

OAH NEWSLETTER

ORGANIZATION OF AMERICAN HISTORIANS

Volume 27, Number 4 / November 1999

Groundbreaking Museum Breaks Ground

Jace Weaver

When I moved to New York in 1975, there was a dark, dusty facility in an economically disadvantaged neighborhood in Manhattan at 155th Street and Broad-



way. Known as the Museum of the American Indian, it housed objects from the George Gustav Heye collection, a massive assemblage of art objects and artifacts accumulated by the New York banker in the early part of the century. Because of lack of display space, only a tiny portion of the collection was available to the public. The remainder had been stored since 1927 in a cramped warehouse in the Bronx, without

proper conservation and making research or study impossible. A first-rate research library connected to the museum was also an underutilized resource.

By 1989, a Texas billionaire was threatening to purchase the Heye collection and move it to his home state. Congress respond-

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Dr. Thomas D. Clark standing on the old U.S. 27 road to Camp Nelson in Jessamine County, Kentucky, shortly after sunrise in the summer of 1998. (Photo courtesy Charles Bertram, *Lexington Herald Leader*)

An Interview with Thomas D. Clark

Rebecca Sharpless

Rebecca Sharpless, director of Baylor University's Institute for Oral History, spoke with former OAH Executive Secretary Thomas D. Clark via telephone at his home in Lexington, Kentucky, this summer. Dr. Clark served as OAH Executive Secretary from 1970 to 1973, a pivotal time in the organization's history. It was during his careful watch that the OAH moved its headquarters to Bloomington, Indiana, and started this quarterly newsletter for its members. —Eds.

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St. Louis hosts 2000 OAH Annual Meeting

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Please plan to join the National Council on Public History (NCPH) and the Missouri Conference on History at the 2000 OAH annual meeting in St. Louis. With over 130 sessions on the theme, "The United States and the Wider World," the meeting will offer a full schedule of tours and offsite venues drawing on Missouri history, professional events for graduate students, special teaching sessions, and a busy exhibit hall with more than 100 publishers.

Watch your mailbox for the printed program and registration materials!



St. Louis Convention & Visitors Commission

Page Miller to step down at NCC

Page Miller, the Executive Director of the National Coordinating Committee for the Promotion of History (NCC) for the past nineteen years, has informed me that upon completing her twentieth year next summer, she and her husband plan to relocate to her home state of South Carolina. While Page stresses that the NCC has been a most satisfying and rewarding place for her, she is looking forward to becoming a distinguished visiting professor in the History Department at the University of South Carolina and to pursuing a writing project on history and the law that has been postponed for a long time. Her work for the historical and archival professions has been nothing but extraordinary—she is enormously respected inside and outside both communities—so finding an appropriate replacement may be a challenge. (Please see page 24 for more.) We thank her for her contributions to the NCC and wish her well in her move to South Carolina. □

—Richard H. Kohn
Chair, NCC Board of Directors

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OAH NEWSLETTER



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A National Center for History

James M. Banner, Jr.

We are two years short of the centenary of one of the greatest dreams of one of the nation's greatest historians—probably the only dream of his that has never been realized. It is time to summon, and try to realize, that dream again.

In 1901, J. Franklin Jameson, then on the faculty of The Johns Hopkins University, proposed the creation of a School of American Historical Studies in the nation's capital. Crediting Frederick Jackson Turner with the idea, Jameson had in mind an institution patterned after the American Institutes in Athens and Rome and the Institut für Geschichtsforschung in Germany and Austria—a center, composed of a consortium of supporting universities and directed by faculty members from them. Nothing came of Jameson's original hope. Yet while his idea of a "University Center for Research in Washington" died soon after its conception, his justifications for it remain sound. "The mass of historical material at Washington, especially of manuscript material," he wrote, "is so vast, the opportunities which the city presents for studying the workings of the government, past and present, are so plainly unique, that really no young student of history ought to consider his professional preparation completed until he has spent some weeks or months in research there." Jameson imagined the center as a site for research seminars that would count toward students' degrees and be a national institution serving historians from everywhere. He estimated its cost at \$2,000 per year (1).

For the next 60 years, historians occasionally recalled

Jameson's vision. Julian P. Boyd made it the subject of his 1964 American Historical Association presidential address. Boyd emphasized "the task of providing at the capital of the nation a center for historians and for historical study in all of its vast ramifications that will be worthy of the dignity of the discipline and of its fundamental importance to the culture of a free society." Citing comparable institutions, Boyd had in mind an institution that would encourage research into all fields and kinds of history, including the social sciences, and one with residential accommodations. Not flinching from the prospective costs of such a venture, he estimated that an adequate building to house a center would alone require \$10 million. He said nothing of the cost of its programs (2).

As had been the case with Jameson's, nothing came of Boyd's proposal. Yet the need for an institution similar to that envisaged by both men has only grown with the years. Washington has become, and will remain, the city in which is housed the most extensive archives of books, manuscripts, material artifacts, and art concerning American and other histories in the world. The international-

ization of historical research and the increasing ease of travel bring mounting numbers of research scholars to these resources each year. Graduate students from every country eventually find themselves in one or more of the city's archival repositories. Notwithstanding, Washington—indeed, unlike other countries, the American nation

itself—offers no center like that envisaged by Jameson and Boyd for historical research in the midst of these archival riches at the seat of government.

Scholars who arrive in Washington from elsewhere often become professional orphans while there. Graduate students, distant from their advisors and fellow students, have no professional home when they undertake research at the Library of Congress, the National Archives, the Smithsonian Institution, and the countless other museums and institutions that house collections of historical

resources in the city. To fill this void in the institutional structure of history in the United States, the vision so long ago conjured by Jameson and revived by Boyd should once again be a matter of urgent consideration by historians in the United States.

The reasons for establishing a center are compelling.

See Banner / 4 ►

From the President

Programs and Priorities for American Historians

David Montgomery



David Montgomery

Photo Courtesy Office of Public Affairs, Yale University

The proposal from James M. Banner, Jr. (above), that the Organization of American Historians join forces with the American Historical Association to study the possibility of creating a National Center for History in Washington, D.C., provides a useful occasion for thinking about how the OAH can best meet the challenges currently facing historians of the United States and

colonial North America. Banner submitted his argument in favor of building an institute in Washington dedicated to research and teaching in American history and culture to the OAH Executive Board at the Toronto annual meeting. He has subsequently modified his plan to encompass world history and brought it to the attention of both of this country's major historical societies.

The executive board considered the proposal and voted against engaging the OAH in an effort to plan and create such a center. Although the board shares Banner's concern with "pedagogic and public, as well as academic, issues," it concluded that the commitment of resources and of historians' time necessary to erect and manage a center built around resident fellows and to raise an endowment of \$50 million (nearly thirty five times the annual OAH budget) would undermine, rather than contribute to, our many efforts to deal with those issues. The activities of the OAH are of critical importance to the teaching and public activities of historians, as well as to their professional careers. Our annual convention and the *Journal of American History* provide the most important vehicles available for the dissemination of research and of scholarly controversies in our field. The Focus on Teaching sessions at the annual meeting and the articles, lesson plans, and sources provided secondary school teachers by the *Magazine of History*, and through the series of new teaching units dealing with specific historical questions, which the OAH has co-developed with the National Center for History in the Schools, are but some of the ways the OAH has undertaken to cultivate the renewal of interest in and the teaching of history in the schools. Other efforts include new OAH regional meetings (the inaugural conference will be held in Ames, Iowa in August, 2000), the planned summer institute for minority scholars, and our involvement in the annual McKinzie symposium in Kansas City and in the National History Education Network. We have also assumed special responsibility to meet the needs of historians in community colleges and of the growing number of scholars in adjunct and part-time appointments.

Although these endeavors represent but the begin-

ning of a commitment that will require still more exertion and imagination in the future, such measures as the OAH has planned and executed around the country promise far more for the improvement of historical awareness in secondary schools and among the general public than could be provided by lectures and seminars at a residential center for historians in Washington.

There is no doubt about the importance of Washington to historians. Precisely because archives there are so rich, the OAH has, with the generous support of Horace and Marion Merrill, provided grants for young scholars to travel to Washington, D.C. to use them, and it has lent full support to such outstanding research institutions as the Woodrow Wilson Center, the Smithsonian, and the Virginia Center for the Humanities. We also hold great hopes for the new center for public history at George Washington University. These fine institutions are now doing exactly what the proposed National Center would undertake, as are the research centers at Princeton, Stanford, and Harvard. They deserve our encouragement, not a rival for funding and resources.

Moreover, keeping the archives of Washington accessible to scholars and managed by historians has become a major challenge in its own right. Through the National Coordinating Committee for the Promotion of History, and our own embattled Committee on Research and Access to Historical Documentation, the OAH has fought consistent-

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▼ Banner / From 3

As Jameson and Boyd noted, no unifying center for historical research exists in the United States. In addition, Americans' knowledge of the past is seriously deficient, history has lost its former central place in schools and colleges, and much historical scholarship has become divorced from the general public. Thus the potential contributions of historical studies to citizens' understanding of the great issues of history, to their search for a usable past, and to the formation of public policy remain unrealized.

No single institution can solve these problems. Yet the lack of a national center whose sole focus is to confront them is a serious defect of the nation's cultural and intellectual life. Moreover, while no effort to address the challenges facing historical studies can succeed without a solid foundation in scholarship and the firm support of academic scholars, neither can those challenges be resolved by traditional and academic means alone. What is needed is a comprehensive approach to the advancement of historical knowledge in the U.S., to its effective teaching and transmission, and to its improved application—an approach, spearheaded by a distinctive institution, that brings traditional research together with fresh public initiatives.

Therefore, a National Center for History ought to differ from most existing institutions. While scholarship and its evaluation should lie at the heart of the Center's work, the Center should also support the broadest range of efforts to strengthen the entire practice and field of history. It should examine pedagogic and public, as well as academic, issues. It should welcome non-academic practitioners and users of history who are expert in related professional pursuits as well as college and university faculty members. And it should conduct activities that seek to link historical knowledge to the most pressing civic issues and needs while it advances scholarly knowledge of the past. By purposefully mixing the traditional with the new, knowledge with the everyday world, the academic with the civic, practitioners with scholars, and all participants with Washington's unmatched resources in history, the Center should be a place in which advanced study into the past serves the largest concerns of the entire community of citizens.

How it would do so is not difficult to imagine. Given the challenges that face the study, teaching, and use of history—the broadening range of its subjects, the increasing diversity of its practitioners, the expanding kinds of work related to it, and the growing number of places of work in which it is pursued—the programs of a center must seek to promote history fully, inclusively, and, where appropriate, in fresh ways.

It should be built around resident fellows—doctoral and post-doctoral scholars, independent researchers and public historians, exceptional school teachers of history, and serious students of history from other professional fields (such as filmmakers, journalists, and policymakers)—supported with a mixture of fellowships, research allowances, work space, and other assistance. Also, it must draw its participants not only from the U.S. but, most critically, from abroad and should offer historians visiting the capital's resources an intellectual home-away-from-home in the form of invitations to its seminars and other activities. While Boyd's vision of a residential institution must probably now be put aside, for all fellows and visitors the Center should provide a mixture of fellowships, short-term stipends, research allowances, work space, and other support and assistance. Regular and continuing seminars that address both research and other subjects pertaining to history, perhaps at least one of them organized around a single but changing theme, should be the Center's intellectual focus.

Much of the work of Center fellows and visitors will naturally concern subjects in history at the forefront of academic inquiry and research. Yet academic scholarship often overlooks issues involving the practice of history broadly conceived; sometimes it fails to concern subjects in which Washington collections are especially rich; frequently it does not address the needs of government and policy. Therefore, the Center should take concerted steps to attract people and design activities that address overlooked issues, that make special use of Washington resources, and that contribute directly to the discussion of

▼ Montgomery / From 3

ly against budget cuts for the National Endowment for the Humanities and the National Historical Publications and Records Commission, which provide research fellowships for use in Washington and in all parts of the land. The OAH also has resisted Congressional initiatives to slow the pace of declassification of historical documents. We have also addressed the question of advice to public policy directly by urging the House of Representatives to restore its own office of historian and the White House to create historical offices in each federal agency. Those efforts have been made especially urgent by the efforts in the National Archives and the Library of Congress to replace historians on their own staffs with "information specialists." In a word, we need not just to make Washington's archives easier to use, but also to keep them funded, up-to-date, and tailored by historians.

Finally, the executive board is in full agreement with

the need to encourage and improve research and teaching U.S. history outside of this country. OAH has approached that goal, however, not by the creation of a single master historical institute to which scholars from abroad might come, but rather through prizes awarded to outstanding research, to a highly successful and expanding exchange program with the Japanese Association for American Studies and the Japan-U.S. Friendship Commission, and to a series of conferences with New York University on internationalizing the study of U.S. history held in Villa La Pietra in Florence, Italy. In a word, the executive board concluded that there is no one-shot remedy for the current needs and aspirations of historians. An attempt to create a central historical institute in Washington would devour energy and resources that are better expended in addressing those needs and aspirations where they exist throughout the country and abroad. □

OAH Midwestern Regional Conference



Ames, Iowa
August 4-6, 2000

The OAH, in conjunction with the Iowa State University Department of History, will host its first regional conference in Ames, Iowa. Our aim is to serve anew members at high schools, community and four-year colleges, and those employed in government, museums, and the private sector as well as in major universities. The conference also seeks to encourage graduate students, who will soon serve in these diverse capacities, to become involved in professional activities early in their careers. Attention will be devoted to professional development, and the practice of history both in classrooms and in public settings. Join us for a new kind of meeting!

For more information, see the OAH webpage at:

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public issues. For example, the Center ought to play a role in the reform and renewal of the teaching of history in the schools. It should help encourage research and understanding in fields, such as artistic and material culture, in which Washington's resources are unsurpassed but which have failed to enter the mainstream of historical scholarship. The Center should also support research into the structure and operations of government and to offer programs that relate directly to policy issues and to the national private institutions that make Washington their headquarters.

How such a center should be constituted and governed must remain an open question. It might be linked, through its charter and perhaps its benefactors, to an existing institution, much as Dumbarton Oaks and the Hellenic Center are linked to Harvard University and the Folger Shakespeare Library to Amherst College. It might be an independent entity, governed by its own board of trustees. But however it is constituted, it will require major benefactions for a large budget. While the likely cost—an endowment of roughly \$50 million for a building and the support of fellowships, staff, a working library, and ancillary activities—may appear impossible to achieve, the Center must be grandly conceived and the pursuit of its fulfillment boldly pursued. There is no reason why historians, through their alma maters, friends, and acquaintances, cannot join together to pursue the necessary funds. It is not inconceivable that a person or family desirous of imprinting a name upon a great national institution in Washington might not be found to endow the Center with a single large donation and tie it to a college or university.

Whatever happens, on the approaching anniversary of Jameson's original idea the AHA and OAH should consider appointing a joint committee to study the matter and report to their memberships. Should such a project be considered worthy of pursuit, no one should be under any illusion that its realization will be achieved quickly. It

▼ Clark / From 1

Rebecca Sharpless: Dr. Clark, we were going to start out very generally and talk a little bit about why you went into the field of history.

Thomas D. Clark: Well, I was born and raised in Mississippi nearly a century ago, and at that time, the Civil War was as vivid as if it was going on at the moment. I was there in the land of old Confederate veterans, a discussion of the war, a discussion of Reconstruction, and on top of that, right in the heart of the Choctaw Indian country.

My mother was a schoolteacher. She had a very definite interest in the history of the state, the history of our county and community, and, as a young boy growing up, I was exposed to that. At the University of Mississippi, I came into association with a wonderfully stimulating man, Charles S. Sydnor, who was a young historian himself at the time. He had just come out of Johns Hopkins University with a Ph.D. degree. I never had classes under Charlie Sydnor, but I had many long conversations, and he helped me to find some sense of direction in going into the graduate study of history. I think I simply followed a natural curiosity about the past.

R.S.: What kinds of things did you and Professor Sydnor talk about?

T.C.: At that time, he was very interested in slavery in Mississippi. He was getting into the source materials related to the history of the state. We talked about that. We talked about the profession of history a good bit. We talked about even the broader scope of national history. And certainly he gave me an insight into graduate training in the field of history. I could not tell you the hours that I spent talking with him, and he was a very patient,

wonderful instructor, really, for a young person to come in contact with.

R.S.: And how did you decide on the University of Kentucky for your graduate work?

T.C.: In 1928 we were bankrupt, and I had to have some financial support. My family were cotton growers, and cotton had just gone to nothing by that time. And I made application for scholarships. I got one at the University of Kentucky and one at the University of Cincinnati, and I chose, somewhat fortuitously, be it said, Kentucky. I came here without knowing anything, really, about the history of this region. I became interested in writing a master's thesis in the history of the Ohio Valley, and from then on, I've never lost interest in this region. But doing research for a master's thesis was the thing that really pointed the direction to where one might go as a research and teaching historian. I went to Duke, which was out of this area and out of the context of the history of this area, but, nevertheless, I profited greatly by graduate training at Duke.

R.S.: What professors influenced you at the University of Kentucky?

T.C.: A man came here from Columbia University who had no more idea of the American frontier than a cat [laughs], but he undertook to teach the course, and in his fumbling around, I did get a glimmer of the field of the American West. And I also got a notion of research and writing from him, but the big thing he did, he introduced me to the old Mississippi Valley Historical Association, and right from the start, I had an active interest in that.

R.S.: How did you choose Duke?

T.C.: I got a fellowship there at the last moment. I was almost frustrated in going on for a doctorate for lack of financial support, and just at the last moment I got a fellowship at Duke, right at the time that Duke itself was trying to become a university. And there, I came under the influence of a magnificent graduate instructor, William K. Boyd, who directed my dissertation. But I also came into association with at least a half a dozen other historians who were in their prime years of development. One of them was Richard H. Shyrock. I was his assistant, and I gained a lot from that man, not only in the way of instruction, but in warm, personal friendship.

R.S.: When you were a graduate student, what did you think the life of a historian would be like?

T.C.: Well, I already knew, by the time I got to the doctorate, that the life of a historian was going to be a pretty confining one, if you were dedicated, really dedicated, to the field. It was going to be a very demanding one. And so it has proved to be.

