



# Newsletter

Volume 31, Number 4 • November 2003

## National Constitution Center

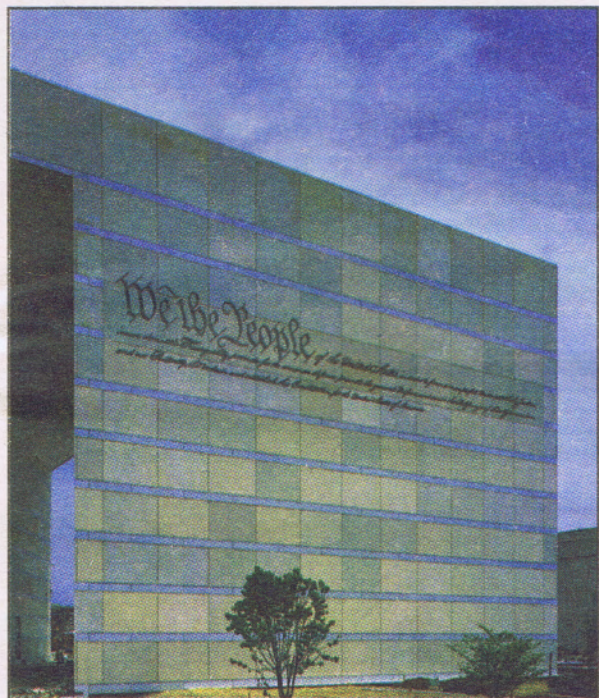
Richard R. Beeman

On July 4 of this year the National Constitution Center (NCC), a high-tech, interactive museum devoted to the history, principles, and practices of American citizenship, opened its doors on Independence Mall in Philadelphia. The museum was a long time in the making, with antecedents dating back as far as 1886 when the governors of the states comprising the thirteen original colonies, in anticipation of the centennial of the Constitution, called for the creation of a "permanent memorial" in Philadelphia. As a Philadelphia-based historian who had watched the trials and tribulations of the Constitution Center during its early planning phases, it was with some wonderment that I watched as President

Bill Clinton hosted ground-breaking ceremonies for the center on September 17, 2000. Even more impressive was the speed and efficiency with which the Constitution Center's President, former Rhodes Scholar Joe Torsella, Harry Cobb, the principal architect, and Ralph Appelbaum, the museum exhibit designer, moved the project from concept to reality.

But what is the Constitution Center meant to be and, more important, what can it become? These were the questions that were at the center of attention of the group of historians, political scientists, legal scholars, and jurists who constituted the Constitution Center's "Distinguished Scholars Advisory Panel" as we worked with museum exhibit designers in attempting to design a museum unlike any ever before created. This would be a museum devoted primarily to ideas, not artifacts, and one that sought to deal with those ideas in their full complexity.

The stated mission of the center was, from its very inception, to provide "neither an encyclopedic review of constitutional law nor a catalogue of rights nor an academic exercise in constitutionalism. Rather, the center, chartered by law to honor and explain the Constitution to ordinary Americans who live under it, does so by focusing on its most powerful words and its



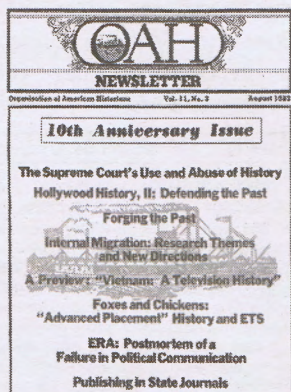
The Preamble to the Constitution written on the National Constitution Center's façade. (Photo Courtesy of National Constitution Center. Scott Frances LTD)

See **CENTER** / 8 ►

## OAH Newsletter Celebrates Thirty Years



Volume I • 1973



Volume XI • 1983



Volume XXI • 1993

## 2004 OAH Boston

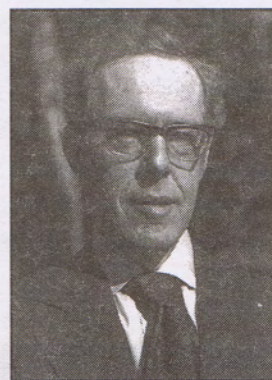


Image © FAYFOTO, Inc. Used with permission.

Boston, Massachusetts will serve as convention host for the next OAH Annual Meeting, March 25 through 28, 2004. With convention headquarters in the Boston Marriott Copley Place, the meeting will bring together more than 2,400 college and university professors, museum and public history professionals, precollegiate teachers, and graduate students. This year's exhibit hall will host nearly 100 book publishers, online content providers, and organizations.

Organized around the theme of "American Revolutions," the meeting's concept recognizes both the location of the convention in Boston—the epicenter of the movement for American independence—and the fiftieth anniversary of the Supreme Court's decision in *Brown vs. Board of Education of Topeka*. Plenary sessions are planned with Howard Zinn, author of *A People's History of the United States*, and Judge Robert L. Carter, who was, after Thurgood Marshall, the lead NAACP lawyer working on school desegregation from 1944 through the *Brown* decision and beyond. In addition to these plenary sessions, OAH plans more than 200 other sessions, opening night regional receptions, and tours of many of Boston's historic sites. More information about the Annual Meeting can be found on the web <<http://meetings.oah.org>>. □

## In Memoriam • OAH Loses Two Leaders



John Higham, OAH president (1973-1974)



Martin Ridge, *Journal of American History* editor (1966-1978)

See **IN MEMORIAM** / 22 ►



## Join the Organization of American Historians

### Individual Membership Options

Individual members in the following categories receive four issues each of the *Journal of American History* and the *OAH Newsletter* as well as a copy of the Annual Meeting Program. Member rates are based on annual income.

- |   |   |
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| <input type="radio"/> \$95, income \$50,000-59,999    | (select income category for one member,                           |
| <input type="radio"/> \$105, income \$60,000-69,999   | add \$40 for second member)                                       |
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### OAH Student Membership

- ☐ \$25 Students receive four issues of the *OAH Newsletter* and one copy of the Annual Meeting Program. In addition, students may choose to receive the *Journal* or the *Magazine*:
- ☐ *Journal of American History*      ☐ *OAH Magazine of History*

### History Educator Membership

- ☐ \$40 Individuals in this category receive four issues of the *OAH Magazine of History* and the *OAH Newsletter* and one copy of the Annual Meeting Program.

### OAH Magazine of History—Subscription

- ☐ \$12 per year for students      ☐ \$25 per year for nonmembers
- ☐ \$15 per year for members      ☐ \$30 per year for institutions/libraries

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Payment Information

NL-A03

## ORGANIZATION OF AMERICAN HISTORIANS



# Newsletter

VOLUME 31, NUMBER 4 • NOVEMBER 2003

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(Board composition updated 1 May 2003)

### OAH Mission Statement

The OAH is an association of historians dedicated to the promotion of teaching and scholarship about the history of the United States, both before and after its formation as a nation-state. The Organization pursues these goals by:

- Encouraging and supporting excellence in historical research, interpretation, and publication;
- Advancing the teaching and practice of American history at all levels and in all settings;
- Promoting the widest possible access to historical sources and scholarship, and the widest possible discussion of historical questions and controversies, including advocacy for professional scholarly standards where appropriate;
- Generating support for the preservation, dissemination, and exhibition of sources dealing with the history of the United States; and
- Encouraging respectful and equitable treatment for all practitioners of history.



# Teaching the College Introductory Survey in the High School: Reaching out to AP U.S. History Teachers

Mike Johanek, Uma Venkateswaran, Lawrence Charap

The College Board's Advanced Placement (AP) program now serves as a strong vehicle for promoting high academic standards, with college-level work for high school students. The product of a unique collaboration between high school teachers and college faculty dating back to the 1950s, AP is the de facto standard for academic programs that help students make the transition from high school to college. The recognition of AP as a program of academic excellence has, in turn, fueled a rapid expansion in the number of students taking the examinations. Last year, approximately 250,000 students took the Advanced Placement United States History examination. With this growth comes the continued twin challenges of maintaining high standards that correspond with advances in each discipline, and expanding access to these rigorous courses in much more equitable ways.

In this article we provide a brief overview of college faculty's involvement in the school-college collaboration that is AP, including the College Board's expanded efforts to strengthen its support to AP teachers.

## Faculty Involvement in AP United States History

The AP U.S. history exam is three hours and ten minutes long and tests the knowledge and skills gained in a college level survey course through both multiple choice and essay questions. College faculty play a critical role in the following ways:

- Establishing the content domain for the examination

Colleges nationwide are surveyed to determine the course material covered in a typical survey course as well as any pedagogical changes. This feedback is used to establish the contents of the exam.

- Developing the examination

Led by one of its college faculty members, a development committee of seven college and high school faculty write, review and approve all the questions for the examination.

- Pretesting questions

The program gathers data on every multiple-choice question through a process called pretesting. College faculty administer shorter versions of the exam to their students at the end of a survey course. Student performances on these questions are then analyzed in order to ensure that the AP exam meets psychometric standards.

- Grading the exams

The essays on the exam are graded by college and high school faculty, who meet on a college campus in June. Every year, college and high school faculty participate in a week-long AP Reading, which combines rigorous grading by day with informal research, collegial discussion and academic collaboration in the evening. This last June, over 780 college and high school faculty participated at Trinity University in San Antonio.

- College Comparability Studies

Every four or five years, the program invites select colleges nationwide to participate in a college comparability study that is used to set the standards for the exam. Faculty from colleges with students who have high AP scores administer a mini version of the exam to their students. Performances of these students are then compared to the performances of AP candidates to ensure that AP standards match college level standards.

## Supporting AP Teachers

Critical to maintaining high standards and to broadening access to AP is a whole set of resources and professional development opportunities offered by College Board and by collaborating universities. All across the U.S., hundreds of one- and two-day workshops are held during the academic year, and many week-long institutes are held during the summer. In order to carry out such a broad array of professional development—over sixty thousand teachers are involved each year across the pro-

gram—the College Board depends on hundreds of consultants, active teachers and faculty who receive training, endorsement and support from College Board. In addition, College Board endorses only those summer institutes that use consultants, appropriate materials, and standardized evaluations that comply with the quality standards set by a panel of college and school representatives. Finally, a number of publications are available as well, including teacher's guides, released exams, CD-ROMs and other supporting materials.

In addition to these efforts, College Board seeks to continue to learn more about AP teachers, and carries out regular research on AP teaching, including a broad forty-question survey of over thirty thousand teachers regarding their academic background and professional support needs. At present, we are in the midst of a study of AP U.S. History teachers and students, examining instructional practices in light of student performance patterns.

## AP Central

One important component of the College Board's professional development efforts is its web site for AP teachers, AP Central, launched in December 2001 (<http://www.apcentral.collegeboard.com>). The site currently has over two hundred thousand registered users, representing principals, AP coordinators, and college professors, as well as high school teachers. In addition to providing current information on the Advanced Placement Program and the AP Examinations, AP Central features "best practices" teaching articles, lesson plans, curriculum units, online discussion groups, and announcements for AP workshops and Summer Institutes. The site puts teachers in touch with one another and keeps them informed of larger trends in teaching and research affecting their fields.

One important way that AP Central has created connections between AP teachers and higher education is through its Teachers' Resource Catalog. This searchable database contains thousands of reviews of resources commonly used in the AP classroom and the college-level survey course. The review list in each course is drawn up by a content advisor and peer-reviewed by teachers and college faculty; the reviews themselves are similarly written by veteran AP teachers and by college survey instructors. The reviews do not merely provide a synopsis of the content of a given textbook, video, web site, primary source, or other teaching tool: they discuss how it can actually be used in the AP classroom, whether as a student assignment or as background information for a teacher.

AP Central has also been a prime way to join the research community with the needs and interests of high school teachers. Collaboration agreements with professional organizations such as the Organization of American Historians and the American Historical Association have resulted in a series of "state of the field" pieces by leading scholars, discussing how recent developments in historical research will affect the teaching of the U.S. history survey course. College Board is also working with the National Museum of American History and the Smithsonian Institution to produce web, print and online resources for the use of artifacts in teaching the survey. Other innovative content development on the site—such as a series of U.S. history online lesson plans created by the Ohio State University's Teaching Institute—presents teachers with an integrated package of sources and teaching materials about important topics in the AP classroom.

The site is also an ideal portal that allows teachers to connect with other valuable academic resources for the survey course, such as the "Teaching and Textbook" column of the *JAH*, or a series of online teaching modules created by the Columbia American History Online project.

## Collaboration with OAH

AP U.S. History has established a strong partnership with the OAH over the last couple of years through a number of initiatives. At the readings, OAH sponsors distinguished faculty who address the readers and share information about the OAH. The College Board distributes the *OAH Magazine of History* to over 8,000 AP U.S. History teachers at its workshops nationwide. More recently, we are proud to announce the formation of a Joint OAH/AP Advisory Board on Teaching the U.S. History Survey Course. The Advisory Board consists of distinguished college and high school faculty who will guide efforts to strengthen the survey and provide resources to AP U.S. History teachers. Faculty involvement is critical to AP and it is our hope that these initiatives will strengthen the ties between AP and the academic community. □

*Michael Johanek received his doctorate in U.S. history from Columbia University and is Executive Director of K-12 Professional Development at the College Board; Uma Venkateswaran received her doctorate in U.S. history from Case Western Reserve University and is Assessment Specialist, History and Social Sciences at Educational Testing Service; and Lawrence Charap received his doctorate in U.S. history from Johns Hopkins University and is Head of the Humanities and Social Science Group at the College Board.*

## OAH-AP Joint Advisory Board Announces New Essay Series

The OAH-AP Joint Advisory Board on Teaching the U.S. History Survey recently announced "America on the World Stage: Essays on the Teaching of the United States History Course," a new feature of both *OAH Magazine of History* and AP Central. This essay series is designed to offer practical assistance to both secondary and college-level instructors in the design and substance of the U.S. History course. The thrust of the series is consistent with the recommendation of the OAH's *LaPietra Report* (2000) that it is time for "rethinking American History in a global age." Such a reframing is necessary, as the authors of the report argue, so that students "will better understand the emergence of the United States in the world and the significance of its power and presence."

Each of the essays in this series will cover a specific chronological period and emphasize both the importance and distinctiveness of the American national experience history in the context of world history. Treatment of themes and subjects will be both comparative and "interactive" (i.e., showing how American events actually interrelate with events elsewhere).

Although the authors of these essays will not be bound by the usual periodization of the survey course, topics will be constructed and presented in a way that allows their smooth placement into the "traditional" syllabus of the survey course. The project will provide instructors with ways to bring new perspectives to the survey course, without necessitating an immediate and complete "make-over" of its structure. □

## OAH-AP Joint Advisory Board Members

**Gary W. Reichard**, Chairman and Project Editor, California State University, Long Beach; **Joyce E. Chaplin**, Harvard University; **Ted M. Dickson**, Providence Day School, Charlotte, NC; **Michelle Forman**, Middlebury Union High School, Middlebury, VT; **Michael Grossberg**, Indiana University; **David Robert Huehner**, University of Wisconsin, Washington County; **Lee W. Formwalt**, Organization of American Historians; **Michael Johanek**, The College Board; **Susanna Robbins**, Organization of American Historians; and **Uma Venkateswaran**, Educational Testing Service.



# Robert Murray's Two Red Scares

Lee W. Formwalt

Nearly fifty-five years ago, with the ink still drying on his new Ph.D. degree in history from Ohio State University, Robert K. Murray landed a job as assistant professor of history at Pennsylvania State University and began revising his dissertation in an effort to get it published. He had written about the Red Scare of 1919 under the direction of twentieth-century historian Foster Rhea Dulles. A young professor with two kids and four preparations a day, Murray found it hard to revise and rewrite, but by 1952, he was finished and ready to find a publisher.



Robert Murray

While Senator Joe McCarthy was getting national attention with his charges of Communist infiltration of the federal government at the highest levels, Bob

Murray got the good news that Little Brown & Company would publish his book after he made certain revisions. Murray completed the revisions in 1953, but by that time, McCarthyism was at its height, and the publisher reneged stating that "under the circumstances, they thought that it wasn't wise for them to bring this book out."

McCarthyism, or the second Red Scare, not only delayed the publication of Murray's book, but it affected his life as a young assistant professor anxious to secure tenure at Penn State. Last month, I had a conversation with Murray in which he recollected that his dean and department head had called him in and said there were "people on the campus asking questions about you." Meanwhile his parents in Columbus, Ohio, told him "that there were people in the neighborhood asking questions about me and my background, what I had done."

In 1954, when McCarthy's hearings on the army were being televised, Murray received a letter indicating that although he was not a security risk, his "record would look a whole lot better if I also joined the American Legion." But Murray "was not a joiner" and he did not become a legionnaire. "I'll tell you, as a young man, I was really scared. I didn't like people running around asking about me, never knowing who they were, why they were doing it, what was going to happen." He knew colleagues who lost their jobs because they had attended a Communist Party meeting in the depths of the Depression in the 1930s. But Murray had never gone to such meetings and he had served as an intelligence officer with top security clearance in World War II. That record and the fact that he was an elder in the Presbyterian Church probably helped him keep his job at Penn State, despite the subject of his book.

Joe McCarthy's power quickly waned once the American public saw him in action in the Army-McCar-

thy hearings. At about that time Murray was encouraged to submit his manuscript to the University of Minnesota Press. Murray later learned that Hubert Humphrey played a role in getting the University of Minnesota Press to publish the book in 1955. By that time, the Senate had censured McCarthy and Murray's *Red Scare: A Study in National Hysteria, 1919-1920* was well received. In 1964, McGraw-Hill picked up the paperback rights and for several generations it has been the classic introduction and resource on the outbreak of nativist hysteria that characterized the short period between the end of World War I and the 1920s.

I asked Murray about his involvement in the Organization of American Historians, which he joined as a graduate student in 1947 when it was still the Mississippi Valley His-

## Will Your Retirement Fund Become History?

When you are gone, do you want the bulk of your retirement fund to go to the government?

Any balance left in a pension plan after an individual's death is considered "income in respect of a decedent," meaning that it is income that has not yet been taxed while the person was alive, so it will be taxed now. In fact, it will be taxed twice: first, under estate tax rates and, second, under income tax rates.

For example: A person dies leaving a balance of \$250,000 in a pension fund to heirs. There could be federal estate tax due up to \$112,500 (if the estate was in the 45 percent bracket) leaving \$137,500 subject to an income tax of up to 35 percent (or \$48,125), leaving only \$89,375 of the original \$250,000. This doesn't include state and local taxes.

But if you designated the balance of the fund to a charitable organization, 100 percent of the remainder would be contributed to the charity. No income tax, no estate tax, just your gift going to a cause you hold dear.

torical Association. In 1969 the office of OAH secretary-treasurer was split and the fourth and last secretary-treasurer, William Aeschbacher, became treasurer and the office of executive secretary (later, executive director) was created. When Aeschbacher planned to step down as treasurer, OAH President John Higham asked Murray to replace Aeschbacher. Murray agreed and began his term in 1976 under President Richard Leopold. Within two years he was serving under a very different president, Marxist historian Eugene Genovese. As treasurer, Murray felt compelled to talk with the new leader right away about finances:

"I told Gene that we can't spend left and right now, like it's running out of a faucet, and I said I want to keep the budget balanced, and he looked at me and he said, 'Did you ever know Joe Stalin to have an unbalanced budget?'"

The biggest challenge Murray faced during his eight years as OAH treasurer was keeping the budget balanced at a time when the board wanted to undertake many new activities. It wanted to do more publishing, "encourage more awards," expand precollegiate teacher participation, "and increase the size of the convention to take care of that. There was a lot of pressure to recruit minorities, particularly women." Dues were increased and "I suppose I can be proud that we kept a balanced budget and we increased the net worth of the organization through investments."

I asked Bob Murray what he might tell graduate students in American history today: "I'd

say if you desire to be a professional historian and engage your mind with other professional historians, and understand what the profession stands for, what our modus operandi is, what kinds of standards we choose to follow, you have simply got to join your professional organization."

As for his senior colleagues, he hoped that OAH members, "particularly those who have made a good living, particularly those who have written textbooks, who have written popular history, who have made money off their activities, I would think that they would particularly be interested in [providing] seed money to support the OAH in [its] many activities. It is money well spent." In addition to bequests to their universities and their churches, senior historians "ought to reserve something aside for the very profession that has nurtured them throughout their academic life, and I feel very strongly about that. I think that membership in the OAH and participation in the OAH is just as important to me as my academic associations and my university. They go hand in hand, and I would hope that many members, again, particularly those who have found this profession beneficial to them economically, would do so."

Former OAH Treasurer Bob Murray has backed up his words with action. He and his wife have left a very generous bequest to OAH in their will. Bob has retired to Tampa, Florida. His contribution to our understanding of the Red Scare of 1919 is immense. He got a real taste of the McCarthy Red Scare himself in the 1950s. And what about today? "The CIA, the FBI, and other agencies," noted Murray, "are markedly curtailing the normal civil liberties procedures which we have enjoyed as Americans, just as old [Attorney General A.] Mitchell [Palmer] did back in the 1919-1920 period with respect to suspected radicals in the United States. So I think we have to be careful, you know, and it's not as virulent yet as the McCarthy period, but Muslim clergymen, legitimate Muslim communities, have a real concern about when at any time, given a particular set of circumstances, this could become virulent." With such observation, is there any greater justification for the practice of our craft? □



## OAH Bequest Society

We would like to recognize and thank the founding members of the OAH Bequest Society. These generous individuals have made provisions in their estate plans for the organization. We are grateful for their support.

Anonymous  
Lee W. Formwalt  
Lawrence J. Friedman  
Robert K. Murray  
Robert L. Tree  
Eugene Zandona

If you would like to join the bequest society, or would like more information, please contact Leslie Leasure at <development@oah.org>.

## Designating a Charitable Bequest

A charitable bequest is the most common form of providing a nonprofit organization with a major gift to perpetuate your life interest into the future. A bequest is a provision in a last will and testament where a gift or property is transferred from an estate to a charitable organization. A bequest can also be made by simply adding a codicil to an existing will.

## Examples of Bequests\*

I hereby give, devise, and bequeath to the: Organization of American Historians:

### • a specific bequest:

the sum of \$ \_\_\_\_\_. Or: the property described as \_\_\_\_\_.

### • a residual bequest (assets remaining after all other specific bequests have been satisfied):

the rest, remainder, and residue of my estate. Or: \_\_\_\_\_% (or fractional interest) of the rest, remainder, and residue of my estate.

### • a contingent bequest (to take effect only if those named as primary beneficiaries predecease you):

If any or all of the above named beneficiaries do not survive me, then I hereby give the share that otherwise would be (his/hers/theirs) to the: Organization of American Historians.

\*Courtesy of The Fund Raising School



# Collaboration: The Essential Element in the Teaching American History Initiative

Joseph W. Brysiewicz

The idea came to me on a humid day, a sticky reminder that August in Chicago does not mean waning summer. With lunch, pen, paper, and a shiny fourth edition of *After the Fact: The Art of Historical Detection* by James West Davidson and Mark Hamilton Lytle carefully arranged on an outdoor café table, I furiously scribbled out a three-day lesson plan based upon the book's introduction, "The Mysterious Death of Silas Deane." (Silas Deane was a minor diplomatic figure in Revolutionary War-era America. The cause of his death, long thought to be suicide, was ultimately called into question by historian Julian Boyd when a fresh reading of the documents pointed to possible foul play) (1). As eating and planning became one, I cut and excised the snippets of primary source quotations from the book. After an hour, I excitedly packed up my first lesson plan for the approaching school year. This was the first time I clearly felt McRAH's effect on my teaching.

I had spent the earlier part of my summer defensive against the question of "You are doing McWhat?" I had signed on as a member of the second teacher cohort for a two-week institute based on the campus of Lake Forest College and at the Chicago Historical Society. It was funded by a U.S. Department of Education grant under the auspices of its Teaching American History initiative, inspired by United States Senator Robert C. Byrd of West Virginia in 2001. The program I attended is formally entitled A Model Collaboration: Rethinking American History—McRAH <<http://www.lfc.edu/mcrah>>. This institute represents a unique alliance. Its key elements: history educators from the Chicago Historical Society; professors of education and history from Northwestern University and Lake Forest College; and secondary school teachers from Waukegan Unit School District and other districts throughout Lake County, Illinois (the third largest county in the state). The goal is to span the chasm of how American history is taught to students before and during their undergraduate years and ultimately to improve student achievement and engagement in American history. Furthermore, McRAH plans to make these changes meaningful for teachers through a model of professional development centered on continued, authentic collaboration among the variety of educators involved in the program (for more on McRAH, see the February 2003 issue of the *OAH Newsletter* or visit <<http://www.oah.org/pubs/nl/2003feb/tah.html>>).

