

From the OAH President

Senator Robert C. Byrd 2007 OAH Friend of History

Nell Irvin Painter

Every year the OAH executive board selects an individual or institution—usually not a professional historian—to receive the Friend of History Award. This year the award went to United States Senator Robert C. Byrd of West Virginia in recognition of his advocacy of federal policies promoting the study of the history of the United States. On March 1, 2007 I had the pleasure of joining several other OAH representatives in Washington, DC, to present the award personally (1).



Senator Robert Byrd meets with Nell Irvin Painter and Lee Formwalt on Capitol Hill in March 2007.

Born in North Carolina in 1917 and raised in the coal mining regions of West Virginia, Byrd belongs to history as a former Klansman and opponent of desegregation in the earlier part of his career in the West Virginia House of Delegates from 1946, the U.S. House of Representatives from 1952, and the United States Senate from 1958. In the 1970s Senator Byrd joined the Senate leadership. He was elected Senate Democratic Whip in 1971 and Senate Democratic Leader in 1977 and served as majority leader from 1977 to 1981, and again from 1985 to 1989. Currently he chairs the Senate Appropriations Committee and serves as President Pro Tempore of the Senate, positions he also held from 1989 to 1995 and again from 2001 to 2003.

Since 2002 he has distinguished further as an eloquent opponent of the Bush administration's attack of Iraq and concentration of federal power in the executive branch at the expense of Congress. Senator Byrd's reorientation occurred as he gained further education by attending the American University Law School at night while serving as

Through the Eye of Katrina

Clarence L. Mohr

On March 7-10, 2007 more than twenty scholars from history and related disciplines gathered in Mobile, Alabama, to participate in a conference on the historical meaning of Hurricane Katrina. Sponsored by the *Journal of American History* in conjunction with the Department of History at the University of South Alabama, the three-day program entitled, "Through the Eye of Katrina: The Past as Prologue?" was part of the ongoing Howard Mahan lecture and symposium series supported by the University of South Alabama Foundation.

Lawrence N. Powell of Tulane University delivered the meeting's keynote address in which he examined the hurricane's national significance. Powell argued that the Katrina debacle had the potential to become what the late Arthur M. Schlesinger Jr. called a "detonating event," an occurrence that might help usher in a shift toward a more liberal political consciousness after a generation of conservative emphasis on private initiative and limited government. Citing evidence of growing impatience with free market approaches to the Gulf Coast disaster, Powell stressed the need for historians to adopt a national perspective that would set Katrina's aftermath within the context of a larger cluster of post-9/11 anxieties and discontents. This theme was taken up by a number of other panelists during discussions and in the symposium's concluding roundtable session, which will be available on the *JAH* website in December.

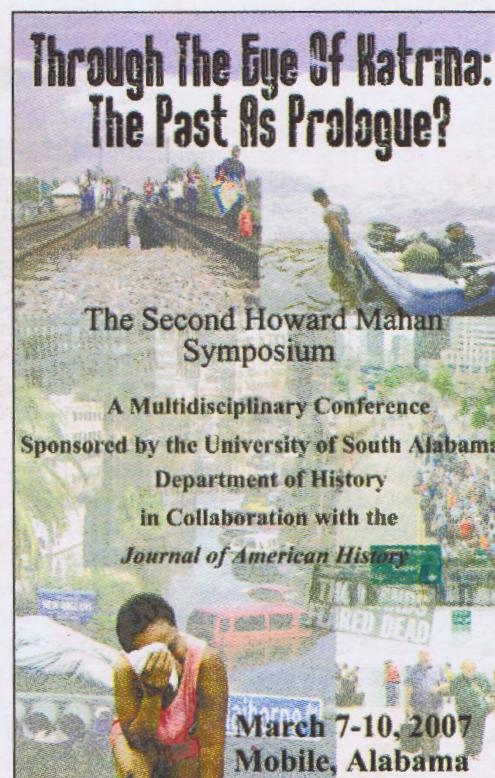
In addition to Powell's lecture, the symposium featured eighteen papers grouped under several broad topical headings such as the relationship of the Mississippi River to the people and the built environment, the role of race, gender, and ethnicity in responses to Katrina, the ways in which the mechanisms of group identity and power are

embedded in New Orleans culture, and the historical foundations of grass roots efforts to rebuild and reconstitute local communities. Most panels featured scholars from more than one discipline. Historian Ari Kelman and geographer Richard Campanella, examined the nineteenth-century roots of modern flood control and drainage policies as well as the historical processes that shaped the ethnic ge-

ography of hurricane damage in 2005. Architectural historian Karen Kingsley discussed the changing significance of the New Orleans Superdome as an urban symbol whose dual meaning of disaster and rebirth had come to overshadow traditional images such as the Cabildo and Presbytere in the French Quarter. Sociologist Elizabeth Fussell stressed that the arrival of Hispanic workers in post-Katrina New Orleans should be understood as one episode in an ongoing history of immigration that had continually reshaped the port city's demographic profile, while musicologist and jazz clarinetist Michael White provided nuanced personal insight into the now imperiled cultural foundations of the traditional jazz art form.

In seeking to clarify the meaning of Katrina and its still unfolding aftermath, historians found several areas of common analytic ground with their colleagues in the fields just men-

tioned. At least three recurrent themes cut across the topical sessions. These might be briefly stated as "inclusion vs. exclusion," "geography and group identity," and "change vs. continuity" in history and collective memory.



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Contents

Through the Eye of Katrina Clarence L. Mohr	1
Senator Robert C. Byrd 2007 OAH Friend of History Nell Irvin Painter	1
Reflections on Part-time History Faculty and Academic Freedom Donald W. Rogers	6
Capitol Commentary Lee White	9
The Centennial Convention and Our Next Century Lee W. Formwalt	10
New OAH Distinguished Lecturers for 2007-2008	A1
From the Archivist of the United States Allen Weinstein	13
News of the Organization Proposed Revisions to OAH Constitution	14
Action Items of the OAH Executive Board	17
From the Chairman of the National Endowment for the Humanities Bruce Cole	16
In Memoriam	18
Mail Ballot: Proposed Changes to OAH Constitution	20

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

a United States Senator (graduating in 1963) and receiving a B.A. in political science from Marshall University in 1994.

The OAH recognizes Senator Byrd's service to history as an author and a legislator. In 2001 he established the "Teaching American History" grants program for the improvement of the teaching of American History—as distinct from social studies—in public schools. Since its inception "Teaching American History" has awarded more than a half-billion federal dollars to school systems around the country to foster the teaching of American history. Senator Byrd has also encouraged awareness of the importance of the U.S. Constitution and the establishment of an Office of History within the Department of Homeland Security. The first volume of *The Senate, 1789–1989: Addresses on the History of the Senate*, a four-volume collection of Senator Byrd's speeches on various aspects of the Senate's history, won the Society for History in the Federal Government's Henry Adams Prize. He also published *The Senate of the Roman Republic: Addresses on the History of Roman Constitutionalism* (1995).

Our OAH party met Senator Byrd in the hearing room of the Senate Appropriations Committee, which he chairs. Most of us sat on one side of a large table while Senator Byrd stood and addressed us, shaking gently from Parkinson's disease. He sat young Will Sperry on his right, periodically reaching over to touch the boy in indication of youth's importance. I found riveting Senator Byrd's recitation of his history with history, beginning in a two-room school house in the southern West Virginia coal fields, where his teacher Mr. W.J.B. Cormany awakened a life-long love of the field. I also surveyed the room's wall paintings. Thanks to my last fall semester's art history course, I recognized the second style of ancient Roman wall painting, to which images of floating white women added a twentieth-century U.S.-American touch.

Senator Byrd delivered a stirring, twentieth-century vindication of the study of American history: As a consequence of Mr. Cormany's teaching, Byrd said, "history has been my constant, close companion throughout my life. As a young boy, I found strength in the convictions of great Americans from the past. I learned how men such as George Washington, James Madison, and Benjamin Franklin possessed a passion for freedom, and how they risked their lives to ensure independence for our nation. I learned how the legislative giants of American history, Senators like Daniel Webster and Henry Clay, helped to promote and protect our constitutional system of government."

This introduction led him into a spirited denunciation—"Hear me now!"—of the Bush administration's monarchical abuse of power. Now more than ever, he said, the lessons of the American Revolution needed heeding. Now more than ever, the Constitution's intentional separation of powers must be respected. Now more than ever, democracy needed to correct the abuse of power by a leader taking himself for a king.

Sitting directly across the table from Byrd as OAH president-elect and representative of the executive board that had voted to recognize Senator Byrd as this year's Friend of History, I also nodded along with him personally as a citizen. I have welcomed Byrd's criticism of the Iraq war and its assaults on human rights in the name of the amorphous "war on terrorism." Four years ago, Senator Byrd stood practically alone in the U.S. Congress as a voice against the war.



On March 1, 2007 Senator Robert Byrd (D-WV) received the 2007 OAH Friend of History Award in the hearing room of the Senate Appropriations Committee. On hand for the award ceremony were (from left to right): David Corbin, Paul Sperry, William Sperry, Lee White, Nell Irvin Painter, Senator Robert Byrd, Lee Formwalt, Raymond Smock, Donald Ritchie, Allida Black, Richard Baker and Betty Koed.

At the same time I was surprised to hear something more in these words so suited to our times. An echo of the mid-twentieth-century American past whispered to me that this defense against central power may well have sprung from a source older than the presidency of George W. Bush. More than half a century ago that source, call it states' rights, may have nourished a resistance to executive power then promoting black civil rights. Back then, I heard Senator Byrd as someone speaking against, rather than for, my interests as an American. Today, however, we are on the same side. In the early twenty-first century, his states' rights source nourishes a resistance of executive power that I hear as a vindication of my interests as an American.

I have not lived nearly as long as Senator Robert Byrd, for he was born in the same year as my mother. But I have lived long enough to see fundamental changes in the laws governing our national life. Now that the issues that earlier divided us no longer appear in American law, Senator Byrd's defiance of centralized power appeals to me. I meant it when I thanked him as both a historian and a citizen of the United States of America. □

Endnotes

1. The OAH people there were Paul Sperry (OAH Leadership Advisory Council member) and his son Will, Lee White (Executive Director of the National Coalition for History), Lee Formwalt, Raymond Smock (former Historian of the House of Representatives and current director of the Robert C. Byrd Center for Legislative Studies at Shepherd University), Donald Ritchie (Associate Historian, U.S. Senate Historical Office), Allida Black (Editor of the Eleanor Roosevelt Papers), Richard Baker (Historian, U.S. Senate Historical Office), in addition to me.

CORRECTION

In W. W. Norton's advertisement in the 2007 OAH Annual Meeting *Program*, the author of *The Sea Captain's Wife: A True Story of Love, Race, and War in the Nineteenth Century* was incorrectly identified.

The correct author is
Martha Hodes.



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for scholarship in American history in the journal literature advancing new perspectives on accepted interpretations or previously unconsidered topics

Joon K. Kim, Colorado State University, "The Political-Economy of the Mexican Farm Labor Program, 1942-1964" (*AZTLÁN: A JOURNAL OF CHICANO STUDIES*, 2004)

LOUIS PELZER MEMORIAL AWARD

for the best essay in American history by a graduate student

Andrew W. Kahrl, Indiana University, "'Why the Police at No. 4 'Get Busy' When They Hear the Whistle of the 'Razor Beach' Boat': Steamboat Excursions, Pleasure Resorts, and the Emergence of Segregation Culture on the Potomac River, 1890-1920"

BINKLEY-STEPHENSON AWARD

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Laura McEnaney, Whittier College, "Nightmares on Elm Street: Demobilizing in Chicago, 1945-1953" (MARCH 2006)

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Kathryn Kish Sklar, State University of New York, Binghamton, Tokyo Woman's Christian University, U.S. women's history

Thomas J. Sugrue, University of Pennsylvania, Nanzan University, modern American history with an emphasis on race, ethnicity, and labor

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Eric R. Schlereth, Brandeis University, "Creating a Disenchanted Republic: American Political Independence and the Problem of Religion"

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Reflections on Part-time History Faculty and Academic Freedom

Donald W. Rogers

Lately, fierce public discussion has raged over the academic freedom rights of contingent part-time instructors, who now constitute nearly half of all college and university faculty nationwide—about 37 percent in history (1). Most critics focus on adjunct instructors' seemingly constant vulnerability to losing their jobs for exercising basic classroom freedoms, but historians might consider the broader ramifications of contingent employment for their craft. Among historians, the growing ranks of part-time instructors threaten to create a permanent stratum of "educational service workers" who lack rights traditionally enjoyed by history professors (2).

According to the American Association of University Professors (AAUP), college teachers are entitled to freedom to publish in their academic specialties, freedom to discuss their subject matter in the classroom, and freedom to write or speak as citizens outside of their institutions (3). All such freedoms, the AAUP contends, are vital to academic enterprise, and they need—for contingent and full-time faculty alike—to receive institutional support, especially tenure for full-time faculty and assurances of reappointment for part-time faculty (4).

In a formal sense, part-timers receive more of these liberties than public discussion recognizes. Universities have promulgated "rights and privileges" for part-timers, while union contracts and court decisions have upheld adjuncts' classroom freedoms, just as they would for full-timers (5).

Yet, critics convey the impression that academic freedom for adjuncts "is a myth." Observers alternately complain that part-timers publish much less research than full-timers, that temporary faculty need "to be cautious about what they say and write," that insecure employment causes adjuncts to evade controversial subjects in the classroom, and most ominously, that "chronic arbitrary dismissal" of adjuncts "abounds." These impressions certainly seem true, given the way in which part-timers are hired and rehired, typically at the discretion of administrators or department chairs in course-by-course contracts, often arranged on short notice without guidance from faculty search committees (6).

There is rampant speculation, but still only fragmentary documentation, that such employment practices chill part-timers' classroom freedoms. Reports indicate that contingent faculty have varying levels of control over books and syllabuses (7). Anecdotes proliferate that part-timers easily lose jobs due to classroom pedagogy. As one respondent told an AHA-OAH survey, "Any complaint and you're never fired. You are simply never rehired" (8). The result, according to another observer, is "silent self-censorship," wherein thousands of temporary faculty dodge job-threatening student complaints by avoiding controversial topics, tough assignments, and rigorous grades (9).

There have been improvements, however. The AAUP has advocated long-term contracts, faculty hearings in cases of nonrenewal, and possibly "part-time tenure" (10). The joint AHA-OAH committee on part-time and adjunct employment has recommended appropriate evaluation procedures and "seniority for hiring and pay raises" (11). Faculty unions have negotiated agreements mandating periodic evaluation, seniority privileges, employment pools, grievance procedures, and occasionally, multisection contracts. History departments have adopted procedures to evaluate, rehire and assign courses to adjuncts, with real respect for adjunct contributions.

How widely such improvements extend across institutions of higher learning, especially in nonunionized schools, is unclear. Some information indicates, for instance, that seniority requirements effectively limit chairpersons' discretion not to renew part-timers, even in cases of apparent incompetence, but other accounts suggest that chairs flout seniority stipulations. Indeed, persistent claims that adjuncts "now teach without any job security whatsoever" suggest that seniority rules and other protections mean little. Nobody knows for sure (12). Research is needed.

On top of job insecurity, other less appreciated threats to part-timers' academic freedom exist: the cumulative impact of low wages, minuscule health benefits, long hours, cumbersome commutes to multiple jobs, lack of access to libraries and digital resources, and exclusion from research support. Such burdens, according to one former adjunct, stymie the "fundamental forms" of academic freedom, including proper course preparation and ongoing student contact (13). Especially, contingent employment's total demands impede part-timers' intellectual development, denying them time to engage the discourses of their disciplines, disrupting their participation in professional networks, and neither supporting nor rewarding their scholarly efforts.

Certainly faculty unions, educational institutions, and professional groups have ameliorated adjuncts' employment situations. Yet reformers' focus on job security has largely conceded contingent faculty's exclusion from research and scholarship. While, for example, a key 1997 conference endorsed grant programs, sabbatical opportunities, and travel support, joint AHA-OAH standards only recommend "grants to attend conferences and workshops" (14). Similarly, faculty unions and educational institutions typically define part-timers' "professional development" just in terms of teaching.

Changing times require a broader view. Reports indicate that 46 percent of college faculty today are part-timers, most in the thirty-five to sixty-four year age range, and a quarter hold a Ph.D. (15). Admittedly, adjuncts come from many ranks, but as one recent survey demonstrated, a growing minority (29 percent) is devoted to part-time teaching as a career (16). To this group, especially those with Ph.D.s, denial of research support becomes a professional glass ceiling. Granting agencies aggravate this problem by targeting full-timers. Excluded, part-timers face year-round employment in multiple jobs with little time or resources left for scholarly development.

Schools, unions and professional organizations like the AHA and the OAH, therefore, could broaden efforts to defend adjuncts' academic freedom. To deal with part-timers' lack of job security, these groups might—as some have done—urge long-term employment contracts, regular peer review, and better grievance procedures, maybe ombudsmen (17). To create realistic opportunities for meritorious contingent faculty to mature as scholars, these groups might also encourage special fellowships, paid sabbaticals, and travel grants.

School administrators and full-time faculty may balk at diverting scarce resources to this apparently transient pool of faculty. Yet they ought to consider part-timers' own long-term commitments to their institutions, adjuncts' growing presence among college and

university faculty, and most importantly, part-timers' vital role in promoting a scholarly academic environment. Denying adjuncts opportunities for intellectual growth will diminish higher education as a whole.