R.S.: In what way is it confining?

T.C.: Well, my gracious, doing research is just endless. It's a seamless web, re-

ally. I'm still entangled in a research problem. You never get all the questions answered. And the writing is a laborious job. Going over and over, checking, and paying attention to style—all of that is demanding.

R.S.: How do you decide when it's time to start writing and time to publish a project?

T.C.: As a young historian, I had my *Rampaging Frontier* [Manners and Humors of Pioneer Days in the South and Middle West, 1939] almost complete. A colleague of mine said, "You're too young to deal with humor, and you should put that off some years." Well, that bothered me to no end, and I talked with a distinguished man in the field of the American frontier. And he gave me a piece of advice that I've abided by ever since. If you've got something finished in your desk, get it out. Get that out and get on with the next project. Don't let manuscripts lie in your desk, molding away. Get it out of there and hope you do better by the next one.

R.S.: How do you know when you're finished?

T.C.: When you run out of information. Space has something to do with it, obviously. If you're a publishing historian, you've got to pay attention to space, because you'll never find a publisher. And I've always lived by the philosophy you don't have to eat all of an egg to know whether it's a good egg or not. I think when you've covered the subject with a reasonable degree of thoroughness, then you're through.

R.S.: How do you go about getting your books researched and written and published?

T.C.: Well, first of all, you have to have—and sometimes that comes to you accidentally—a subject in mind in which you are interested, and a subject that you can live with, and a subject that will yield some kind of compensatory results, intellectually and for your own satisfaction, and then you set out. In doing research, you never know at the outset what you're going to find, and as you go along, that subject grows, you get leads, you come on information you never dreamed existed, you come on materials that throw light on things that you hadn't anticipated, and you simply are in the business of having to make a selection, what it is you are going to present and why.

R.S.: Do you write as you go along, or do you do all your research and then sit down and write it?

T.C.: I do a little bit of both. I sometimes will write out something to see how it's going to read, how it's going to sound, in some degree of finished form. This gives you a sense of what to do with the rest of your material. I don't think you can be a good historian without a pretty good library. Not only an institutional library accessible to you, but I had a really good private library that I collected over the years, and it's a wonderful thing to have a private library where you can reach up on the shelf and get both secondary and primary material.

R.S.: What other advice would you give those of us who are trying to do more publishing?

T.C.: I used to tell my students to read the King James version of the Bible for style and for a lot of imaginative writing, and then pick out some historians who have written successfully. I only met U. B. Phillips once, but I did fortunately have a considerable conversation with him at a key moment in his own career. I attended the American Historical Association the first time in December 1928, and there was a panel discussion of Phillips's "Slavery as a Central Theme of Southern History" [American Historical Review, Oct. 1928], and I sat almost by him at the time they were tearing that essay apart. And afterwards I sat with him, a young greenhorn graduate student, but I had gone far enough in research that I could talk with some intelligence with him. I became a great admirer of his writing style. He had an influence on me. I think any young his-

does
the
past
have
a
future
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▼ Clark / From 5

torian should look to his elders. How did they handle problems? How did they write about it? What kind of turn of mind? What kind of intellectual contribution did they make? What kind of factual contribution? You get a sense of the purpose and direction.

R.S.: How did your professor at the University of Kentucky introduce you to the Mississippi Valley Historical?

T.C.: There was a great deal of discussion when I came here about the Draper and Durrett collections, and there was almost, I'd say, a Turnerian sense of the thrust of the frontier and its meaning. I was introduced to the *Mississippi Valley Historical Review* and read the essays, and then I attended the next meeting. I read a paper at one of the next meetings, and from that time on I was in some way or another closely associated with the Association. After 1931, I think I missed only one or two meetings. In time I became deeply involved in the affairs of the Association.

R.S.: What was the emphasis of the Mississippi Valley when you started attending in the twenties?

T.C.: The emphasis was, I'd say, in three areas, with a special emphasis on two. Obviously the western movement would be a central interest. Then there was an interest in, I think, expanding the confederation of American history. That was the old *Review*, and the association meetings. It opened the door for a lot of historians to write, to meet in the association with other historians, all of those things that are so important to scholarly development in the sense of one's particular areas of interest. There was a great deal of interest in local history in the early years of the association, but especially an emphasis on state history. All those things were contributed.

You had the old timers still on the scene, and they were still active, reading papers, still publishing books. For instance, William E. Dodd at the University of Chicago, James A. James at Northwestern, and Herbert Heaton at Minnesota, Grace Lee Nute at Minnesota, Ted Blegen, and all the others. Walter Webb, for instance, came on the scene from Texas; William C. Binkley, Charles W. Ramsdell from Texas; Avery Craven, Fred Shannon, Larson at Wyoming, and John Hicks. E. E. Dale of Oklahoma. There were many of us. Jimmy Sellers at the University of Nebraska. And to have known those people was a pretty heady experience for a young historian.

R.S.: And those early meetings were fairly small, weren't they?

T.C.: They were small indeed. Small and intimate. After the sessions and meetings in hotel rooms and those bull sessions of men reminiscing, telling stories, gossiping, all of that—perhaps that was more important than any papers they read or any of the scholarly discussions they had.

I can recall several sessions in which some very interesting things happened. For instance, when *The New York Times* at the outset of World War II published that very doleful report on the status of American knowledge of history, that was a warm session over that report in the meeting in St. Louis.

R.S.: Did the Mississippi Valley take steps to remedy that?

T.C.: Well, it undertook to do that, yes. They undertook in two ways, one never successful. I served on that committee for years. They had a section on teaching history. We never got far with that.

R.S.: What were you trying to do then?

T.C.: Trying to stimulate teachers, especially at the secondary school level, to develop themselves and gain some fundamental knowledge of the content of history and some sense of the movement in history, some sense of the literature, some sense of interpretation and analysis of historical fact and presentation of historical information. All of those things were involved. Some attempt to influence those cavemen and women who developed curricula for schools to take a close look at the curricula and then the qualification of teachers who were in the classroom dealing with the subject.

R.S.: Why do you think you didn't make more headway?

T.C.: Because the task was too complex, I suppose, and on too broad a national scale; [there was a] lack of communication between the profession and the public educational management and the training of teachers.

R.S.: What else stands out in your mind as issues that you thought about a lot?

T.C.: There was always, I think, some kind of discussion, sometimes some controversy, over the Turner thesis, which nobody ever settled and nobody ever will. I'm not necessarily a Turnerian. I used to have to scold John Guice to keep him from going overboard in the Turner interpretation. That discussion will go on until the end of time.

One of the problems that historians had was opening some channels or some conduits for publishing their work, and that was a real problem. Until the university presses came on the scene, historians were pretty confined as to publication sources, and that was always an issue.

R.S.: They were trying to publish with commercial houses then?

T.C.: That's right. Ultimately there were commercial houses that did publish history, and I had the good luck to deal with two or three of them, Scribner's, for instance, and Harper, but it was difficult. I had a wonderful association with Bobbs-

Merrill Company, but those houses are gone.

R.S.: So what did the Mississippi Valley do to encourage more venues for publication?

T.C.: To a large extent, the *Review* itself was stimulating research and writing. I suppose the growing pressure of publish or perish had some influence, and then of course the emergence of the university press made a demand for manuscripts. The doctoral dissertation became a more mature piece of work than it had been before.

R.S.: At what point did the Mississippi Valley begin expanding to be national in scope?

T.C.: I think the impact of two world wars must be taken into consideration; the emergence of departments of history in universities being something more than just paying lip service to the humanities and to the political and military theories. I think Charles Beard, for instance, shook up the historians considerably with some of his ideas, which seemed pretty wild at the time. Oh, you could go on down. Some of the historians began to publish out of the old traditional ruts of military and political history and began to concern themselves with economic and social history, along with the others, and concern themselves with ideas. And as departments of history began to expand in universities, then of course that had a great im-



Rebecca Sharpless

pact on turning the old Mississippi Valley out of the purely local field, the narrow focus that it had, into a broader focus. By World War II, it was clearly evident that the field of American history was too broad and too demanding to be served just by an association that embraced all the areas of history. And certainly we should mention the expansion of the doctoral programs in history. We began to have a flood of dissertations coming out, dissertations that added new perspectives to and certainly presented volumes of new information in the field of American history. We began to take a more material and a broader look at our national experience.

R.S.: Within that national experience, then what is the role of regional history?

T.C.: I'm a strong believer in the importance of regional and local history for two reasons. I think the historian has some obligation, first of all, to justify his existence, not to dig up corpses and expose them to other historians and then bury them. I think history should have some fundamental meaning, not only to the profession itself, obviously, but to society in general, and that's one area where the historian has the possibility of reaching the general public. The second: that's an area where basic research, grassroots research can be done that collectively builds a very solid foundation to broader research projects and broader perspectives in the interpretation of even so large an area as national history itself. It's a seed crop. It's the foundation for the whole field of history. You go back in the classical area. Greek history, for instance, is nothing but local history. I can't think of any area of history in time or regional concern that hasn't had a profound local origin and local significance.

R.S.: Now, there was considerable discussion about changing the name of the Mississippi Valley Historical for a long time before it happened.

T.C.: Oh, heavens. I went through that bloody battle from start to end. It was absolutely necessary that the area of interest be expanded. That's basic. And you couldn't do it with a restrictive name. The journal, for instance, was not on those lists of journals that were published for various purposes. That was one of the major concerns. The second was as the old scholarship and perspective and the number of historians practicing grew, the title was not enough to give a real material emphasis to the field that it was forced to cover. Those were some of the basic things.

R.S.: What impact do you think the name change had?

T.C.: Read the *Journal* now, and read your *Newsletter*. It became a national American association and journal. It had a tremendous impact, got it completely out from under that restrictive regional umbrella. It brought it into close association, and I was also there setting up a national office, and as chairman of the committee on the future. It changed the direction of it completely.

R.S.: You just mentioned about the setting up of the national office at Indiana. How did that take place?

T.C.: When they changed the name of the association, they changed the name of the journal, and then we lost our printer. That put the association in an altogether different context, and Indiana made the bid, and Oscar Winther became the editor of the *Journal*. I had been editor of the *Journal of Southern History* with the office of the association one place and the editor of the journal at another, and it didn't work out. It just wasn't a comfortable way to operate. We had recommended the establishment of a national headquarters. The organization's affairs were

Greek history, for instance, is nothing but local history. I can't think of any area of history in time or regional concern that hasn't had a profound local origin and local significance.

▼ Weaver / From 1

ed by passing the National Museum of the American Indian Act, establishing a new institution under the Smithsonian that would take over the collection. Negotiations promised that a portion of the collection would remain in New York. The balance of the artifacts would be transferred to Washington.

The Manhattan branch of the museum, the George Gustav Heye Center, opened in 1994. At more than 82,000 square feet, it combined as much exhibition space as the old 155th Street site with state-of-the-art educational and program facilities for dance, theatre, and music. A second facility, the 140,000 square-foot Cultural Resource Center (CRC), opened earlier this year in Suitland, Maryland, six miles from Washington. The CRC is correcting the conservation problems that once threatened the collection. The objects in the collection will soon become available to scholars and students, as well as to Native Americans who may wish to view them for cultural or spiritual reasons. In addition, the research library, currently housed in the Bronx, New York, will be moved to the CRC. Plans also call for a "Fourth Museum" without walls, which will use the Internet to expand access to the museum's collections and programs around the world.

The centerpiece of the new National Museum of the American Indian (NMAI) will be a 250,000 square-foot facility in Washington, the last Smithsonian museum to be built on the Mall. Designed by GBQC Architects, from a design by Douglas Cardinal, the premier Native American architect, NMAI is set to open in the fall of 2002 and is expected to draw between six and eight million visitors annually. The total cost of the new facility is expected to reach \$110 million.

Groundbreaking activities for the museum on the Mall took place on 27-28 September 1999. Festivities began with a panel discussion that I moderated. Kevin Gover, the head of the Bureau of Indian Affairs; Ines Hernandez, a professor of Native American Studies at the University of California, Davis; Suzan Harjo, a well-known activist; and I addressed the topic "Native America in the 21st Century: Who Will We Be?" The program, which I described as "one part critical introspection, one part crystal ball reading, and perhaps still another part navel gazing," drew an audience of five hundred Native Americans and non-Native Americans. Speakers at the groundbreaking ceremony the next morning included W. Richard West, NMAI's director; Ben Nighthorse Campbell, current chair of the Senate committee on Indian affairs; and Senator Daniel K. Inouye (D-HI), who, as chair of the Senate committee at the time the enabling legislation was passed, is perhaps the person most responsible for the creation of the new museum.

NMAI, which will have responsibility for the largest collection of Native American art and cultural objects in the world, represents a new beginning in the relationship between the indigenous peoples of the Americas and its museums. Much of the staff is Native American, and Native American leaders and artists have been consulted throughout the planning process. Conservation at the CRC will include not only the best curatorial and conservation techniques available but also recommendations by tribal leaders based on traditional knowledge and belief. According to NMAI, "These requirements, for example, may guide which objects will be in close proximity to each other, in which direction an object will face, or how an object will be handled by staff and researchers."

At the turn of the century, it was a macabre joke that the Smithsonian housed more dead Indians than there were live Indians (the act creating NMAI required repatriation of human remains to the tribes). Indians, viewed as a rapidly vanishing race, were the object of detached and often callous study by scholars who had little or no commitment to the Native American community. Today, the voices of living Native Americans are being woven into the very fabric of NMAI. The museum is committed not only to setting the historical record straight—to telling it from a Native perspective—but to helping encourage and ensure the survival of Native cultures into the twenty-first century and beyond. Will we still be Native Americans in the next century? Of course. The question is, "What kind of Native Americans will we be?" With the creation of NMAI, one more step is taken to put the answer to that question firmly in the hands of Native Americans themselves. □

Jace Weaver is an associate professor of American Studies, Religious Studies, and Law at Yale University.

The History News Service

Joyce Appleby

Now in its third year, the History News Service (HNS) successfully connects historical knowledge and current issues through the medium of op-ed essays appearing in newspapers that stretch from the *San Diego Union-Tribune* to the *Philadelphia Enquirer*. Unlikely to supplant the Associated Press in the near future, the HNS has demonstrated that a public news service can be run by volunteers who are at the same time professional historians and amateur journalists, substituting idealistic enthusiasm for capital investment.

The HNS began in 1996, when I, then president-elect of the American Historical Association, placed an article in the May issue of AHA's *Perspectives* newsletter inviting historians to join an informal syndicate of writers volunteering their wits and time to write op-ed essays for the nation's newspapers. More an idea than an enterprise, HNS was grounded on the civic-

op-ed essays has proved difficult, but LEXIS-NEXIS searches have recently ferreted them out in the *Philadelphia Enquirer*, *Fort Lauderdale Sun-Sentinel*, *Raleigh News and Observer*, *San Diego Union-Tribune*, *The Buffalo News*, and *Salt Lake Tribune*. After attending an early organizational meeting of the History News Service, Bryan Le Beau in February 1997 started "Talking History," a weekly public radio program emanating from his home campus of Creighton University in Omaha, Nebraska. Much like HNS, "Talking History" works to bridge the gap between academic historians and the general public. With Le Beau as host and co-producer, "Talking History" is distributed nationally on the public radio satellite system and is heard in New England, New York, Ohio, Michigan, Indiana, Kentucky, Iowa, and Nebraska. Often included in its thirty-minute format are HNS op-ed essays whose historian-authors read their own pieces for the show. Similarly,



minded conviction that public discussion of most issues would be greatly enhanced by knowledge of historical precedents, outcomes, and changes. Happily, dozens of people responded to this bulletin, most significantly independent historian James Banner who offered to share responsibility with me for the effort. We then formed a steering committee of nine which coordinates the editing and distribution of HNS pieces. Our website <<http://h-net.msu.edu/~hns/>> provides vital information for those interested in writing for HNS.

Now with over two hundred people signed on as potential writers, HNS distributes some 40 releases annually to a comprehensive list of 80 newspapers spread across the country. Writers submit their 800-word draft essays to directors Appleby and Banner who work with them in sharpening points and refining prose. James Boylan, Professor Emeritus of Journalism from the University of Massachusetts, Amherst, reviews the pieces for conformity to the Associated Press style, and Elizabeth Haven Hawley, a Ph.D. candidate at Georgia Institute of Technology, distributes the pieces to participating newspapers which may or may not choose to run them. Other members recruit new newspapers and provide backup services.

HNS writers have weighed in on many topics which include gun control and the old West, historical patterns of infanticide, millennial anxieties, Jerry Falwell and the Antichrist Myth, and precedents for the UN action in Kosovo. Keeping track of published HNS

TomPaine.com <<http://www.tompaine.com/>>, a new online journal, features HNS editorials in its rich array of material for public debate. HNS essays are also posted through H-Net on the appropriate listservs.

An editor from the *Tallahassee Democrat* recently wrote us after running an article by Neil Jumonville, who teaches history at Florida State University (and who is also on the HNS Steering Committee). The piece dealt with creationism and so impressed the editor with its timeliness and quality that he requested permission to distribute it through the Knight Ridder/Tribune News Service. "Keep up the good work of the History News Service," he urged, and we intend to do so. □

Joyce Appleby is professor of history at the University of California-Los Angeles, and is a former president both of the Organization of American Historians and the American Historical Association.

Colonial/Revolutionary America: Department of History, University of

Minnesota, Twin Cities: full-time, 9-month, tenure-track Assistant Professor; begin August 2000, in North American history ca. 1600-1820. Ph.D. in history or related field and promise of scholarly distinction required. Preference given to candidates whose work demonstrates interest in the connections between North America and the rest of the early modern Atlantic world, and who can contribute to the department's and university's comparative and interdisciplinary strengths. Some teaching experience and record of publication also preferred. Salary based on qualifications/experience. Send letter of application (describing training, scholarly/research interests, teaching experience and record of publications if any, and undergraduate/graduate courses prepared to teach) plus C.V. and three letters of reference, postmarked by 15 November 1999, to Chair, Early America Search Committee, Department of History, 614 SST, University of Minnesota, 267-19th Avenue South, Minneapolis, MN 55455. Additional materials may be requested later. For complete job description, please refer to our website (<http://www.hist.umn.edu>).