Not an aspiration for the faint of heart, the institute was centered on what I discern to be two overarching principles. First, students at all grade levels should be "doing history," as opposed to passively receiving the grand narrative of textbooks. Second, enabling middle and high school teachers to incorporate this first principle in their own classrooms requires more than a refresher in undergraduate American history content. Instead, educators need to reexamine how content and pedagogy can work in unison to bring students insight into the art of American history.

To this end, McRAH is guided by an effective amalgam of history professors, education professors, museum

professionals, and fellows (secondary teachers from Waukegan, IL who had been through McRAH's inaugural institute the previous year). The other teachers and I spent two weeks attending a wide variety of lectures and workshops meant to foster the notion of history as a process, or as something one does. One morning, I attended a lecture given by Northwestern University professor Carl Smith on the use of poetry and image in examining American industrialization. In the afternoon, I worked on using the vignette as a pedagogical tool in a session led by Lake Forest College professor Dawn Abt-Perkins. The following morning, Brian Jacks from Waukegan High School led a discussion among the teachers on the use of music in the history classroom.

The results of this configuration were rich; workshops in content were followed by sessions in pedagogy that both reaffirmed and complicated our understanding of the material and how to teach it. The fellows gave guidance and provoked all of us to use reflection as a means of achieving best practice.

True to the concept of "doing history," a crucial component of the McRAH institute was its "history project." At the opening of the institute, the small teams of secondary teachers were given the task of completing one traditional

unit of American history using the tools and concepts learned in the content and pedagogy sessions. My group, guided by Lake Forest College professor Catherine Weidner, tackled the Age of Exploration. This was the most personally challenging assignment of the workshop. Trying to collaborate with other educators while still mastering McRAH techniques was not always a smooth process, but the discomfort I felt was positive: a product of the excitement and frustration of working new tools and a new schema into my existing instructional experience. At the end of the institute, I felt recommitted to passing on my passion for history and felt equipped to help my students create their own.

Nevertheless, the problems plaguing American history education at the secondary school level are overwhelming. Five classes a day, three or more different courses, cocurricular responsibilities, and minimal preparation time during the school day—all conspire to make most educators shy away from radical alteration of their practice. Each year—in newspaper articles, professional journals, and books—American history professors bemoan the undergraduate student's inexperience with primary documents and inability to think critically about history. Perhaps less chronicled, though no less important, are the countless teachers who feel their difficult role in American history education is encumbered by the non-instructional demands of the school environment and marginalized by professors who feel they must "disabuse [their] charges" of secondary school history instruction (to borrow the words of James Loewen).

I posit here that the most significant contribution of McRAH to the challenges facing American history education lie within the smallest letter of the institute's acronym. The collaboration of professor and schoolteacher is

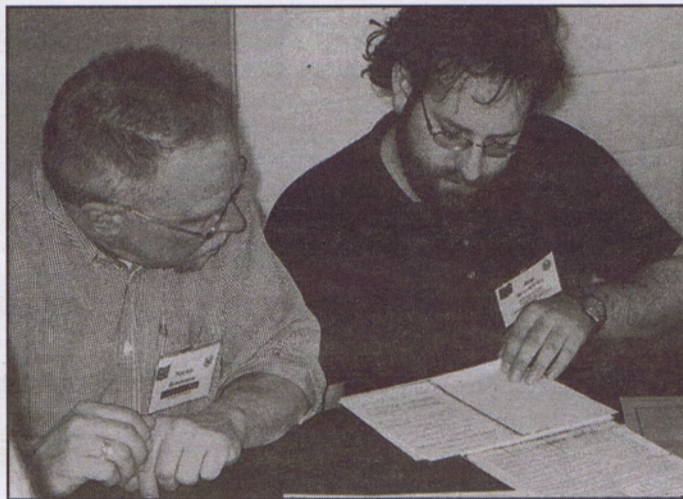
at the center of rethinking American history. For two weeks this summer, I watched as a wall between these two worlds was taken apart. Honorifics were put aside (Professor Ebner became Michael, Professor Binford became Henry), and a common community of interested educators began to dig at the problems of teaching American history. As I see it, this is the only way real change in American history education can occur. If professors want their students armed with the tools to "do history" they need to spend some time in the trenches, learning how best to bring the historian's craft to the highly regimented environment of high school. If teachers want to renew their sense of instructional purpose, they must fight to change school culture—away from passive students, textbook superficiality and content-coverage mentality—into the more messy world of primary documents and historical inquiry. This wall comes down faster if it is chipped at from both sides.

At Grayslake Community High School—with its supportive, progressive school culture—my Advanced Placement students have just finished struggling with the teasingly incomplete documentary record of Silas Deane's death, the lesson I constructed that hot August day. Some students were genuinely frustrated when I could not give them a clear ending to the controversy surrounding Deane. Afterward though, one student confided in me that this activity did not seem like history. I believe his words were "that was too undecided to be history." One brick at a time. □

## Endnote

1. James West Davidson and Mark Hamilton Lytle, *After the Fact: The Art of Historical Detection* (McGraw-Hill Companies, 1999).

Joseph W. Brysiewicz teaches history at Grayslake Community High School in Grayslake, Illinois, and is the author of *Lake Villa Township, Illinois* (Arcadia, 2001).



Steve Rosswurm (l), professor of history at Lake Forest College, and Joseph Brysiewicz during a McRAH session.

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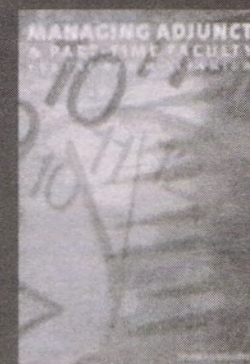
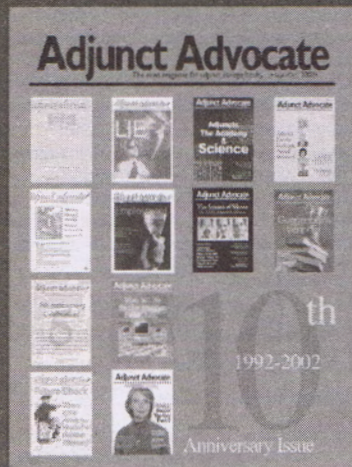
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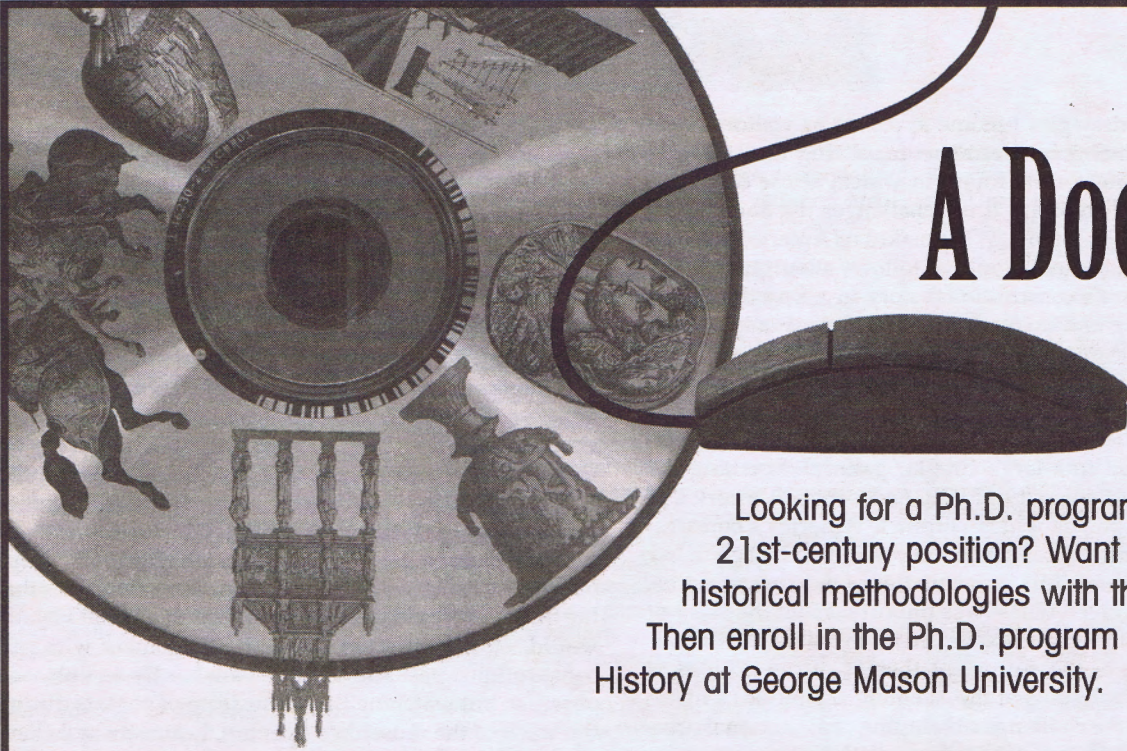
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## ▼ CENTER / From 1

most crucial idea: the vision of popular sovereignty contained in the phrase "We the People."

Not the least of the challenges we faced as we went about the task of creating exhibits consistent with this mission statement was that we had been warned by consultants, who had run focus groups with the middle-school-aged children who, with their parents, were to make up the "target audience" for the Center, that those young Americans most often reacted with instant revulsion to the very idea of being dragged by their teachers or parents to yet another "boring museum." We were also reminded that, however much Americans express reverence for the Constitution, they also display appalling ignorance about it. In a recent survey only six percent of adults were able to name the basic freedoms guaranteed by the First Amendment and more teenagers were able to name the Three Stooges than the three branches of the federal government.

Closely related to the challenge of "audience" was the tension between creating an experience for visitors that would, appropriately, celebrate America's constitutional experiment and inspire an appreciation for the blessings of liberty facilitated by it, while at the same time maintaining a critical stance toward the nation's constitutional past. And, even more closely related to the tensions between celebration and inspiration on the one hand and a self-critical approach to civics education on the other, there were political minefields on every side of nearly every important issue in our history. In spite of an often imperfect understanding of the Constitution, most Americans have strong opinions about what it means and how it should be interpreted.

The solution to these challenges proved easier than many of us had anticipated. Our advisory panel, in addition to its disciplinary and professional diversity, was composed to include a wide range of ideological perspectives among its members. To give just one example, the three Supreme Court Justices serving on the Board were Stephen Breyer, Sandra Day O'Connor, and Antonin Scalia. More importantly, all of the members were committed to designing exhibits that centered around human stories—of presidents and Supreme Court justices and of ordinary citizens—whether they be newly-enfranchised male voters flocking to the polls to vote for Andrew Jackson for president, workers fighting for the right to organize, Japanese-Americans interned in World War II detention centers, or those many Americans who at various points in the past were denied the basic rights of citizenship. We were committed to a strategy which as much as possible allowed the historical participants to tell their stories in their own words.

The strategy of "teaching the conflicts" is widely used in education today, and it is vital to the interpretive mission of the Constitution Center. A central theme running throughout all of the exhibits is how difficult it has been to create a "more perfect union." Promoting the welfare and protecting the rights of "We the People," the exhibits suggest, was a task that began but certainly did not end with the Founding Fathers. By allowing most of the exhibits to be shaped by the words of the participants in our constitutional drama, we were able not only to avoid the trap of preaching a particular line of constitutional argument, but also to avoid the temptation to talk down to any of the museum's varied audiences. In this respect we were fortunate to be designing the Constitution Center at a time when other museums were using new technologies that enable visitors to explore issues at varying levels of complexity depending on their interest and existing levels of knowledge. Indeed, the Constitution Center was designed at a time when the very mission of museums was changing, when museums were becoming civic forums for community conversation and debate, where exhibits—be they artifact-based or otherwise—are seen as vehicles not only for "education," but also for civic engagement and debate.

These strategies become apparent as visitors begin their experience in the museum, sitting in a steeply-banked theater in the round in which, at the center, an actor in contemporary dress challenges the audience to consider the question: "What makes us Americans?" The multi-media presentation that follows attempts to introduce America's constitutional story in a way that is not only moving and inspirational, but also equally powerful in suggesting some of the ways in which we have sometimes failed to live up to the promise of a government devoted to serving "We the People."

From that initial, collective experience museum visitors proceed to a large circular gallery, stretching the equivalent of two city blocks, and confront a series of large story panels which chronicle America's constitutional history, from 1765 to the present. (The beginning point for the exhibits was a matter of debate among us, but we all agreed that it was important that the story of the American Revolution be linked to that of the Constitution. One of the consistent themes of the exhibits is the notion that much of the dynamic of America's history has been the challenge of bringing constitutional principles and practices into harmony with a more expansive conception of the promise of the preamble of the Declaration of Independence.) The last section of this "chronology wall" gives way to a series of panels eliciting responses from visitors on present-day constitutional issues. The suggestion is that today's citizens, by adding their voices to the debate, will write the next chapters in the nation's constitutional history.

While the outer ring of the circular gallery invites the visitor to engage with America's history, the center ring is devoted to the basic workings of government, with interactive exhibits inviting visitors, for example, to sit at a replica of the Supreme Court bench, listen to arguments on an actual case, and render a decision. During my own initial tour of the museum, I was impressed by the ways in which these exhibits—which also allow visitors to cast votes for their favorite American presidents or to be videotaped, with a backdrop of the Capitol building behind them, taking the presidential oath of office—were spectacularly successful in engaging younger visitors. For better and for worse, the Constitution Center's large central gallery is not a quiet place; it is one in which there are multiple conversations—some of them animated ones—among visitors.

The task of initiating constitutional conversations has only begun. The center's Distinguished Scholars Advisory Panel will continue to advise museum officials on future programs that might occur in the auditorium and classroom spaces in the museum, as well as on partnerships with the media in creating programs featuring constitutional discussion and debate. And NCC, which already has created a website (<<http://www.constitutioncenter.org>>) to reach out beyond the physical space of the cen-

ter itself, has an ambitious plan to improve and expand that site. Finally, the Constitution Center is about to launch a visiting scholars program with flexible terms of appointment. The reinvigoration of the museum's exhibits and interpretation by fresh scholarship is essential to its continued vitality, and I believe that the visiting scholars program is every bit as important as the high-tech exhibit designs.

During the period in which many of us were engaged in conceiving the exhibits for the museum, NCC President Joe Torsella confided that he consistently worried about two things. The first, not surprising given the intensity of the culture wars, was that the museum would become a lightning rod for criticism from either the left or the right—either for creating exhibits that were excessively celebratory or for devoting too much attention to incidents of injustice in our constitutional past. The second was that the museum would evoke no response at all, that visitors would leave unaffected by their engagement with our constitutional past and present. I am hardly an unbiased observer, but watching the enthusiasm of visitors during the week of the museum's opening, I came away believing that Torsella has nothing to worry about on either count. I hope, however, that members of the OAH will visit the museum themselves and form their own judgments about the ways in which the Constitution Center might enhance the public understanding of our nation's constitutional past. The center, like the Constitution, is still very much a work in progress. □

*Richard R. Beeman is professor of history at the University of Pennsylvania, and is the visiting Harmsworth Professor of American History at The Queen's College at Oxford this academic year. Beeman served as cochair of the Distinguished Scholars Advisory Panel at the National Constitution Center.*

### The Culture and Politics of the Built Environment in North America

The Charles Warren Center invites applications for its 2004-5 fellowships from scholars whose work focuses on "The Culture and Politics of the Built Environment in North America." We encourage applications from those studying the evolution of buildings, landscapes, and urban forms in any era from the colonial period into the twenty-first century. We are particularly interested in investigations that connect the built environment with American attitudes and actions toward public and private life, cities and open space, government provision and private markets, and modernism and "national heritage." Although the primary focus will be on North American history, we welcome comparative, international, and interdisciplinary perspectives. We hope fellows will share a concern with the methodological and theoretical issues involved in studying the built environment.

Fellows will participate in a biweekly seminar, coordinated by Elizabeth Cohen (Department of History) and Margaret Crawford (Graduate School of Design). In addition to discussing the work of invited speakers, fellows will be expected to present their own work over the course of the year. Applicants must not be degree candidates at any institution and should have a Ph.D. or equivalent degree. Fellows are members of the University, with access to the Harvard libraries and other facilities, and they receive a private office with telephone in the Center. Fellows must remain in residence at the Center for at least the nine-month academic year (four months for one-term Fellows). Stipends are individually determined in accordance with the needs of each fellow and the Center's ability to meet them. Completed applications are due in the Center by **January 15, 2004**; decisions will be announced in early March.

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As featured in the August issue of this publication, the National Trust for Historic Preservation recently designated Minute Man National Historical Park and its environs as **one of America's 11 Most Endangered Historic Places**, because of the threatened growth of the adjacent Hanscom Field civilian airport.

More than 1,000 sites on the National Register of Historic Places – including **the Old North Bridge, the historic Battle Road, Walden Woods and Pond, Hawthorne's Wayside, Emerson's Old Manse, and Alcott's Orchard House** – are located within three miles of this airport. The state authority that runs Hanscom has steadily promoted its growth in recent years, introducing commercial passenger airline service and encouraging increased corporate jet operations, which have in fact tripled since 1995.

**Now FedEx wants to come to Hanscom Field civilian airport.** This is precisely the kind of development that the National Trust has warned against. It would mean huge, noisy cargo jets flying low over Walden and Minute Man Park, and 18-wheeler freight trucks – a total of 28 trips to service each flight – rumbling through the heart of the Park on the Battle Road.

**This desecration of the birthplace of America must not be allowed to happen!** Public outcry saved Manassas from Disney – now we must do the same for Minute Man National Historical Park.

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*Information needed for letter-writing or a research project on this issue can be found on the following websites:*

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- ShhAir (Safeguarding the Historic Hanscom Area's Irreplaceable Resources), [www.shhair.org](http://www.shhair.org)
- Minute Man National Historical Park, [www.nps.gov/mima/](http://www.nps.gov/mima/)
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# Managing Turbulent Times

Debra Brookhart

The Organization of American Historians began in 1907 as the Mississippi Valley Historical Association (MVHA) to serve those interested in the history of the region. Elected Secretary-Treasurer of the new association, Clarence S. Paine worked tirelessly to ensure its success. The association was initially open to only those individuals who were recommended to membership. Its first constitution, drafted in the minutes of October 17-18, 1907, stated that active membership would be limited to those who were officers or heads of departments of local or state historical societies. The attendees of the following meeting in December elected to amend the constitution to state that anyone interested in the study of Mississippi Valley history could become a member upon payment of dues. By 1916, the association had only a few hundred members but slowly gained a larger and more diverse membership.

On June 14, 1926, Paine's death left the association in a state of difficult transition. There were association bills to pay, dues to collect, printed proceedings of the annual meeting to ship, and the daily operations of the office to attend to. Clarence's wife, Clara, immediately began to fill in as business manager. Her familiarity with the association and the way her husband ran its affairs allowed her step in and see the MVHA through its first major disaster. Responsibilities of the Secretary-Treasurer included treasury reports, payment of bills, correspondence with the editor of the *Proceedings of the Mississippi Valley Historical Association*—and later the *Mississippi Valley Historical Review*—daily correspondence for the association, membership contacts, and constant communication with the president of the MVHA on the affairs of the association. Through an immediate resolution, the executive committee asked A. O. Thomas to act as Secretary-Treasurer of the MVHA with Clara Paine as his clerk. In December 1916 the executive committee elected Paine as the acting Secretary-Treasurer and business manager of the association for a salary of \$10 a week. It was an office that she held for the next thirty-six years.

Although very little evidence is available about Clara Paine's personal life, what is clear from the existing sources is her passion for history, literature, and genealogical research—topics that arise frequently in her correspondence with MVHA presidents, board members, and general membership. She was tenacious and fought for what she believed best for the association and worked tirelessly for its success. She also helped to involve women in the association at a time when the historical profession employed few women. During Paine's tenure with the association, women's membership on committees began to in-

crease and, in 1930, Louise P. Kellogg became its first female president.

Correspondence also suggests that some members believed that Paine took over the affairs of the MVHA so quickly after her husband's death for personal gain without any real understanding of the organization and its purposes. In a letter she wrote on April 21, 1917 to Frederick Paxson, then president of the association, she defended her position:

During the first years of the Association I did all the clerical work and always continued to relieve my husband of everything I could. You may wonder why I did not explain this to you before. My reason was that I did not want you to think my interest in the Association was only a mercenary one. While I need to avail myself of every opportunity to provide a living for my children, my interest in this Association is a very vital one. It is the monument that Mr. Paine has left and I would have done everything that I have done the past year had there not been any remuneration.

Paine wrote the letter in reaction to a disagreement with Paxson over the payment of a clerk. Paine's income, however, does not appear to have come solely from the association. She served as a librarian at the Nebraska Historical Society for a number of years and in 1924 Paine experienced defeat in a bid for a seat in the Nebraska Senate.

Clara Paine served the MVHA through both world wars and the Great Depression. She saw membership of the association grow from a few hundred in 1917 to around 3,000 in 1952 and the operating funds increase from a few dollars—just above breaking even—to over \$25,000. In 1952, she became ill and passed the daily operations of the MVHA to her son with the hope that she would recover enough to go back to work. The executive committee received Clara Paine's letter of resignation at the December 28, 1952 meeting. Her son, Clarence S. Paine II, became the acting Secretary-Treasurer until James Olson's election to the office in 1953. A dozen years after Clara Paine left office, the Mississippi Valley Historical Association became the Organization of American Historians, a signal of its increasing influence nationwide (and a change that Paine herself passionately opposed). Because of the dedication and solid foundation laid by Clara S. Paine and other early leaders, the Mississippi Valley Historical Association endured some of its most difficult trials and evolved into one of the most influential historical organizations in the United States. □

Debra Brookhart is an Archives Specialist at the Indiana University-Purdue University Library in Indianapolis. All information for this article comes from Mss 27, *The Organization of American Historians Records, 1906-2003*, IUPUI University Library Special Collections and Archives.



## The Urban History Association

### Call for Papers

University of Wisconsin - Milwaukee, School of Continuing Education  
Milwaukee, Wisconsin • October 7 - 10, 2004

The Urban History Association invites submission of individual papers and panels for the Second Biennial Urban History Conference at the University of Wisconsin - Milwaukee, School of Continuing Education in Milwaukee, Wisconsin on October 7 - 10, 2004. The central goal of the conference is to explore urbanism and urban regions in all their complexity across time and space.

Session themes or subjects may include but are not limited to: society, demography, immigration, race, ethnicity, gender, class, culture, space, landscape, the natural and built environment, economy, technology, infrastructure, architecture, political economy, politics, policy, and planning.

Even though the conference deals with all urban topics, the committee is seeking to foster comparative, international, and interdisciplinary explorations of urbanization, urban life, or the dynamics of urban regions that enhance theoretical understandings. The committee particularly welcomes session proposals that have a comparative international framework or that place the study of urbanization in one country or a specific period within an international context or that have transnational implications. In addition the committee also seeks papers that explore the history of Milwaukee and its region in a comparative framework with a special focus on urban institutions and landscape, migration and immigration, industrialization and deindustrialization, Wisconsin's Progressive and reform past and its leadership in conservation, and the public presentation of urban history.

The committee invites proposals for full panels with three paper presenters or speakers and welcomes individual paper submissions. The committee especially welcomes paper submissions from recent Ph. D. recipients as well as Ph. D. candidates still writing their dissertations. The committee encourages queries and ideas for sessions from scholars who are interested in participating and will help them form panels or find an appropriate session for their papers.

Final submissions are due on March 1, 2004 and should be sent to  
Timothy R. Mahoney, Executive Secretary, The Urban History Association  
Department of History, 612 Oldfather Hall  
University of Nebraska-Lincoln • Lincoln, Nebraska 68588-0327 U.S.A.

To contact committee members consult the "Conference" section  
of the web site of the Urban History Association.

[www.unl.edu/uha/conf.html](http://www.unl.edu/uha/conf.html)

Check out OAH's weekly radio show  
<talkingshistory.oah.org>.

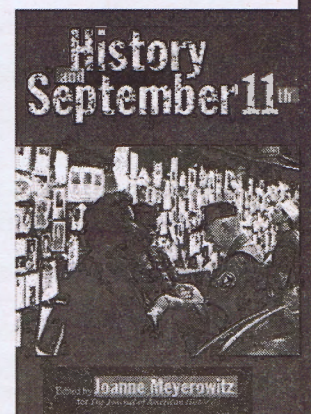
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# TALKING HISTORY

## History and September 11th

Edited by Joanne Meyerowitz for  
*The Journal of American History*

In this collection  
of essays and  
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## From the Archivist of the United States

## New Research Center Features Ease, Speed, Efficiency

John W. Carlin



Carlin

As you may be aware, the newly renovated Rotunda for the Charters of Freedom was reopened and the Declaration of Independence, Constitution, and Bill of Rights returned to public display on September 18. I am very happy that we are once again welcoming visitors at the National Archives Building in Washington, D.C.

