



Newsletter

Volume 34, Number 3 ■ August 2006

NPS Controversy Nearing Resolution

Susan Ferentinos

In his first major announcement since taking over as Secretary of the Interior, former Idaho Governor Dirk Kempthorne reaffirmed the National Park Service's (NPS) commitment to conserving natural and cultural resources. His decision came as a welcome surprise to environmentalists and cultural stewards and seems to have put an end to a controversy that has raged within the NPS for the past year (1).

Since last summer, the agency, which oversees the national park system, the National Historic Landmarks program, and the National Register of Historic Places, has been divided over a proposed revision to the *NPS Management Policies*. Any revision of this document is cause for scrutiny because it outlines the guiding principles on which all caretakers of national park units must base their decisions about the day-to-day and long-range governance of the sites and resources under their purview.

This most recent round of revisions proved significantly more controversial than usual, however. Many agency watchdogs accused the NPS administration of maneuvering to privilege recreational enjoyment over the preservation of the nation's natural and cultural trea-



Secretary Kempthorne announces the release of the draft revised NPS Management Policies on June 19, 2006. Pictured (from left) are: NPS Director Fran Mainella, Tom Kierman, president of the National Parks Conservation Association; Frank Hugelmeyer, president of the Outdoor Industry Association; and Rep. Steve Pearce (R-NM), chairman of the House Subcommittee on National Parks.

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A Lincoln Pilgrimage

James A. Percoco

I am playing Pied Piper again and glad to be doing so. As a history teacher, it is what I do best. This April, fourteen high school seniors that enrolled in Applied History—my high school public history course—and seven of their parents agreed to give up half of their final spring break to go on a “Lincoln Pilgrimage Road Trip.” Instead of “just chillin’” for a well-deserved break from the pressures associated with their last year of public schooling, this group preferred a real academic adventure. So off we went early one morning, not only to visit sites, museums, and public history venues related to Lincoln in Ohio, Indiana, and Illinois, but also in an effort to meet the man himself.

“History,” said Lincoln in an 1852 speech to the Springfield, Illinois, Scott Club, “is philosophy teaching by example.” Part of what works for me, particularly outside the painted and poster covered cinder block walls of a traditional high school classroom, is generating a sense of enthusiasm among the young people about persons and places that have stirred our national memory and consciousness. Beneath the exterior of their sometimes entitled teenage nature is a genuine hunger to see, touch, and feel what is substantive about the world. Abraham Lincoln provides great substance upon which to ponder, consider, and experience. I always love it when students experience for themselves, in their own personal inner sanctums, the joy of learning about and touching the past, particularly when the shades of preconceived notions slip quietly away. In their honesty, students can impart great charm. For Chelsea, the trip exceeded all expectations. “I thought,” Chelsea wrote on her reflection index card, “I was going to be sick of Lincoln within two days, but I never realized how dynamic our sixteenth president was. Not only was it interesting to learn about Lincoln’s life, but I also enjoyed seeing the different ways it was presented.”

Nine hours after leaving Springfield, Virginia, we finally arrived at our first destination, the Quality Inn and Suites in Norwood, Ohio, a suburb of Cincinnati. Road weary but still enthusiastic, my travel companions squealed with delight when they saw a large hotel sign heralding, “Welcome Association of Lincoln Presenters



Students seek good luck by rubbing the nose on Abraham Lincoln's bust at the entrance to the Lincoln Tomb State Historic Site at Oak Ridge Cemetery, Springfield, Illinois. (Photo courtesy of the author.)

(ALP).” Boasting over one hundred and sixty members, living in each of the continental United States and Alaska, as well as one in Spain, the ALP is an organization dedicated to preserving the life and legacy of the sixteenth president through dramatic presentations. In other words, they dress up and role play Lincoln for civic groups, schools, nursing homes, churches, and anyone who wants to have them bring Lincoln to life. It is a privilege for them to live out their motto, “In Lincoln’s Image.” Not even Washington, Jefferson, or Franklin has such a group of boosters.

Two years before our present excursion, I traveled to Vandalia, Illinois, to attend the ALP conference. Held in the old state capitol, it was a delightful experience augmented by their willingness to embrace the history teacher in their midst. During that trip, I promised myself at the time that

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OAH Newsletter

Vol XXXIV, No 3 • AUGUST 2006

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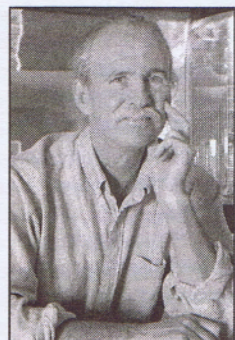
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The Organization of American Historians promotes excellence in the scholarship, teaching, and presentation of American history, and encourages wide discussion of historical questions and equitable treatment of all practitioners of history.

What Are We Afraid Of?

Richard White



White

While preparing the OAH Strategic Plan in 2002, the OAH Executive Board recommended that future program committees "create sessions on scholarly controversies in which two or more distinguished historians take opposing positions." It seemed a good idea at the time, and still seemed good when the committee met to plan the 2007 convention. This coming year is the one hundredth anniversary of the OAH, and if there

were ever a time to show the diversity of views within the profession—and historians' belief in candid intellectual exchange—it would be at our centennial celebration next spring in Minneapolis. But then, again, maybe not. There was a notable lack of enthusiasm among the scholars invited to participate.

As historians, we do take opposing positions, but we seem to be united on one thing: a reluctance to debate. This was evident in our attempts to implement the "scholarly controversies" sessions. I won't mention names—and there is no need to—because the problem is not personal but rather collective. The unwillingness to debate spans

the spectrum of the profession. It was as strong on the left as on the right. Race and gender, as far as I know, made no difference. There were numerous excuses given, including other commitments, but although the reasons varied, the refusal was pretty universal. The always exceptional Patricia Limerick accepted and so did a few others, but they were the outliers.

This is, on one level, puzzling. If the debate were to take place on *Crossfire*, I can understand a "thanks but no thanks" answer. If this were to be a debate along the lines of presidential "debates," I could understand why people, particularly the potential audience, might say, "why bother?" But these would be debates between colleagues who have taken differing positions on important issues. The audience would be their professional equals. I have little doubt that all of us would go to the wall to defend the free exchange of ideas, but we don't seem much interested in exchanging ideas ourselves, at least in public where there might be occasion for embarrassment.

I may be the most naïve member of this organization, but I didn't think that any of us have that much to lose.

I still do think that collectively we have something to gain. At the very least, it would provide a chance for people to actually remember our annual meetings for their lively intellectual exchanges and not their meals and receptions. I thought the exchange on immigration history and policy between David Gutiérrez and Otis Graham at the Washington

meeting was one of the most memorable intellectual exchanges that I have heard in the last half dozen years. The statements were candid; the two scholars were respectful to each other. The discussion from the audience was, at times, passionate, but these are issues that arouse passion. I will remember that session.

But on another level, I think I do understand what we are afraid of. There is a culture of caution, a prickly over-professionalization, that has begun to influence all of us. We have become each others' hostages. The culture of universities encourages this. My own employer, Stanford, has so institutionalized timidity that one or two critical letters from outside evaluators or a scathing review can endanger, if the circumstances are right, tenure, promotion, or appointment. We should celebrate scholars who draw strong reactions. Instead, we shy away from them.

In a profession where we should wear our wounds proudly and confront our critics gladly, we prefer to be safe and guarded and fear that we have enemies who can cost us our reputations. Younger historians learn that honest intellectual exchange and criticism can harm careers. Our reputations may have little currency outside our institutions, but within them they seem to be all we can trade on, and so we nurture them. For those of us more senior, and safer, the fear is less understandable. It is more than a little sad that one hundred years of professional history have led to this. □

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Mary Sheehan
Gerald E. Shenk
Martin J. Sherwin
Naoko Shibusawa
Paul L. Silver
Henry E. Simpson
Stanley A. Skalski,
USMC
Kathryn Kish Sklar
Douglas Slaybaugh
Judith E. Smith

Michael Smith
Michael Smuksta
Doreen Snider
James K. Somerville
James M. SoRelle
Katherine Spada-
Basto
Robert Sperry
Nicholas A. Spilotro
Darlene Spitzer-
Antezana
Denise S. Spooner
Jeffrey D. Stansbury
Bruce M. Stave
Phyllis E. Stelle
George G. Suggs, Jr.
Martin A. Summers
Martha H. Swain
Rolf H. Swensen
Marcia G. Synnott
Paul J. Tenney
Keith Terry
Samuel J. Thomas
John A. Thompson
Nancy J. Tones
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Ray Tracy
Roger R. Trask
H. L. Trefousse
Richard G. Trefry
Tracey Trenam
Hilliary Turner
I. Bruce Turner
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Timothy C. Westcott
Richard White
Linda Wilke-Heil
K. P. Wilson
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John Witt
Sharon Wood
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David M. Wrobel
John Yarbrough
J. Dale Yoder
Jamil S. Zainaldin
Robert L. Zangrando
Joseph Zellner
Joan M. Zenzen

In response to OAH President Richard White's suggestion, a number of OAH members have made contributions to the organization in honor of or in memory of a teacher or historian who inspired them to study American history.

— IN HONOR OF —

A.P. U.S. History
Students at
Abington Friends
School
Maxwell Bloomfield
Alan Bogue
Angela Boswell
Hal Bridges
Richard Maxwell Brown
Albert Camarillo
Bruce Clayton
Glenn T. Eskew
George M. Fredrickson
Willard Gatewood
Michael Grossberg
David Hammack
William H. Harbaugh
Gerd Korman
Walter LaFeber (on
his retirement from
Cornell University
after 47 years on the
faculty)
Richard W. Leopold
William E.
Leuchtenburg
Lawrence W. Levine
Bruce Nelson
Idus A. Newby
Stephen Nissenbaum
Stephen B. Oates
Stewart O'Nan
Nell Irvin Painter
Stow Persons
Roy V. Scott
Winton U. Solberg
Robert Brent Toplin
Richard White
Ed Younger

IN MEMORY OF

Lewis E. Atherton
Lance G. Banning
Francis E. and
Katherine L. Carroll
Edward C. Carter II
Kenneth Cmiel
C. H. Cramer
W. E. B. DuBois
Paul Wallace Gates
William E. Gienapp
Dewey W. Grantham
Janice Gross

Nadine I. Hata
C. William Heywood
John Higham
Richard Hofstadter
J. Joseph Huthmacher
W. Turrentine
Jackson
Hugh Jameson
Archie (Jay) Jones
Jackson Turner Main
David D. March
Raymond Muse

James C. Olson
William N. Parker
James Robert Phillips
Earl Pomeroy
Barbara E. Pratt
Kathryn Turner
Preyer
Martin Ridge
Fred A. Shannon
James P. Shenton
Henry H. Simms

Wendell Holmes
Stephenson
Warren Susman
John L. Thomas
Glenn E. Tyler
T. Harry Williams
William Appleman
Williams
Nancy Zimmerman

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 designate 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.

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.

We strive for accuracy in our records. Kindly notify us regarding incorrect listings. Gifts received after June 30, 2006 will be acknowledged in the November 2006 issue of the OAH Newsletter.

somehow I would get my students to connect with this interesting group of fellows. Now that vision was reality.

The following day we joined the Lincolns at George Grey Barnard's controversial 1917 sculpture of Lincoln. When it was first unveiled, Barnard's sculpture of a pre-presidential Lincoln triggered a firestorm in the art world and spilled over into mainstream press. Critics contended that Barnard depicted a "slouch" and a "hobo-democrat," not a great statesman. The editor of *Art World* declared it should be "blown up with dynamite." Robert Todd Lincoln, guarding the mantle of his father's memory, weighed in on the piece calling it a "hideous monstrosity." Supporters of Barnard argued that he had uncovered the true Lincoln, the man who "came out of the wilderness" to serve his country in time of crisis. Complicating matters further was an effort to send a duplicate cast of Barnard's statue to London, England, for placement outside of Parliament as a gift of friendship from the American people to the United Kingdom. Behind the scenes, Lincoln's son worked tirelessly to prevent delivery of the sculpture. His efforts paid off. London received a duplicate of Augustus Saint-Gaudens's 1887 *Standing Lincoln* located in Chicago, while Barnard's second casting went to the more working-class community of Manchester. The bottom line, as always with Lincoln, comes down to interpretation.