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▼ Clark / From 6

at sixes and sevens. The records were terrible. It took us a couple years, really, to get straightened out as to who was a member and who wasn't. It was just chaos. I had never even given a thought to having any more to do with the organization than just being a member and being a well wisher, and one day Leo Solt and Martin Ridge came into my office and said they wanted to establish the national headquarters there and asked me if I would take the executive secretaryship to get the office organized, and I did. That was not one of the happiest moments of my life. I had what, two or three presidents die on me, and that caused all kinds of problems. I wouldn't go through that again for anything. But I got together a staff. Those girls worked their heads off, and they did a whale of a good job. We did get the national headquarters going. I got that house—they're still located in that old house there on North Bryan Street in Bloomington. Indiana University was thoroughly cooperative and gave us the house and gave us other support. The organization owes a heavy debt to Indiana University. We also worked closely with the American Historical Association. Paul Ward and I had the most amicable relations. We were caught up in so many joint ventures, we didn't have time to be competitive rivals. We had a common interest, of course, in the field of American history, and we had a very common interest in any congressional legislation or any influence we might have on congressional action, so it was necessary for us to work together and work very closely to achieve the objectives.

I do want to add one thing. The publication of the *Journal* was an expensive thing, in light of our budget. We lost that Cedar Rapids printer and had to go to a bigger commercial house. I proposed a newsletter. Let's get out

of that expensive business and devote the *Journal* purely to its historic mission. I could not persuade that board, that wooden-headed board. They turned that down. I took it back a second time, and in my final meeting, they voted it more or less just as a going away present, and when I look at the *Newsletter* now I think how dumb that board was. It has become an institution within itself.

R.S.: What benefit did you think a newsletter would bring?

T.C.: You could communicate with the membership. You could open the channels for the kind of material, the kind of discussion, that would be beneficial to the profession but not necessarily in the field of strict historical research and publication, and news, obviously, just country paper news, that you had no business paying a high price to have included in a journal that lacked space to begin with.

R.S.: In these seventy years, what's the biggest change that you've seen?

T.C.: I will say much better research and considerable improvement in writing. I think historians have concerned themselves more and more with the mission of the historian and trying to interpret times and the facts of civilization and disseminating ideas. Certainly the perspectives have changed, and the impetus of historical writing and conception.

R.S.: What has been the contribution of the Mississippi Valley and the OAH over those years?

T.C.: First of all, it has drawn those persons interested in American history doing research and writing, teaching, consideration in any form of American history. It has been a stimulant, in some instances a major stimulant, in the understanding, presentation, interpretation, of our national experience. A second influence, it has obviously opened some means of communication, association, and

stimulation to the rising generation of historians, and to the older generation, as far as that goes. It has, I think, been highly revealing in the fact that we don't know all the facts. History is a seamless web that every generation has to take a look back and interpret the history and the past experience in light of the present conditions and experience. That's what the meetings do. And then of course just a matter of professional communication.

R.S.: What are your hopes for the OAH as we move into the new executive secretary's administration?

T.C.: I would hope in some way that we would devise some means of presenting some intelligent historical interpretation to the public at large, that we make some dent on that barrier. We haven't done it up to date. That would be my first hope, that we could somewhere bring about a condition where we could communicate better to the public at large. My second hope is that it can have some impact, major impact, on the teaching of the subject in the secondary school system. That's where your seed crop is. That's one of the great frontiers that exists. There's emphasis now, putting teachers in a classroom with content competence and some experience competency in the field they are teaching. That's one of the challenges that the association can meet. And there's always the challenge of standing guard over what the nation itself does with its historic sources, what it does with the freedom of investigation, all those things.

Despite the fact that I said the executive secretaryship was trying, one of the things I'll take to my grave is real pride in having been associated with the old Mississippi Valley and then with the rising, brassy, upstart OAH. □



Illinois Historic
Preservation Agency



The Illinois Historic Preservation Agency and the Illinois State Historical Society are pleased to announce the 1999-2000 recipients of the King V. Hostick Award:

Mark A. Cyr, Washington University
Andrew J. Diamond, University of Michigan
Elizabeth A. Green, Northern Illinois University
Elisa Miller, University of Illinois at Urbana-Champaign
Jeremy Mumford, Yale University
Timothy B. Neary, Loyola University of Chicago
Oleta Prinsloo, University of Missouri at Columbia
Nicole Ranganath, University of Illinois at Urbana-Champaign

The Illinois Historic Preservation Agency and the Illinois State Historical Society invite applications for the 2000-2001 King V. Hostick Award. The award was established by the late manuscript dealer, King V. Hostick, to provide financial assistance to graduate students in history and library science writing dissertations dealing with Illinois. Preference may be given to research conducted at the Illinois State Historical Library. Stipends are individually determined up to \$3,000. All applications must be received by **February 28, 2000**. For further information contact Thomas F. Schwartz, Illinois State Historian, Illinois Historic Preservation Agency, One Old State Capitol Plaza, Springfield, IL 62701-1507, (217) 782-2118, fax (217) 785-7937, schwart@hpa084r1.state.il.us.

CAPITALISM AND HISTORY \$16,000 RESEARCH FELLOWSHIP

The fellowship will finance a year of archival research studying businesses in North America or Western Europe, 1600 to 1950. Preference will be given to projects that both illuminate the wealth-creating efforts of businesses and address important historical problems, such as economic growth and development, the rise of living standards, printing and literacy, slavery and race relations, gender relations, etc.

The fellowship is open both to Ph.D. candidates and senior scholars who need supplemental research funds. However, graduate students who are just starting to do research on their dissertations are not encouraged to apply.

Applicants should supply a curriculum vitae, one sample of written work, a short statement of the intellectual design of the project, and a detailed research itinerary, listing archives to be visited and collections to be studied. Ph.D. candidates also should supply a letter of recommendation from their advisor. The fellowship is for the 2000-2001 academic year. Deadline for receipt of complete applications: **January 30, 2000**.

The fellowship will be awarded exclusively on the basis of merit, without regard to candidates' race, ethnicity, gender, physical disabilities, etc.

Proposals should be sent to: Thomas Doerflinger
 PMB 280
 89 Summit Avenue
 Summit, NJ 07901

Focus on *Teaching*

Starting Small: The Creation of a Year Fourteen History Standard

Tim Keirn

In the last decade, governors and legislatures have been vigorous promoters of creating grade-level history standards and performance assessment instruments at the state and local level. The rapid expansion of standards and grade-level performance assessment in the K-12 history curriculum has significant consequences for the teaching of history at the post-secondary level. If students are increasingly accustomed to a standards-based learning environment in high school should they not expect the same in college? If K-12 reforms are raising the achievement levels of students should not the "bar be raised" at the post-secondary level as well? Moreover, history majors preparing for a career in K-12 will eventually teach in a standards-based environment and will be held accountable for the performance of their students. Should they not be taught (and be held accountable) to the content and skills that they will eventually teach? Outside the profession of teaching, would not the employer (and the potential employee) benefit from a more specific sense of what someone with a B.A. in history—in standards-based rhetoric—"knows and what they are able to do?" Lastly, history is often a frustrating subject for the student because absolute subject mastery is impossible. One never fully comprehends the entire "history" of a region, culture or time period. The creation of standards and learning outcomes provides the student with a sense of subject mastery.

Like it or not, political moves are afoot to bring standards-based curricula into the post-secondary arena. Since 1996, the National Governors' Association (NGA) has sponsored meetings and studies to develop more uniform state educational systems that link secondary and post-secondary curricula and facilitate K-16 reforms (1). Congress and many private foundations have appropriated money for the creation of K-16 partnerships. As recently discussed at length in the *OAH Newsletter*, California State University, Long Beach (CSULB) is involved in an extensive K-16 partnership with the Long Beach Unified School District (LBUSD) and Long Beach City Community College called the Seamless Education Project. Funded by the National Education Association and the Boeing Corporation, the Seamless agenda has a major goal to create standards and curricula at CSULB that integrate and align with those in LBUSD (2). Moreover, the Chancellor of the California State University System (CSU) has funded system-wide conferences to promote the formation of standards and assessment

within specific disciplines. The implication of this initiative is that at some point a B.A. earned in history at CSULB should indicate a similar knowledge of and skill as that of a B.A. received at any one of the twenty-three CSU campuses.

Of course, the notion that standards and performance outcomes can be created for a B.A. in history is perhaps nothing more than a pipe dream. As witnessed in the ac-

larly for the sciences." On the other hand, CSU faculty at the conference had little difficulty reaching agreement on sets of standards that related to skills and competencies reflecting the process—as opposed to the content—of history (4). These conclusions are similar in tone to recent reports from the American Historical Association (AHA) that explicate the skills and competencies to be expected of a history major but make no definitive statements pertaining to specific content (5).

Given the nature of the Seamless Education Project, our commitment to training pre-service teachers, and our "qualified" belief in the efficacy of standards in the post-secondary arena, the History Department at CSULB has committed itself to implementing standards-based curricula within the history major (6). We are starting small, and are attempting to build consensus within the department, avoiding a top-down model of standards and assessment within the department in particular or imposed by CSU in general. We have focused our efforts in standards-based reform on one specific course: History 301. This course was selected, first, because it is entirely dedicated to historical "skills" and avoids the morass surrounding content standards. Second, a standards-based course dedicated to skills serves as an excellent "gatekeeper" for entry into upper division history courses. Previously, history majors often avoided enrolling in History 301 until their last semester. However, beginning in the fall semester of 1998, all history majors have to complete the course before (or concurrent with) their entry into upper division course work within the major. In conjunction with a standards-based approach, this imposed sequencing creates a better sense of incremental learning. Henceforth, all students in upper division courses will master specific skills and competencies that can be applied in their historical concentrations. Moreover, History 301 also serves as a useful transition for our

community college transfers (who make up approximately half of our majors) as they take on upper division course work. In this sense, the course serves as a "year fourteen" benchmark or standard (7).

Many of the history faculty who worked on the learning outcomes for History 301 were familiar with standards-based curricula through their collaboration with LBUSD in the creation of K-12 district standards. The development of standards in History 301 was also incor-

Standards and Competencies—History 301 Department of History • California State University, Long Beach

INTRODUCTION

Students will:

- demonstrate familiarity with the major sub-fields and "schools" of current historical practice;
- recognize that the agents of historical causation are myriad and will appreciate the temporal, spatial and cultural dimensions informing historical development;
- demonstrate the ability to distinguish between the various genres of secondary historical literature, including textbooks, monographs, and periodicals; and
- be able to distinguish between a primary and secondary source and to evaluate the validity and objectivity of those sources.

MECHANICAL SKILLS

Students will be able to:

- identify the central arguments in professional source materials;
- demonstrate an organized system of notetaking and the mechanics of research;
- demonstrate appropriate footnoting and bibliographical entry;
- locate and retrieve appropriate sources (both primary and secondary) relative to a historical topic; and
- master computer skills appropriate to the discipline.

ANALYTICAL SKILLS

Students will:

- demonstrate the ability to formulate focused historical questions;
- reveal the ability to detect bias and point of view in primary and secondary sources;
- demonstrate the ability to interpret and evaluate certain kinds of evidence: material, media, oral, quantitative and statistical, textual, and visual;
- demonstrate their ability to interpret actions and events within an appropriate temporal and spatial context, and to distinguish their significance within a larger scheme of historical chronology and evolution;
- recognize that history is an ongoing process of data interpretation and can demonstrate awareness of conflicting interpretations of the same data; and
- be able to make inferences, form generalizations, and draw conclusions based upon examined evidence.

PRESENTATION

Students will demonstrate the ability to:

- create, organize and support a thesis in written and oral presentations with reference to supporting documentation; and
- write clearly, economically and persuasively about historical issues with appropriate notation and attribution of source material.

rimonious debates relating to the K-12 National Standards, historians are not likely to agree on a common content standard indicative of a B.A. in history (3). At the recent CSU-wide conference on standards and assessment held at CSULB, faculty reported back to the chancellor that: "History as a discipline is less about 'facts' than it is about argument and process; this alone makes any effort to develop meaningful 'content standards' a very different operation than it might be for other disciplines, particu-

porated with CSULB's involvement in the Quality for Undergraduate Education Project (QUE), organized by the Education Trust in Washington D.C. (8). The QUE Project seeks to inspire the creation of standards-based curricula and learning outcomes in a variety of disciplines in post-secondary education. Faculty from a variety of disciplines and institutions have been meeting under the auspices of QUE and have created model standards for undergraduate education in areas within the sciences such as chemistry and biology. History faculty from CSULB and Long Beach Community College have met with faculty from Georgia State University, the University of Nevada, Reno and Truckee Meadows Community College on a number of occasions since 1998. Not surprisingly, historians from these institutions agreed that the creation of professional standards for the discipline of history was impossible, but we have used our meetings as a way to collaborate, critique and receive feedback on the creation of standards on an individual course, degree, and campus basis.

A committee of history department members created the standards and learning outcomes for History 301. These individuals either had previously taught the course or, like myself, had significant experience working with standards-based curricula in collaboration with LBUSD or in the training of pre-service teachers. This committee—membership on which was voluntary—consulted with student representatives from the History Students Association. Meetings were also open to all members of the history department to gain faculty perspectives on what skills and competencies were deemed necessary for history students. Faculty from other departments were consulted—most notably from English—for their expertise in creating standards and assessments that relates to critical-thinking and communication skills. Lastly, the skills and learning outcomes for History 301 were shared and discussed with faculty from Georgia State and the University of Nevada, Reno, as part of the QUE Project.

During the summer and fall of 1998, the CSULB Department of History reached consensus on the standards and competencies that should be taught and demonstrated by students in History 301. These standards and learning outcomes are encompassed within four distinct sections of the course and pertain to demonstrating a general knowledge of the professional historical literature as well as the mechanical, analytical, and presentation skills listed below. The four sections of the course are listed in the summary on the preceding page.

These learning outcomes are incorporated in the syllabi of all sections of History 301 (normally eight sections are taught per semester), but instructors are free to teach these standards by any method, assignment, example, or content area that they see fit.

During the past academic year, those involved in the creation of History 301 standards have met frequently to exchange means for enhancing, refining and assessing student learning outcomes. All sections require a research paper and oral presentation to demonstrate student competence in meeting some of the standards. Students also submit shorter assignments that serve as assessment instruments to ensure that all the standards are examined. All student work in History 301 is kept in a portfolio.

Faculty have been busy designing and exchanging scoring guides and rubrics for assessing the research paper and oral presentation—the aim being to develop (through consensus) a uniform means of assessment that measures not only what is competent but also degrees of competency that correlate with a traditional grading system. Faculty have also been developing, refining, and sharing shorter exercises and assessment instruments to monitor student performance in reaching the standards. The development of uniform means of assessment is of course difficult given the constraints of time and resources, but it is hoped that at some point the entire History 301 faculty will assess student performance collectively in the form of a portfolio reading.

It may be too early to judge the impact of a standards-based approach to History 301. However, faculty support for the project is strong; all are in favor of raising and applying standards as they relate to student skills and abilities. Student responses have been mixed, but most who complain do so because they find the course more difficult and onerous—evidence indeed that standards are being raised! In my upper division history course this semester, I am (for the first time) offering students who have completed History 301 the option of doing a major research paper. Student response has been enthusiastic and I have been impressed so far by their ability to create annotated bibliographies with pertinent, diverse sources and accurate citation—all with little guidance.

The creation of expected performance outcomes and competencies for History 301 is a small, labor intensive, but manageable move toward creating a standards-based history curriculum in a post-secondary setting. It is envisioned that in the future standards outlined for History 301 will be aligned with course requirements in upper division courses so that students will have the opportunity to enhance, refine and demonstrate their historical skills in more complex ways. In doing so, students will contribute more written evidence of their abilities in their portfolios. In turn, these portfolios can then be evaluated in a senior capstone course prior to graduation. The capstone and portfolio assessment would serve in essence as an "exit exam" and would measure not only the development and sophistication of historical skill but also analysis and depth of content knowledge in chosen fields of concentration.

It may even be realistic to conceive of modest measures to create standards that apply to historical content as well as skills. Examples of such efforts already exist at CSULB on a course-by-course basis. CSULB has recently developed an intensive Integrated Teacher Education Program that allows students to earn a B.A. in liberal studies and a Multiple Subject (Elementary) Teaching Credential within four years. All curricula in the program are to be standards-based. Campus receipt of a \$450,000 John S. and James L. Knight Foundation Grant will fund the development of these standards-based courses including survey classes in early U.S. and world history at CSULB and articulated courses from local community colleges. Moreover, I have developed a standards-based capstone course for pre-service teachers in the Single Subject (Secondary) Social Science Credential Program that explicates specific content standards and performance outcomes for U.S. and world history as it relates to the state curriculum for grades seven through twelve (9). While creating content standards for a B.A. in history would be absurd and unwanted, nonetheless content standards applied to

lower division survey courses would be useful in establishing basic foundational knowledge for history majors prior to engaging in upper division course work. Early and modern surveys of U.S. and world history are required of all CSULB history majors. Creating content standards for these courses would entail collaboration and alignment with local community colleges. Given the example of ITEP and the Seamless Education Project such collaboration is possible. It is conceivable then that a standards-based approach could also be applied to historical content by following the example of History 301—by starting small, creating faculty consensus, and building slowly from the ground up. □

Tim Keirn is a full-time lecturer in the Department of History and the College of Education at California State University Long Beach.

