the upper level stacks of the National Archives Building in Washington, D.C., to work on valuable files from the post-Civil War era.

These pension case files—there are 1.28 million of them—tell the stories of thousands of widows, children, mothers, fathers, and siblings of deceased Union soldiers. They are

some of the most-requested documents by researchers at the National Archives, a group that includes professional historians, sociologists, and genealogists, as well as ordinary citizens.

For each file, these ten individuals arrange the papers, abstract key information, and assess the physical state of fragile pages. After any needed conservation work, the files are then sent to the ground floor, where another team of individuals digitizes them and sends them to *Footnote.com*, which puts the images on the Internet as part of its partnership with the archives.

None of these individuals is an archives employee. They are unpaid volunteers. Upstairs is a prep team that has come to be known as the Civil War Conservation Corps (CWCC); downstairs are volunteers from another partner, Family Search.

"I truly love history," says CWCC member Pat Alfredson, "and working on the Civil War widow's pension digitization project is fascinating because we're really working on our own families. I haven't found mine in the documents yet, but I figure someone will be there eventually."

This digitization project, formally known as the Civil War Widow's Certificate Pension Project, is one of a number of such projects now underway at the National Archives and Records Administration (NARA), manned in

whole or part by volunteers performing important work for which we do not have available staff resources.

Across the agency nationwide, nearly 1,600 such volunteers are at work alongside NARA staff, serving as docents, staff aides, visitor service volunteers, genealogy aides, research assistants, and records processing staff.

Our main building in Washington has 155 volunteers, up from about 120 three years ago, and our College Park facility has 76, up from about 20 just three years ago. And they are busy. Through the first seven months of 2009, they were on the job for 22,600 hours. At the same time, at last count, there were more than 1,100 volunteers in our 13 presidential libraries and some 260 in our 14 regional archives.

Volunteers must receive sixteen hours of orientation and agree to work one hundred hours annually for the first two years. Docents, who give guided tours, must spend more than sixty additional hours learning about the agency's history, organization, and holdings. Visitor service volunteers must be prepared to answer all kinds of questions, from "Where are the restrooms?" to "How do I get to the Constitution?"

Some volunteers serve as genealogy aides, helping families navigate census records, land claims, or passenger lists to discover their family history. Staff aides work on a wide variety of projects, such as creating finding aids and preparing records for digitizing, so traditional records will be available online in the future via NARA's Electronic Records Archives.

So why do people become volunteers?

Sometimes, it is a personal experience. Don Ireland, a volunteer at the National Archives at Kansas City, remembered the stories his grandfather told about his family in the Civil War. When he died, Ireland saw that there was "no known family data" on his death certificate.

"So my never-ending search was started," Ireland says. "As I got older, I realized other people faced the same obstacles I did. I went to help other researchers for free. So for over sixty years, I have helped those I can remove the roadblocks of their family genealogy."

Others find that volunteering is enjoyable, as well as helpful to others. "I've never had so much fun in my life," says Janet Erickson, who gives tours and helps with special events at the Hoover Library in West Branch, Iowa. "I receive so much in return."

Some have an interest in a particular period of history or a particular historic figure, such as Cathy Buckley of the Kennedy Library in Boston. "I love traveling through [Kennedy's] library with people who have come to learn more about him—people like me who remember him and younger folks who know him through history books and family memories."

Bob Gaugler, a retired Navy officer who became a volunteer at his wife's urging, has been involved in projects at our College Park facility involving Vietnam-era photographs and records. "I think my knowledge of military records has been helpful in this review," he says.

No matter the reason, we are grateful that they decided to become NARA volunteers. They add immensely to the services we provide to our customers, the American people, in providing greater and easier access to the records we hold for them.

The NARA volunteers across the country are wonderful representatives of and advocates for the National Archives. They are an important part of the National Archives family, and we are in their debt for the continuing contributions they make to carrying out the archives' mission of service.

As Maria Flesher, a long-time CWCC volunteer, says: "At NARA, a volunteer is treated as a true contributor, not just as a number." □

## News of the Profession

### President Obama Nominates Jon Jarvis Director of the National Park Service



Jarvis

Jonathan B. Jarvis was confirmed on September 24 by the U.S. Senate as the eighteenth director of the National Park Service. A thirty-two-year veteran of the National Park Service, Jarvis said that he was grateful for the appointment and "excited to get to work." In a public statement, Jarvis noted that "[t]here is energy out there around climate change, around the smart use and protection of our public lands and under this secretary's leadership I think we're going to do great things right up there with the kind of legacy that was laid on the ground by past presidents like Teddy Roosevelt." Secretary of the Interior Ken Salazar administered the oath of office. □

### Jim Leach Sworn in as New NEH Chair

Former Congressman Jim Leach was sworn in as chair of the National Endowment for the Humanities on August 13, 2009. During his thirty-year service as a Republican congressman from Iowa, Leach founded and cochaired the Congressional Humanities Caucus, which advocates on behalf of the humanities in the House of Representatives and is dedicated to promoting the humanities in the United States. After leaving Congress in 2007, Leach taught at Princeton University and served as the interim director of the Institute of Politics at Harvard University's John F. Kennedy School of Government. □



Leach

### Mark Updegrove Named Director of LBJ Library

Acting Archivist of the United States Adrienne Thomas announced the appointment of presidential historian Mark K. Updegrove as the new director of the Lyndon Baines Johnson Presidential Library and Museum in Austin, Texas. Updegrove is the author of two major works on the presidency, *Second Acts: Presidential Lives and Legacies after the White House* (Lyons Press), and *Baptism by Fire: Eight Presidents Who Took Office in Times of Crisis* (St. Martin's Press).

Mr. Updegrove was formerly the director of business development at Rawle Murdy, a communications firm. From 2005-2007, he directed advertising sales, marketing, and operations for Yahoo! Canada and, prior to that, served in similar positions as the publisher of *Nickelodeon Magazine* and *MTV Magazine*, and publisher of *Newsweek*. □



## In Memoriam

### Charles N. Glaab

Charles N. Glaab, whose scholarship helped form the foundation for the field of urban history, died peacefully at his home in Toledo, Ohio, on May 1, 2009, at the age of eighty-one. Glaab had suffered recently from cancer and heart problems, but he was still teaching at the time of his passing.

Glaab was born December 19, 1927 in Williston, North Dakota, where he was imbued with his homesteading family's powerful work ethic. Glaab began his undergraduate work at Colorado A&M University in 1945, but his studies were interrupted in 1946 by two years of Army service, mainly with a military police unit in Japan. In 1948, he resumed his education at University of North Dakota, where he received bachelor of philosophy and master of arts degrees and earned a Phi Beta Kappa key. He received his doctorate from the University of Missouri-Columbia in 1958.

During his time at the University of Missouri-Columbia, Glaab plunged into urban history, serving as a research associate with the University of Chicago's History of Kansas City Project, directed by R. Richard Wohl, his intellectual mentor. He remained with the project during a two-year stint at Kansas State University (1958-1960), and his first book, *Kansas City and the Railroads*, emerged from that work. In 1960, he moved to the University of Wisconsin-Milwaukee, where he remained for eight years and directed the Urban History Section (1960-1963) and the Fox Valley Research Project (1963-1964) for the State Historical Society of Wisconsin.

