

# HISTORY FROM THE HILL

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## FROM THE CHAIR

BY HOWARD L. MALCHOW



Howard L. Malchow

I am privileged and honored, in succession to Professor Virginia Drachman, to take over the chairmanship of a department that plays an important keystone role at the center of the humanities and social sciences at Tufts. As most of you will know, we begin this semester in tragic circumstances. The unexpected loss of Professor Gerald Gill, who passed away in July, will be espe-

cially felt by his many students and advisees. My first task, assisted by Professor Ina Baghdiantz-McCabe as deputy chair, will be to coordinate ways in which we can collectively celebrate Gerry's 27 years with us, with the hope that after our grieving, celebration is the best way to begin the work of recovery and renewal.

Rebuilding and renewal is of course an ongoing process for any vital department. This is enabled first through a constant evaluation of how we serve our undergraduate majors and non-majors and our graduate students, not only through the formal course evaluations but through the informal dialogue available between faculty and students. I encourage you to deepen your

contact with your advisors throughout the year. History faculty will be aware that they have a special task just now to "fill in" for a member of faculty who defined what it means to be an extraordinary advisor.

Second, departments renew themselves with the fresh perspectives and curriculum that new faculty bring. History is fortunate this fall to welcome two visiting lecturers. Angma Dey Jhala, who joins us from Oxford and Harvard, will offer courses in South Asian history. Ian Lekus, who comes to us from the University of Georgia and Duke, will offer courses in modern American history. I urge you to take advantage of the enriching

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## WHAT'S NEWS IN EAST HALL

Professor **Reed Ueda** was on "Author Meets the Critics," a session of the 2007 Annual Meeting of the Eastern Sociological Society last semester. Along with Mary C. Waters and Helen Marrow of the Harvard Sociology Department, he discussed their recently published book, New

Americans: A Guide to Immigration since 1965, before a panel of critics including a reporter from the Wall Street Journal.

For Professor **Beatrice F. Manz**, 2007 has proven a very successful year so far with the publication of her newest book, entitled, Power, Politics and

Religion in Timurid Iran, (Cambridge University Press, 2007), and her promotion to the rank of Full Professor.

Professor **Felipe Fernandez-Armesto's** book Pathfinders has won the World History Association book prize and the Premio a Investigación of

Spain's Club de Exploración y Aventura; In addition, Professor Fernandez-Armesto has published Amerigo: The Man Who Gave His Name to America, (London, Orion, 2006, and New York,

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## THE NEW FACES OF HISTORY

### Assistant Professor Alisha Rankin

Alisha Rankin received her doctorate from the Department of the History of Science at Harvard University in 2005. She comes to Tufts from Trinity College at the University of Cambridge, where she has been a Junior Research Fellow in History since completing her doctorate. Her research interests lie at the intersection of Reformation history, the history of science and medicine, and the history of women, gender, and sexuality. She is currently revising her doctoral thesis for publication in the form of a book entitled Noble Empirics: Gentlewomen and the Art of Healing in Early Modern Germany. She has experience lecturing on and advising undergraduate theses in History and the History and Philosophy of Science. The Department of History welcomes her as Assistant Professor.

### Lecturer Angma Dey Jhala

Angma Dey Jhala received her doctoral degree in Modern History in 2006 from Oxford University and her Masters in Divinity in 2007 from the Harvard Divinity School. Her research interests include Modern South Asian History, the History of the British Empire, Religion and History, and Religion and Literature. Dr. Jhala is an avid fiction writer and has published in several literary reviews. She is currently producing, directing, and writing a film for the Harvard Film Studies Center. The film, entitled *Sailing in the Desert*, addresses the question of love and intimacy in marriage between a Hindu Maharani and her English-educated husband. In addition, she has served as a research consultant on several films produced by the Anthropology Department at Temple University. The Department of History welcomes her as

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## A CHAIR STEPS DOWN

On Thursday, April 26, 2007 a gathering was held in East Hall Lounge to thank Professor Virginia Drachman for her three years of outstanding service as Chair of the Department of History. In attendance were History Department students, staff and faculty including emeritus faculty Howard Solomon and Pierre-Henri Laurent, as well as Professor Drachman's daughter and Tufts alum, Eliza Drachman-Jones. Professor Drachman was a steady hand at the helm of the History Department and her tenure marked the addition of several talented faculty to the department including Professor Fernandez-Armesto and Professor Carp. We thank her for her strong leadership and wish her all the best as she takes a well-deserved leave this fall.



Professor Virginia Drachman



(r. to l.) Dept. Admin Annette Lazzara, Prof. Drachman, Eliza Drachman-Jones, student office staff and department majors.



(l. to r.) Prof. Emeritus Solomon, Prof. Emeritus Laurent, & Prof. Mulholland



(l to r.) Profs Manz, Drachman, Leupp & Winn



Dept. Admin. Annette Lazzara & Staff Assistant Margaret Casey



Incoming Chair Prof. Malchow and then Deputy Chair Prof. Gill admire the cake adorned with Prof. Drachman's picture.

## 2007 HISTORY AWARDS

Each year, the Department of History awards a series of prizes to deserving Tufts undergraduates. Here are the prizes that were awarded in spring 2007 and their recipients.

The **Albert H. Imlah European History Prize** is presented for distinguished work in the history of Western civilization. The History Department awarded the 2007 Imlah European History Prize to **Alan G. Carlotto**, (LA'09), and **Carolyn K. Rosenthal**, (LA'09).

The **Albert H. Imlah Excellence in History Prize** is awarded to a senior by the History Department in recognition of outstanding achievement in History. This year's recipi-

ent of the Imlah Excellence in History Prize was **Ross G. Johnston**, (LA'07).

The **Russell E. Miller History Prize** is awarded to an undergraduate of exceptional ability whose participation in advanced history courses has demonstrated an eagerness to explore problems of historical analysis and interpretation. The History Department presented the 2006 Miller History Prize to **Michael D. Siegfried**, (LA'07).

The **Prospect Hill Chapter, Daughters of the Revolution Prize Scholarship** is awarded on recommendation of the History Department to a student demonstrating marked interest in Ameri-

can colonial history as well as excellence in scholarship. This year's Daughters of the Revolution Prize Scholarship was awarded to **Margaret L. Brunner**, (LA'08)

The **Vida H. Allen Prize** is awarded annually to the undergraduate History major who is judged to have written the best honors thesis during that academic year.