Sadly, debate about activist David Horowitz's "Academic Bill of Rights" has obscured part-timers' problems by defining academic freedom in terms of whether biased liberal instructors hamper classroom "diversity." No doubt, this proposal demands a response. Nonetheless, as witnesses told Pennsylvania legislative hearings last year, student complaints about liberal bias are rare, and the real threat to academic freedom today is the contingent employment system that impairs part-time teachers' fundamental educational functions (18).

Indeed, adjunct rights implicate academic freedom's future. As institutional trends continue to expand part-timer use, the proportion of college and university faculty protected by tenure will erode. To preserve academic freedom as a basic condition of academic life, hence, the contingent faculty's lack of job security and professional development opportunities both need to be addressed. Accommodating a two-tier system of complete academic freedom for a shrinking full-time professoriate and truncated academic rights for the burgeoning ranks of part-timers will endanger academic freedom for us all. □

Speaking for himself, the author is adjunct instructor of history at Central Connecticut State University and a member of the Joint AHA-OAH Committee on Part-time and Adjunct Employment. He thanks former committee chair Amy Kinsel and the Central Connecticut State University-AAUP committee on part-time faculty for their suggestions.

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Several presenters were prepared to interpret New Orleans's history up to and beyond Katrina as part of a larger narrative of inclusion and exclusion. This concept was applied by Kelman and Campanella to the struggle with the physical environment (keeping water at bay) and, by other panelists, to the human consequences of competition for resources and physical space in a city surrounded by water. Alecia P. Long, for example, described the physical displacement of black and poor residents that had accompanied the creation of the "Storyville" prostitution district in 1897, and went on to draw analogies between the containment of vice and current redevelopment schemes that would exclude the poor. Poverty, she concluded, had become the "new prostitution." In a somewhat similar vein, Juliette Landphair traced the historic marginalization of black and white working class residents of New Orleans's lower ninth ward, an area in which a prolonged history of governmental neglect had produced sporadic protest along with deep feelings of mistrust and alienation toward those who wielded power with little concern for the powerless. On the inclusionary side of the intellectual balance sheet several speakers, including

Hirsch the key question became "Can the Creoles survive in diaspora without a replenishing geographic base?" Marline Otte, a historian who has studied the reconstruction of civil society in post-World War II Germany, recognized the importance of local geography in her analysis of the psychological dimensions of Katrina recovery. Noting that for newly returned residents "suffered pain was countered

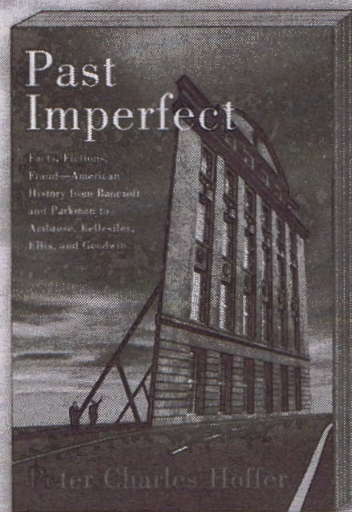
Implicit in these presentations was a recognition that for many New Orleans residents, losing one's community or neighborhood was tantamount to losing an essential part of one's self.

by self-inflicted pain," in visits to devastated homes and neighborhoods, Otte wondered "how one is able to recognize individual pain in the language of collective mourning, without the help of a community to reaffirm the self; how can one speak meaningfully in the voice of the collective while being separated from it?"

Virtually all the conference papers concerned themselves in some way with the issue of actual or perceived continuity and discontinuity in American history. Specialists in southern history have long grappled with the question of whether the region's identity is best understood in terms of enduring cultural patterns or, as the late C. Vann Woodward insisted, in terms of sharp breaks and discontinuities that demarcated succeeding epochs of a troubled past. As a city combining "iniquity with antiquity," in Walt Disney's apt phrase, New Orleans poses the problem in a special way. Famed for its exotic architecture and old world charm, the New Orleans of national imagination bears scant resemblance to the gritty realities of a once great port city in the throes of long-term economic decline. The rise of a tourist economy, historian Mark Souther argues, has long since turned the French Quarter into an "ersatz caricature" of its historic self, leaving the city's real history to languish in neighborhoods rarely seen by outsiders. Although glimpses of New Orleans's true past were provided by "disaster tours" in the months after the Katrina flood, it remained unclear what use would be made of history once permanent commemoration of the disaster took place. Recognizing that commemorations inevitably suppress some aspects of collective experience while highlighting others, most of those attending the Mobile conference seemed to agree that the official version of Katrina's meaning would be determined by the winners in the city's self-proclaimed "market driven" recovery process. It was the hope, although hardly the expectation, of those present that the Mobile conference and its published proceedings in the December 2007 issue of the *Journal of American History* might bring the insights of historians to bear upon national decisions that will shape the course of Gulf Coast reconstruction. □

Clarence L. Mohr is professor and chair of the history department at the University of South Alabama.

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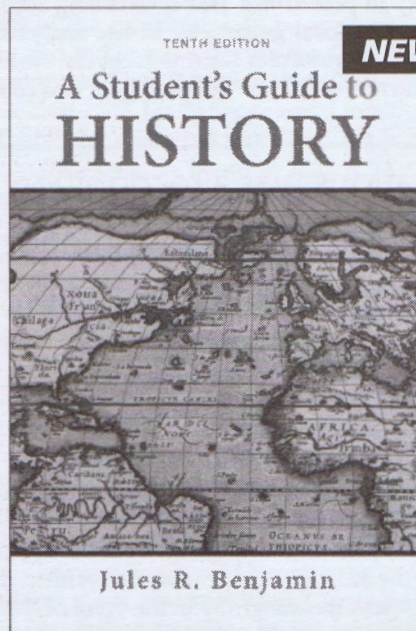
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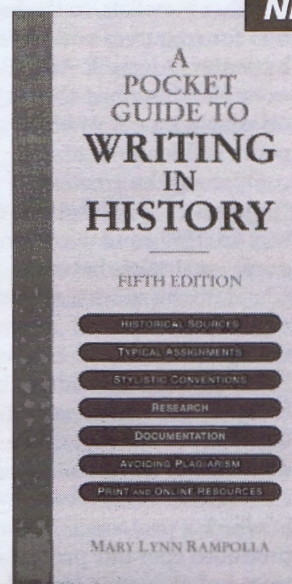
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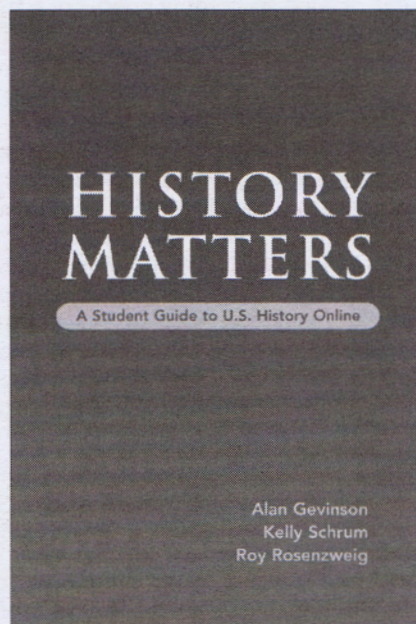
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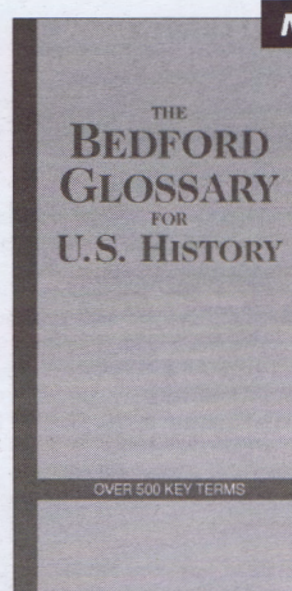
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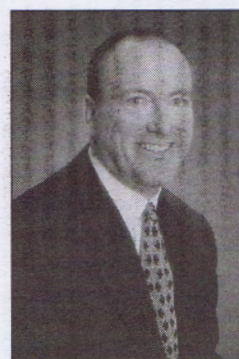
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Anyone who wondered what a difference a Democratically controlled Congress would make for historians, archivists, and journalists need look no further than what transpired in the House of Representatives on March 14, 2007. On that day, three major bills mandating increased public disclosure by the federal government were considered and passed overwhelmingly.

Presidential Records Act Amendments

Perhaps the most important House action for the historical community was the passage of H.R. 1255, the Presidential Records Act Amendments of 2007. The National Coalition for History (NCH) issued a legislative alert to the historical and archival communities that generated over 1,700 letters to the House in support of the bill. I would like to thank everyone who responded to this alert!

The bill passed in the House on March 14, 2007 by a vote of 333-93. This overwhelming level of support may prove to be critical down the road, since it is well above the two-thirds total that would be required to override a presidential veto. The same day, the Office of Management and Budget (OMB) issued a Statement of Administration Policy (SAP) threatening a presidential veto should the legislation pass the Congress. The SAP alleges that the bill would cause a proliferation of lawsuits from those seeking access to presidential records. OMB also asserted that Congress was encroaching on the constitutionally based prerogative of executive privilege.

On the same day that the legislation passed the House, Senator Jeff Bingaman (D-NM) and Senate Judiciary Committee Chairman Patrick Leahy (D-VT) introduced a companion bill (S. 886) in the Senate. The bill was referred to the Senate Committee on Homeland Security and Governmental Affairs.

As passed by the House, the bill would do the following:

- **Overturn Bush Executive Order 13233.** Under the Presidential Records Act, presidential records are supposed to be released to historians and the public twelve years after the end of a presidential administration. In November 2001, President George W. Bush issued Executive Order 13233, which overturned an executive order issued by President Reagan and gave current and former presidents and vice presidents broad authority to withhold presidential records or delay their release indefinitely. The Presidential Records Act Amendments of 2007 would nullify the Bush executive order and establish procedures to ensure the timely release of presidential records.

- **Establish a Deadline for Review of Records.** Under the Bush executive order, the Archivist of the United States must wait for both the current and the relevant former president to approve the release of presidential records, meaning that the review process could continue indefinitely. Under the bill, the current and former president would have a set time period of no longer than forty business days to raise objections to the release of these records by the archivist.

- **Limit the Authority of Former Presidents to Withhold Presidential Records.** Under the Reagan executive order, a former president could request that the incumbent president assert a claim of executive privilege and thereby stop the release of the records. If the incumbent president decided not to assert executive privilege, however, the records would be released unless the former president could persuade a court to uphold the former president's assertion of the privilege. The Bush executive order reversed this process and required the incumbent president to sustain the executive privilege claim of the former president unless a person seeking access could persuade a court to reject the claim. In effect, the Bush order gave former presidents virtually unlimited authority to withhold presidential records through assertions of executive privilege. The legislation would restore the Reagan approach, giving the incumbent president the discretion to reject ill-founded assertions of executive privilege by former presidents.

- **Require the President to Make Privilege Claims Personally.** Under the Bush executive order, even designees of a former president could assert privilege claims after the death of the president, in effect making the right to assert executive privilege an asset of the former president's estate. The bill would make clear that the right to claim executive privilege is personal to current and former presidents and cannot be bequeathed to designees, relatives, or descendants.

- **Eliminate Executive Privilege Claims for Vice Presidents.** In an unprecedented step, the Bush executive order authorized former vice presidents to assert executive privilege claims over vice presidential records. The bill restores the long-standing understanding that the right to assert executive privilege over presidential records is held only by presidents.

The bill would also require the Archivist of the United States to deny access to original presidential records to any designated representative of a former president if the designee had been convicted of a crime relating to the review, retention, removal, or destruction of records of the archives. The amendment was inspired by the well-publicized theft of documents from the National Archives by President Clinton's former National Security Advisor Samuel R. (Sandy) Berger. On April 1, 2005, Berger pleaded guilty to one misdemeanor count of unauthorized removal and retention of classified documents.

Freedom Of Information Act Reform Bill

On March 14, 2007, the House of Representatives, by a vote of 308-117, approved H.R. 1309, the Freedom of Information Act (FOIA) Amendments of 2007. This legislation contains numerous provisions that will increase public access to government information by strengthening FOIA. The OMB issued a SAP on H.R. 1309, expressing the Administration's opposition to the bill.

The bill reaffirms the presumption that records should be released to the public if disclosure is allowable under law and the agency cannot reasonably foresee harm from such a disclosure. This was the standard that was in effect during the Clinton administration. This provision would effectively rescind the "Ashcroft Memorandum" which was issued on October 12, 2001, in response to the 9/11 attacks and restore the "foreseeable harm" standard. The

Ashcroft FOIA memorandum established a "sound legal basis" standard. Under this standard, agencies are required to reach the judgment that their use of a FOIA exemption is on sound footing, both factually and legally, whenever they withhold requested information. This provision was one of the major reasons expressed by the administration in opposing the bill.

The bill also puts teeth into the requirement that agencies respond to FOIA requests within twenty days. H.R. 1309 makes this deadline meaningful by ensuring that the twenty-day statutory clock runs immediately upon an agency's receipt of a request and by imposing consequences on federal agencies for missing the deadline. The bill also requires agencies to provide requesters with individualized tracking numbers for each request and access to a telephone or Internet hotline with information about the status of requests. The bill strengthens agency reporting requirements to identify excessive delays and requires each agency to make the raw data used to compile its annual reports publicly available. The bill also requires the Government Accountability Office to report annually on the Department of Homeland Security's use of the broad disclosure exemption for "critical infrastructure information."

H.R. 1309 creates a new FOIA ombudsman to help FOIA requesters resolve problems without having to resort to litigation. The FOIA ombudsman will be located at the National Archives and will help requesters by providing informal guidance and nonbinding opinions regarding rejected or delayed FOIA requests. The FOIA ombudsman will also review agency compliance with FOIA.

The bill makes it more feasible for citizen groups to challenge the improper withholding of government information by expanding access to attorneys' fees for FOIA requesters who successfully challenge an agency's denial of information. The bill also holds agencies accountable for their decisions by enhancing the authority of the Office of Special Counsel to take disciplinary action against government officials who arbitrarily and capriciously deny disclosure.

The legislation also requires agencies to provide reasons for each redaction in documents that are released in response to a FOIA request.

Presidential Library Funding Disclosure Bill

Also on March 14, 2007, the House of Representatives approved H.R. 1254, the Presidential Donation Reform Act of 2007, by a vote of 390-34. Presidential libraries are built using private funds raised by an organization or foundation working on behalf of the president. Under current law, donations for the presidential library can be unlimited in size and are not required to be disclosed. The bill would require that all organizations established for the purpose of raising funds for presidential libraries or their related facilities report on a quarterly basis all contributions of \$200 or more.

Organizations that raise funds for presidential libraries typically begin fundraising while the president remains in office. Before the library is turned over to the National Archives, these organizations must raise enough money to

See **WHITE** / 13 ►

The Centennial Convention and Our Next Century

Lee W. Formwalt



Formwalt

Like U.B. Phillips, I'll "begin by discussing the weather." Suffice it to say, the OAH Centennial Convention in Minneapolis escaped the snow that both preceded and followed it. The mid 50s temperatures were pleasant and Minneapolis's noted "skyways" sheltered most of the 2,000 American historians who descended on the Twin Cities last month from the daily rain. Although there was much to see in

downtown Minneapolis, there was plenty to keep OAH members busy inside the Hilton Hotel and the Convention Center.

As attendees descended the escalators to register for the annual meeting in the convention center, they encountered a continuously running display of a century of OAH leaders. Photographs of all but one of our one hundred presidents, as well as many of our treasurers, executive secretaries/directors, and *Journal of American History* editors were a visual reminder of how far we have come since our founding in 1907. Our largely white male Mississippi Valley Historical Association was transformed not only in name to the Organization of American Historians, but also in the diversity of its membership. Women comprise a third of our membership today, reflecting their numbers in the profession as a whole. Our presidents and executive and nominating boards are better at reflecting the diversity of American society in the last several decades than we did in our first three-quarters of a century. It was nice to be reminded of that.

A number of those presidents and other OAH leaders whom we saw in the photographs participated in the various centennial sessions sprinkled throughout the convention program. The highlight of those sessions came on Saturday night when seven former presidents—John Hope Franklin, Anne Firor Scott, Carl Degler, Leon Litwack,

Mary Frances Berry, Eric Foner, and David Montgomery—reflected on their terms in office. It became very clear to anyone who did not know it before that the OAH presidency is not only an honor, but often a wearisome task. The most recent president on the panel, aside from moderator Richard White, was David Montgomery, who very vividly recreated the Adam's Mark crisis, the central focus of his presidency. Sometimes the crises are internal, sometimes external, sometimes both. Eric Foner spoke as veteran of the celebrated culture war of the 1990s. But crises were only part of the story. The presidents also referred to the day to day operations that went on year in and year out and sang the praises of an inveterate and loyal OAH staff that collected the dues, sent out the *Journal* and produced and distributed the *Newsletter* and the *Magazine of History*.

One person who was not a president, not even a historian, whose influence was visible at the convention was Senator Robert C. Byrd. As OAH President Nell Irvin Painter noted, several of us traveled to Washington in early March to present him the OAH Friend of History Award. The Teaching American History Grant program that he created was the focus of our two-day preconference in Minneapolis. Well over a hundred teachers, professors, and others gathered to discuss the impact of the over one-half billion dollars in TAH grants on precollegiate American history teaching.

This was our second annual TAH preconference and members are already clamoring for a third one next year at our annual meeting in New York.