While at Milwaukee, Glaab produced *The American City: A Documentary History* (1963); *Factories in the Valley: Neenah-Menasha, 1870-1910*, with Lawrence H. Larsen (1969); and numerous articles and papers. His premier work was the first edition of *A History of Urban America* (1967), coauthored with A. Theodore Brown. Although conceived as an effort "to use urban growth as an organizing theme in a study of the American past and to try to discover the historical meaning of that useful but elusive adjective, *urban*," it quickly became a required text for a generation of students and sealed Glaab's position as a leading figure in urban history.

Although fruitful, the Milwaukee years grew increasingly contentious, as the history department was riven by the ideological and pedagogical debates of the 1960s. For Glaab, an intellectual conservative who was naturally shy, the conflict eventually proved intolerable. This brought a quick end to his stint as department chair and prompted him to accept an invitation in 1968 to join the history department at the University of Toledo, which was building its doctoral program.

Glaab continued to produce noteworthy scholarship during his forty-one years at Toledo, including two revisions of *A History of Urban America* and *Toledo: Gateway to the Great Lakes*, coauthored in 1982 with Morgan Barclay. He edited the *Urban History Group Newsletter* and the *Northwest Ohio Quarterly* and served on the editorial boards of the *Journal of Urban History*, *Urban Affairs Quarterly*, and *Urban Affairs Annual Reviews*. But he devoted most of his attention to teaching and supervision of graduate students in urban history.

His doctoral students knew him as a warm but demanding taskmaster who insisted on intellectual rigor and precise use of language. But he also respected his students' judgment and never attempted to make us intellectual carbon copies of himself. When I was working on my dis-

sertation on urbanization in Louisville, I called upon him several times for advice on how to resolve seemingly intractable analytical dilemmas. He would listen carefully as I outlined a problem and options for solving it. Then he invariably responded to the effect: "It sounds like you have a good handle on it; I respect your judgment." Although I might have wished him to do so, he neither recommended an option nor second guessed the one I chose. But when another committee member questioned my analysis of an issue that was outside Glaab's ken, he made it clear that I must satisfy his colleague in order to satisfy him.

Glaab finally retired in 2006 at the age of seventy-eight, though he continued to teach on an emeritus basis. He presided over the dissertation defense of his last doctoral student just a week before his death and only days before completing the final examination for an upper-level urban history course. □

—Carl E. Kramer

Indiana University Southeast

### Jack Temple Kirby

Jack Temple Kirby, the W.E. Smith emeritus professor of history at Miami University, Ohio, died of heart failure on August 11, 2009 at the age of seventy years old in St. Augustine, Florida.

One of the leading historians of the U.S. South, Jack Kirby wrote eloquently and passionately about the region's culture and rural landscapes. His earlier works focused on social and cultural history. In *Darkness at the Dawning: Race and Reform in the Progressive South* (1972), he was one of the first scholars to understand the racism that underwrote the southern reform movement. His *Media Made Dixie: The South in the American Imagination* (1978) described the stereotypical portrayals of white southerners in twentieth-century mass culture. After 1978, Kirby's scholarship shifted more to studies of the rural South. In *Rural Worlds Lost: the American South, 1920-1960* (1987), he described the major transformations that swept the region after World War I and the impact on the various regions of the South, its people, and its cultures. He wrote eloquently and sympathetically about poor black and white southerners—about the different regions, crops, cultures, and communities that constituted the modern South. In his last two books, *Poquosin: A Study of Rural Landscapes and Society* (1995) and *Mockingbird Song: Ecological Landscapes of the South* (2006), he focused on the relationship between southern rural landscapes and their inhabitants, and the ways that each had shaped the other. *Mockingbird Song* won the 2007 Bancroft Prize. According to the prize committee, the book, while set in the South, was about far more than the region. The jurors found it "elegantly conceived and beautifully written," noting that "Kirby reflects profoundly on the relationships of Americans—and humankind—to the natural world."

Kirby taught his entire career, for thirty-seven years, at Miami University, retiring in 2002 to St. Augustine, Florida. He was a masterful and committed teacher, known for his engaging lectures, his storytelling, and his devotion to historical inquiry. Upon his retirement, his department noted that it had lost one of its "greatest treasures and sources of experience."

Kirby was a mentor to young scholars all over the country. He was known for his generosity of spirit and his honest criticism. Many first books appeared in far better shape because he so generously gave his time. He was always active in the profession, serving as president of the

Agricultural History Society, and, at the time of his death, as the current president of the Southern Historical Association. He edited the *Studies in Rural Culture Series* for the University of North Carolina Press, and served on the boards of numerous journals.

He is survived by his partner of seventeen years, Constance Pierce, professor emeritus of English at Miami University; one son, Matthew of Manhattan; one daughter, Valerie Kirby of Ft. Wayne, Indiana; two grandchildren; and two sisters, Susan Kirby of Portsmouth, VA, and Betsy Andrews of Midlothian, VA. His marriage to Ann Bulleit ended in divorce. Contributions may be made in his honor to the library at Miami University.

Jack Kirby did not simply write about the South, he enjoyed the finer points of its culture—its food, wine, music, folklore, and storytelling—something that he reveled in himself. And he loved mockingbirds and their beautiful song. He will be remembered for not only his superb scholarship, but for his graciousness, wit, storytelling, and generosity of spirit. □

—Nan Elizabeth Woodruff  
Pennsylvania State University

### Antony Wood

Antony Wood was born in Australia, but brought up in New Zealand. He attended the University of Canterbury in Christchurch for his undergraduate education. After graduation he began an M.A. in New Zealand history at Canterbury, but his ambition was to study the history of the United States. In 1962, he was awarded a James B. Duke Fellowship to study history at Duke University. His lifelong interest in the American South, particularly the Old South, was kindled in his years as a graduate student at Duke. In 1965, he was fortunate enough to obtain a short-term replacement position at Washington and Lee University in Virginia, where he taught American history for two years. That experience reinforced his interest in the South. He then returned to New Zealand and taught at his *alma mater* in Christchurch for three years before moving, in 1970, to Monash University, in Melbourne, Australia, where he taught American history until he retired.

The scope and depth of Tony's command of American history—and indeed other scholarly literatures—was prodigious, and he was always keen to draw students into the debates that enlivened his own field and other fields. As well as teaching the history of the American continent and the United States from the fifteenth century onwards, Tony also helped develop an innovative subject in the comparative history of war. He was an energetic supervisor of honors and postgraduate students, always demanding their best. He was a great resource for his colleagues: fiercely loyal, always interested, and ever prepared to help.

A walking bibliography on a range of historical topics, particularly those associated with the American South, Tony loved any opportunity to discuss them with colleagues. Distance prevented him from attending many historical conferences in the United States, but he was a devoted member of the Australian and New Zealand American Studies Association (ANZASA), the professional body for Americanists in the Antipodes. He regularly attended its biennial conferences, gave a number of papers, thoroughly enjoyed the discussions and the friendships, and delighted in being a member of what one wit called the "Duke Mafia," a reference to the number of Duke trained historians in the association. He was also an active member of both the Melbourne branch of the American Civil War Round



Table and the Melbourne Military History seminar, which he helped found in the late 1990s. While at Duke, Tony finished his M.A. in New Zealand history, but he never did finish his Duke dissertation.