Endnotes

1. See the NGA report "Linking School Reforms to Higher Education" (17 April 1997) at <<http://www.nga.org/Pubs/IssueBriefs/1997>>.
2. Don Schwartz, "Can History Professors Learn from K-12 Teachers?" *OAH Newsletter* 27 (August, 1999), 7. See also Bill Weber, et al., "Seamless Education in Long Beach: University/College/School Collaboration," *AHA Perspectives* 35 (September, 1997), 21.
3. For the controversy surrounding the K-12 National Standards for United States and World History, see Gary B. Nash, Charlotte Crabtree, and Ross E. Dunn, *History on Trial: Culture Wars and the Teaching of the Past* (New York: Alfred Knopf, 1997); and the special editions, "Exploring the National Standards for United States History and World History," *The History Teacher* 28 (May, 1995), and "The Revised National History Standards Examined," *The History Teacher* 30 (May, 1997).
4. Sharon Sievers, "Retrospective Comments on the Conference," unpublished paper (April, 1999). The CSU conference, "What is Possible? What is Desirable? Standards and Assessment in the Discipline of History," was held on 23 April 1999 at CSULB.
5. See the AHA report, "Liberal Learning and the History Major", at <<http://www.theaha.org/pubs/tf.htm>>.
6. Approximately a third of our history majors go on to obtain Single Subject Teaching Credentials. Many members of the CSULB History Department work in the credential program, teaching the content of the state curriculum and supervising preservice teachers in the field.
7. See Schwartz, "Can History Professors Learn from K-12 Teachers?"; and Weber, "Seamless Education in Long Beach Education."
8. Or to be precise a "Year 14.5" standard given that logistically most students take the course concurrently with their first upper-division course in chosen fields of study.
9. For a defense of more rigorous historical content standards in pre-service teaching and training of teachers, see Mary Beth Norton, "Standards for History Teacher Preparation: Another View," *AHA Perspectives* 37 (September, 1999); Erich Martel, "Can 'Social Studies Standards' Prepare History Teachers?" *AHA Perspectives* 37 (October, 1999), 33.

Please share your teaching ideas...

We invite interested readers to suggest topics for coverage and to propose specific essays for inclusion in the "Focus on Teaching" section. Your contributions and suggestions will ensure that we succeed in our effort to make the *Newsletter* even more useful for teaching historians. Please send any and all ideas and suggestions to: Gary W. Reichard, Office of Academic Affairs, California State University Long Beach, 1250 Bellflower Boulevard, Long Beach, CA 90840, or via e-mail to: reichard@csulb.edu. □



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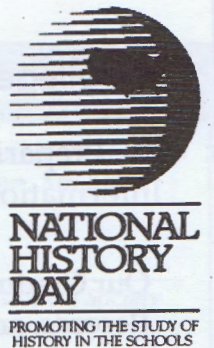
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What's New in Teaching the Past: The National History Day Summer Teacher Institute

Susan E. O'Donovan and Cathy Gorn



The recent development of state and national history standards has placed the burden of educational reform in the classroom. Secondary teachers are expected to change the paradigm of their teaching practices to include multiple perspectives, primary source analysis, and research skills. Yet too few have been properly prepared in their undergraduate history and education courses to understand and effectively employ such instruction in their own classrooms. In addition, the day-to-day challenges facing educators today stifle opportunities for professional development. Training must be incorporated into already packed schedules and often at the teacher's own expense. While many would like to take advantage of summer seminars and institutes, too often these programs are three to six weeks in length—too long for most teachers to spend away from home and family, and too costly for limited budgets.

Prompted by concerns over the education and professional development of history teachers, National History Day (NHD) has created a program to provide teachers with both theoretical and practical instruction while avoiding common logistical obstacles like time and expense. This past July, NHD assembled twenty-five teachers for an intensive, one-week institute at the University of Maryland, College Park. The objective was two-fold: to expose teachers to the latest in historical scholarship—concerning in this case the American Civil War and its legacy—and to equip them with strategies and resources to incorporate the new scholarship in the classroom.

Chosen competitively, the teachers who attended represent the full range of today's secondary educators. They include both newly-trained teachers and seasoned veterans. They teach in both private and public institutions, in settings reaching from rural Oklahoma to the Boston suburbs. Some enjoy easy access to cutting-edge computer technology and rich library resources, while others operate on shoestring budgets. Their students range in ability from the learning disabled to candidates for advanced placement, from sixth through twelfth grades. These teachers share, however, an overwhelming enthusiasm for their profession and a commitment to their own intellectual improvement.

Their enthusiasm put them in good stead during that hot July week. While NHD kept the institute tightly focused on the Civil War era, it accomplished its first goal of exposing the teachers to current historical scholarship by deliberately introducing them to the multiple ways in which today's historians conceptualize and teach the period. The guest lecturers embodied the depth and breadth of Civil War scholarship: Tyler Anbinder (George Washington University), Michael Fitzgerald (St. Olaf College), LeeAnn Whites (University of Missouri-Columbia), J. Matthew Gallman (Gettysburg College), William Gienapp (Harvard University), Joseph P. Reidy (Howard University), Elsa Barkley Brown (University of Maryland, College Park), and Michael Perman (University of Illinois-Chicago).

The scholars' interpretations called attention to—and legitimized—historical debate. No single viewpoint prevailed, and the participants found themselves challenged by new ideas and approaches through lively, collegial discussions. Those enamored with military history were immersed in debates about the role of gender and the ways in which events on the homefront informed and were in-

formed by Confederate and Union war-making policy. Lincoln's admirers turned their perspectives end-for-end to contemplate the political force of slaves who understood from the first volley of cannon that this was a war for freedom, not simply a war for union. In keeping with both the current scholarship and the NHD theme, "Turning Points in History," change over time and attention to context became institute mantras. Throughout the week, the teachers became ever more sensitive to process and to the constant evolution of historical experience. As LeeAnn Whites stressed, students of history—whatever their academic level or field of interest—must remain alert to "location, location, location."

The second institute goal was to provide teachers with effective strategies for conveying the intellectual content gained in the institute's first part to the secondary students in their classrooms. NHD designed the program from the outset for teachers and students who lack easy access to libraries and archives that historians depend upon. Most important was a concerted effort to emphasize the power of primary sources as vehicles for learning.

The guest lecturers led the way by offering practical examples of both the range of primary source materials available for teaching and research and how such materials might be incorporated into a classroom presentation or activity. Michael Fitzgerald made impressive use of maps in his discussion on the problem of mobilization. LeeAnn Whites, Joseph Reidy, and Elsa Barkley Brown used documents written by former slaves as a vehicle for exploring their responses to war and emancipation. J. Matthew Gallman led teachers through a delightful exercise in "reading" Northern recruitment posters to tease out changing attitudes toward enlistment.

Since the Internet looms large in the scholastic lives of today's secondary students and also plays an increasing role in distance learning, the lecturers alerted the teachers to valuable websites. William G. Thomas, III, director of the Virginia Center for Digital History, demonstrated the rich archives of the renowned Valley of the Shadow website <<http://jefferson.village.virginia.edu/vshadow>>, while staff from the National Archives and the University of Maryland library system introduced the teachers to the range of materials their institutions have made available on the Internet.

Representatives from the National Park Service conducted a tour of the Antietam National Battlefield where the teachers learned techniques for teaching with historic places, and the White House Historical Association opened to the teachers rooms usually closed to the public and shared their new CD-ROM educational project. As a special treat, the National Archives gave the teachers a private viewing of the original Emancipation Proclamation.

Awareness of historical sources is one thing—using them effectively in the classroom is quite another.

Throughout the week, the teachers regularly met in small groups to explore the various ways these primary sources can be used to enhance their students' critical and analytical thinking. Assuming the role of scholar, the teachers analyzed photos, used the text of labor contracts to explore former slaveholders' visions of freedom, and mapped historic landscapes before reassembling to share their thoughts and evaluate different techniques.

The teachers deeply appreciated these "hands on" sessions. Too often, they explained, "regular history education" places little emphasis on primary sources as teaching tools. As one participant noted, "I never knew a primary source could be so powerful. Now I'll use them in all of my teaching." Even those accustomed to using documents and manuscript collections left the institute invigorated. "I have used some primary sources in my

teaching over the years," wrote another teacher. "BUT I probably will change many of my methods and use them much more in every unit we cover . . . I have lost my 'fear'—these kind of sources help teach themselves."

The success of the institute highlighted two important points: 1) Social studies and history teachers need professional development opportunities

to help them stay abreast of the latest in historical scholarship. Many also require training in the practical application of primary sources in the classroom, having received no such instruction in college or from their own school districts. 2) The summer institute model developed by NHD helps meet those needs. As one teacher expressed, "I wish that my college and graduate school courses in history and education had been constructed like this course. I would have been much better prepared as an educator if they had."

Finally, last summer's institute was only the first phase of NHD's program for teacher training. In addition to incorporating new ideas and methods into their own teaching, those who attended are conducting workshops for other teachers back home. Through their efforts, teachers nationwide will benefit from the institute and NHD's commitment to training and reform. Some of these teachers will go on to encourage their students to participate in the NHD student competitions as a vehicle for sharing knowledge and displaying their research and scholarship. All will lead their students in a rigorous, informed examination of historical perspectives, making the study of the past a meaningful and exciting learning experience. □

Susan E. O'Donovan is Associate Editor at the Freedmen and Southern Society Project at the University of Maryland and Director of the National History Day Summer Institute. Cathy Gorn is the Executive Director of National History Day in College Park, Maryland. For more information about NHD's student and teacher programs, contact National History Day at (301) 314-9739; <hstryday@aol.com>; <<http://www.nationalhistoryday.org>>.

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U.S. History and Foreign Policy

Teaching Opportunity in China

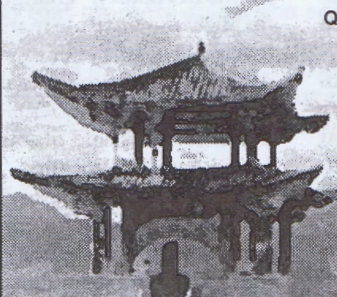
The Paul H. Nitze School of Advanced International Studies (SAIS) of Johns Hopkins University invites applications/nominations for a visiting faculty position in U.S. history at the university's innovative joint-venture campus in China: The Johns Hopkins University-Nanjing University Center for Chinese and American Studies in Nanjing, PRC. The appointment is for the 2000-2001 academic year and may be renewable. Students will be Chinese graduate students in the social sciences whose English is adequate for academic course-work.

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Qualified applicants should send a letter of application, curriculum vitae, and the names, addresses, and telephone numbers of three references to: Sharon Newman, Hopkins-Nanjing Center Faculty Search, 1619 Massachusetts Avenue, NW, Washington, DC, 20036-2213. The application deadline is December 3, 1999. For additional information contact: The Hopkins-Nanjing Center/Washington office, (202) 663-5802, or contact Ms. Newman by e-mail at snewman@jhu.edu. Johns Hopkins is an Affirmative Action/Equal Opportunity Employer. Women and minorities are encouraged to apply.



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A Call for Papers

May 9-17, 2000, the OAH, National Park Service, Harpers Ferry Historical Association, Jefferson County NAACP, John Brown Heritage Association, and Penn State-Mont Alto mark the bicentennial of Brown's birth with a week of events, including a history symposium at Harpers Ferry National Historical Park. Individual paper and full session proposals are invited on Brown—his life, influence, historical context, and image in history, literature, and memory. Send 5 copies of a 250-500-word abstract for each paper, with name and affiliation, and c.v. or brief bio with contact information (postmarked by 15 December 1999) to:

John Brown 2000 Program Committee
c/o OAH, 112 North Bryan Ave.
Bloomington, IN 47408-4199

Potential moderators or commentators should submit a c.v. to the same address. Stipends will be available for participants. For more information: johnbrown@oah.org or (812) 855-7311.

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The Third National Conference on Women and Historic Preservation

May 19-21, 2000
Mount Vernon College, Washington, DC

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- rewriting the history of the preservation movement
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- developing inclusive policies and practices
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- promoting K-12 teaching with public history resources
- sharing strategies for preserving and protecting historic resources

If you have questions please contact the program chair by e-mail, preferably, at womenpres@hotmail.com or by phone at (206) 685-4170. The conference website is <http://www.caup.washington.edu/WomenPres>.

OAH-NCHS Teaching Units A Request for Proposals

OAH and the National Center for History in the Schools invite teachers and scholars of history to submit proposals to develop teaching units based on primary documents in United States history. We are seeking teachers skilled at using primary sources in pre-collegiate curriculum development willing to collaborate with a research historian who is a specialist in the subject addressed by the teaching unit. Each unit is correlated to the *National Standards for U.S. History*. Finished publications will be approximately 75 to 100 pages in length, focus on historical documents, and include a teacher background section, 3-4 lesson plans, and a bibliography.

Each teaching unit team (i.e., one or more pre-collegiate teachers and one or more research historians) will receive an honorarium of \$1,600. NCHS will review teaching units to assure consistency and pedagogical soundness. Authors are expected to find copyright-free visual materials. OAH will engage specialist historians to review the completed units both for scholarly content and pedagogy.

Interested teachers and historians should submit c.v.s/resumes and a 2- to 3-page proposal that: describes a particular topic; provides a short list of learning objectives and describes classroom strategies; specifies some of the main primary documents to be used (diaries, artifacts, photographs, etc.) and provides a brief description of the qualifications of team members.

Suggested Topics. (The following are topics for which the editors are most eager to receive proposals. They are listed in order of preference. Broad topics, such as those below, are preferred.) RELIGION AND REFORM (e.g., evangelical religion and The First and Second Great Awakenings); WOMEN AND INDUSTRIAL LABOR (e.g., Mother Jones and child labor; Lucy Parsons and the IWW; Triangle Shirtwaist Factory Fire—this could evolve into several units); AGRICULTURAL LABOR MOVEMENTS (e.g., Southern Tenant Farmers Union, Chavez and UFW, etc.); VIETNAM WAR; THE AFRICAN AMERICANS' CIVIL WAR (e.g., highlight Fort Pillow massacre & Confederate attempts to prevent use of Black Troops); SPANISH-AMERICAN WAR AND PHILIPPINE INSURRECTION; THE STRUGGLE AGAINST RELIGIOUS INTOLERANCE (e.g., persecution of Mormons, nineteenth century anti-Catholic riots, anti-Semitism; circa 1840s-1920s; possibly use Quaker religious tolerance as background); THE WAY WEST IN THE NINETEENTH CENTURY; WAR OF 1812 (including the Indian wars and dissent); and AGRARIAN DISCONTENT IN THE NEW NATION: SHAYS'S AND WHISKEY REBELLIONS.

For a look at sample teaching units, see the OAH webpage <<http://www.oah.org/pubs>>. Proposals must be postmarked or submitted by email by **March 15, 2000**. New Teaching Units, OAH, 112 N. Bryan Avenue, Bloomington, IN 47408-4199. <teachingunits@oah.org>



Harvard Business School

Faculty Position

The Harvard University Graduate School of Business Administration is looking for entry-level tenure-track faculty candidates to teach courses involving business or economic history, international political economy and applied macroeconomics, and business-government relations. The school will consider candidates with academic degrees from a variety of disciplines - especially history - and also political science, sociology, economics, and business administration. Intellectual flexibility is vital, as the successful candidates will be required to teach international political economy at the graduate level to very demanding students. We can possibly hire new faculty with several years experience at other universities, in addition to those immediately out of graduate school.

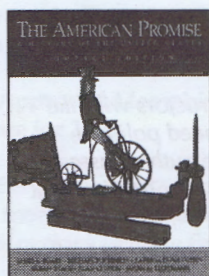
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All materials should be addressed to **Ms. Karima Abdel-Meguid, BGIE Search Committee, Morgan 270, Harvard Business School, Soldiers Field, Boston, MA 02163**. *Harvard University is an affirmative action, equal opportunity employer. Minorities and women are particularly encouraged to apply.*

The Big Picture in a Compact Frame



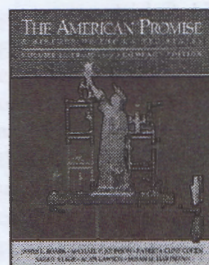
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Rethinking History and the Nation-State: Mexico and the United States

A SPECIAL ISSUE OF THE *JOURNAL OF AMERICAN HISTORY*



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historically evolving movements of ideas, people, institutions, and cultures between the two nations against the grain of competing nationalisms and nation-centered stories. Essays suggest that the blurring of the border between Mexico and the United States—most evident in the contemporary experiences of NAFTA and continued cycles of Mexican labor migration—poses fundamental challenges not simply to practices of nation-states themselves but to the self-enclosing historiographical traditions nurtured in both countries.

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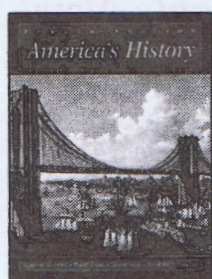
The Charles Warren Center invites applications for its 2000-2001 fellowships from scholars who are interested in contributing to our theme "Global America: Connections between Developments in America and in other Parts of the Globe." Our goal is to bring together scholars interested in how developments in North America have been influenced in various periods and in various ways by developments elsewhere in the world. Topics might focus on cultural, intellectual, political, economic, or social history and on any period since the seventeenth century, with connections in any number of contexts such as, for example, within international organizations or associations, the realms of trade and finance, or immigration and emigration of peoples or ideas. Fellows will participate in a biweekly seminar; in addition to discussing the work of invited speakers, fellows will be expected to present their own work over the course of the year.

The Center welcomes applications from scholars who are not citizens of the United States. Applicants must not be degree candidates at any institution, and should have a Ph.D. or equivalent degree. Preference will be given to those who can accept a full-year fellowship.

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Application forms, due January 15, 2000, may be obtained by writing to the Administrator, Charles Warren Center, Emerson Hall 4th floor, Harvard University, Cambridge, Massachusetts 02138; by email to cwc@fas.harvard.edu; and online at www.fas.harvard.edu/~cwc/.

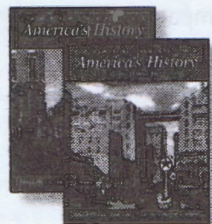
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Expanding Meaning and Practice of Citizenship and Democracy in America

Jeff Kolnick

The Fannie Lou Hamer National Institute on Citizenship and Democracy

The Fannie Lou Hamer National Institute on Citizenship and Democracy (The Hamer Institute) is committed to a comprehensive program of curriculum reform in the area of social science. The Hamer Institute emerged out of the 1997 National Endowment for the Humanities Summer Institute, "Teaching the History of the Southern Civil Rights Movement," at Harvard University's W.E.B. DuBois Institute. Its founders and officers include Leslie Burl McLemore and Mary Coleman, Jackson State University political science professors; Thandekile R. M. Mvusi, history professor and 1999-2000 Fulbright Hays Fellow to Swaziland; Michelle Donaldson Deardorff, associate professor of political science at Millikin University; Jeff Kolnick, associate professor of history at Southwest State University; and Lee W. Formwalt, OAH executive director.