This year **Julie R. Foster**, (LA'07), **Philip J. Moss**, (LA'07), and **Michael Siegfried**, (LA'07), each wrote senior honors theses of absolutely stunning quality. Each thesis earned highest thesis honors from the faculty thesis committee.

The thesis prize

committee was greatly impressed with each thesis: the range and creativity of sources, the quality of research and the elegance and clarity of their prose. These are challenging topics and these authors addressed them with originality and insight. The committee would like to comment briefly on each thesis, in alphabetical order by author.

**Julie Foster's** thesis was entitled: "The Power Politics of Sexuality in Louis XIV's Scheme of Absolute Sovereignty: The sociopolitical role of the royal mistress in the court of Louis XIV, 1661-1682." Julie combined a voluminous source base of mem-

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## ALUMNI NEWS

**Jillian Harrison**, (LA '06), is currently in her first year at Duke Law School. Before graduate school, she worked as a paralegal for the labor practice of a Boston-area law firm. While at the firm she helped to write a forthcoming article on Massachusetts healthcare reform for a Human Resources industry magazine.

Since September 2006, **Kate Sadlosky**, (LA'06) has been working at the International Republican Institute (IRI) in downtown Washington, DC. IRI is a non-partisan

international NGO which focuses on democracy promotion throughout the world. Currently, she is assigned to the Latin America and Caribbean (LAC) division, with a focus on projects dealing with Nicaragua. Over the past eleven months, Kate has participated in efforts to work with Nicaraguan political parties to try to increase transparency on internal party practices, as well as civil society groups which focus on encouraging the Nicaraguan population to more actively participate in the political process, whether it be

through get-out-the-vote efforts for the population as a whole, or focusing on more traditionally politically marginalized sectors of society, such as youth, women, and the indigenous communities.

**Molly Blank**, (LA'98), recently completed final work on her documentary, *Testing Hope: Grade 12 in the New South Africa*. Almost 2 years after she started filming in Nyanga township, she returned there in early July to share the film with the students and the community. She also spent a week in Johannesburg and 3 weeks in Cape Town holding screenings and meetings to

talk with people about the film and identify organizations and individuals who might be interested in using the film in their work.. She will begin similar outreach in the US when she returns from abroad in August..

**David J. Proctor**, (LA'94, GS'01), Department Administrator for Classics & Archaeology at Tufts, was a 2007 recipient of the Tufts Graduate School of Arts and Sciences and School of Engineering Robert P. Guertin Award for Graduate Student Leadership. Nominated by

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## MEET BENJAMIN CARP—FACULTY PROFILE

*In the style of newsletters past, **History from the Hill** has opted to run a faculty profile of Professor Carp. We asked Assistant Professor Benjamin Carp to tell us a bit about himself and his first year at Tufts.*

My life as a history scholar began when I was an undergraduate. Some would argue that this was my filial fate, since my father is a high-school social studies teacher. But I resisted becoming a history major until early sophomore year, when I was hooked. Then as a junior, while reading about Boston during the Revolution, I caught a glancing reference to firefighters. I began to wonder what it meant to be a firefighter, a voluntary protector of life and property, during the years of the Revolution—when people were joining voluntary associations like the Sons of Liberty and similarly pledging to protect life and property. This became my senior thesis, and in graduate school I submitted a revised version of it to a journal of early American history, where it was published just after 9/11.

Two topics grew out of my interest in firefighting and the Revolution: fire and its threat to the urban environment, and the ways in which politics unfold in an urban setting. This second topic became the dissertation I pursued in graduate school. I chose five sites where revolutionary political activity took place, and chose five cities (the largest in the thirteen colonies at the time) that would be case studies for those sites: the Boston waterfront, New York City taverns, Newport churches and congregations, Charleston households, and the Philadelphia State House (now Independence Hall) and State House Yard. I also looked at how the Revolutionary War robbed these cities of their political importance, which is one reason we've forgotten much of their contribution to the revolutionary movement. All of these findings appear in [Rebels Rising: Cities and the American Revolution](#), just published this past July.



Assistant Professor Benjamin Carp

My first academic job was at the University of Edinburgh in Scotland. Although Edinburgh is further north than Boston, the winters are milder there. It never snows, but it is pretty damp and dark most of the time. Summers, on the other hand, are beautiful, and Edinburgh has a rich scholarly tradition going back even further than the days of David Hume and Adam Smith.

While I was there, an editor asked one of my colleagues—himself a Tufts graduate—whether there were any recent books on the Boston Tea Party. (The answer is that the last scholarly book on the events of the Tea Party was published in 1964.) My colleague's interests were pointing in different directions, but he put me in touch with the editor and suddenly I was bursting with ideas about how I could do a more contemporary treatment of this famous event. My second book project was born: [Teapot in a Tempest: The Boston Tea Party of 1773](#).

Meanwhile, I went on the job market in 2006 with a yearning to return to a place like this in the United States. As a researcher I am something of an archive rat, and while there are many excellent materials on Revolutionary America to be found in British archives, the bulk of the useful documents, buildings, and images are here. Since most of the important archives for the Tea Party project are in the Boston area, an early American history position at Tufts University seemed too good to be true.

I was extremely lucky—Tufts offered me the position. As a Long Island native, I already knew of Tufts' reputation for great students—particularly in history. I was also aware of its emergence as a major research institution with arms still firmly wrapped around its origins as a liberal-arts college. Since arriving at Tufts, however, I've learned two things that have made me feel even more fortunate about coming here.

The first pleasant surprise was the University's global reach. At my Tufts interview I joked that I was thrilled to be in a history department where American historians were in the minority. At the time, I had a faint notion that I could learn a lot from scholars who had a broad sense of connections across national borders. But as my current project develops, I've become more firmly convinced that I need to craft a global *and* local history of the Boston Tea Party.

The Tea Party was local in the sense that it was a product of Boston and its people, and historians haven't yet fully put this together. Yet the Tea Party was also global in that it involved Chinese tea (usually mixed with Caribbean sugar), a shipping company that had just become a territorial ruler in South Asia, the British government, its colonists, and Native American disguises. Luckily for me, I can consult not just the local Boston archives, but also my esteemed colleagues in the Tufts History Department with their extensive knowledge of these far-flung regions, the eighteenth century, and a global approach to history.