After his retirement from active teaching, Tony would often still come to undergraduate lectures on the American Civil War, or on nineteenth- and twentieth-century American history. He was partly there to enjoy continued contact with students, and he was partly there to check that his successors were keeping pace with the latest historiographical debates. In our careers, we never met anyone with such command of a literature; the fact that the scholarship on the history of the United States is perhaps the largest in the English language says something of his energy, intellect, and passion. □

—William J. Breen  
Latrobe University  
—Mark Peel  
Monash University

## News of the Profession

### Connecticut History

**Editor, Connecticut History:** Connecticut History, the journal of the Association for the Study of Connecticut History (ASCH), seeks an Editor to succeed the current holder of the position, who is stepping down after publication of the Spring 2011 issue. The refereed journal appears twice annually. Demonstrated knowledge of the field and editorial experience desired. Those with institutional support preferred. For a complete job description and more information, see the ASCH web site, <http://asch.ccsu.edu/>. Submit letter of application, resume, and list of three references to: Bruce Stave@UConn.edu or Bruce M. Stave, Chair, Connecticut History Search Committee, Department of History, U-2103, University of Connecticut, Storrs, CT 06269-2103. Applications will be accepted until the position is filled.

### Read More Online

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

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

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

APPLY OR NOMINATE SOMEONE FOR 2010

## OAH AWARDS & PRIZES

The Organization of American Historians sponsors or cosponsors more than twenty awards, prizes, grants, and fellowships given in recognition of scholarly and professional achievements in the field of American history. The awards and prizes are presented during a special awards ceremony along with the presidential address at the OAH Annual Meeting. Most deadlines are October 1 or December 1, 2009.

For descriptions, application instructions, and guidelines, visit:  
[www.oah.org/activities/awards](http://www.oah.org/activities/awards)



## 2010 OAH Election ■ Candidates for Office

Each fall, individual members of the Organization of American Historians cast their ballots for the annual OAH election using the slate of candidates prepared by the OAH Nominating Board. As outlined in Article V of the OAH Constitution <<http://www.oah.org/about/>>, nominating and executive board candidates receiving the highest number of votes then serve a three-year term in office. Election results are reported at the annual business meeting. After reviewing the candidates for office below, please cast your vote either online or on paper (see page 23 for voting options and instructions).

### ► President

**DAVID A. HOLLINGER.** Preston Hotchkis Professor of American History, University of California, Berkeley. **Education:** Ph.D., University of California, Berkeley, 1970; M.A., University of California, Berkeley, 1965; B.A., La Verne College, 1963. **Grants, Fellowships, Honors, and Awards:** Fellow, American Council of Learned Societies, 2007-2008; Harmsworth Professor of American History, University of Oxford, 2001-2002; Merle Curti Lecturer, University of Wisconsin, 2000; Fellow, American Academy

of Arts and Sciences, elected 1997; Fellow, Center for Advanced Study in the Behavioral Sciences, 1984-1985. **Professional Affiliations:** Institute for Advanced Study: Trustee, 2006-present; National Humanities Center Trustee, 1999-2005; Society of American Historians: Parkman Prize Committee, 2005-2006; American Association of University Professors: Chair, Academic Freedom Committee, 2005-2006; History of Science Society: Governing Council, 2003-2006. **Publications, Museum Exhibits, and Other Projects:** *Cosmopolitanism and Solidarity* (2006); *Postethnic America* (third edition, 2006); *The Humanities and the Dynamics of Inclusion since World War II* (2006); *Science, Jews, and Secular Culture* (1996); *In the American Province* (1985). **Personal Statement:** The effective production and dissemination of historical knowledge is now threatened by pressures from agencies of the United States government and private lobbies wishing to control how history is understood by the public. It is imperative that we defend and perfect the integrity and independence of the historian's vocation in every relevant domain. This includes maximizing access to relevant archival materials. It also includes assuring the freedom to write, to teach, and to publicly display what we determine are the most warrantable of interpretations of American history and of specific episodes within it. The Organization of American Historians will best serve its many constituencies, including the public of the United States, if it remembers that its first client is the truth. ♦

### ► President-Elect

**ALICE KESSLER-HARRIS.** R. Gordon Hoxie Professor of American History, Department of History and Institute for Research on Women and Gender, Columbia University. **Education:** Ph.D., Rutgers University, 1968; M.A., Rutgers University, 1963; B.A., Goucher College, 1961. **Grants, Fellowships, Honors, and Awards:** Fellow, National Humanities Center, 2006-2007; American Academy of Arts and Sciences, 2005; Fellow, Radcliffe Institute for Advanced Study, 2001-2002; Fellow, Swedish Collegium for Advanced Study in the Social Sciences, 1997; John Simon Guggenheim Memorial Foundation Fellowship, 1989-1990. **Professional Affiliations:** OAH: 1968-present; *The Journal of American History* Editorial Board, 1982-1985; Distinguished Lectureship Program, 1987-2001, 2008-present; AHA/OAH Joint Committee on Part-time and Adjunct Employment, 2002-2005; Executive Board, 2005-2008; Strategic Planning Committee 2008-present; AHA: 1968-present; Committee on Women Historians, 1983-1986; Nominating Committee, 1988-1990; Council, 2006-2009; American Studies Association: 1972-present; Executive Council, 1973-1978; International Committee, 1981-1983, 1988-1992; Nominating Committee, 1984-1986; President, 1991-1992; Chair, Special Advisory Committee on International American Studies, 1996-present; Distinguished Lecturers program, 2002-present; Berkshire Conference of Women Historians: 1969-present; Program Committee, 1975-1976, 1982-1984,



1988-1990, 1991-1993; Prize committee, 1977-1978; Society of American Historians, 1992-present; Executive Board, 2006-present. **Publications, Museum Exhibits, and Other Projects:** *Gendering Labor History* (2007); *In Pursuit of Equity: Women, Men, and the Quest for Economic Citizenship in Twentieth Century America* (2001, recipient of the Bancroft Prize, the Herbert Hoover Presidential Book Award, the Philip Taft Prize for Labor History; Joan Kelly Prize for the History of Women and Gender); *A Woman's Wage: Historical Meanings and Social Consequences* (1990); *Out to Work: A History of Wage-Earning Women in the United States* (1982, awarded the Philip Taft Prize for Labor History); *Women Have Always Worked: An Historical Overview* (1981). **Personal Statement:** I am proud to have been a member of the OAH for four decades. During this period, the Organization has led the community of American historians as their profession and practice have become more inclusive and more responsive to the diffuse intellectual needs of an increasingly diverse membership. We have expanded and changed as we have carried out our mission to promote "excellence in the scholarship, teaching, and presentation of American History." Now we face financial challenges brought on by the difficult tasks of meeting the multiple and sometimes competing interests of a wider constituency. I hope we can face these challenges with courage, taking the risks necessary to guide the OAH into a new scholarly environment that reflects the changing role of the university and takes account of the many places in which scholars, teachers, and the wider public engage with history in a new digital world. ♦