For the last two years, the Hamer Institute has successfully carried out summer seminars for high school teachers and students in Jackson, Mississippi, focusing on the contributions of the civil rights and labor movements in expanding both the meaning and practice of citizenship and democracy in the United States. Our goal is to introduce secondary school teachers to the most recent developments in the study of labor and civil rights history as well as to new tools of pedagogy, including multimedia, oral history, primary source documents, and student-centered classrooms.

The version of U.S. history that is typically taught in schools does not include the accomplishments of ordinary citizens. In far too many classes, at all levels of teaching, women and people of color have yet to find a meaningful place in the curriculum. The same can be said for immigrant communities and the working class. Instead, the curriculum tends to focus on great men, nearly all white, who, through extraordinary vision and exceptional commitments to justice, bestowed upon the less fortunate the benefits of citizenship. While history education is slowly changing to incorporate the achievements of minorities and women, this triumphant narrative continues to dominate K-12 education and remains popular in many colleges. Moreover, many K-12 teachers have never been exposed to the history of the civil rights and labor movements, having graduated from college more than ten years ago, before most higher education institutions began to include such groups in their history curriculum.

The Hamer Institute seeks to develop a new narrative—one that puts gender, class, and multiculturalism at the center of the democratic experience and expands the rights of citizenship to include a living wage. This approach to history education will create new images of a multicultural nation, one that marks the accomplishments of popular democracy and sees in it the hope for more meaningful citizenship.

The Hamer Institute believes that education is the key to strengthening democracy and building on the tradition of citizen action in the United States. Students must learn that history is made in all places and by all kinds of people; and teachers must stay abreast of new developments in civil rights and labor history in order to deliver this message. The Institute seeks to create real partnerships linking our public schools with university and college faculty to develop a social studies curriculum that accurately reflects the vital contributions of working people to a functioning democracy.

The Institute's summer seminars operate over two

weeks and include twenty teachers and ten students, who are provided with lunches and stipend support. The purpose of the first week's sessions is to expose teachers to recent scholarship and then discuss how to incorporate this information into the curriculum. The teachers engage in a series of intensive discussions concerning the definitions of citizenship and democracy and the importance of the civil rights and labor movements. They then turn their attention to topics such as slavery, Reconstruction, the labor movement in the 1930s, and the civil rights struggles of the 1950s and 1960s. The seminars revolve around a common set of readings and documents, and we encourage teachers to make use of primary documents as centerpieces in their own teaching strategies.

During the second week students are invited to participate. Morning sessions are dedicated to biographical



Participants of the 1999 Fannie Lou Hamer National Institute on Citizenship and Democracy held in Jackson, Mississippi.

sketches of people who blurred the lines between the civil rights and labor movements, such as Ida B. Wells Barnett, A. Phillip Randolph, Walter Reuther, and Septima Clark. The list of people who fit this category is long indeed, and the Hamer Institute is seeking help in preparing short biographical sketches, suitable for high school students, of individuals like these for a book geared toward secondary schools. Each sketch includes approximately fifteen pages of biography and five pages of primary documents.

In the afternoon sessions of the second week, activists from both movements offer oral testimony about their struggles. The students respond well to this use of biography to convey a historical lesson and find that the oral history component is crucial in turning matters of past struggle into issues of real importance to them today. Other activities include field trips and meetings with local activists on the sites of various civil rights and labor struggles. During the final meeting of the seminar, students and teachers make presentations on issues of either scholarship or pedagogy.

In the last two years we have been visited by many scholars and activists who have given generously of their time for very little compensation. Among the many scholars who have made presentations are Charles Vincent, Robert McElvaine, Pete Daniel, Lee Formwalt, Tim Hueb-

ner, David Dennard, Hassan Crockett, and Rose Gladney. We have been privileged to hear the moving stories of civil rights activist/scholars like Bob Moses, Ed King, L.C. Dorsey, Joan Browning, Gene Young, Roy DeBerry, and Hollis Watkins. We have also been visited by many prominent figures from the labor community, including Clayola Brown of UNITE!, Mary Finger of the United Food Commercial Workers, and David Alexander and Will Duncan of the Coalition of Black Trade Unionists.

The experience of bringing together high school faculty and students, university and college teachers, and citizen activists has been beneficial to everyone involved. Teacher participants have called the seminar "a wonderful experience. That 'black' and 'white' could sit together and very openly talk about the oppression that has occurred—and not cut open gaping wounds but heal us—is beautiful. The students were wonderful and the instructors were the best. The best part was the participation by key figures in the movement." Another teacher noted, "this institute has broadened my horizons and clarified many historical happenings. The extensive use of primary documents helped all participants gain insight into the issues. The outside speakers shed light on participation in the labor and civil rights movements. I believe all social studies teachers in Mississippi need to attend this institute."

Student reactions have been equally enthusiastic. They praised institute instructors for "doing a great job in explaining to us the things we need to know." One student pleaded, "stay REAL, and please don't forget me!" Another was "so thankful to have been a part of this institute. Being a student, I hadn't known a lot of the things that were discussed. I think that everything that I have learned will help me in school more. I am very blessed to be a part in this institute, and I think that more students should participate. I pray that I will be able to come back next summer. I realized something, that we as Americans are what we are, but we're not what we seem. I learned so much, from being a radical to being a historian. This institute has changed my life—I'm really serious about becoming an activist in the near future."

For both teachers and students, the chance to interact with genuine heroes from the labor and civil rights community generates a sense of responsibility to carry on the same traditions of citizen action followed by Fannie Lou Hamer. These are lessons that can not be learned from a book or document.

As the Hamer Institute enters its third year, we are striving to expand our offerings to other communities. Within the next five years, we hope to hold smaller workshops for high schools and labor unions in several states, as well as a policy institute tied to civil and economic rights. We have been generously funded by the Mississippi Humanities Council, the Coalition of Black Trade Unionists (AFL-CIO), the Meany Center (AFL-CIO), Jackson State University, Millikin University, and Southwest State University, but we are currently seeking further substantial funding from a variety of sources. To contact the Hamer Institute, please visit our web site: <<http://www.millikin.edu/academics/hamerinstitution>>. □

Jeff Kolnick is an associate professor of history at Southwest State University.

THE UNIVERSITY OF DELAWARE- HAGLEY PROGRAM

Fellowships in the History of Industrialization

The Department of History at the University of Delaware offers two- and four-year fellowships for a course of study leading to an M.A. or Ph.D. degree for students interested in careers as college teachers or as professionals in museums, historical agencies, and archives. The University of Delaware-Hagley Program's focus is the history of industrialization, broadly defined. Students study the history of industrial and material cultures, business, economic, and social history, and the history of technology, consumption, and work. Most students in the program have been interested in American industrial history, but the program also covers the industrialization of Europe and non-western societies. It takes a comparative approach to the global history of industrialization. The Hagley Museum and Library, just a short drive from the University campus, provides students with unique opportunities to do primary research in manuscript, imprint, pictorial, and artifact collections. In addition, the University is located within convenient traveling distance of major research and library centers in New York, Philadelphia, Baltimore, and Washington D.C. For students pursuing careers in public history and museum work, the University of Delaware sponsors a certificate program in museum studies.

University of Delaware-Hagley Fellowships cover tuition for courses at the University and provide for a yearly stipend of around \$10,000. Fellowships may be renewed once for those seeking a terminal master's degree and three times beyond the initial year for those seeking the doctorate. University of Delaware-Hagley Fellows also receive support for travel to conferences, archives, and museums.

Application for a University of Delaware-Hagley Fellowship can be made through the Coordinator, University of Delaware-Hagley Program, Department of History, University of Delaware, Newark, DE 19716. (302) 831-8226. The deadline for receipt of complete applications is January 30.



Don't miss the December JAH . . .

The December 1999 issue of the *Journal of American History* will focus on transnational perspectives on American history. Most of the articles originated in a planning conference held in January 1997 at New York University and two conferences held during the summer of 1998, at the International Institute of Social History in Amsterdam and at the University of Cambridge. Some highlights include:

Nicholas Canny Writing Atlantic History; or, Reconfiguring the History of Colonial British America

Kenneth Cmiel The Emergence of Human Rights Politics in the United States

Donna R. Gabaccia Is Everywhere Nowhere? Nomads, Nations, and the Immigrant Paradigm of U.S. History

Gary Gerstle Theodore Roosevelt and the Divided Character of American Nationalism

Nancy L. Green "Le Melting-Pot": Made in America, Produced in France

Robin D. G. Kelley "But a Local Phase of a World Problem": Black History's Global Vision

Alice Kessler-Harris In the Nation's Image: The Gendered Limits of Social Citizenship in the Depression Era

Rob Kroes America and the European Sense of History

Marcel van der Linden Transnationalizing American Labor History

Bruno Ramirez Clio in Words and in Motion: Practices of Narrating the Past

Mauricio Tenorio Trillo Stereophonic Scientific Modernisms: Social Science between Mexico and the U.S., 1880s-1940s

S. Ilan Troen Frontier Myths and Their Applications in America and Israel: A Transnational Perspective

Ian Tyrrell Making Nations / Making States: American Historians in the Context of Empire

Richard White The Nationalization of Nature

COMMUNITY COLLEGE HISTORIANS IN THE UNITED STATES

COMMUNITY COLLEGE HISTORIANS IN THE UNITED STATES

A STATUS REPORT FROM THE ORGANIZATION OF AMERICAN HISTORIANS'
COMMITTEE ON COMMUNITY COLLEGES (136 pages)

Produced in collaboration with the Community College Humanities Association, this collection of essays covers a wide range of issues of interest to the history community.

- *Improving History Teaching and the Status of the Community College Historian*, Charles A. Zappia
- *What is the Community College? A Primer for Four-Year College and University Historians*, David B. Mock
- *Community Colleges and Part-Time and Adjunct Faculty*, David A. Berry
- *The Importance of Teaching History at a Community College: A President's Perspective*, Constance M. Carroll
- *Historical Scholarship and the Community College Teacher*, Evelyn Edson
- *Perspectives on the Community College Job Market: What to Expect*, Nadine Ishitani Hata
- *The National Endowment for the Humanities and Community College Historians: A Program Officer's Perspective*, Judith Jeffrey Howard
- *Teaching History at Two-Year Institutions: A Status Report and View of the Future*, James J. Lorence
- *The Survey Course: The Specialty of the Community College Historian*, David S. Trask
- *Bibliography*, George Stevens

■ Also included is a directory of names, contact information, and recent publications of more than 600 community college historians teaching throughout the United States.

■ Nadine Ishitani Hata, editor of the essay collection, is vice president of academic affairs and professor of history at El Camino College. She is also chair of the OAH Committee on Community Colleges.

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From the Executive Director

The Education of a Historian

Lee W. Formwalt

As I watched the young Smithville, Georgia, chief of police fill out my citation form for "parading without a permit," I glanced at my half-dozen companions on the annual Freedom Walk and thought about how I had come to this spot on a lonely two-lane road in southwest Georgia. I also wondered if this was an appropriate situation for the incoming executive director of the Organization of American Historians to be in just a few days before moving to Bloomington, Indiana, to start his new job. The more I reflected on this, the more I realized that my career as a historian had led me both to this isolated spot on Georgia Highway 118 and to Bloomington.



Formwalt

When many of us look back to the time when we first developed an interest in history, we often find a teacher or two who was energetic and stimulating and able to develop that curiosity about and love for the past. For me it was Sr. Marie de Lourdes at Cathedral High School in Springfield, Massachusetts, who shared with her students a passion for American history. At Catholic University and the University of Massachusetts, several professors stood out and eventually became models for me in one way or another as I entered my career as a historian. Edward C. Carter II stimulated my interest in early American history and eventually directed my dissertation when I returned to Catholic University for the Ph.D. Max Bloomfield, Catholic's legal and constitutional historian, was the only professor I knew who, with his relaxed and engaging demeanor, could fill a class on Friday afternoon at 4 p.m. At the University of Massachusetts, Stephen Nissenbaum showed us how the often prosaic land and probate records in the local courthouse could yield important data to help answer some of the critical historiographical questions of the day and even pose new questions. At the same time, in Stephen Oates's Civil War seminar I learned many of the skills that turn ordinary sentences into sparkling prose; there I began to appreciate and enjoy the fine art of good writing.

My work in editing began shortly after returning to Washington to work on my Ph.D. At The Papers of Benjamin Henry Latrobe project at the Maryland Historical Society in Baltimore, I learned the many different aspects of editing historical documents, completed my dissertation, and entered the job market at one of the worst times for new history Ph.D.s to find a job in academe.

Hard work is a key, even indispensable, ingredient to success; but a little bit of luck often makes the difference. It was this combination which brought me to Albany State College in the fall of 1977. A member of the history department there left to complete her doctorate. Her successor soon landed another position, however, which left ASC

scrambling for a replacement. I was that next replacement.

As a young white man with Ph.D. in hand, I knew I had the knowledge to be a successful teacher at one of Georgia's three public historically black colleges. Whether it was my whiteness or my arrogance as a newly minted Ph.D., I was convinced that I would be doing the teaching and my black students would be doing the learning. I hoped that I eventually would be able to leave this isolated rural region of the South with its poorly prepared students for the much more stimulating climate and culture of a major research university. Little did I know that I would be spending more than two decades in Albany, Georgia, and that my learning was just beginning.

It started when I was assigned to teach the methods class for history majors. I decided to give my students a taste of what historians actually do in their research, especially in discovering and exploring primary sources. At the local library genealogists had built a large collection of U.S. census records on microfilm and our courthouse held the standard cache of deeds, wills and other

The historian who understands the problems of his community and their historical origins cannot sit back and share those insights only with his college classes.

probate records, court records, and local newspapers that went back to the county's creation in 1854. But before I gave them an assignment, I had to familiarize myself with the local history and what I found was very little—and even that was not very useful. The local D.A.R. chapter had written the standard history of Dougherty County in 1924. This four-hundred-page work about a Georgia Black Belt county had only a three-page chapter on "The Negro in Albany."

From the start, I worked alongside my students studying the rich African American history of the region. After surveying the previous twenty-five-year run of *The Georgia Historical Quarterly* and finding only two articles on southwest Georgia, I helped the local historical society found *The Journal of Southwest Georgia History*, which I edited annually until this year. I then secured an NEH Fellowship for college teachers that provided me a year's leave to research and begin writing a history of nineteenth-century Dougherty County, now a fourteen-year project that continues my scholarly connection with southwest Georgia.

The more I researched southwest Georgia and its African American past, the more I understood how that past connected with the present. Although my scholarly work was in the nineteenth century, I was learning a lot about the twentieth-century civil rights movement in Albany. Martin Luther King Jr. came to Albany in 1961-1962 and left having failed to achieve his goal of desegregating the

city. Although the local civil rights movement eventually succeeded in accomplishing many of its goals, I was becoming increasingly aware of what remained to be done.

As the study of whiteness began to take off in the 1990s and we learned more about the phenomenon of white privilege, my understanding of local history grew. I reached the conclusion that the historian who understands the problems of his community and their historical origins cannot sit back and share those insights only with his college classes. In 1996 while several of us were starting to raise awareness of and money for an Albany civil rights museum project, the Prison and Jail Project of Americus, Georgia, announced the first Freedom Walk that would proceed through several southwest Georgia counties drawing attention to the poor conditions of the region's prisons and the institutional racism in its criminal justice system. As a historian I knew the origins of these problems and saw my participation in the Freedom Walk as a way to carry that history to people outside the classroom.

Last fall the Freedom Walk culminated in Camilla, Georgia, on the 130th anniversary of the Camilla Massacre. I had researched and written about that event a decade earlier, but no one in Camilla had ever publicly acknowledged the tragedy. For the first time, the history of the Camilla Massacre and the names of the twelve known victims killed on September 19, 1868, were proclaimed publicly on the courthouse steps in Mitchell County. Two months later the \$1.2 million Albany Civil Rights Movement Museum was opened to public acclaim. A dozen historians, who had been with me at Harvard eighteen months earlier at an NEH summer institute on Teaching the History of the Southern Civil Rights Movement, came to Albany and demonstrated the public role that historians can play outside the classroom.

My experiences as a historian in Albany, as editor of *The Journal of Southwest Georgia History*, and in the past two years as dean of the Albany State University Graduate School and president of the Georgia Association of Historians, led me to apply for my new position as OAH executive director. They also led me to my encounter with the Smithville, Georgia, police chief on Highway 118. In both places I try to encourage a deeper and better understanding of our past. Please join me in sharing our passion for history. I welcome your comments anytime. □

Lee W. Formwalt is Executive Director of the Organization of American Historians. His e-mail is lee@oah.org. He returned to southwest Georgia earlier this month to stand trial along with five other marchers for violating the Smithville, Georgia, parade permit ordinance. The charges were dropped, however, when the court determined the ordinance to be an unconstitutional infringement on the First Amendment guarantee of free speech.

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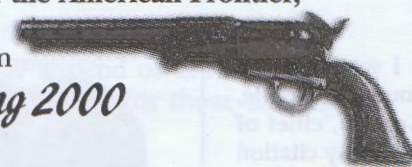
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News of the Organization

Executive Board Meeting Chicago, October 22-24, 1999

At its 1999 fall meeting the OAH Executive Board took the following actions:

Authorized Executive Director Lee Formwalt to work out the final details of the contract forming a cooperative with University of Illinois Press, the American Historical Association, and National Academy Press to distribute electronically the current issues of the *Journal of American History* and the *American Historical Review*. The cooperative will include the full text of the printed issues of the *JAH* and *AHR*, beginning with the volumes commencing in June 2000. Individual OAH members and institutional subscribers will receive electronic access to the *JAH*. There will be an informational launch session at the St. Louis Annual Meeting to demonstrate the features of the cooperative and answer questions.

Authorized Lee Formwalt and President David Montgomery to appoint an *ad hoc* electronic issues advisory committee to oversee the OAH and *Journal* office websites and provide expertise on matters regarding electronic publishing and membership services.