Of course, while the Charters of Freedom are the most famous documents we care for at the National Archives and Records Administration (NARA), the millions of other records we hold tell the stories of our people, our government, and our nation throughout its history.

For the last year, through the Our Documents project, students, teachers, and people from all walks of life all across the country have been reading and learning about how one-hundred milestone documents have influenced the history of the United States and the society in which we live. All but four of these milestone documents are records held by NARA.

We are now in the second phase of this project—The People's Vote. This exciting program gives Americans of all ages and educational backgrounds the opportunity to

cast their vote for the ten documents they think have had the biggest impact on our country. We are very pleased to have *U.S. News and World Report* and National History Day as our partners for The People's Vote. You can cast your vote online at <http://www.usnews.com/vote> or in person at NARA facilities across the country.

I am also pleased to tell you that researchers will find their search for information and access to records easier, speedier, and more efficient as a result of the renovation of the National Archives Building. The new addition to our research complex officially opened on October 27 with the aim of improving "ready access to essential evidence," for the thousands of researchers that come to the NARA each year to search for information on U.S. history, the actions of government officials, or their own family history.

The Central Research Room will remain in its current location on the National Archives building's second floor, and researchers will continue to examine textual records in that room, except for military service records, pension files, and bounty land warrants. "Veteran" researchers who already have research cards and want to view textual records can proceed directly to the Central Research Room. New researchers should make their first stop the

lobby area of the new center, just inside the Pennsylvania Avenue entrance.

The new center has more space, more microfilm, more finding aids, and enhanced staff assistance. Our goal is to provide an integrated approach to customer service and research. Along those lines, the renovated Research Center houses improved microfilm reading room space, dedicated space for pension and military service records research, improved library services, and areas set aside for research consultation.

The Genealogy Consultation and Microfilm Research rooms are the major components of the center. In these rooms, archivists and archives specialists assist researchers with genealogical research, issue research cards, and make microfilmed and microfiche indexes and records available.

Before researchers ever enter the Microfilm Research Room, NARA staff will assist them in developing research strategies and locating relevant microfilm publications. In this way, microfilm researchers can concentrate on their work without being disturbed by research consultations.

Also in the Genealogy Consultation Room, researchers will have access to computers to consult online finding aids. These include staff-prepared "search paths" on topics relating to military service, the African American experience, enumeration of American Indians, the careers of Federal employees, and other subjects.

The Microfilm Research Room now houses many more microfilm publications. New microfilm reader sta-



Archivist John W. Carlin, President George W. Bush, and First Lady Laura Bush at the Charters of Freedom Encasements during the National Archives Rotunda Rededication Ceremony

tions are more comfortable, afford more privacy, and offer more flat space on which to take notes. All microfilm readers are equipped with electrical power to facilitate laptop computer use. In addition, there are almost twice as many microfilm printers, to eliminate a long-time bottleneck for researchers.

Thousands of rolls of new microfilm publications will be added over the next several years. The ongoing project to microfilm the records of the Freedman's Bureau will yield several hundred rolls of microfilm documenting the African American experience during Reconstruction, and there also will be new microfilm publications that document military service.

Another new feature of the Research Center will be the Military Service Research Room, where researchers can examine compiled military service records for volunteer soldiers, pension files, and bounty land warrant files. This room is scheduled to open later this fall.

The role of the Archival Library Information Center (ALIC) in the research process has been increased, and the number of volumes available to researchers has expanded markedly. A large part of the ALIC's holdings have been in alcoves in the stacks, but now virtually all of ALIC's holdings will be in open shelving, making them readily available to researchers. This greater accessibility will be especially helpful for researchers working with the Official Register of the United States, the American State Papers, and other government publications.

The Research Center now has five times as many computer terminals as have previously been available. Positioned in the new Genealogy Consultation Room, the Finding Aids Room, and the Library, these computers provide researchers with access to NARA databases, such as the Archival Research Catalog, ALIC's catalog, and Access to Archival Databases. They also permit researchers to use finding aids to NARA records available on CD-ROM and will provide access to the Internet.

I invite you to visit the National Archives to see our improvements for yourself, whether you view the new exhibit in the Rotunda, take advantage of the resources in the new Research Center, or visit us online at <http://www.archives.gov>. □

## Travel Fellowships for the 2004 OAH Annual Meeting

The Organization of American Historians is pleased to announce Gilder Lehrman/OAH Travel Fellowships, of \$200 each, to help defray travel-related expenses of precollegiate history teachers attending the 2004 OAH Annual Meeting in Boston, Massachusetts, March 25 – 28. All precollegiate history teachers are eligible for consideration, though preference will be given to first-time attendees.

In the fellowship program's first year, thanks to support from the Gilder Lehrman Institute of American History, the OAH was able to offer awards to fifty teachers attending the 2003 annual meeting in Memphis, Tennessee.



Look for the online application on the OAH web site:  
[www.oah.org](http://www.oah.org)

**Deadline** for Application submission is **January 15, 2004.**



## Capitol Commentary

### A Cornucopia of "Traditional" American History Initiatives

In this edition we focus on the status of a number of legislative initiatives designed to strengthen the teaching of American history at the elementary, secondary, and post-secondary levels—the "Graduate Opportunities in Higher Education Act of 2003," the National Endowment for the Humanities "We the People" initiative, the "American History and Civics Education Act," and the "Higher Education for Freedom Act of 2003."

While Senator Robert C. Byrd's (D-WV) "Teaching American History" grant initiative is well entrenched, is competently administered by the Department of Education (ED), and continues to bring over \$100 million a year to elementary and secondary school districts across the nation, in recent months, other well-meaning members of Congress have introduced other bills, also designed to strengthen the teaching of American history. Some efforts such as the National Endowment for the Humanities \$25 million "We the People" initiative and the forthcoming \$10 million amendment to Title VII of the Higher Education Act may well put an infusion of much needed funds to the teaching of history nationwide and to postsecondary history education in particular. Other bills, however, such as Senator Alexander's "American History and Civics Education Act of 2003" appear to be of marginal value.

### The "Graduate Opportunities in Higher Education Act"

Legislation is in preparation that appropriates \$10 million for a new program supporting history education in colleges and universities. The funds will likely be forthcoming as a result of the current effort to amend Title VII of the Higher Education Act of 1965 by the House Education and the Workforce Committee.

The National Coalition for History has learned that language is slotted to be added to the "Graduate Opportunities in Higher Education Act of 2003" (H.R. 3076) that was introduced by Congressman Pete Hoekstra (R-MI). The language in the bill will establish academic programs including graduate and undergraduate courses, seminars, and lectures, support of research and development of teaching materials for faculty development, and academic programs that support the teaching of "traditional American history." The bill is noncontroversial, has bipartisan support, and is expected to be enacted this Congress.

### The "American History and Civics Education Act of 2003" and the NEH "We the People" Initiative

Senator Lamar Alexander's (R-TN) "American History and Civics Education Act of 2003" (S. 504), is a bill that establishes academies for elementary and secondary school teachers and students of American history and civics as well as a national clearinghouse of teachers (for more, see <<http://www.oah.org/pubs/nl/2003aug/craig.html>>). The bill continues to move forward but is on a collision course with the National Endowment for the Humanities' (NEH) \$25 million "We the People" (WTP) initiative.

Originally, Senator Alexander envisioned that his bill would be administered by the NEH though it would be separately funded—it was to follow a parallel and complementary track to the NEH WTP initiative. Now, however, Alexander's bill threatens to absorb much of the funding included in both the House and Senate FY-2004 Interior appropriations bills for the Endowment's WTP history initiative.

President Bush's FY-2004 budget request for the NEH included \$25 million in new monies for the WTP program. The House-passed version of the FY-2004 Interior department appropriation allocated \$15 million for WTP; the parallel Senate Appropriations bill also included \$15 million for teaching American history and civics but with somewhat ambiguous language calling for a distribution of funds between NEH's WTP program and the Alexander bill. While Alexander's bill passed the Senate, neither it nor the House companion legislation (HR 1078) introduced by Representative Roger Wicker (R-MS) has benefitted from a House hearing. Hill insiders report that Alexander shows little interest in seeing his bill modified or being subjected to a House hearing or to critical scrutiny by the professional history community. Most historians familiar with the bill's provisions embrace its broad objectives but consider aspects of the measure as flawed and problematic. At this writing Alexander's bill is stalled in the House Education and the Workforce Committee.

Freshman Senator Alexander introduced his measure in his maiden speech on the Senate floor in March 2003, and the Republican leadership in the Senate endorsed the bill, secured the bipartisan support of Senate colleagues, and rushed the proposal through a hearing that was hastily conducted by the Senate Committee on Health, Labor, Education, and Pensions (HELP) and chaired by Mr. Alexander. Although Historian David McCullough testified in support of the bill, no historical organizations were invited to testify, nor did Alexander's staff express any desire to meet with representatives of the professional historical community after the hearing.

The bill reached the floor of the Senate where that body authorized expenditures of up to \$25 million per year for fiscal years 2004 to 2005, including \$14 million per year to fund up to 12 locally-based academies for students, and \$7 million per year for up to 12 academies for teachers of American history and civics. It also sought to authorize \$4 million to establish a national alliance of teachers of American history and civics thus duplicating the mission of several existing history-based organizations, including the National Council for History Education.

When the bill reached the House, the National Humanities Alliance as well as history organizations and other traditional supporters of NEH had their first opportunity to formally voice concerns about the provisions of S. 504 and the precedent it would establish within the agency, including: (1) the specific and narrow descriptions of the "traditional" history to be taught; (2) the fact that the proposed teacher academies imperfectly duplicates aspects of Senator Byrd's "Teaching American History" grant program currently administered by the DOE; (3) the efficiency of funding summer academies for students, versus additional academies for teachers, which have a much greater multiplier effect in reaching students over several years; (4) the creation of a vaguely-defined private organization funded by taxpayers that would seem to duplicate existing organizations; and finally (5) that the legislation constitutes the first authorization (albeit partial) of the NEH in ten years and is a major public policy initiative that is being conducted without adequate hearings or other opportunity for public debate.

In addition to the flaws in the Alexander bill, of great concern to virtually the entire humanities community was the proposed funding scheme for Alexander's initiative. As presently crafted, Alexander's bill diverts NEH funds from a vital and important "We the People" program to a program of marginal significance.

Unlike the Alexander bill, the WTP program was more thoughtfully conceived. Early in his chairmanship at the National Endowment for the Humanities, Bruce

Cole, in consultation with history and humanities professionals from a diverse spectrum of the political landscape as well as high level Bush administration officials, developed the "We the People" program to be an initiative aimed at improving the teaching of American history to American students on all levels. The initiative was to work as a parallel program—one with a slightly different emphasis than the Department of Education's "Teaching American History" initiative championed by Senator Robert C. Byrd (D-WV)—and WTP required no separate funding. Byrd's program is targeted to improve the teaching of history at the local secondary school level while the NEH program would earmark funds for a more highly visible secondary school history program at the national level. Most importantly, WTP funding was to cut across all program areas within the NEH.

The WTP initiative found strong support within the humanities community as an expanded effort within NEH to strengthen American history and civics education. Historians and other scholars, teachers, state humanities council leaders, librarians, museums professionals, and others rallied to the support of the comprehensive approach of the Administration's "We the People" initiative, since it would fund projects to strengthen K-12 education, museum and preservation programs, academic research and scholarship, and state council outreach to the public. Humanities organizations considered that the broad approach envisioned in the WTP program was critical to achieving increased knowledge and awareness of American history and civics for students, teachers, parents and Americans at all levels of learning throughout the country.

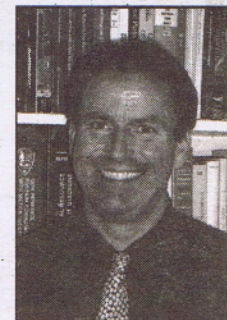
As soon as his bill passed the Senate, however, Hill insiders report that Senator Alexander changed the funding game plan. Although Alexander is said to have assured the NEH in March that he would not seek to divert WTP funding, once his bill cleared the Senate floor he began to press for a diversion of all or most of the WTP funds away from the WTP program to his initiative. Although S. 504 and H.R. 1078 each have impressive bipartisan support (47 cosponsors in the Senate and 220 cosponsors in the House) it is doubtful that members of Congress would have signed onto the bill had they known that the Senator's legislation was to be an alternative to the NEH WTP program.

At this writing (October 2003) a "discussion draft" of a revised Alexander bill is now circulating that would modify the Senate passed measure and solidify Alexander's funding scheme. The plan, apparently, is to pass the revised legislation in the House and then have the Senate agree to the House version in conference.

To counter this effort, recently the National Humanities Alliance, in collaboration with the American Association of Museums, the Association of American Universities, the Federation of State Humanities Councils, and the National Association of State Universities and Land-Grant Colleges, sent a letter urging interior conference negotiators on the FY-2004 Interior appropriations bill "to seek an outcome that accommodates the breadth and flexibility of the NEH 'We the People' initiative, while also addressing the important elements of the proposed Alexander/Wicker legislation." The letters have been sent to members of the Interior appropriations subcommittee members of both houses of Congress (the conferees on the FY-2004 bill) and other members of Congress including the authorizing committees.

**Bruce Craig**

*Director of the National Coalition for History*





## From the Executive Director

## Meeting the Demands of Our Members

Lee W. Formwalt

OAH is not only a learned society and professional organization, but it is also a membership association. I thought I would examine briefly what that means and how our membership has changed over the last decade. As we often remind each other here at Rain-tree House, we can never take our membership for granted. The prosperity of the organization depends on maintaining a viable membership which finds real value in belonging to the leading national association that promotes excellence in the practice, scholarship, and teaching of American history.

In our efforts to meet our members' needs, we take very seriously the feedback we get from individual historians who call or email us, talk to us personally at the annual meeting or elsewhere, or write comments on their renewal forms. Needless to say, with close to nine thousand members, we have heard concerns expressed all across the spectrum, so our challenge is to address those that affect many of our members and that are in line with our mission.

For example, we initiated the regional receptions on the opening night of our annual meeting, beginning in 2001, to address the concern of a number of younger members, graduate students, and those coming to the meeting for the first time that the bigness of the convention made it less than welcoming. First-timers referred to a feeling of isolation as they moved among thousands of historians without seeing a familiar face. So we created the regional receptions to provide a more downsized opportunity for historians to meet colleagues from their region right at the start of the convention. The receptions have been wildly successful—I guess we should have known intuitively that putting together historians and free beer, wine, and food would be a hit.

Another complaint that we hear is that the OAH annual meeting focuses too much on race, class, and gender and not enough on the more traditional fields of military, diplomatic, and economic history. This is a difficult one to deal with since the sessions selected for the annual meeting program reflect the diversity of the proposals submitted. The program committee does not privilege gender over military history—there are very few military history proposals submitted. So we have proactively solicited sessions in areas which have drawn few proposals. For example, when we were weak on military and early American history, we turned for help to the Society for Military History and the Omohundro Institute of Early American History and Culture. In selecting themes for future issues of the *OAH Magazine of History*, we recently decided to publish issues on military and diplomatic history and turned to military historians and the Society for Historians of American Foreign Relations for suggestions of guest editors.

We are the large umbrella organization for American historians; practitioners of more established fields as well as those on the post-postmodernist cutting edge of the discipline should feel at home in OAH. As with all families, we will have our squabbles—indeed this is what keeps our field so alive and exciting—but we hope that our respect for our colleagues and for the profession will keep us connected. And when American historians are attacked for "revisionism," all

of us should see this as an attack on the profession, on the very heart of what American historians have been trained for generations to do. When the executive board meets this month in Boston, we will be discussing this very issue—how do we respond to the growing number of charges in the media that American historians are too revisionist and are teaching their students to hate their country. I think we have to educate our fellow citizens about what historians actually do. Our goal is not to compile facts about the past—but to make sense of the facts, to interpret them, and give meaning to the past. We are not antiquarians, we are historians and in each generation we will continue our struggle to make sense of the past.

In the meantime, the health of our organization is one indication that, despite significant difficulties (like the corporatization of the university and the attendant increase in the excessive use of part-time faculty, to say nothing of the economic hits that many of our state institutions of higher education as well as state museum and historical societies are taking), OAH is flourishing. Membership figures are at their highest since 1994 (see graph). The fastest growing segment

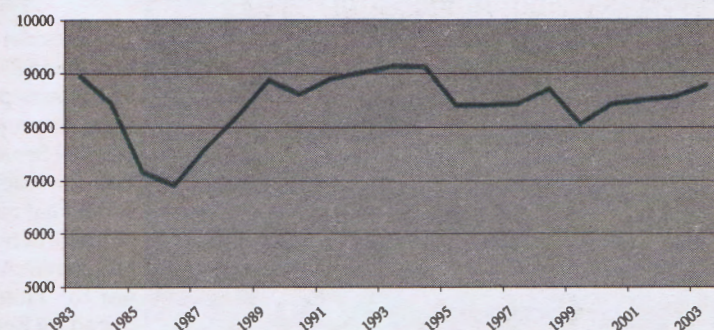
is our precollegiate teachers who now comprise 11 percent of the membership (see pie charts), up from only six percent ten years ago. This reflects the increasing amount of federal money, especially in the form of Teaching American History grants, being spent on improving the quality of precollegiate American history teaching. Once American history teachers recognize themselves as professional historians, they see the value of joining a professional organization like OAH.

The aging of the profession can be seen in the increase in the percentage of emeritus or retired members and the slight decrease in the

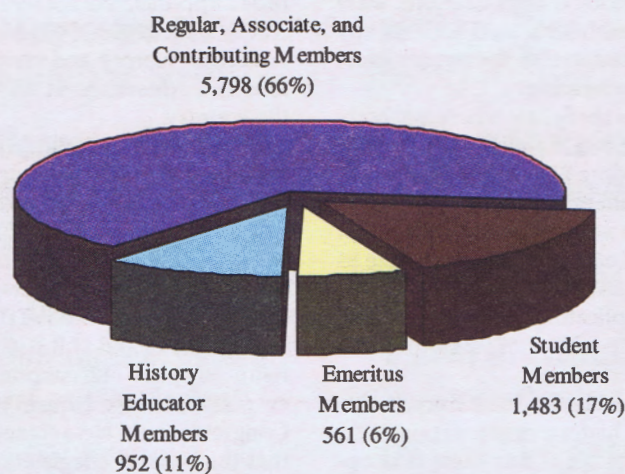
number of student members over the past decade. Another important change has been the steady decline in the number of lower income members and the increase in the number of higher income members. While on the positive side this generates more dues revenue, it is a cause for concern as the number of part-time and adjunct faculty grows. Despite the fact that we now have the highest number of part-time faculty members in a decade (523), we know that for many part-time professors, keeping body and soul together as they race from one campus to another is their major priority—not membership in OAH and other professional associations. (See page 17 for OAH's and AHA's most recent efforts to deal with this problem).

Another category of membership that has changed over the last ten years is that of the contributing member. Members in this category pay \$150 dues, a portion of which is a tax deductible contribution to OAH. This year we have 112 Contributing Members, about the same number we had ten years ago. But in between those years the number sank to a low of 23 in 1998. So why over 100 in 1993 and a rebound in 2003? I suspect this has to do with our efforts to build a culture of philanthropy in OAH. In 1993, we were winding up our first major fundraising ef-

OAH Individual Members, 1983-2003



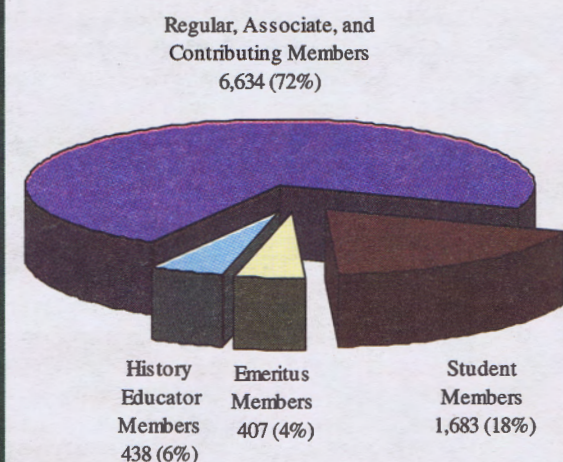
Categories of OAH Members, 2003



fort which resulted in the Fund for American History, an endowment that supports new initiatives in the field. As that campaign closed in the mid-1990s, members thought of OAH less in terms of an object of philanthropy and more as a membership organization to which one paid only one's dues. In the last year and a half, we have once again drawn members' attention to OAH's increased potential when the organization can rely on contributions as well as dues for its revenue. As members endorse this new culture of philanthropy, they are looking for ways to assist OAH and a contributing membership is one of those ways. Increased annual giving is another indication that more OAH members than ever before see the value of an annual gift as well as their annual dues in helping the organization meet its goals outlined in the Strategic Plan recently adopted by the executive board.

While change has certainly characterized our membership over the last decade, there have also been important continuities. The 95 percent of the membership that reside in the U.S. still come from the different regions of the country in the same proportion as they did ten years ago—about a third live in the Northeast (including the Mid-Atlantic north of Virginia); about a fourth are from the Midwest, the original heartland that spawned the Mississippi Valley Historical Association; one-fifth call the South their home; and a sixth live in the West. Another important continuity has been the promotion of good, solid scholarship that is at the core of our organization and that is manifested quarterly in the *Journal of American History* and annually in our convention. As we prepare for the next convention in Boston in March and our second regional conference next summer in Atlanta, OAH has much to be proud of. But we also have much to do. □

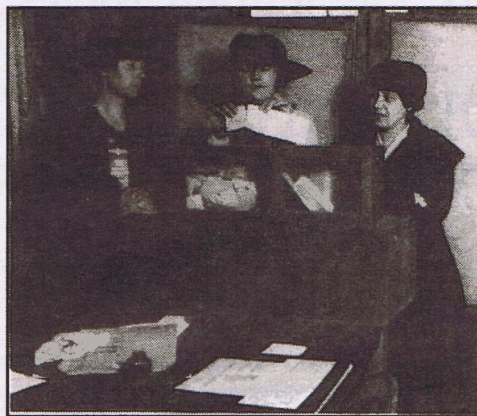
Categories of OAH Members, 1993





## ☒ Vote Today

2004 OAH Election



\*Calm about it. At Fifty-sixth and Lexington Avenue (New York City), women voters showed no ignorance or trepidation, but cast their ballots in a businesslike way that bespoke study of suffrage." (National Photo Company Collection, Library of Congress, LC-USZ62-75334 DLC, ca. 1917.)

The 2004 OAH Election is now underway. See page 27 for the guide to the candidates and vote online using your membership ID\* at:

<http://oah.org/members/vote>

**Please vote.**  
Your participation  
is vital.

\*Your OAH ID number is located above your name and address on the mailing panel of this issue.

The National Coalition for History, on behalf of its member organizations, also sent letters to the Education Committee calling for a Congressional hearing on the Alexander bill. In addition, letters were sent to House and Senate Appropriations Committee members urging conferees to appropriate the full \$25 million for the "We the People" program as originally requested by the administration, for a total FY-2004 budget of \$152 million.

### The "Higher Education for Freedom Act"

A final initiative that promises to impact the teaching of American history is Senator Judd Gregg's (R-NH) "Higher Education for Freedom Act" (S. 1515). On July 31, 2003, Senator Gregg (R-NH), who has long taken an interest in the teaching of American history, introduced his bill that seeks "to establish and strengthen post-secondary programs and courses in the subjects of traditional American history, free institutions, and Western civilization." Gregg's bill is the first Congressional measure in recent years designed to encourage the teaching of United States history and Western Civilization in American colleges and universities.

Senator Gregg introduced his bill in part because several recent studies suggest that most colleges and universities no longer require United States history or systematic study of Western civilization as a prerequisite to graduation, and he wanted to see that changed. The senator believes that "without a common civic memory . . . the people in the United States risk losing much of what it means to be an American, as well as the ability to fulfill the fundamental responsibilities of citizens in a democracy." His bill seeks to address this void.

Gregg's bill places emphasis on "content mastery" by making grants to academic and nonprofit institutions to promote and sustain postsecondary academic centers, institutions and programs targeted to undergraduates and graduates; to secondary school teachers in need of additional training; and to postsecondary faculty who wish to enhance subject matter expertise in what is characterized in the legislation as "traditional American history." The bill authorizes \$140 million for fiscal year 2004 and "such sums as may be necessary for each of the succeeding five fiscal years." The bill was referred to the Senate Committee on Health, Education, Labor, and Pensions for consideration. □

Bruce Craig is director of the National Coalition for History (NCH). He can be reached at: <[rbccraig@historycoalition.org](mailto:rbccraig@historycoalition.org)>. For the NCH, he edits the weekly electronic newsletter targeted to historians and archivists — the NCH Washington Update. A complete backfile of these reports is maintained by H-Net on the NCH's web page at <<http://www.h-net.msu.edu/~nch>>. To subscribe, send an e-mail message to [listserv@h-net.msu.edu](mailto:listserv@h-net.msu.edu) according to the following model: SUBSCRIBE H-NCH first name last name, institution.