#### ► Vice President

**ALBERT M. CAMARILLO**, Miriam and Peter Haas Centennial Professor in Public Service and Professor of History, Department of History, Stanford University. **Education:** Ph.D., University of California, Los Angeles, 1975; B.A., University of California, Los Angeles, 1970. **Grants, Fellowships, Honors, and Awards:** Fellow, Stanford Humanities Center, 2002-2003 and 1988-1989; Fellow, Center for Advanced Study in the Behavioral Sciences, 1994-1995 and 1982-1983; Huntington Library Research Fellowship, 1990; Rockefeller Foundation Research Fellowship, 1982-1983; National Endowment for the Humanities Independent Research and Study Fellowship, 1977-1978. **Professional Affiliations:** OAH: Program Committee, 2000; Executive Board, 1992-1995; Distinguished Lectureship Program, 1992-present; OAH Newsletter Editorial Board, 1994-1995; Committee on the Status of Minority Historians and Minority History, 1988-1989; Nominating Board, 1982-1984; AHA: President, Pacific Coast Branch, 2005-2006; Divisional Committee on the Profession, 1987-1990; AHA-PCB Council, 1996-1998 and 1980-1982; AHA-PCB Program Committee Chair, 1984; Urban History Association: Board of Directors, 2002-2005; Immigration and Ethnic History Society: Member; *Journal of Ethnic History*, Editorial Board Member, 2006-present; *Pacific Historical Review*, 1987-1990; *Western Historical Quarterly*, 1982-1984; *Mexican Studies Journal*, 1983-1996. **Publications, Museum Exhibits, and Other Projects:** *Nominally White: Mexicans and Ethnic/Racial Borderhoods in American Cities* (forthcoming); *Chicanos in a Changing Society: From Mexican Pueblos to American Barrios in Santa Barbara and Southern California, 1848-1930* (new edition 2005); *Chicanos in California: A History of Mexican Americans* (1984); with Armando Valdez and Tomas Almaguer, *The State of Chicano Research in Family, Labor, and Migration Studies* (1983); with Ray A. Billington, *The American*

*Southwest: Myth and Reality* (1979). **Personal Statement:** As each of us at our respective universities and colleges can attest, the economic recession has negatively affected our institutions in profound ways. The current and projected budget cuts all spell deep trouble for students, staff, and faculty alike. I am particularly concerned about matriculating graduate students who face dismal job prospects upon completion of their degrees. In the face of economic hard times, how can colleges and universities help prevent the formation of a "lost cohort" of young scholars, those who must confront a daunting professional environment, one that may continue for several years before the job market improves. As vice president, I will pose questions to the executive board in an effort to explore how the OAH (and the AHA) can suggest ways in which universities and colleges can continue to serve as intellectual homes for those young historians without teaching appointments. The OAH should take a leadership role on this important issue. ♦

#### ► Executive Board Candidates Pair One

**JON BUTLER**, Howard R. Lamar Professor of American Studies, History, and Religious Studies, and Dean, Graduate School of Arts and Sciences, 2004-2010, Yale University. **Education:** Ph.D., University of Minnesota, 1972; B.A., University of Minnesota, 1964. **Grants, Fellowships, Honors, and Awards:** Doctor of Science, *honoris causis*, University of Minnesota, 2006; Distinguished Lectureship Program, Organization of American Historians, 2001-present; Codirector (with Harry S. Stout), Pew Program in Religion and American History, 1993-2003, nationally competitive fellowships awarded to 250 younger faculty and Ph.D. dissertation students with \$5 million in grants from The Pew Charitable Trusts; John Simon Guggenheim Fellow, 1987-1988. **Professional Affiliations:** OAH: Nominating Board, 2005-2008; Distinguished Lectureship Program, 2001-present; Merle Curti Award Committee, 1999-2001; Program Committee, 1997; Society of American Historians; Omohundro Institute of Early American History and Culture: Council, 1992-1995; *William and Mary Quarterly* Editorial Board, 1992-1995; Council of Graduate Schools: Arlt First Book Award, Prize Committee, 2005-2009. **Publications, Museum Exhibits, and Other Projects:** With Grant Wacker and Randall Balmer, *Religion in American Life: A Short History* (2003); *Becoming America: The Revolution Before 1776* (2000); *Awash in a Sea of Faith: Christianizing the American People* (1990); *The Huguenots in America: A Refugee People in New World Society* (1983); *Power, Authority, and the Origins of American Denominational Order: The English Churches in the Delaware Valley, 1680-1730* (1978; new edition, 2009). **Personal Statement:** The OAH is knee-deep in a new century where electronic and virtual worlds are overturning every way we thought historians researched, taught, wrote, published, and conversed. The OAH must meet these challenges effectively, wisely, and economically—or disappear. How can we help the *JAH* prosper as the field's leading journal? How can we inspire besieged elementary and secondary teachers as well as new assistant professors? (I have edited a seventeen-volume history series for secondary teachers and students, writing one book myself, and strongly support broad OAH secondary school programs.) What role should the OAH play in public dialogues about the American past? How can the OAH effectively recruit historians and teachers everywhere, beyond "top-50" research universities? And can annual meetings vigorously focus on the big issues of the past as well as contemporary

conflicts where rigorous, insightful history can speak with intelligence and thoughtfulness? Our answers will decide our future. ♦

**GEORGE J. SÁNCHEZ**, Professor, Departments of American Studies and Ethnicity and History, Director, Center for Diversity and Democracy, Director of College Diversity, University of Southern California. **Education:** Ph.D., Stanford University, 1989; M.A., Stanford University, 1984; B.A., Harvard University, 1981. **Grants, Fellowships, Honors, and Awards:** W.P. Whitsett Lecturer in California History, California State University, Northridge, 2009; Constance Rourke Prize for Best Article published in the *American Quarterly*, 2005; National Endowment for the Humanities Fellowship, Huntington Library, 2002-2003; Rockefeller Foundation Senior Humanities Fellowship, Smithsonian Institution, 1999-2000; Theodore Saloutus Memorial Book Award, Immigration History Society, 1994. **Professional Affiliations:** OAH: Nominating Board, 2006-2009; Committee on the Status of African American, Latino/a, Asian American, and Native American (ALANA) Historians and ALANA Histories, 2006-present; Executive Director Search Committee, 2008-2009; Chair, Huggins-Quarles Award Committee, 2007-2008; Distinguished Lectureship Program, 2004-present; Editorial Board, *The Best American History Essays* 2006, 2004-2005; Chair, Elliot Rudwick Prize Committee, 1997-1999; Committee on the Status of Minority Historians and Minority History, 1989-1992, Chair 1991; AHA: Minority Scholars Committee, 2004-2007; American Studies Association: Chair, Committee on Graduate Education, 2007-present; *American Quarterly* National Editorial Board, 2003-2006; Chair, Task Force on Graduate Education, 2002-2006; Cochair, Conference Program Committee, 2003-2004; President, 2000-2001; Distinguished Lecture, 2000-present; Advisory Board, Electronic Crossroads Project, 1998-2003; National Council, 1997-2003; Presidential Advisory Committee on Relations with Ethnic Studies Departments, Programs, Faculty and Students, 1998-1999; Program Committee, 1994-1995; Committee on the Status of Women, 1991-1994; *Imagining America: Artists and Scholars in Public Life*: Chair, National Advisory Board, 2007-present; Chair, Program Committee, 2008; Member, Tenure Team Initiative, 2005-2008; Program Committee, Annual Conference, 2007; Social Science Research Council: Member, Committee on International Migration, 1994-2004. **Publications, Museum Exhibits, and Other Projects:** *Becoming Mexican American: Ethnicity, Culture and Identity in Chicano Los Angeles, 1900-1945* (1993); with Raul Homero Villa, eds., *Los Angeles and the Future of Urban Cultures*, (2005); with Amy Koritz, eds., *Civic Engagement in the Wake of Katrina* (2009); "'What's Good for Boyle Heights is Good for the Jews': Creating Multiracialism on the Eastside During the 1950s," *American Quarterly* 56:3 (September 2004); with Earl Lewis, George Lipsitz, Peggy Pascoe, and Dana Takagi, book series eds., "American Crossroads: New Works in Ethnic Studies," University of California Press, 28 books published, 1994-present. **Personal Statement:** Events in recent U.S. history have displayed, once again, the power of inclusivity and struggling for equality in bringing about fundamental social change. My own career has been focused from the start on widening the circle of those welcomed into the historical profession and broadening the scope of what is considered significant historical scholarship. Having led efforts in every professional organization I have been involved in towards diversity and equity, I plan to continue these efforts in the