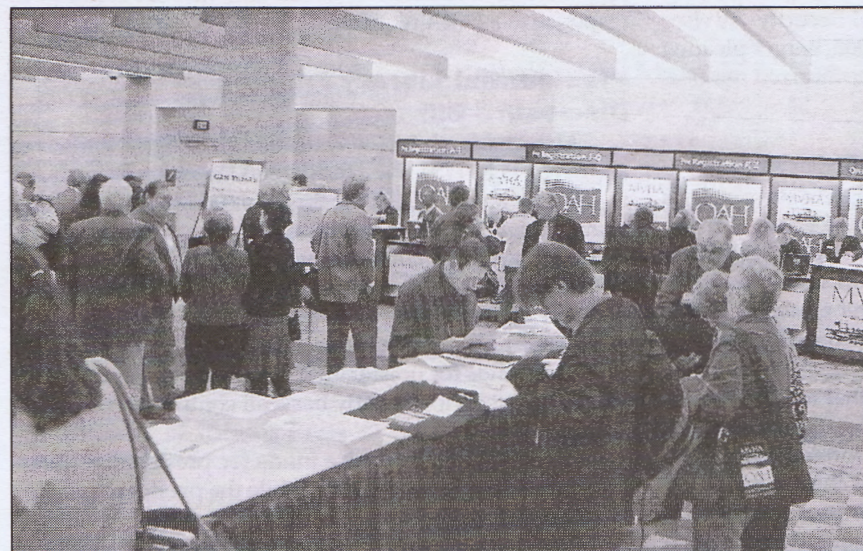
While many of us are attending sessions, meeting with friends and colleagues, and taking advantage of the host city's attractions, our volunteer leadership on the executive and nominating boards as well as the program committee are working very hard on governance and program matters. This year the executive board spent nearly a day discussing and voting on new amendments to the OAH Constitution. Our current constitution was written two decades ago and parts of it have been in need of change for some time. Several years ago the OAH president appointed an ad



Seven past presidents of OAH gather for a photograph after the Presidential Memories plenary (from left to right): John Hope Franklin; Richard Leopold's biographer, Steven J. Harper; David Montgomery; Leon Litwack; Anne Firor Scott; Eric Foner; Mary Frances Berry; Carl Degler; and former OAH executive secretary Richard Kirkendall.

hoc committee on the constitution which worked closely with the executive office and executive board in reviewing the document. The committee recommended a number of changes, the executive board reviewed them and made some changes themselves. They now present this series of revisions to the membership for their approval. The ratification process begins with the mailing of this *Newsletter*. You will find a complete copy of the current constitution with recommended changes and deletions on pages 14-16. The constitution committee and the executive board recommended that the series of changes (many of them minor) be voted on as a package. We encourage all members to participate in this ratification process by voting electronically at <http://www.oah.org/members/vote/> or by paper ballot on the back page. A more detailed background and summary of the major changes can be found on page 14. To conform with current ratification procedures, we have provided clarifying information as well as the pros and cons for most changes. Please take your voting privileges seriously and cast your ballot by the September 1, 2007 deadline.

Let me conclude by reminding all our members of our Second Century Campaign, launched this centennial year. We have spent a good deal of time reflecting on our past century, but this is also the appropriate time to look ahead to our future and the problems and challenges that we face as a profession. Five years ago the executive board went on retreat to create a strategic plan based on our mission. That plan, which called for OAH to reach out to a broader



Attendees visit and browse the literature tables near the busy meeting registration area.

See **FORMWALT** / 11 ►



Members of the OAH Leadership Advisory Council meet in Minneapolis (from left): Michael Spector, Lee Formwalt, William Chafe, Ira Berlin, Susan Lyons, Edward Ayers, and Jay Goodgold.

audience beyond academe and to affect history education at all levels, was the basis for the three major areas of the OAH Second Century Initiative—precollegiate education, community colleges, and American history scholarship.

We have an ambitious \$2 million goal for the Second Century Campaign. We want to raise one million dollars to further improve and expand the *OAH Magazine of History*. We have made significant progress in enhancing this teaching publication in the last five years and now more than 20 percent of our membership are precollegiate teachers who receive the *Magazine* as their primary publication. A million dollars will allow us to hire a full-time editor and get the *Magazine* into the hands of the 70,000 high school history and social studies teachers around the country. In the quiet phase of our campaign these past two years, we have raised \$400,000 toward this goal.

The second area of our Second Century Initiative is community colleges. Most students who take the U.S. history survey at the college level do so at a community or two-year college. Yet, of our 9,500 members, less than 250 self-identify as community college historians. So there is a huge disconnect between the historians who do the most teaching of U.S. history at the college level and their profession. We have no illusions that we are going to solve this problem, but we must begin to address it. We want to raise \$500,000 to hire a full-time community college

coordinator who will organize two regional conferences for community college historians each summer in different parts of the country. Our first workshop will be at El Camino College in southern California in June. There, fifty community college historians will attend three days of sessions and public history tours that will address some of the areas that all teachers of the U.S. history survey face—the latest developments in U.S. history scholarship; teaching American history in a global context; teaching the second half of the twentieth century (including how one gets to the second half of the twentieth century!); and teaching underprepared students. In the quiet phase of the campaign, this project really resonated with the members I met with, and we have already raised nearly \$300,000 for this project. Thirty of our members have each committed \$5,000 or more over a five-year period to this effort.

The third major area that we hope to raise \$500,000 for is the core area of American history scholarship. We hope to enhance technological innovation at our scholarly publication, the *Journal of American History*, and we hope to increase the sizes of our smaller awards for the best American history scholarship. Scholarship is at the core of what we do as a learned society and professional organization, and it is critical that we support it in any way that we can.

You should have received your letter from President Nell Painter and Leadership Advisory Cochair Bill



The book exhibit at the annual meeting allows attendees a chance to browse the latest published works in American history.

Chafe and Jay Goodgold. I ask you to seriously consider how you can help OAH as it looks ahead to the challenges of our profession in its Second Century. A pledge over the next several years is the best way. Each gift is important, no matter what the size, but annual donors of larger amounts may also be eligible for the organization's newest donor group, the new Millennium Ten Society. The Society recognizes donors who make a commitment of \$10,000 with ten years to pay (i.e., \$1,000 a year for 10 years). These gifts may be designated for the Second Century Campaign or otherwise are unrestricted in how they may be used. Our goal is 100 members committing a total of \$1,000,000. So far we have six charter members of the Millennium Ten Society. If you wish to become a charter member, please contact OAH Development Director Susan Lyons at 812-855-7345 or at <slyons@oah.org>. We hope to hear from you. □

Charter Members, Millennium Ten Society

LEE W. FORMWALT, Bloomington, IN
GEORGE FREDRICKSON, Stanford University
JAY GOODGOLD, Chicago, IL
R. DOUGLAS HURT, Purdue University
PAUL SPERRY AND BEATRICE MITCHELL, New York, NY
STEPHANIE AND TED WOLF, Philadelphia, PA



Food and refreshment await those attending the receptions held during the meeting.



Attendees learn about the organization's first one hundred years at the OAH Centennial Exhibit in the Minneapolis Convention Center.

Thank you sponsors!

The Organization of American Historians thanks the following sponsors that contributed to the great success of the 2007 OAH Annual Meeting.

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The application to become an AP Reader can be found at www.ets.org/reader/ap or you may contact Performance Assessment Scoring Services at ETS at (609) 406-5384 or via e-mail at apreader@ets.org to request an application. Applications are accepted throughout the year but you are encouraged to apply now to be considered for appointment to the AP Reading to be held June 5-11, 2008 at the Kentucky International Convention Center in Louisville, Kentucky.

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The Woodrow Wilson International Center for Scholars announces the opening of its 2008-2009 Fellowship competition. The Center awards academic year residential fellowships to men and women from any country with outstanding project proposals on national and/or international issues. Topics and scholarship should relate to key public policy challenges or provide the historical and/or cultural framework to illuminate policy issues of contemporary importance.

Fellows are provided private offices, access to the Library of Congress, Windows-based computers, and research assistants.

The application deadline is October 1, 2007. For eligibility requirements and application guidelines, please contact the Center. If you wish to download the application, please visit our Web site at www.wilsoncenter.org.



Increasing Access to Presidential Records

Allen Weinstein



Weinstein

In this issue I would like to report on some recent developments in policy and mood that offer encouragement to those concerned with maximizing timely access to public records. Along with the House of Representatives' action earlier this year on a range of recently debated measures, there has surfaced a significant public and media dialogue on issues related to administering presidential records, which strikes me, at least, as fundamentally healthy. There are now wide-ranging expressions of general support (whatever the difficulties in implementation) for increased "bipartisanship" in government policymaking, which have come from the president and the new congressional leaders. Although I am under no illusions that benign rhetoric will lead inexorably to policy agreement, often it is an essential precondition for such agreements. At this early moment in the new Congress, but with the 2008 election pot already bubbling, there exists the possibility of such cooperation, at least on issues related to documentary access. Four pieces of legislation dealing with increased access have passed the House already this year by 3-to-1 and 4-to-1 margins.

In a speech earlier this spring at the Freedom Forum First Amendment Center in observance of National Freedom of Information Day, I reviewed the initiatives we have under way at NARA to increase access to the records we preserve for the American people. I was especially pleased to praise

the FOIA on its "day" during "Sunshine Week." In 1975, I filed and won in the first FOIA lawsuit against the FBI for files of historical interest. However, neither I nor anyone else at the time could have predicted the vast and complex influence of FOIA on American economics, politics, and society and its pivotal role in maintaining a robust democracy.

In Fiscal Year 2006, NARA completed more than 80 percent of FOIA requests for executive branch agency records within twenty working days. The on-time rate of 83.89 percent, while under our target goal, was nonetheless six percentage points above the previous year's rate of 77.41 percent. And nearly three-quarters of all FOIA requests were completed in ten working days—half the time required by law.

There are various reasons why some FOIA requests take longer. The records could have been destroyed in the 1973 fire in St. Louis, they could be classified, or they may require a presidential review or a longer review because of their contents. But we believe that, on the whole, we are making progress in expanding access to our government's records.

Despite the generosity of the president's 2008 budget request for this agency, fulfilling our mission will require additional resources. Still, we have made visible progress on a number of our strategic goals in the past two years—goals that will expand access to our holdings:

- We are moving steadily toward an Electronic Records Archives (ERA) that will ensure preservation of, and access to, today's electronic records far into the future. ERA's first increment is to begin this fall.

- We are working closely with the intelligence community and other key agencies to ensure that we can build a National Declassification Initiative to transform the way documents are reviewed and released.

- We are working with the private sector to digitize key collections and to enable Internet search engines wider and deeper access to our databases.

- We are also developing a learning center at our Washington headquarters that will parallel the learning labs that we have across the country. This is the cornerstone of a number of other NARA educational programs using documents and designed to strengthen civic literacy.

- We have started an effort to replace the existing inadequate military personnel records center in St. Louis with a facility that will provide critical improvements to the environmental storage conditions for the two million cubic feet of records we store for the military. The new facility will enable us to ensure the preservation of essential military personnel files so they will be there when they are needed by our country's veterans to guarantee their rights and entitlements.

- We are completing plans to bring the privately-held Nixon Library and Museum in Yorba Linda, California, into the family of Federal Presidential Libraries.

- We are working with the White House to plan for a smooth transfer of the textual and digital records of the current administration to the National Archives and to plan for the George W. Bush Presidential library.

It is a privilege and pleasure to work with NARA colleagues as stewards of America's documentary heritage—whether parchment, paper, or electronic—and to remove the cloak of secrecy from as many of the records of our democracy as possible, providing access to all who may seek them. As President Harry S. Truman, a person of uncommon wisdom dispensed with uncomplicated brevity, observed simply: "Secrecy and a free, democratic government don't mix." □

▼ WHITE / From 9

build the library and to provide the archivist with an endowment for the maintenance of the facility. Under the legislation, organizations fundraising for presidential libraries would be required to disclose their donations while the president is in office and during the period before the federal government has taken possession of the library. The bill sets a minimum reporting period of four years after the end of a president's term.

Under the bill, presidential library fundraising organizations would be required to disclose to Congress and the archivist the amount and date of each contribution, the name of the contributor, and if the contributor is an individual, the occupation of the contributor. The National Archives would be required to make the information available to the public through a free, searchable, and downloadable database on the Internet.

One of the concerns the bill is designed to remedy is the fact that foreign nationals can make unlimited contributions to a sitting, or former, president's library foundation. This is in contrast to federal election laws which prohibit contributions by foreign nationals.

During consideration of the bill before the House Oversight and Government Reform Committee, an amendment offered by ranking minority member Tom Davis (R-VA), which would have made the law applicable to presidents after President George W. Bush, was defeated. □

Lee White is the executive director of the National Coalition for History. He can be reached at lwhite@historycoalition.org.

Professional Opportunities

Director, Center for the History of the Health Professions, University of Cincinnati

The University of Cincinnati, Academic Information Technology and Libraries seeks to hire an academic director, the Victor and Odette Haas Director for the Center for the History of Health Professions, to lead visioning and planning for the Center; to direct the Center's staff and activities, including the organization and maintenance of materials, services, exhibits, publications and special events; and to promote and support the Center through fundraising, grant writing, and scholarly activities. Responsibilities include: Provide visionary leadership for the Center, leveraging existing strengths (e.g. Albert Sabin archives); provide reference and research services for historical research projects; develop and promote collections; participate in fundraising activities, including identifying and cultivating potential donors and stewarding existing benefactors; write grant proposals to support Center initiatives; develop, manage, and implement exhibits, publications, and special events; integrate history of health sciences resources into curricular objectives of the university; teach selected courses in the history of medicine and other health sciences; implement standards and practices for providing electronic access to historical materials; perform outreach and develop partnerships with state, regional, and national institutions; represent the Center and AIT&L through participation in appropriate university, local, state,

regional, and national bodies; pursue scholarship and publish in the field of health sciences history; manage and motivate Center staff; participate in AIT&L-wide management and advisory activities. Min. Quals.: Doctorate in the history of medicine or a related field; successful fund raising experience; successful grant writing experience; management and supervisory experience; the ability to foster a collaborative and collegial environment; working knowledge of rare book, manuscript and archival management; knowledge of computer applications in special collections and archives; outstanding oral, written and interpersonal skills; and demonstrated professional and scholarly activity in the history of medicine or health sciences. The ideal candidate will have five years professional experience in library special collections or archives; master's in library science (or equivalent) from an accredited program; sustained professional and scholarly activity; and knowledge of a foreign language. For additional information on application materials and to apply for position #27UC6085, please see www.jobsatuc.com. AAE/EOE

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

Proposed Revisions to OAH Constitution

In 2003, the OAH executive board created an ad hoc committee on the OAH Constitution to consider revisions of the constitution to be approved by the membership and put in place during the OAH centennial year. The committee (Gale Peterson, chair 2003-2006, Fred Hoxie, chair 2006-2007, Linda Shopes, and Jonathan Lurie) consulted with the executive office and made a preliminary report to the executive board in March 2004. After a long hiatus, discussions resumed in 2006 and a final draft of recommended changes was submitted in July 2006. This draft was discussed and revised by the executive board at its spring 2007 meeting in Minneapolis.

The most significant changes recommended by the committee and approved unanimously by the executive board are:

1. Add the office of vice president. The OAH Nominating Board would select this candidate. The vice president would automatically become president-elect and then president. S/he would then serve two (instead of the current three) years after the presidential year. Basically this would move the president's last year to the front of his/her service. The president would have two years before presiding and two years after presiding. Currently the president has one year before presiding and three years after presiding. The rationale for this revision is that it gives the president another year of experience before presiding. It also eliminates the third year of service after presiding.

2. Give the executive board the power to change bylaws. Currently bylaw changes must be approved by the

board and members voting at the annual business meeting. The rationale for this revision is that it streamlines and speeds up the bylaw change process. Now, a bylaw cannot be changed before the next business meeting. Should the board wish to change a bylaw in late spring, it has to wait nearly a year before it can be officially approved. It is standard practice for the boards of not for profit organizations and learned societies to create and alter bylaws without the additional step of securing membership approval.

3. Remove the vote from the executive director and JAH editor as members of the executive board. This would end the peculiar situation of an appointed officer and staff person being accountable to a board on which s/he serves as a voting member. This is an unusual arrangement and is not found in most learned societies. The revised constitution also provides for institutionalizing annual reviews of the executive director, biennial reviews of the JAH editor and five-year reviews of the treasurer.

4. The operation of the business meeting—including the appointment of a parliamentarian—and the use of *Robert's Rules of Order*, is now written into the revised constitution, along with a deadline for proposing resolutions to the business meeting.

The committee also recommended and the executive board unanimously approved a number of minor changes to the OAH Constitution. All changes—major and minor—can be found in the revised document below—the full text of the constitution with all the recommended changes. The committee also recommended and the executive board

unanimously agreed that the revision history in the footnotes be deleted as part of the constitution. The revision history will be maintained in the OAH archives.

The committee and the executive board recommend that since there are numerous changes, many of them minor, the proposed constitutional changes should be approved in one vote on the entire set of revisions. A ballot and instructions for the ratification of the proposed changes can be found on the back page. We strongly recommend, however, that members vote electronically for or against ratification. To do so, please point your browser to <<http://www.oah.org/members/vote/>>. Alternatively, you may use the ballot found on the back page of this issue. All ballots, electronic and paper, must be sent to the Executive Office, P.O. Box 5457, Bloomington, IN 47407-5457, by September 1, 2007. Results will be announced in the November issue of the OAH Newsletter.

Below is a complete compendium of changes to the OAH Constitution recommended by the ad hoc constitution committee and approved unanimously by the OAH executive board on March 28, 2007. A copy of the current constitution can be viewed at <<http://www.oah.org/about/constitution.html>>. Set on a grey background below, deleted words and sections are struck out; new words, phrases, and sentences appear in *italics*.