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The second thing I discovered about Tufts was its friendly environment. A recent survey ranked Tufts one of the top five or six universities in the United States in the category of collegiality, and the people I've met in the History Department and beyond have certainly demonstrated this. People here are warm and amiable, and they don't let their disagreements become personal, which is rare enough in the working world to be cherished.

The students have also been amazing. Tufts students are smart, and I think they surprise even themselves with how much they are able to accomplish. This leads me to *History on the Hill's* question about the integration of research and teaching. Last spring I taught a foundation seminar called "Massachusetts and the American Revolution"—again, taking advantage of the local surroundings to focus intently on one slice of my favorite period of history. I came up with one particularly tough assignment, one that helped both the students and myself understand the Revolution in Boston a little better.

I gave each student the name of a participant in the Boston Tea Party—all of them mostly obscure men. We had read and discussed Alfred F. Young's *The Shoemaker and the Tea Party*, which was a profile of George R. T. Hewes and a discussion of how Boston remembered the Tea Party. I challenged students to discover everything they could about "their" participant and to craft an argument about what that person's life meant to the Revolution, and vice versa. Students could use the collections in Tisch Library and its electronic databases to get some information about the participants—their dates of birth and death, some items in newspapers, and a little about their socioeconomic status. But the students who wrote the best papers also went beyond Tufts, to the Boston Public Library or the Massachusetts Historical Society, to dig even more deeply. Many of them came back with startling new facts and conclusions, and one even discovered errors in the historical record. Their insights have shaped the way I'm going to write *Teapot in a Tempest*, and I plan to credit the students' findings.

Perhaps this sort of assignment is expected in a foundation seminar, but I also put students on the hunt for primary sources in my survey class as well. In "Antebellum and Civil War America," I sent students into the collection of letters to and from Abraham Lincoln that have been reproduced on the Library of Congress website. Each student took the week of his or her birthday in 1863 and had to find three letters. In a series of assignments, they had to analyze the letters (and draw them together wherever possible) and then use secondary sources to gain a wider understanding of the issues at hand. I hope to design similar assignments for my survey classes on Colonial America and Revolutionary America as well.

All in all it was a great year. Twice I gave lectures at the Powder House across the street from the Tufts campus, where students learned that the dress rehearsal for Lexington and Concord took place just down the hill from their classroom. I had wonderful in-class discussions with students, I've had a wonderful experience as a mentor in the Summer Scholars Program, and I'm looking forward to further work with the Writing Fellows Program as well as a new Writing Across the Curriculum class. I learned a lot more this past year about what it means to do *and* teach history. Finally, I've done my best to make the most of being in the Boston area, with its rich archives as well as its vibrant scholarly community.

My dissertation inspired another project, which will now go on the back burner until the Tea Party book is complete. My interest in fire and the destruction of the Revolutionary cities has developed into a wider inquiry about the destructive nature of war during this period. My recent article, "The Night the Yankees Burned Broadway: The New York City Fire of 1776," begins to explore these themes. In essence, it accuses the Americans of burning about a sixth of New York City to prevent the British from occupying it.

In the meantime, I'm also interested in questions of national and regional identity. I wrote a piece for the journal *Civil War History* that compared nationalism among the Revolutionary North Americans and the Confederate Southerners during the Civil War. That topic will take me to Lisbon in February, where I'll be commenting on a panel about nineteenth-century American nationalism. I'm also deeply interested in using geography, architecture, material culture, and artworks as historical evidence, which is why my role as History advisor for the Museum Studies Program at Tufts is a very nice fit.

I am proud to be part of the History Department, and I hope I can live up to its high standards for teaching and scholarship. My colleagues are an admirable bunch, all great examples of what one can achieve as a historian and teacher. It's been a pleasure working with undergraduates, graduate students, the staff, and the faculty at Tufts.

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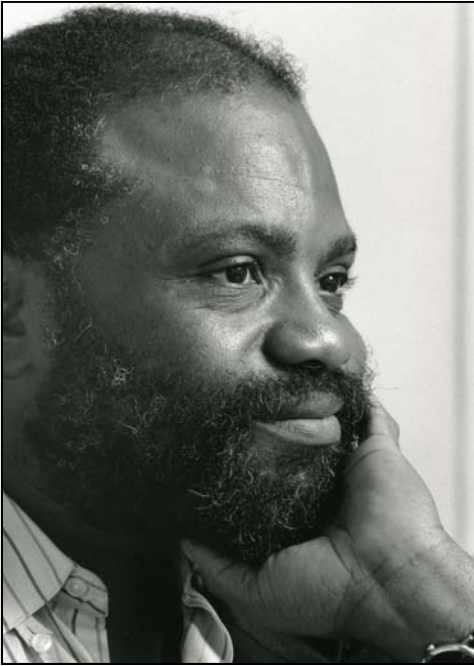
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## IN TRIBUTE TO GERALD R. GILL



Associate Professor Gerald R. Gill

**Editor's Note:** As Professor Malchow said in his introduction to this fall's newsletter, the History Department starts this new academic year deeply saddened by the loss of Professor Gerald R. Gill. What follows is one of many tributes and remembrances that will be offered celebrating the life of Professor Gill in the coming year. We are preprinting here the Resolution drafted by the History Department that was read into the formal record of the university at the first 2007-2008 ASE faculty meeting held on August 28, 2007. In addition, we are printing the text of the tributes offered in memory of Professor Gill by his colleagues, Professor Jeanne M. Penvenne and Professor Virginian Drachman, at the memorial service held in Goddard Chapel on August 2, 2007. Lastly, we offer a poem written by Professor Gill some years ago that was published in the 2001 edition of *History from the Hill*.

#### Resolution on the Death of Professor Gerald R. Gill

The History Department invites the Arts, Sciences and Engineering Faculty to join us in remembering our friend and colleague, Gerald R. Gill, whose unexpected death on July 26<sup>th</sup> at age 58 from arterial sclerosis has shocked and saddened us all.

Gerry grew up in New Rochelle, New York, and earned a B.A. in history from Lafayette College in 1970. Himself a conscientious objector during the Vietnam War, he explored the history of African-American pacifism during the Twentieth Century for his doctoral thesis at Howard University. This project, and the history of the civil rights movement in Boston, motivated and informed his subsequent scholarly work, teaching, mentoring and public service.