OAH at this critical time in the organization. In addition, I have been committed to civic engagement in historical scholarship and practice and plan to expand work of the OAH in public history, museum and archival work, engagement with K-12 teachers, and international scholars. The OAH should be a leader in broadening the reach of historical scholarship towards the general public and promoting a wider historical knowledge and appreciation among all residents. ♦

## ► Executive Board Candidates Pair Two

**GARY W. REICHARD**, Professor Emeritus, Department of History, California State University, Long Beach. **Education:** Ph.D., Cornell University, 1971; M.A., Vanderbilt University, 1966; B.A., College of Wooster, 1965. **Grants, Fellowships, Honors, and Awards:** Distinguished Alumnus Award, College of Wooster, 2008; Minnesota Historical Society Research Grant, 1993; Everett M. Dirksen Congressional Leadership Research Center Grant, 1981; Harry S. Truman Library Institute Research Grant, 1979; Moody Research Grant, Lyndon Baines Johnson Foundation, 1979. **Professional Affiliations:** OAH: Committee on Teaching, 1995-1998, Chair, 1997; Contributing Editor, "Focus on Teaching," and Advisory Board Member, *OAH Newsletter*, 1998-2001; Chair and Project Editor, OAH-Advanced Placement Joint Advisory Board on Teaching the U.S. Survey, 2003-2007; Society for History Education: National Advisory Board, 1998-present; AHA: J. Franklin Jameson Fellowship Selection Committee, 1979-1981, Chair, 1981. **Publications, Museum Exhibits, and Other Projects:** With Ted Dickson, eds., *America on the World Stage: A Global Approach to U.S. History* (2008); *Politics as Usual: The Age of Truman and Eisenhower* (1988, 2004); with Charles M. Dollar, eds., *American Issues: A Documentary Reader* (1988; 1994, 2002); with Robert H. Bremner and Richard J. Hopkins, eds., *American Choices: Social Dilemmas and Public Policy Since 1960* (1986); with Robert H. Bremner, eds., *Reshaping America: Society and Institutions, 1945-1960* (1982). **Personal Statement:** I would be honored to serve on the executive board of the OAH, the professional association with which I have identified most closely throughout my career. Having retired from my final demanding administrative position and resuming the life of scholar and teacher, I am ready to commit full energy to service on the board. My prior OAH activities have focused on the integration of scholarly and teaching concerns. While supporting inclusiveness and outreach to public historians, independent scholars, K-12 teachers, and others, I would hope to continue this focus on the executive board. As advocated by the LaPietra Report, I am committed to furthering the global framing of American history and to strengthening our connections with international scholars. Finally, I would work to find ways to strengthen public respect for the study of American history, taking advantage of this rare moment when interest in history has been rekindled by the Obama presidency. ♦

**H. GIDEON SANDERS**, Ninth Grade S.T.E.M. Academy, Programs and Curricula Facilitator, Social Studies Department, McKinley Technology (Washington, D.C.) High School. **Education:** M.A.I.A., Johns Hopkins School of Advanced International Studies, 1998; College Board AP Training in Comparative Governments, 2006; IB Certification in World History, IB Institute, Las Vegas, New Mexico, 2001; Graduate Certificate of Teaching for Secondary Education, American University, 1999; Bachelors in Funny

Arts, Ringling Brothers and Barnum & Bailey Clown College, 1994; Bachelors in History and Bachelors in Politics, Brandeis University, 1993. **Grants, Fellowships, Honors, and Awards:** National Board of Professional Teaching Standards, Social Studies/History Professional Standards Revision Committee (2008-present); Verizon Foundation Grant for *Combating Intolerance*; Local business grants for *Combating Intolerance's* "CI in a Fishbowl Monthly Luncheon" Program; DonorsChoose.org "What's on your iPod?" Technology Grant; 2006 Virginia Northern Region Liberty District Field Hockey Coach of the Year. **Professional Affiliations:** OAH: Committee on Teaching, 2008-present; *Magazine of History* Editorial Board, 2008-present; 2010 Convention Local Resource Committee, 2008-present; OAH Proxy to National Board of Professional Teaching Standards Stakeholders' meeting, November 2008; Member, 2002-present; NCSS: Member, 1999-present; National Board of Professional Teaching Standards, Social Studies/History Professional Standards Revision Committee, 2008-present. **Publications, Museum Exhibits, and Other Projects:** "Teaching *Combating Intolerance* in High School," *Peace in Action*, Volume XII, Summer 2006; Historical Society of Washington Curriculum Project; CI Journal-Student compilation of essays concerning critical societal issues. **Personal Statement:** I seek a position on the OAH Executive Board to reconnect the bridge between expectations from post-secondary professors and the training students receive in preparation for continued education. This connection is vital to continued progress in the advancement of historical thinking, historical research, and scholarship. A strong voice for secondary, urban educators, and all historians is needed to reflect the diversity and expanse of the membership enveloped in OAH. The dynamic nature of the content allows for a forum from which to disseminate and discuss current and past scholarship and advance pedagogy in order to translate the knowledge to all historians—from pre-collegiate to collegiate to public historian. As OAH works to connect future scholars to current scholarship, secondary educators can lend expertise in current pedagogy for teaching history. As an executive board member, I will facilitate the collaboration amongst all American historians to enhance future scholarship. ♦

## ► Executive Board Candidates Pair Three

**ANNETTE ATKINS**, Professor of History and Flynn Professor in the Humanities, Saint John's University/College of Saint Benedict. **Education:** B.A., Southwest Minnesota State College, 1972; M.A. and Ph.D., Indiana University, 1976, 1980. **Grants, Fellowships, Honors, and Awards:** National Association of State and Local History Award of Merit and WOW Award, 2008; Western Writers of America Spur Award for Best Non-fiction Book, 2008; NEH Summer Stipend, 2005; Solon Buck Award for the best article in *Minnesota History*, 2003; *Choice* Outstanding Academic Title, 2002. **Professional Affiliations:** OAH: Merle Curti Award Committee, 2009-2010; Nominating Board, 2004-2007 (Chair, Nominating Subcommittee for Lectureship Program, 2006); Membership Committee, 1995-1999; AHA: Editor, Teaching column, *Perspectives*; Western History Association: Executive Council, Program and Teaching Committees; Agricultural History Society: Salutes Award Committee; Minnesota Historical Society: Executive Council. **Publications, Museum Exhibits, and Other Projects:** *Creating Minnesota* (2007; paper 2008); *We Grew Up Together: Brothers and Sisters in Nineteenth-Century America* (2001); *Harvest of Grief* (1984); "The State I'm In: Hubert