### 2004 Hackman Research Residency Awards at the New York State Archives

DEADLINE: JANUARY 31, 2004

Generally ranging from \$100-\$4,500 for advanced research in New York history, government, or public policy. Applicants from a variety of backgrounds are encouraged to apply. Previous Residents have included academic and public historians, graduate students, independent researchers and writers, and teachers.

Further information: NYS ARCHIVES PARTNERSHIP TRUST, Cultural Education Center, Suite 9C49, Albany, NY 12230; 518-473-7091; [aptrust@mail.nysed.gov](mailto:aptrust@mail.nysed.gov); or [www.nysarchives.org](http://www.nysarchives.org).

Funded by The Gladys Krieble Delmas Foundation and other private contributions to the Archives Partnership Trust.

## DUKE UNIVERSITY

### Kimberly J. Jenkins Professor of New Technologies and Society

Duke University invites applications and nominations for the Kimberly J. Jenkins Professor of New Technologies and Society. The Jenkins Professorship is designed for a scholar who is a leading expert on the generation, diffusion, and/or social impact of new technologies, such as information technologies. Because information technologies are ubiquitous in virtually all areas of research and intellectual and social life, the Jenkins Professorship is open to senior professors in any field. The Jenkins Professor should enjoy making connections, provoking reflection, and inspiring innovation across the University, and will help to shape Duke's intellectual and pedagogical agenda.

Please send inquiries, nominations, and applications to Jenkins Professor Search Committee, Office of the Provost, 212 Allen Building, Box 90003, Duke University, Durham, NC 27708-0003 or, electronically, to [jennifer.phillips@duke.edu](mailto:jennifer.phillips@duke.edu). Applications should include a letter of application, a complete vita, and examples of recent work. Applications received by November 28, 2003, will be guaranteed full consideration. For further information, see: [www.duke.edu/web/jenkins/](http://www.duke.edu/web/jenkins/)

*Duke University is an Affirmative Action/Equal Opportunity employer. Applications by women and minority candidates are especially encouraged.*



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Available to individual OAH members only >>> **RSO**

## Recent Scholarship Online

Available as a service to OAH members, RSO is a searchable, cumulative database of history-related citations for articles drawn from over 1,000 journals and for books, dissertations, and CD-ROMs. The collection begins with the "Recent Scholarship" section of the June 2000 *Journal of American History*.

Search the content of the database by multiple criteria, including author, title, subject category, chronological category, language, year of publication, and document type. Create a bibliography that combines results of multiple searches into a single list, formatted according to *The Chicago Manual of Style*.

RSO is for individual members of the OAH only. You will be asked to log in with your OAH membership number before you will be granted access to RSO.

www.oah.org/rso

## Great Speakers, Fascinating Topics

## OAH DISTINGUISHED LECTURESHIP PROGRAM

The OAH Distinguished Lectureship Program can connect you with nearly 200 outstanding U.S. historians, perfect for campus-wide convocations, annual lecture series, Black History Month or Women's History Month observances, Phi Alpha Theta banquets, or conference keynote addresses.

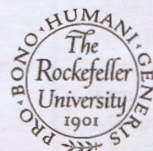
A complete listing of lecturers available during the 2003-2004 academic year can be viewed and searched by subject matter at:

[<oah.org/activities/lectureship>](http://oah.org/activities/lectureship)



E-mail [<lectures@oah.org>](mailto:lectures@oah.org) or call 812-855-9854 for more information.

## RESEARCH GRANTS AND RESIDENCIES at the Rockefeller Archive Center



Scholars are invited to the Rockefeller Archive Center, a division of The Rockefeller University, for research in the archives of the Rockefeller family, The Rockefeller University, the Rockefeller Foundation, and the Rockefeller Brothers Fund, and the records of other important non-Rockefeller philanthropies.

The Archive Center's collections provide unique insights into worldwide developments and important issues from the late 19<sup>th</sup> to the end of the 20<sup>th</sup> centuries. Outstanding strengths include the history of agriculture, the arts, African-American history, education, international relations and economic development, labor, medicine, philanthropy, politics, population, religion, science, the social sciences, social welfare, and women's history.

The Center currently operates five programs to promote and support research in its collections:

- General Grants-in-Aid (1-4 weeks of research)
- Targeted Grants-in-Aid for 2004 for research on New States after Colonialism (1-4 weeks of research)
- Grants-in-Aid to support research in the Paul Ehrlich Collection (1-4 weeks of research)
- Residencies in the History of Basic Medical Research (1-6 months)
- Scholars-in-Residence (1-9 months)

The Center's web site <http://www.rockefeller.edu/archive.ctr> provides detailed information on its collections, along with grant information and downloadable applications. Applications are due by November 30<sup>th</sup> each year and recipients will be announced at the end of the following March. Applicants are advised to contact an archivist prior to filling out grant applications. Address e-mail inquiries to [archive@mail.rockefeller.edu](mailto:archive@mail.rockefeller.edu)

*The Rockefeller Archive Center, 15 Dayton Avenue, Sleepy Hollow, NY 10591,  
is located 25 miles north of New York City and is accessible by car and Metro North train.*



## News for the Profession

### Fordham Institute Issues History Standards Report

The Thomas B. Fordham Institute, a private foundation that supports research, publications, and action projects in elementary and secondary education reform, has issued a new report, "Effective State Standards for U.S. History: A 2003 Report Card." The report, written by historian Sheldon M. Stern, includes a state-by-state analysis and evaluation of K-12 education standards in American history based on three criteria: comprehensive historical content, sequential development, and balance.

The report, like other studies recently issued from a variety of right-of-center "think-tanks," makes extensive use of anecdotal evidence in the text. However, a scoring criteria for evaluation was constructed with the assistance of a panel of scholar-advisors. Some critics question the logic and consistency of application of the scoring criteria. The report concludes that, in general, state history standards "are a parade of mediocrity"—that only six states earned "outstanding grades," while standards in the vast majority of states were either "weak" or "ineffective."

The report reemphasizes a finding that is nearly universally advocated by members of the historical profession regardless of their political leaning: that "jurisdictions that are seriously committed to raising student achievement in history should require . . . for new teachers . . . a bachelor's degree in history . . . and, for retention and promotion, a master's degree in history . . . Degrees in education should no longer be acceptable." □

—Bruce Craig

### Mapping the Use of Part-Time Faculty

OAH and AHA will be surveying more than 3,000 two- and four-year history departments around the country this month about how they are employing part-time and adjunct faculty. Letters will be sent to department chairs urging them to fill out a simple online questionnaire, and the results will be posted on OAH and AHA web sites. The Joint AHA/OAH Committee on Part-time and Adjunct Employment will share the information with accrediting organizations and publications that produce annual college and university rankings. Departments that meet the standards established by the AHA-OAH Joint Committee on Part-time and Adjunct Employment and adopted by the OAH Executive Board and AHA Council this year, will be commended.

After January 1, 2004, the OAH web site will list the departments that have responded, and their answers to the questionnaire. If your department is not listed, please urge your chair to complete the online questionnaire. □

### Oral History Excluded From IRB Review

The U.S. Office for Human Research Protection (OHRP), part of the Department of Health and Human Services (HHS), working in conjunction with the American Historical Association and the Oral History Association, has determined that oral history interviewing projects in general do not involve the type of research defined by HHS regulations and are therefore excluded from Institutional Review Board oversight.

At the October 2003 meeting of the Oral History Association in Bethesda, Maryland, George Pospisil of the OHRP's Division of Education and Development, explained the OHRP decision regarding the application of the "Common Rule" (45 CFR part 46), which sets regulations governing research involving human subjects. These federal regulations define research as "a systematic investigation, including research development, testing and evaluation, designed to develop or contribute to generalizable knowledge." The type of research encompassed by the regulations involves standard questionnaires with a large sample of individuals who often remain anonymous, not the open-ended interviews with identifiable individuals who give their interviews with "informed consent" that characterizes oral history. Only those oral history projects that conform to the regulatory definition of research will now need to submit their research protocols for IRB review.

To view the text of a policy statement that was developed by the Oral History

Association and the American Historical Association in consultation with the Office of Human Research Protection visit <[http://omega.dickinson.edu/organizations/oha/org\\_irb.html](http://omega.dickinson.edu/organizations/oha/org_irb.html)>. This policy applies to oral history that takes place within an institution that has filed a multiple project assurance with OHRP. As one of the seventeen federal agencies that have signed on to the Common Rule, the Department of Health and Human Services deals most directly with the type of clinical research that the federal regulations were originally intended to cover, and its concurrence with the policy statement should set the way for a uniform interpretation by other federal agencies. Oral historians should make this statement available to department chairs, directors of graduate study, deans, and other officers concerned with institutional compliance with federal regulations. □

### The People's Vote: One Hundred Documents That Shaped America

At a special ceremony on September 17, 2003, John W. Carlin, the Archivist of the United States, along with President George W. Bush, officially launched The People's Vote: 100 Documents That Shaped America, a national challenge to engage Americans in a lively and thoughtful debate about which documents in American history are the most influential—which changed the course of history, shaped the United States, and defined the nation.

The People's Vote, cosponsored by the National Archives, National History Day and *U.S. News & World Re-*

*port*, invites people of all ages and educational backgrounds to vote for ten documents from the list of one hundred milestone documents chosen by historians and the National Archives, or to write in their favorites.

The People's Vote is part of a larger project created by the National Archives and National History Day, in collaboration with USA Freedom Corps, titled *Our Documents: A National Initiative on American History, Civics and Service*. The purpose of this initiative is to provide programs like the People's Vote to engage Americans in a better understanding of the documents that shaped the United States. For more information on *Our Documents*, go to <<http://www.ourdocuments.gov>>.

By logging onto <<http://www.usnews.com/vote>> viewers can see the original one hundred milestone documents—ranging from the U.S. Constitution to the 1965 Voting Rights Act—and learn more about each of the one hundred documents identified by experts at the National Archives. After making their selections, they will be able to cast their ballot online. Voters who feel that the documents on the list do not meet their own criteria for the top ten selection, may write in their own choices. Voting kiosks will be placed at the National Archives, Presidential libraries and regional archives nationwide.

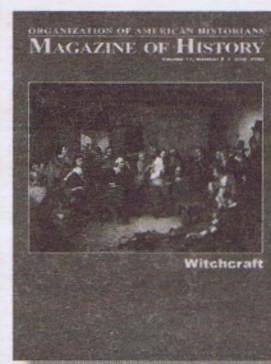
The Archivist of the United States will announce the results of The People's Vote and unveil the ten documents that received the most votes in a ceremony in the Rotunda for the Charters of Freedom on December 15, 2003—Bill of Rights Day. Cathy Gorn, Executive Director of National History Day, and Mortimer B. Zuckerman, Editor in Chief of *U.S. News & World Report*, will participate in the ceremony. □

### Meet the OAH Executive Office Staff

Staff members stand in front of Indiana University's Raintree House in Bloomington, Indiana, home of the OAH Executive Office since 1970. From left to right: John Dichtl, Deputy Director; Michael Regoli, Director of Publications; Amy Stark, Convention Manager; Susanna Robbins, Assistant Editor, *OAH Magazine of History*; Kara Hamm, Committee Coordinator; Renay Anderson, Assistant to the Membership Director; Ginger Foutz, Membership Director; Annette Windhorn, Marketing Director; Sheri Sherrill, Business Manager; Leslie Leasure, Development Manager; Terry Govan, Advertising Manager; Susan Ferentinos, Public History Manager; and Lee Formwalt, Executive Director. Absent are Kirsten Gilchrist, Public History and Membership Assistant; Jason Groth, Annual Meeting Assistant; Phillip Guerty, Assistant Editor, *OAH Newsletter*; and Allison Ward, OAH Receptionist. □



### OAH Magazine of History now available online



**Did you know** that, as a member of the Organization of American Historians, you have access to the *OAH Magazine of History* online?

Current and selected back issues are now available on the OAH web site. Be sure to take advantage of this valuable resource.

<[magazine.oah.org](http://magazine.oah.org)>



Made possible with generous support from THE GILDER LEHRMAN INSTITUTE OF AMERICAN HISTORY



## News of the Organization

### OAH and National Park Service Announce Fourth Jamestown Scholar

The Organization of American Historians and the National Park Service (NPS) are pleased to announce Mr. Carter Christian Hudgins, a M.Phil./Ph.D. candidate from the University of London, as the final Jamestown Scholar. Mr. Hudgins's dissertation topic, "English Metallurgy in the New World: The Origins and Functions of Copper Alloys at Jamestown," examines "how the presence of scrap copper at Jamestown is indicative of the interrelated entrepreneurial interests of England's copper industries and the contemporary ambitions and activities of those investing and settling in the New World." He seeks to "illustrate previously unidentified features of the settlement at Jamestown such as colonization motives, migration patterns, and factors surrounding the organization and development of the Virginia adventure."

The OAH-NPS Jamestown Scholarships provide support for Ph.D. candidates writing dissertations on Jamestown related topics. □

### Talking History Expands

*Talking History* has expanded once again, this time into the United States Virgin Islands. The OAH's public radio program can now be heard on WVGW throughout the islands. So now, even when you are on vacation, you can hear *Talking History*.

And don't forget to pick us up on the Voice of America when you are abroad. For several months, *Talking History* has been excerpted on the Voice of America and made available internationally. We are pleased to announce that the VOA has now begun to air the show in its entirety every week. Tell your colleagues abroad to tune us in.

This fall, the OAH executive office—with generous support from the Gilder Lehrman Institute of American History and WFIU-FM in Bloomington, Indiana—produced a new promotional *Talking History* flyer and sampler CD featuring a composite show as well as more than thirty minutes of interview excerpts. These materials were dispatched to more than one hundred OAH service committee members with the request that they make contact with their local public and community radio stations, asking that *Talking History* be aired in their areas.

If *Talking History* is not yet being aired in your area, please tell your local public radio station about us. Program Directors respond best to their listeners. If you would like to use the flyers or promotional CDs to bring the show to the attention of your local public or community radio station manager, please contact marketing director Annette Windhorn <marketing@oah.org>. □

—Bryan Le Beau, Host

The OAH gratefully acknowledges the donation of time and talent of the following OAH Distinguished Lecturers. These individuals gave lectures at the following institutions between July and September, 2003.

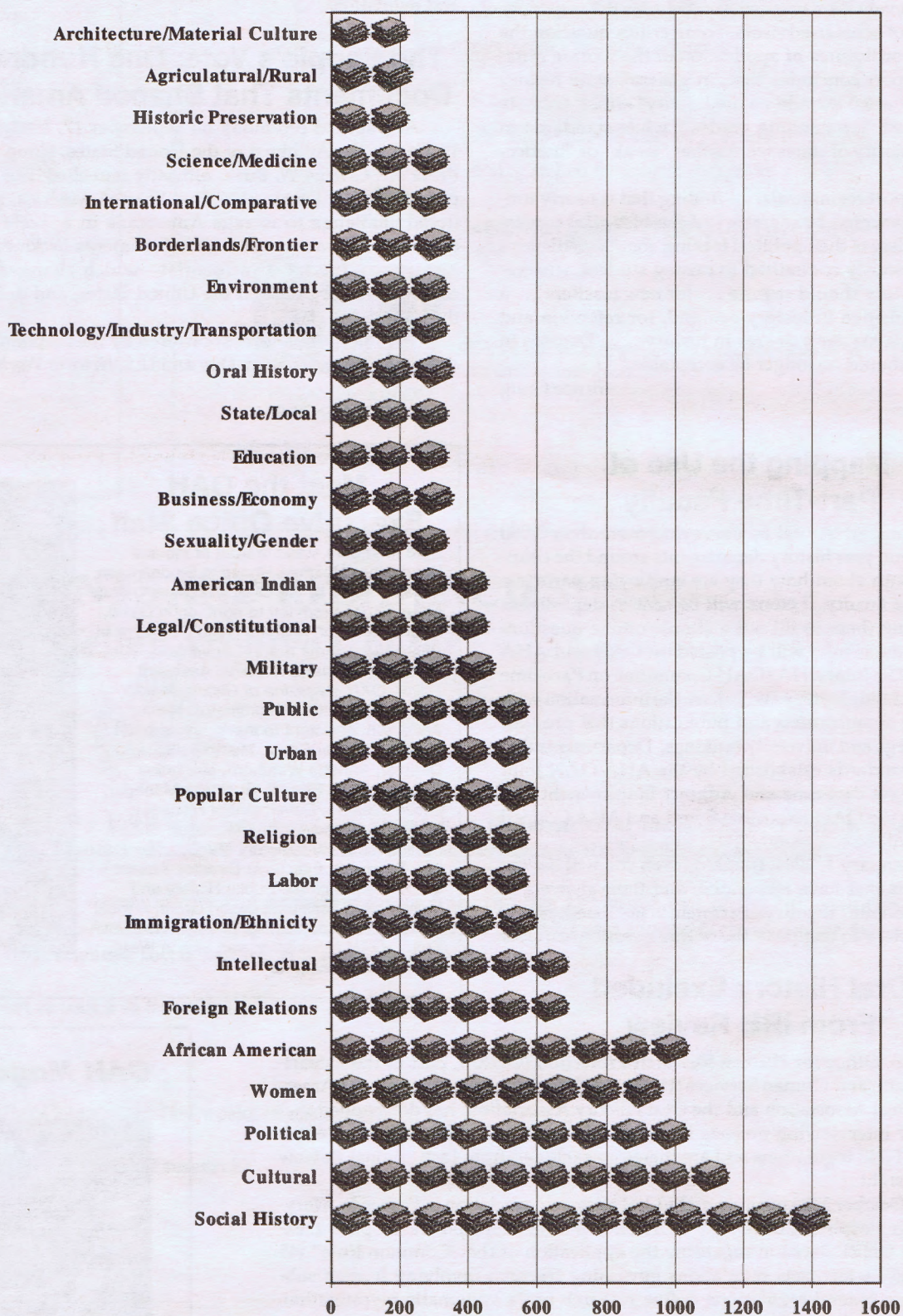
David W. Blight, Historical Society of Greenwich, Connecticut  
Albert Camarillo, Indiana University  
Edward Countryman, New-York Historical Society  
Steven M. Gillon, El Camino College  
David Goldfield, South Georgia History Project  
Jill Lepore, New-York Historical Society  
Peter S. Onuf, Jamestown, New York  
Public Schools  
George C. Rable, University of Tennessee  
Patricia Sullivan, University of Memphis  
Laurel Thatcher Ulrich, University of Nebraska at Omaha

### Social History Tops Members' Interests

Social history was selected most often by OAH members when completing the "scholarly areas of interest" section of their annual membership forms. When joining the OAH, or when renewing a membership, individuals are asked to circle up to five areas of scholarly interest from a list of fifty-one categories. As the graph below indicates, social history was selected 1,396 times, followed by cultural history (1,148), political history (1,033), women's history (970), and African American history (940).

The data is based on 8,861 profiles in the OAH membership database as of spring 2003. □

### Scholarly Interests of OAH Membership



Categories with less than 200 respondents include: Pre-Columbian (75); East (122); Asian-American (119); Demography (59); Family (162); Latino/Chicano (99); Mass Communication (145); Sports/Recreation (137); Theory/Methodology (134).

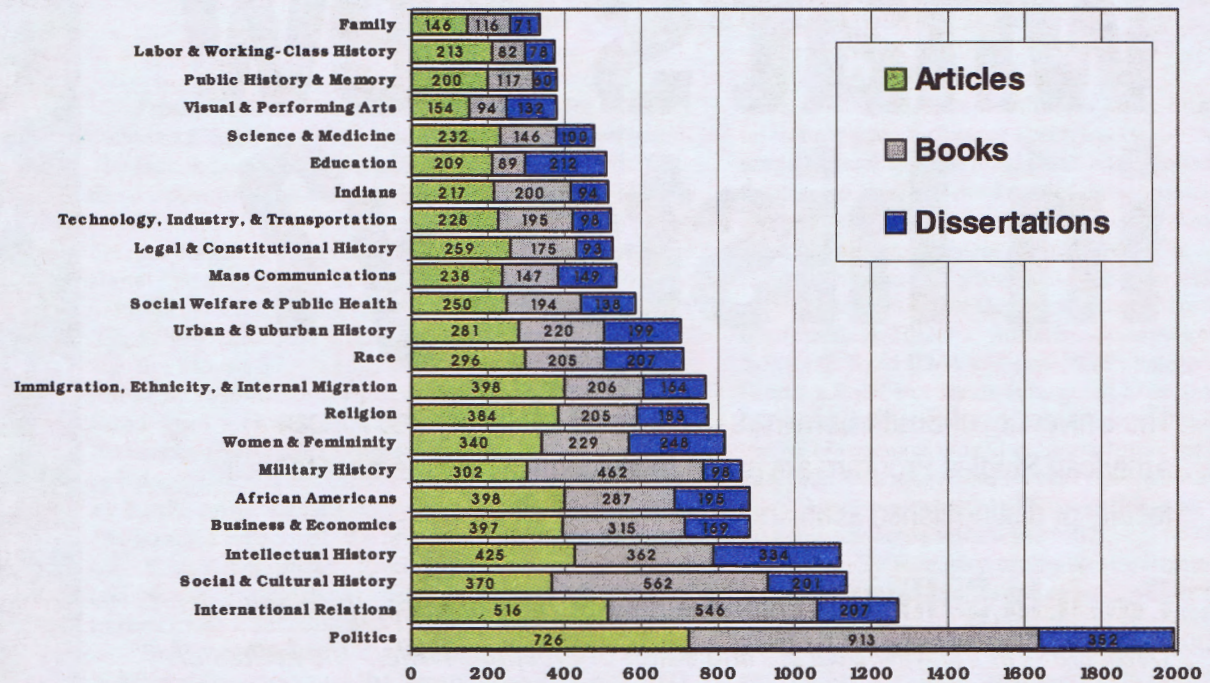


## Political History Ranks at the Top of Recent Scholarly Production

According to the *Journal of American History's* relatively new and tremendously useful Recent Scholarship Online (RSO) database, political history ranks at the top of recent scholarly production, accounting for 1,991 scholarly works (726 articles, 913 books, and 352 dissertations) listed in 2001 and 2002. International relations ranks second in overall numbers with 1,269 (516 articles, 546 books, and 207 dissertations), followed by intellectual history and military history. When looking solely at dissertations, politics still ranks first, but intellectual history (334) overtakes international relations (207). Military history (98) drops below several other categories, including race (207), women and femininity (248), religion (183) and urban and suburban history (199).

To create this graph, the RSO database was searched for articles, books, and dissertations published during the past two years in each of forty-three categories and entered into the database as of spring 2003. (To try any of these searches, OAH members can go to <http://www.oah.org/rs/>) These categories are topical, thematic, and chronological labels used by the *Journal's* staff to identify the hundreds of new publications in history each quarter in the print and online versions of the *Journal's* Recent Scholarship section. Each publication can be identified with up to four topical and three chronological categories. □

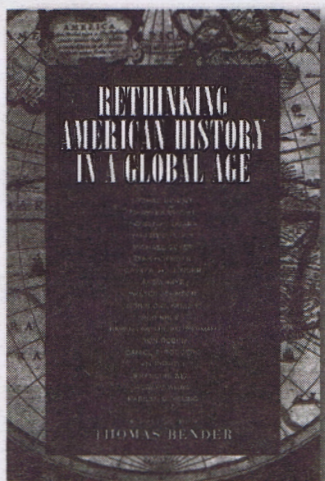
### Recent Scholarship, 2001-2001



Categories with totals less than 330 include: Theory & Methodology; Gender & Sexuality; Environment; Material Culture & Architecture; Sports & Recreation; Agricultural & Rural; Film; Music; Teaching, Surveys, & Textbooks; Men & Masculinity; Archives & Bibliography; Gay & Lesbian History; and Demography.

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The College Board welcomes college and high school faculty to attend the College Board Breakfast Panel at the Annual OAH Conference in Boston (March 25-27, 2004). Our keynote speaker is Pauline Meier from Massachusetts Institute of Technology.



# what's new in history?

The University of South Carolina's Department of History and African American Studies Program are proud to welcome a new member to their faculty of distinguished scholars.

**Patricia Sullivan** (Emory), author of *Days of Hope: Race and Democracy in the New Deal Era* and editor of *Freedom Writer: The Letters of Virginia Foster Durr*.