Good spirits prevailed as the students and Lincolns made connections with one another, posing for pictures, talking and laughing together. I pulled out of my satchel a copy of the 1917 monument dedication book, signed by Barnard, and shared it with everyone. Its presence served to heighten the experience by virtue of bringing an object from eighty-nine years ago into a contemporary context. Meredith considered the exchange at the statue a highlight of the trip. "Lincoln is not just one style or stereotype," she wrote. "He had multiple qualities which probably explain his extraordinary personality. The pre-presidential statue is a good one. Here he is a ruffled, ordinary man; a relatable human being. Another statue may be another interpretation. Such a man cannot be confined to one stereotype." For Tom, one of the parent chaperones, Barnard's *Lincoln* struck a similar chord to Meredith's examination. "I believe," he wrote, "Barnard's Lincoln should have been used for Parliament Square in London. I think the United States missed an opportunity to generate a discussion about Lincoln's incredible ability to ignore social convention and appearance on any side of an issue. Rather, he had a strong moral compass that guided him, allowing him to become an enduring and beloved leader. 'Hobo-democracy' concerns say much more about American detractors than Lincoln's appearance or leadership."

Clambering aboard our charter coach, we traveled to the Lincoln Museum in Fort Wayne, Indiana, where we were treated like visiting royalty. In the library, we were given a rare, up close look at one of the museum's holdings. There, under subdued lighting, was one of the thirteen copies of the Thirteenth Amendment that abolished slavery. This rare document is made more unique by virtue of the fact that Lincoln affixed his signature, something he was not constitutionally required to do. Lincoln felt compelled to sign, though, given his position on slavery. We also took time to visit Paul Manship's 1932 *Lincoln the Hoosier Youth* statue on the steps of the entrance plaza to the Lincoln National Life Insurance Company. Standing here provided a forum for discussion about the "uses of history"—in this case Lincoln's image—to hawk everything from cars to

beer and bail bonds. It seems that Lincoln is not only our greatest president, but also one of our greatest salesmen.

Our next stop was the mecca of Lincolnland, Springfield, Illinois, where we visited the Lincoln Home National Historic Site. Historians Tim Townsend and Cat Mancuso gave us a first class tour of the only home that Lincoln ever owned, the modest two story structure at 8th and Jackson Streets complete with the nameplate on the door, "A. Lincoln." Standing in Lincoln's backyard, it was easy to be



Students engage with a National Park Service interpreter at "the mecca of Lincolnland"—the Lincoln Home National Historic Site (www.nps.gov/liho/) in Springfield, Illinois. (Photo courtesy of the author.)

transported back to 1860 when the place would have been not only home to the Lincoln family but also to their dog Fido, his horse Old Bob, and a lone milk cow. Here Lincoln chopped his own wood, and his two young sons Willie and Tad played. We found it easier to connect with this historical president, than with more recent chief executives.

The apex of our time in Springfield was at the new Abraham Lincoln Presidential Library and Museum (ALPLM). Opened in April 2005, the Museum is a clever fusion of state-of-the-art technology with more traditional public history presentations. Although there have been a fair share of naysayers—some historians have criticized the museum for "Disney-fying" the Lincoln story—I found this to be the most fulfilling museum visit I have ever had in all my years of trundling students through museums. It was a pure delight to witness students enjoying history for history's sake. They live in a world of iPods, cell phones, and digital cameras, so the museum's use of technology resonated with them. But the students were equally moved by the story of Lincoln behind the technology. Though surrounded by twenty-first-century light, sound, bells and whistles, the museum preserves Lincoln's humanity.

Our visit was coordinated by the education director, Erin Bishop, who provided us with a private showing of

the "Ghosts of the Library" theatrical experience. Here, an actor interacts with ghostly holographic images as he explains the purpose and power of such a repository of presidential memory while answering two important questions: why does history matter and why do we save all this old stuff? Meeting with the actor after the performance and going up on the stage provided the students with an opportunity to see "how it is done." Equally impressive was the other theatrical production, "Lincoln's Eyes." The production included a multiscreen program of the Civil War and we literally felt the effects of the war as seats rumbled when cannons fired. The production allows visitors to approximate Lincoln's experiences during the years when he held the ship of state together. The presentation confirms author Joshua Wolf Shenk's idea that "in order to appreciate Lincoln's significance for our time, we have to understand his time and how he lived." Offsetting these contemporary approaches is the "Treasures Gallery" which respectfully presents a number of significant Lincoln documents.

As a special treat, we were afforded an opportunity to visit the Lincoln Presidential Library with Kim Bauer, Curator of the Lincoln Collection. Bauer arranged a look at some unique Lincoln artifacts, including a survey Lincoln drew for Huron, Illinois (a town never built), a walking cane that was sent to the Lincoln as a gift, and the original 1865 photograph of Lincoln lying in state inside New York's City Hall in April 1865. This chance encounter with the past equally matched the museum experience as once again the walls reverberated with, "This is so cool!"

The ALPLM takes history education seriously. According to Bishop, the mission of the Education Department is to "provide education opportunities for learners of all ages to explore Illinois and U.S. history and the legacy of Abraham Lincoln through the museum and library collections." One of the primary goals, she adds, "is to help teachers teach. To that end we offer teacher workshops with strong content-based programs on a variety of topics to assist educators in developing a solid background on unfamiliar topics or in mastering a discipline they already know and love." These workshops provide practical "ideas the teachers can take back to their students and implement across their curriculum." The ALPLM Education Department has both secondary and elementary education coordinators.

After a visit to the Old State House and the Lincoln-Herndon Law Office, we paid our respects at Lincoln's Tomb in Oak Ridge Cemetery. Quietly, we shuffled past his marble sarcophagus beneath Edwin Stanton's gold epitaph, "Now he belongs to the ages." Mickey and Sarah were particularly moved by our last stop. Mickey wrote, "I felt touched in the greatest way at his tomb. To see how much was done for one person's resting place, he must have meant a lot." Sarah reflected, "The most real part of the trip for me was walking into Lincoln's Tomb knowing that he was actually there."

In 1832, while still an aspiring twenty-three-year-old politician, Lincoln wrote in his first public paper that education is, "the most important subject which we as a people can be engaged in." As a twenty-six year veteran high school history teacher, I could not agree more. □

Jim Percoco has been a teacher at West Springfield High School in Springfield, Virginia, since 1980. He is the author of A Passion For The Past: Creative Teaching of U.S. History (1998) and Divided We Stand: Teaching About Conflict In U.S. History (2001).

Preventing Cultural Catastrophe

Virgil McDill

As the one year anniversary of Hurricane Katrina draws near, people in New Orleans and all across the country are taking stock of the recovery efforts and asking some hard questions about the future of the city. The National Trust for Historic Preservation made helping New Orleans preserve and revitalize itself a top priority immediately after the storm, and in the months since August 29, 2005, it has remained firmly atop our list of critical tasks. As National Trust President Richard Moe has said numerous times over the past year, "Hurricane Katrina is one of the greatest human tragedies in the nation's history, but it also could be the greatest cultural catastrophe America has ever experienced."

It is one thing to identify a problem; it's another thing to do something about it. As the devastation wrought upon New Orleans by Katrina became terribly clear, the question for us at the National Trust quickly became "what can we do to help?" To address that question, the Trust developed a three-pronged approach in the days immediately following the storm, and this approach has guided our response efforts ever since.

First, raise awareness. Over the years, the Trust has developed an extensive list of media contacts and resources. The decision was made early on to use these contacts to communicate the message that the historic treasures of New Orleans must not be lost. For one, we realized that we needed to confront the growing perception that New Orleans, in a phrase that became widely used, had "dodged a bullet." In other words, the French Quarter and the Garden District—the public faces of the city where tourists generally confine themselves—had weathered the storm with relatively little damage. In the Trust's view, while those neighborhoods are important, working-class historic neighborhoods like Holy Cross, Mid-City, and Treme are the city's heart and soul. The shotgun houses, Creole cottages, and bungalows of these neighborhoods are home to many of New Orleans' musicians, cooks, and Mardi Gras Indians—the people who create the rich cultural fabric that makes New Orleans the unique place that millions of us love. In a reflection of our continued commitment to these areas, in May, we placed Historic Neighborhoods of New Orleans on our annual list of the eleven "Most Endangered Historic Places," the Trust's most visible publicity vehicle.

Second, the Trust engaged in a lobbying effort on Capitol Hill to ensure that the federal government's Gulf Coast hurricane relief legislation included funding for historic properties. This process ultimately led to the approval of

\$40 million in grant funds, to be administered by State Historic Preservation Officers (SHPOs), to assist the owners of historic homes damaged by the hurricane, and \$3 million to help SHPOs with historic preservation reviews. Against the backdrop of billions of dollars targeted for hurricane relief, this is a small investment. But for certain targeted pur-

house," she said. Today, Landry's success story is a model for other people in her neighborhood.

In June, the National Trust and Tulane University co-sponsored a conference in New Orleans that focused specifically on the how the city's cultural life can rebound in the coming months and years. Called "Rebirth: People, Places

and Culture," the conference featured a keynote address by First Lady Laura Bush as well as panel discussions devoted to various aspects of New Orleans' unique cultural life, from cuisine, to music, to social organizations.

On the day before the conference began, the Trust led attendees on a bus tour of flood-ravaged areas that served as a searing reminder of the immense challenges still facing the city.



Before and after. Mildred Bennett takes advantage of "Home Again!" to rebuild her 1894 home in New Orleans.



Photos courtesy of the National Trust for Historic Preservation.

poses—assessing damage to historic properties, providing technical and sometimes financial assistance to owners of damaged historic homes—this funding will go a long way toward saving historic properties on the Gulf Coast.

Third, to coordinate all of the Trust's work in the city, we opened a field office in New Orleans. The Trust's New Orleans field office is housed with the Preservation Resource Center (PRC) of New Orleans, which has been an immensely valuable partner in all of our activities in the area. The Trust and the PRC have worked together to launch a number of programs and initiatives, from basic tasks like handing out cleaning supplies and coordinating volunteer clean-up crews, to more advanced work like overseeing the restoration of flood-damaged homes.

One initiative, the Home Again! program, has helped homeowners renovate their homes, and also serves as a demonstration project to guide the work of other residents. New Orleans resident Bari Landry owns a home in the South Lakeview neighborhood, and she was one of the first people to take advantage of the Home Again! program. Landry studied the step-by-step plan developed by the Trust and the PRC:

- Remove the ruined contents
- Dry out the house through natural ventilation
- Disinfect and treat plaster walls and saturated wood
- Conserve the historic materials and prevent further deterioration

"Based on advice from the Trust and the Preservation Resource Center of New Orleans, I had decided that if I walked into my bungalow and it was structurally intact and the floors weren't buckled, then I was going to save the

In some areas, a visitor can go several blocks without seeing a single residence that is still occupied by homeowners. In all neighborhoods on the bus tour, the dark rings left by the floodwaters scar the outsides of houses, and in many, vandals have stolen the cornices, brackets, doors, and other architectural treasures from countless homes. The tour made clear that, almost one year after the storm, the challenges facing people and places in New Orleans remain immense.

But the conference also provided hope, and in many cases, inspiring success stories. More than 650 restaurants have reopened since the storm. The city's two signature annual events—Mardi Gras and Jazzfest—were successful. And perhaps best of all, every day, more residents decide to return to the city and begin to build their lives anew in the historic neighborhoods that they call home.

Richard Moe opened the conference with comments that eloquently summed up the work that the Trust and its partners are doing in New Orleans. "The ultimate goal of our recovery efforts should be to allow displaced people to return to communities that are healthy, vibrant, *familiar* places to live and work. We want to bring our families, friends, neighbors and constituents home—to a place that looks and feels like home. That means we must do everything possible to preserve the heritage and character that make New Orleans such a special place.

"Here's another way of saying it: New Orleans has always been *Someplace*; our challenge is to ensure that it doesn't get turned into *Anyplace*." □

Virgil McDill is the Communications Manager for the National Trust for Historic Preservation in Washington, DC.



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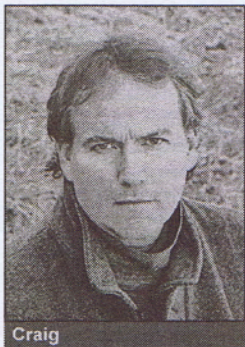
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Bruce Craig

Executive Director, National Coalition for History



Craig

Smithsonian Officials Defend Showtime Deal

Summoned by the House Administration Committee, Smithsonian Institution (SI) Secretary Lawrence Small and members of his senior staff recently testified before a House oversight committee on the controversial agreement entered into between the Smithsonian and CBS/Showtime Networks Inc. The agreement limits the abilities of documentary film-

makers to independently produce films that make more than "incidental use" of the Smithsonian's collections and resources. Small's testimony did little to mollify critics; in fact, his appearance raised new and more serious questions about the long-term ramifications of the semiexclusive Showtime deal.