Humphrey, Garrison Keillor, Jesse Ventura, and Me," *Western Historical Quarterly* (Fall 2007); "Walk a Century in My Shoes" *Minnesota History* (Winter, 1999-2000; Teaching Columns (3) in *AHA Perspectives*. **Personal Statement:** Trained for research university life—like all of us—I have spent my career—like most of us—in a teaching-focused institution. It is a good life. It has taught me to look more at my students and less at my notes; to ask more and tell less; to talk to library groups, Kiwanis clubs, biologists; to make common cause with public historians and local and state historical societies; how to keep my scholarship alive in small pockets. I owe to the OAH a great debt for annual meetings—where I get my fix of friends, hear challenging ideas, see new books—for the *JAH*, for the *Magazine*, and for helping fortify my sense of myself as professional historian. For these gifts, I am deeply grateful. I see the executive board as a chance to support others like me in the profession and to give back to an organization that has given me so much. ♦

**JANE KAMENSKY**, Professor of History and Chair, Department of History, Brandeis University. **Education:** Postgraduate study, Courtauld Institute of Art, University of London, 2007-2008; Ph.D., Yale University, 1993; M.A., M. Phil., Yale University, 1990; B.A., Yale University, 1985. **Grants, Fellowships, Honors, and Awards:** Finalist, George Washington Book Prize, 2009; Andrew W. Mellon Foundation "New Directions" Fellowship, 2006-2009; Radcliffe Institute for Advanced Studies, Emeline Bigelow Conland Fellowship, 2006-2007; NEH University Teachers Fellowship, 2004-2005 and 1996-1997; Charles Warren Center for Studies in American History, Harvard University, Fellowship, 2004-2005. **Professional Affiliations:** OAH: Distinguished Lectureship Program, 2009-2012; Editorial Board, *Journal of American History*, 2004-2007; Editorial Board, *The Best American History Essays*, 2006-2007; Society of American Historians: Elected, 2009; American Antiquarian Society: Elected, 2001; Elected to Council, 2008-present; AHA: Chair, 2010 Annual Meeting Program Committee, 2008-2010; Board of Editors, *American Historical Review*, 2009-2012; Prize Committee, Gutenberg-e Prize, 2003; Society for Historians of the Early American Republic: Editorial Board, *Journal of the Early Republic*, 2007-present; Nominating Committee (elected), 2006-2008; Annual Meeting Program Committee, 2002-2003. **Publications, Museum Exhibits, and Other Projects:** With Jill Lepore, *Blindspot: A Novel* (2008); *The Exchange Artist: A Tale of High-Flying Speculation and America's First Banking Collapse* (2008); *Governing the Tongue: The Politics of Speech in Early New England* (1997); *The Colonial Mosaic: American Women, 1600-1760* (1995). **Personal Statement:** The global economic meltdown has caused a sea change in American higher education, one that will shape the careers of OAH members and their students for years to come. While I hope against hope that our current institutional budget woes will prove transitory, the climate of constraint provokes enduring questions about the ways we teach and practice history. For historians of the United States, these include questions about the relationships between our national past and our democracy, questions that we ignore at our peril. If elected to the OAH Executive Board, I would look for ways to learn from the current crisis in order to deepen the dialogue among academic, public, and popular historians. The OAH has long been in the business of building bridges: between K-12 and post-secondary educators and across national boundaries. These efforts seem all the more urgent in the challenging environment we confront today. ♦



## ► Nominating Board Candidates Pair One

**KRISTIN HOGANSON**, Professor of History and of Women's and Gender Studies, the University of Illinois, Urbana-Champaign. **Education:** Ph.D., Yale University, 1995; M. Phil., M.A., Yale University, 1993; B.A., Yale University, 1987. **Grants, Fellowships, Honors, and Awards:** Bernath Lecture Prize, offered by the Society of Historians of American Foreign Relations, 2006; UIUC Mellon Faculty Fellowship, 2004; UIUC Center for Advanced Studies Beckman Fellowship, 2002; Winterthur Museum and Library Research Fellowship, 1999; Charles Warren Center Fellowship, 1996-1997. **Professional Affiliations:** OAH: Editorial Board, *The Journal of American History*, 2009-2011; Distinguished Lectureship Program, 2004-present; Willi Paul Adams Award Committee, 2007-present; Richard W. Leopold Prize Committee, 2002-2004; Society for Historians of American Foreign Relations: Program Committee, 2009-2010, 2002-2003; Bernath Book Prize Committee, 2003-2005, Chair 2005; Editorial Board, *Journal of Diplomatic History*, 2002-2004; Society for Historians of the Gilded Age and Progressive Era: Nominating Committee, 2008-present; Council, 2003-2006; Program Committee, 1999, 2004-2007; AHA: Program Committee, 2008-2009; Working Group for Historical Perspectives on Same-Sex Marriage, 2009; American Studies Association. **Publications, Museum Exhibits, and Other Projects:** *Fighting for American Manhood: How Gender Politics Provoked the Spanish-American and Philippine-American Wars* (1998); *Consumers' Imperium: The Global Production of American Domesticity, 1865-1920*, (2007); "Hop off the Bandwagon: It's a Mass Movement, Not a Parade," roundtable essay, *The Journal of American History* 95 (March 2009); "Stuff It: Domestic Consumption and the Americanization of the World Paradigm," *Diplomatic History* 30 (September 2006); participant in several Teaching American History and related programs, including ones on "American Empire" in Elgin, Illinois and Worcester, Massachusetts, 2009. **Personal Statement:** As someone whose research and teaching has touched on a number of fields—including histories of U.S. foreign relations, cultures of American imperialism, women, gender, consumption, and now (in my current work), local, agricultural, migration, and borderlands history—I deeply appreciate the role of the OAH as an umbrella organization that brings broad constituencies together around a shared commitment to U.S. history. If elected to the nominating board, I would strive to identify candidates who will represent the diverse membership of the OAH and vigorously advance our common interests. ♦

**THOMAS J. SUGRUE**, Kahn Professor of History and Sociology, University of Pennsylvania. **Education:** Ph.D., Harvard University, 1992; M.A., University of Cambridge, 1990; A.M., Harvard University, 1987; B.A., University of Cambridge, 1986; B.A., Columbia University, 1984. **Grants, Fellowships, Honors, and Awards:** Lawrence Stone Professor, Princeton University, 2009; Member, Institute for Advanced Study, School of Social Science, 2005-2006; Fellow, John Simon Guggenheim Foundation, 2005; Fellow, Alphonse Fletcher, Sr. Foundation, 2005; Bancroft Prize in American History, 1998. **Professional Affiliations:** OAH: *Ad Hoc* OAH/Japanese Association for American Studies Japan Historians' Collaborative Committee, 2009-2013; OAH/JAAS Japan Residency, 2007; Program Committee, 2003 Annual Meeting; Distinguished Lectureship Program, 2002-present; Merle Curti Award Committee,