Others who have recently joined our faculty include:

**Dan T. Carter** (UNC Chapel Hill), Educational Foundation Professor of History; the American South.

**Bobby J. Donaldson** (Emory), African-American history and the American South.

**Kathryn A. Edwards** (UC Berkeley), early modern Europe, socio-cultural and intellectual history.

**Karl G. Gerth** (Harvard), modern China, consumer culture.

**Katherine C. Grier** (University of Delaware), museums and material culture, animals in 19th-century American households.

**Carol E. Harrison** (Oxford), modern Europe, France, gender, and religion.

**Wanda A. Hendricks** (Purdue), Women's Studies Program, African-American history and African-American women.

**Paul E. Johnson** (UCLA), 19th-century U.S. social and cultural history.

**Thomas M. Lekan** (University of Wisconsin-Madison), cultural history of modern Germany, environmental and urban history.

**Daniel C. Littlefield** (Johns Hopkins), Carolina Professor of History; American colonial history, plantation societies, African-American history.

**Valinda W. Littlefield** (University of Illinois), African-American history, education history.

**Page Putnam Miller** (University of Maryland), Distinguished Lecturer in Public History.

**Theodore Rosengarten** (Harvard), Distinguished Lecturer on the Holocaust.

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November 17, 2000

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# 2005 OAH Annual Meeting

## CALL FOR PAPERS

31 March – 3 April 2005 • San Francisco Hilton

### Telling America's Stories: Historians and their Publics

Historians work in a variety of ways and in a variety of places. The 2005 Organization of American Historians convention program will celebrate this diversity, while at the same time exploring its implications for the study of the American past.

The Program Committee seeks proposals that bring diverse methodologies to bear on large questions. We envision a conference that features a series of conversations among scholars working across fields as diverse as political, social, cultural, intellectual, economic, diplomatic, military, technological, and environmental history.

Similarly, the meeting will also bring together historians who work in different venues, representing the spectrum of the OAH membership, and underscoring the variety of ways in which historians reach/engage the public. The Program Committee seeks to involve historians whose work is disseminated in a wide variety of places including (but not limited to) classrooms, parks, print publications, the World Wide Web, government documents, film, television, radio, and exhibits in libraries and museums.

The OAH strategic plan calls for a greater variety of session formats at the annual meeting. The Program Committee thus welcomes proposals for innovative modes of presentation. These proposals might include panel discussions, innovative use of audio-visual materials, interrelated sequential sessions, presentations involving pre-circulated materials, shorter sessions, and presentations that do not involve the formal reading of papers.

In addition to proposals that explore the conference theme, we welcome submissions that explore other issues and themes in American history. We encourage proposals for entire sessions, but the Program Committee will accept proposals for individual papers and make every effort to place those papers on the program. Full panel proposals lacking commentators are welcome; the committee can recruit scholars who would be appropriate commentators.

By OAH policy, the Program Committee actively seeks to avoid gender-segregated sessions; the committee urges proposers to include members of both sexes whenever possible. Including scholars who are at different stages of their careers can often invigorate a session. We also urge proposers to consider including members of ethnic and racial minorities, independent scholars, public historians, American historians from outside the U.S., historians teaching at a different types of institutions, and graduate students.

Complete session proposals must include a chair, participants, and, if applicable, one or two commentators. All proposals must include five collated copies of the following information: (1) a cover sheet, including a complete mailing address, email, phone number, and affiliation for each participant; (2) an abstract of no more than 500 words for the session as a whole; (3) a prospectus of no more than 250 words for each paper or presentation; and (4) a single-page vita for each participant. Proposals sent with fewer than five collated copies will be returned. No e-mail or faxed proposals will be accepted.

ALL PROPOSALS MUST BE POSTMARKED NO LATER THAN 15 JANUARY 2004 AND SENT TO:

2005 Program Committee  
Organization of American Historians  
112 North Bryan Avenue  
Bloomington, IN 47408-4199

**PARTICIPATION IN CONSECUTIVE ANNUAL MEETINGS:** The Program Committee discourages participation as a paper presenter in consecutive annual meetings. The Program Committee will try to avoid placing a presenter from the 2004 Annual Meeting program as a presenter on the 2005 program. A person may serve as a chair or commentator in one year and a presenter in the other.

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

2005 PROGRAM COMMITTEE:  
Ann Fabian, Rutgers University  
James Grossman, The Newberry Library  
Maria E. Montoya, University of Michigan  
Mae M. Ngai, University of Chicago

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Albert Raboteau, Princeton University  
Martha A. Sandweiss, Amherst College  
Ronald Spector, George Washington University  
Gavin Wright, Stanford University

## Call for Papers

Focus on Teaching Sessions  
2005 OAH Annual Meeting  
San Francisco, California

The Committee on Teaching of the Organization of American Historians invites proposals for Focus on Teaching sessions at the 2005 OAH Annual Meeting in San Francisco, 31 March to 3 April. The committee prefers to receive proposals for complete sessions but will consider individual proposals as well. Sessions may deal with any pedagogical issue or technique relevant to teaching American history at any level, from K-12 through postsecondary (community college, college, and university) institutions. Of particular interest to the committee are session proposals centered around technology and instruction; National or State History Standards; and the main theme of the annual meeting, "Telling America's Stories: Historians and their Publics." Proposals exploring other issues and themes in American history are welcome. Focus on Teaching presentations often involve the audience as active participants. Proposals for poster sessions are welcome. In selecting proposals the committee normally discourages participation as a presenter in consecutive annual meetings.

All proposals for presentations/sessions must specify participants and include single-page vita, an abstract no more than 500 words in length, and a brief prospectus of each paper/presentation proposed. Please send five collated copies, postmarked no later than 15 January 2004, to: 2005 Focus on Teaching Proposal, Organization of American Historians, P.O. Box 5457, Bloomington IN 47408-5147. □

## 2004 Annual Meeting Chat Rooms

Each year we hear from members that they appreciate the many opportunities at the annual meeting for impromptu conversations, discussions of professional issues, and new contacts and plans. At this year's annual meeting, session rooms will be available to registrants who would like a place to host informal discussions or "chat rooms." We invite you to suggest a topic—some burning issue; new goal; interesting perspective; future project; ideas for future conferences, workshops, or symposia—for you and other colleagues to address. Samples of previous chat rooms include: *Reparations for Slavery*. An open and candid meeting for participants to bring concerns, questions, hopes, and fears about movement for reparations for slavery. *Historically Black Colleges and Universities and Historic Preservation*. A discussion about the role historians can play in assisting HBCUs with preservation efforts at these institutions. *Marking the Sixtieth Anniversary of FDR's Economic Bill of Rights Proposal*. A conversation about the continuing relevance of the Economic Bill of Rights concept and ways to mark the anniversary.

**Submission Procedures:** ① Proposers should email the OAH office with the topic of discussion. Proposers are the point persons who agree to be responsible for finding the room assigned, greeting the other discussants, and beginning the conversation. Chat room proposals should be no more than 150 words in length and should speak to the purpose and potential audience of the planned discussion. (Chat rooms are public and open to anyone who registers for the 2004 Annual Meeting.) ② Proposals that arrive and are accepted by 15 January 2004 will be posted on the OAH web site and listed in the *Onsite Program*. Rooms will be filled on a first-come, first-served basis. ③ Send proposals and inquiries to <chat@oah.org>. □



## In Memoriam

### Maurice G. Baxter

Maurice G. Baxter, emeritus professor of history at Indiana University, died on 18 October 2002 in Bloomington, Indiana at the age of eighty-two. Maurice Baxter was born September 22, 1920, in Augusta, Illinois, and grew up in the Mississippi River town of Quincy. He graduated from the University of Illinois in 1941 and received his M.A. in history in 1942. Upon completing the M.A., he joined the U.S. Navy and served four years as a line officer in the Pacific during World War II. He returned to Illinois following his discharge from military service and received the Ph.D. in 1948. His dissertation, a study of Illinois lawyer and politician Orville Browning, completed under the direction of James G. Randall, became the basis of his first book, *Orville H. Browning: Lincoln's Friend and Critic* (Indiana University Press, 1957).

Baxter joined the history department of Indiana University in 1948, where he taught courses in nineteenth-century U.S. history and U.S. constitutional history for forty-three years, until his retirement in 1991. In the course of his tenure at Indiana he served as department chair from 1977 to 1980. He loved teaching and he was dedicated to the education and well-being of undergraduate and graduate students.

His own research focused on the legal and political career of Daniel Webster. His book *Daniel Webster and the Supreme Court* (University of Massachusetts Press, 1966), which examined not only legal decisions but the background of cases and the arguments advanced in court, was the first comprehensive study of Webster's Supreme Court practice and his influence on constitutional law. He also wrote an in-depth study of *Gibbons v. Ogden, The Steamboat Monopoly* (Alfred Knopf, 1972). His major contribution to scholarship remains his full-scale biography of Webster, *One and Inseparable: Daniel Webster and the Union* (Belknap, 1984), which was the result of years of patient and thorough study of manuscript as well as printed archival and secondary sources. In the years after his retirement from teaching he pursued his interests in the ideas of Henry Clay, which resulted in publication of *Henry Clay and the American System* (University Press of Kentucky, 1995) and *Henry Clay the Lawyer* (University Press of Kentucky, 2000).

Maurice is survived by his wife, Cynthia, of Bloomington, Indiana, and his sons Kent, of Houston, and Hugh, of Boston, and their families. □

Kenneth Stevens

### Gordon Barlow Dodds

Gordon Barlow Dodds, professor emeritus of history at Portland State University (PSU), and life member of OAH, died on August 29, 2003 following a long illness. Born in Milwaukee, Wisconsin, on March 12, 1932, Gordon grew up in Pennsylvania, and became a foremost historian of the westward movement, the Pacific Northwest, and the state of Oregon. He received an A. B. in 1954 from Harvard University, an M. A. in 1955 from the University of Illinois, and a Ph.D. from the University of Wisconsin in 1958. His first job was in the Department of History at Knox College, Galesburg, Illinois, where he taught until departing for PSU in 1966.

A prolific scholar, Gordon was the author, coauthor, or editor of ten books including the *Salmon King of Oregon* (University of North Carolina Press, 1959), *A Pygmy Monopolist: The Life and Doings of R. D. Hume* (State Historical Society of Wisconsin, 1961), and *Oregon: A Bicentennial History* (Norton, 1977) at the appointment of the U. S. Bicentennial Commission. In this work, he set out his thesis that Oregon's deeply ambivalent political culture of progressivism at the margins and conservatism at the core was the mainspring of the state's historical development. *The College that would Not Die: The First Fifty Years of Portland State University* (Oregon Historical Society Press, 2000) became the university's official history. His text, *The American Northwest: A History of Oregon and Washington* (Forum Press, 1986),

remains a standard reference. His articles and reviews appeared in the *Journal of American History*, *Western Political Quarterly*, *Western Historical Quarterly*, *American Historical Review*, *Agricultural History*, *Pacific Northwest Quarterly*, *Oregon Historical Quarterly*, *Arizona Historical Review*, and *Forest History*.

Gordon served as the chair of the PSU history department, (1996-1999), as graduate coordinator in the department for sixteen years, and as the first coordinator of the department's public history Program. He sat on the Council of the Pacific Coast branch of American Historical Association, the board of editors of *Arizona and the West*, *Pacific Historical Review*, *Pacific Northwest Quarterly*, and *Western Historical Quarterly*, and the Oregon State University Press. He was founder and board member of the Friends of History (FOH), a history department support group, which raised a substantial endowment for a yearly free lecture by a renowned historian. Gordon enthusiastically led the fundraising. He supervised more than fifty M. A. candidates. The university and the community recognized his accomplishments and in 1979, PSU bestowed on him the first Branford P. Millar Award for Faculty Excellence. He also won the PSU Alumni Association Distinguished Faculty Service Award for 1997-1998.

The above does not hint at Gordon's overall impact on the profession, his university, and the community. "Open handed, open hearted," was a quaint phrase he often used to describe kindness, but it better characterized his own behavior toward a variety of people with whom he came into contact. He passed on paid speaking engagements, consulting opportunities, and extra classes to struggling adjuncts and pleaded their cases for retention to the dean when their contracts expired. While department chair, he subsidized Thursday afternoon gatherings at a campus hangout where the department's newest faculty could relax, discuss, and absorb subtle mentoring. An avid supporter of PSU athletics, he was rarely absent from football and men's and women's basketball games. Gregarious in a quiet way, he periodically organized lunches at his favorite haunts, inviting faculty, staff, and students. One of his closest friends affectionately labeled him "the social director." He spoke to community groups whenever requested.

On his retirement, the indefatigable Gordon was not through with PSU or its history department. He continued serving on the FOH board and started a Civil War roundtable and a history book club. He also was appointed university archivist, a job he attacked with zeal despite failing health.

In 1982, Gordon married Linda Brody. They traveled extensively, regularly served meals to the homeless, and gave their time at the Oregon Food Bank. Gordon and Linda were responsible for a wide variety of Oregon's nominations to the National Register of Historic Places, as well as the state register. Besides his wife, Gordon is survived by three children from his first marriage to Rosemary Johnson—Paul Dodds, Ruth Allen, and Jennifer Weisbrod—and step sons, Greg and Mark Brody and a brother, John.

Over his career, Gordon Dodds was synonymous with PSU and its history department and with the scholarship of Northwest history. It is incomprehensible that we are now forced to press on without his presence as colleague and friend. However, our task will be made easier by the warmth of his memory and his foundational work for the department and the university. □

Craig Wollner

Portland State University

### John Higham

John Higham, distinguished historian of American culture and ethnic relations, respected commentator on the discipline, and former president of the Organization of American Historians, passed away July 26 at his home in Baltimore. Eighty-two years old, Higham died a historian's death, expiring in his sleep on the night he completed a new essay on American ethnic history. Only

months before, the American Historical Association and the Immigration and Ethnic History Society had presented him with their Lifetime Achievement Awards.

Like other leading historians of his generation, Higham was deeply affected by events surrounding World War II. The inclusive, egalitarian nationalism of the New Deal and war years remained his touchstone through five decades of shifting concerns, while the postwar hysteria left him critical of American xenophobia. Born in Queens, New York, in 1920 into a Protestant family with Midwestern roots, Higham credited high school friendships with second generation Americans for inspiring his vision of a shared culture that prized ethnic variety. Drawn to the democratic socialism of Norman Thomas and Harold Laski while an undergraduate at Johns Hopkins, Higham opposed the anti-Communist furor that was building when he graduated in 1941. After serving from 1943 to 1945 in Italy with the Historical Division of the U.S. Army Air Force, he worked as an assistant at the *American Mercury* before moving to the University of Wisconsin, where he earned his doctorate under Merle Curti in 1949. By then Higham had settled upon his lifelong liberal nationalist beliefs, but he remained independent and distrustful of polarized ideologies. Standing above the fray, Higham sought to encompass American oppositions in larger unities. He became an "optimistic contrarian" who kept his faith in the egalitarian and cosmopolitan possibilities of American culture even as he criticized its excesses and acknowledged its conflicted legacy.

Beginning in 1948, Higham taught at UCLA, Rutgers, and Columbia University, then at the University of Michigan from 1961 to 1971 as Moses Coit Tyler Professor of History. In 1973 he moved permanently to Johns Hopkins as John Martin Vincent Professor of History. That year Higham was elected president of the OAH. These appointments were augmented by many prestigious fellowships and lectureships in the United States and abroad.

Higham was a committed generalist whose writings made landmark contributions to several fields of American history. Higham's signature gifts—his panoramic vision, precise distinctions, and elegant exposition—were displayed in two definitive books, several edited volumes, and more than thirty jewel-like essays. The latter were collected in three volumes, *Writing American History* (Indiana University Press, 1970), *Send These To Me* (Atheneum, 1975; Johns Hopkins University Press, 1984), and *Hanging Together* (Yale University Press, 2001).

Higham's classic, *Strangers in the Land* (Rutgers University Press, 1955), chronicled the struggle between what would later be called "ethnic" and "civic" nationalisms as immigration and nativism crested in the Gilded Age and early twentieth century. While clearly a response to the xenophobia of the McCarthy years, *Strangers* remains compelling after a half century because of its dramatic, morally engaged presentation of ideas and impulses that continue to bedevil Americans. After nativism, Higham shifted to studying ethnicity. As early as 1958 he began examining the ways ethnic groups interacted and how they related to the nation. His 1974 article, "Another American Dilemma" in *Send These to Me: Jews and Other Immigrants in Urban America*, which he updated in 1999, embodied Higham's fullest appreciation of the dynamic mixture of assimilation and ethnic persistence—"pluralistic integration"—that he believed constituted the nation's best ethnic tradition.

Intellectual and cultural history was a second arena in which Higham made vital interventions. *Strangers* attempted to reconcile "idealist" and "materialist" approaches to intellectual history, contrasting legacies left to Higham by Arthur O. Lovejoy at Hopkins and Merle Curti at Wisconsin. Higham's early essays on intellectual history charted the field's development and suggested new strategies that might comprehend all of American culture. His classic pieces on major turning points in the 1850s and 1890s modeled a synthetic cultural history that captured the "spirit of the age." When the upheavals of the late 1960s seemed to outmode such unitary cultural approaches, Higham took up



the challenge of the new social history. Through a conference that he and Paul Conkin organized to explore the institutional contexts of ideas, whose proceedings were published as *New Directions in American Intellectual History* (Johns Hopkins University Press, 1979), Higham helped to revive and redirect the field.

Devoted to the craft and conversation of historians, Higham monitored the swinging pendulum of historical discourse and acted as a damper against its extremes. In the late 1950s he gave the name to "consensus" history and criticized it for homogenizing American society and uncritically celebrating its past. In 1965 Higham published *History: Professional Scholarship in America* (Prentice-Hall, 1965), which remains the point of departure for understanding the development of the discipline's Americanist segment. That same year he marched in Selma with a small contingent of liberal historians. By the 1970s, however, Higham deplored the fragmentation and extreme anti-nationalist views that seemed to overtake American society and historiography. In response, his work in ethnic and cultural history changed course to emphasize the quiet connections that joined Americans together and the heritage of "universalist" ideals that he hoped would inspire them. Higham's edited volume, *Civil Rights and Social Wrongs* (Pennsylvania State University Press, 1997), traced the working of those ideals in American black-white relations. In "The Future of American History," published in the *Journal of American History* in 1994, Higham reasserted the case for a national history in dialogue with subnational groups and transnational patterns. Throughout these controversies Higham remained dispassionate, caring deeply about ideas and their consequences yet never personalizing disagreements.

A fourth Higham preoccupation, less a field than a method, was comparative history. Trained as an undergraduate in European history, Higham sought larger contexts and connections for U.S. history and framed several essays on American immigration and culture in comparative terms. A book-length project on ethnic relations in Hawaii, Fiji, and Mauritius begun in the 1970s was never completed, although preliminary research can be glimpsed in his edited collection, *Ethnic Leadership in America* (Johns Hopkins University Press, 1978). Higham used invited lectures in Australia, Asia, and Europe, especially a year at the École des Hautes Études en Sciences Sociales in Paris (1981-1982), as occasions for comparative forays, and he encouraged transnational approaches among younger scholars.

After he retired to emeritus status in 1989 Higham addressed trends in all four fields in thoughtful essays on their latest manifestations: multiculturalism, the social history of intellectuals, the problem of historical synthesis, and the internationalization of U.S. history. He also remained active as a commentator at conferences and reviewer of books, roles he played with characteristic balance and penetration. Revising his own essays and books, he eagerly adjusted his insights to new findings but kept faithful to his lifelong liberal nationalist convictions.

Tall and lean, speaking very deliberately in a resounding bass, Higham was an imposing intellectual presence. As a lecturer he exuded authority and inspired awe, but he preferred small seminars where he and students could examine readings on a more equal footing. Serious about ideas, he held himself and others to high standards but treated fellow inquirers after truth, from students to senior colleagues, with equal respect. Higham was a conscientious and generous mentor to his graduate students and an encouraging coach to other fledgling scholars. He supervised over two dozen dissertations in areas ranging from intellectual history and popular culture to ethnic, labor, and women's history. His devotion to the common enterprise of history opened him to a wide circle of friends and correspondents, with whom he continued to exchange work in progress until his final days.

Higham is survived by his wife of fifty-five years, Eileen Moss, a clinical psychologist, as well as four children and seven grandchildren. His working papers are being housed at Johns Hopkins, and plans are underway to establish a national travel grant for graduate students in his name. Within the historical community his loss will be deeply felt by many colleagues, friends and admirers. □

Carl J. Guarneri

Saint Mary's College of California

## Susan Estabrook Kennedy

Susan Estabrook Kennedy, professor of history and chair of the Department at Virginia Commonwealth University, died on 15 June 2003, after a short illness at age sixty-one. Born in New York City, she received her undergraduate education at Marymount Manhattan College, and did her graduate work at Columbia University, where she received an M.A. in 1965, and her doctorate in 1971. Her dissertation on the banking crisis of 1933, done under the supervision of William E. Leuchtenburg, was a finalist for the Frederick Jackson Turner Award, and the judges recommended that the University Press of Kentucky publish it, which it did as *The Banking Crisis of 1933* (University Press of Kentucky, 1973). After teaching briefly at Hunter College and Temple University, she came to Virginia Commonwealth in 1972, and remained there the rest of her career.

Susan had multiple careers at VCU. Primarily she was a highly regarded teacher and a role model to women students seeking to enter the profession. In addition to numerous articles, she also wrote the first study of white working class women, *If All We Did Was to Weep at Home* (Indiana University Press, 1979), as well as a bibliographic volume on the topic (Garland Publishers, 1981), and for many years taught upper-division as well as graduate seminars in women's history. She won fellowships from the Guggenheim Foundation and from the American Council of Learned Societies, and also was a Danforth Associate and twice a recipient of a Perrine Fellowship. Her academic love, however, was fixed on Herbert and Lou Hoover; she was thrice a Hoover Scholar at the Presidential Library, and for years had been collecting material about them. A study of Lou Henry Hoover was to have been her primary retirement project, followed by a study of Hoover after the presidency.

But Susan also had an aptitude for administration, which when recognized by senior university officials after a year as a faculty intern in the VCU president's office, led to her appointments as associate dean of the College of Humanities and Sciences, interim dean, and acting vice provost. In 1998 she began the first of her two terms as chair of the history department, and during her tenure proved successful in securing significant new resources as well as faculty lines for the department.

She had little notice of her cancer until just a few weeks before its diagnosis, and she determined not to let it stop her from working. While in the hospital she finished most administrative tasks that had been on her desk. She will be sorely missed by her colleagues and by her former students. □

Melvin I. Urofsky

Virginia Commonwealth University

## Shafali Lal

Shafali Lal, Instructor of History at Vanderbilt University, died on July 17, 2003. She had just completed her first year of teaching at the university and was working on the final chapters of her dissertation. She was thirty-two.

Shafali Lal was born in York, Pennsylvania in 1970 and grew up in Sidney, Ohio. She attended the University of Chicago and in 1992 was awarded a degree in history and elected to Phi Beta Kappa. After working as a teacher at the University School of Nashville, she enrolled in the doctoral program in American Studies at Yale in 1994, where she earned an M.A. and an M.Phil. During a brief hiatus from the program, she served as Director of the Office of Multicultural Affairs at the Yale School of Medicine and, later, as assistant director of the Asian American Cultural Center.

Having returned to the graduate program in 1997, Shafali introduced a very successful seminar on race, ethnicity, and sexuality and began research on her dissertation, "Securing the Children: Social Science, Children, and the Meaning of Race, 1939-1968." Combining social, cultural, and intellectual history, the project explored the role of child experts like Kenneth and Mamie Clark, Margaret Mead, and Robert Coles in popularizing what she called the "psychologization of racial identity and the racialization of child development." Shafali's work had just begun to appear in print, with essays in *Radical Teacher* and *Radical History Review*.

A recipient of Andrew Mellon, Jacob Javits and Robert Leylan Fellowships, Shafali was an active contributor to graduate life at Yale. She initiated a semester-long series of symposia on American studies methods and was for a number of years a tireless organizer for the Graduate Employees and Students Organization. At the same time, she served on the OAH Committee on the Status of Women in the Historical Profession (2000-2003). As a mentor at Yale, Shafali welcomed countless new students to graduate school and served those around her as a model of intelligence, poise, generosity, and commitment. Shafali's intellectual interests were wide-ranging, spanning history, ethnography, ethnic and cultural studies. Her favorite discipline, though, was undoubtedly dance, for which she had an abiding love, having taught ballet at the University of Chicago Lab School. While in New Haven, she also participated in the Big Brothers, Big Sisters program. A brilliant and charismatic presence in and out of the classroom, Shafali Lal gave of herself to her family, her friends, her students, her teachers, and her colleagues—all of whom deeply mourn her loss.