Smithsonian officials provided two versions of the 170-plus page contract between the SI and Showtime to Representative Vernon J. Ehlers's (R-MI) House oversight committee. Small stated that he personally did not take part in drafting the contract—that task fell to Gary M. Beer, chief executive of Smithsonian Business Ventures. With flailing hands that nearly knocked over his microphone several times, Small passionately tried to defend the benefits that he insisted the agreement will accrue to the Smithsonian. He explained that the Smithsonian was trying to bring in extra revenue; that in spite of a \$800 million endowment and some \$1 billion raised since 2000, there is still a backlog of repairs that, unless funded privately, would cost Congress "billions" of dollars. Repeatedly, he asserted that out of over 900 media agreements in the last five years, there have been only seventeen instances of "substantial use" of Smithsonian resources. Thus, the activities of over 95 percent of potential users would not be impacted by the provisions of the contract. But according to Carl Malamud of the Center for American Progress, whose organization has been at the forefront of criticism of the Showtime deal, \$500,000 a year plus a profit sharing provision in which the dominant party has a 90 percent equity stake is a "pretty cheap price to sell our archives." Furthermore, stated Malamud, in his professional opinion, a thirty-year contract "is impractical . . . In this Internet era, even three-year distribution contracts can be considered long."

Not that Lawrence Small already does not have enough problems with Congress and critics of the Showtime agreement, but now the Smithsonian Secretary is under investigation for his role in a recently discovered ac-

counting scandal at the Federal National Mortgage Association (Fannie Mae). From 1991 until 2000 when he became Smithsonian Secretary, Small served as president, chief operating officer, and board member of that association. The investigation prompted Senate Finance Committee Chair, Charles E. Grassley (R-IA), to ask openly the question that many have been whispering privately, whether Small is the right person to continue heading the Smithsonian. Grassley is especially concerned about recent revelations relating to Small's involvement in the Fannie Mae investigation. But Grassley, in a letter to Office of Management and Budget officials, noted that the Smithsonian's own inspector general is also looking into allegations of financial irregularities and excessive executive compensation packages in the Smithsonian Business Ventures Division.

Human Subject Research Legislation Introduced

On June 9, 2006, Representative Diana DeGette (D-CO) introduced the "Protection for Participants in Research Act of 2006" (H.R. 5578)—legislation seeking to insure that all human subject research is conducted in accordance with the Common Rule and other provisions in law that are designed to insure that human subject research poses minimal risk to research participants. The bill also seeks to insure "informed consent" by all research participants. Human subject research—including certain oral history research activities—has been interpreted by some federal officials in the Office for Human Research Protections (OHRP) and some university Institutional Review Boards (IRBs) to be governed by provisions in the Public Health Service Act. The law, which originally was designed to protect the human subjects from abuse by biomedical researchers, remains vague if not totally mute with respect to oral history research. This, however, has not stopped some university IRBs to (in the words of critics) "overreach" their authority when applying OHRP regulations to oral history research. Some university IRBs grant an exemption to oral history research while others (especially those that do not have historians or social scientists sitting on the IRB) demand that historians seek IRB approval for any oral history research that may be undertaken in the process of conducting historical research.

In recent months there have been several new IRB horror stories relating to oral history. For example, at one major research university, a doctoral dissertation that had been approved by the dean of the graduate school was withdrawn just weeks prior to the student's anticipated graduation. In what appears to have been a communication problem between the student's graduate advisor, the graduate school, and the university IRB, the doctoral candidate was ordered to take back his dissertation, strike all

references to his oral history interviewees, and destroy the tapes he made, even though he had secured signed releases from all his oral history interviewees. The student's graduation and future—including a bonafide job offer (his position is conditioned on him having the Ph.D. in hand prior to appointment)—at this writing remains in jeopardy. DeGette's bill does not speak directly to the issue of oral history research and would do little to address the specific concerns relating to such research activities. There is a provision in the bill that directs the Health and Human Services Secretary to consider whether the list of exemptions should be modified or whether "new categories of exemptions [should be] established." The bill also mandates that local IRBs are to consist of at least two persons whose expertise is in "nonscientific areas" and an additional two persons from outside the research institution. While the DeGette bill does little to resolve the controversy over oral history, the Oral History Association, and several other history-related organizations have formally requested that the OHRP (which in the past has sent contradictory messages to the historical community) clarify their regulations and policies regarding the applicability of oral history in IRB review.

Morehouse College Purchases Martin Luther King, Jr. Papers

More than 10,000 handwritten documents and books from the estate of famed civil rights leader Dr. Martin Luther King, Jr. were purchased by Morehouse College in Atlanta. A successful effort coordinated by Atlanta Mayor Shirley Franklin apparently brought together a coalition of individuals, businesses, and philanthropic leaders who were able to make the purchase without having the papers go to auction. The collection that had been slated to go on the auction block in early July had been estimated to draw more than \$30 million had it gone to auction; the Morehouse College offer, however, exceeded the estimated auction value. According to David Redden, Vice President of Sotheby's Auction House, "I can't imagine a better home than the home of Dr. King for this collection . . . It was there for years; it's going to be there forever."

Senate Conducts Hearing On Anderson Papers

On June 6, 2006, the Senate Judiciary Committee conducted an oversight hearing in which members questioned Justice Department officials about the Federal Bureau of Investigation's (FBI) interest in the papers of the late journalist Jack Anderson that are now deposited at the George Washington University. The Justice Department spokesman gave the senators little information, refusing to comment on sources, methods, or the recent developments on the case. The FBI has publicly stated that the bureau believes that Anderson collected secret documents and other information from sources unauthorized to release them. Information gleaned from these documents and sources were used in the preparation of his syndicated column, "Washington Merry-Go-Round," that ran in papers across the country from 1969 until 2004. The FBI apparently was particularly concerned about materials in Anderson's file

At Deadline

R. Bruce Craig, the Executive Director of the National Coalition for History for about seven years, informed the NCH policy board that effective January 2007, he plans to relocate permanently to Prince Edward Island, Canada. Bruce is looking forward to beginning his teaching responsibilities at the University of Prince Edward Island. There he will also be working to establish a unique public history degree program and will begin researching and writing his biography of accused spy Alger Hiss. A search committee for the new NCH executive director has been formed, and the NCH executive board has drafted a position announcement which will be posted on the OAH web site and elsewhere. Anticipated deadline for applications will be Oct. 1, 2006.

that may relate to a current espionage case against two pro-Israel lobbyists.

Quickly reaching a dead end on the Anderson case with questions posed to Matthew Friedrich, Chief of Staff for the Criminal Division of the U.S. Department of Justice, Senators Charles E. Grassley (R-IA), Patrick J. Leahy (D-VT), and Committee Chair Arlen Specter (R-PA) shifted their line of questioning of the witness. They attempted to obtain the Justice Department's views on whether Congress needs to provide more protection for journalists and unnamed sources. Friedrich asserted that the existing laws were sufficient and that there was no need for additional legislation. Based on the tone of questions, the Senators, for the most part, disagreed. Also appearing before the Committee was Anderson's son, Kevin Anderson, as well as Gabriel Schoenfeld, a senior editor at *Commentary* magazine; Professor Rodney Smolla, Dean of the University of Richmond Law School; and Mark Feldstein, Director of the Journalism Program at George Washington University. The panelists spoke to the need for a law to protect journalists from government intimidation.

CIA Declassifies Nazi Files

In accordance with the Nazi War Crimes Disclosure Act of 1998, on June 6, 2006 the Central Intelligence Agency (CIA) released some 27,000 files relating to Nazi war criminals and those involved with them. When added to some other 60,000 pages of CIA documents that have been released since 1999, this release of documents provides additional corroboration of what historians have long believed; that the CIA recruited war criminals and protected and supported them during the Cold War era when fighting communism became the thrust of American intelligence efforts.

According to historian Timothy Naftali of the University of Virginia (and Nixon Presidential Library Director designee), "Hiring of these tainted individuals brought little other than operational problems and moral confusion to our government's intelligence community." The documents show that many of the former Nazi CIA recruits peddled mostly hearsay and gossip in the hope of advancing personal agendas while at the same time avoiding retribution for their past crimes.

Release of the documents was stalled by the CIA last year when the agency balked at declassifying the more detailed materials (the more revealing documents) relating to the agency's operational activities, but caved in after Congress intervened. A similar declassification effort relating to Japanese war criminals is expected by the end of summer.

Smithsonian Gets Katrina Donation from NOAA

The Smithsonian Institution's National Museum of American History has received a donation of Hurricane Katrina-related materials from the National Oceanic and Atmospheric Administration (NOAA). This donation includes a dropwindsonde—a scientific instrument used to measure and track tropical storm conditions—as well as replicas of maps and in-depth weather charts used by hurricane specialists. The museum will also receive a copy of the urgent weather message compiled and issued by NOAA on August 28, 2005—the day before the storm hit the Gulf region—accurately predicting the catastrophe and its aftermath.

These objects will join a recently established permanent collection of Hurricane Katrina related materials documenting this natural disaster. The museum is working to build this collection by focusing on objects and photographs that reflect specific aspects of Hurricane Katrina's impact along the Gulf Coast, the rescue and recovery, and the long-term effects on local communities and the nation. "By preserving these objects, we will help historians of the future to understand this natural disaster and the detrimental effects of its aftermath on the nation," said Brent Glass, director of the National Museum of American History. "The NOAA team played an especially important role in this historical national event and I am pleased that these objects will be preserved for the future as part of the national collections at the Smithsonian," said retired Brig. Gen. David L. Johnson, U.S. Air Force, director of NOAA's National Weather Service.

Readex Newspaper Project Completed

On June 21, 2006, Readex, a leading publisher of online historical collections, announced the completion of Early American Newspapers, Series I, 1690-1876. An integral part of Readex's web-based Archive of Americana, this digital edition offers fully searchable, cover-to-cover reproductions of nearly 350,000 issues from over 700 historical American newspapers, totaling more than 1.5 million pages. Digitized primarily from the extensive historical newspaper holdings of the American Antiquarian Society (AAS) and published in cooperation with the AAS, Early American Newspapers, Series I is a collection of great significance for historical researchers at all levels.

Early American Newspapers, Series I provides unprecedented access to America's past by documenting daily life, popular issues and events, and both majority and minority views in hundreds of communities. The collection focuses largely on the eighteenth century and offers titles from twenty-three states and the District of Columbia. This comprehensive resource is based on Clarence S. Brigham's *History and Bibliography of American Newspapers, 1690-1820* and other authoritative bibliographies. Users can easily view, magnify, print, and save items and limit searches to items that fall into such categories as news/opinion, election returns, letters, poetry, legislative acts or legal proceedings, prices, advertisements, matrimony notices, and death notices.

"The joint effort of Readex and the American Antiquarian Society has led to the creation of a digital historical newspaper collection of unparalleled breadth and depth," said Ellen S. Dunlap, President of the American Antiquarian Society. "We are pleased to see our vast newspaper holdings serve to further contribute to fresh understandings of our nation's past." "Now, web based access to one

Readex has created partnerships with the American Antiquarian Society (AAS), Library of Congress, Wisconsin Historical Society and others to create its digital archive of American historical newspapers. More information online at <<http://www.readex.com/>>.

of the most valuable sources for eighteenth- and nineteenth-century historical research is enabling students and scholars at hundreds of institutions worldwide to explore nearly every aspect of early America," said Rimmel Nunn, Readex Vice President of New Product Development.

National History Day Contest Wraps Up Another Year

National History Day (NHD), which in actuality is a year-long nonprofit education program dedicated to improving the teaching and learning of history in our nation's school systems, recently wrapped up its annual competition at the University of Maryland campus.

Each year, dramatic performances, imaginative exhibits, multimedia documentaries, and research papers based on an annual theme are evaluated at local, state, and national competitions. Kicking off this year's event that focused on the theme "Taking a Stand: People, Ideas, Events" were speeches by Linda Hunt, author of *Bold Spirit: Helga Estby's Forgotten Walk Across Victorian America*, and Fred H. Cate, a NHD alumnus and professor at the Indiana University School of Law in Bloomington. Two days of judging followed with finalists making presentations the next day. The winners were announced during the gala awards ceremony. Students received cash awards as well as gold, silver, and bronze medals, and certificates that recognized individual achievements.