According to the constitution, clarifying information—and pro and con arguments for changes—must be sent to voters. That information may be found after each section, numbered, set in different type, and with proposed changes. □

Constitution of the Organization of American Historians

Revised May 2005 March 2007

Article I-Name

The name of this Organization shall be the Organization of American Historians.

Article II-Object Mission

The object of the Organization shall be to promote historical study and research in the field of American history, and to do all things necessary and proper to accomplish this purpose. The Organization of American Historians promotes excellence in the scholarship, teaching, and presentation of American history, and encourages wide discussion of historical questions and equitable treatment of all practitioners of history.

□ **Clarifying information:** The organization's mission statement was adopted in 1999 and revised in 2003. It is the basis for the organization's strategic plan and future development. It is printed in all OAH publications. ► **Pro:** The mission statement reflects the organization's current purposes and spells them out more clearly than the organization's traditional "object." ► **Con:** The "object" focuses specifically on study and research rather than other professional issues.

Article III-Membership

Section 1. Membership in the Organization is open to anyone interested in American history. There shall be the following classes of membership in the Organization: Regular, Primary and Secondary School Teacher, Associate, Emeritus, Over 50 Year, Dual, Life, Patron, and Stu-

dent, at such dues and rates as shall be recommended by the Executive Board and approved by the membership at the annual Business Meeting. The Executive Board shall have the power to create, alter, or eliminate classes of membership and to establish the dues for each membership class. All classes of membership are eligible to participate in all affairs of the Organization.

□ **Clarifying information:** The establishment of membership categories in the constitution makes it more difficult to adjust to membership trends or financial needs of the organization. The establishment of specific membership categories is more a function of the executive board and executive office than of the constitution or the membership. ► **Pro:** As the governing body of the organization with fiduciary responsibilities, the executive board should be able to create or eliminate membership categories and their dues. ► **Con:** Members would lose direct control over the establishment of membership categories.

Section 2. Institutions may subscribe to the publications of the organization, but they are not eligible for membership.

Article IV-Officers and Terms of Office

Section 1. The officers of the Organization shall be a President, a President-Elect, who shall succeed to the presidency at the end of his/her term, a Vice President, who shall become President-elect at the end of his/her term, an Editor of the Journal of American History, an Executive Director, and a Treasurer. The Editor and Executive Director shall serve as nonvoting members of the Executive Board.

□ **Clarifying information:** Currently, the individual nominated President-elect serves one year in that capacity, one year as president, and three years as past president. In addition, as incoming president-elect, the person appoints his/her program com-

mittee, but is not an official member of the executive board. The above change would make the incoming president-elect the vice president and a member of the executive board. S/he would serve two years on the board before becoming president and two years after serving as president. ► **Pro:** This would eliminate the third, often onerous, year that a past president serves after her/his presidency. It would also give her/him voice and vote on the board in the first year of service as vice president. ► **Con:** We have heard no opposition to this proposed change.

□ **Clarifying information:** Currently the editor, executive director, and treasurer have a vote on the board. They also report to the board. The treasurer serves as a voluntary officer, while the editor and executive director are paid staff. This arrangement at OAH is unusual and unlike most learned societies where the executive director and editor report to the board and serve on the board without a vote. ► **Pro:** This would eliminate the odd situation of an editor or executive director voting on the board to which they report. It would also eliminate the potential conflict of interest that an editor or executive director might face when voting on matters before the board—does s/he vote as the editor or executive director or as a regular board member? Can s/he easily separate those two interests? ► **Con:** The editor and executive director would lose the weight or authority that comes with being a voting member of the executive board.

Section 2. The officers, together with former Presidents who continue to serve for three two years immediately succeeding their presidency, and nine elected members shall constitute the Executive Board. Officers and other members of the Board must be members of the Organization and will exercise the fiduciary, legal, ethical, and philanthropic responsibilities of a nonprofit board.

5 Clarifying information: This last clause spells out some of the more important board responsibilities that formerly went without saying. ► **Pro:** It is good that everyone knows that the executive board has fiduciary, legal, ethical, and philanthropic responsibilities. ► **Con:** It does go without saying and is not necessary to add this additional language.

Section 3. The President, and President-Elect, and Vice President shall serve one-year terms. Members elected to the Executive Board shall be elected for three-year terms.

Section 4. In the case of death, disability, or resignation of the President, the President-Elect shall succeed as President. In the case of the death, disability, or resignation of both the President and President-Elect, the Vice President shall succeed as President. In the case of the death, disability or resignation of the President, President-Elect, and Vice President, the most recent past President shall serve as President Pro Tempore.

6 Clarifying information: These changes reflect the earlier change creating the position of vice president.

Section 5. The Editor of the Journal of American History, the Executive Director, and the Treasurer shall be appointed by the Executive Board for such terms as the Board shall from time to time report to the membership a term of five years. The Executive Director shall be reviewed annually, the Editor biennially, and the Treasurer near the end of his/her fourth year. Reviews will be the responsibility of the Executive Board.

7 Clarifying information: The terms for these three appointed officers have traditionally been five years and it is now officially stated to be five years. Annual reviews of the executive director began in 2006. Biennial reviews of the editor would begin in 2008. The purpose of the review is to strengthen the communication and relationship between the executive board and the editorial and executive offices. The review of the treasurer, the one voluntary appointed officer, takes place in the penultimate year of his/her term and will assist the board as they consider reappointment or the search for a new treasurer. Since all three appointed officers report to the board, it is the responsibility of the board to conduct their reviews. ► **Pro:** It is important to have the term of office clearly stated. The annual and biennial reviews of the executive director and editor are designed to clarify the board's, director's, and editor's "roles, responsibilities, and job expectations"; "to provide insight into the board's perceptions" of the executive director's and editor's "strengths, limitations, and overall performance"; and "to foster the growth and development of the chief executive," the editor and the organization. ► **Con:** Annual and biennial reviews are time consuming and should be done over longer periods of time. They require well thought out and well established procedures if they are to be productive. Done carelessly or cursorily, they could be counterproductive, even destructive to the organization, setting up an adversarial relationship between the board and the executive director/editor.

Section 6. The term of office of elected officers shall begin with the adjournment of the annual Business Meeting.

Article V-Elections

Section 1. There shall be an annual election by mail or e-mail ballot.

Section 2. Nominations. Nominations shall be made by a Nominating Board of nine persons elected by the membership. Members of this board shall serve three-year terms, three being elected each year. The Vice President-Elect shall designate a chair from Board members serving in their second year. The Nominating Board shall report to the Business Meeting its nomination of a candidate for Vice President-Elect. Each year the Nominating Board will nominate a slate of at least six candidates for the Executive Board. The Nominating Board may choose to pair any or all candidates on the ballot. Voting members of the Organization will be asked to vote for not more than three can-

didates. In addition the Nominating Board will select two or more candidates for each vacancy on the Nominating Board. These nominations shall be communicated to the Executive Director before July 1 and to the membership before October 1 in an appropriate publication of the Organization. One hundred voting members of the Organization may present a petition for an additional candidate for any office open for election, such petition to be presented to the Executive Director by October 15. The names of persons so nominated shall be placed on the official ballot, being identified as "candidate by petition." The ballot shall also contain a space where members may suggest candidates for the following year.

Section 3. Voting. The Executive Director shall prepare and mail by paper and e-mail the official ballot to the membership at least six weeks before the annual meeting. Ballots, to be valid, must be cast electronically or returned by regular mail at least two weeks before the Annual Meeting to the Nominating Board Chair at the address of the OAH Executive Office. The Executive Director shall report the results to the Chair of the Nominating Board at least one week before the annual meeting. In case of a tie vote in the mail ballot, or in order to fill an emergency vacancy, the election in question shall be determined by ballot at the annual Business Meeting. When a vacancy occurs in the Executive Board with two or more meetings left in their term, the Executive Board candidate who received the next highest number of votes cast in the most recent election shall serve for the remainder of the term. The election results shall be announced at the annual Business Meeting and in the September issue of the *Journal of American History*.

Article VI-Powers and Duties

The Executive Board shall have the final and legal responsibility for the well-being of the Organization. It shall have general charge of the affairs of the Organization including the call and the conducting of the annual and special meetings, supervision of business affairs and development, including the hiring of a certified public accountant to audit the Organization's books, the publications program, and any other programs adopted by the Organization. The Executive Board in consultation with the Executive Director shall have the authority to develop appropriate personnel procedures. It may authorize the establishment of branches or affiliates in other countries or regional branches in the United States. It The Executive Board shall be presided over by the President. It shall establish such committees from among its members as necessary to carry out its responsibilities in an efficient manner. A quorum of the Executive Board shall be seven voting members.

8 Clarifying information: These additions put into writing some of the board's responsibilities that it already exercises. All OAH executive office staff and JAH editorial staff are currently Indiana University employees governed by IU personnel policies. OAH should establish personnel policies that define the organization's relationship to Indiana University and protect it from any potential liability. The executive board quorum is unchanged but moved to this article from Article VII. In its one hundred-year history, the organization has not established branches or affiliates and it is highly unlikely it will pursue such a practice in the future. Nothing in the revision, however, precludes OAH from establishing branches in the future if it chose to do so. ► **Pro:** It is important to have the important responsibilities of the board spelled out in the constitution. ► **Con:** It is unnecessary to state these responsibilities as they are the normal powers of not for profit governing bodies.

Article VII-Quorums Annual Business Meeting

a. The annual business meeting of the Organization shall take place during the Organization's annual meeting held each spring.

b. A parliamentarian shall be appointed by the president and shall advise the president on conducting the annual busi-

ness meeting. Robert's Rules of Order shall govern the meeting's conduct.

c. A quorum of the membership for the Business Meetings shall consist of fifty twenty-five members. A quorum of the Executive Board shall be seven members.

9 Clarifying information: This article previously dealt with quorums at the annual business meetings and the executive board meetings. There was nothing in the constitution, however, that established when the annual business meeting would occur or about the appointment and role of a parliamentarian. Since it is often difficult to secure a quorum of fifty at the annual business meeting, the quorum was reduced to twenty-five. ► **Pro:** The time and place of the annual business meeting should be clearly stated in the constitution along with the parliamentary procedures governing such meetings. In the recent past, attendance at business meetings has often been below fifty members. It is unfortunate that attendance is so low, but the quorum should be such that it allows the organization to conduct its business according to the constitution. ► **Con:** Twenty-five members out of a total of 9,500 should not be determining the business of the organization.

Article VIII-Amendments, Bylaws, and Business Resolutions

Section 1. Amendments to the Constitution may be proposed by the Executive Board, by the annual Business Meeting through a motion adopted by a simple majority, or by a petition signed by 100 members and submitted to the Executive Director. All proposed amendments, along with clarifying information and pro and con arguments, must be submitted to the total membership through a mail and/or e-mail ballot, and for ratification require a favorable vote by two-thirds of the members voting.

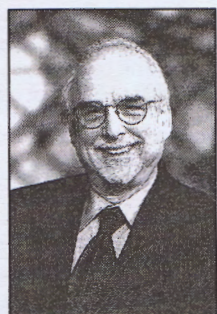
Section 2. The Organization must adopt bylaws to specify any added conditions of membership, procedures for holding annual meetings, duties or terms of officers, and requirements for fiscal responsibility, to constitute and empower permanent or recurring committees, and to make other changes in operational procedures as necessary, so long as they remain consistent with the objectives mission of this Organization as stated in Article II. New bylaws, or amendments to existing bylaws, may be proposed by the Executive Board, by the annual Business Meeting through a motion adopted by a simple majority, or by a petition signed by 100 members and submitted to the Executive Director. However originated, such bylaw proposals shall be voted on by at the next annual Business Executive Board Meeting. If approved by a majority of the Board members present and voting, and then agreed to by the Executive Board, the bylaw changes take immediate effect. If the Executive Board does not concur at this stage, it must submit the proposed changes to mail ballot in the OAH Newsletter within four months, and for adoption requires a favorable majority of those voting. If the Business Meeting does not concur with a bylaw proposed by the Executive Board, then the Executive Board may, at its discretion, submit the issue to mail ballot, and for adoption requires a favorable majority of the returned votes. At its discretion, the Executive Board may add to such mail ballots clarifying information or pro and con arguments. The national headquarters office shall count the ballots.

10 Clarifying information: This sections gives the executive board the power to make and amend bylaws. This is the normal responsibility of most learned societies' and not for profits' governing boards. The tradition in OAH has been for the attendees at the annual business meeting to approve bylaw changes. This process, however, can hold up actions for close to a year, since any bylaw changes need to be approved at the business meeting. ► **Pro:** This change reflects the standard practice of learned

See next page ►

Humanities for the Twenty-First Century

Bruce Cole



Cole

Three years ago, the NEH and the Library of Congress launched a partnership to make more than twenty million pages of historic newspapers freely available to all Americans via the Internet. The first fruits of this ambitious undertaking went online just this past month as a project entitled *Chronicling America*—a website hosted by the Library of Congress (<http://www.loc.gov/chroniclingamerica>), that now holds

more than 226,000 pages of newspapers from California, Florida, Kentucky, New York, Utah, Virginia, and the District of Columbia published between 1900 and 1910. The text of the newspapers is fully searchable, and search terms can be limited to a particular state, a specific newspaper, by year or years of publication, and even by month.

When announced, *Chronicling America* marked the beginning of an agency-wide effort to make more of our heritage accessible to all Americans through the power of digital technology. In just the last three years, the NEH's Digital Humanities Initiative has helped document dozens of languages on the brink of extinction through state-of-the-art digital recording; it is helping to digitize the correspondence of some of our nation's most celebrated early leaders and statesmen; it is digitizing thousands of endangered musical recordings once kept on disintegrating media; and it is digitally recording vote counts taken during the early days of the republic. This is the new frontier for the humanities, and it has been exhilarating to see the way these programs change the way we research, and how we draw new generations of learners into the fold.

The same can be said of the work our partners on the state and territorial humanities councils are performing. From online encyclopedias and historical guides of mind-boggling depth, to venues for citizens, young and old, to share their thoughts and insights about their home states, our state and territorial councils are charting a fresh and exciting way forward in the humanities. In doing so, they are helping to reinvigorate the teaching, study, and understanding of local cultures, and in turn, inspiring the best in citizenship—the very essence of the NEH's *We the People* initiative.

In this limited space, I would like to share a few of the extraordinary online resources produced by our hard-working state and territorial councils:

• **The Arizona Heritage Traveler** (Arizona Humanities Council) <http://www.arizonaheritagetraveler.org/templates/index.php>

This award-winning site features nearly three hundred heritage destinations throughout the state and allows travelers to plan an itinerary for their Arizona vacation based on interests ranging from astronomy to architecture to Native American and Old West history. Since October of

2005, the Heritage website has received more than two million hits from viewers interested in Arizona's history and culture.

• **"How I See It"—The Youth Digital Storytelling Program** (California Council for the Humanities) http://www.calhum.org/guidelines/guidelines_ydf_intro.htm

Part of the multiyear California Stories initiative, this innovative site enables young people to share—in their own words and through a variety of media—what their lives are like, what they care about, and what it is like to grow up in today's California. Through "How I See It," youth will have an opportunity to explore community and personal issues and present their thoughts, ideas, and discoveries to the public.

• **Connecticut's Heritage Gateway** (Connecticut Humanities Council) <http://www.ctheritage.org>

This comprehensive directory serves as a history resource for teachers, students, researchers, and others who want to better understand the world around them through the stories of Connecticut's past. Online since 1999, Connecticut's Heritage Gateway has grown to include information on over two hundred cultural organizations throughout the state, their historical specialties, location, and contact information. The activities calendar lists one hundred or more heritage activities each month, while The Laptop Encyclopedia of Connecticut History features hundreds of articles on Connecticut people, places, and historical events.

• **The New Georgia Encyclopedia** (Georgia Humanities Council) <http://www.georgiaencyclopedia.org/nge/Home.jsp>

This enormous resource covers a wide expanse of Georgia history, culture, and institutions, giving visitors access to topics from the arts, to business and industry, cities and counties, education, folklife, government and politics, archaeology, land and resources, literature, media, religion, science and medicine, sports and recreation, and transportation. In addition to text, the site offers a rich array of images, maps, and illustrations and is constantly expanding.

• **Guampedia** (Guam Humanities Council) <http://www.guampedia.com>

Guam's online encyclopedia allows visitors to research Guam's heritage from its abundant natural resources, to sections about ancient history, cultural and social dynamics, religion, education, economics and commercial development, politics, language, and the arts. Students will find articles, images, maps, and historical pictures. This growing site will also feature video clips and audio recordings from people willing to share their memories of important historical events such as pre-World War II society on Guam, the Japanese invasion in 1941, influential political events, typhoons, and Operation New Life, which brought thousands of Vietnamese to Guam shortly after the Vietnam War ended. □

▼ CONSTITUTION / From 15

society and not for profit boards and facilitates the board's ability to take actions when needed. ► **Con:** This change reduces the involvement of members in the organization's governance.

Section 3. Proposals for action by the Organization, consistent with Article II of this Constitution, which do not involve changes in the Constitution or Bylaws, shall be made in the form of ordinary motions or resolutions to be submitted to the annual Business Meeting. *All such motions or resolutions submitted at the Business Meeting must first be submitted at least thirty days prior to the meeting to the OAH Executive Director and the OAH Parliamentarian.* Motions or resolutions presented by the Executive Board become effective when carried by a simple majority vote of the meeting. Motions or resolutions originated by members and adopted by a majority of the meeting and Executive Board motions or resolutions amended on the floor may be reviewed by the Executive Board at its next meeting, but if rejected by the Executive Board must be submitted to the full membership in a mail and/or e-mail ballot accompanied by a summary of the pro and con positions as developed in the debates within the Business Meeting and within the Executive Board. Such a motion or resolution is adopted by a favorable majority vote of the members voting.