Decided the regional conference should be held every other year instead of annually so that staff and the organization have time to marshal sufficient resources for each meeting to be a success. The board also agreed the regional conference should be free to move to different areas of the country, depending on the location of the annual meeting and other factors. The first OAH regional conference, cosponsored by the Iowa State University Department of History, will be in Ames, Iowa, August 4-6, 2000.

Approved Memphis, Tennessee, as the annual meeting site for 2003.

Set a four-year selection cycle of cities so that the annual meeting will take place more often in the Northeast. Other regions include the Southeast, Midwest, and West.

Adopted a resolution put forward by the Public History Committee requesting the House of Representatives to restore the position of House historian. The resolution is as follows:

RESOLVED that the Organization of American Historians as the largest learned society of scholars, public practitioners, and teachers of American history urges the United States House of Representatives to restore a fully-staffed House history office headed by a professional historian chosen in a non-partisan manner. As continuing experience with a superb history office in the other branch of Congress makes clear and as abbreviated experience with a highly useful House history office before 1995 likewise demonstrated, such an office can facilitate efforts of legislators and their staffs as well as citizens and scholars to understand the history of the body. A history office can assist members and their staffs to preserve and use historically valuable material generated in the course of congressional activities. Such an office can also make clear to the nation that the House is acting responsibly to discharge its duty to render the rich and complex history of the House accessible to all for whom it has meaning. The OAH urges the

House to serve its own institutional interests as well as the best interests of the American people by restoring its history office to full effectiveness.

Adopted a resolution put forward by the Public History Committee requesting Congress to create a history office in each federal agency. The resolution is as follows:

RESOLVED, that the Organization of American Historians as the largest learned society of scholars, public practitioners, and teachers of American history urges the United States Congress to fully fund and implement a history office in each executive branch agency. Such offices should be given the task of preserving and making available, as appropriate, materials regarding the history of the agency to those within the agency with a need to know about its past policies and practices, those elsewhere in the government with similar needs, and scholars and citizens with legitimate interests in obtaining an accurate picture of the history of the agency. Agency history offices must in no way impede the vital work of records management and preservation that is the responsibility of the National Archives and Records Administration (NARA), but should instead assist in creating improved understanding of agency history so that NARA will be able to fulfill its important mandate to identify and eventually accession historically significant records. The OAH believes that Congress should support agency history offices along with the National Archives and Records Administration in order to fulfill its responsibility to the American people to provide them with the means of understanding the history of their government.

Remanded to the Public History Committee its request for "a formal statement describing the professional practice of history in a museum environment and the rights and obligations of historians working in such settings." The board charged the committee with drafting such a statement to be reviewed by the Executive Board at the annual meeting in St. Louis. The committee should take into account existing statements produced by groups such as the Society for History in the Federal Government, the American Association of Museums, and the American Association for State and Local History. The board also asked the committee to include a brief history of the development of this issue during the past few years.

Directed staff to explore adding to the "members-only" area of the OAH website back issues of various teaching materials, such as the *OAH Magazine of History*.

Decided to extend the memorandum of agreement with the National Center for History in the Schools at the University of California, Los Angeles, and jointly produce six more teaching units based on primary documents for U.S. history classroom instruction at the precollegiate level.

Agreed to begin a fundraising campaign, focused on the 100th anniversary of the organization (in 2007), to strengthen the Fund for American History, which is for new initiatives in historical inquiry, teaching, and professional development, and the Endowment Fund.

Expressed thanks to John Dichtl who had served as acting executive director from May 7, 1999, through October 1, 1999.

Agreed that the organization should publicize the positive examples of departments, universities, and state legislatures making efforts to alleviate the over-reliance on part-time and temporary faculty, and also publicize those universities and departments that seem to rely too heavily on part-time and temporary faculty. (For an explanation of good practices and the scope of the part-time and temporary faculty situation, see the September 1997 "Statement from the Conference on the Growing Use of Part-Time and Adjunct Faculty" on the OAH webpage at <http://www.oah.org/reports/ptfaculty.html>.)

Agreed to provide funding and support for the survey of the use of part-time and adjunct faculty in history departments, which developed out of the efforts of the Coalition on the Academic Workforce. (See p.21 for related story.)

Created an oversight committee for the Japan fellowship program, which offers short-term residencies for U.S. historians in Japanese universities. The committee will provide more focused attention both to developing the program (i.e., grant writing, and improvements from year to year) and engaging with the scholars and students from Japan who will be attending the OAH annual meeting and the American historians who have taken part in the project (See p.21).

Requested that the Research and Access Committee consult with David Montgomery about contacting the Secretary of State's office and the ranking members of the Senate Foreign Relations Committee and the House International Relations Committee to express concern that the production of the *Foreign Relations of the United States* series is falling behind the 30 years date established by law.

Requested that the Research and Access Committee consider the Public Interest Declassification Act of 1999 (Senator Patrick Moynihan's [D-NY] S. 1801 and Representative Porter Goss's [R-FL] H.R. 3152) and consult with David Montgomery about expressing in a letter a position of opposition, concern, or support.

Recommended to the Nominating Board the following suggestions in establishing future election slates: for candidates to the Executive Board and Nominating Board, years of service to the organization should be considered; for candidates to the Nominating Board, past members of the Executive Board and other senior committee members should be included; and for the Executive Board election in fall 2000, a pairing of precollegiate teachers should be considered.

Expressed thanks to Douglas Greenberg, president of the Chicago Historical Society, for generously providing space at the historical society for the Executive Board meeting.

[By subsequent vote via e-mail] Approved the appointment of Bruno Ramirez, University of Montreal, to the David Thelen Prize Committee. The prize is for the best article on American history published in a foreign language. □

News of the Organization

OAH and the Trust for Insuring Educators

Twelve years ago the OAH joined the Trust for Insuring Educators (TIE), a group that has now grown to include sixty national educational associations. By pooling their memberships, TIE associations create a base large enough to secure competitive insurance plans and rates for their individual members. Currently the sixty national organizations—such as the OAH, National Council for the Social Studies, Association of American Geographers, and Phi Delta Kappa—bring together more than one million constituents. In return for updated mailing lists of OAH members, OAH is able to participate at no cost. All direct mail marketing, customer service, billing, and other administrative services are performed by Forrest T. Jones & Company, the appointed broker/administrator of the Trust.

OAH does not benefit financially from any of the particular insurance plans. TIE simply provides a way to make available good coverage options for OAH members, many of whom would not otherwise have access to major medical group plans or professional liability protection for educators.

TIE began in 1973 when three educator associations left the umbrella of the National Education Association. On their own they found it difficult to secure for their members insurance plans that were equal in benefit and cost to those of the NEA. Through cooperative efforts, effective management by Forrest T. Jones, and the addition of new member associations each year, the Trust now provides insurance for over 80,800 individual educators. More than eighty-five percent of these are for Term Life and Professional Liability, which remain the Trust's most popular coverages.

Governance and specific policy decisions come from the sixty member associations. Once a year each sends a representative to the business meeting. Forrest T. Jones & Company provides an annual report, the insurance carriers (Fidelity Security Life, New York Life, Transamerica Occidental Life, GEICO, etc.) offer performance reviews, and association representatives vote on new insurance plans or improvements to existing plans as well as compare Trust coverages against competing plans offered by teaching organizations (such as the American Federation of Teachers and the National Education Association).

TIE and its coverages continue to grow. In 1997 the associations added personal auto insurance underwritten by GEICO, and more than 20,000 Trust members have either switched to GEICO or telephoned to receive their member discount. In September 1999, the associations voted to offer \$15,000 of term life insurance, at no cost, to all new members.

For more information about professional liability, medical, disability income, term life, private practice professional liability, personal auto, or the new cancer plan, call (800) 265-9366, email <info@ftj.com>, or visit <www.ftj.com>. You can also visit the OAH membership benefits webpage at <<http://www.oah.org/members/mbrinfo.html>>.

NCC Issues Request for Contributions

The Executive Committee of the NCC—composed of Richard H. Kohn, Chair and Society for Military History representative; Jack Tunstall, Treasurer and Phi Alpha Theta representative; Karen Benedict, Secretary and archival representative; Susan Fox, SAA representative; Arnita Jones, AHA representative; and Lee Formwalt, OAH representative—is issuing a special request for contributions to NCC. The contributions of the fifty-nine NCC member organizations currently provide most of NCC's budget, but this falls short of the amount needed for the

annual operation. The Board has thus had to rely for the last two years on income from savings to make up the shortfall. In the coming year, the Board anticipates a larger than usual deficit because of the one-time significant expenses in conducting a search and making a transition to a new executive director. In appreciation of NCC's work and its timely updates, please make a contribution of \$10, \$25, or \$50 or whatever you deem fitting to this annual appeal. Send your checks—made payable to "NCC"—to: NCC, 400 A St., SE, Washington, DC 20003. Contribution to the NCC are NOT deductible as charitable contributions for federal income tax purposes. □

Interpreting the Civil War Through Current Scholarship and Electronic Access

The National Park Service and the Virginia Center for Digital History will conduct a two-day seminar for education and interpretive specialists and NPS staff on using computer access and new scholarship on the Civil War. Those interested in participating should contact Marie Tyler-McGraw; National Register, History, and Education; National Park Service; (202) 343-5380; Marie_Tyler_McGraw@nps.gov.

Request for Proposals

Internationalizing the Study of American History

Internationalizing the Study of American History: A Joint OAH-NYU Conference on Internationalizing the Study of American History, supported by the Rockefeller and Gladys Krieble Delmas Foundations, seeks proposals for its fourth and last conference. New York University and OAH will convene a group of historians at La Pietra, NYU's conference center in Florence, Italy to discuss internationalizing the study of American history. The conference will be the last in a series of four. The first conference (1997) was a planning meeting; the second (1998) focused on the relation of history to the nation, theoretical issues involved in alternative framings and narratives, and aspects of the sociology of historical knowledge; the third (1999) was organized around exemplary papers—papers that re-framed in a speculative way different periods and themes in American history. Put differently, the first meeting consisted of arguments for opening the lens of American history; the second explored some of the theoretical and professional issues involved; the third sought to sketch out some of the ways American history might be rewritten under the sign of internationalization. The last will consider the work of these several conferences and issue a report on curricular and training issues and on the implications of reframing American history for the professional organizations of history, such as the OAH. Many of the former participants will be in attendance, but it is desirable that several new participants come to this last meeting to add their perspectives to those presented at the previous three. (Please see Thomas Bender's report on page 25.)

Applicants must be members of the OAH at the time that their application is received. For each participant, all expenses in Florence will be paid—hotels, meals, and local transportation. It is hoped that most participants will be able to secure their air travel funds from their academic institutions. K-12 level teachers and faculty from community colleges are encouraged to apply. The conference is in July, 2000.

How to Apply

Applications must be postmarked by 15 January 2000. Each should include the following:

1. A one-page curriculum vitae emphasizing international experience and interest. Also include the names and addresses of three references.
2. A personal statement, no longer than one page, describing your interest in this project and the issues that your own scholarship and teaching have addressed.
3. On the basis of the reports of the conferences so far (all available on the OAH website) write a statement of the curricular, training, support, and professional issues that should be addressed by a report from the project to the profession. This statement can focus upon one issue in great detail or it may address a broad spectrum of topics that should be addressed. The statement should be between five and seven pages in length.

These papers, along with those written by alumni of the earlier conferences, will be the basis of discussion at the conference.

Send application to: Project on Internationalizing, Organization of American Historians, 112 North Bryan Avenue, Bloomington, IN 47408-4199. □

ADVISORY

"OUTSTANDING ACADEMIC BOOK"—CHOICE

Sports in North America A Documentary History

Volumes 1–6 (Colonial Times—1920) now in print.

Sports in North America. A Documentary History for the first time documents the development of the spectrum of sports in the US and Canada from colonial times to the present. The series demonstrates in firsthand, original ways the long-term relationships of sport, society and life. Each volume contains an introductory survey, annotated documents preceded by a head notes and four indexes.

Volumes covering 1920–1950 in preparation. Editors for volumes covering 1950–2000 needed. Qualified individuals please contact AIP.

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OAH Assists in New Survey on the Use of Part-Time Faculty

OAH is lending its support to a new study on the use of part-time, adjunct, and temporary faculty in undergraduate programs in history and other humanities disciplines. The survey will provide valuable data on the working conditions and compensation of these employees, upon whom many universities have come to depend in recent decades. OAH and the AHA are working together to represent the discipline of history. AHA and OAH will supply a representative sample of departments in higher education institutions, including two-year colleges, to a national surveying firm. OAH will help cover costs involved for the portion of the study focused on history departments.

The new survey is part of an effort both to improve conditions of employment for scholars and to maintain the quality of undergraduate programs in the humanities. In September 1997, representatives of ten national academic associations met and agreed to issue a "Statement from the Conference on the Growing Use of Part-Time and Adjunct Faculty," which described trends and consequences, identified good practices in institutions that employ part-time and adjunct faculty, and presented an agenda for responding to trends witnessed in the academic job market. (A copy of this report is available at <http://www.oah.org/reports/ptfaculty.html>.) One result was the formation of the Coalition on the Academic Workforce (CAW) in 1998. CAW members have noted that little data exist on employment trends in higher education for humanities fields, and although the American Association of University Professors (AAUP) is striving to collect fuller information about employment conditions for part-time faculty, its efforts will not bear fruit for several years.

In addition to history, the new survey will include departments of anthropology, art history, cinema studies, classical languages, English, folklore, linguistics, and philosophy. It will gather information for the fall 1999 term on:

- the compensation and benefits of part-time faculty members;
- the instructional role of part-time faculty members;
- the kinds of institutional support available to part-time faculty members; and
- the instructional role of full-time tenured and tenure-track faculty members as well as graduate student teaching assistants.

Survey findings will be publicized by fall 2000. □

Year-End Tax Saving Strategy

If you are considering a year-end gift to support the programs of the Organization of American Historians, it may be to your advantage to give stock instead of cash. When you make an outright gift of stock that has grown in value, you can potentially save taxes in two ways.

- You can take a charitable deduction for the market value of the stock.
- Capital gains tax is avoided because there is no sales transaction involved.

Please also consider the OAH in your estate planning. The gift of stock and other equities may reduce the taxes which are owed on your estate.

Your contributions to the OAH's Endowment or The Fund for American History support the organization's ongoing activities and new initiatives in historical inquiry, teaching, and professional development.

For more information, contact John Dichtl (812) 855-7311; john@oah.org. □

Correction

One of the cassettes listed on pages 11-12 of the August OAH Newsletter incorrectly identified the audio tape of session 060/061 ("Visions of the Future"). The session's topic was socialism. □

OAH Awarded Larger Fellowship for Scholarly Exchange with Japan

Japanese Graduate Students and Scholars to Attend Annual Meeting for First Time

The Japan-United States Friendship Commission has more than doubled the amount awarded OAH in previous years for its Japanese Short-Term Residency Fellowship program. The fellowship, now in its fourth year, has expanded to include the sponsorship of several graduate students and three Japanese Association for American Studies (JAAS) scholars from Japan to attend the OAH annual meeting. The Japanese American Studies Foundation and the fellowship will cover their expenses in the United States, and additionally provide for several days of research in American archives.

The program is part of a larger OAH mission to place the history of the United States in a broad perspective that both transcends and reconsiders the traditional strictures of nationhood. As in other years, the OAH and JAAS, along with the Japan-United States Friendship Commission, will send three scholars from the United States to give lectures and seminars on the subject of their specialty. These historians, who will enter the academic culture of their host university, build relationships that last well beyond the term of the residency. As one past participant noted, "Those intensive two weeks in Japan were... well worth the investment in time and money... [T]hey will pay off in so many ways for years to come." Others stated that they were "much affected by the experience" and "found the insights we gained about U.S. history from the Japanese perspective extremely valuable." In some cases, students from host institutions in Japan have entered graduate programs or pursued research in the United States with the help and encouragement of the American scholars with whom they worked. Upon returning from Japan, one of the American historians received catalogues and other materials from the peace museums at Hiroshima and Nagasaki, which have proven invaluable for research and course development.

The OAH executive board has also created an oversight committee for the Japan Fellowship Program to provide more focused attention to developing the program. Grant writing and institutional support will be emphasized, with the aim of making the scholarly exchanges as rewarding as possible for participants and hosts alike. For example, for the first time, fellowship winners in 2000 will each have a student host in Japan to help navigate their residency. Additionally, during their visit to the OAH Annual Meeting in St. Louis, the JAAS scholars will sit down with their oversight committee to discuss further improvements in this evolving program. (Please see application procedures on page 26 or at <http://www.oah.org/activities/japan/>.) □

Slate of Candidates for 2000 Election

President: KENNETH T. JACKSON, *Columbia University*
President-elect: DARLENE CLARK HINE, *Michigan State University*

Executive Board (Paired):

DOUGLAS GREENBERG, *Chicago Historical Society*
 LONNIE G. BUNCH, *National Museum of American History, Smithsonian Institution*

CHARLES ANTHONY ZAPPIA, *San Diego Mesa College*
 GLORIA E. MIRANDA, *El Camino Community College*

EMMA LAPSANSKY, *Haverford College*
 ANN DURKIN KEATING, *North Central College*

Nominating Board (Paired):

VICTORIA Z. STRAUGHN, *LaFollette High School*
 JAMES F. ADOMANIS, *Arundel Secondary Schools*

MARIE TYLER-MCGRAW, *National Park Service*
 BARBARA CLARK SMITH, *Smithsonian Institution*

ELIZABETH JAMESON, *University of Calgary*
 MICHAEL FELLMAN, *Simon Fraser University*

DAVID W. BLIGHT, *Amherst College*
 GARY W. REICHARD, *California State University, Long Beach*

JAMES H. JONES, *University of Arkansas*
 MICHAEL J. HOGAN, *Ohio State University*

The State Historical Society of Wisconsin

John C. Geilfuss Fellowship for Business and Economic History

Amy Louise Hunter Fellowship for the History of Women and Public Policy

The John C. Geilfuss Fellowship carries an outright grant of \$2,000 and is awarded for research at the graduate level and beyond in Wisconsin and U.S. business and economic history, with preference given to topics on Wisconsin and the American Midwest and/or for research using the collections of the State Historical Society of Wisconsin. **Deadline: February 1, 2000.**

The Amy Louise Hunter Fellowship carries an outright grant of \$2,500 and is awarded in even-numbered years for research at the graduate level and beyond on topics related to the history of women and public policy, broadly construed, with preference given to Wisconsin topics and/or for research using the collections of the State Historical Society of Wisconsin. **Deadline: May 1, 2000.**

Applicants should submit FOUR COPIES of a current resume and FOUR COPIES of a letter of not more than two pages detailing their background and training in historical research and describing their current research work. This description should include the proposal, types of sources to be used, possible conclusions, and an explanation of the work's significance. A separate application is required for each fellowship.