She is survived by her father and mother, Mahendra and Subhadra Lal, of Sidney, Ohio, and by her sister, Maneesha, of Hartford. □

Jean-Christophe Agnew  
Yale University

## Martin Ridge

Martin Ridge, former director of research at the Huntington Library and a professor of history at California Institute of Technology, passed away on September 22 in El Monte, California, following a lengthy illness. He was eighty years old. Ridge was a prominent figure in the historical profession and especially the Organization of American Historians. He had been past president of Western History Association (and a founding member), the Pacific Coast Branch of the American Historical Association, and the Historical Society of Southern California. From 1966 to 1978, he edited the *Journal of American History* and was professor of history at Indiana University.

Ridge was born in Chicago on May 7, 1923. He did his undergraduate work at Chicago Teachers College, and between 1943 and 1945 was in the United States Merchant Marines. In 1948, he enrolled at Northwestern University where he studied nineteenth century intellectual and frontier history under Ray Allen Billington. Following the completion of his Ph.D. in 1951, Ridge taught first at Westminster College, and then at San Diego State College before going to Indiana University to edit the *JAH*.

Ridge quickly established himself as one of the bright lights of the profession. His first book, *Ignatius Donnelly: The Portrait of a Politician* (University of Chicago Press, 1962) was a model biography and remains the definitive treatment of the populist leader. "In a psychological sense," Ridge wrote, "Donnelly was a true rebel" and "never without a feeling of alienation from the group, even when he seemed most identified with his environment . . . Donnelly knew why he wanted to live, and so his life was bearable and he was never entirely embittered. And after all, it is the way in which a man accepts his fate, the way in which he faces his environment, that affords him the opportunity—under both pleasant and trying circumstances—to add genuine meaning to his life."

There followed seventeen other books that Ridge authored, coauthored, or edited, in addition to many articles and reviews that were noteworthy for their insightfulness. He collaborated with Billington to produce *America's Frontier Story: A Documentary History of Westward Expansion* (Holt, Rinehart and Winston, 1969). After Billington's death in 1981, Ridge assumed the authorship of his mentor's monumental *Westward Expansion: A History of the American Frontier* (Macmillan Co., 1949; Collier Macmillan Publishers, 1982; University of New Mexico Press, 2001). The book, which first appeared in 1949, was built on the insights of Frederick Jackson Turner and became the standard by which other works in the field were measured. The work reflected Billington's—and Ridge's—"basic faith in political and social democracy." It was valuable not only for its engaging narrative but for its bibliography (updated with each new edition) which reflected an extraordinary mastery of the voluminous research on fron-



tier history that had appeared since Turner's time.

This brief summary hardly captures Martin Ridge, the person. As he once wrote of Billington, his "uniqueness . . . was as much in his person as in his scholarship." I first met Ridge in the fall of 1968, my first semester in graduate school. I was then looking for a calling but was hardly certain that I wanted to be a historian. His seminar on recent U. S. history changed all that. He had an exceptionally agile mind, a quick wit, and a command of the literature far beyond that of anyone I had met up to that time and one matched subsequently by very few people. He was a demanding teacher, intolerant of mediocre effort, yet fair-minded. The note taking system, which I use to this day, remains the single most valuable thing I learned in graduate school. "A good note," he said, "is a joy forever." It was one of "Ridge's Rules." ("Never buy yourself a drink at a convention" was another.) More than that, Ridge demonstrated a standard for what high quality scholarship required. His passion for American history was contagious. At the end of the term, I knew that I wanted to be a historian.

Ridge brought that ardor to the *JAH*. He was best known as a historian of the American West, but his interests were wide-ranging. He was committed to publishing the best scholarship, regardless of methodology or ideology. Those of us who had the good fortune to work as editorial assistants during that time (we were affectionately known as the "serfs") learned a great deal about the profession. He engaged us in the substance of the *Journal* and there were surely few more interesting places to study American history during the mid-1970s. We saw the best scholarship months before it appeared in print and most of the essays that were turned down eventually wound up published, often in good journals. "I can't wait to get to the office to read this material," he once confided. Martin Ridge was a good citizen and fascinated by politics. He believed in the dignity of the individual and in social justice. He championed the right of free inquiry and defended those who tried to speak the truth, even when that effort was unpopular. He touched many people as a teacher, writer, editor, and friend. His friends will miss his sense of humor and stimulating company. Students of the American past have lost an enlightened scholar. □

Stephen Vaughn

University of Wisconsin, Madison

## William Reed Steckel

William Reed Steckel, who taught American colonial history at the University of Wyoming for thirty-one years, died in Gainesville, Florida, on June 19, 2003. The son of a Presbyterian minister, Steckel was born on February 11, 1915 in Doylestown, Pennsylvania. After earning his A.B. and A.M. degrees (in 1936 and 1937) from Harvard, he served as private secretary to the American minister to Denmark and traveled extensively throughout western Europe. Between 1938 and 1941 he taught at military academies in Ohio and California. During World War II, Steckel was a naval intelligence officer in the Pacific. He then began graduate studies in history at Stanford University, where he completed a dissertation under Max Savelle on Christopher Saur, a prominent German printer in colonial Pennsylvania.

Joining the UW faculty in 1949, Steckel won funding from the Fulbright Program and the American Philosophical Society and published several articles in the *Encyclopedia Britannica*. He lectured at Goethe University in Germany and was visiting professor at the University of California, San Diego. In 1965, he coedited a two-volume reader, *Patterns in American History* (Wadsworth Pub. Co., 1965) which found its way into the hands of thousands of undergraduates around the country.

At UW, Steckel served as the first director of the American Studies Program, was president of the campus chapter of the American Association of University Professors, and chaired the Faculty Senate during the controversial "Black Fourteen" and "Flagpole" incidents of 1969-1970. In 1979, incoming UW President Ed Jennings tapped him for a one-year term as Vice President for Academic Affairs. He also won a variety of teaching awards. In the 1980s, one especially appreciative former student endowed the William Steckel Undergraduate Scholarships in History, which have assisted dozens of students to com-

plete their degrees. In 1997, the College of Arts and Sciences recognized him as one of its Outstanding Former Faculty members.

During his half-century in Laramie, Steckel was an engaged community leader. A ruling elder of the Union Presbyterian Church, he wrote the church history. During his tenure as mayor of Laramie in 1963-1964, he helped host John F. Kennedy during the president's visit to the city. An expert skier, Steckel enjoyed photography, travel, fishing, and the family cabin in the country. His wife, Veva Haebl Steckel, preceded him in death in 2000, and his son, William Burrell Steckel, died in April 2003. □

William Howard Moore  
University of Wyoming

## Bennett H. Wall

Bennett H. Wall, Professor Emeritus of History at the University of Georgia and Secretary-Treasurer of the Southern Historical Association (SHA) for thirty-three years, died on August 1, 2003, in Athens, Georgia, of complications following surgery. He was eighty-eight years old.

No individual has been more closely associated with the Southern Historical Association than Ben Wall. He took over as its chief administrator while at the University of Kentucky in 1952, and continued to oversee its operation until 1985, when its offices had moved with Ben to the University of Georgia. Ben served as president of the SHA in 1987-1988. During his lengthy tenure as Secretary-Treasurer, Wall oversaw the growth of the SHA from a relatively small association of just over 1,400 members to the nation's third largest historical organization (after the Organization of American Historians and the American Historical Association) with well over 4,500 members. During the 1950s and early 1960s, he worked effectively, usually behind the scenes, to smooth the way for integrated conferences, often a challenge at convention hotels in the not yet desegregated South. In 1965, Wall organized southern historians and other academics to join Martin Luther King's march in Selma, Alabama.

Born in Raleigh, North Carolina, in 1914, Wall earned his B.A. degree from Wake Forest University, and his M.A. and Ph.D. from the University of North Carolina in 1941 and 1946 respectively. From 1944 to 1964, he taught history at the University of Kentucky. In 1974, he moved to Tulane University, taking the SHA offices with him. He served as department chair for six years. In 1980, Wall moved to Athens, where he spent the last five years of his teaching career.

During his years at Tulane, Wall established himself as a leading historian of Louisiana. He edited the state's most popular and durable history, *Louisiana: A History* (Forum Press, 1984), which first appeared in 1984 and was reissued in new editions in 1990, 1997, and 2002. In 1974, he served as president of the Louisiana Historical Association, and remained an active member until his death. In 1993, the LHA recognized his contributions with a Lifetime Achievement Award.

But it is as a business historian on which Wall's scholarly reputation rests most firmly. His first book, *Teagle of Jersey Standard* (Tulane University Press, 1974), coauthored with George S. Gibb, was a biography of Walter C. Teagle, who headed Standard Oil in the 1930s. In 1988, he published his massive study, *Growth in a Changing Environment: A History of the Standard Oil Company, 1950-1972, and Exxon Corporation, 1972-1975* (McGraw-Hill, 1988). From 1974 to 1980, Wall served as director of Tulane University's Center for Business History Studies. His presidential address at the Southern Historical meeting in 1988—published in the *Journal of Southern History* in February 1989—was entitled "Breaking Out: What is Not in Southern History, 1918-1988." In it, he bemoaned the lack of attention given to business, industry and entrepreneurship by southern historians, and issued a call for more work on the economic and business history of the modern South in particular. In part because of his firm commitment to generating such scholarship, the SHA created a book prize in 2000, the Bennett H. Wall Award, to be given on a biennial basis to a distinguished business or economic history set in the South.

Wall directed fifteen dissertations at Kentucky and Tulane, but endeared himself to legions of other former students as well, including a whole generation of gradu-

ate students at the University of Georgia who he and his wife Neva entertained regularly in their home long after his retirement. Always a colorful raconteur, many of Wall's stories and memories have been recorded on both audio and videotape. Much of this is now housed and accessible at the Southern Historical Collection at UNC-Chapel Hill, and provides a rich oral history of the SHA, including accounts of his associations with a number of southern history's most distinguished practitioners.

Many friends, admirers, colleagues, and former students attended a memorial service for Wall held in Athens in September, where John Hope Franklin and Wendell Berry were among those who delivered moving tributes to him. It was followed, per Ben's request, by a lively party, complete with jazz band, and hosted by Neva Wall at their home, in itself a fitting tribute to Ben's love of life and sense of fun. □

John C. Inscoc  
University of Georgia

## OAH MEETINGS

2004 • BOSTON

25-28 MARCH

MARRIOTT COPLEY PLACE

2004 • OAH REGIONAL MEETING

ATLANTA, GEORGIA

8-11 JULY

GEORGIA STATE UNIVERSITY

2005 • SAN FRANCISCO

31 MARCH-3 APRIL

SAN FRANCISCO HILTON

2006 • WASHINGTON, D.C.

19-22 APRIL

HILTON WASHINGTON

2007 • MINNEAPOLIS, MINNESOTA

29 MARCH-1 APRIL

HILTON MINNEAPOLIS AND

MINNEAPOLIS CONVENTION CENTER

2008 • NEW YORK, NEW YORK

28-31 MARCH

HILTON NEW YORK

## OAH/JAAS Short-Term Japan Residencies



### Summer and Fall 2004

With generous support from the Japan-United States Friendship Commission, each year the Organization of American Historians (OAH) and the Japanese Association for American Studies (JAAS) send three American scholars of U.S. history to Japanese universities for two-week residencies. There in English, the selected scholars give lectures and seminars in their specialty and provide individual consultation to Japanese scholars, graduate students and sometimes undergraduates studying American history and culture. Visitors also participate in the collegial life of their host institutions. The aim of the program is to contribute to the expansion of personal scholarly networks between the

two countries. We are pleased to announce (pending funding) the eighth year of the competition.

For application procedures and information on host institutions for 2004, please visit <<http://www.oah.org/activities/japan>>. Applications must be postmarked by 1 December 2003. Applicants must be current members of the OAH. □

アメリカ学会

JAPANESE ASSOCIATION FOR AMERICAN STUDIES



## Announcements

### Professional Opportunities

"Professional Opportunity" announcements should represent an equal opportunity employer. Charges are \$80 for fewer than 101 words; \$120 for 101-150 words; over 150 words will be edited. Application closing dates should be after the end of the month in which the announcement appears. Send announcements to Advertising Director <advertise@oah.org>. Deadlines for receipt of professional opportunity announcements are: 1 January for the February issue; 1 April for May; 1 July for August; and 1 October for November. Announcements will not be accepted after the deadlines. Positions appearing here will also be listed on the OAH web page: <<http://www.oah.org/>>

#### Editor, *Journal of American History* and Professor of History, Indiana University, Bloomington.

The Organization of American Historians and Indiana University are jointly searching for a scholar whose responsibilities will be divided between editing, teaching, and research. The appointment will be with tenure at the full or associate rank. Search committee co-chairs are Kevin Gaines (gainsk@umich.edu) and Michael McGerr (mmcgerr@indiana.edu). Send letter of application, c.v., and arrange to have three letters of recommendation sent to the JAH Search Committee, Department of History, Indiana University, Ballantine Hall 742, 1020 E. Kirkwood Avenue., Bloomington, IN 47405-7103. The deadline for applications is **December 1, 2003**. This position will begin August 1, 2004. Indiana University is an equal opportunity, affirmative action employer and welcomes applications from women and minorities.

#### Editor, *OAH Magazine of History*

The Organization of American Historians (OAH) is creating a new position of full-time editor for its teaching publication, the *OAH Magazine of History*. Editor will help lead a transition from quarterly to bimonthly publication and expansion in circulation. He/she will work with guest editors, publications director, assistant editor, and partnering organizations. OAH staff are also employees of Indiana University. Job begins July 1, 2004, and editor must be willing to commit to at least three years in this position. Applicants must have experience in teaching American history at the precollegiate or college level. Ph.D. preferred. Send letter of application, c.v., and published sample of your writing to: Magazine Editor Search, OAH, 112 N. Bryan Ave., P.O. Box 5457, Bloomington, IN 47408-5457. The postmark deadline for applications is January 15, 2004. Interviews will be conducted at the 2004 OAH Annual Meeting in Boston, on Sunday, March 28, 2003. Promising candidates will be asked in January to have three letters of recommendation sent to the above address by **March 1**. OAH is an equal opportunity, affirmative action employer and welcomes applications from women and minorities.

#### Towson University

**AFRICAN-AMERICAN HISTORY.** Entry-level tenure track position beginning August 2004, Ph.D. required, ABD's expecting to complete defense by June 30, 2006 will be considered in rank of instructor until doctorate is awarded. Candidates also expected to teach U.S. History survey. Send letter of application, c.v., writing sample (article or chapter of dissertation), official graduate school transcript, and three letters of recommendation to Professor Mark Whitman, Chair, Search Committee, Department of History, Towson University, Towson, MD 21252-0001. Applications received by **September 30, 2003** will receive full consideration. Towson

is an AA/EOE and has a strong institutional commitment to diversity. Women, minorities, persons with disabilities, and veterans are encouraged to apply.

#### University of Toronto

The University of Toronto at Scarborough seeks a tenure-stream Canada Research Chair, assistant or associate level, in American History.Ph.D., strong research record in American urban history required. (For information on CRC positions see <<http://www.chairs.gc.ca/>>) Generous research funding, other benefits. The successful candidate will teach undergraduate courses in late 19th/20th century American history, and specialized graduate courses. Closing date: December 1. Send C.V., sample publications, teaching dossier, three reference letters to Elizabeth Cowper, Chair, Humanities, University of Toronto at Scarborough, 1265 Military Trail, Toronto, Ont. M1C 1A4. The University is strongly committed to diversity within its community. The University especially welcomes applications from visible minority group members, women, Aboriginal persons, persons with disabilities, members of sexual minority groups, and others who may contribute to further diversification of ideas. All qualified candidates are encouraged to apply; however Canadians and permanent residents will be given priority.

#### Missouri Western State College

**ASSISTANT PROFESSOR OF HISTORY** (tenure-track position)—to teach 12 credit hours per semester beginning August 2004; areas of expertise must include English History, Ancient History, and Medieval Civilization; additional desirable fields include Non-Western Civilization or British Empire. **REQUIRED:** Ph.D. in History. Teaching experience and research in one of the areas of expertise cited above. Qualified applicants must submit a letter of application (include e-mail address if available), vita, unofficial transcripts, evidence of teaching effectiveness, and three letters of recommendation to: Dr. Daniel Trifan, Chairperson of History Search Committee, Department of History, Philosophy, & Geography, Missouri Western State College, 4525 Downs Drive, St. Joseph, MO 64507. Review of applications will begin **December 31, 2003**. For more information about the college visit <<http://www.mwsc.edu>>. AA/EOE.

#### First Freedom Center

**EDUCATION DIRECTOR** for developing First Freedom Center. Develops programs to increase understanding of religious freedom, including historical interpretation, program series and events, and visiting scholars programs. Works with educators to devise exhibits and range of educational outreach programs and products. Qualifications: Advanced degree; 5 years related experience; proven ability to develop and execute multiple projects; experience with programming and school curriculum preferred. Fax resume to Director, Council for America's First Freedom: (804) 644-5024 by **December 15, 2003**.

### Activities of Members

**Patrick T. Conley** has received an Award of Merit from the American Association for State and Local History for lifelong service to Rhode Island history.

**Wade G. Dudley**, East Carolina University, has received a John Lyman Book Award in U.S. Maritime History from the North American Society for Oceanic History for his book, *Splintering the Wooden Wall* (Naval Institute Press).

**Robin Hingham**, Kansas State University, has published a book, *100 Years of Air Power and Aviation* (Texas A&M University Press).

**Nina Mjagkij**, Ball State University, published a new paperback edition of: *Light in the Darkness: African Americans and the YMCA, 1852-1946*.

**Roger L. Nichols**, University of Arizona, has published a book, *American Indians in U.S. History* (University of Oklahoma Press, 2003). He has also been selected as a Senior Fulbright Scholar at the University of Cologne in Germany for the 2003-2004 academic year, and has been elected President of the American Historical Association: Pacific Coast Branch for 2003-2004.

**Jennifer Spear**, University of California, Berkeley, has received the Ruth and Lincoln Ekstrom Fellowship for a five-month fellowship at the John Carter Brown Library at Brown University. The title of her project is "Intimate Colonialism: Race, Sex, and Social Order in Colonial New Orleans."

**Lawrence S. Wittner**, State University of New York, Albany, has published *Toward Nuclear Abolition: A History of the World Nuclear Disarmament Movement, 1971 to the Present*.

**Virginia Yans-McLaughlin**, noted scholar on the history of immigration, was named a distinguished service professor by the Board of Governors of Rutgers, The State University of New Jersey.

### Awards, Grants and Fellowships

The American Philosophical Society is pleased to announce a variety of grants and fellowships. **The Franklin Research Grants** are aimed at post-doctoral applicants to help meet costs associated with library research, fieldwork, and laboratory research. **The Sab-**

**atical Fellowship for the Humanities and Social Sciences** is aimed at mid-career university faculty who have been granted a sabbatical or research year. **The Phillips Fund Grants for North Native American Research** are aimed at graduate students or post-doctoral applicants for research in Native American linguistics, ethnohistory, and studies. **The Library Resident Research Fellowships** are directed toward anyone who can demonstrate a need to work in the Society's collections. Deadlines: range from **October 1, 2003-March 1, 2004**. For information concerning eligibility contact: [Name of Program], American Philosophical Society, 104 South 5th St., Philadelphia, PA 19106; (215) 440-3429; <eroach@amphilosoc.org>; <<http://www.amphilosoc.org>>.

**The Huntington Library, Art Collections and Botanical Gardens** is offering a variety of fellowships for research in British and American literature, history, art history, and the history of science, using materials at the Library. **Huntington Research Awards** are for one to five months and carry monthly stipends of \$2,000. **W.M. Keck Foundation Fellowships for Young Scholars**, intended to support the completion of a dissertation or the beginning of a new project, may be held for one to three months and carry monthly stipends of \$2,300. **Barbara Thom Postdoctoral Fellowships** are intended to support a non-tenured faculty member who is revising a manuscript for publication, carrying a stipend of \$40,000 for nine to twelve months. **NEH Fellowships** offer stipends of up to \$40,000 for four to twelve months. **Mellon Postdoctoral Research Fellowships** are for nine to twelve months with a stipend of \$40,000. All fellowships are for study while in residence at The Huntington. Deadline: **October 1, 2003 to December 15, 2003**. Contact: Chair, Committee on Fellowships, The Huntington, 1151 Oxford Road, San Marino,



## MHS-NEH FELLOWSHIPS

THE MASSACHUSETTS HISTORICAL SOCIETY will award either one long-term MHS-NEH fellowship of six to twelve months or two of a maximum of five months each in 2004-2005. MHS-NEH fellowships are made possible by an award from the National Endowment for the Humanities, an independent federal agency. The stipend, governed by an NEH formula, will be no more than \$40,000 for a term of six to twelve months and smaller amounts for shorter terms. Within the constraints of the NEH's guidelines, the Society will also supplement each stipend with a housing allowance of up to \$500 per month. MHS-NEH fellowships are open to U.S. citizens and to foreign nationals who have lived in the United States for at least the three years immediately preceding the application deadline. Applicants must have completed their professional training; NEH-sponsored fellowships are not available to graduate students. The awards committee will give preference to candidates who have not held a long-term grant during the three years prior to the proposed fellowship term.

*Application deadline: January 15, 2004.*

For information about MHS-NEH fellowships and about the Society's other awards, including short-term grants and support through the New England Regional Fellowship Consortium, please check the Society's website, [www.masshist.org](http://www.masshist.org), or contact Conrad Wright, Massachusetts Historical Society, 1154 Boylston Street, Boston, MA 02215 (e-mail [cwright@masshist.org](mailto:cwright@masshist.org)).



CA 91108; (626) 405-2194; <cpowell@huntington.org>.

**Canada-U.S. Fulbright Awards** offer scholars in Canada and the United States a unique opportunity to explore important contemporary issues relevant to Canada and the United States and the relationship between the two countries. The competition for Canada-U.S. Fulbright Awards is now open for Canadian students, scholars, and professionals wishing to study, conduct research and/or teach at an academic institution in the United States. Applications from Canadian candidates must be post-marked no later than 15 November 2003. American students must submit completed application forms to the Institute for International Education's New York office by 21 October 2003; for more information, visit: <<http://www.iie.org>>. Interested American scholars should also contact the Council for International Exchange of Scholars; <<http://www.cies.org>>. Deadline: **November 15, 2003**. Contact: Amy J. Harvey, Program Officer, The Canada-U.S. Fulbright Program, 350 Albert St., Suite 2015, Ottawa, Ontario K1R 1A4; (613) 688-5517; fax: (613) 237-2029; e-mail: <[ajharvey@fulbright.ca](mailto:ajharvey@fulbright.ca)>; visit: <<http://www.fulbright.ca>>.

**The Council on Library and Information Resources** is offering fellowships funded by the Andrew W. Mellon Foundation to support dissertation research in the humanities in original sources. For application information and forms, visit: <<http://www.clir.org>>. Deadline: **November 14, 2003**. Contact: Cynthia Burns, Program Associate, Council on Library and Information Resources, 1755 Massachusetts Avenue, NW, Suite 500, Washington, D.C. 20036-2124; (202) 929-4755; fax: (202) 939-4765; <[info@clir.org](mailto:info@clir.org)>.

**The Society for History in the Federal Government** awards two prizes for outstanding articles or essays on the history of the federal government: The James Madison Prize and The Charles Thomson Prize. The Society presents the awards annually for articles published during the preceding calendar year. The judges consider quality and thoroughness of research, use of original and

primary materials, style, methodology, and value of the publication in furthering the understanding of the history of the federal government. Authors, editors, members of the Society, or anyone else with knowledge of the work may submit entries. Each entry should be submitted in triplicate with a letter that briefly states why the work is significant and should be considered. For further information, visit: <<http://www.shfg.org>>. Deadline: **November 15, 2003**. Contact: Dr. Henry J. Gwiazda, Chair, SHFG Madison/Thomson Committee, 8030 Glendale Road, Chevy Chase, MD, 20815; (301) 837-1780; <[Hentry.Gwiazda@nara.gov](mailto:Hentry.Gwiazda@nara.gov)>.

**The Southeastern American Society for Eighteenth Century Studies (SEASECS)** is pleased to announce the 2003 round of its annual Percy Adams Article Prize, which recognizes excellence in scholarly studies on subjects from any discipline focusing on any aspect of the eighteenth century. Authors of essays, publishers, or editors of journals, anthologies, or scholarly works containing independent essays are invited to submit for consideration essays or articles published between 1 September 2002 and 31 August 2003. Submissions in part or in whole in a language other than English must be accompanied by translations into English. Winning author(s) must be current members of SEASECS. The prize will be awarded at the SEASECS Annual Meeting in Savannah, Georgia in March 2004. Three off-prints or photocopies of published essays and articles should be sent to the Chair of the 2003-4 Article Prize Committee. Please provide e-mail address. Deadline: **15 November 2003**. Contact: Professor Robert M. Craig, College of Architecture, Georgia Tech, Atlanta, GA 30332-0155; <[rob.craig@arch.gatech.edu](mailto:rob.craig@arch.gatech.edu)>.