■ Clarifying information: This change requires that any member proposing a motion or resolutions to the business meeting needs to submit it a month in advance of the meeting, rather than spontaneously from the floor. ► **Pro:** This allows important matters for discussion to be submitted ahead of time to the members thus encouraging greater participation and involvement in the business meeting. It is standard procedure for many organizations. ► **Con:** This measure restricts the right of a member to bring a matter up from the floor of the meeting and could be considered less democratic than current provisions. □

A ballot and instructions for the ratification of the proposed changes can be found on the back page of this issue.

Action Items of the OAH Executive Board

The following actions were taken by telephone or e-mail by the executive board subsequent to its fall 2006 meeting and prior to its spring 2007 meeting.

- By email on November 6, 2006, a majority of the OAH executive board voted to authorize a Lawrence W. Levine Prize for the best book in American cultural history, provided that \$50,000 is raised to endow the prize.
- On November 28, 2006, President Richard White informed the OAH executive board of Wilma King's resignation from the board.
- By e-mail on December 17, 2006, a majority of the OAH executive board voted to accept the auditor's report for FY 2006.
- At a meeting of the OAH executive committee in Bloomington on February 10, 2007, the committee approved OAH's endorsement of efforts to secure congressional passage of bills to establish a National Commission to begin the planning of the bicentennial celebration of the War of 1812 and to establish the Star-Spangled Banner National Historic Trail.

Spring 2007 Action Items of the OAH Executive Board

At its spring 2007 meeting at the Hilton Minneapolis, March 28-29 and April 1, the OAH Executive Board took the following actions:

- Approved unanimously the minutes of the fall executive board meeting in Minneapolis, October 20-22, 2006, including actions subsequent to the meeting.
- Approved joining as a petitioner with the National Security Archive in seeking public release of the transcripts of the grand jury investigation of Ethel and Julius Rosenberg.
- Approved signing on to the final draft of a statement by a working group of organizations devoted to the social studies urging "Congress to reverse the marginalization of the social studies . . . by including provisions for standards, assessment, and professional development" in "the core social studies—civics, economics, geography, history—within the reauthorization" of No Child Left Behind. The board also endorsed the following resolution, passed by the Council of the American Historical Association on January 4, 2007: "Resolved that the American Historical Association supports the addition of history (both U.S. and world history) to the areas of assessment and accountability under the No Child Left Behind Act and calls for systematic efforts, including professional development of in-service teachers, to improve the quality of history teaching at elementary and secondary levels. To bring about these changes, the AHA seeks to work in cooperation with the National Council for History Education, the National Council for Social Studies, and other groups of educators."
- Approved a series of changes to the OAH Constitution that are presented to the OAH membership for their approval (see pp. 14-16)
- Approved *Journal of American History* Editor Edward T. Linenthal's appointment recommendation for the following board and committees: *Journal of American History* Editorial Board: Thomas Bender, New York University; Maria Cristina Garcia, Cornell University;

Charlene Mires, Villanova University; Mark Smith, University of South Carolina. Pelzer Prize Committee: John Schlotterbeck, DePauw University. David Thelen Prize Committee: Larisa M. Troitskaia, Russian Academy of Sciences.

- Approved sending copies of the *OAH Magazine of History* to NCHE members and expanding the *OAH Magazine of History* Advisory Board to ten members, including one representative from the Gilder Lehrman Institute of American History and four precollegiate teachers. The board will meet quarterly by teleconference.
- Approved the FY 2008 budget, subject to review after the end of FY 2007 with possible revisions by the finance committee and the board.
- Approved the following policy statement: "The OAH General Reserve Fund, formerly called the OAH General Endowment Fund, has been a board-designated fund and was originally established as a reserve pool of capital to turn to in times of financial exigency. As the fund's monetary base expanded, its purpose shifted to a more traditional investment endowment, in which investment income was distributed for ongoing OAH activities. The fund's prime role is to provide a yearly distribution to the OAH. Secondly, the fund can be used, with approval of two-thirds of the executive board membership, as a source of funds for financial emergency."
- Approved the following increase in dues which was subsequently approved by the membership at the annual business meeting:
 - Membership dues for salary categories below \$50,000 remain unchanged.
 - Dues for \$50,000 to \$59,999 are to be increased from \$95 to \$105.
 - Dues for \$60,000 to \$69,000 are to be increased from \$105 to \$115.
 - Dues for \$70,000 to \$79,999 are to be increased from \$115 to \$130.
 - The dues category over \$80,000 is to be broken into two categories:
 - Dues for the new category of \$80,000 to \$99,999 are to be raised from \$130 to \$150.
 - Dues for the new category of \$100,000 and more are to be raised from \$130 to \$190.
 - Dues for the contributing member category are to be raised from \$200 to \$250.
 - Dues for the student member category are to be raised from \$25 to \$35.
 - Dues for the emeritus category are to be raised from \$45 to \$50.
 - Dues for the 50-year member category was are to be raised from \$25 to \$45.
- Approved the payment of any deficit owed to Indiana University at the end of FY 2007 from the OAH General Reserve Fund.
- Authorized the president-elect to appoint a search committee for OAH Treasurer.

2007 Annual Business Meeting

The following actions were taken by the membership of the organization at the Business Meeting on Saturday, March 31, during the 2007 Annual Meeting in Minneapolis:

- Approved the following increase in membership dues:
 - Membership dues for salary categories below \$50,000 remain unchanged.

OAH Newsletter Call for Submissions

Want to write for the *OAH Newsletter*? As Richard White noted last spring, historians "have a responsibility to speak out no matter how unpopular our positions might be" when our expertise coincides with issues of public concern. In an effort to provide more articles of historical and political relevance, we encourage submissions for review and possible publication.

We are interested in your points of view on these and other topics of interest to the organization:

- Historians for Hire: Serving as Consultants, Expert Witnesses, and other experiences;
- Life Inside the Profession; and
- Teaching U.S. History Abroad.

We also encourage letters to the editor (300 words or less) related to the interests of our members and to articles printed in these pages and elsewhere by the OAH. To submit an article of 700-1,200 words, e-mail your ideas or editorials to <newsletter@oah.org>. Deadlines for receipt of all copy is one month before publication. □

Submissions may be condensed or rejected due to length or style. The *OAH Newsletter* also reserves the right to reject articles and letters in accordance with its editorial guidelines and policies as outlined on page 2 of this issue.

- Dues for \$50,000 to \$59,999 are to be increased from \$95 to \$105.
- Dues for \$60,000 to \$69,000 are to be increased from \$105 to \$115.
- Dues for \$70,000 to \$79,999 are to be increased from \$115 to \$130.
- The dues category over \$80,000 is to be broken into two categories:
 - Dues for the new category of \$80,000 to \$99,999 are to be raised from \$130 to \$150.
 - Dues for the new category of \$100,000 and more are to be raised from \$130 to \$190.
- Dues for the contributing member category are to be raised from \$200 to \$250.
- Dues for the student member category are to be raised from \$25 to \$35.
- Dues for the emeritus category are to be raised from \$45 to \$50.
- Dues for the 50-year member category was are to be raised from \$25 to \$45

2007 OAH Election Results

OAH President: **Nell Irvin Painter**, Princeton University. OAH President-Elect: **Pete Daniel**, National Museum of American History, Smithsonian Institution. OAH Executive Board: **Philip J. Deloria**, University of Michigan; **Martha A. Sandweiss**, Amherst College; and **Kimberly L. Ibach**, Natrona County (WY) School District. OAH Nominating Board: **Kimberly L. Phillips**, College of William and Mary; **Christine Leigh Heyrman**, University of Delaware; and **Amy J. Kinsel**, Shoreline Community College. Total ballots cast: 741. □

J. Merton England

J. Merton England, the first National Science Foundation (NSF) historian and the first recipient of the Richard W. Leopold Prize of the Organization of American Historians, died on January 25, 2007. He was born in Deepwater, Missouri, on November 30, 1915, and he received his B.A. (1936) from Central College (now Central Methodist University) and his M.A. (1937) and Ph.D. (1941) from Vanderbilt University. From 1942 until 1946 he served in the U.S. Army Air Forces in Washington, D.C., as a writer and editor. He joined the faculty of the University of Kentucky in 1946, becoming a full professor in 1957. While on the faculty there, he was on the editorial staff of the *Journal of Southern History*, serving as managing editor from 1953 through 1958. He was also a Fulbright Professor in England, 1956-1957. In 1961 he joined the staff of the NSF as program director for institutional grants. England was named the NSF historian in 1971 and held that position until his retirement in 1986.

Although he began his career as a student of the American South, England's variegated career resulted in publications on a great range of subjects. His first publication, a 1943 article in the *Journal of Southern History*, was based on his research for his dissertation topic, "The Free Negro in Ante-Bellum Tennessee." While on military duty he completed an important study of women in *Army Air Corps: Women Pilots with the AAF, 1941-1944* (1946). While at Kentucky, he initiated a study of antebellum American schoolbooks, resulting in publications in American and English journals. He returned to his love of the history of education during his retirement, editing the diaries and journals of a rural Ohio schoolmaster. This research resulted in the book *Buckeye Schoolmaster: A Chronicle of Midwestern Rural Life, 1853-1865* (1996). During his retirement, he also published a historical study of the NSF institutional grant program in which he had participated.

England's most significant publication—and the one for which he will be remembered—was *A Patron for Pure Science: The National Science Foundation's Formative Years, 1945-1957*, his detailed legislative and administrative history of the NSF through Sputnik. Published by the NSF in 1982, the book remains the definitive study of the early years of the foundation, especially for its understanding of how politics impacts a government bureaucracy attempting to fulfill its mission. *Patron for Pure Science* was recognized as the outstanding contribution to the understanding of the history of the federal government in 1984 by both the OAH and the Society for History in the Federal Government. England received the first Henry Adams Prize from the latter organization.

J. Merton England is survived by his wife, Mary Clare England, from whom he was separated, four children, and four grandchildren. □

Marc Rothenberg
National Science Foundation

Winthrop Donaldson Jordan

Winthrop Donaldson Jordan, age seventy-five, passed away on February 22, 2007, at his home in Oxford, Mississippi. Jordan was William Winter Professor Emeritus of History and African American History and F.A.P. Barnard Distinguished Professor at the University of Mississippi. He served on the faculty at the university from 1982 until his retirement in 2001, and before that was professor of history at the University of California, Berkeley, from 1962 to 1982. Winthrop Jordan was one of the leading historians of slavery and race relations throughout his professional

career. His early essays on the origins of slavery in North America and the development of racial distinctions made a splash during the early 1960s. These essays provided early evidence of scholarly brilliance, fulfilled with the publication of the magisterial *White Over Black: American Attitudes toward the Negro, 1550-1812* (1968). This book was remarkable for its depth of research, its treatment of sources, and its erudition of writing. *White Over Black* won four major awards following its publication, including the National Book Award and the Bancroft Prize. Perhaps the greatest sign of the value of *White Over Black* is that, after nearly four decades, it remains an influential study, widely considered essential to any understanding of white attitudes towards race and slavery, and still central to several contemporary historiographical debates. One element of *White Over Black* that stands out among other studies from its time is that it employed gender as a category of historical analysis, and it gave serious consideration to social and psychological anxieties about sexuality. While this mode of analysis is common today, it was decidedly uncommon at its time. Among the many then-controversial findings was the suggestion that Thomas Jefferson likely fathered children with one of his slaves. Recently, *American Heritage* named *White Over Black* second only to W.E.B. DuBois's *The Souls of Black Folk* as the most influential book of the twentieth century regarding race relations.

During the 1970s and 1980s, Jordan investigated every imaginable source to reassemble persuasive evidence that a slave conspiracy was uncovered and suppressed violently in Mississippi at the start of the Civil War. The resulting study, *Tumult and Silence at Second Creek: An Inquiry into a Civil War Slave Conspiracy* (1993) demonstrated the breadth and wisdom of Jordan's expertise in the historian's craft. *Tumult and Silence* relates on numerous levels, from local history at its best, to a primer on historical methodology, to a commentary on broader themes regarding slave conspiracy and insurrection. *Tumult and Silence* won three major awards, including another Bancroft Prize. Jordan continued in his scholarship, starting several other projects including at least one essay that will be published posthumously.

Jordan's many scholarly accomplishments can easily overshadow numerous other qualities that, on their own, would set him apart as an extraordinary man. As a teacher and mentor, Jordan trained an impressive group of graduate students. By all reports Jordan was a model colleague who contributed to a friendly departmental environment. He was an example of collegial behavior to his graduate students. A descendent of prominent Quakers such as Lucretia Mott, Jordan was also active in the Society of Friends, helping establish the first Quaker meeting in Mississippi. Jordan's family included three sons, three step children, and ten grandchildren. He is survived by Phyllis Jordan, the mother of his children, and his wife, Cora Miner Jordan. □

David J. Libby
San Antonio, Texas

Hal Rothman

Hal Rothman died Sunday, February 25, 2007, of ALS, Lou Gehrig's disease. He was forty-eight years old. Hal faced his disease with such good humor and determination that for those of us who knew him, the bar for dignity and grace in the face of suffering has now been raised beyond our reach. He never gave in to ALS. He could not beat it, no one can, but Hal, typically, thought there was nothing that he could not beat. The disease eventually silenced him, but

he fought it all the way, even when he accepted that he would lose. Toward the end, he could only communicate by using his eye movements to trigger a sensor to select letters and type e-mails. Finally, he could not even do that.

Before he went quiet, Hal produced what we all hope to produce: a body of work that will outlive us. He was one of the leading environmental historians in the country, one of the leading western historians, and with the publication of his *Devil's Bargains* (1998), perhaps the country's foremost historian of tourism. He was also (and he would demand this be included) a proud and prolific public historian who did extensive work on and for public agencies. Hal taught and also fought. He was a public intellectual who wrote about the West regularly in newspaper columns and elsewhere. For those of us who live in the West and care about it, Hal's commentaries were sometimes irritating, far more often amusing, and always challenging.

Hal taught at the University of Nevada, Las Vegas, whose department he for a period chaired, and if ever a city and a historian were made for each other, it was Las Vegas and Hal Rothman. He took the city seriously and demanded others do the same. His *Neon Metropolis* (2003) is the best book ever written on Las Vegas; it is a book that anyone who hopes to understand the place—and the forces that created it—must read. Like Las Vegas, Hal was not shy, and his brashness astonished and attracted. Many of those who initially were not quite sure about what to make of him became his friends and admirers. They admired him for his work and for his loyalty. In a world where not much can be counted on, Hal could be counted on. Many people counted on him—his community, his congregation, and his family. His pride in his wife and children was palpable. Alongside this, his responsibility as an academic might seem trivial, but it was quite real. He was for many years the editor of *Environmental History*, and he did much to make environmental history a recognized historical field.

I have never known a historian happier in what he did, prouder of his students, and so eager at the end of the day to get up and do it all again. The world is a poorer place without him.

A fund has been established to help his family. Hal Rothman Family ALS Fight Fund (Account #: 81005997), Silver State Bank, 8901 W. Sahara Avenue, Las Vegas, NV, 89117. □

Richard White
Stanford University

Edward Lewis Schapsmeier

Edward Lewis Schapsmeier was born February 8, 1927 in Council Bluffs, Iowa, to parents Lena Marie Stallman and Henry Schapsmeier, immigrants from Westphalia, Germany. He attended Creighton University in 1945 and completed a bachelor's degree at Concordia University. He received a master's degree at the University of Nebraska in 1955 and his doctoral degree at the University of Southern California in 1968. He taught American history at Ohio State University before accepting a tenured position at Illinois State University where he would happily mentor many graduate students and eventually earn the honor of distinguished professor.

Edward published numerous books and articles including *Henry A. Wallace of Iowa, The Agrarian Years 1910-1940* (1968); *Walter Lippmann: Philosopher-Journalist* (1969); *Prophet in Politics: Henry A. Wallace and The War Years, 1940-1965* (1970); *Ezra Taft Benson and the Story of American Agriculture: The Eisenhower Years, 1953-1961* (1975);

and *Dirksen of Illinois: Senatorial Statesman* (1985).

In three of his major research figures, Edward saw a strong correlation between politics and religion. Wallace, professing a liberal Christianity, was a New Dealer and pacifist. Dirksen, on the other hand accepted a conservative religion and was a cold war warrior and free enterprise advocate. Benson, a high-ranking Mormon leader, was a strict moralist and defender of traditional free enterprise farmsteads, while at the same time using government policies designed to subsidize them. Eisenhower adopted this hidden hand policy of condemning big government, and utilized it when he thought it necessary.

Edward retired to Palm Hill in Largo, Florida for a decade, where he played golf daily and socialized with friends and neighbors. He suffered a stroke in 2006 and moved to Oconomowoc, Wisconsin. He died on February 10, 2007 at Angel Grace Hospice at age eighty.

He is survived by his twin brother, Frederick H. Shapsmeier; wife Mary of Oconomowoc, Wisconsin; stepdaughter, Diana Hoffmann of San Diego, California; and nieces and nephews. □

Frederick H. Shapsmeier,

University of Wisconsin-Oshkosh (retired)

Sandra Smith-Dill, niece

Arthur M. Schlesinger Jr.

Arthur M. Schlesinger Jr., the eminent historian of American diplomatic, political, and intellectual history, passed away on February 8, 2007 at the age of eighty-nine. Professor Schlesinger taught at Harvard University in the 1940s and 1950s, and in 1960 took leave of his teaching career to join the administration of newly elected John F. Kennedy as presidential assistant. Upon shaking hands with his new boss in the Oval Office, the historian said, "I'm not sure what I'm supposed to be doing here." With a smile, the president responded, "Neither am I."