For more information about National History Day, visit them online at <<http://www.nationalhistoryday.org/>>. □

The Declassification Process at NARA

Allen Weinstein



Weinstein

As a historian, I have relied personally on access to records in the stacks and vaults of the National Archives and Records Administration (NARA). They document not only the actions of the U.S. government, but also justifications and deliberations surrounding those actions. They are the lifeblood of those of us who write about the nation's past. Just as

important, government records provide information that Americans are entitled to have as citizens of a democracy, one rooted in openness and accountability where government actions should normally be transparent.

Earlier this year, I was astonished to learn of actions that seriously threaten these traditions of openness, accountability, and transparency. Previously declassified records in the National Archives had been quietly removed from our open shelves by their originating agencies with

an eye toward reclassification—without public notice and without reasons being cited. Affected were records that researchers had already used, in some cases for decades.

A subsequent audit, which I ordered, found that, since 1999, more than 25,000 publicly available records, previously unclassified, had been withdrawn from NARA's stacks by their originating agencies. A random sample of 1,353 records revealed that a stunningly large portion of them—more than one-third—were *wrongly* reclassified.

The audit also found that in some cases, unclassified records were withdrawn to obfuscate, or hide, the reclassified records that the originating agency was actually attempting to protect. These practices, which undermine one of NARA's basic missions—to preserve the authenticity of files under its stewardship—must not be repeated. (See the report and other related documents at <http://www.archives.gov/declassification/>.)

In 1995, President Clinton signed an executive order that required the declassification of all records that were at least twenty-five years old, with the exception of sensitive documents pertaining to national security. This concept of "automatic declassification" was later retained when President Bush amended the 1995 order in March 2003. However, by 1999, some of the originating agencies believed this material had been *improperly* declassified. Since they asserted legal control over the information within these documents, because that material remained purportedly classified, they began to withdraw the documents from open shelves at NARA. Many of the record withdrawals were made in accordance with two written, classified agreements with NARA that I and the public became aware of only this spring—one with

the Central Intelligence Agency signed in 2001, the other with the U.S. Air Force in 2002. These agreements are now public and are posted on NARA's web site.

At NARA, we are in the business of assuring access. Classified agreements are the antithesis of our reason for being, and NARA will never again be a party to such agreements. Of course, agencies can classify their requests to NARA if disclosure of the reasons would compromise national security. While we focus on preserving records and ensuring their availability to the American public, we also know the public expects us to safeguard classified records that, if made public, could expose the nation to serious threats and potential harm. However, if any records are removed in the future for defensible reasons of national security, the American people will always, at the very least, know when that occurs and how many records are affected.

To ensure that the kind of activity I have described is both rare and transparent, we are taking several steps that have both short-range and long-range implications. During a sixty-day moratorium on records withdrawals in the spring, NARA staff met with officials of the agencies involved and agreed on new guidelines for such activity in the future. These guidelines are now being written as official regulations in a process that will include a period for public comment. Moreover, the guidelines will ensure that any future activity of this sort will be transparent and will provide for clear accountability.

NARA's Information Security Oversight Office (ISOO) and Office of Records Services are working with the affected agencies to see that improperly removed documents are back on the shelves as soon as possible. With ISOO and the affected agencies, NARA staff is developing a pilot National Declassification Initiative, which will seek to address the timely and appropriate declassification and release of federal records of all types held by NARA that contain national security information. I will be getting a report on these actions later this summer.

Also, we intend to do everything possible within our budgetary constraints to expedite the processing of both paper and electronic classified files so we can begin to reduce the unconscionable backlog of unprocessed documents. As we continue to deal with this matter, we welcome your interest, and if there are new developments, you will be informed sooner rather than later. □

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

APPLY OR NOMINATE SOMEONE FOR 2007 OAH AWARDS AND PRIZES

The Organization of American Historians sponsors or cosponsors more than 20 awards, prizes, grants, and fellowships given in recognition of scholarly and professional achievements in the field of American history. The awards and prizes are presented during a special awards ceremony along with the presidential address at the OAH annual meeting. Most deadlines are October 1 or December 1, 2006.

For descriptions, application instructions, and guidelines, visit: www.oah.org/activities/awards



Proposed Changes Limit Access at NARA Research Facilities

NARA recently announced changes to its research room hours at both the Washington, D.C., and College Park, Maryland facilities.

Effective October 2, 2006, research rooms in both facilities will no longer be open on Saturday or in the evenings. There will be a public comment period on the proposed changes until September 8, 2006. To learn more and to submit a comment, visit: <http://www.regulations.gov> and search using keyword/ID NARA-06-0007-0001. □

Summertime

Lee W. Formwalt



Renovation construction is underway (above) at the 1840s Raintree House, home to eleven staffers at the OAH executive offices in Bloomington. New OAH Development Director Susan Lyons (below) meets with Executive Director Formwalt.



It is summertime, and the living may be easy for some folks, but we have been incredibly busy here in Bloomington. For starters, Indiana University continues to restore our 160-year old house that serves as the national headquarters for OAH. Roofers replaced the old and leaking roof last year, and this summer carpenters are scrambling up and down the scaffolding on the back of the house replacing the rotting soffits and fascia.

In late June, President Elect Nell Irvin Painter spent a week in Bloomington where she met with the staff of both the executive office and the *Journal of American History* editorial office as well as many of the American historians at Indiana University. Three weeks later, a dozen historical journal editors and History Cooperative partners met in Bloomington for our annual partners and associates meeting. The History Cooperative is the seven-year old partnership founded by OAH, AHA, the University of Illinois Press, and the National Academies Press, to create an electronic vehicle for the *Journal of American History* and the *American Historical Review* and eventually twenty other scholarly journals of history.

Between President Elect Painter's visit and the History Cooperative meeting, several of the staff flew to Lincoln



OAH President-Elect Nell Irvin Painter visited Bloomington in June.



Keith Eberly joins the staff as Assistant Editor of the *OAH Magazine of History*.



Chad Parker begins his work as Assistant Editor of the *OAH Newsletter*.

for the OAH Midwest Regional Conference where 220 historians enjoyed three days of fascinating sessions as well as visits to the Nebraska State Historical Society and the Homestead National Monument of America in Beatrice, Nebraska. A session on slavery, race, and politics in nineteenth-century America was a tribute to longtime MVHA/OAH member James A. Rawley, who had been on the faculty of the University of Nebraska since 1964 and had died last fall. Attendees were privileged to hear plenary speaker John Wunder, another University of Nebraska historian, deliver an entertaining and enlightening presentation on the early history of the Mississippi Valley Historical Association. The plenary session was an early key event of our celebration of OAH's one hundredth birthday this year. We learned that the founders of the MVHA were what we would call today public historians, the leaders of the major Midwest historical societies. Although largely a white male province, the MVHA had two women leaders in its early years—Louise P. Kellogg, president in 1930-1931, and Clara Paine, who replaced her husband Clarence Paine as MVHA secretary-treasurer in 1916 and served until her retirement in 1952.

Midwest historians were not the only history practitioners keeping busy last month. In June, July, and August,



Before replacing the roof, workers tuck point and affix new flashing around the chimneys of Raintree House.



To relieve overcrowding at Raintree House, OAH rents a small home across the street where six employees have room to spread out.

precollegiate American history teachers were attending workshops and seminars all over the country. Some of these were sponsored by the Gilder Lehrman Institute of American History and the National Endowment for the Humanities, but the greatest number were run by some of the 662 Teaching American History grant projects that have been funded by Congress since 2001. OAH has provided resources to a number of these projects, including copies of the *OAH Magazine of History*, guest presenters from the OAH Distinguished Lectureship Program, and History Educator memberships in OAH. In fact, since 2001, the number of History Educator members in OAH has tripled to over 1,800, or 19 percent of our membership.

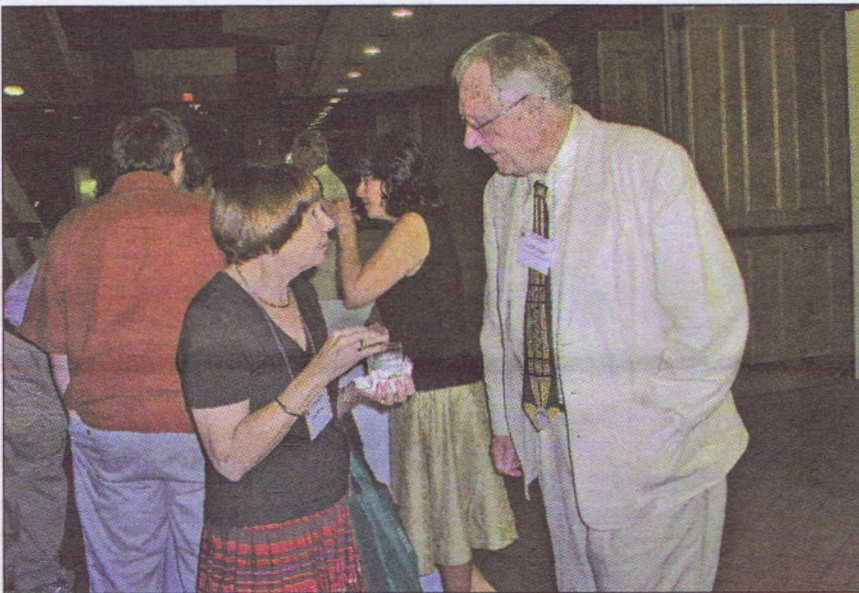
Once again I had the pleasure of visiting the TAH project in Jamestown, NY, and later this month I will be talking at the American History Cowboy Coalition in Jackson Hole, Wyoming. The collaboration of historians and precollegiate teachers is more important than ever. At a time when the state of Florida has declared that in public schools "American history shall be viewed as factual, not as constructed," it is critical that history teachers in all schools, public and private, be reminded of the nature of history and that all history should be factual *and* construct-



Mark Engler of Homestead National Monument of America (HNMA) makes opening remarks at the offsite session and outdoor barbecue at HNMA in Beatrice, Nebraska. Joining Engler on the panel are (left to right): Todd Arrington, HNMA, and Donald Stevens and Tom Richter of the Midwest Regional Headquarters of the National Park Service in Omaha, Nebraska.



Participants become lost in dance at the "Teaching the Westward Movement with Music" session.



Ann Rawley and John Wunder, University of Nebraska-Lincoln, chat at the reception following the plenary, "The First 100 Years: The Past and Future of the OAH." Mrs. Rawley's husband, the late James A. Rawley, was honored at a session the next day.



Barbara Couture, Senior Vice Chancellor for Academic Affairs at the University of Nebraska, Lincoln, addresses the audience at the opening plenary.

ed. As I told the Jamestown teachers, "Thank goodness, in the other forty-nine states and the District of Columbia, public school teachers don't have to add this to their list of concerns as professional educators. I would venture that the teachers in this TAH project here in Jamestown know very well that history is constructed—they know that when they decide what to include and what not to mention in tomorrow's class, they are constructing the past. And they don't have to worry about whether they're violating the law or if they'll be ticketed for teaching a constructed history." (For more on the Florida debate see page 17 and columns by Mary Beth Norton in the *New York Times*, July 2, 2006, and Jonathan Zimmerman in the *Los Angeles Times*, June 7, 2006.)

The problem with history in Florida public schools came up in two other history education conferences I attended in June. One was held at the University of Virginia and focused on the role of history departments in the training of history teachers; the other was held by the U.S. Department of Education on the creation of a clearinghouse for materials for Teaching American History projects. In both cases, we were concerned that American history teachers truly understand the nature of history as con-

structed and how to provide teachers with the training and materials they need to more effectively help their students understand and engage the American past.

Meanwhile, back in Bloomington, OAH staff wrapped up the fiscal year in June with a record number of members, topping 9,550 for the first time in the organization's history. We are now looking ahead to our Centennial Convention in Minneapolis at the end of next March. There near the same location where the first Mississippi Valley Historical Association meeting was held in 1908, we will gather for an exciting program that will include our usual scholarly panels and teaching and public history sessions. In addition, we will include a series of centennial sessions that will examine the changes in the discipline and the profession over the last one hundred years. This is a meeting you will not want to miss.