Coming to Tufts as an assistant professor of American history in the fall of 1980, at a time when the Boston area was still convulsed with the racism of the anti-busing campaign, Gerry had some understandable misgivings about relocating to New England. He also, however, saw a challenge. His own contribution was to work to retrieve the long, rich and principled history of people of color in America and, especially, in New England and in its colleges and universities. Having published on the African-American opposition to the Vietnam War, he turned more recently to the Civil Rights movement in Boston, assisted by a National Endowment for the Humanities fellowship at the Schomburg Center for Research in Black Culture in 1997. He also held research fellowships at the W.E.B. Dubois Institute at Harvard and the Center for Afro-American Studies at U.C.L.A.

This scholarly work was a part of his larger dedication to service, and throughout the nearly three decades he was with us Gerry was a frequent speaker on African American history in the greater Boston area and on public radio and television, and was consultant for memorable WGBH productions like "Eyes on the Prize." He was also committed to helping public school teachers develop their African American curriculum.

At Tufts, Gerry served the university community beyond his department by tirelessly working with the administration, admissions, the African American Center, and the Peace and Social Justice and American Studies Programs to build a multi-cultural, diverse campus community and to educate us all—with, for example, his memorable exhibition "Another Light on the Hill: A History of Black Students at Tufts University, 1900 to the Present." Within the History Department Gerry was tireless as well, hardly ever refusing to serve on a committee and especially interested in issues concerning undergraduate education and advising. An associate professor from 1987, he served since 1998 as the department's deputy chair.

It is, however, for his teaching and mentoring that Gerry Gill will be best and most appropriately remembered. His annual sequence on African American history, and his always wait-listed courses on the Civil Rights Movement or on Sports in America, challenged and inspired generations of students who were fortunate enough to get a seat. Consistently students were impressed with Gerry's breadth of knowledge and ability to make the past live for them. He not only had larger enrollments and many more advisees than his colleagues but, yes, he did know all their names by sight, past as well as present generations (as he did the names of each of those custodians and meal servers too often invisible to the rest of us). At a university that prides itself on its commitment to teaching, Gerry defined the meaning of that commit-

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Professor Gerald R. Gill with former History dept. graduate student Anita Gombos Orban (GS'01, F'07)

ment. Among his many advising and teaching honors, he was the first recipient of the Lerman-Neubauer Prize for Outstanding Teaching and Advising in 1998, the Community Senate's Professor of the Year in 1999, and twice named Massachusetts Professor of the Year (in 1995 and 1999). If Gerry was especially important as mentor for Tufts all-too-small black community—in 2000 the African American students honored him with the Distinguished Service Award (since renamed the Gerald Gill Award)—he was also clearly a star educator and role model for all of his students, regardless of race.

A quiet, modest and thoughtful man and a loving father, Gerry was also a smart dresser, an avid dancer and—in spite of his enforced New England residence—a fan of the New York Yankees.

We ask that this resolution be included in the minutes of the faculty of Arts, Sciences and Engineering, and that a copy be sent to Professor Gill's daughter, Ayanna Gill.

**A Gentleman, a Gentle Man going Gently into that Good Night**

*Tribute offered by Professor Jeanne Penvenne  
August 2, 2007—Goddard Chapel, Tufts University*

The first stanza of Dylan Thomas's famous poem reads: "Do not go gentle into that good night. Old age should burn and rave at close of day; Rage, rage against the dying of the light."

Last week Gerald Gill passed into that good night – we could not catch his gentle spirit before it slipped into the dying light. More than once in the past year, I held both of Gerald Gill's hands when we were seated opposite one another in my office; I looked into those always warm eyes and began to cry when I said, "Gerald, I want to grow old with you – you have to take good care, so that we can do that." He would smile patiently, squeeze my hands, and assure me, "I'm just a little tired, but I'm hanging in there."

He was a little tired, but he hung in there, and he gave and he gave to all of you and to me, and to our friends and to our children. He taught us and loved us and he lived with us – always a gentleman, always gentle. Gerald Gill was all that I have ever asked of myself and our children. My closing words as I tucked our boys into bed each night was, "May John and Louis grow to be good, kind and generous."

Each of our sons had the privilege of studying with Professor Gill. He gave to them with a generosity they sometimes famously contrasted with mine. I will close with our family's favorite example of Professor Gill's gentle and gentlemanly generosity.

A dozen years ago our family visited the Baseball Hall of Fame on our annual one-day vacation. Our oldest son, John, desperately wanted us to buy him a hat from the Negro Leagues. The hats were nearly \$30. I thought it was so much money. I said no, we couldn't do that. After all, if we bought something that expensive for John, we'd have to buy something for Louis... you know the routine.

As we drove away from Cooperstown I knew that I had made a big mistake. The next week I told Professor Gill how much I regretted my decision, and within a week he presented John with a Birmingham Black Barons baseball hat that he said he won on a Radio Station quiz show. He probably did win that hat. In nearly every photograph we have of John for the next four years he is wearing that hat.

Thank you for that hat Professor Gill, and for so much more. You were and you always will be our role model for goodness, kindness, generosity and gentleness.



Professor Gerald R. Gill

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**Remembering Gerald Gill**

*Tribute offered by Professor Virginia Drachman,  
Chair of the Department of History  
August 2, 2007—Goddard Chapel, Tufts University*



Professors Beatrice Manz, Ina Baghdiantz-McCabe & Gerald R. Gill, Professor Emeritus Howard Solomon and Professor Virginia Drachman

Speaking about Gerry today is the saddest thing I have done in my 30 years at Tufts. Yet, talking about Gerry brings a smile and evokes words like: gifted, kind, devoted, *yes, yes, yes*, and *of course I will*.

We in the history department have been blessed to have Gerry as our colleague and friend for 27 years. He was a talented scholar, exceptional teacher, and devoted member of the family that is Tufts.

I was fortunate to hear Gerry speak about his research on the history of the civil rights movement in Boston at the Kennedy Library last fall. *No one* knew more about the development of the local Boston civil rights scene than he, and he walked up to the podium with more to say than there was time for in a week. In his quiet, deliberate way, unruffled by those concerned about schedule, Gerry told his stories, holding the audience in the palm of his hand, as he took them on a journey that left them absolutely riveted.