Schlesinger would write two books based on his experience with the Kennedys: *A Thousand Days* (1965) covered the tragically short-lived Kennedy presidency, and *Robert Kennedy and His Times* (1978) was written out of similar grief and reverence after the assassination of his younger brother in 1968. The first work won both the National Book Award and the Pulitzer Prize. In 1964 Schlesinger became the Albert Schweitzer Professor at the Graduate Center of the City University of New York, where he taught for thirty years until his retirement in 1994. Toward students he was both approachable and amiable, willing to hear all points of view, convinced that history is "an argument without end" and convinced that argument itself should be enjoyed as serious intellectual adventure.

Schlesinger's first book, *Orestes Brownson: A Pilgrim's Progress* (1939), was a Harvard senior thesis completed at Peterhouse College, Cambridge. During World War II, he served in the Office of War Information (OWI) and Office of Strategic Services (OSS). Before going overseas, he had finished *The Age of Jackson* (1945), and as the cold war emerged he wrote *The Vital Center* (1948), an influential essay that urged the anticommunist Left to take a stand against the Stalinists of the Communist Party and the Progressives, such as presidential candidate Henry Wallace, who believed that America should accept the Soviet Union rather than confront it with George Kennan's containment policy.

Although Schlesinger wrote in the 1950s, he never regarded himself as a "consensus" historian, as Daniel J.

Boorstin, Richard Hofstadter, and Louis Hartz were so classified. But even while writing about continuity, the idea of liberal consensus would not go away. Schlesinger saw the Kennedy legacy as the last best hope of continuing the liberal tradition inaugurated by Franklin D. Roosevelt in the thirties. He wrote three masterful volumes that covered the eclipse of the Democrats by the Republican ascendancy in the 1920s, resulting in the depression and the "crisis of the old order," followed by the advent of the New Deal, a story Schlesinger carried up to 1938. The liberalism that the consensus historians wrote about represented a laissez-faire philosophy of liberty standing opposed to government. Schlesinger, in contrast, wrote of a progressive liberalism that looked to a government contending with the "market revolution" of the Jacksonian era and the power of big business. From his father, Harvard historian Arthur Schlesinger, the son had inherited a sense of history as patterned, which he developed in *The Cycles of American History* (1986). Schlesinger's vision of America saw the country turning toward government and social causes in periods of liberalism and against government to indulge in private satisfactions in periods of conservatism. One might conclude that Americans turn one way when facing insecurity and poverty and another when enjoying confidence and prosperity. But Alexis de Tocqueville also saw a conflict between idealism and materialism struggling within America's "democratic soul," and Schlesinger became the historian of that moral drama.

Schlesinger decided to put aside finishing his multi-volume study of the Roosevelt administration to write his memoirs. He had to put aside finishing that project as he became caught up in the recent Iraq war and revised and updated *The Imperial Presidency* and wrote *War and the Presidency*. His two sons, Stephen and Andrew, are editing his journals and unfinished manuscripts.

Throughout his career Schlesinger addressed issues that remain with us today. Writing against the grain, he took on the popular school of libertarian thought propounded by F. H. Hayek in *The Road to Serfdom* (1944). Schlesinger insisted that the New Deal prevented American from falling for the totalitarian temptation and the path to serfdom, and that in America the state played a guiding role in economic development without jeopardizing freedom. He also saw the American mind as guided by two mutually reinforcing perspectives, William James's pragmatic philosophy which approached life with an experimental temperament and Reinhold Niebuhr's theology that reminded us that there is no escape from the reality of evil and human fallibility. Both perspectives questioned whether knowledge can ever claim the certitude of absolute truth. In his last years Schlesinger also went against the trendy cult of multiculturalism, arguing, in *The Disuniting of America* (1991), that the fragmentation of America society into ethnic claims can only divide us instead of unite a country through a tolerant and even miscegenation. Schlesinger's refutation of multiculturalism, and the political correctness of identity politics, extended his long quarrel with determinism, especially as he saw young people claiming to be conditioned by ancestry instead of deciding for themselves who they truly are and thinking and acting with a will of their own.

Convinced that history moves by freedom rather than necessity, Schlesinger was interested in speculative theory and quite prepared to follow philosophy and subject events to causal analysis, as he did in his writings on the origins of the cold war. But mainly Schlesinger saw history as a narrative art, an act of the literary imagination as well as a probing into factual evidence. Students could well

learn how to write history by reading Schlesinger to find out how he opens up his subjects, especially in his books on Jackson, Roosevelt, and Kennedy, where the setting creates the emotion that draws the reader back into the past. In some ways he presaged the postmodernist sensibility of our time, for he too understood that if truth has any chance of making itself felt, it depends on how the story is told. Arthur Schlesinger Jr. was the best kind of historian, a teacher as well as a scholar, who wrote with passion at the pitch of perception, a civic-minded public intellectual who sought to make the treasured values of the past resonate in our turbulent present. □

John Patrick Diggins

Graduate Center, City University of New York

J. Patrick White

J. Patrick White, professor emeritus of American constitutional law and political history at Northern Illinois University, died on July 12, 2006 at age seventy-nine in Iron River, Michigan, where he had lived since retirement in 1993. He enrolled in the University of Michigan (UM) in 1945 but entered the U.S. Army in 1946 before returning to UM, where he earned an A.B. (summa cum laude) in 1949, an M.A. in 1950, and the Ph.D. in 1957.

Pat White was an instructor at the University of Maryland, College Park (1955-1959), which included a stint in the University College Overseas Program teaching American soldiers in Europe. He then served as an assistant professor of history at Northwestern University (1959-1960) and assistant dean in Liberal Arts & Sciences in the same institution (1960-1961) before joining the history department at Northern Illinois University (NIU) in 1961. In the course of his thirty-two years at NIU he was director of the Peace Corps Training Program for Malaysia (1961-1964), director of Foreign Study Programs (1964-1968), and assistant chair of the department of history (1970-1976). Pat White's interest in constitutional history centered on the roles of judges and courts as policymakers and on the paradox inherent in having an essentially conservative and undemocratic institution define public policy in a society increasingly committed to democratic values. He focused particularly on the Populist and Progressive eras when the courts were perceived by reformers as bastions of a "judicial oligarchy" impervious to popular control.

Although he published articles in *Far Eastern Survey* and *Maryland Law Review*, Pat was known and greatly appreciated primarily as a teacher and administrator. He taught generations of undergraduate and graduate students, many of whom he inspired to follow a career in the law. In 1986 he was one of three recipients of NIU's coveted Excellence in Teaching Awards. He was equally valued for his selfless dedication to the historical profession and to NIU, where he served on innumerable committees at the departmental, college, and university levels. After retirement, he created and generously funded the J. Patrick White History Education Endowment to provide assistance to students in the Department of History's Secondary Teacher Certification Program in history and the social sciences.

J. Patrick White was a life member of the OAH, the AHA, and the Southern Historical Association. He will long be remembered as an outstanding teacher, administrator, and benefactor to higher education. □

George W. Spencer

Northern Illinois University

Mail Ballot

May 2007

Proposed Changes to OAH Constitution

We encourage OAH members to vote electronically for or against ratification of the proposed changes to the OAH Constitution (as outlined on pages 14-16). 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 **September 1, 2007. Photocopies of this ballot will not be accepted. Only current individual 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 to the right. If you leave the ballot and mailing panel intact, you do not have to fill in your ID number. Otherwise, your 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: _____

I vote YES to ratify the OAH Constitution

☐ YES

I vote NO to ratify the OAH Constitution

☐ NO

Please mail completed ballots to the OAH office: P.O. Box 5457, Bloomington IN 47407-5457. **Ballots must be postmarked no later than September 1, 2007.**

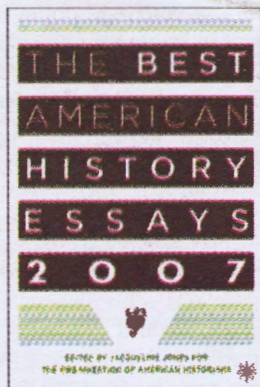


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OAH Distinguished Lectureship Program

New Lecturers for 2007-2008

Connect with outstanding speakers who have made major contributions to the study of American history. Created in 1981 by OAH president Gerda Lerner, the OAH Distinguished Lectureship Program now features more than three hundred U.S. historians.

Here we highlight forty-two appointees who are joining the roster in 2007-2008. For a complete list of all participating OAH Distinguished Lecturers, please visit <<http://www.oah.org/lectures>>.

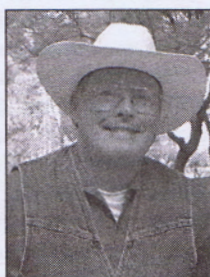
Each speaker has agreed to give one lecture on OAH's behalf during the 2007-2008 academic year, designating the lecture fee in full as a donation to OAH. Lecture fees start at \$1,000. Host institutions pay the lecture fee directly to OAH, in addition to the speakers' travel and lodging expenses.

To receive more information or to arrange a lecture, please contact the lectureship program coordinator, lectures@oah.org, ph. 812-855-7311, OAH, P.O. Box 5457, Bloomington, IN 47407-5457. Make arrangements early for the best chance at obtaining the speaker of your choice. ■

Gordon Morris Bakken

California State University, Fullerton

Gordon Morris Bakken is professor of history at California State University, Fullerton. He has taught American legal and constitutional history, westward movement, California history, American military heritage, women's history, historical thinking, and historical writing as well as real estate, land use, and environmental law. He is author of seventeen books including, most recently, *California History: A Topical Approach* (2002), and coeditor of the *Encyclopedia of Women in the American West* (2003) and the *Encyclopedia of Immigration and Migration in the American West* (2006). He has served as president of Phi Alpha Theta and was founding vice president and director of the California Supreme Court Historical Society.



- Legal History of the American West
- The Mining Law of 1872
- Crime in the West
- Women who Kill Men
- Death Penalty



Martha Biondi

Northwestern University

Martha Biondi is associate professor of African American studies and history at Northwestern University. Her research focuses on African American social movements and antiracist activism. Her book, *To Stand and Fight: The Struggle for Civil Rights in Postwar New York City* (2003),

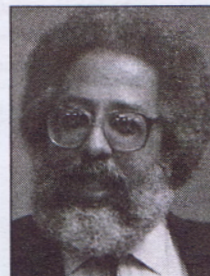
rewrites the narrative of the modern civil rights movement and emphasizes the centrality of the urban North. She is currently writing a book on the black student movement and the origins of African American studies.

- The Northern Civil Rights Movement and Its Unfinished Agenda
- African Americans and the Struggle for Reparations
- The Origins of Affirmative Action on College Campuses
- From Civil Rights to Black Power: Intergenerational Dialogue in the 1960s
- African American Studies and the Desegregation of the Academy

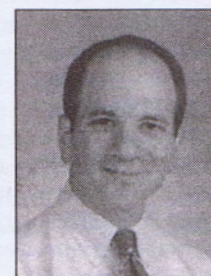
John H. Bracey Jr.

University of Massachusetts Amherst

John H. Bracey Jr. has taught in the W. E. B. Du Bois Afro-American Studies Department of the University of Massachusetts Amherst since 1972. His lifelong research interests have focused on the ways that African Americans have conceptualized their existence in the United States and how they have organized themselves both to survive and to struggle against the existing obstacles, with a particular focus on social and political movements and ideologies since the 1880s. His current research projects include the NAACP and organized labor and the politics of the Black Arts Movement. His current teaching efforts consider the intersections and interactions between (traditionally defined) Native Americans and African Americans as well as between Afro-Latinos and African Americans. His longstanding interest regarding Jewish Americans and African Americans is an integral part of his research on the NAACP, organized labor, and the Left.



- Blacks and Jews in U.S. History: Strangers and Neighbors
- The NAACP in African American History: Myths and Realities
- My Encounters with Malcolm X and Martin Luther King Jr.: A Historian's Perspective
- The New Black Power Scholarship: New Paths and Deadends
- The NAACP and Organized Labor, 1909-1965: Conflicts and Convergences



Barry Bradford

Adlai E. Stevenson High School

A dynamic speaker and respected activist, Barry Bradford has been praised on the floor of Congress, interviewed by every major broadcast network, and recognized with awards from major civil rights organizations for his work to reopen two of the most notorious "cold cases" of the civil rights era:

the Mississippi Burning case and the Clyde Kennard case. Winner of OAH's Tachau Teacher of the Year award, he lives in northern Illinois, where he has taught for more than twenty years.

- Rewriting History: How one teacher, three high school students, and a dynamic newspaperman brought justice in the Mississippi Burning case, forty-one years after the crime
- Carrying the Burden: The Legacy of Clyde Kennard
- Medgar and Myrlie: Is It Ever Too Late to Do the Right Thing?

W. Fitzhugh Brundage

University of North Carolina at Chapel Hill

After studying lynching and racial violence in the South, W. Fitzhugh Brundage's interests shifted to the study of historical memory and regional identity. In *The Southern Past* (2005), he traces the contests over memory that divided southerners, both white and black, during the past century and a half. His particular concern is the role of contests over the past as an obstacle to the emergence and recognition of pluralism in the modern South. He currently is at work on two projects: a collection on African Americans and the creation of American mass culture, 1890-1930; and a book on 1919 in the United States.



- From Grits to the Allman Brothers: Why American Looks to the South for Authentic Culture
- Whose Past? Whose Memory? Contests Over the South's History
- A Duty Peculiarly Fitting to Women: Southern White Women, Public Space, and Collective Memory, 1880-1920
- Arguing about the Civil War: White and Black Southerners and the Civil War
- The Roar on the Other Side of Silence: White Violence and Black Resistance in the American South



Lendol Calder

Augustana College

Lendol Calder is associate professor of history at Augustana College. Since 1999, he has been working with others to invent and share new models for history teaching at the postsecondary level. A popular presenter and workshop leader, he has consulted for national initiatives such as the

Teaching American History Grant Program, the Quality in Undergraduate Education Project, and the Carnegie Academy for the Scholarship of Teaching and Learning; he currently represents the OAH on the board of the National Council on History Education. His *Financing the American Dream: A Cultural History of Consumer Credit* (1999) was hailed by the *Wall Street Journal* as "deliciously seditious" for the ways it inverted common assumptions about the meaning of credit in American life.

- The Problem with Coverage: Why History Teachers Need a Signature Pedagogy
- "For Teachers to Live, Professors Must Die": Lessons from Mt. Hood on What Makes a Good History Teacher
- The Usurer's Grip: Myths and Stories to Make Sense of Consumer Credit

Colin G. Calloway

Dartmouth College

Colin G. Calloway is professor of history and Samson Occom Professor of Native American Studies at Dartmouth College; he also is serving his fourth consecutive term as chair of the Native American studies program there, after having served as editor and assistant director of the D'Arcy McNickle Center for the History of the American Indian at the Newberry Library. His books include, most recently, *The Scratch of a Pen: 1763 and the Transformation of North America* (2006); *One Vast Winter Count: The Native American West Before Lewis and Clark* (2003), which won six "best book" awards; and *First Peoples: A Documentary Survey of American Indian History* (1999). He has also edited several collections of essays and documents, including *Reinterpreting New England Indians and the Colonial Experience* (2004). He is currently examining the experiences of Highland Scots and American Indians in dealing with colonialism and each other.



- Highland Scots and American Indians
- Indian Country and the Lewis and Clark Expedition
- Indians and the French and Indian War
- American Indians and the American Revolution
- Indians and American History
- New England Indians and New England's History

For a complete list of all participating OAH Distinguished Lecturers, visit www.oah.org/lectures

Annie Gilbert Coleman

Indiana University-Purdue University, Indianapolis

Annie Gilbert Coleman is associate professor of history at Indiana University-Purdue University, Indianapolis. Her book, *Ski Style: Sport and Culture in the Rockies* (2004), examines the rise of the Rocky Mountain ski industry from the perspectives of cultural and social history as well as environmental history and landscape studies. She continues to pursue her interest in the consumption of western landscapes with her current research on professional outdoor guides.

- Call of the Mild: The Nature, Leisure, and Construction of Skiing Landscapes
- The Unbearable Whiteness of Skiing (or Other Riffs on the History of the Ski Industry)
- Professional Guides: "Fine Athletic Figures" and Environmental Brokers



Charles T. Cullen

Newberry Library, Emeritus

Charles T. Cullen is president and librarian emeritus of the Newberry Library. Prior to assuming duties there in 1986, he taught at Averett College, the College of William and Mary, and Princeton University, and worked as an editor on the *Papers of John Marshall* and the *Papers of Thomas Jefferson*. He has written or contributed to more than thirty books and articles, and has lectured widely on subjects relating to the age of Jefferson, the scholarly use of computers, and the role of humanities research libraries. An early advocate for the use of computers in scholarly editing, he received the Association for Documentary Editing's Distinguished Service Award in 1987.



- Jefferson's White House Dinner Lists



William Deverell

University of Southern California

William Deverell is director of the Huntington-USC Institute on California and the West and professor of history at the University of Southern California. He has written widely on the nineteenth and twentieth-century history of California and the far West. His recent publications

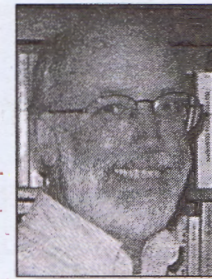
include *Whitewashed Adobe: The Rise of Los Angeles and the Remaking of Its Mexican Past* (2004) and the coedited volume, *Land of Sunshine: An Environmental History of Metropolitan Los Angeles* (2004). Deverell is editor of the *Blackwell Companion to the American West* (2004) and coeditor of the forthcoming *Blackwell Companion to the History of California* and the *Blackwell Companion to the History of Los Angeles*.