While the staff prepares for our big centennial birthday, we have said good-bye to some members and hello to others. After two years of important and exemplary service as *OAH Magazine of History* editor, Kevin Byrne is returning to the classroom at Gustavus Adolphus College where he taught for three decades before joining our staff in 2004. Also departing the *Magazine* office is our graduate

assistant and assistant editor Susanna Robbins who will be completing her dissertation at Indiana University. Replacing Kevin is former *OAH Newsletter* assistant editor Phillip M. Guerty. Phillip, a five-year veteran at OAH, is in the final stages of finishing his dissertation at IU. The new assistant editor of the *OAH Magazine* is Keith Eberly, an IU graduate student. His new colleague in the assistant editor position of the *Newsletter* is another IU graduate student Chad Parker. We also welcome our new OAH-IU Diversity Fellow Siobhan Carter to the OAH staff this month. Siobhan will be working with OAH history education efforts for the next two years. Last spring we said farewell to Development Director Leslie Leasure, and this month we welcome our new director Susan Lyons. Susan comes to us from the Bloomington Hospital Foundation where she held the position of Development Director for the last eight years. We are delighted to welcome Susan, Siobhan, Chad, and Keith to our staff and to have Phillip with us in his new capacity as *Magazine* editor and assistant to the executive director. At the same time we thank Kevin and Susanna for all their work on the *Magazine* and wish them well in their new endeavors. □

New Board Members Bring Years of OAH Service and Dedication

Phillip Guerty

The six new members of the OAH executive board and nominating board bring years of service and dedication to the organization. The new executive board members are Linda Shopes, David Trask, and David J. Weber. Shopes, a historian for the Pennsylvania Historical and Museum Commission, served on the OAH Nominating Board from 1992 through 1994 and is currently on the Ad Hoc Committee on the OAH Constitution. She plans to use her time on the Executive Board to help the organization reach a broader audience. Shopes observed, "Throughout my career, I have worked to democratize the content and practice of history and the audience for it. While much divides professional and popular understandings of the past, public history is an important means of bridging this gap. I have thus come to advocate a professional ethic that recognizes engagement with the public as a normal part of historians' working lives, wherever we're employed." Specifically, she promised to help the OAH "work with the board to advance the particular interests of public historians, as well as address the many other concerns pressing upon all historians, including the impact of changing technologies and globalization on our craft; the corporatization of educational institutions; the quality of history education in the schools; threats to intellectual freedom; and an OAH that encourages diversity and serves all privileged to be historians."

David Trask, a professor of history and chair of the Department of History and Political Science at Guilford Technical Community College in Jamestown, North Carolina, served on the OAH Committee on Community Colleges from 2000 through 2003. In 2002, he chaired the committee. Trask has also written articles in the *OAH Newsletter* and the OAH's *Community College Historians in the United States* (1999) about the importance of the college survey course in history instruction. Trask hopes to bring to the board a greater awareness of the potential for history to reach wider audiences. He noted recently that "historians need to be more aware of those moments when we work with non-historians. Although we have a good handle on the study of the past itself and our lives within the community of historians, we are often not as effective in explaining our work and its fruits to the general public." Whether in "the survey course, the museum exhibit, the lecture or the commentary, we need to prepare historians to be more effective ambassadors of history in those settings."

The third incoming member of the Executive Board is David J. Weber. Weber is the Robert and Nancy Dedman Professor of History and Director at the William P. Clements Center for Southwest Studies at Southern Methodist University in Dallas, Texas. Weber served on the OAH Ray

Billington Prize Committee from 1993 through 1995 and also as an OAH Distinguished Lecturer from 1995 through 2001. Weber has published over sixty articles and twenty-one books, and was the guest editor of the "Spanish Frontier in North America" issue of the *OAH Magazine of History* (Summer 2000). His book, *The Mexican Frontier* (1982), won numerous awards including the OAH Ray Billington Prize. As a teacher and historian for thirty-nine years, Weber brings a wide range of knowledge and experience including service on various editorial boards, program committees, prize committees, and on other boards ranging from

brings an "eclectic and broad range of scholarly networks" to the Nominating Board and seeks, in all her professional service "to identify and involve in scholarly organizations good researchers who may be little known because they are younger or working outside the mainstream either independently, in other disciplines, in other countries, or at teaching-oriented colleges."

Jim Percoco, a history teacher at West Springfield High School in Springfield, Virginia, and an adjunct professor in the College of Education and History Department at American University, brings a range of experiences to

the Nominating Board. Percoco served on the OAH Teaching Committee from 2000 through 2003—chairing of the committee in 2002. He was also an OAH Distinguished Lecturer from 2000 through 2003. Percoco has written several articles for the *OAH Newsletter* (see page 1) and served as the guest editor of the "Public History" issue of the *OAH Magazine of History* (Winter 2002). Percoco pledges to "work hard to insure that diversity in the elected governing bodies and the general membership are honored, be it race, gender, themes of history, or place of profession—the K-12 classroom, the historic site or museum, college or university."

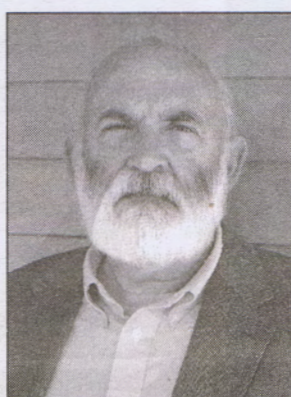
George J. Sanchez, an associate professor of history and director of the program in American studies and ethnicity at the University of Southern California, brings seventeen years of OAH service to the Nominating Board. From 1989 through 1992, he served on the Minority Committee and was chair of that committee in 1991. From 1997 to 2000, he served on the Elliott Rudwick Prize Committee—in 1998 he chaired the committee. He also served on the *Best American History Essays* Editorial Board from 2004 to 2005. He is currently on the Committee on the Status of African American, Latino/a, Asian American, and Native American Historians (ALANA) and ALANA

History and is also an OAH Distinguished Lecturer. As a member of the Nominating Board, Sanchez aims to "broaden the participation of various members of the professional historical community in the organization" by seeking "a diversity of experience and background for service and positions." "Having worked with a wide variety of museums, schools, and practitioners of public history in my career," he notes, "I appreciate the perspective that those outside colleges and universities can make to our collective mission to convey U.S. history to a wide variety of audiences." □

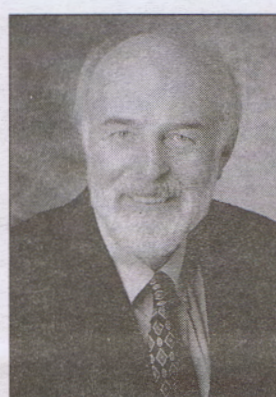
Phillip Guerty is interim editor of the *OAH Magazine of History* and assistant to the OAH Executive Director.



Shopes



Trask



Weber



Gabaccia



Percoco



Sanchez

the state (Texas State Historical) to the national (Omohundro and Conference on Latin American History). He was president of the Western History Association (1990-1991). He hopes that his "approach to American history through Latin American and Mexican American history would bring a different angle of vision to the board."

New to the nominating board are Donna Gabaccia, James A. Percoco, and George J. Sanchez. In preparation for the upcoming duties, all three members elected to sit in on the spring 2006 meeting of the Nominating Board.

Gabaccia, who is Rudolph J. Vecoli Professor at the University of Minnesota, was cochair of the 2000 OAH Annual Meeting Program Committee and is currently an OAH Distinguished Lecturer. Gabaccia notes that she

Benjamin Franklin and the Invention of America

Bruce Cole



Cole

January marked the three hundredth birthday of Benjamin Franklin, the man the French economist Jacques Turgot, not given to understatement, proclaimed "seized the lightning from the gods and the scepter from the tyrants." As part of this Tercentenary celebration, eighty school teachers this summer are gathering in Philadelphia through a unique National Endowment for the Humanities (NEH) program to study in the city

that witnessed the life and work of the legendary signer of the Declaration of Independence and to peer through his storied spectacles.

"Benjamin Franklin and the Invention of America" is one of the newest teacher workshops in our We the People

initiative's Landmarks of American History and Culture program. For the last three years, the NEH has brought teachers to America's most important historic sites. There they have studied with outstanding scholars, exchanged ideas on the most effective practices in history education, and in turn, brought rich new materials back to their own classrooms. By the end of this summer, Landmarks workshops will have hosted nearly six thousand educators.

These are places where our nation's story was shaped—hallowed ground like Pearl Harbor, Andrew Jackson's The Hermitage, and Mount Vernon. Teachers this summer are traveling to Coeur d'Alene, Idaho, to learn about silver mining in the West. They're going to Lancaster County, Pennsylvania, and to Harper's Ferry, West Virginia, to see for themselves the places where the Underground Railroad tested the values and character of America.

And in Philadelphia, they're getting an extraordinary perspective on Franklin in all of his complex—and contro-

versial—genius. Reading lists are extensive and focused on Franklin's own words—*The Autobiography of Benjamin Franklin*, *Poor Richard's Almanac*, the Silence Dogood letters, the Albany Plan, and various essays and speeches by Franklin. They read Franklin's "Proposals Relating to the Education of Youth in Pennsylvania," and see his blueprint for the future of public schooling. They explore his discoveries in the fields of science, and see the foundations of modern technologies. They analyze his work in statecraft and common sense, and witness the birth of American diplomacy and civic character. In this intensive week of study, they come to understand how complex and courageous was the genius of Ben Franklin and how timely his insights into the need for moderation, prudence, and compromise remain for our civic society.

This extraordinary workshop was made possible through the generosity of our funding partner, The Pew Charitable Trusts, the energetic sponsorship of Villanova University, and the leadership

and vision of its codirectors Professors Colleen Sheehan and Catherine Wilson, from Villanova's Core Humanities Program. Each of these partners recognizes the importance of place to the learning of history and culture. Having context, seeing for oneself the building blocks of democracy, working beyond the black and white of textbook pages—these are what the programs of We the People have been about. The results are teachers that return to their classrooms refreshed, with lesson plans that spark discussion, kindle curiosity, and inspire the best in citizenship.

Still, place is but one facet of these workshops. It takes scholars to illuminate, engage, and oftentimes unlock many of the invaluable lessons these sites hold. As with our other Landmarks workshops, the Franklin seminars bring together some of the nation's most distinguished scholars and authors as guest presenters. I visited this workshop just after Independence Day, when Harvard University professor Harvey Mansfield delivered a masterful lecture on Franklin's insights into the nature of greatness in the new democratic society of this nation. Earlier, University of Chicago's Ralph Lerner discussed how Franklin's irony in characters like Silence Dogood and *Historicus* hold up a mirror to let people see the flaws in their policies and principles. Other distinguished scholars of political history and theory included William Allen of Michigan State University, Lorraine Pangle of the University of Texas at Austin, and Cecilia Brauer, who gave a lecture and concert on the glass harmonica that Ben Franklin invented.

These lectures opened eyes and provoked vigorous discussion. Even more heartening, however, was the interaction between teachers and scholars—the informed and insightful questions the teachers brought with them, anxious, themselves, to bring the material alive for their own students. This is the core of a great teacher seminar, and it is a delight to watch. This interaction is not just limited to teachers and scholars, either. Thanks to the NEH's unique partnership with Pew, many of these lectures were open to the general public, as well.

Over the last twenty-five years, the NEH has awarded almost \$4.3 million to projects studying the life and work of Benjamin Franklin, from seminars and fellowships, to Yale University's outstanding work on the *Papers of Benjamin Franklin*, and a PBS documentary.

As Franklin exited the Constitutional Convention in 1787, an onlooker famously asked him what the end result would be: a Republic or a Monarchy. "A Republic if you can keep it," he replied. As history scores lag in schools, and we see an increasing ambivalence among young people about their nation's founding principles, these projects and this workshop crystallize what all of us as educators must labor to make our task: to carry out Franklin's charge, to share our love of history and culture with others, and to make the treasures of our nation's past as accessible as possible to all Americans. □



INSTITUTE-NEH POSTDOCTORAL FELLOWSHIP 2007-2009

The Omohundro Institute of Early American History and Culture offers a two-year postdoctoral fellowship in any area of early American studies, to begin July 1, 2007. A principal criterion for selection is that the candidate's dissertation or other manuscript have significant potential as a distinguished, book-length contribution to scholarship. A substantial portion of the work must be submitted with the application. Applicants may not have previously published or have under contract a scholarly monograph, and they must have met all requirements for the doctorate before commencing the fellowship. Those who have earned the Ph.D. and begun careers are also encouraged to apply. The Institute holds first claim on publishing the appointed fellow's completed manuscript. The Institute's scope encompasses the history and cultures of North America's indigenous and immigrant peoples during the colonial, Revolutionary, and early national periods of the United States and the related histories of Canada, the Caribbean, Latin America, the British Isles, Europe, and Africa, from the sixteenth century to approximately 1815.