His quiet, but powerful way of communicating was part of what made Gerry an exceptional teacher. Students adored him, and rightly so. There was nothing more remarkable than a walk across campus with Gerry. Students would

pass by with “Hello Professor Gill,” “How are you, Professor Gill,” and *every time*, Gerry would answer them, not only by name but with something personal besides. Meanwhile, I was lucky if one or two students would say hello, and then, in a panic, I would struggle to get my brain to remember their names, *on the spot*. Sometimes, I would whisper under my breath: “Quick, Gerry, who’s that?” “That’s Jennifer or “That’s Jessica,” he’d reply without skipping a beat.

And then there were the quiet, personal moments we shared on the job. As part of our search for an early American historian in spring 2006, Gerry and I took each candidate to dinner at the Elephant Walk. When it came time for dessert with the first candidate, I glanced at the menu of very rich choices and said, “no, thank you.” Gerry ordered the chocolate truffle cake with raspberry coulis. When it arrived, I was delighted to be sitting right next to him, because I simply could not resist it. I asked if I could have a taste, and I have to confess, my fork wandered to his plate for several more bites, until it was clear that *we* had shared *his* dessert.

At dinner the following week, Gerry ordered the same chocolate truffle cake, and when it arrived he quietly and unobtrusively nudged the plate slightly towards me, signaling to me, without saying so, that this was for us to share. And so we continued this ritual each week: two friends, indulging in a sweet that neither of us should eat, but reveling in the richness and deliciousness of the small, but intimate moment that we shared.

Gerry was a gentleman and a gentle man. He did not just contribute to Tufts; he defined Tufts. We will miss our dear friend.



Professors Ayesha Jalal, Benjamin Carp & Gerald R. Gill



## PERSPECTIVES

*In memory of Professor Gerald Gill, this article has been reprinted from Volume VII, Issue 3 of **History from the Hill**, April 2001.*

**Booker T. and W.E.B.**

by Dudley Randall

(Booker T. Washington and W.E.B. Du Bois)

"It seems to me," said Booker T.,  
 "It shows a mighty lot of cheek  
 To study chemistry and Greek  
 When Mister Charlie needs a hand  
 To hoe the cotton on his land,  
 And when Miss Ann looks for a cook,  
 Why stick your nose inside a book?"

"I don't agree," said W. E. B.  
 "If I should have the drive to seek  
 Knowledge of chemistry or Greek,  
 I'll do it. Charles and Miss can look  
 Another place for hand or cook.  
 Some men rejoice in skill of hand,  
 And some in cultivating land,  
 But there are others who maintain  
 The right to cultivate the brain."

"It seems to me," said Booker T.,  
 "That all you folks have missed the boat  
 Who shout about the right to vote,  
 And spend vain days and sleepless nights  
 In uproar over civil rights.  
 Just keep your mouths shut, do not grouse,  
 But work, and save, and buy a house."

"I don't agree," said W. E. B.,  
 "For what can property avail  
 If dignity and justice fail?  
 Unless you help to make the laws,  
 They'll steal your house with trumped-up clause.  
 A rope's as tight, a fire as hot,  
 No matter how much cash you've got.  
 Speak soft, and try your little plan,  
 But as for me, I'll be a man."

"It seems to me," said Booker T.—

"I don't agree,"  
 Said W. E. B.

*Dudley Randall* was an internationally respected American poet and founder in 1965 of Broadside Press through which he published his own poetry and that of other talented African-American writers up to his death on August 5, 2000. The first work Broadside published was Randall's "Ballad of Birmingham," a tribute to four black girls killed in a church bombing in 1963. The poem brought Randall international recognition and focused attention on the ongoing struggle in the South for civil rights.

*Professor Gerald R. Gill* was a member of the faculty of the History Department at Tufts University and a leading scholar in the field of African-American history and the history of the Civil Rights movement.

**What About Me:****In Response to the Distinguished Gentlemen**

by Gerald R. Gill

(Ida B. Wells-Barnett)

"What About Me," said Ida B.  
 Each of you talks about your plan,  
 but all you do is talk man-to-man.  
 You don't give note to all the race,  
 as if we women are to stay in place.  
 You want us to show motherly care,  
 stay out of men's work, if we dare.

"What About Me," said Ida B.  
 I've been active throughout my life,  
 doing more than being Ferdinand's wife.  
 I've taken stands against segregation,  
 I support all types of education.  
 I wrote lynching's a horrible crime  
 while the two of you bided your time.

"What About Me," said Ida B.  
 I've worked with people from all races,  
 though some say I lack social graces.  
 I don't grovel or lower my head,  
 I work for justice and rights instead.  
 If I upset people, that's my cross to bear,  
 I only want for our people what's just and fair.

"What About Me," said Ida B.  
 Like the two of you, I take my stand,  
 there are multiple ways to the Promised Land,  
 By economics, civil rights, and the vote,  
 with suffrage for women and men, please note.  
 I don't see the need to compromise,  
 I don't simply lead, I organize.

"What About Me," said Ida B.

## MARTIN J. SHERWIN RETIRES

*After a remarkable career at Tufts, Professor Martin J. Sherwin will formally retire on August 31, 2007. In recognition of this, History from the Hill is printing a copy of the resolution drafted by History Department Chair Virginia Drachman and Deputy Chair Gerald R. Gill and read into the minutes of the ASE Faculty Meeting on May 16, 2007.*

### **Resolution on the Retirement of Martin J. Sherwin—May 16, 2007**

Martin Jay Sherwin was born in Brooklyn and educated at James Madison High School and Dartmouth College, where he was captain of the lightweight crew, his passion at that age, graduating in 1959. After four years in the Naval Air Force in the Pacific, where he became interested in history and U.S. policy toward Japan, Marty started graduate studies at UCLA, where he earned his PhD in history in 1971. His revised dissertation on the decision to drop the atomic bomb was published by Alfred Knopf in 1975 as A World Destroyed: The Atomic Bomb and the Grand Alliance, a brilliantly revisionist book which won the Stuart Bernath Prize of the Society of Historians of American Foreign Relations as well as the American History Book Prize of the National Historical Society, was nominated for a National Book Award and was the runner-up for the 1976 Pulitzer Prize. It has been published in Japan to critical acclaim and new editions have appeared in English in 1987 and 2001 of a book that is still widely read and admired three decades after it was first published.

In 1980, after a distinguished teaching career at University of California at Berkeley, Princeton University and the University of Pennsylvania, Marty accepted a position at Tufts, and in 1982 was named the Walter S. Dickson Professor of English and American History. At Tufts, he was a creative and innovative teacher, whose path-breaking courses on the Nuclear Age and the Vietnam War became legendary highlights of a Tufts undergraduate education. In 1985 and again in 1986, Professor Sherwin was awarded the “Professor of the Year, Silver Medal Award” by the Council for the Advancement and Support of Education.