2000-2002; Social Science History Association: Executive Committee, 2008-present; Program Committee Cochair, 1997-1998; President's Book Award Committee, 1997; Urban History Association: Board of Directors, 2000-2003; Program Committee, 2002-2004; Book Prize Committee, 1998; Historical Society of Pennsylvania: Board of Directors, 2000-present; Vice Chair for Library, 2004-2008; Editorial Board, *Pennsylvania Magazine of History and Biography*, 2004-present. **Publications, Museum Exhibits, and Other Projects:** *Sweet Land of Liberty: The Forgotten Struggle for Civil Rights in the North* (2008); with Kevin M. Kruse, eds., *The New Suburban History* (2005); "Affirmative Action from Below: Civil Rights, the Building Trades, and the Politics of Racial Equality in the North, 1945-1969," *The Journal of American History* 91 (June 2004), 145-73; [Reprinted in Joyce Appleby, ed., *The Best American History Essays 2006* (2006), 231-62; reprinted in Joe William Trotter and Kenneth Kusmer, eds., *African American Urban History Since World War II* (2009), 219-44]; with Michael B. Katz, eds., *W.E.B. Du Bois, Race, and the City* (1998); *The Origins of the Urban Crisis: Race and Inequality in Postwar Detroit* (1996; Princeton Classic ed., 2005). **Personal Statement:** The OAH thrives because of the diverse talents, intellectual interests, and experiences that its committee members bring to bear on their service to the organization. As a university professor who has worked closely with public historians and school teachers, I am strongly committed to the OAH's mission to nurture specialized scholarship, excellent pedagogy, and effective public outreach. If elected to the nominating board, I will work to ensure that OAH committees include talented scholars, teachers, and public historians. Just as importantly, I will work to select nominees for leadership positions who reflect the rich historiographical diversity of our profession. ♦

## ► Nominating Board Candidates Pair Two

**MICHAEL S. GREEN**, Professor of History, Department of Social Science, College of Southern Nevada. **Education:** Ph.D., Columbia University, 2000; M.A., University of Nevada, Las Vegas, 1988; B.A., University of Nevada, Las Vegas, 1986. **Grants, Fellowships, Honors, and Awards:** Co-director (with Dr. DeAnna Beachley), two Teaching American History grants, U.S. Department of Education (Clark County School District, Las Vegas, Nevada); Research Fellowships, The Huntington Library and Ball Brothers Foundation at Indiana University; Wilbur S. Shepperson Award for Outstanding Book on Nevada History, Nevada Humanities, 2005; Outstanding Alumnus, UNLV College of Liberal Arts, 2000. **Professional Affiliations:** OAH: Membership Committee, 2008-present; Western History Association: Michael P. Malone Award Committee, Local Arrangements Cochair, 2004; Nevada Historical Society: Editor, *Nevada Historical Society Quarterly*; University of Nevada Press: Editorial Board, Member and Editor, Wilbur S. Shepperson Series on Nevada History. **Publications, Museum Exhibits, and Other Projects:** *Freedom, Union, and Power: Lincoln and His Party During the Civil War* (2004); with Eugene P. Moehring, *Las Vegas: A Centennial History* (2005); *Nevada: A Journey of Discovery* (2004); Coeditor, Nevada Online Encyclopedia for Nevada Humanities; Consultant and Researcher, Las Vegas Museum of Organized Crime and Law Enforcement. **Personal Statement:** Diversity is a multifaceted word, and I believe strongly that the OAH needs to serve and provide every facet of it. That means I support the OAH reaching out to constitu-

encies other than the traditional four-year university—my community college colleagues, K-12 teachers, history museums and sites, those who "do" history through film and the internet, and lovers of history everywhere. It means acknowledging and understanding the importance of different forms of teaching and publication, from traditional venues to the internet and other methods yet unborn. It means I support a diverse group of people participating in OAH activities and encouraging diverse fields and ways of studying history. If elected to the nominating board, I will do my best to represent all of us who love history and hope to contribute to expanding and improving the study of it, to expanding and improving the OAH, and to building bridges between diverse communities of historians. ♦

**PEGGY RENNER**, Professor of History, Chair, History Department, Coordinator, Strategic Master Plan, Glendale Community College. **Education:** Ph.D., University of Pittsburgh, 1981; M.A., University of Pittsburgh, 1971; B.A., University of Pittsburgh, 1969. **Grants, Fellowships, Honors, and Awards:** Committee member, Teaching Division, American Historical Association, 2001-2004; President, Academic Senate, Glendale Community College, 2000-2004; Distinguished Faculty Award for Excellence in Teaching, 1999; Chair, Catherine Prelinger Award Committee, CCWH, 1998-2004; Fellow, National Institute for Leadership Development, 1994. **Professional Affiliations:** OAH: Member, Committee on Committees, 2009-2011; AHA: Member, Teaching Division, 2001-2004; Coordinating Council for Women in History: Executive Director, 1995-1998; Western Association of Women Historians: President, 1993-1995; Social Science History Association: Member, 1980-2009. **Publications, Museums Exhibits, and Other Projects:** Teachers' Manual for *Through Women's Eyes* (2006); Textbook review of *The American Promise* (1999); Textbook review of *American Odyssey* (1997); Textbook review of *The American Promise* (1996); Editor and contributor, *Histories of the Western Association of Women Historians* (1994). **Personal Statement:** As a community college educator, I have gained a wealth of knowledge about how students learn. As president of the Western Association of Women Historians, executive director of the Coordinating Council for Women in History, and as a member of various committees and task forces, I have met many talented historians from the two- and four-year schools, colleges, and universities, public historians, independent scholars, and teachers in our public and private high schools. From these historians I have learned about the diverse challenges facing our profession and our need to strike a balance in addressing the needs and interests of research, teaching, and public historians. These various roles provide me with knowledge and skills to help the OAH find the leadership it will need to promote our discipline in the twenty-first century. ♦

## ► Nominating Board Candidates Pair Three

**RAYMOND ARSENAULT**, John Hope Franklin Professor of Southern History, Department of History and Graduate Program in Florida Studies, University of South Florida, St. Petersburg. **Education:** Ph.D., Brandeis University, 1981; M.A., Brandeis University, 1974; B.A., Princeton University, 1969. **Grants, Fellowships, Honors, and Awards:** Owsley Book Prize, Southern Historical Association, 2007; Tebeau Book Prize, Florida Historical Society, 1990; Ledbetter Book Prize, Arkansas Historical Association, 1985;



# Official Ballot

## 2010 OAH Election

**We encourage OAH members to vote electronically.** Please point your web browser to <<http://www.oah.org/members/vote/>> and provide your OAH ID number to begin. If you do not have easy access to the Internet, you may vote using this ballot. Ballots must be postmarked no later than **Wednesday, February 17, 2010. Photocopies of this ballot will not be accepted. Only current individual OAH members are eligible to vote.**

OAH I.D. Number

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

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

President (one-year term)

☐ DAVID A. HOLLINGER

President-Elect (one-year term)

☐ ALICE KESSLER-HARRIS

Vice President (one-year term)

☐ ALBERT M. CAMARILLO

Executive Board (three-year term)  
Please vote for three (3) candidates, one from each pair.

☐ JON BUTLER  
☐ GEORGE J. SÁNCHEZ

☐ GARY W. REICHARD  
☐ H. GIDEON SANDERS

☐ ANNETTE ATKINS  
☐ JANE KAMENSKY

Nominating Board (three-year term)  
Please vote for three (3) candidates, one from each pair.