Fellows devote most of their time to research and writing, work closely with the editorial staff, and participate in colloquia and other scholarly activities of the Institute. In addition to a beginning stipend of \$40,000, the fellowship provides office, research, and computer facilities as well as some travel funds for conferences and research. Fellows hold concurrent appointment as assistant professor in the appropriate department at the College of William and Mary and teach a total of six semester hours during the two-year term. Institute fellows also have the option of spending a summer at the Huntington Library on a full grant within five years of their residency in Williamsburg.

For the calendar year 2008 the fellow will be supported principally by the National Endowment for the Humanities through its program of fellowships at Independent Research Institutions. During that year he or she will be designated both an NEH and an Institute fellow.

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

Further information may be obtained by contacting Institute-NEH Fellowship, OIEAHC, P.O. Box 8781, Williamsburg, VA 23187-8781. Email: ieahc1@wm.edu. Website: <http://www.wm.edu/oieahc/NEH.html>.

Applications must be postmarked by November 1, 2006.

tures. Indeed, after the release of the proposed revisions for a public comment period, the spokesperson for the Coalition of NPS Retirees declared, "All indications are that nearly 90 years of consistency in interpretation of the legislative mission of the National Park Service is at the brink of crumbling and that the National Park System is in jeopardy of suffering a 'hostile takeover' by recreational (primarily motorized) and commercial interests" (2). With in this climate, Secretary Kempthorne's decision to scrap most of the proposed revisions was heralded as a return to the NPS's preservation mission at the expense of the immediate gratification of recreational uses.

The controversy over the management policies began in August 2005 when Department of the Interior deputy assistant secretary Paul Hoffman, a former congressional aide to Dick Cheney who has never worked for the National Park Service, drastically revised the *NPS Management Policies*. Hoffman's revision would have allowed any activity—such as the installation of cell phone towers or the use of motorized vehicles in wilderness areas—that did not create an irreversible impact on park resources as well as permitted the sale of religious merchandise within park boundaries (3).

However, when this draft was leaked to the press, it created such an outcry that NPS director Fran Mainella convened a group of NPS employees to revise Hoffman's proposed changes. A press release from the National Park Service claimed that "nearly 100 NPS career professionals" had contributed to this revision; however, when asked, NPS leaders reportedly could not produce a list of employees who had been consulted. The second draft of the revised management policies was opened for public comment in October 2005. Although these revisions mitigated

some of the more outlandish aspects of Hoffman's draft, critics of the revision claimed they continued to represent a significant departure from previous policies. One concern, noted by Bruce Craig of the National Coalition for History in the *NCH Washington Update*, was the removal from the introduction of the exact language of the 1916 Organic Act, which states that the NPS mission is "to conserve the scenery and the natural and historic objects and wild life therein . . . in such manner and by such means as will leave them unimpaired for future generations" (4).

For their part, NPS leaders insisted that the proposed changes did not signal a departure from NPS's role as protector of resources. Gale Norton, then secretary of the interior, declared, "I believe that current and future enjoyment of the parks depends upon maintaining unimpaired park resources." NPS deputy director Stephen P. Martin claimed that the revised policy "does nothing to change the park service's mission," stating that "Passing the resources on in as good, or better, condition to future generations is a key premise of the draft" (5).

Yet many outside parties remained unconvinced. In official comments, key groups urged that the previous edition of the management policies (revised in 2001) remain in place. Those making these recommendations included the George Wright Society, a professional organization for resource managers; the National Parks Conservation Association, an independent advocacy group; the National Coalition for History; and Senator Lamar Alexander, vice chair of the Senate Subcommittee on National Parks (6).

The third incarnation of the revised management policies—those announced by Kempthorne in June 2006—did not go so far as to avoid any changes to the 2001 edition. However, this latest version boldly removed most of the wording that had caused such concern.

At issue in the second revision were a series of changes that seemed to be opening the door for the destruction of natural and cultural resources. For instance, the words "preserve" and "protect" were systematically replaced by the word "conserve," which carries a less stringent connotation. Another section of the draft required park managers not only to "communicate and consult with" outside interest groups (as required by the earlier versions) but also to "cooperate" with these stakeholders, potentially requiring the NPS to bow to outside pressures when making long-term decisions concerning resource protection. These linguistic maneuvers do not appear in Kempthorne's latest version (7).

With specific regard to history in the parks, the latest version of the management policies removes a proposed section on appropriate uses for park sites that described the importance of "authenticity" for the visitor experience. One example of "authenticity" was described as "historical events and places presented accurately and without contrivance or judgment." Such phrasing could conceivably have required historians within the agency to present visitors with a series of historical "facts" without offering any analysis or context with which to understand the information (8). The new version dispenses with this troubling language, but unfortunately it fails to explicitly support professional development and, in particular, disciplinary training for cultural resource managers. Such support was included in the 2001 edition of the management policies and is particularly important in this era of budget shortfalls, where NPS staff people are at times being asked to cover job duties beyond their areas of expertise.

As of press time, the latest incarnation of the *NPS Management Policies* is still in draft form. The public comment period has closed, but the final document has not yet been released. Thus, a final assessment of the changes facing managers and historians within the NPS is not yet possible.

Additional Resources

- National Park Service online <<http://www.nps.gov>>
- Latest Draft of Revisions to the NPS Management Policies <<http://parkplanning.nps.gov/projectHome.cfm?projectId=13746>>
- Second Draft of Revisions to the NPS Management Policies <<http://www.nps.gov/policy/mp/comparison.pdf>>
- OAH's Official Comments on the Second Version <<http://www.oah.org/reports/npscomment.html>>

To Help Protect National Parks

- National Parks Conservation Association (advocacy group for national parks): <<http://www.npca.org>>
- National Coalition for History (advocacy group for the historical profession, including the presentation of history in the nation's parks): <<http://www.h-net.org/~nch>>

But whatever the end result, the controversy surrounding the revision of the *NPS Management Policies* should serve as a reminder to the historical profession that the protection of the nation's historical treasures is not guaranteed. We have a responsibility to participate in the stewardship of the buildings, landscapes, documents, and artifacts that are the windows onto the U.S. past, both for us as researchers and for the public at large. □

Susan Ferentinos is Public History Manager at the Organization of American Historians.

Endnotes

1. Dan Berman, "Administration Retreats from Recreation Focus in Management Rules," *Greenwire* (June 19, 2006); and "New Draft of National Park Management Policies Appears to Restore Agency's Fundamental Mission," National Parks Conservation Association press release (June 19, 2006), available at <http://www.npca.org/media_center/press_releases/2006/page.jsp?itemID=27840864>.
2. John W. "Bill" Wade, Chair, Executive Council, Coalition of National Park Service Retirees, "Testimony Before the Subcommittee on National Parks Committee on Resources, United States House of Representatives," Hearing on the National Park Service 2006 Draft Management Policies and Proposed Changes to Director's Order 21, February 15, 2006. Text available at <http://www.npsretirees.org/06_0215TestimonyNPSSubcommittee.htm>.
3. Denis Gavin, "Impaired for Future Generations: A Radical Proposal Threatens to Undermine Our National Parks," *Conservative Economic Policy Quarterly* 1, no. 2 (Summer 2005): 5-6, available at <http://www.rep.org/C.E.P.Quarterly_summer05.pdf>; and "Destroying the National Parks," *New York Times* (August 29, 2005).
4. National Park Service News Release, "Draft National Park Service Management Policies Released for Public Review, Comment," October 18, 2005; Dan Berman, "Service Can't Identify 100 Who Worked on Management Policy Draft," *Greenwire* (November 30, 2005); available at <<http://www.greenwire.com>>; R. Bruce Craig, "NPS Seeks Public Comment on Controversial 'Management Policies' Document," *NCH Washington Update* 11, no. 4 (October 20, 2005); and Coalition of NPS Retirees News Release, "NPS Retirees Reject 'Hoffman Lite' Version of National Park Service Management Policies, Warn of Grave Dangers Still Posed by Rewrite," October 26, 2005. Organic Act quotation from Barry Mackintosh, "The National Park Service: A Brief History," 1999, available at <<http://www.cr.nps.gov/history/hisnps/NPSHistory/npshisto.htm>>.
5. Secretary of the Interior Gale Norton to Senator Lamar Alexander, March 14, 2006, available in a link from Dan Berman, "Interior Secretary Backs NPS Chief on Management Policies," *Greenwire* (March 15, 2006); available at <<http://www.greenwire.com>>.
6. These parties' official comments are available from their respective web sites. The George Wright Society, <<http://www.georgewright.org>>; National Parks Conservation Association, <http://http://www.npca.org/stoptherewrite/MP_Comments_Cover_Letter.pdf>; The National Coalition for History, <<http://www.h-net.org/~nch/comments-nps.html>>; Senator Lamar Alexander, <http://alexander.senate.gov/files/02-02-06_Letter_to_Mainella.pdf>.
7. A side-by-side comparison of the 2001 *NPS Management Policies* and the second revision is available at <<http://www.nps.gov/policy/mp/comparison.pdf>>. Quotations from page 112 of this document.
8. Second Draft, *NPS Management Policies*, <<http://www.nps.gov/policy/mp/comparison.pdf>>. The language regarding professional development for cultural resource managers was removed from page 106, lines 8-16, and replaced with Section 1.7.5.1, pages 31-32; quotations from page 174. Italics added.

OAHTACHAU

TEACHER OF THE YEAR AWARD

Now Accepting Nominations for 2007

This award recognizes the contributions made by precollegiate classroom teachers to improve history education. The award, to be given for activities which enhance the intellectual development of other history teachers and/or students, memorializes the career of Mary K. Bonsteel Tachau for her pathbreaking efforts to build bridges between university and K-12 history educators. The winner receives \$1,000, a one-year OAH membership, a one-year subscription to the *OAH Magazine of History*, and a certificate for the teacher's school. Applications for the 2007 award must be received by December 1, 2006.

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



Education Reform and the History Wars in Florida

On June 6, 2006, Florida Governor Jeb Bush signed into law the "A-Plus-Plus Plan" to reform K-12 education. Touted as a way to fix the problems voters find lacking in their local schools, it passed with much fanfare and little if any critical response. In it are policies that require entering high school students to choose a major in either an academic or technical field. Also, teachers are compelled to teach sexual abstinence as the "expected standard" of sexual health education, flag education (specifically how to display and salute the flag), and the importance of free enterprise to the U.S. economy, as well as to initiate curriculum that promotes patriotism and respect for authority, life, liberty, and personal property. The most telling reforms that will impact the membership of the OAH are the new history policies.

The following is taken directly from the legislation:

Lines 1155-1163: The history of the United States, including the period of discovery, early colonies, the War for Independence, the Civil War, the expansion of the United States to its present boundaries, the world wars, and the civil rights movement to the present. American history shall be viewed as factual, not as constructed, shall be viewed as knowable, teachable, and testable, and shall be defined as the creation of a new nation based largely on the universal principles stated in the Declaration of Independence.

Lines 1211-1219: The character-development curriculum shall stress the qualities of patriotism, responsibility,

citizenship, kindness, respect for authority, life, liberty, and personal property, honesty, charity, self-control, racial, ethnic, and religious tolerance, and cooperation. In order to encourage patriotism, [stress] the sacrifices that veterans have made in serving our country and protecting democratic values worldwide. Such instruction must occur on or before Veterans' Day and Memorial Day.

Lines 1149-1150: [Stress] the nature and importance of free enterprise to the United States economy.

What made this case both interesting and ironic for me is that this year I started to assign Peter Charles Hoffer's *Past Imperfect* (2004) in my history methods and graduate classes. Hoffer vividly chronicles this movement to control the interpretation of history on the part of conservative activists and how academia has responded to it. For my students, the situation in Florida gave them a local petri dish to examine how the issues Hoffer confronts are still alive. It was a chilling epilogue to the book.

The history of this legislation began in 2005, when Florida senator Mike Fasano introduced the following language into Senate Bill 2180 (and later in the 2006 version): "The history of the United States shall be taught as genuine history and shall not follow the revisionist or postmodernist viewpoints of relative truth . . . American history shall be viewed as factual, not as constructed." It should be noted that the New Port Richey senator is also a member of the Knights of Columbus, an organization that had a very vocal and visible fight in the early 1990s over how Christopher Columbus and his expeditions should be commemorated during the Quincentenary Jubilee. In committee, that language gave way to the less confrontational yet more problematic, "factual, not as constructed, shall be viewed as knowable, teachable, and testable."