**The Center for Advanced Holocaust Studies**, an integral part of the United States Holocaust Memorial Museum, awards fellowships to support research and writing about the Holocaust. The Center welcomes approaches by scholars in history, political science, literature, philosophy, religion,

sociology, psychology, and other disciplines. In addition to pursuing their individual projects, fellows at the Center work side by side with distinguished Holocaust scholars from the United States and abroad, enabling them to test their ideas, share their research findings, debate methodological or interpretative approaches, and develop comparative frameworks for their projects. For further information on the program, visit the Museum's website: <<http://www.ushmm.org/research/center>>. Deadline: **November 28, 2003**. Contact: Dr. Wendy Lower, Center for Advanced Holocaust Studies, United States Holocaust Memorial Museum, 100 Raoul Wallenberg Place, SW, Washington, D.C. 20024-2126; (202) 314-0378; fax: (202) 479-9726; <[wlower@ushmm.org](mailto:wlower@ushmm.org)>.

**The Rockefeller Archive Center** invites individuals to apply for a limited number of grants-in-aid to promote and support research in its collections. Grants will be made to applicants from any discipline, usually graduate students or post-doctoral scholars, who are engaged in research that requires use of the collections at the Center. While grants are offered for research on any topic or area, the Center has designated two grant programs to help support certain areas of research. One of these programs funds research on "New States After Colonialism," the emergence of new nations after the collapse of colonial empires as a result of World War II. The other supports short-term research done in the Center's Paul Ehrlich Collection. Grant recipients must submit a short report on their research. Deadline: **November 30, 2003**. Contact: Darwin H. Stapleton, Executive Director, Rockefeller Archive Center, 15 Dayton Ave., Sleepy Hollow, NY 10591-1598; e-mail: <[archive@mail.rockefeller.edu](mailto:archive@mail.rockefeller.edu)>; visit: <<http://www.rockefeller.edu/archive.ctr>>.

**The Rockefeller Archive Center** is pleased to announce its Scholar-in-Residence Program, which aims to promote and support research in the collections housed at the Rockefeller Archive Center. The Resident Scholar is provided opportunities for

extensive research, participates in the intellectual life of the Center and is asked to submit a report on research conducted at the Center and to provide the center with a copy of any publications resulting from research conducted during the residency. Each applicant must submit a statement detailing research interests and the value of the Center in investigating those interests, a curriculum vitae, and three letters of reference. Deadline: **November 30, 2003**. Contact: Darwin H. Stapleton, Executive Director, Rockefeller Archive Center, 15 Dayton Ave., Sleepy Hollow, NY 10591-1598; <[archive@mail.rockefeller.edu](mailto:archive@mail.rockefeller.edu)>; <<http://www.rockefeller.edu/archive.ctr>>.

**The Society of the Gilded Age and Progressive Era (SHGAPE)** is pleased to announce its 2003 biennial competition for the best published article by a new scholar dealing with any aspect of United States history between 1865 and 1917. The article must have appeared in a journal dated 2001 or 2002. Any graduate student or individual with a doctorate awarded after 1992 who has not yet published a book is eligible to compete. An article may be submitted for consideration by the author or by others (e.g. a journal editor). Deadline: **1 December 2003**. Questions or submissions, which should include three copies of the article plus a copy of the table of contents of the issue in which it appeared, should be directed to: Jacqueline M. Moore, SHGAPE Prize Committee, Department of History, Austin College, 900 N. Grant Avenue, Sherman, TX 75090.

For a complete listing of the latest announcements for meetings, calls for papers, and awards, grants, and fellowships, please visit the OAH website:

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

## American Media in Interdisciplinary Perspectives

### CALL FOR PROPOSALS

The Middle Atlantic American Studies Association invites proposals for its annual conference to be held in Bethlehem, Pennsylvania and Lehigh University on Friday and Saturday, April 2-3, 2004. Proposals may include individual papers, panels, forums, and workshops. The program committee encourages sessions that develop sharp historical perspective of North American media and communications. Conference organizers understand media to include journalism, literature, and print culture; film, radio, Hollywood, television, and video culture; new media, the internet, and cyberspace. Possible subject areas for proposals are wide and diverse. They include war and nationalism; the Lehigh Valley—from the German press to images of industrialization & de-industrialization; globalization; reality TV; electoral politics and the news; sex, pornography, and gender; privacy and censorship; visual culture of New York City; spectatorship; marketing and the creation of target audiences; media and historical consciousness; underground press and internet; youth culture; and social movements and political activism in and through media.

The keynote address will given by Mark Crispin Miller, Professor of Culture and Communication at New York University and author of *Boxed In: The Culture of TV* (1988) and *The Bush Dyslexicon: Observations on a National Disorder* (2002).

Submit a one-page description of the proposal for individual presentations or panels, along with a CV by **DECEMBER 31, 2003** to:

John Pettegrew  
American Studies Program  
Lehigh University  
9 W. Packer Avenue  
Bethlehem, PA 18015-3081  
[jcp5@lehigh.edu](mailto:jcp5@lehigh.edu)

## Harvard Business School Faculty Position



Harvard Business School seeks candidates in economic or policy history for a tenure-track faculty position in its Business, Government and the International Economy (BGIE) unit. Applicants must already have a PhD or be expecting to receive one by June 2004. We are especially interested in those working in an international, comparative or non-US field. The position will begin July 1, 2004. Starting salaries will be highly competitive.

Letters of application, with curriculum vitae, transcripts, a description of research-in-progress and future research interests, a brief writing sample (paper or chapter), a statement of teaching interests, and, if applicable, a description of prior teaching experience should be received by **December 1, 2003**. Candidates with formal teaching evaluations should include copies in their applications. Three letters of recommendation should be sent directly to the school by the referees.

All materials should be addressed to Donna Isaac, Business, Government and the International Economy Search Committee, Morgan 290, Harvard Business School, Soldiers Field Road, Boston, MA 02163. *Harvard University is an AA/EOE.*



**The American Philosophical Society Library  
Library Resident Research Fellowships, 2004 – 2005**

**Scope:** The American Philosophical Society Library offers short-term residential fellowships for conducting research in its collections. The Society's Library, located near Independence Hall in Philadelphia, is a leading international center for research in the history of American science and technology and its European roots, as well as early American history and culture. The Library houses over 8 million manuscripts, 250,000 volumes and bound periodicals, and thousands of maps and prints. Outstanding historical collections and subject areas include the papers of Benjamin Franklin; the American Revolution; 18<sup>th</sup> and 19<sup>th</sup>-century natural history; western scientific expeditions and travel including the journals of Lewis and Clark; polar exploration; the papers of Charles Willson Peale, his family and descendants; American Indian languages; anthropology including the papers of Franz Boas; the papers of Charles Darwin and his forerunners, colleagues, critics, and successors; history of genetics, eugenics, and evolution; history of biochemistry, physiology, and biophysics; 20<sup>th</sup>-century medical research; and history of physics. The Library does not hold materials on philosophy in the modern sense.

**Eligibility:** The fellowships, funded by a number of generous benefactors, are intended to encourage research in the Library's collections by scholars who reside beyond a 75-mile radius of Philadelphia. The fellowships are open to both U.S. citizens and foreign nationals who are holders of the Ph.D. or the equivalent, Ph.D. candidates who have passed their preliminary examinations, and independent scholars. Applicants in any relevant field of scholarship may apply.

**Award, duration:** The stipend is \$2,000 per month, and the term of the fellowship is a minimum of one month and a maximum of three, taken between June 1, 2004 and May 31, 2005. Fellowships are usually of one month in duration, and seldom exceed two months. Fellows are expected to be in residence at the Library for four to twelve consecutive weeks, depending upon the length of their award. Awards are taxable income, but the Society is not required to report payments. It is understood that recipients will discuss their reporting obligations with their tax advisors.

**Deadline, notification:** Applications are due no later than **March 1**. This is a postmark deadline. Applicants will be informed by mail whether all materials were received. For additional information call 215-440-3443 or send an email inquiry to [jjahem@amphilosc.org](mailto:jjahem@amphilosc.org). Notification is sent in May.

**Applications:** Completed applications include **six collated sets (clipped, not stapled)** of: a) the *cover sheet*, b) the *project statement*, not to exceed three single-spaced pages, which briefly describes the project and how it relates to existing scholarship, states the specific relevance of the American Philosophical Society's collections to the project, and indicates expected results of the research, such as publications; type your last name in the upper left of each page; c) your C.V., and d) two *letters of support*; if the applicant is a graduate student, one of the letters must be from the dissertation supervisor. The letters can be included with the proposal in sealed envelopes, signed across the flap. The postmark deadline is **March 1**.

Address applications or inquiries to:  
Library Resident Research Fellowships,  
American Philosophical Society Library,  
105 South Fifth St., Philadelphia, PA 19106-3386.  
Telephone: (215) 440-3400.

Application deadline is March 1, 2004. Notices will be mailed after May 1, 2004.

For information on this and other fellowship opportunities, visit our web site: [www.amphilosc.org](http://www.amphilosc.org)

## Organization of American Historians 2004 Candidate Biographies

### President Elect

#### VICKI L. RUIZ

Professor of History and Chicano/Latino Studies, University of California, Irvine. **Education:** Ph.D., Stanford University, 1982; M.A., Stanford University, 1978; B.S., Florida State University, 1977; A.A., Gulf Coast Community College, 1975. **Grants, Fellowships, Honors, and Awards:** Humanities Associates Faculty Teaching Award, University of California, Irvine (2003); Humanities Research Institute Fellow, University of California (2002); member, National Humanities Council, President Clinton recess appointment (2001); Commission on the Status of Women, Outstanding Achievement and Contribution Award, Arizona State University (2001); American Council of Learned Societies Fellowship (1987). **Professional Affiliations:** OAH: Executive Board (1995-1998); Berkshire Conference of Women Historians: President (2002-2005); *Journal of Social History*: Member, Editorial Board (2003-present); Pacific Coast Branch of the American Historical Association: President (2002-2003); American Historical Association: Council (1998-2001). **Publications, Museum Exhibits, and Other Projects:** *From Out of the Shadows: Mexican Women in Twentieth Century America* (Oxford, 1998); *Cannery Women*,

*Cannery Lives: Unionization, Mexican Women and the California Food Processing Industry, 1930-1950* (University of New Mexico Press, 1987); coedited with Virginia Sánchez Korrol, *Latinas in the United States: A Historical Encyclopedia* (Indiana University Press, forthcoming); coedited with Ellen DuBois, *Unequal Sisters: A Multicultural Reader in U.S. Women's History* (Routledge, 1999); coauthored with Waldo Martin, Harvard Sitkoff, and Patricia Sullivan, *Racial Desegregation in Public Education Theme Study: 1800-1974* (commissioned by National Historic Landmarks, National Park Service, 1999-2000). **Personal Statement:** Conveying the excitement of historical discovery and interpretation extends beyond the classroom and the conference hotel. For almost two decades, I have helped build mentoring programs for undergraduates of color and re-entry students, and I have participated in an array of public humanities programs and summer institutes for K-12 teachers. I am proud of the links the OAH has forged with public history professionals, community college colleagues, and precollegiate educators. The organization can do more to sustain and grow these local, regional, and national partnerships. With the fiscal crises in academic publishing and in education generally, the OAH can take imag-

## Assistant or Associate Professor Elementary Social Studies Education

### Department of History Ball State University, Muncie, Indiana

The Department of History invites applicants for a tenure-track position in elementary social studies education available August 20, 2004. Teaching responsibilities will include undergraduate courses in social studies education for elementary school pre-service and in-service teachers as well as graduate courses in social studies curriculum and instruction.

Minimum qualifications: ABD in curriculum and instruction, elementary education, educational foundations, or social studies education at time of application with degree requirements completed by November 1, 2004; teaching experience at the elementary school level; certification as an elementary school teacher. Preferred qualifications: doctorate at time of application; elementary certification specialty in social studies; teaching experience at the college or university level; ability to guide students in service learning and preparation for performance-based assessment; interest in exploration of information technology as related to research and teaching.

Send letter of application, curriculum vitae, graduate transcripts showing highest degree earned, three letters of recommendation, sample of written work, course syllabi, and a sample of teaching evaluations to: Richard Aquila, Chair, Department of History, Ball State University, Muncie, IN 47306. (Fax: 765.285.5612; E-mail: [raqula@bsu.edu](mailto:raqula@bsu.edu) <[mail to: raquila@bsu.edu](mailto:raqula@bsu.edu)>) Review of applications will begin immediately and will continue until the position is filled. ([www.bsu.edu](http://www.bsu.edu))

Ball State University is an equal opportunity, affirmative action employer and is strongly and actively committed to diversity within its community.

### Library Company of Philadelphia and Historical Society of Pennsylvania Visiting Research Fellowships in Colonial and U.S. History and Culture for 2004-2005

The Library Company of Philadelphia and The Historical Society of Pennsylvania will jointly award approximately thirty **one-month fellowships** for research in residence in either or both collections during the academic year 2004-2005. These two independent research libraries, adjacent to each other in Center City Philadelphia, have complementary collections capable of supporting research in a variety of fields and disciplines relating to the history of America and the Atlantic world from the 17th through the 19th centuries, as well as Mid-Atlantic regional history to the present.

The Library Company's collections (500,000 volumes) represent the full range of American print culture from colonial times to the end of the 19th century. The Historical Society's archives (18 million items, now enriched by the holdings of the Balch Institute for Ethnic Studies) document the social, cultural, and economic history of a region central to the nation's development, with new strength in ethnic and immigrant history. Both collections are strong in African-American and women's history, popular print culture, newspapers and printed ephemera, and images of the Philadelphia region. For information on the collections, visit [www.hsp.org](http://www.hsp.org) and [www.librarycompany.org](http://www.librarycompany.org).

Fellowship stipends of \$1,750 support advanced, post-doctoral, or dissertation research, and are tenable for any one-month period between June 2004-May 2005. (Two Barra Foundation International Fellowships, each for \$2000 plus travel expenses, are reserved for foreign national scholars resident outside the U. S.) We invite inquiries about the appropriateness of proposed topics. The Library Company's newly renovated **Cassatt House fellows' residence** offers rooms at reasonable rates.

The Library Company also offers both short-term and **long-term dissertation and advanced research fellowships** under the auspices of its Program in Early American Economy and Society (PEAES), as well as the Greenfield Foundation Fellowships for long-term dissertation research in its collections on any subject. For more information, stipends, and application procedures, visit [www.librarycompany.org](http://www.librarycompany.org).

**Application deadline: March 1, 2004**, with decisions by April 15. Please send 5 copies *each* of a brief resume, a 2-4 page description of the proposed research, and a letter of reference to James Green, Library Company, 1314 Locust Street, Philadelphia, PA 19107. Phone: 215-546-3181, FAX: 215-546-5167 or email: [jgreen@librarycompany.org](mailto:jgreen@librarycompany.org)



inative, proactive roles in strategic planning, tenure and promotion standards, community engagement, and mentorship. In the words of the late Latina labor and civil rights activist Luisa Moreno, "One person can't do anything; it's only with others that things are accomplished." □

## EXECUTIVE BOARD CANDIDATES

### Executive Board, Pair 1

#### ALBERT S. BROUSSARD

Professor, Department of History, Texas A&M University. **Education:** Ph.D., Duke University, 1977; M.A., Duke University, 1975; A.B. Stanford University, 1973. **Grants, Fellowships, Honors, and Awards:** Distinguished University Faculty Lecturer, Texas A&M University (2000); Distinguished Teaching Award, Texas A&M University (1997); National Endowment for the Humanities Award for College Teachers (1984-1985); American Philosophical Society Award (1982). **Professional Affiliations:** OAH: chair, Nominating Board (2000); Pacific Coast Branch of American Historical Association: Executive Board (2003-2005); Western History Association; Southern Historical Association; Oral History Association: president (1992-1993). **Publications, Museum Exhibits, and Other Projects:** *African American Odyssey: The Stewarts, 1853-1963* (University Press of Kansas, 1998); *Black San Francisco: The Struggle for Racial Equality in the West, 1900-1954* (University Press of Kansas, 1993); coauthored with Joyce Appleby, Alan Brinkley, James M. McPherson, and Donald A. Ritchie, *The American Republic to 1877* (Glencoe/McGraw Hill, 2003); "Carlotta Stewart Lai, A Black Teacher in the Territory of Hawai'i," *Hawaiian Journal of History* 24 (1990); "George Albert Flippin and Race Relations in a Western Rural Community," *Midwest Review* 12 (1990). **Personal Statement:** The Organization of American Historians has done an excellent job in recent years in performing community outreach, serving the needs of its diverse and increasingly international membership, and setting high professional standards. If elected, I welcome the challenge to work with the president and the executive board to continue these initiatives, and to seek new ways to broaden our membership base, to work with community college and high school teachers, and to strengthen the financial structure of this organization. I also strongly endorse the recent policy of moving a number of our sessions at the annual meeting into the local community, as it affords our members an opportunity to interact with the very people that we so often study in isolation. Finally, I am committed to working with the OAH's leadership in developing and implementing a long-range plan. □

#### WILMA KING

Arvarh Strickland Professor of African American History and Culture, University of Missouri, Columbia, Missouri. **Education:** Ph.D., Indiana University, 1982; M.A., Indiana University, 1965. **Grants, Fellowships, Honors, and Awards:** Outstanding Book Award, Bank Street College Book Committee, for *Children of the Emancipation* (2000); Outstanding Book Award, Nation-

al Conference of Black Political Scientists, for *Stolen Childhood: Slave Youth in Nineteenth-Century America* (1997); Letitia Woods Brown Prize, Association of Black Women Historians, for "We Specialize in the Wholly Impossible: A Reader in Black Women's History," (1995). **Professional Affiliations:** OAH: Program Committee, chair (2002), Distinguished Lecturer (2002-present); Association for the Study of African American Life and History; American Historical Association; Association of Black Women Historians; Phi Alpha Theta: Editorial Board, *The Historian* (1999-present); Southern Association of Women Historians (life member); Editorial Board (2001-present), Book Prize Committee (1998), Essay Prize Committee (1996); Southern Historical Association: Committee on Women (2003), Membership Committee (2001), Editorial Board, *Journal of Southern History* (1998-2001). **Publications, Museum Exhibits, and Other Projects:** *African American Childhoods: Historical Perspective from Slavery to Civil Rights* (Palgrave 2004); *Stolen Childhood: Slave Youth in Nineteenth-Century America* (Indiana University Press, 1995); edited with Darlene Clark Hine and Linda Reed, "We Specialize in the Wholly Impossible: A Reader in Black Women's History" (Carlson Publishing, 1995); editor, *A Northern Woman in the Plantation South: Letters of Tryphena Blanche Holder Fox, 1856-1876* (University of South Carolina Press, 1993); *Books for Young Readers: Children of the Emancipation* (Carlhoda Books, 2000). **Personal Statement:** As a life member of the Organization of American Historians, I have been active on different levels including presenting papers, chairing the 2002 Program Committee, and contributing to the *OAH Magazine of History*, in addition to participating in the OAH Distinguished Lectureship series and OAH-National Park Service Site Review. These professional activities combined with my graduate and undergraduate teaching experience in American history will bode well, if elected to the executive board, in undergirding my interests. My primary concern is in making the current scholarship accessible to history educators, public historians, scholars, and others. As a result, I am supportive of and will advocate the continued alliance between the OAH and NCPH for the further dissemination of historical scholarship. □

### Executive Board, Pair 2

#### GLORIA SESSO

Director of Social Studies, Patchogue-Medford School District, Patchogue, New York. **Education:** Enrolled in the Ph.D. program in history, Stony Brook University (Stony Brook, NY) 1995-present; M.A., history, Columbia University, 1968. **Grants, Fellowships, Honors, and Awards:** New York State High School History Teacher of the Year (1999-2000); OAH Mary K. Bonsteel Tachau Precollegiate Teaching Award (1995). **Professional Affiliations:** OAH: chair, Advisory Board, *OAH Magazine of History* (1996); New York Council for History Education: president (2002-present); New York State Social Studies Supervisory Association: executive board (2002-present); Organization of History Teachers: Past President (1996-2000); Long Island Council for the Social Studies, Senior Vice-President and Chair of Publications (1996-present). **Publications, Museum Exhibits, and Other Projects:** co-

authored with Chris Welles Feder, *The New York State Story* (Steck Vaughn, 2002); co-authored with John Pyne, *Avenging Angel: The Harper's Ferry Raid and the Irrepressible Conflict* (University of California, 1999, revised 2002); "The Lion's Den: Teaching About Slavery" *Common-Place*, 1 (July, 2001); with John Pyne, "A Humanities Approach for Teaching the Reconstruction Era," *The History Teacher* 31 (August, 1998); coauthored with Chris Welles Feder, *New York City, Then and Now* (Steck Vaughn, 1987). **Personal Statement:** History should be at the core of the social studies program in the schools. It is essential that there be greater communication and partnerships established between precollegiate teachers and history professors. The implementation of history knowledge and implantation of history knowledge into workable classroom strategies should be an important part of the OAH conference programs and workshops. Advocacy of the importance of history teaching and the distribution of materials that focus on new historical viewpoints and historical thinking will be the focus of my endeavors. □

#### WILLIAM R. EVERDELL

History Teacher and Dean of Humanities, Saint Ann's School, Brooklyn, New York. **Education:** Ph.D., New York University, 1971; M.A., Harvard University, 1965. **Grants, Fellowships, Honors, and Awards:** Fulbright Travel Grant (1963-1964); Woodrow Wilson Dissertation Fellowship (1970-1971); NEH Advisor to

Younger Scholar (1987, 1989); NEH/Wallace Foundation Teacher/Scholar, (1990-1991). **Professional Affiliations:** steering committee, U.S. History Assessment, National Assessment of Educational Progress (1991-1992); president, East-Central American Society for Eighteenth-Century Studies (1997); Advanced Placement World History Development Committee, Educational Testing Service (1999-2002); Master Teacher in AP World History, Taft Educational Center (summers, 2000-2003); corresponding secretary, Organization of History Teachers (1988-1995, 1996-2002), president (2002-present); editorial boards: *Scholarly Adventures*, 1990-1992; *Saint Ann's Review* (2000-present). **Publications, Museum Exhibits, and Other Projects:** *The First Moderns: Profiles in the Origins of Twentieth-Century Thought, 1872-1913* (University of Chicago Press, 1997; Portuguese tr., São Paulo, 2001); *The End of Kings: A History of Republics and Republicans* (The Free Press, 1983; French tr., Paris: Editions Publisud, 1987; Revised edition (pb) University of Chicago Press, 2000); *Christian Apologetics in France: The Roots of Romantic Religion* (Lewiston, NY: Edwin Mellen Press, 1987); "Did the Enlightenment Have an 'Enlightenment Project?' History of a Rhetoric of Suspicion" (paper presented at the annual meeting of the Modern Languages Association, New York, NY, December, 2002); "How to Use the Theme of Technology in a World History Survey Course" (paper presented at the annual meeting of the American Historical Asso-

## OAH-IU Diversity Fellowship 2004-2005

In an effort to recruit new practitioners to the profession of U.S. history who reflect the diversity of the U.S. population as a whole, the Organization of American Historians, in conjunction with Indiana University's College of Arts and Sciences and its Department of History, awards a diversity fellowship biennially to a student enrolling in the Ph.D. program in U.S. History at Indiana University.

At the core of the multiyear fellowship will be tuition and fees for six years of study. In addition, the recipient will be awarded a stipend in year 1; an associate instructorship in the Department of History in years 2 and 5; an assistantship in the OAH executive office in years 3 and 4; and a dissertation-year stipend in year 6. The stipend or compensation offered each year will begin at \$18,000 per year.

Students from traditionally under-represented racial and ethnic minority groups (including African American, Latino/a, Asian American, or Native American) who have not yet begun graduate work at Indiana University are eligible. **January 2, 2004 is the deadline for application.**

For application materials or further information, contact: John Bodnar, Chair, Department of History, Indiana University, 1020 E. Kirkwood, Bloomington, IN 47405-7103.