- California History
- Western History
- History of Los Angeles
- The West and the Civil War
- Western Environmental History

Thomas R. Dunlap

Texas A & M University

Thomas R. Dunlap is professor at Texas A & M University and studies primarily the impact of science on American views of nature. He is author of *DDT* (1981), *Saving America's Wildlife* (1988), and *Nature and the English Diaspora* (1998). His most recent book, *Faith in Nature* (2004), considers environmental commitment as a secular answer to ultimate questions of human life and purpose. His current research looks at informal nature education over the last century through field guides to birds.



- Natural History, Ecology, and American Nature
- Inventing the Field Guide to the Birds, 1889-1933
- Environmentalism as a Secular Religion
- Evangelicals and Environmentalists
- The Future of Environmentalism

Clyde Ellis

Elon University

Clyde Ellis is professor of history and university distinguished scholar at Elon University. He has written widely on American Indian history and culture in the nineteenth and twentieth centuries, with an emphasis on the southern plains and the maintenance of Indian identity. His publications include: *To Change Them Forever: Indian Education at the Rainy Mountain Boarding School, 1893-1920* (1996); *The Jesus Road: Kiowas, Christianity, and Indian Hymns* (2002), with Luke Eric Lassiter and Ralph Kotay; *A Dancing People: Powwow Culture on the Southern Plains* (2003); and an edited anthology, *Powwow* (2006). He is currently writing a history of the Indian hobbyist movement in the United States.



- More than Singing and Dancing: Contemporary Powwow Culture
- "We Had a Lot of Fun, But That Wasn't the School Part:" Indian Boarding Schools and Cultural Persistence
- The Jesus Road In Indian Country
- "Tipis, Council Fires, and Indians Galore:" Indian Hobbyists in the United States

"In all the years we've worked with the OAH Distinguished Lectureship Program, never once have we been disappointed. We most certainly would not be able to run the quality series we do without OAH's support through the lectureship program."

Lyn Ellen Bennett
Department of History and
Political Science
Utah Valley State College

C. Wyatt Evans

Drew University

C. Wyatt Evans is assistant professor of history at Drew University. His current research interests lie in two areas: the post-Civil War period in American history and, more specifically, the development of the national state and government during this time; and popular historical memory and the ways in which it can be "mobilized" by politicians during presidential contests. He is author of *The Legend of John Wilkes Booth: Myth, Memory, and a Mummy* (2004).



- Civil War Reconstruction as a Case Study in Post-Conflict Nation-Building
- Obama, Lincoln, and 2008: The Mobilization of Memory in Contemporary American Politics
- Who's Got the Body of John Wilkes Booth?
- Lafayette Baker and the Beginnings of Federal Law Enforcement

María Cristina García

Cornell University

María Cristina García is professor of history at Cornell University, where she teaches courses on U.S. immigration and ethnic history, comparative migration in the Americas, Latino history, and United States-Cuba relations. She is author of *Havana USA: Cuban Exiles and Cuban Americans in South Florida* (1996) and *Seeking Refuge: Central American to Mexico, the United States, and Canada* (2006), as well as a number of articles and essays on Latino/a history and refugee policy.

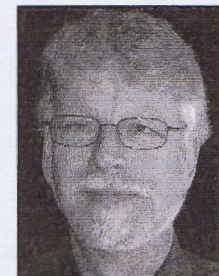


- Immigration History
- Cuban Migration to the United States
- Central American Migration
- United States-Cuba Relations

James N. Gregory

University of Washington

James N. Gregory is professor of history at the University of Washington and director of the Seattle Civil Rights and Labor History Project. His work focuses on labor, civil rights, radicalism, and migration. His most recent book, *The Southern Diaspora: How the Great Migrations of Black and White Southerners Transformed America* (2005), won the Philip Taft Labor History Book Award. *American Exodus: The Dust Bowl Migration and Okie Culture in California* (1989) also won two major book prizes. He is currently writing a book about the history of radicalism on the West Coast.



- The Southern Diaspora: How the Great Migrations of Black and White Southerners Reshaped Race, Religion, and Regions
- Southernizing America: Migration, Culture, and Political Change in the Twentieth Century
- The Seattle Civil Rights and Labor History Project: How a Public History Project Changed the Law, Changed School Curricula, and More
- Teaching a City its Civil Rights History: How to Develop a Digital Public History Project that Connects the Campus to the Community



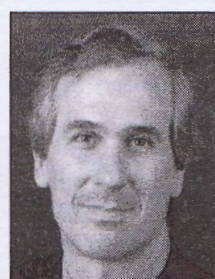
James J. Farrell

St. Olaf College

Jim Farrell is professor of history, American studies, environmental studies, and American conversations at St. Olaf College. As an interdisciplinary scholar and teacher, his teaching has focused on the moral ecology of everyday life. As "John Cummins," he performs a one-man Chautauqua

show based on the life of a nineteenth-century Minnesota pioneer. As "Dr. America," on public radio station WCAL, he was curator of the magnificent (but wholly imaginary) American Studies Museum. And recently, as a member of the St. Olaf's Sustainability Task Force, he's had a hand in the college's greening. His books include, most recently, *One Nation Under Goods: Malls and the Seductions of American Shopping* (2003). Currently, he is working on a book linking college culture and campus ecology.

- One Nation under Goods: Consumer History and Everyday Life
- Environmental History and Everyday Life
- American Fun-damentalism: A History of Fun
- Histories of Hope: Doing History and Making History in America
- The Spirit of the Sixties and the Politics of Personalism
- Driving American History: Cars and Nature in National Life



Gary Gerstle

Vanderbilt University

Gary Gerstle is the James Stahlman Professor of History at Vanderbilt University. He works on the twentieth-century United States, with a particular focus on how the United States periodically reconfigures its boundaries and national identity to open or close itself to immigrants and other minorities in its midst. He also works on the history of American politics: social and labor movements, liberalism and the New Deal Order, and the nature of the American state. His current projects include a comparative and transnational history of race and nation in the United States, Mexico, and Cuba, and a book-length essay on the character and uses of state power in U.S. history.

- The Paradox of American Nationality
- Race and Nation in the United States, Mexico, and Cuba, 1880-1940
- George W. Bush's Vision of a Multicultural America and Why It Failed
- Governing America: The Character and Uses of Public Power in U.S. History
- Ethnicity, Race, and Nation: The Domestic Roots of Woodrow Wilson's Internationalism
- A History of Immigration and Ethnic Diversity in America

Madeline Y. Hsu

University of Texas at Austin

Madeline Y. Hsu is director of the Center for Asian American Studies and associate professor of history at the University of Texas at Austin. Her *Dreaming of Gold, Dreaming of Home: Transnationalism and Migration between the United States and South China, 1882-1943* (2000) received the Association for Asian American Studies History Book Award. She is currently coediting an anthology, *Chinese Americans and the Politics of Culture*, with Sucheng Chan, and researching the cold war intersections between American and Taiwanese foreign policy goals to migration policies and ethnic representations of Taiwanese Chinese in the United States.



- The Origins of Chop Suey: Chinese American Entrepreneurship at the Turn of the Twentieth Century
- Gold Mountain Dreams and Paper Son Schemes: Chinese and the Earliest Systems of Illegal Immigration
- Wagging the Dog: Taiwanese Chinese and Cold War Ideas about Mobility and Race, 1950-1965
- Chinese Travelers in the Second Millennium: Migration and the Western Pacific

Edwards Speaks at Park University

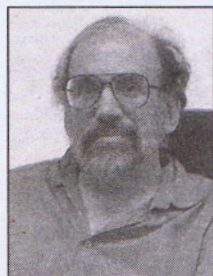
OAH Distinguished Lecturer Laura Edwards visits with history students from Park University in Missouri, where she spoke in February.



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—Danielle Dart

Public Programs Associate
Minnesota History Center



David Jaffee

City College of New York and the Graduate Center, City University of New York

David Jaffee teaches early American history and interactive pedagogy and technology at the City College of New York and the CUNY Graduate Center. He is author of *People of the Wachusett: Great New England in History*

and *Memory, 1630-1860* (1999) and is currently writing another book, *Craftsmen and Consumer in Early America, 1760-1860*. He has also written many essays on artists and artisans in early America as well as on the use of new media in the history classroom. He is project director of two National Endowment for the Humanities grants at his university to develop multimedia resources for the teaching of U.S. history.

- Visualizing History: Going Beyond Illustrating the Past
- Learning to Look: How Material and Visual Culture Help Us Understand the Past
- The Investigating U.S. History Project: Teaching with Multimedia Modules
- Interacting with the Past: Using New Media to "Do History"
- After the Revolution: The Age of Popular Portraiture



Peniel E. Joseph

Stony Brook University, State University of New York

Peniel E. Joseph is assistant professor of Africana studies at Stony Brook University, State University of New York. He is author of *Waiting 'Til the Midnight Hour: A Narrative History of Black Power in America* (2006) and editor of *The Black Power Movement: Rethinking the Civil Rights and Black Power Era* (2006).

He is currently working on a number of books, including *A World of Our Own: Black Intellectuals and the Pan-African Dream*, *Any Day Now: African American Historical Criticism*, and *Revolution in Babylon: Stokely Carmichael and America in the 1960s*.

- *Waiting 'Til the Midnight Hour: A Narrative History of Black Power in America*
- *Revolution in Babylon: Stokely Carmichael and America in the 1960s*
- *1968: Through the Trial of Huey Percy Newton*
- *The Black Panthers and American Democracy*

Steven M. Karr

Southwest Museum of the American Indian, Autry National Center

Steven M. Karr, curator at the Southwest Museum of the American Indian, Autry National Center, specializes in native cultures of North America and the history of American Indian museums. Previously, he worked at the Natural History Museum of Los Angeles County and the Phoebe A. Hearst Museum of Anthropology. He has taught American Indian history at both the University of California, Berkeley and University of California, Los Angeles, and has been published in the *American Indian Law Review*, the *American Indian Quarterly*, and the *American Indian Culture and Research Journal*.

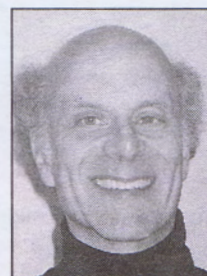


- Creating a Better Exhibition: Content and Native Collaboration
- Museums and the Development of American Indian Anthropology
- Exhibition as Monograph: Interpreting Native History through Material Culture

Harvey J. Kaye

University of Wisconsin-Green Bay

Harvey J. Kaye is the Ben and Joyce Rosenberg Professor of Social Change and Development and director of the Center for History and Social Change at the University of Wisconsin-Green Bay. An award-winning author and editor committed to the study of the making of American democracy, Kaye has published fifteen books on history, politics, and ideas; contributed articles and essays to a diverse array of American and international publications; and appeared as a guest on numerous television and radio programs. His most recent books include *Thomas Paine: Firebrand of the Revolution* (2000), *Are We Good Citizens?* (2001), and *Thomas Paine and the Promise of America* (2005).



- *Thomas Paine and the American Revolution*
- *Thomas Paine and the American Democratic Tradition*



Cynthia A. Kierner

University of North Carolina at Charlotte

Cynthia A. Kierner is professor of history at the University of North Carolina at Charlotte, where she teaches early American and women's history. She is author of *Scandal at Bizarre: Rumor and Reputation in Jefferson's America* (2004) and *Beyond the Household: Women's Place in the Early South, 1700-1835* (1998).

Her current work-in-progress is a biography of Martha Jefferson Randolph. She also serves as president of the Southern Association for Women Historians.

- *Scandal at Bizarre: Sex, Rhetoric, and Reality in Jefferson's America*
- *Martha Jefferson Randolph, Virginian*
- *Women, Families, and Politics in Revolutionary America*

Nancy Langston

University of Wisconsin-Madison

Nancy Langston is president of the American Society for Environmental History and professor of environmental humanities in the Nelson Institute of Environmental Studies and the department of forest and wildlife ecology at the University of Wisconsin-Madison. She is author of *Forest Dreams, Forest Nightmares: The Paradox of Old Growth in the Inland West* (1995) and *Where Land and Water Meet: A Western Landscape Transformed* (2003), and coauthor of the interdisciplinary textbook, *Ecology* (2000). Her current research examines the links between environmental toxins and women's bodies.



- Gender, Toxins, and Environmental History
- The Retreat from Precaution: Science, Uncertainty, and the Failure of Government to Protect Us from Toxins

Bonnie Lynn-Sherow

Kansas State University

Bonnie Lynn-Sherow is associate professor of history at Kansas State University. Her research and teaching have focused primarily on the history of different peoples' interactions with the rural environment of the American West. Specifically, she has researched and written on the ways in which western industrial agricultural practices have shaped and simplified ecological systems and their consequences for various human communities. Her recent research has considered the cultural capital of Indian peoples in the 1920s as they were exploited as symbols of nature in mass marketing by non-Indians and how that same system was, in turn, exploited by native peoples themselves to their own advantage. Her research also treats the effect of industrial agriculture on agro-ecological systems in the West.



- Race and Agriculture
- Environmental History of Agricultural Settlement in the American West
- North American Indians and the Environment
- Environmental History of Industrial Agriculture
- Nature and Culture in the Early Twentieth-Century United States



Danielle L. McGuire

University of North Carolina at Chapel Hill

Danielle L. McGuire is a fellow at the Center for the Study of the American South at the University of North Carolina at Chapel Hill and will be assistant professor of history at Wayne State University in fall 2008. Her interests are African American women's organizing

and activism in the postwar American South, sexual violence as a weapon of terror, and the role of gender and sexuality in the civil rights movement.

- The Montgomery Bus Boycott as a Women's Movement for Dignity
- Rosa Parks, the Radical
- African American Women, Sexual Violence, and the Segregated South
- Sex and Civil Rights
- Teaching the Civil Rights Movement



Martin V. Melosi

University of Houston

Martin V. Melosi is professor of history at the University of Houston and author, most recently, of *Energy Metropolis: An Environmental History of Houston and the Gulf Coast* (2007) and *Garbage in the Cities: Refuse, Reform and the Environment, 1880-2000* (rev. ed., 2005).

For more than thirty years, he has been interested in the intersection among urbanization, technology, and the environment, and the policy implications thereof. His research has focused on a variety of pollution sources that have had an impact on urban growth and development. He has examined city services as a way to understand what citizens expect of city leadership and how these services relate to environmental goals and wants. He also has had a longstanding interest in the use and development of energy sources. In recent years, his work on the urban environment has taken him all over the world, and while language differences are sometimes daunting, the common problems that cities face globally are a point of mutual concern and mutual interest.

- The Origins and Impact of the Environmental Justice Movement
- The City, Technology, and the Environment
- Atomic Age America
- In Search of the Sanitary City
- Public History and the Environment

Char Miller

Trinity University

Char Miller is a member of the history department and director of urban studies at Trinity University; in 2002 he was named a Piper Professor, a statewide award. Author of the award-winning *Gifford Pinchot and The Making of Modern Environmentalism* (1993), *Deep in the Heart of San Antonio: Land and Life in South Texas* (2004), and the forthcoming *Ground Work: Essays in American Environmental Culture*, he is coauthor of *The Greatest Good: 100 Years of Forestry in America* (2nd ed., 2004) and editor of *The Atlas of U.S. and Canadian Environmental History* (2003). He consulted on the documentary, "The Greatest Good: A Forest Service Centennial Film."



- The Greatest Good: A Century of Conservation in America
- Gifford Pinchot and the Making of Modern Environmentalism
- Running Dry: Water in the West
- Crisis Management: A History of the U.S. Forest Service
- Surging Waters: Floods and Flood-Control in the American Southwest

Jeffrey Mirel

University of Michigan

Jeffrey Mirel is the David L. Angus Collegiate Chair of Education, professor of history, and an associated faculty member in the Center for Russian and East European Studies at University of Michigan. He is author of *The Rise and Fall of an Urban School System: Detroit 1907-81* (2nd ed., 1999), which won book awards from the American Educational Research Association as well as the History of Education Society. He is coauthor, with David Angus, of *The Failed Promise of the American High School, 1890-1995* (1999). He is currently working on a book about education and the Americanization of European immigrants in the first half of the twentieth century.



- What Went Wrong in Urban Public Schools? What Can We Do to Fix Them?
- "Don't Know Much About History, Don't Know Much Biology": Curriculum Reform and the Problems of American High Schools
- Negotiating a New Nation: How European Immigrants Responded to Americanization and Changed America in the Process, 1890-1930

Katherine Morrissey

University of Arizona

Katherine Morrissey is associate professor of history at the University of Arizona. Her research on the North American West focuses on the region's environmental, social, and cultural history. She is author of *Mental Territories: Mapping the Inland Empire* (1997) and *Picturing Arizona: The Photographic Record of the 1930s* (2005). She is currently writing a book on the environmental and cultural history of mining environmental conflicts in the early twentieth-century West, including those along the United States/Mexico and United States/Canada borders.



- Picturing the 1930s Southwest: Regional Photography during the New Deal
- The Nature of Conflicts: Mining Pollution in the Early Twentieth-Century North American West
- Mapping the West
- Whose Property? Whose Health?: Border Environmental Disputes

Roger L. Nichols

University of Arizona

Currently a professor of history at the University of Arizona, Roger L. Nichols has taught in Europe twice as a Senior Fulbright Scholar and has served as president of the Pacific Coast Branch of the American Historical Association. His research and teaching focus on American frontier expansion, settlement, and Indian affairs. His recent publications include *American Indians in U.S. History* (2003) and *Indians in the United States and Canada* (1997).