What made the revised language so problematic is that by losing the relativism and postmodern phrasing and instead adopting "factual, not constructed," it leaves the reader with the impression that history is "just facts" and of course is unchanging and not interpretive in nature. This, of course, is what the lawmakers envision as history; however, the Florida Department of Education, the National Center for Education Statistics, and the National Assessment of Education Progress all demand that history be taught as analytical and interpretive, and that it measure critical thinking. So now the "A-Plus-Plus Plan" directly contradicts the standards and expectations of the federal and state departments of education. These agencies on the federal level assess how effectively states are complying with No Child Left Behind and could open the door for the U.S. Department of Education to rebuke the state over these reductive measures.

Even if these policies were ignored by state and federal education agencies, if implemented as intended, they will wreak havoc in history classrooms across the state. First, teachers are expected to teach just facts, specifically facts that promote patriotism, the free markets, and the genius of the Declaration of Independence. Tucked into the law are proclamations to teach the contributions of African Americans, women, and Native Americans. What are the plans to address how and why these groups were systematically left out of the freedoms guaranteed by the founding documents? Will mere facts satiate the questions of bright young students? As such, this law leaves history teachers ill-equipped to guide the intellectual development of their students. □

—Robert Cassanello
University of Central Florida

Report on Delegates Meeting of the ACLS

A distinguished group of university presidents, congressmen, professors, and representatives of learned societies, met in Philadelphia, this May, to discuss the future of the humanities. Convening with the American Council of Learned Societies (ACLS) were the American Association of Universities and the National Humanities Alliance. This was a timely meeting as Congress considers National Endowment for the Humanities (NEH) funding for next year. Representatives James Leach (R-IA) and David Price (D-NC) relayed their own conviction of the importance of the humanities and the dangers of deficits in humanistic knowledge and understanding and discussed the role of the seventy-one member bipartisan Congressional Humanities Caucus, which, with the help of active constituent support, works to increase funding for the NEH. As submitted, the federal budget calls for level-funding, but because of unfunded mandates increasing costs for staff, the budget actually holds less funding for programs. Moreover, the funding is far from its historic heights. The caucus is asking for a relatively modest but meaningful increase of \$15 million.

The ACLS continues to work to increase funding in the humanities and to support new directions in research by its successful appeals to foundations and the skillful management of its portfolio—the envy of many in the audience. The ACLS will increase to sixty-five the number of fellowships as well as the stipend level awarded in the coming year. At the same time, as part of an effort to have dues cover something closer to half of the running costs of the organization than they do currently, the ACLS proposed an increase in constituent dues, which the delegates voted to approve.

Other topics discussed including the role of technology in the humanities. Paul Courant, professor of public policy and economics at the University of Michigan; and James O'Donnell, professor of history and provost at Georgetown University, led the discussion, raising questions of increasing accessibility of archival resources through digitization, who will own the archive, the national specificity of "fair use" doctrine, and the appropriate role of university presses and university libraries in arguing for fair use and in collaborating with private enterprise regarding digitization.

Finally, David Skorton, president of the University of Iowa and soon to be president of Cornell University; David Marshall, professor of English and comparative literature and dean of humanities and fine arts at the University of California, Santa Barbara; and Nicola Cartwright, professor of fine arts at Amherst College, discussed institutional issues facing the humanities, from the role of university presidents in visibly and audibly funneling resources to the humanities, to making decisions about how to support what Marshall called the "shadow university" created by the proliferation of interdisciplinary programs, and the need to combat the label "elitist" and disseminate information generated by learned societies including through paid publicists. □

—Sarah Deutsch
Duke University and
OAH Delegate to ACLS

2007 Hackman Research Residency Awards at the New York State Archives Albany, New York

POSTMARK DEADLINE: JANUARY 15, 2007

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

Further information: NYS ARCHIVES PARTNERSHIP TRUST, Cultural Education Center, Suite 9C49, Albany, NY 12230; 518-473-7091; hackmanres@mail.nysed.gov; or visit www.nysarchivestrust.org



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

BEINECKE Rare Book & Manuscript Library

The Beinecke Rare Book & Manuscript Library offers short-term fellowships to support visiting scholars pursuing postdoctoral or equivalent research in its collections. The Beinecke Library is Yale University's principal repository for literary papers, and for early manuscripts and rare books in the fields of literature, theology, history, and the natural sciences.

The collections afford opportunities for interdisciplinary research in such fields as medieval, Renaissance, and 18th-century studies, art history, photography, religious and intellectual history, history of science, American studies, the history of printing, music, and modernism in art and literature. For more information about the Beinecke Library and its collections, please visit us online at www.library.yale.edu/beinecke.

The fellowships, which pay for travel to and from New Haven and a living allowance of \$3,800 per month, are designed to provide access to the library for scholars who live outside the greater New Haven area. Students enrolled in degree programs are ineligible.

Fellowships, normally granted for one month, must be taken up between September and May. Recipients are expected to be in residence during the period of their award and are encouraged to participate in the activities of Yale University.

An application form can be downloaded from the library's website. In addition to the application form, applicants are asked to submit a curriculum vitae and a brief research proposal (not to exceed three pages) to the Director. The proposal should emphasize the relationship of the Beinecke collections to the project. The applicant should also arrange to have two confidential letters of recommendation sent to the Director. All application materials must be received by **December 15, 2006**, and must be sent to:

Beinecke Rare Book Library
Yale University, P.O. Box 208240
New Haven, CT 06520-8240

VISITING FELLOWSHIPS

The following named fellowships are among those to be awarded:

- Frederick W. Beinecke Fellowship in Western Americana
- Hermann Broch Fellowship in modern German literature
- H.D. Fellowship in English or American literature
- Jonathan Edwards Fellowship in the Jonathan Edwards Papers or related areas of American religious history
- Elizabethan Club Fellowship in the literature or history of the English or European Renaissance
- Edith and Richard French Fellowship
- Donald C. Gallup Fellowship in American literature
- A. Bartlett Giamatti Fellowship
- Archibald Hanna, Jr. Fellowship in American history
- John D. and Rose H. Jackson Fellowship
- Jackson Brothers Fellowship
- H.P. Kraus Fellowship in early books and manuscripts
- Laura K. and Valerian Lada-Mocarski Fellowship
- James M. Osborn Fellowship in English literature and history
- Frederick A. and Marion S. Pottle Fellowship in 18th-century British studies
- Reese Fellowship in American bibliography and the history of the book in the Americas
- Betsy Beinecke Shirley Fellowship in American children's literature
- Alexander O. Viator Fellowship in cartography and related fields
- Thornton Wilder Fellowship in Wilder studies

Awards will be announced in March for the period September 2007 - May 2008. For more information, visit our website, www.library.yale.edu/beinecke or write to: Beinecke.Fellowships@yale.edu.

Shelby Cullom Davis Center for Historical Studies

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

Princeton University

FEAR

During the academic year 2007/08, the Shelby Cullom Davis Center for Historical Studies will focus on the study of fear in history. We invite scholars from all disciplines to examine fear as an historical experience, its generative, productive as well as negative and destructive roles in history, and the processes by which it operates, spreads, dissipates, and is countered. As in the past, we hope to address topics and problems from a wide variety of periods and places, from prehistory to the present, and from all parts of the world. Topics could include but are not limited to the following: the emotional and psychic texture of fear in historical situations; the mode of fear's operation, circulation, and dissolution; people's fear of the state and the state's fears as reflected in its generation of documentation and archives; fear of disease, war, empire and imperial dissolution; fear of the racial, religious, political, ideological, and sexual contamination; fear of disorder or the imposition of order; fear of change and fear of stasis; fear of technology and the projection of alternatives; fear of hell and for the fate of the soul; fear of urban dysfunction in generating utopian futures; fear of the "mob"; fear as a productive agent in violence, resistance, solidarity, artistic expression, and thought.

The Center will offer a limited number of research fellowships for one or two semesters, running from September to January and from February to June, designed for highly recommended younger scholars who have finished their dissertations by the application deadline as well as for senior scholars with established reputations. Fellows are expected to live in Princeton in order to take an active part in the intellectual interchange with other members of the Seminar. Funds are limited, and candidates are, therefore, strongly urged to apply to other grant-giving institutions as well as the Center, if they wish to come for a full year.

Written inquiries should be addressed to the Manager, Shelby Cullom Davis Center for Historical Studies, Department of History, 129 Dickinson Hall, Princeton University, Princeton, NJ 08544-1017, U.S.A. Applications can be made online at <http://dav.princeton.edu/program/e13/application.html>. The deadline for applications and letters of recommendation for fellowships for 2007/2008 is December 1, 2006. Scholars who would like to offer a paper to one of the weekly Seminars are asked to send a brief description of their proposal and current curriculum vitae to the Director. Please note that we will not accept faxed applications.

Professor Gyan Prakash, Director

Two-Weeks Teaching U.S. History in Japan

With generous support from the Japan-United States Friendship Commission, the OAH and the Japanese Association for American Studies (JAAS) will send two American scholars to Japanese universities for two-week residencies. There, in English, the American historians 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 and help expand personal scholarly networks between Japan and the U.S. The aim of the program is to contribute to the expansion of personal scholarly networks between the two countries. We are pleased to announce (pending funding) the eleventh year of the competition.

Round-trip airfare to Japan, housing, and modest daily expenses are covered. Awardees are also encouraged to explore Japan before or after their two-week residency at their own expense. Applicants must be members of the OAH, have a Ph.D., and be scholars of American history. Applicants from previous competitions are welcome to apply again. Winners of the competition are expected to attend the 2007 OAH annual meeting in Minneapolis, so that they can meet with visiting Japanese scholars and graduate students as well as the OAH-JAAS Historians' Collaborative Committee.

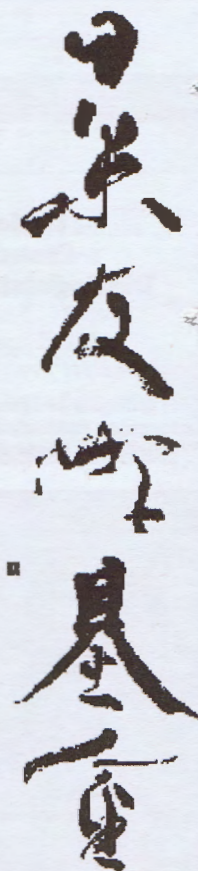
The two host institutions in Japan for 2007 are:

- **Nanzan University.** From modest beginnings as a college of foreign languages in 1946, Nanzan took the small step to a single faculty of arts and letters college in 1949 and has since grown into a full-fledged university with a worldwide reputation for academic excellence. Applicants area of specialty: Modern American History with an emphasis on race, ethnicity, and labor.
- **Tokyo Woman's Christian University.** Founded in 1910, Woman's Christian University has established a nationwide reputation for its high level of academic instruction. Applicant's area of specialty: U.S. Women's History.

More information about the Japanese host institutions is available at <<http://www.oah.org/activities/awards/japan/>>.

Applications should include the following:

1. A two-page curriculum vitae emphasizing teaching experience and publications. Also include the names and contact information of three references.
 2. The institution(s) for which you would like to be considered.
 3. A personal statement, no longer than two pages, describing your interest in this program and the issues that your own scholarship and teaching have addressed. Please devote one or two paragraphs to why you understand this residency to be central to your development as a scholar in the world community. You may include comments on previous collaboration or work with non-U.S. academics or students. If you wish, you may comment on your particular interest in Japan.
- Applications must be sent in Microsoft Word format by **October 15, 2006** to the chair of the selection committee: Professor G. Kurt Piehler at <gpiehler@utk.edu>. Applicants must be current members of the OAH.



Five College Fellowship Program

Located in Western Massachusetts, Amherst, Hampshire, Mount Holyoke and Smith colleges and the University of Massachusetts Amherst associate as members of a consortium, Five Colleges, Incorporated.

The Five College Fellowship Program provides a year in residence at one of the campuses for doctoral students who are ABD. The chief goal of the program is to promote diversity in the academy by enabling more scholars of under-represented groups and/or those with unique interests and experiences or histories to complete doctoral work before embarking on an academic career. By furnishing a stipend, housing, and other benefits, the program allows Fellows to focus on completing their dissertations. The program also strives to encourage their interest in college teaching while here, and acquaints them with these schools.

Each Fellow is hosted within an appropriate department or program at one of the five colleges (at Smith, recipients hold a Mendenhall Fellowship). The Fellowship includes a stipend of \$30,000, a research grant, health benefits, office space, housing or housing assistance, and library privileges at the five colleges.

While the award places primary emphasis on completion of the dissertation, most Fellows teach at the hosting institution, but no more than a single one-semester course.