Applications should be addressed to Dr. Michael E. Stevens, State Historian, State Historical Society of Wisconsin, 816 State Street, Madison, WI 53706-1488. For

Call for Papers

2001 OAH Annual Meeting - Los Angeles, California

Connections: Rethinking our Audiences

The program for the annual meeting in 2001 will be informed by the opportunities of its location in Los Angeles and the longstanding commitment of Kenneth T. Jackson to engage audiences beyond the academy. The program committee especially encourages proposals, whether in the form of individual papers or complete sessions, that reflect a broad appreciation of the work of history. Sessions will be organized in multiple formats (the program committee is open to, and indeed encourages the submission of innovative proposals). We envision a series of provocative (even unbounded) sessions, a handful of which will be designated as plenary. Focused on questions about enlarging our audiences, particularly useful will be submissions that assess the links American historians are forging with colleagues in commerce, government, historical museums, the Internet, journalism, and the mass media. The following list provides examples.

- Writing about America in serious, popular nonfiction
- History in film
- Our bookstores (independents, chains, and online)
- The historical narratives our children learn
- History museums and the challenges of the cultural marketplace
- Historical memory and personal memoirs
- Southern California as history
- Redefining how, and why, the news is reported and received
- During and after the American Century
- Online history in classrooms and exhibitions
- Our textbooks, and classrooms, reconceptualized
- Redrafting American history to include our newest immigrants
- Attaining tenure and promotion in the online/electronic era

We encourage organizers of sessions to involve representatives from a variety of sectors (e.g., bookselling, broadcasting, film, government, journalism, Internet, museums, publishing, schools, television, and the general public) in rethinking the opportunities before American historians.

The program committee welcomes imaginatively-conceived proposals representative of history as it is communicated in exhibitions, scholarship, and teaching. Field-based sessions, drawing upon the distinctive cultural resources of metropolitan Los Angeles, will be featured on the program.

In keeping with recent program practice this year's committee encourages formats that promote discussion and participation. It welcomes roundtables and debates with up to five panelists, as well as "poster sessions," in addition to the traditional format of papers and commentators.

All proposals must identify their format, specify all participants and indicate the role of each person. All proposals must include five collated copies of the following information: 1) title page copied from the model (below) including a complete mailing address, phone number, and affiliation for each participant; 2) abstract of no more than 500 words (not required for single paper proposals); 3) prospectus for each paper of no more than 250 words; and 4) single-page vitae for each participant. **Proposals sent with less than five collated copies will be returned.**

Although we encourage proposals for entire sessions, we will energetically seek to find a place on the program for outstanding individual papers. We also welcome volunteers to act as chairs or commentators as assigned by the Program Committee: send your vitae and a letter of interest directly to the OAH Office. All proposals must be postmarked no later than **January 12, 2000** and sent to: 2001 Program Committee, Organization of American Historians, 112 North Bryan Avenue, Bloomington, IN 47408-4199. **Neither faxes nor electronic mail will be accepted.**

Participation in Consecutive Annual Meetings. The program committee discourages participation as a paper presenter in consecutive annual meetings. The 2001 program committee will try to avoid placing a presenter from the 2000 Annual Meeting program as a presenter on the 2001 program. A person may serve as chair or commentator one year and a presenter the other.

Affirmative Action and Membership Requirements. By OAH policy, the program committee actively seeks to avoid gender-segregated sessions; the committee urges proposers of sessions to include members of both sexes whenever possible.

ORGANIZATION OF AMERICAN HISTORIANS 2001 Annual Meeting		COVER SHEET (Required for all proposals) Print or Type ONLY Los Angeles, CA — April 26-29, 2001	
I. PROPOSAL FOR (Circle one)		2) Name:	
Session	Panel	Department:	
Debate	Conversation	Institution:	
Single Paper (Include single paper title here):		Telephone:	E-mail:
II. SESSION/PANEL/WORKSHOP TITLE		Address:	
III. PROPOSER		Paper/Discussion Title:	
Name:		3) Name:	
Department:		Department:	
Institution:		Institution:	
Telephone:		Telephone:	
Address:		Address:	
IV. CHAIR		Paper/Discussion Title:	
Name:		VI. COMMENTATOR	
Department:		Name:	
Institution:		Department:	
Telephone:		Institution:	
Address:		Telephone:	
V. PRESENTER(S)		Address:	
1) Name:		Paper/Discussion Title:	
Department:			
Institution:			
Telephone:			
Address:			

POSTMARK DEADLINE: JANUARY 12, 2000

A facsimile of the coversheet may be found on the OAH web site
<http://www.oah.org/meetings/2001/coversheet.html>

The committee likewise will work to follow the OAH policy and guidelines of having the program as a whole, and individual sessions to the extent possible, represent the full diversity of the OAH membership. We strongly urge proposers of sessions to include ethnic and racial minorities, as well as junior academics, independent scholars, public historians, and American historians from outside the U.S., whenever possible. The OAH executive board has set aside a small sum of money to subsidize travel to the annual meeting for minority graduate students appearing on the program.

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

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The 2001 Program Committee is: MICHAEL H. EBNER, Lake Forest College, Chair; CAROL O'CONNOR, Utah State University, Co-chair; LILLIE JOHNSON EDWARDS, Drew University; HELEN LEFKOWITZ HOROWITZ, Smith College; RUSSELL LEWIS, Chicago Historical Society; ROBERT J. McMAHON, University of Florida; KEVIN STARR, State Librarian of California; and DAVID VIGILANTE, National Center for History in the Schools

News from the NCC

Capitol Commentary

Page Putnam Miller

Executive Director of the National Coordinating Committee for the Promotion of History

Page Putnam Miller

Lawrence Small To Head The Smithsonian

On 12 September, the Smithsonian Institution announced the selection of Lawrence Small to become the new Secretary of the Smithsonian, succeeding Michael Heyman who announced his retirement plans some time ago. Since 1991, Small has been the President and Chief Operating Officer of Fannie Mae, the government-chartered mortgage company, and

before that he was Vice Chairman and then Chairman of the Executive Committee of the boards of directors of Citicorp/Citibank, where he worked for twenty-seven years. Small is a graduate and trustee emeritus of Brown University and has served on the boards of many cultural institutions, including the National Building Museum and the U.S. Holocaust Memorial. He is an accomplished guitarist and has studied art and anthropology. In speaking of his plans for the Smithsonian, Small said that he hoped to increase partnerships with institutions throughout the United States, noting that only two percent of the Smithsonian's collection is on display in its museums at any time.

Last spring the Smithsonian initiated a national search for a new secretary to administer its sixteen museums and zoo. With over thirty million visitors a year and a \$700 million-plus budget, the Smithsonian is one of the most important cultural institutions in the country. Former Representative Barber Conable, speaking for the Smithsonian Board of Regents, said that he could not image a better person than Small to lead the Smithsonian in the next millennium. Most of the previous Smithsonian Secretaries have been lawyers or academics, thus Small's background in banking will bring new a perspective to the office.

Clinton Declines Invitation To Give NEH's Jefferson Lecture

The National Endowment for the Humanities says that the White House has informed them that the President has declined the invitation to give the Jefferson Lecture next spring. Appointment as the Jefferson Lecturer is the highest honor the federal government can bestow on a humanities scholar. News on 17 September of the invitation from William Ferris, Chair of the NEH, to Clinton resulted in charges from both scholars and political leaders that such a step would politicize the NEH and was inappropriate. Ferris defended his decision to invite Clinton by explaining that the NEH intended to invite this President and all future sitting Presidents to address the nation on the American presidency and its historical context. Pointing out that the NEH's mission is to build public understanding and appreciation of the humanities, Ferris said that an address by the President would help the NEH in its task of broadening public awareness of the humanities and the programs of the NEH.

Following Clinton's decision not to give the lecture,

the NEH stated: "We appreciate the White House not wanting the work of the Endowment to be called into questions." An editorial on 22 September in the *Boston Globe* summed up the matter by pointing out that while it was wise for Clinton to turn down the offer, the NEH's impulse to tap the minds of presidents and generate publicity for the humanities was a good idea and that the NEH "should create a separate forum for presidents—one that does not impose on the Jefferson Lecture."

Congress Passes FY 2000 Budgets for the National Archives and NHPRC

On 15 September the House passed the Conference Report for H.R. 2490, the Treasury Appropriations Bill, and the Senate followed on 16 September. The Conference Report, H.R. 106-319, which worked out the differences between the House and Senate versions of this bill, includes: \$180.4 million for the operating budget of the National Archives; \$22.4 million for repairs and restoration of buildings (this includes \$8 million for repairs at the Reagan Presidential Library); and \$22 million in start up funds for the National Archives' new reimbursable program in which agencies will be charged fees for the storage and serving of their records that are still in agency custody and that are stored in the National Archives' Federal Record Centers. The Conference Report states that the National Archives is to provide quarterly reports to the House and Senate appropriations and oversight committees on the operation of the reimbursable program.

The FY 2000 appropriation for the National Archives is approximately seven percent less than last year; however comparisons are difficult because of the shift to the reimbursable plan whereby the National Archives will be collecting fees from agencies. The National Archives anticipates that when the agency appropriation is combined with revenues from fees that the Archives' total funds for FY 2000 will be greater than FY 1999.

The final Treasury bill provides \$6.25 million for NHPRC grants, with \$6 million, the current funding level, for competitive grants, and with \$250,000 earmarked for a grant for the research and cataloging of records at the historic site of Fort Buford, a North Dakota fort associated with Lewis and Clark. Senator Byron Dorgan, the ranking minority on the Senate Treasury Appropriations Subcommittee, is from North Dakota. The Conference Report also states that \$2 million of the \$4 million that had been earmarked in the FY 1999 budget for the Jewish History Center in New York would be rescinded. The Jewish History Center has already received a \$200,000 planning grant; thus, \$1.8 million remains available pending approval of their proposal.

NEH May Receive Small Increase in FY 2000 Budget

While the House and Senate have each passed an Interior Appropriations Bill that includes funding for the National Endowment for the Humanities, the Conference Committee that reconciles them has not yet completed the work of how to reach a compromise on the \$400 million difference between the two bills. The House Interior Appropriations bill totals \$13.5 billion, while the Senate bill is \$13.9 billion. The House bill passed in July specifies that

the NEH FY 2000 budget will remain at the 1999 level of \$110.7 million. The Senate bill passed on 23 September provides for a \$5 million increase, bringing the FY 2000 budget to \$115.7 million. In February, as part of the Administration's budget, the President recommended \$150 million for the NEH in FY 2000, which represented an effort to restore some of the funding eliminated by a thirty-six-percent cut in 1996. However, it now appears that the NEH will be fortunate to receive a modest increase.

Effort To Make More Government Documents Available on the Internet

Recently Senators John McCain (R-AZ) and Patrick Leahy (D-VT) joined the Center for Democracy and Technology and OMB Watch in a news conference to highlight federal agency compliance with the Electronic Freedom of Information Act, which requires the availability of federal documents online and in other forms convenient to the public and the press. The event highlighted a recently-released report that includes the "Ten Most Wanted Government Documents" requested by the public but not made available on the Internet. Congressional Research Service (CRS) reports on public and policy issues were number one on the list. These reports are currently available only to Congressional offices. Senator McCain, who has introduced legislation to make CRS reports available on the Internet, stressed that "Taxpayers have footed the bill for these documents, and they have a right to see them."

The report of the most wanted documents resulted from a survey of reporters, researchers, librarians, government employees, activists, and ordinary citizens to find out what they had searched for on the Web but could not find. In addition to the Congressional Research Service reports, citizens want: a Supreme Court website that included opinions and briefs; the State Department's Daily Briefing Book; the Environmental Protection Agency's Pesticide Safety Database; the full text of all Congressional Hearings, Court Briefs, Congressional votes in a searchable database; the Department of Interior's Endangered Species Recovery Plans; the Department of Commerce's Official Gazette of Trademarks; and Circuit Court Web Sites (only five of the twelve Circuit Courts of Appeal have Web sites that provide access to opinions at no cost).

Additional Information on "The Ten Most Wanted Government Documents" and on the policy recommendations for achieving access to these documents may be found on the Center For Democracy and Technology's web page <<http://www.cdt.org/righttoknow/10mostwanted>>.

Appeals Court In Electronic Records Case Reverses Lower Court Decision And Rules In Favor of the Archivist

On 6 August the United States Court of Appeals for the District of Columbia ruled in favor of the Archivist and against Public Citizen and various historical and library associations in case number 97-5356. In a unanimous decision the three-judge panel reversed the 22 October 1997 decision of Judge Friedman that stated that the National Archives' regulations that allow federal agencies to destroy electronic programmatic records was null and void. The appeals court decision thus lets stand the Na-

tional Archives' policy of allowing electronic records to be destroyed if those records having permanent value are copied on to paper or an electronic recordkeeping system.

In the lower court Judge Freidman took a broad view that looked at the big picture of how electronic records of historical value should be preserved and set timetables for agencies to set up new systems. The Appeals Court took a very narrow view in which they focused on specific words in the current law and concluded that agencies had the flexibility to choose in what "form," paper or electronic, they wished to preserve records. However, the Appeals Court did state: "We agree with Public Citizen that electronic recordkeeping has advantages over paper recordkeeping, but our duty as a reviewing court is to ask only whether the Archivist's policy choice is arbitrary and capricious; manifestly it is not." The opinion further noted that while all agencies use computers to generate electronic mail and word processing documents, all agencies have not established electronic recordkeeping systems in which to preserve those records. The Court then concluded that: "It may well be time for them to do so, but that is a question for the Congress or the Executive, not the Judiciary, to decide."

Since the lower court's decision, almost two years ago, the National Archives has moved forward in issuing interim guidelines to agencies on how to archive their electronic records but has given agencies several years to develop a plan and several more years to implement an electronic recordkeeping system. The lead agency in this area has been the Department of Defense which has developed standards for electronic recordkeeping systems and is requiring all of its divisions to install electronic recordkeeping systems by the end of this year.

In responding to the Appeals Court decision, the National Archives noted that it was pleased that the court upheld the propriety of the Archivist's actions. The Archives said that it needed time to review the decision but that the National Archives plans "to continue in an orderly way to develop practical, workable strategies and methods for managing and preserving records in the electronic age." For the plaintiffs, this case has been about prodding the National Archives into providing guidance to agencies on the preservation of their historically significant electronic records and setting deadlines requiring all agencies to have electronic recordkeeping systems. Progress is being made but the movement is very slow. The concern of historians is how much of the historical record will be lost while agencies are allowed to continue to postpone the adoption of electronic recordkeeping systems. The plaintiffs have not yet decided if they will appeal the ruling to the Supreme Court. □



22nd Annual Travel Grant Program

PURPOSE:	To fund research trips to the Herbert Hoover Presidential Library in West Branch, Iowa
ELIGIBILITY:	Current graduate students, postdoctoral scholars and other qualified researchers
DEADLINE:	March 1, 2000
CONTACT:	Travel Grant Committee Hoover Presidential Library Association P.O. Box 696 West Branch, Iowa 52358 1-800-828-0475 e-mail: info@hooverassoc.org

For more information, click on grants at:

www.hooverassoc.org

Applications are Being Accepted for Executive Director of the NCC

The National Coordinating Committee for the Promotion of History, which serves as the national advocacy office for the historical and archival professions, is seeking applications for executive director. A consortium of fifty-nine organizations, the NCC focuses on issues involving federal funding and policies that have an impact on historical programs, research, and teaching. These include policy issues related to the support of historical research and public programing, federal historical offices, archival policies, access to government information, copyright issues, and historic preservation. The NCC is a nonprofit 501c4 organization, and the Executive Director, who is the only staff person, registers as a lobbyist.

The NCC operates out of an office in the American Historical Association's headquarters on Capitol Hill in Washington.

Preferred Qualifications: The NCC seeks candidates with history related advanced degrees (a Ph.D. is desirable), advocacy experience, expertise in relevant policy and legislative issues, background of working with boards and professional associations, effective communication skills (particularly the ability to write concise and clear prose under the pressure of deadlines), demonstrated ability to work with a diverse constituency, administrative capabilities, and facility at performing disparate tasks.

Salary is negotiable and commensurate with experience. An application letter; resume; names, addresses, and telephone numbers of five references; and a short writing sample, should be sent to the Chair of the Search Committee, NCC, 400 A St., S.E., Washington, DC 20003. Inquiries about the position should be directed to Richard Kohn, Chair of the NCC Board, University of North Carolina at Chapel Hill, at (919) 962-9700 or (919) 419-0323 or e-mail rhkohn@juno.com. Review of applications will begin 15 December and will continue until the position is filled. The first round of interviews will be conducted in early January. Anticipated start date is spring of 2000 and will include a several month overlap with the current executive director. □

▼ Banner / From 4

will be necessary for each organization to consider this as a long-term project and to charge its executive director with authority to pursue the vision with colleges and universities, foundations, and individuals whenever and wherever the opportunity can be arranged.

Above all, Jameson's and Boyd's vision should not again be allowed to be forgotten or ignored. Students of history know that they forget the past at their peril, that memory often serves the present well and helps ordain the future. We should be true to our calling and the ancient muse of our work, true also to Jameson and Boyd, and attempt—really for the first time—to realize what they imagined. □

Copyright © 1999 by James M. Banner, Jr. Banner is an independent historian in Washington, D.C., and is author most recently of *"The Capital and the State: Washington D.C. and the Nature of American Government,"* in *A Republic for the Ages*, ed. Donald R. Kennon (Charlottesville: University Press of Virginia, 1999).