Also, visit <[www.oah.org/activities/diversity](http://www.oah.org/activities/diversity)>.





ciation, San Francisco, January 2002). **Personal Statement:** The precollegiate teacher on the executive board should be a regular and dependable advocate for the many middle- and high-school teachers, public or independent, who need the discipline of history (the fundamental discipline for democratic citizenship) to stand behind what they do. The majority of American history teachers are not graduate historians, which is why those of us who are, or who want to be, most need the backing of OAH. The OAH has already set up several programs with these teachers in mind. It must maintain and enrich them, and find ways to encourage more teachers, despite their large classes and often thin financing, to join, use, and contribute to the organization. After more than thirty years writing and teaching history at an independent school in New York, and helping to found the national Organization of History Teachers, I would like to help in this effort. □

### Executive Board, Pair 3

#### ROBERT J. McMAHON

Research Foundation Professor and Professor of History, University of Florida. **Education:** Ph.D., University of Connecticut, 1977; M.A., University of Connecticut, 1972; B.A., Fairfield University, 1971. **Grants, Fellowships, Honors, and Awards:** senior Fulbright award, Mary Ball Washington Professor of History, University College Dublin (1999-2000); Fulbright lecturer, New Zealand (1996); Stuart L. Bernath Lecture Award, Society for Historians of American Foreign Relations (SHAFR)

(1991); Fulbright lecturer, India (1991); Stuart L. Bernath Lecture Award, SHAFR (1989). **Professional Affiliations:** OAH: Program Committee, (2001); SHAFR: Vice President and President Elect (2000), President (2001), Executive Council (1991-1994, 2002-present), Program Committee, chair (1989), Program Committee, member (1987-1988); American Historical Association. **Publications, Museum Exhibits, and Other Projects:** *Colonialism and Cold War: The United States and the Struggle for Indonesian Independence, 1945-1949* (Cornell University Press, 1981); *The Cold War on the Periphery: The United States, India, and Pakistan* (Columbia University Press, 1994); *The Limits of Empire: The United States and Southeast Asia Since World War II* (Columbia University Press, 1999); *The Cold War: A Very Short Introduction* (Oxford University Press, 2003); *Major Problems in the History of the Vietnam War: Documents and Essays* (Houghton Mifflin, 3rd rev. ed., 2003). **Personal Statement:** I have been an active member of the OAH for nearly twenty-five years now. As an academic historian who teaches at one of the nation's largest and most comprehensive universities, and as a former public historian who, early in my career, spent four years with the State Department Historian's Office, I would bring to the executive board a sensitivity to the divergent concerns and interests of each of those constituencies. Indeed, I am a strong supporter of the OAH's multifaceted efforts to reach out to all its constituencies and believe that those should include not just public historians, community college faculty, high school teachers, and graduate

students, but academic historians of every specialization. As one who has taught and lectured outside the United States on numerous occasions, I especially applaud—and would work to extend—the OAH's internationalization initiative. If elected, I would work to promote the highest standards of professionalism in the teaching, writing, and practice of U.S. history, and the greatest possible inclusiveness within our flagship organization. □

#### MARILYN YOUNG

Director, International Center for Advanced Studies, Project on the Cold War as Global Conflict (2001-2004) and Professor of History, New York University. **Education:** Ph.D., Harvard University, 1963; B.A., Vassar College, 1957. **Grants, Fellowships, Honors, and Awards:** ACLS (2000-2001); Guggenheim (2000-2001); senior Fulbright award, University of Bologna (1997); NEH (1978-1979); Teaching awards from University of Michigan and (twice) from NYU; grants for conferences connected to Cold War Project from Mellon Foundation, Ford Foundation, Rockefeller Foundation. **Professional Affiliations:** Board, Critical Asian Studies; elected to AHA Council; Adviser, NEH Grant to University of Massachusetts, Joiner Center Vietnam Project. **Publications, Museum Exhibits, and Other Projects:** *The Vietnam Wars, 1945-1990* (HarperCollins Books, 1991); *Rhetoric of Empire: American China Policy, 1895-1901* (Harvard University Press, 1968); coauthored with Tom Grunfeld and John Fitzgerald, *Papers on History: The Vietnam War* (Oxford University Press, 2002); coauthored with Robert Buzzanco, *Companion Volume to the Vietnam War* (Blackwells, 2002); coauthored with Jane and Bruce Franklin and Marvin Gettleman, *Vietnam: A Documented History* (Grove Press, 1985; 2nd rev. ed., 1995). **Personal Statement:** My primary interest has been in the foreign policy of the United States, in particular with respect to Asia. I am convinced that the current (and admirable) move to "internationalize" American history is, at base, a return to a proper attention to foreign policy. The links between foreign and domestic policy, often asserted and sometimes addressed, should be part of the curriculum for all historians. □

**and Other Projects:** *Down on the Killing Floor: Black and White Workers in Chicago's Packinghouses, 1920-1960* (University of Illinois Press, 1997); coauthored with Roger Horowitz, *Meatpackers: An Oral History of Black Packinghouse Workers and Their Struggle for Racial and Economic Equality* (Monthly Review Press, 1999); "Oral History and Labor History: A Historiographic Assessment After Twenty-five Years," *Journal of American History*, 85 (September, 1998); "Organized Labour, Black Workers, and the Twentieth Century South: The Emerging Revision," *Social History* 19 (September, 1994). **Personal Statement:** Having spent the bulk of my professional career outside the United States, I am committed to increasing the representation of foreign scholars within the OAH and to furthering the organization's goal of internationalizing American history. As a member of the Nominating Board I would work to ensure that the OAH functions as a "broad church," one that welcomes scholars from diverse backgrounds and those working in a range of institutional settings. Having taught in Europe and Canada, and with research contacts in Africa and across the United States, I can bring to the Nominating Board nearly two decades of broad experience and a rich network of professional connections. □

#### BERNDT OSTENDORF

Professor of North American Cultural History, Amerika Institut, Ludwig Maximilians Universität, Munich, Germany. **Education:** Ph.D., University of Freiburg, 1968. **Grants, Fellowships, Honors, and Awards:** W.E.B. Dubois Senior Fellow (1986); Rockefeller Foundation Fellow (1990). **Professional Affiliations:** OAH; German Association for American Studies: Vice President (1987-1990), Treasurer (1990-1993); European Association for American Studies; American Studies Association; Migration Policy Council, Berlin. **Publications, Museum Exhibits, and Other Projects:** "Why is American Popular Culture So Popular? A View from Europe," *Amerikastudien* 46 (2001); "Some Contradictions in the Americanization-of-Germany Debate," in *The German-American Encounter* (Berghahn Books, 2001); "Subversive Reeducation? Jazz as a Liberating Force in Germany and Europe" (*Revue Française d'Etudes Américaines*, 2001); *Multikulturelle Gesellschaft: Modell Amerika?* [Multicultural Society: The U.S. as a Model?] (München: Fink, 1994); *Transnationalism: The Fading of Borders in the Western Hemisphere* (Heidelberg: Universitätsverlag Winter, 2002). **Personal Statement:** I pursued a dual major in history and literature at the universities of Glasgow, Pennsylvania, and Freiburg. Since 1980 I have held the chair in U.S. cultural history at the interdisciplinary America Institute in Munich, Germany (with Clio as my major muse). I taught in the U.S. (Elmira College, Harvard, University of Massachusetts, University of New Orleans) and at European universities (Orléans, France; Venice International University, Italy). My current interests are motivated by the Europeanization and Americanization trajectories of a globalizing and transnational world. Next to the histories of cultural give-and-take, I am interested in the problems and cultural consequences of migration. I have been involved in transatlantic exchange programs (Fulbright/

## THE DEPARTMENT OF HISTORY MIDDLE TENNESSEE STATE UNIVERSITY

Announces its 2003 Strickland Scholar

### Dr. Carole Levin

The Strickland Scholar Program organized by the Department of History at Middle Tennessee State University is generously funded by the Strickland family in memory of Dr. Roscoe Lee Strickland, Jr., long-time professor of Modern European History at MTSU. Dr. Levin is Willa Cather Professor of History at the University of Nebraska-Lincoln. She has devoted her career to the study of women in late-medieval and early modern England, and has published widely in this field. She is the author of *The Reign of Elizabeth* (2001), *The Heart and Stomach of a King: Elizabeth I and the Politics of Sex and Power* (1994), *Propaganda in the English Reformation: Heroic and Villainous Images of King John* (1988); she is also lead author of *Extraordinary Women of the Medieval and Renaissance World* (2000) and senior editor of *High and Mighty Queens of Early Modern England: Realities and Representations* (2003). In addition to many other academic honors and awards, she is a Fellow of the Royal Historical Society.

MIDDLE TENNESSEE STATE UNIVERSITY

## NOMINATING BOARD CANDIDATES

### Nominating Board, Pair 1

#### RICK HALPERN

Bissell-Heyd-Associates Professor of American Studies, University of Toronto. **Education:** Ph.D., University of Pennsylvania, 1989; M.A., University of Wisconsin, 1983; B.A., University of Pennsylvania, 1977. **Grants, Fellowships, Honors, and Awards:** Social Science and Humanities Research Council Grant (2003); Arts and Humanities Research Board Grant (2003); American Philosophical Society Research Grant (1996); British Academy Research Grant (1996); Newberry Library Residential Fellowship (1992). **Professional Affiliations:** OAH; American Historical Association; American Studies Association; Labor and Working Class History Association; Program Committee (2001-2003). **Publications, Museum Exhibits,**



Humboldt/DAAD), in new European programs of study (The European M.A. in American Studies, Erasmus/Socrates), and in the French-German Ph.D. degree program "Co-tutelle de thèse." I have served as vice president, board member, and treasurer in the German Association of American Studies. If elected my goal would be increased networking and cooperation between the OAH and European historians. □

## Nominating Board, Pair 2

### ANNETTE ATKINS

Professor of History and Michael Blecker Professor in the Humanities, Saint John's University/College of Saint Benedict. **Education:** Ph.D., Indiana University, 1981; M.A., Indiana University, 1976; B.A., Southwest [Minnesota] State University, 1972. **Grants, Fellowships, Honors, and Awards:** NEH Summer Stipend (2001). **Professional Affiliations:** OAH; Western History Association: Council; American Historical Association; Minnesota Historical Society; AAUP. **Publications, Museum Exhibits, and Other Projects:** "The Shape of Water, The Feel of Trees: A South Dakotan in Minnesota," *Encyclopedia of the Midwest* (Indiana University Press, forthcoming); "At Home in the Heart of the City," *Minnesota History* 58 (Spring/Summer, 2003); editor, Teach-

ing Column, *AHA Perspectives* (2000-2002); *We Grew Up Together: Brothers and Sisters in Nineteenth Century America* (Illinois University Press, 2001); *Harvest of Grief: Grasshopper Plagues and Public Assistance, 1873-1878* (Minnesota Historical Society Press, 1984). **Personal Statement:** I am a teacher of university-level history first and a scholar and writer second. This ranking reflects the nature of my institution as well as my own professional commitments. Having worked extensively with the Minnesota Historical Society, I also know that teaching occurs in exhibit galleries and at historic sites as well as in classrooms and that teaching, too, depends on the curators' research and scholarship. It is the vitality of the link between teaching and scholarship that sustains both. That link needs nourishing and encouragement. Teaching dries up without the intellectual engagement of scholarship. Scholarship gets brittle without the intellectual engagement of teaching. I support the efforts of OAH to honor those connections in their various forms, and I am eager to explore other ways to sustain them. This is the point of view that I will take to the Nominating Board. □

### NEAL SALISBURY

Professor of History, Smith College. **Education:** Ph.D., UCLA, 1972; M.A., UCLA, 1966; B.A., UCLA, 1963. **Grants, Fellowships, Honors, and Awards:** Newberry Library Fellow (1977-1978); NEH Fellow (1984-1985); National Humanities Center Fellow (1991-1992); American Antiquarian Society Fellow (1995-1996); ACLS Fellow (2000-2001). **Professional Affiliations:** OAH: Membership Committee (1993-1998), Program Committee (2000); American Antiquarian Society (elected); American Historical Association; American Society for Ethnohistory: President (1998-1999), Executive Board (1981-1983, 1997-2000); Associates of the Omohundro Institute for Early American History and Culture: Program Committee Cochair (2004). **Publications, Museum Exhibits, and Other Projects:** *Manitou and Providence: Indians, Europeans, and the Making of New England, 1500-1643* (Oxford University Press, 1982); "The Indians' Old World: Native Americans and the Coming of Europeans," *William and Mary Quarterly*, 3rd. series, 53 (July, 1996); edited with Mary Rowlandson, *The Sovereignty and Goodness of God* (1997); edited with Philip J. Deloria, *A Companion to American Indian History* (2002); coauthored with Paul S. Boyer, et. al., *The Enduring Vision: A History of the American People* (forthcoming). **Personal Statement:** By selecting candidates for elective offices, the Nominating Board plays a central role in shaping the future of the OAH. As a member, I would seek nominees committed to the goals outlined in the OAH mission statement, to the principles of diversity and inclusiveness in all our undertakings, and to the maximizing of academic freedom and the sound teaching and practice of history in the current political and fiscal environment. I would want also to see that the board's procedures ensure that it selects from the broadest range of potential candidates. My thinking about history and related issues has been shaped not only by my teachers and my professional and institutional colleagues but also by the public school teachers, museum staffs, community-based Native American scholars, graduate students, and members of more than thirty classes of undergraduate women with whom I have worked over the years. □

to diverse communities of historians, and to increasing membership and participation. In my years as chair of the AHA-OAH Joint Committee on Part-time and Adjunct Employment and the OAH Committee on Community Colleges, I have had the opportunity to meet people throughout the U.S. and to encourage their involvement. I have been inspired in seeing research scholars, public historians, four- and two-year colleagues, independent scholars, and adjunct faculty work together to further our common goals as historians. As a community college historian and graduate student, I will be able to represent the interests of these groups which are so important to our future. I will also encourage young historians to join our efforts. □

### CHARLES ANTHONY ZAPPALÀ

Professor of History and Chair, Department of History/Social Sciences, San Diego Mesa College. **Education:** Ph.D., University of California, Berkeley, 1994; M.A., San Jose State University, 1974; B.A., University of Pittsburgh, 1969. **Professional Affiliations:** OAH: chair, Committee on Teaching (1999); member, Committee on Teaching (1992-1994, 1996-2000); American Historical Association: Professional Division (1999-2002), member, *Ad Hoc* Committee on Adjunct and Part-Time Teaching (1999-2003); Associate Editor, *AHA Perspectives* (1999-2003). **Publications, Museum Exhibits, and Other Projects:** "From Working Class Radicalism to Cold War Anti-Communism: The Case of the Italian Locals of the International Ladies' Garment Workers' Union," in Phil Cannistraro and Gerald Meyer, eds., *The Lost World of Italian American Radicalism* (Greenwood Publishing, 2003); "History of Labor," in Salvatore LaGumina, Frank Cavaoli, Salvatore Primeggia, and Joseph Varacalli, eds., *The Italian American Experience* (Garland Publishing, 1999); "Teaching History in the Community Colleges," in Nadine Ishitani Hata, ed., *Community College Historians in the United States*, (Organization of American Historians, 1999); "Academic Professionalism and the Business Model in Education," *The History Teacher* 33 (November, 1999); "Improving History Teaching and the Status of the Community College Historian," *AHA Perspectives* (1996). **Personal Statement:** The OAH has worked diligently to strengthen standards of excellence in historical scholarship and teaching and to reflect, in its membership and leadership, the diversity of our profession. I believe that my dozen years of service with both the OAH and the American Historical Association, as well as my years of experience as a faculty union negotiator, have given me a strong sense of what a professional organization can and cannot do, and a broad acquaintance with the talented and dedicated pool of historians who are able to provide organizational service of the highest quality. As a member of the Nominating Board, I would seek to identify and recruit the strongest candidates while further diversifying the ranks of OAH leadership. □

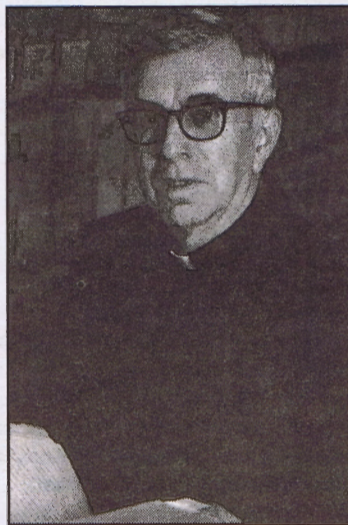
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# Official Ballot

## 2004 OAH Election

We encourage you to vote electronically. Please point your web browser to <<http://www.oah.org/members/vote/>> and provide your OAH ID number to begin. If you do not have easy access to the Internet, you may vote using this ballot. Ballots must be postmarked no later than **February 2, 2004**. Photocopies of this ballot will not be accepted. Only individual OAH members are eligible to vote.

### OAH I.D. Number

If you choose to vote using this paper ballot, we must have your OAH ID to prevent duplicate voting. (Your ID number is located above your name on the mailing panel of this issue.)

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

### President (one-year term)

☐ JAMES O. HORTON

### President-Elect (one-year term)

☐ VICKI L. RUIZ

### Executive Board (three-year term)

Please vote for three (3) candidates, one from each pair.

☐ ALBERT S. BROUSSARD

☐ WILMA KING

☐ GLORIA SESSO

☐ WILLIAM R. EVERDELL

☐ ROBERT J. McMAHON

☐ MARILYN YOUNG

### Nominating Board (three-year term)

Please vote for three (3) candidates, one from each pair.

☐ RICK HALPERN

☐ BERNDT OSTENDORF

☐ ANNETTE ATKINS

☐ NEAL SALISBURY

☐ JULI JONES

☐ CHARLES ANTHONY ZAPPIA

### Nominations

Who gets nominated for positions in the Organization of American Historians? A key role, you should know, is exercised by those of our more than 8,600 members who take the time to offer their recommendations to the Nominating Board. But the Nominating Board does not receive a substantial number of recommendations. We urge members, therefore, to participate in the nominating process by offering suggestions for highly-qualified candidates. Please list the names and the institutional affiliations of these individuals below and attach a brief c.v. or statement describing the qualifications of your nominees. Your suggestions **do** make a difference!

	President-Elect	Nominating Board	Executive Board
Nominee/Affiliation			
Nominee/Affiliation			
Nominee/Affiliation			

Your Name \_\_\_\_\_

Please mail completed ballots and your nominations to the OAH office: P.O. Box 5457, Bloomington IN 47408-5457. **Ballots must be postmarked no later than February 2, 2004.**

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

## La Pietra Dissertation Travel Fellowship in Transnational History

This prize provides financial assistance to graduate students whose dissertation topics deal with aspects of American history that extend beyond U.S. borders. The fellowship may be used for international travel to collections vital to dissertation research. Applicants must be currently enrolled in a U.S. or foreign graduate program. One \$1,250 fellowship will be awarded annually. Applications due by **December 1, 2003**.

For more information and how to apply visit the OAH website:

<[www.oah.org/activities/awards/lapietra](http://www.oah.org/activities/awards/lapietra)>



THE ORGANIZATION OF AMERICAN HISTORIANS

## RESIDENTIAL FELLOWSHIPS at DELAWARE RESEARCH INSTITUTIONS

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- **4-month dissertation grants**  
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[crl@udel.edu](mailto:crl@udel.edu)

(302) 658-2400

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Winterthur research fellowship program in American art, design, material culture, and history

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- **1- to 2-semester dissertation fellowships**
- **1- to 3-month research grants**  
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[www.winterthur.org](http://www.winterthur.org)

[academicprograms@winterthur.org](mailto:academicprograms@winterthur.org)

(302) 888-4640

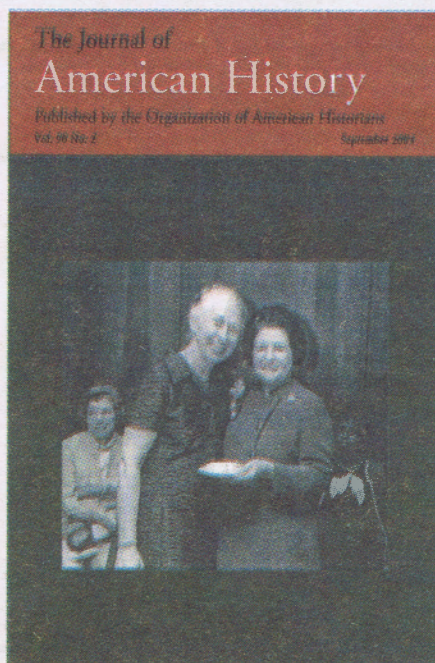
- **Hagley-Winterthur Arts and Industries Fellowships**

For projects that make use of both institution's resources, contact Hagley, [crl@udel.edu](mailto:crl@udel.edu); application deadline December 1



# Editor Search

## Journal of American History



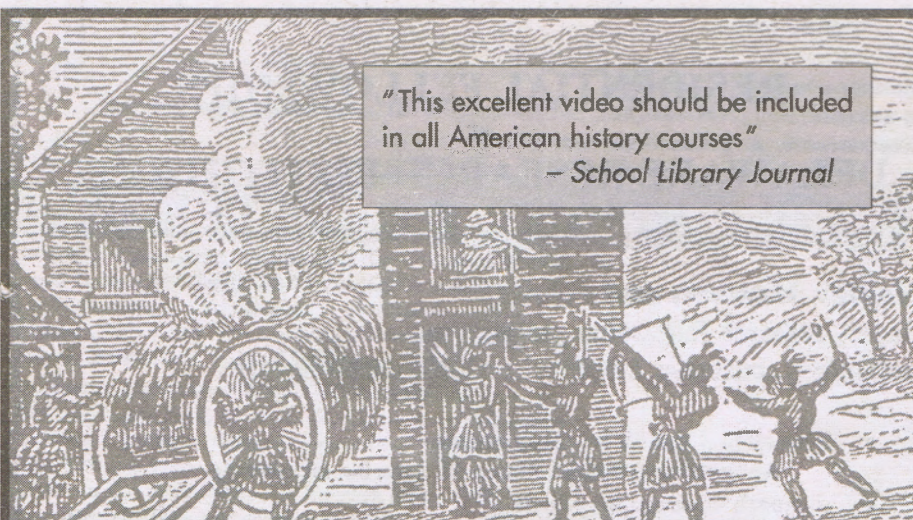
EDITOR OF THE JOURNAL OF AMERICAN HISTORY AND PROFESSOR OF HISTORY, INDIANA UNIVERSITY, BLOOMINGTON. The Organization of American Historians and Indiana University are jointly searching for a scholar whose responsibilities will be divided between editing, teaching, and research. The appointment will be with tenure at the full or associate rank. Search committee co-chairs are Kevin Gaines (gainskk@umich.edu) and Michael McGerr (mmcgerr@indiana.edu). Send letter of application, c.v., and arrange to have three letters of recommendation sent to the JAH Search Committee, Department of History, Indiana University,

Ballantine Hall 742, 1020 E. Kirkwood Avenue, Bloomington, IN 47405-7103. **The deadline for applications is 1 December 2003.** This position will begin 1 August 2004. Indiana University is an equal opportunity, affirmative action employer and welcomes applications from women and minorities. □



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## SCHOMBURG CENTER FOR RESEARCH IN BLACK CULTURE

# SCHOLARS

## IN RESIDENCE PROGRAM

**SCHOMBURG CENTER FOR RESEARCH IN BLACK CULTURE**, a unit of The New York Public Library's Research Libraries, announces its Scholars-in-Residence Program for the academic year of 2004-2005.

The Fellowship Program encompasses projects in African, Afro-American, and Afro-Caribbean history and culture, with an emphasis on African Diasporan Studies and Biography, Social History and African American Culture. (Please see our website for information on the Center's holdings.)

**REQUIREMENTS** Fellows are required to be in full-time residence at the Center during the award period. They are expected to utilize the Center's resources extensively, participate in scheduled seminars, colloquia and luncheons, review and critique papers presented at these forums, and prepare a report on

work accomplished at the end of their residency.

Persons seeking support for research leading to degrees are not eligible under this program. Candidates for advanced degrees must have received the degree or completed all requirements for it by the application deadline. Foreign nationals are not eligible unless they will have resided in the United States for three years immediately preceding the award date.

**AWARD** Fellowships funded by the Program will allow recipients to spend six months or a year in residence with access to resources at both the Schomburg Center and The New York Public Library. The fellowship stipend is \$25,000 for six months and \$50,000 for twelve months. The Program is supported by the National Endowment for the Humanities and the Samuel I. Newhouse Foundation.

### FOR MORE INFORMATION AND APPLICATION FORMS

write to the Scholars-in-Residence Program  
Schomburg Center for Research in Black Culture  
515 Malcolm X Boulevard, New York, NY 10037-1801  
Telephone: 212-491-2228, or visit our website at:  
<http://www.nypl.org/research/sc/scholars/index.html>

**APPLICATION DEADLINE DECEMBER 1, 2003**