Marty was also a visionary educator, who conceived, founded, directed and was executive producer of the Global Classroom Project (1998-2002), which before the era of podcasts and video conferencing created a “space bridge” program that employed TV satellite technology to link university students at Tufts and in Moscow for interactive discussions about such important issues as the nuclear arms race and the environment. The programs were broadcast throughout the Soviet Union and on selected PBS stations.

Marty has also advised many documentary films and television programs and was senior advisor to the John Adams/Peter Sellars opera, “Wonders Are Many: The Making of Dr. Atomic,” based on his research on J. Robert Oppenheimer, the brilliant nuclear physicist and director of The Manhattan Project that created the atomic bomb. In addition, he was the co-executive producer and NEH project director of the PBS documentary on Oppenheimer’s Russian counterpart: “Stalin’s Bomb Maker: Citizen Kurchatov,” on Igor Kurchatov, the first scientific director of the Soviet Union’s nuclear weapons program.

It is a tribute to Martin Sherwin that he has been honored in Japan and in Russia, where he was appointed Honorable UNESCO Professor of Humanities in Mendeleyev University. Professor Sherwin also been honored in the United States, where he received fellowships from the John D. and Catherine T. MacArthur Foundation, the Guggenheim Foundation, the Sloan Foundation, the National Endowment for the Humanities, the Rockefeller Foundation and the American Academy of Arts and Sciences, which also elected him to membership this year. He has also held endowed visiting appointments as the Cardozo Fund Visiting Professor of American History at Yale University and as the Barnette-Miller Visiting Professor of International Relations at Wellesley College, and been a visiting scholar at the Institute for Advanced Studies in Princeton and at Harvard’s Charles Warren Center for Studies in American History.

In 1993, Marty answered the call of his alma mater and went back to Dartmouth as Director of its John Sloan Dickey Center for International Understanding. Fortunately, he returned to Tufts in 1995, for some of his best years were still ahead. He was again an inspirational teacher for new generations of students, with pioneering courses such as the year-long course on the history and physics of the nuclear age that he co-taught with Gary Goldstein. Marty also returned to his biography of J. Robert Oppenheimer with new energy and insight, in collaboration with Kai Bird.

Proving that quality in intellectual life is more important than quantity, their long awaited book, American Prometheus: The Triumph and Tragedy of J. Robert Oppenheimer, was published to critical acclaim in 2005 and went on to win the Pulitzer Prize for Biography, the National Book Critics Circle Award for Biography and the English Speaking Union Book Prize. It was a crowning achievement in an already distinguished career and it capped Marty’s final year at Tufts.

Tufts has been fortunate to have had Martin J. Sherwin on its faculty for more than two decades. As a teacher, administrator and scholar he has been an innovative contributor to the classroom, the curriculum and the intellectual life of this university. He has also been a generous colleague and an inspirational mentor to some of the best students to graduate from Tufts during those years. Moreover, during years in which the quality and standing of this university has risen dramatically, Martin Sherwin has epitomized that excellence and been on the cutting edge of those changes. Tufts is proud of his achievements and both regrets and celebrates his retirement. On behalf of the History Department, I move that this resolution on the retirement of Martin J. Sherwin be inscribed on the permanent record of this faculty and that a copy of it be sent to our very special and justly celebrated colleague.

## A SUMMER IN THE LIFE OF A HISTORY MAJOR

BY BRYNA O'SULLIVAN

***Killed on Morris Is. S.C. with pistol accidental Oct 18/63 Final statements forwarded Oct 19/63***  
***Died in Hospital Jacksonville Fla of Acete Sep 25/64 Final statements forwarded Sep 25/64***  
***Killed in the siege of Ft. Wagner Morris Is. S.C. Aug 26/63 Final statements forwarded Aug 28/63***

The entries number thousands; these are the men who left Pennsylvania to fight in what is still America's deadliest conflict, the Civil War. They left not only to fight for themselves, but for a country which declared they "had no rights which a white man is bound to respect." They were members of the USCT, the United States Colored Troops.

Beginning in June of 1863, with the formation of the United States Colored Troops, Camp William Penn in Philadelphia raised eleven regiments of infantry: the third, sixth, eighth... These men were to see service from North Carolina to Florida, participating in some of the bloodiest conflicts of the war. They were asked to fulfill the rolls that white regiments simply would not accept, digging trenches under the guns at Fort Wagner or fighting a losing battle at Olustee Florida. Between eight and ten percent were never to come home; double that percentage were to come home badly wounded. When they mustered out in 1865, they hoped that the muster-out records would be only a small part of a great national memory of their role.

They were wrong. Racism would silence their voices; lack of literacy would destroy their memories. Today, the unit paperwork is particularly all that remains. After 140 years of use, it is also struggling. Pennsylvania's muster-out rolls are fragmented, marked with tape, and dirty after regular use and poor storage (many have permanent folds and have torn along those lines). The State Archives is now the process of a three-year effort to restore these rolls; a project of which I was lucky enough to be a part.

As a Keystone Intern, I was a regular participant in program lectures in public history. However, I also had a much greater responsibility. I became, in the words of one of my coworkers, the "caretaker" of the USCT rolls. In order to make a well-worn collection more readable, they were transcribed into a database that would be accessible to researchers. Each man was, for the first time, a separate identity, well noted and well explained. After the transcription was finished, the rolls were surface cleaned, preparing them for better storage.

These tasks are deceptively straight-forward. They represent the results of much work in fundraising and love in a cause; the project could not have been funded without the aid of grants. They represent the mix of understanding and desire that has carried through a project never before attempted, under risky circumstances and on fragile documents.

They also represent, at least for me, some important lessons. Large collections rarely can be fully maintained by the institution caring for them. Yet, we do not train research historians, the primary users of these institutions, to help them seek funds that they need. It is a problem that we would do far better to address than allow to continue, as we lose more and more of history. Second, despite our best intentions to be fully trained, few of us have the expertise to care for a collection, present an exhibit and market it, and publish our research. Most institutions have the same problem. Can we not encourage networking to allow historical institutions to continue to grow?