☐ KRISTIN HOGANSON  
☐ THOMAS J. SUGRUE

☐ MICHAEL S. GREEN  
☐ PEGGY RENNER

☐ RAYMOND ARSENAULT  
☐ LYNN DUMENIL

Nominations

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

	Vice President	Nominating Board	Executive Board
Nominee/Affiliation			
Nominee/Affiliation			
Nominee/Affiliation			

Your Name (optional)

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

Please mail completed ballots and your nominations to the OAH office: P.O. Box 5457, Bloomington IN 47407-5457.  
Ballots must be postmarked no later than Wednesday, February 17, 2010.

Green-Ramsdell Prize, Southern Historical Association, 1986; Fulbright-Hays Lectureship (France), 1984-1985. **Professional Affiliations:** OAH: Membership Committee, 1996-present, *Ad Hoc* Committee on Academic Freedom, 2004-present, Merle Curti Award Committee, 2009-2010, Distinguished Lectureship Program, 2004-present, Ellis W. Hawley Prize Committee, Chair, 2004-2005; Southern Historical Association: Executive Council, 2009-2012; John Hope Franklin Lifetime Achievement Award Committee, Chair, 2005-2007; Nominating Committee, 2002; Program Committee, 1998-1999; Membership Committee, 1994, 1997; American Studies Association: Program Committee, 1989-1990; AHA; Southern Intellectual History Circle: Program Chair, 2000, Steering Committee, 2009-2012. **Publications, Museum Exhibits, and Other Projects:** *The Sound of Freedom: Marian Anderson, the Lincoln Memorial, and the Concert That Awakened America* (2009); *Freedom Riders: 1961 and the Struggle for Racial Justice* (2006); with Jack E. Davis, *Paradise Lost? The Environmental History of Florida* (2005); with Roy Peter Clark, *The Changing South of Gene Patterson: Journalism and Civil Rights, 1960-1968* (2002); *The Wild Ass of the Ozarks: Jeff Davis and the Social Bases of Southern Politics* (1984); "The End of the Long Hot Summer: The Air Conditioner and Southern Culture," *Journal of Southern History* (1984). **Personal Statement:** As a member of the nominating board, I would do all I can to strengthen the OAH's commitment to diversity, inclusiveness, academic freedom, and intellectual rigor. Drawing upon my broad experience in international education, teacher workshops,

museum consulting, and public history projects, I would encourage the nominating board to cast a wide net when seeking officers for the organization. To my mind, it is critically important for the OAH to represent American history teachers and practitioners at all levels and to foster a spirit of collegiality and common purpose that bridges institutional and occupational boundaries. The OAH needs energetic and imaginative leaders who will carry on and refine the expansive initiatives of the past decade—initiatives such as the regional conferences for community college faculty, involvement in K-12 teacher workshops, cooperative ventures with the National Park Service, the internationalization of our membership, and the vigilant defense of academic freedom and intellectual integrity. ♦

**LYNN DUMENIL**, Robert Glass Cleland Professor of American History, Department of History, Occidental College. **Education:** Ph.D., University of California, Berkeley, 1981; M.A., University of California, Berkeley, 1976; B.A., University of Southern California, 1974. **Grants, Fellowships, Honors, and Awards:** Fulbright Senior Lecturer, Intellectual U.S. History, University of Rome III, 2008; Fulbright Bicentennial Chair in American Studies, University of Helsinki, 2001-2002; National Endowment for the Humanities Fellowship, 1998-1999; Dorothy Collins Brown Fellowship, Huntington Library, 1988; OAH/Japanese American Studies Association Japan Residency, 1997. **Professional Affiliations:** OAH: Distinguished Lectureship Program, 2006-present; Lawrence W. Levine Award Com-

mittee, 2008-2009; Louis Pelzer Memorial Award Committee, 2001-2005; Merle Curti Award Committee, 1992-1994; AHA: Executive Council, Pacific Coast Branch, 2000-2002; Fulbright Distinguished Chairs Selection Committee, 2003-2005. **Publications, Museum Exhibits, and Other Projects:** *The Modern Temper: American Culture and Society in the 1920s* (1995); *Freemasonry and American Culture, 1880-1930* (1984); with Ellen DuBois, *Through Women's Eyes: An American History with Documents* (2004, 2008); Guest Editor, "Reinterpreting the 1920s," *OAH Magazine of History* (2007); with James Henretta and David Brody, *America: A Concise History* (2005). **Personal Statement:** The OAH includes a wide range of historians—from international scholars to public historians, from high school teachers to faculty at research institutions. As a member of the nominating board I would seek candidates who value this inclusive constituency in the OAH. In addition, I would promote candidates who bring energy and imagination to the pressing problems the OAH and its members face. These include the ongoing quest for academic freedom and freedom of information and the financial crisis that affects not just the professional interests of teachers and scholars but the entire structure of our educational system. Although our times are challenging, this is also an exciting time to be an historian, and the OAH is well positioned to promote the drive to bring the richness of scholars' understanding of the past to our contemporary public debates on international and public policy. ♦



## MHS-NEH FELLOWSHIPS

The *Massachusetts Historical Society* will award at least two long-term MHS-NEH fellowships for the academic year 2010–2011. MHS-NEH fellowships are made possible by an award from the National Endowment for the Humanities, an independent federal agency. The stipend, governed by an NEH formula, will be no more than \$40,000 for a term of six to twelve months or \$20,000 for a term of four to five months. The Society will also supplement each stipend with a housing allowance of up to \$500.00 per month. MHS-NEH fellowships are open to U.S. citizens and to foreign nationals who have lived in the United States for at least the three years immediately preceding the application deadline. Applicants must have completed their professional training; NEH-sponsored fellowships are not available to graduate students. The awards committee will give preference to candidates who have not held a long-term grant during the three years prior to the proposed fellowship term. For information about MHS-NEH fellowships and about the Society's other awards, including short-term grants and support through the New England Regional Fellowship Consortium, please check our web site, [www.masshist.org/fellowships](http://www.masshist.org/fellowships), or contact Conrad Wright, Massachusetts Historical Society, 1154 Boylston Street, Boston, MA 02215 ([fellowships@masshist.org](mailto:fellowships@masshist.org)) or 617-646-0512.

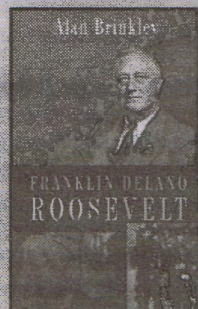
*Application deadline: January 15, 2010.*

## OAH Newsletter

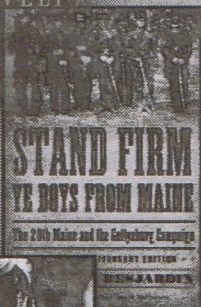
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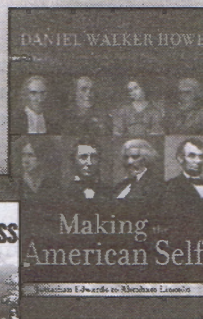
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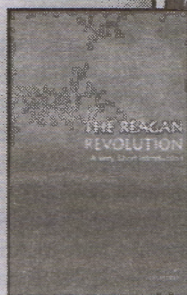


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