Date of Fellowship: September 1, 2007 to May 31, 2008 (non-renewable)

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Awards announced in March, 2007

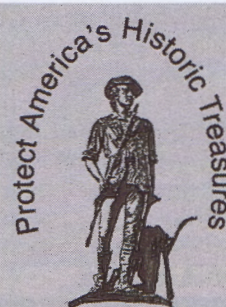
For further information and application materials consult www.fivecolleges.edu or contact Carol Angus (caangus@fivecolleges.edu):

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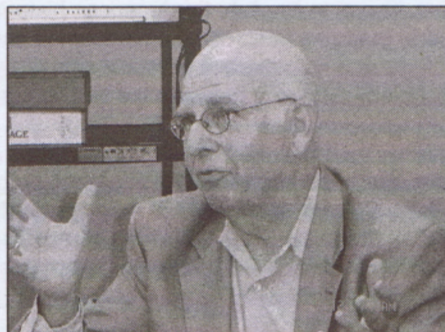
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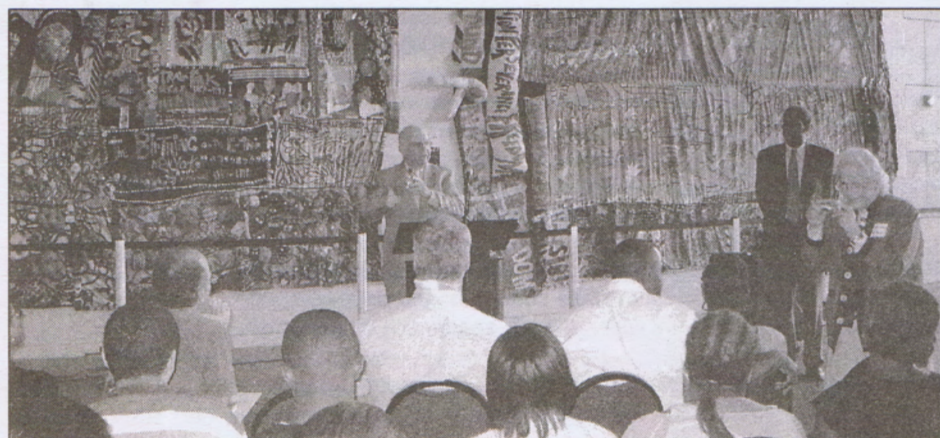
— David McCullough

OAH Distinguished Lecturer

Underground Railroad Freedom Center Hosts Distinguished OAH Lecturer Ira Berlin



OAH Distinguished Lecturer Ira Berlin worked with teachers from Missouri in July, during their visit to the Underground Railroad Freedom Center in Cincinnati, sponsored by the Southwest Center for Educational Excellence with a federal Teaching American History grant. Berlin also presented a public lecture while there.



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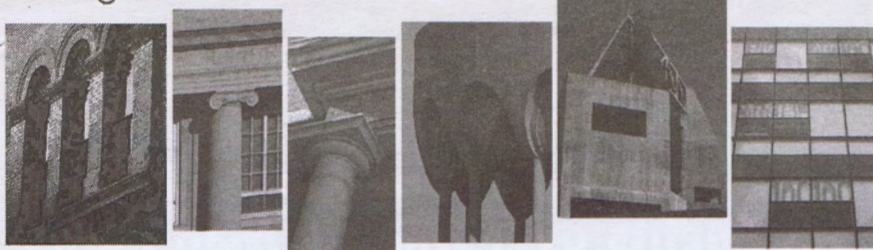
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*Arizona State University vigorously pursues affirmative
action and equal opportunity in its employment, activities
and programs.*

**Our thanks go to the following OAH Distinguished Lecturers who
have agreed to speak during the period of July 1, 2006, through
September 30, 2006, as well as to their host institutions.**

(Asterisks indicate federally funded Teaching American History programs.)

| | |
|---------------------------|---|
| Ira Berlin | Southwest Center for Educational Excellence (MO)* |
| Surendra Bhana | Southern Arkansas University |
| John Ferling | Lake County (FL) Schools* |
| Paul Finkelman | Jamestown (NY) Public Schools* |
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| Ronald Hoffman | Lake County (FL) Schools* |
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In Memoriam

Kenneth Cmiel

On February 4, 2006, the world of American letters lost a leading historian of modern intellectual and cultural life and a great and generous colleague. Ken Cmiel, professor of history at the University of Iowa and director of its Center for Human Rights, fell victim to an undetected brain tumor and died at the age of fifty one. The shock and grief that Ken's sudden death brought to family, friends, and colleagues indicate the depth and strength of his ties to communities both local and global. With an engaging and unpretentious manner that cloaked an eager, brilliant, and idiosyncratic mind, Ken had an easy connection to those around him. In their absence, these rare qualities are thrown into high relief. It was not uncommon to walk down a street in Iowa City or sit down for lunch at a restaurant and encounter Ken—absorbed in thought or some book—and be greeted with his warm, great smile. In no time, Ken would offer a thought or insight regarding his work, yours, or another's that would never have occurred to you. For those lucky enough to have known him, Ken's open and winning demeanor, penetrating critical intelligence, breadth of interests, and playful intensity were familiar features. Ken took his many interests very seriously, but never took himself too seriously. He had so many friends because Ken was fun to know—being with him made you happier and smarter, and his loss has left us immeasurably sadder and poorer.

Ken was a native of Chicago's southwest suburbs. He attended the University of California at Berkeley as an undergraduate, where he met his future wife, Anne Duggan. He then returned to his hometown and pursued his Ph.D. in history at the University of Chicago, where he worked primarily with Neal Harris in American intellectual history. His dissertation won the Society of American Historians' Allan Nevins Prize in 1987 for the best dissertation on a significant subject in American history. It was published by William Morrow in 1990 as *Democratic Eloquence: The Fight Over Popular Speech in Nineteenth-Century America*. As the book's title and honors suggest, Ken was a gifted writer and speaker who cared deeply about language in all its guises, who knew and respected the power of words. *Democratic Eloquence* charts the evolution of American rhetoric in the nineteenth century without either falling into a sentimental lament for a world of speech we have lost, or failing to understand that democratized speech could also be crass, commercial, and exploitative. With his skill at moving adroitly across high culture, low culture, and everything in between, Ken's method as a scholar and teacher was not to valorize one form over another, but to show the rich potential in a truly democratic approach to the life of the mind and its public expression. In the last years of his life, Ken's interest in these problems moved beyond written and spoken communication to embrace visual culture, and he spent considerable effort collecting material for a projected history of the explosion of American visual culture in the twentieth century.

Ken also turned his scholarly commitments toward the implications of intellectual endeavor for social relations and public policy, both large and small. The carefully worded title of his second book, *A Home of Another Kind: One Chicago Orphanage and the Tangle of Child Welfare* (1995), spoke volumes about the dilemmas raised when reformers attempt to put benevolent intentions into practice, and about how, when embodied in institutions and enmeshed in a web of conflicting interests, benevolent intentions have decidedly mixed and unintended consequences. Yet Ken

shied away from harsh judgments. The penetrating power of his insights stemmed from his deeply tragicomic sense of human foibles and the limits history places on us. The generosity of his spirit as a man was matched by the generosity of his imagination as a historian. Not only his friends and colleagues, but also those who encounter Ken only through his writing, will continue to benefit from this.

A similar spirit, raised to a much larger scale and broader scope, framed the project on which Ken was engaged at the time of his death, a pioneering study of the global idea of human rights in the second half of the twentieth century. Although the work as a whole remains unfinished, pieces of Ken's wide ranging research on this subject had begun to emerge over the past decade, including his 1999 article, "The Emergence of Human Rights Politics in the United States," in a special issue of the *Journal of American History* devoted to Transnational Perspectives on U.S. History. Ken began this article by describing a scene in 1996 typical of global commerce and politics nowadays, a conflict between the Nike Corporation and international labor unions over alleged mistreatment of Asian workers. Joining the negotiations at the White House over this matter were two human rights organizations. Ken's question: "Why were representatives of the Lawyers Committee for Human Rights or the [Robert F.] Kennedy center, without a dollar of their own capital in play and unelected by anyone in the whole sweet world, sitting at the table of what potentially were some of the most important international negotiations of the day?" Those who knew Ken personally will instantly recognize his voice and hear him speaking. But even those who did not will continue to benefit from his lifelong concerns about who gets to speak and be heard, and how the ideas and plans spoken by those with power shape the lives of ordinary people.

At the time of his death, Ken was the director of the Center for Human Rights at the University of Iowa, and recent past chair of the Department of History. Colleagues and friends in these institutions mourn his loss and struggle to continue his work. Ken is survived by his wife, Anne Duggan, and by three children, Willa, Cordelia, and Noah. Contributions may be made in Ken's honor and memory to a charity of choice or to a memorial fund for Ken's children: Cmiel Children Memorial Fund, UI Community Credit Union, P.O. Box 2240, Iowa City, IA 52244-2244. □

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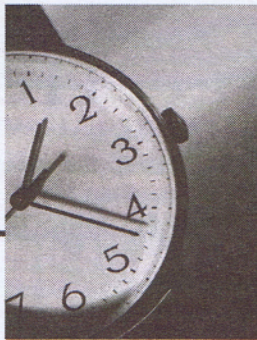
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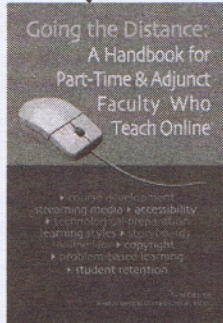


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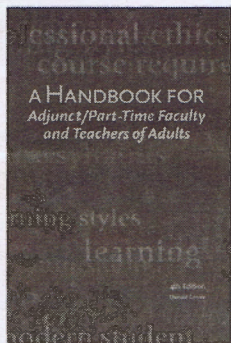
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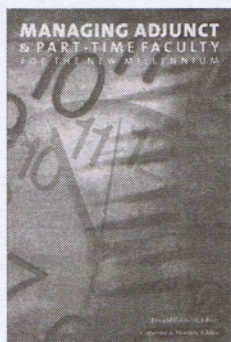
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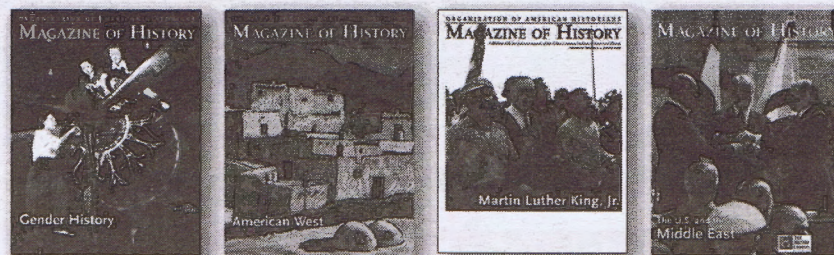
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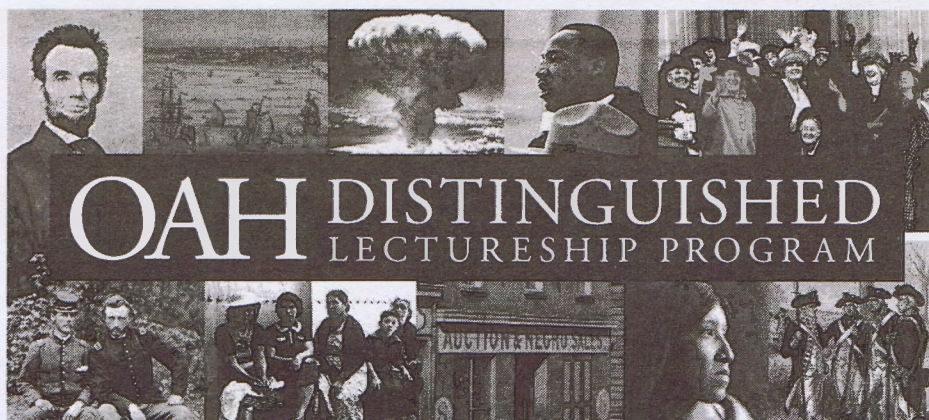
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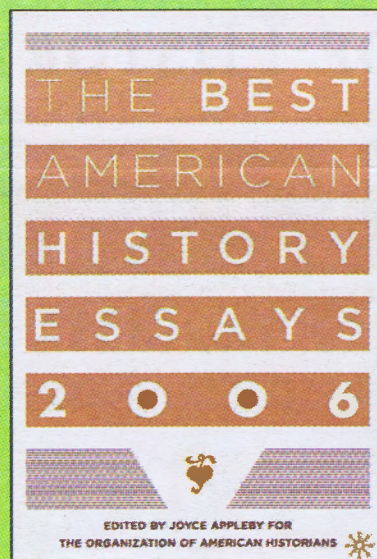
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