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## A VIEW FROM THE HILL—EDITOR'S NOTEBOOK

We begin this year deeply saddened by the loss of Professor Gerald R. Gill. A teacher, mentor, advisor, friend and surrogate father to so many. The tributes offered in this edition of the Newsletter are only the beginning of what we hope to achieve as the semester progresses in celebrating his extraordinary life.

*A View from the Hill* is usually my opportunity to offer some thank-you's to those who have helped put together the newsletter. For this fall's edition I want to offer my sincere appreciation to Professors Malchow, Drachman, Penvenne, Carp, Ueda, Manz and Fernandez-Armesto. As always, Department Administrator Annette Lazzara is integral to pulling together information for this publication and the newsletter itself would not come out without the tireless efforts of Department Secretary Mary-Ann Hagopian, our talented proofreader and grammar aficionado who for the last several years has battled my significant deficiency when it comes to the appropriate use of commas!

I also want to take this opportunity to thank Professor Gill. No one faculty member contributed to this publication as often as Gerald Gill. The vast majority of alumni news printed in each edition came from Professor Gill's pen. It never ceased to amaze me how he kept in contact with so many of his former students, both undergraduates and graduate students, and how often students would return to campus two,

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continued on page 12*

## NOTEBOOK

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three, five, ten, fifteen years after graduation to not only say hello to Professor Gill, but to update him on the progress of their lives and seek his advice. More often than not these former students were at turning points in their lives and they wanted Professor Gill's counsel and guidance. He always made time for them not because he had to, but because he wanted to, because he cared about them and wanted to help. Professor Gill always wanted to help, whether it be his students past or present, his department, his colleagues, his university. We all used to tease him about his inability to say no, but in truth, Professor Gill never wanted to say no. When a student or a colleague came to him, it was not duty or obligation that made him take on yet another thesis or committee, it was his unswerving desire to make the lives of all of us at Tufts better. That was always his goal, to try to make things better for anyone with whom he came into contact.

He certainly helped make my time at Tufts more rewarding. Looking back, it is hard to even begin to consider how much I owe him or for what I am most grateful. Perhaps the independent study he graciously agreed to do with me in the spring of 1994 when, as a Tufts undergraduate, I needed one more American history course to qualify for MA state teaching certification. Every Tuesday and Thursday for an entire semester we met, sometimes in his office, sometimes on the Eaton Hall patio. We talked certainly about the history of the US from 1865 through the mid-twentieth century, the topic of the course, but he also listened to my tales of woe when I had a really awful day student teaching. He told me about his experiences teaching eighth grade and assured me I would get through it. Or maybe it was Academic Awards weekend in 1994. I remember vividly the reception after the Phi Beta Kappa ceremony. My mother, aunt, father and stepfather had all come down for the day. At the reception, Professor Gill was the first person to come over to them and me and introduce himself to my parents. That meant so much to my family that they still talk about it 13 years later. Or then again, the opportunity to TA for him when I was a graduate student back in the Tufts History Department. Up to that point, I had never seen Professor Gill in action in the classroom. After the first class I realized that everything I had heard about him as an undergraduate, what a passionate and energetic lecturer he was, was all more than true. I also witnessed that semester his incredible dedication. With two classes totaling between them roughly 170 students, though he had two TAs for each class, he insisted on reading every exam himself, cover to cover, just to make sure that each student had been given the credit he or she deserved. Or perhaps it was early July of this year, when Professor Gill stopped by my office in Classics to drop off a book he had picked up for me, *A History of Private Life from Pagan Rome to Byzantium*. He was always trying to convince me to infuse a bit more social history into my teaching. All of these memories I cherish. In a very real way they have helped to shape the kind of teacher that I have become.

Beyond all of this however, there are probably two memories that I value the most. The Friday night dinners and the nightly rides to Cambridge. At some point, roughly around 1999, Professors Gill and Marcopoulos and I started having dinner occasionally on Friday nights. At first maybe two Fridays out of the month but eventually it became a standard Friday night tradition. We began at the Happy Haddock in Medford shifting over the years to Café Barada in Arlington, The Athenian in Lexington and for the last two years, the three of us would gather for dinner at Brookhaven, the retirement community Professor Marcopoulos moved to in 2004. These Friday night gatherings were a way for each of us to decompress from the week that had just passed, to share



David Proctor, Professor Gerald R. Gill and Professor George J. Marcopoulos. Brookhaven at Lexington, 2005.

stories, and to vent our frustrations and celebrate our successes. It is rare in this life to find friends that you can fully trust and that you can always count on, friends that will support you no matter what, and will never let you down. I know that I can speak for Professor Marcopoulos as well when I say that for both of us, Professor Gill was such a friend.

The other memories are of the rides I would often give Professor Gill to his apartment in Cambridge so he would not have to take the T, especially when he worked late, which was quite often. During the drive from Tufts to Cambridge we talked about all kinds of things, from our classes, to our departments, the latest university initiative, politics and at times, things far less serious. We had a running debate on who the best movie actors of all time were. I could never convince him that Jimmy Stewart and Cary Grant were as good as Jack Lemmon. It is funny how much we take for granted. I never realized how important those 20 minute rides were to me. For the last month I have caught myself virtually every day

*See Notebook  
continued on page 13*

## THE HISTORY SOCIETY RETURNS

The undergraduate History Society is back in action for the 2007-2008 academic year.. Our first general meeting will take place on Wednesday, September 12 at 7:30 PM in Eaton 206. For more information or if you have questions, please contact Bryna O'Sullivan at [Byrna.O\\_Sullivan@tufts.edu](mailto:Byrna.O_Sullivan@tufts.edu) or David Proctor at [david.proctor@tufts.edu](mailto:david.proctor@tufts.edu). Pizza will be served.

### NOTEBOOK

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thinking that this or that was something I needed to tell Professor Gill about or ask him about when I would give him a ride home that evening. Then of course, I remember.

We all, his students, friends, colleagues and family, will miss his presence—his kindness, honesty, generosity, determination and strength of character. Someone once said to me that what matters most is not what you can list as your accomplishments in life, but whether or not you were a good person. Gerald Gill has a long, long list of achievements—his publications, public lectures, his overall impact on his field and perhaps most importantly, the legacy represented by his students. But he was also such a genuinely good person.

As we all ponder how best to honor his life, we should perhaps look to the principles that guided his life for our inspiration. The best way to honor Professor Gill is to do what we can in our own ways to practice the beliefs by which he lived his life.