- The United States, Canada, and the Indians: Comparisons
- "Manifest Destiny" in the United States and Canada
- Starting Indian Wars: A Many-Sided Story
- Western Attractions: Europeans and America

Lisa Norling

University of Minnesota

Lisa Norling is associate professor of history at the University of Minnesota, where she teaches courses in U.S. social history, women's history, and maritime history. She also teaches at Mystic Seaport in Connecticut every summer and serves as a consultant to the USS Constitution Museum in Boston. Her publications include the anthology *Iron Men, Wooden Women: Gender and Seafaring in the Atlantic World, 1700-1920* (1996) and *Captain Ahab Had a Wife: New England Women and the Whalefishery 1740-1870* (2000), which won the OAH Frederick Jackson Turner Award as well as the Lyman Award from the North Atlantic Society for Oceanic History. Her current research focuses on eighteenth-century oceanic travel, especially women's experiences at sea.



- Captain Ahab Had a Wife: Sailors' Wives and Widows in Nineteenth-Century America
- Quaker Wives and Cape Horn Widows: Colonial Women in New England Seaports
- Sister Sailors and Hen Frigates: American Women at Sea in the Age of Sail
- Captured at Sea in 1863: Lucy Lord Confronts Confederate Captains and Chinese Corsairs
- Which History? The Battle over K-12 Social Studies Standards in Minnesota

"I really can't say enough about the OAH Distinguished Lectureship Program. Our new Center for Citizenship, Race, and Ethnicity Studies (CREST) was able to have as one of its first events a Constitution Day lecture by a nationally prominent scholar. The OAH program made it possible for CREST to stay within a very limited budget and achieve impressive results. I will definitely look to the OAH again for speakers."

—John Williams-Searle, Director
Center for Citizenship, Race, and Ethnicity Studies, College of Saint Rose

Lisa Ossian

*Des Moines Area
Community College*

Lisa Ossian teaches history at Des Moines Area Community College. She is currently working on a book about American children during World War II. Her "Children's War Work on the Iowa Farm Front, 1941-1945" appears in *Children and War* (2002), and she has also recently published in *Social History of Alcohol and Temperance and Agricultural History*. She serves on the National Women's History Project Board, the National Endowment for the Arts' Thought and Action advisory board, and the Youth Institute faculty for the World Food Prize.

- The Great Depression and World War II
- Children (especially during World War II)
- Agriculture

Kimberley L. Phillips

College of William and Mary

Kimberley L. Phillips is Frances L. and Edwin L. Cummings Associate Professor of History and director of American studies at the College of William and Mary. Her publications include *AlabamaNorth: African American Migrants and Working Class Activism* (1999) and articles on African American music and religion, women's cultural production, and American cultural politics. Her forthcoming work includes *War! What is it Good For?: Black Culture and the U. S. Military*, an edited collection of essays, *Fight for the Nation: Blacks and the U.S. Military*, and a biography of Jimi Hendrix.

- Twentieth-century African American Cultural Politics
- African Americans and the U.S. Military
- African American Workers
- Race, Gender, Class and U.S. Cultural Politics in the Twentieth Century
- Civil Rights



Martha A. Sandweiss

Amherst College

Martha A. Sandweiss began her career as a curator of photographs, later became the director of a college art museum, and now teaches a broad array of classes in American studies, visual culture, public history, and the history of the American West. She has a deep interest in how historians can use visual images as primary sources to answer a broad range of questions about the past. She is interested in how images themselves can be interrogated as complex historical documents and can convey ideas that cannot be learned by other means. In recent years, she has been exploring an entirely different topic: how one prominent American explorer, geologist, and writer lived a secret double life in late nineteenth-century New York. His story has led her to a larger exploration of race, class, and identity in America's largest city.

- Print the Legend: Photography and the American West
- Passing Strange: The Secret Life of Clarence King
- Using Pictures as Historical Documents (a workshop)



Rebecca Sharpless

Texas Christian University

Rebecca Sharpless is assistant professor of history at Texas Christian University, where she teaches and researches U.S. women's history, particularly in the South. Her first book, *Fertile Ground, Narrow Choices: Women on Texas Cotton Farms, 1900-1940* (1999), explores the lives of ordinary women in central Texas. With Melissa Walker, she coedited *Work, Family, and Faith: Rural Southern Women in the Twentieth Century* (2006). She is currently writing a study tentatively titled "Cooking in Other Women's Kitchens: African Americans in the South, 1865-1960." She directed the Baylor University Institute for Oral History from 1993 to 2006.

- The Lady and the Field Hand: Southern Women and Work
- Cooking in Other Women's Kitchens: African American Domestic Workers in the South
- A Shared Repast: Southern Food and Southern History
- Everybody's Great-Grandmother: Southern Farm Women



William G. Thomas

University of Nebraska-Lincoln

William G. Thomas is John and Catherine Angle Professor in the Humanities at the University of Nebraska-Lincoln. A former Lincoln Prize Laureate, he served as director and cofounder of the Virginia Center for Digital History and associate professor of history at the University of Virginia from 1997 to 2005. His digital research initiatives have included *The Valley of the Shadow, Race and Place: African American Community in the Jim Crow South, Television News of the Civil Rights Era, and The Countryside Transformed: The Eastern Shore of Virginia and the Railroad*. He is author of *Lawyering for the Railroad: Business, Law, and Power in the New South* (1999) and coauthor of *The Civil War on the Web* (2000). He is also coauthor, with Edward L. Ayers, of "The Differences Slavery Made" published in 2003 as one of first digital articles of the *American Historical Review*. He is currently writing a social history of the railroads in the American Civil War era.

- The Civil War, the Railroads, and the Making of Modern America
- 1864: Conquering the Geography of the South
- What is Digital History?
- Teaching with Technology: From the Survey to the Seminar



Gil Troy

McGill University

Gil Troy is professor of history at McGill University, having taught there since 1990. He is author of *Hillary Rodham Clinton: Polarizing First Lady* (2006), *Morning in America: How Ronald Reagan Invented the 1980s* (2005), *Mr. and Mrs. President: From the Trumans to the Clintons* (1997), and *See How They Ran: The Changing Role of the Presidential Candidate* (1991). His next book is *Leading from the Center: Why Moderates Make the Best Presidents*.

- Leading from the Center: Why Moderates Make the Best Presidents
- Hillary Rodham Clinton: Centrist at Heart
- Ronald Reagan and the Historians: Why Are We Doing Such a Bad Job?
- The Rise and Rejection of the Presidential Couple
- Snapshot: The 2008 Campaign, Thus Far, in Historical Perspective



For a complete list of all participating OAH Distinguished Lecturers, visit www.oah.org/lectures

Montpelier Arts Center Hosts OAH Lecture

OAH Distinguished Lecturer Eric Arnesen spoke at the Montpelier Arts Center in Laurel, Maryland, in February, in conjunction with the exhibition, "Cross the Tracks: A Historical Review of African Americans and Railroads," sponsored by the Maryland-National Capital Park Planning Commission. Arnesen is shown here with exhibition curator Gail Thomas, manager of the commission's Black History Program.

(Photo by William Shelton.)



Michael Willrich

Brandeis University

Michael Willrich teaches history at Brandeis University. His first book, *City of Courts: Socializing Justice in Progressive Era Chicago* (2003), won the Dunning Prize. He is at work on a new book about the great wave of smallpox epidemics that struck the United States around the turn of the twentieth

century, spurring the growth of modern public health authority and engendering widespread opposition to the government policy of compulsory vaccination.



- Speaking Law to Power: Civil Liberties Struggles in the Progressive Era
- Scars of Citizenship: Smallpox and American Life at the Turn of the Century

K. Scott Wong

Williams College

K. Scott Wong is professor of history and chair of the American studies program at Williams College where he teaches a variety of courses in Asian American history, comparative immigration history, the history of the American West, and American studies. He has published numerous articles in

journals and anthologies, and is coeditor, with Sucheng Chan, of *Claiming America: Constructing Chinese American Identities during the Exclusion Era* (1998). He is author, most recently, of *"Americans First": Chinese Americans and the Second World War* (2005).

- Asian Americans during World War II
- The World War II Origins of the Model Minority Image
- Asian American History and Historical Memory
- Conflicting Notions of Citizenship among Asian Americans and other American Ethnic Groups
- Teaching Immigration History in the K-12 Levels

Judy Tzu-Chun Wu

The Ohio State University

Judy Tzu-Chun Wu is associate professor of history at The Ohio State University and specializes in Asian American, immigration, and women's histories. She is author of *Dr. Mom Chung of the Fair-Haired Bastards: The Life of a Wartime Celebrity* (2005), a biography of the first American-born Chinese woman physician. She is currently writing a book on the travels of American antiwar activists during the Vietnam War.

- Eldridge Cleaver Goes to Pyongyang, Hanoi, and Peking: Third World Internationalism and American Orientalism
- A Viet Nameese Negro: Robert S. Browne and the Antiwar Movement
- From White Woman's Burden to Orientalized Motherhood: The Strange Career of Dr. "Mom" Chung
- Modernizing Chinatown: Race, Heteronormativity, and Medical Tourism
- Was Mom Chung a "Sister Lesbian"? Asian American Gender Experimentation and Interracial Homoeroticism



Jamil S. Zainaldin

Georgia Humanities Council

Jamil S. Zainaldin is president of the Georgia Humanities Council and adjunct professor of history at Emory University. Previously he was president of the Federation of State Humanities Councils and deputy director of the American Historical Association. He is author or coauthor of articles and books on history and American law, including most recently *Law and Jurisprudence in American History: Cases and Materials* (6th ed., 2006). He is a frequent speaker on the public humanities, the value of the liberal arts for life preparation, citizenship, and the humanities and civil society. He is a founder of the *New Georgia Encyclopedia* (<<http://www.georgiaencyclopedia.org>>).

- Public Virtue in United States History
- Historians and Their Publics
- Why is History Relevant?
- The Perils and Possibilities of History on the Web



On Giving an OAH Distinguished Lecture

Kathleen Dalton



My participation in the OAH Distinguished Lectureship Program has been an easy way to thank an organization that has given a lot to me over the last quarter century.

When I promised to do lectures for the OAH, I imagined that invitations would come through the lectureship program coordinator and the OAH website. Instead, I got my first call from Gerry Jones, an alumnus of my school, inviting me to talk about Theodore Roosevelt to his adult education class at Dartmouth College. Dartmouth's Institute for Lifelong Education serves a wide array of adult learners, many of them Dartmouth grads, with offerings that range from Shakespeare to environmental history. My host told me that the students, mostly history buffs over age fifty, would have read my book, *Theodore Roosevelt: A Strenuous Life*, so I prepared

a talk geared to a small audience with a fair amount of knowledge about the Gilded Age and Progressive Era.

As I drove north to Dartmouth last fall, I recalled the many ways that the OAH has touched my life. I chaired my first professional panel at the Detroit OAH convention and found an agent to represent my book at the Atlanta convention. At so many conventions in years past, I have sat in sessions, taking notes about new research, and often have made new friends there as well. By browsing through the book exhibits, I had come up with years of teaching ideas for the U.S. survey, gender studies, and even Atlantic and world history courses. I got hired as a consultant for the National Park Service via the OAH and learned about a fascinating field: public history. The

Journal of American History and the *OAH Magazine of History* have also helped me keep up with the latest research. Perhaps most important, the OAH has provided me with a good excuse to keep up with my dear friends in the profession over the decades. Raising money for the OAH is a small way to express my gratitude.

The drive from Andover to Dartmouth, along russet-leaf-bordered highways, also couldn't have been a more welcome break from months of eight-hour days of archive-rummaging, researching a new book about Eleanor and Franklin Roosevelt. The audience that awaited me in a rustic lodge on the edge of the Dartmouth campus proved to be larger than a single class. My host had invited the whole adult education program, swelling the audience to more than a hundred people.

I decided to speak more extemporaneously, following good advice given to me by Theodore Roosevelt's great-grandson early in my book tour, and they proved to be a responsive audience. Most adult audiences know the TR basics and want to hear how he struggled to overcome asthma, racial prejudice, his early aristocratic biases, and a few of the limitations of his times. Labor history, the history of segregation, and even TR's evolving foreign policy views were not entirely new to them. New Hampshire, in fact, had a lively Bull Moose campaign in 1912, and, lo and behold, some audience members raised their hands to recall Grandpa's meeting with Teddy. Some of the women asked questions about how Edith Roosevelt made TR's career possible. Our talk about history continued at the reception afterwards, and my host invited me to dine with a few students who had done term papers about TR.

After teaching or doing volunteer work with every age group, I confess to preferring to work with adults. As this Dartmouth event showed, you don't have to spend a lot of time convincing a senior audience that history matters: they have lived it. So I had a grand time, and I was doubly happy to have my speaker's fee go to the OAH, to which I owe so much. □

Kathleen Dalton is Cecil F.P. Bancroft Instructor of History and Social Science at Phillips Academy in Andover, Massachusetts, where she also codirects the Brace Center for Gender Studies.



OAH DISTINGUISHED LECTURESHIP PROGRAM

Thank you!

The Organization of American Historians thanks the following OAH Distinguished Lecturers who have spoken or will speak during the 2006-2007 fiscal year as well as their host institutions.

Asterisks indicate federally funded Teaching American History programs.

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Fred Anderson
IDAHO COUNCIL FOR HISTORY
EDUCATION

Richard Aquila
SUNY BROCKPORT

Eric Arnesen
MARYLAND-NATIONAL
CAPITAL PARK AND PLANNING
COMMISSION

Raymond O. Arsenault
MINNESOTA HISTORICAL SOCIETY
and NORTHWEST NAZARENE UNI-
VERSITY

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SOUTHWEST CENTER FOR EDUCA-
TIONAL EXCELLENCE (MO)*

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SOUTHERN ARKANSAS UNIVERSITY

Allida M. Black
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Elizabeth K. Borgwardt
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(WA)* and UTAH VALLEY STATE COLLEGE

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STATE BAR OF MICHIGAN

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HISTORY

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DARTMOUTH COLLEGE

Roger Daniels
COLLEGE OF SOUTHERN
MARYLAND and UNIVERSITY OF
PUGET SOUND

Alan Dawley
NEWPORT NEWS (VA) PUBLIC
SCHOOLS* and UNIVERSIDAD
INTERAMERICANA (PR)*

John Dittmer
UNIVERSITY OF MEMPHIS

Lynn Dumenil
PARK UNIVERSITY

Laura F. Edwards
PARK UNIVERSITY

Alice Fahs
UTAH VALLEY STATE COLLEGE

John Ferling
HENRY, COBB, AND FAYETTE
COUNTIES (GA) BOARDS OF
EDUCATION* and LAKE COUNTY
(FL) SCHOOLS*

Leon Fink
UNIVERSITY OF TEXAS
PAN AMERICAN

Paul Finkelman
COLLEGE OF SAINT ROSE and
JAMESTOWN (NY) PUBLIC
SCHOOLS*

Ellen Fitzpatrick
FITCHBURG STATE COLLEGE*

Joanne B. Freeman
IDAHO COUNCIL FOR HISTORY
EDUCATION

Donna Gabaccia
UNIVERSITY OF MISSOURI -
KANSAS CITY

Matt Garcia
NICHOLS COLLEGE

Lloyd C. Gardner
KENTUCKY WESLEYAN COLLEGE

Linda Gordon
PARK UNIVERSITY

Elliott J. Gorn
CANISIUS COLLEGE

Ronald Hoffman
LAKE COUNTY (FL) SCHOOLS*

Michael F. Holt
WEBER STATE UNIVERSITY

Woody Holton
LAKE COUNTY (FL) SCHOOLS*

Helen Lefkowitz Horowitz
JOHN CARROLL UNIVERSITY

James O. Horton
WATKINS COMMUNITY MUSEUM
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AKRON (OH) PUBLIC SCHOOLS*

Heather A. Huyck
LAKE COUNTY (FL) SCHOOLS* and
PINELLAS COUNTY (FL) SCHOOLS*

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Wilma King
KANKAKEE COMMUNITY COLLEGE

Virginia Sanchez Korrol
ALBION COLLEGE

Leon F. Litwack
PARK UNIVERSITY

Gloria Main
HENRY, COBB, AND FAYETTE COUN-
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VIRGINIA POLYTECHNIC INSTI-
TUTE AND STATE UNIVERSITY

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LA CROSSE*

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SUNY GENESEO

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TRUCKEE MEADOWS
COMMUNITY COLLEGE*

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UNIVERSITY OF MISSOURI -
KANSAS CITY

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EDUCATIONAL SERVICE
DISTRICT 112 (WA)*

Wilson J. Moses
LEBANON VALLEY COLLEGE

Alice Yang Murray
MARLBOROUGH SCHOOL

Mae M. Ngai
SARAH LAWRENCE COLLEGE

Gregory H. Nobles
BETHEL COLLEGE and COASTAL
HERITAGE SOCIETY (GA)

Mary Beth Norton
UNIVERSITY OF TENNESSEE

Gunther Peck
UNIVERSITY OF MISSOURI -
KANSAS CITY

Michael Perman
PARK UNIVERSITY

Dwight T. Pitcaithley
INDIANA UNIVERSITY

Robert A. Pratt
DUSABLE MUSEUM OF AFRICAN
AMERICAN HISTORY

Jack N. Rakove
SALINAS (CA) UNION HIGH
SCHOOL DISTRICT*

Linda Reed
DUSABLE MUSEUM OF AFRICAN
AMERICAN HISTORY

Daniel T. Rodgers
MARGARET CHASE SMITH LIBRARY

Andrew J. Rotter
FITCHBURG STATE COLLEGE*

Todd L. Savitt
MIAMI UNIVERSITY AT HAMILTON

Constance B. Schulz
NORTHERN KENTUCKY UNIVERSITY

Thomas Alan Schwartz
SOUTHEAST MISSOURI STATE
UNIVERSITY

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