His belief that every person is important and deserves respect is something that we can all work to practice. Wishing someone good morning on the library steps, holding a door for someone at the Campus Center, taking the time to find out a bit about that person you always see at the bus stop on your way to Tufts or that cafeteria worker who has the knack for making the perfect turkey wrap. What Professor Gill knew and appreciated was that everyone had a story and everyone's story deserved to be heard. He never judged people on their gender, religion, occupation, ideology or race, he really did see people for who they were on the inside and he accepted them.

His devotion to his teaching and to his advising is something of which we should never lose sight. What the outpouring of emotion and remembrances of Professor Gill over these last few weeks has proven is just how much of a difference one person can make in the lives of literally hundreds of students. It makes adding an extra 30 minutes to office hours, making the time in an already overbooked week to accept a student's invitation for coffee at the Tower Café, or calling over that student after class who has just not seemed him/herself in the last week seem all the more important. Small things that can perhaps be critical in a student's life, anybody's life for that matter.

Gerald Gill's life is a lesson to us all in what one person can do when he fully and completely devotes himself to others. I know of no one with the kind of selflessness that Gerald Gill had, but perhaps if we can each be a bit more like Professor Gill in our own lives, we can continue to, as he did throughout his 27 years here, make the community in which we live a better place, our university a better place and the lives of the people around us maybe a bit happier.

Thank you Professor Gill for all that you gave us and for all the lessons, memories and inspiration you have left behind. We are all the better for having had you in our lives.

### ALUMNI

CONTINUED FROM PAGE 3

colleagues in Classics, Proctor was recognized for his dedication to issues dealing with graduate education and graduate student quality of life issues at Tufts as demonstrated through his services to the Graduate Student Council, the Department of Classics and a variety of university committees. Proctor previously received this award in 1999.

### FACES

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#### **Lecturer Ian Lekus**

Ian Lekus comes to Tufts from the University of Georgia where he was a Franklin Teaching Fellow in the Department of History. He received his Ph.D. in History from Duke University in 2003. His dissertation, entitled "Queer and Present Dangers: Homosexuality and American Antiwar Activism during the Vietnam Era," considered how gender and sexuality influenced the development of new political and sexual identities during the anti-Vietnam war movement. Dr. Lekus has experience teaching courses on American history since 1865, 20<sup>th</sup>-century world history, the history of sexuality in America, and U.S. lesbian, gay, bisexual, and transgender history. As a teacher, he focuses on training his students to conduct original research including archival research and oral history methodology. The Department of History welcomes him as Lecturer.

## AWARDS

### CONTINUED FROM PAGE 3

oirs, diaries, and published correspondence in French and English, with mastery of a large and sophisticated secondary literature on power, sexuality, royalty, marriage and mistresses. She crafts a subtle and sustained analysis of sex and sovereignty in the court of Louis XIV. Her project was very ambitious, and she executed it with great confidence and skill.

**Philip J. Moss** developed his thesis, "Citizens by Choice : Patterns of Urban Citizenship Acquisition, 1900 – 1945," from a great range of creative and challenging sources. He makes excellent use of quantitative and qualitative sources: visual images from photographs to propaganda pamphlets, naturalization treatises and a revealing dataset of 1,200 petitions for U.S. Citizenship from the New England Branch of the U.S. Federal Archives. He locates his inquiry in the substantial scholarship on naturalization and citizenship asking what motivated immigrants to obtain American citizenship. He develops the dataset to tease out financial, practical and ideological motivations. He further convinces us that patterns in Massachusetts shed light on the broader trends in the industrial urban Northeast. It is highly original and beautifully done.

**Michael Siegfried** modestly tells us that his thesis, "The Bulwark of Liberty: Oak and the Royal Navy," examines the oak timber crisis that threatened Britain's naval superiority in the context of the cultural significance of English oak and the Royal Navy. It does that beautifully and much more. Drawing from electronic archives, parliamentary debates, eighteenth-century dictionaries, a broad sweep of secondary sources and delightful creative use of images, Michael moves easily from scientific evidence to cultural interpretations, developing his narrative and argument with sophistication, power and originality.

This was an exceptional pool and a very difficult decision. The committee decided to award the prize to **Julie Foster**, in recognition of her particularly ambitious challenge, her mastery of diverse sources in a foreign language, her sophisticated critical historiography and the subtle power of her sustained analysis from the end of World War II through the enactment of federal Fair Housing legislation in 1968.

## WHAT'S NEWS

### CONTINUED FROM PAGE 1

Random House, 2007). He delivered the Keynote address at the conference of the Society of Spanish and Portuguese Historical Studies in January, an Encuentros Lecture at the IDB in April, the Legacy Address of the Royal Society of Arts in the presence of H.R.H. the Duke of Edinburgh in April and the Centenary Lecture of the Probation Boards Association of the U.K. in May. He also recently undertook a lecture tour of the United States to promote his Prentice Hall textbook, *The World*, which 110 US universities have adopted in its first season in the market.

Professor **Ina Baghdiantz-McCabe** was promoted this year to the rank of Full Professor and has been named Deputry Chair of the Department of History.

After spending a year conducting research in India and Bangladesh as a Fulbright-Hays Doctoral Dissertation Research Abroad Fellow in 2005-2006, Neilesh Bose has begun writing his dissertation. He will serve as a Center for Race, Ethnicity, and Citizenship Studies (CREST) fellow at the College of St. Rose in Albany, NY for the 2007-08 academic year. During this fellowship Neilesh will work on his dissertation, have opportunities to present aspects of his research, and teach one course in South Asian history during the Spring 2008 semester.

The department is pleased to welcome back from leave Professors **Ya-Pei Kuo**, **Steve Marrone** and **Felipe Fernandez-Armesto** and wishes all the best to Professors **Virginia Drachman**, **Ayesha Jalal**, **Beatrice Manz**, **Jeanne Penvenne** and **Peter Winn** who will be on leave all or part of this academic year.

## CHAIR

### CONTINUED FROM PAGE 1

presence this fall and next spring of these two fine scholars. In the spring of 2008 we shall also welcome a new assistant professor, Alisha Rankin. Professor Rankin, who completed her doctorate at Harvard, comes to us from Trinity College, Cambridge, and will teach the history of early modern Europe. She has a special interest in issues of gender and healing.

I look forward to working with you all in a challenging new year.