Endnotes

1. J. Franklin Jameson, "The University Center for Research in Washington," *Annual Report of the American Historical Association* 28 (January 1923): 259-62. Morey Rothberg et al. (eds.), *John Franklin Jameson and the Development of Humanistic Scholarship in America. Vol. II: The Years of Growth, 1859-1905* (2 vols. to date; Athens: University of Georgia Press, 1996), 262ff.
2. Julian P. Boyd, "A Modest Proposal to Meet an Urgent Need," *American Historical Review* 70 (January 1965): 329-49.

Correspondence

OAH-NPS Cooperative

Dear Editors,

Regarding Professor Constance B. Schulz's August 1999 *OAH Newsletter* article, "Another Facet of the OAH/NPS Cooperative: Opportunities for Graduate History Training," I am one of the graduate students about whom Professor Schulz wrote. I am presently doing research in conjunction with the National Park Service on Charles Pinckney (1757-1824). Let me begin by stating that my experience thus far with the cooperative effort between the History Department at the University of South Carolina, the National Park Service, and myself, has been very beneficial to me in many ways. Therefore, I feel compelled to comment on the illustration accompanying Professor Schulz's article. The photograph of "Woodburn" plantation chosen by staff of the *OAH Newsletter* is indicative of the need for scholarly research and publication on Charles Pinckney. "Woodburn" was the plantation of Charles Pinckney's cousin and Revolutionary war hero, Charles Cotesworth (not "Coatsworth") Pinckney, who was also a member of the Constitutional convention. The Charles Pinckney about whom I am writing was not only a signer of the Constitution, but responsible for the famous "Pinckney Draft" of that document. He was also four-time Governor of South Carolina; Jefferson's ambassador to Spain; and representative to various legislative bodies in our nation's early history. I hope that the results of the Cooperative between myself and the aforementioned entities will restore Charles "not Cotesworth" Pinckney to his rightful place in the pantheon of founding fathers and prevent such oversights in the future.

Thank you for allowing Professor Schulz the opportunity to tout the benefits of the Cooperative agreement. □

—Marty D. Matthews
Department of History
University of South Carolina

We regret the error. The spelling "Coatsworth," is what appears on the Library of Congress (LOC) website, where we obtained the image [LC-USF34-006814-D DLC (b&w film neg.)]. We have notified the LOC webmaster of the discrepancy. —Eds.

Faculty Ratios

Editors:

In his "From the President" column (August 1999, page 5), David Montgomery made an error of fact which warrants correction for clarification and effective legislative advocacy.

California's AB 1725 law, dating to 1988, stipulates that courses in the California Community Colleges shall be taught by faculty on the ratio of 75 percent of sections minimally to be taught by tenured/tenure-track faculty; 25 percent of sections maximally to be taught by part-timers.

Professor Montgomery mistakes the number of professors for the number of sections. In California, as Montgomery presumably knows from reading the Faculty Coalition for Public Higher Education, San Diego (FCPHE) publications, among others, we would be pleased to have the state government comply with even this standard, let alone a higher one.

This is a legal provision worth fighting for in California and generally. □

—Jonathan McLeod
Executive Director

Faculty Coalition for Public Higher Education
History Faculty
San Diego Mesa College

Adjunct Faculty

Dear Editors,

I have just been reading your essay "Adjunct Faculty: a Buyer's Market" [*OAH Newsletter*, Nov. 1996]. I have

an M.A. in Geography and an M.S. in Rangeland Ecology and Management. I have taught Geography and Environmental Science classes on and off as adjunct faculty over the last few years at the University of Houston, the Houston Community College System, and North Harris County Montgomery College system. I am in demand and can teach as many classes as I want to but always at sub-standard pay (\$1,300 - \$3,000 per course, i.e. 15-200 students) with no benefits whatsoever. I now teach no more than two classes per semester, and look for other things to do to pay my way in the world. I am very concerned about what is happening to teaching quality. There is no way one can keep up quality teaching while having to teach five classes per semester and travel back and forth across town to do it because the colleges have policy of not allowing one to teach too many classes per campus (so they do not have to pay benefits). This policy will never change

as long as there are warm bodies to put in front of the students (read too many graduates are being produced). I think teachers need to form Teacher Guilds (like the old Master Builder guilds of the Middle Ages). Such Master Teachers could be accredited through their professional associations. No one in these guilds would work with a university or community college that did not pay reasonable compensation and provide benefits to teachers. Such institutions would be essentially "blackballed." Initially these institutions would avoid the Master Teachers, but word would eventually reach students, and there would be a demand for better teachers at accredited institutions. The teaching profession has to organize itself and fight for better conditions for themselves and their students. Until that happens the situation will only get worse. □

—Patricia Julien

Report of the NYU-OAH Joint Project on Internationalizing the Study of American History

Thomas Bender

In the third of a series of four conferences, twenty-seven historians from the United States, Europe, Australia, and Asia met from 5 to 8 July, 1999, at New York University's Florence Campus, Villa La Pietra. Because of the complex sponsorship of the project, the selection of participants combined invitation and competition. For the OAH competition, the selection committee included Thomas Bender, representing New York University; Michael J. Hogan, representing the OAH as Chair of the International Committee; Linda K. Kerber, representing U.S.-based historians from the Planning Conference; and Christiane Harzig, representing non-U.S.-based historians from the Planning Conference.

The invited participants were Tiziano Bonazzi (Italy), Nicholas Canny (Ireland), Eric Foner (U.S.), Ferdinando Fasce (Italy), Jun Furuya (Japan), Lori Ginzberg (U.S.), Dirk Hoerder (Germany), Rob Kroes (Netherlands), Lester Langley (U.S.), Donna Merwick (Australia), Daniel Rodgers (U.S.), Nayan Shah (U.S.), Robert Wiebe (U.S.), Francois Weil (France). Pablo Pozzi of Argentina also accepted an invitation, but later had to withdraw.

Participants from New York University, besides Thomas Bender, were Karen O. Kupperman and Marilyn B. Young. In addition, NYU advanced graduate students Michael LaCombe and Molly McGarry participated.

The competition sponsored by the OAH produced a substantial pool of applicants (38), and from that pool eight were selected, all based in the U.S. at the time of selection, but of whom two fit into the growing category of transnational intellectuals. The group consisted of the following scholars and institutions: Nancy F. Cott (Yale), Alan Dawley (College of New Jersey), Dana Frank (University of California, Santa Cruz), Kristin Hoganson (Harvard; now at Illinois), Yukiki Koshiro (Notre Dame; now at the Japanese Social Science Research Council, Tokyo), Carl H. Nightingale (University of Massachusetts at Amherst), Mari Hoshihara (University of Hawaii at Manoa). Thomas Osborne, Santa Ana College, was also selected, but at the last minute was unable to travel.

The conference had two keynote speakers, both from outside of the field of American history: Jacques Revel, president of the Ecole des Hautes Etudes en Sciences Sociales, and Greg Denning, recently retired from

the University of Melbourne. Both contributed enormously stimulating lectures that raised fundamental questions about boundaries, space, and the meaning of historical time.

The work of the conference, following the agenda established at the Planning Conference in 1997 (Conference I), was to examine exemplary essays seeking to re-frame key themes and periods of American history. Accordingly, eleven participants were commissioned to write such papers: Wiebe on nationalism and democracy, Kupperman on the nature of the European encounter with the Americas, Foner on freedom, Hoerder on migration and immigration, Ginzberg on social movements, Kroes on the extension of American culture abroad, Shah on American forms of modernity and its implications for issues of inclusion and exclusion, Merwick on the age of colonial encounters, Langley on the age of revolution, Rodgers on the age of social politics, and Young on the age of global power. The participants selected from the OAH competition prepared working papers on related themes, which were distributed as well, and, in addition to the remaining invited participants, introduced the commissioned papers and served as formal commentators.

The quality of the papers was quite high, and the level of discussion matched that standard. There was, moreover, a clear sense among the participants that the discussions had a cumulative quality. The discussions focused more sharply on the craft of the individual papers than was the case in the past, largely as a result of the format (formal commentators, with the intention of editorial style commentary) and of the nature of the papers (substantive histories rather than the theoretical or advocacy papers of the earlier conferences). In general, this conference was more concrete and less theoretical than the earlier ones.

Although there was plenty of conflict and contention over the course of the conference, it was striking that many topics that had invited debate in earlier conferences were not issues here. The nation, for example, was not an entity to be either dismissed or preserved; tracking transnational structures and processes (people, money, things,

Obituaries

David Allan Hamer

David Allan Hamer, who died unexpectedly in Wellington, New Zealand, on 16 May 1999, was born in Auckland, New Zealand, in 1938. He was awarded a B.A. and M.A. with first class honors in history from Auckland University, and a D. Phil. from Oxford University in 1965. He taught at the University of Lancaster, the University of Auckland, and Victoria University of Wellington. At Victoria, Hamer served additionally as chair of the Department of History (1984-1986; 1997-1999); Dean of Arts (1988-1991); and Assistant Vice-Chancellor for Academic Affairs (1991-1994). The author of ten books and many articles and speeches, Hamer's interests developed from British Liberal politics to politics in New Zealand. This change in focus led him to examine rural towns and towns on the frontier, broadly defined. That led in turn to path-breaking work in the comparative histories of urban frontiers. His most recent book, *History in Urban Districts: the Historic Districts of the United States* (Ohio State University Press) was published last year.

David Hamer was very active in professional organizations and public history undertakings. A long-time member of the OAH, he gave a paper at the 1998 annual meeting in Indianapolis. He was a Fellow of the Royal Historical Society, an editorial advisor to both the *New Zealand Journal of History* and *The Journal of Urban History*. He was on the Board of Directors of the urban History Association from 1993 to 1997. He chaired the Robert Kelley Award Committee for the National Council on Public History in 1999 and gave a paper at the 1998 NCPH meeting in Austin. Additionally, Hamer was a member of the 1999 Robert Kelley Prize selection committee for NCPH. His public history work included memberships on the Board of the New Zealand Historic Places Trust, the Advisory Committee of the Historical Publications Branch of the New Zealand Department of Internal Affairs; and the committee making awards in Oral History in connection with the Australian Sesquicentennial gift to New Zealand, 1991-1994. Hamer was instrumental in organizing a senior Fulbright grant in 1997 for a public historian from the United States to help design a public history M.A. program at Victoria. Hamer spent a good deal of time helping to facilitate that initial public history course offering, and participated in a session on public history programs at the December 1997 meeting of the New Zealand Historical Association. Both as a scholar and as a public practitioner, Hamer worked to link historical theory and public practice in order to make the practice of history and heritage management more sophisticated for a broader public. Those of us who worked with him have lost a valuable friend and colleague, and those who practice at the intersection between theory and application have lost a thoughtful and deeply engaged supporter. □

Nonprofit Tables at OAH Meetings

Any small non-profit organization of historians (defined by the OAH Executive Board as having less than one thousand members) may establish, without cost, a table at a convenient, public place to be determined by the convention manager. Table requests will be accepted on a first-come, first-served basis, depending on space available in any given year. At this table, the organization will be permitted to distribute materials, solicit members and subscriptions, and sell journals and other products of the organization to promote its activities. There are no general storage facilities available beyond the space beneath each table, so each party is responsible for the security of its materials. Requests for tables must be made in writing and should include the organization's tax exempt number (or other proof of non-profit status) and a statement of the group's size, and must be received no later than **28 February 2000**. Correspondence should be directed to Sheri Sherrill, <meetings@oah.org>. OAH, 112 N. Bryan Avenue, Bloomington, IN 47408-4199. □



Short-Term Residencies for U.S. Historians in Japanese Universities Summer and Fall 2000

The Organization of American Historians and the Japanese Association for American Studies, with support from the Japan-United States Friendship Commission, are pleased to announce a fourth year of a competition open to all OAH members. OAH and JAAS will send three U.S. historians to Japanese universities in the summer and fall of 2000.

Historians will offer lectures and seminars on the subject of their specialty. They will enter the collegial life of their host university, consulting with individual faculty and graduate students, and contributing to the expansion of networks of scholars in the two nations. We are particularly interested in encouraging the application of mid-career scholars for whom this would be their first academic trip to Japan. We hope to foster international and cooperative work among historians in both nations, who will remain in contact with each other over the years.

We have expanded the project in its fourth year. Fellowship winners in 2000 will each have a student host in Japan to help navigate their residency. In addition, the program will bring three members of the JAAS from Japan to the OAH Annual Meeting in St. Louis. The Japanese American Studies Foundation will cover the cost of flying these scholars to St. Louis, and the fellowship project will cover their expenses during the annual meeting and for an additional four days of research in the United States. Moreover, the program will bring several Japanese graduate students to the annual meeting who already are in the country doing research or pursuing Ph.D. programs of study in U.S. history. Past and present fellowship winners will be asked to meet with these Japanese visitors and the fellowship committee during the course of the annual meeting.

Participants in previous competitions are encouraged to update their application materials and re-submit them, indicating interest in and availability for one or more of the new university residencies.

The award covers round trip airfare to Japan, housing, and modest daily expenses. Institutions, dates, and topics for 2000 will be:

J H S	Japan Women's University MID-MAY TO EARLY JULY
	<i>Cultural history, ethnic history, women's history, or intellectual history</i>
	Hokkaido University MID-APRIL TO MID-JULY OR MID-OCTOBER TO MID-DECEMBER
	<i>Political history, intellectual history, diplomatic history, or ethnic history</i>
	Sophia University MAY TO JULY OR OCTOBER TO DECEMBER
	<i>Intellectual history or social history</i>

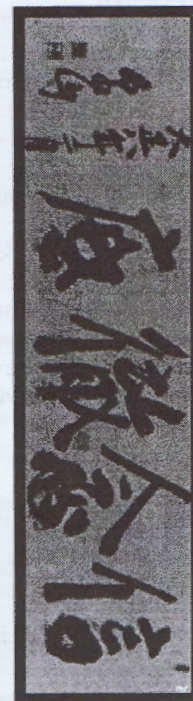
Application Procedures.

- Each application letter should include the following:
- A two-page curriculum vitae emphasizing teaching experience and publications. Also include the names and addresses of three references.
 - The institution or institutions for which you would like to be considered.
 - A personal statement, no longer than two pages, describing your interest in this project 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 own 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 postmarked by **15 December 1999**, and sent to:

Selection Committee
OAH-JAAS International Residencies
112 N. Bryan Avenue
Bloomington, IN 47408-4199

Application materials may be sent in the body of an electronic mail message, before midnight 15 December 1999, to <japan@oah.org>. Applicants must be current members of the OAH.



Announcements

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knowledge) seemed startlingly obvious to participants, and not really debatable. That the nation was a historical construction was a premise rather than a point of discussion. The notion of an American Empire, a subject of much discussion in earlier meetings, was assimilated as a premise almost without comment. At earlier conferences there had been debates and worries about the relation of comparative and transnational approaches to American history, but at this conference they were rather easily accepted as different but complementary. There was a comfortable acceptance of the idea that there are multiple levels or scales of every history: global and local, with historically specific intermediate units.

As in the other conferences, the value of a stronger international community of scholars investigating and teaching American history was strongly affirmed, but in Conference III one could not but be struck by the especial ease of the intellectual (and social) relations among historians from the United States and those from abroad.

Conference IV will be held in the summer of 2000. Because its work is to be the writing of a report to the profession—addressing professional or institutional research and curricular issues raised by our sequence of meetings—the conference will be made up mainly of alumni of the previous three meetings. That said, it will also be important to have some participants new to the discussion able to raise points from outside the pattern of discussion of those meetings. Hence this conference too should be open to OAH members, though the numbers selected will have to be smaller. Four seems the right number. The first issue to be addressed at Conference IV is the prospect of an intellectually-unified discipline. One of the implications of this effort at de-provincialization is the lessening of the boundaries that divide the national fields and especially Americanists from other colleagues in their departments. The second issue is the intellectual challenge of the relations between microhistories, middle range histories (national in the old sense), and macrohistories. Third to be discussed is the structure of the curriculum, from K-12 to undergraduate programs, to graduate training, and perhaps even to postdoctoral positions. Fourth, there is the issue of the public audience for history. How would reframing American history affect the relation of professional history, whether academic or public, to our established audience? If we build it, will they come? Finally, it is necessary to consider the possible changes in the professional organization of American historians that would be needed to serve a partially redefined field, one in which the figure and field are brought into better balance in historical narratives. □

Thomas Bender is professor of history and university professor of the humanities at New York University.

"Professional Opportunity" announcements should represent an equal opportunity employer. Charges are \$65 for fewer than 101 words; \$90 for 101-150 words; over 150 words will be edited. Application closing dates should be after the end of the month in which the announcement appears. Send announcements to Advertising Director (advertise@oah.org). Deadlines for receipt of announcements are: January 1 for the February issue; April 1 for May; July 1 for August; and October 1 for November. Announcements will not be accepted after the deadlines. Positions appearing here will also be listed on the OAH web page: <<http://www.oah.org>>

Professional Opportunities

Stanford University

The Stanford University Department of History seeks a historian of the United States with a specialization in Mexican American history for a full-time position at the level of associate professor with tenure to begin September 1, 2000. Candidates with expertise in any chronological period, including those whose work focuses on the Spanish/Mexican borderlands before the 19th century, are encouraged to apply. In addition, historians who examine relations between Mexico and the United States on topics which relate directly to the status of Mexican-origin people in the U.S. at both the graduate and undergraduate levels in Mexican American history. Letter of application (including a short statement of research interests), c.v. and names of 3 references should be sent to: Carolyn Lougee Chappell, Chair, Dept. of History, Stanford University, Stanford, CA 94305-2024. Deadline for applications: December 1, 1999. Stanford University is an equal opportunity, affirmative action employer. Minorities and women are encouraged to apply.

Columbia University

Columbia University's Latino Studies Program invites applications for a junior and senior position in Latino studies. The senior appointment is directorship of the Latino Studies Program within the Center for the Study of Ethnicity and Race. For both positions, research, and teaching must focus on Latinos within U.S.; also within broad transnational context. Candidates who work on comparative dimensions of race and ethnicity and their articulation with other social categories such as gender, class, and sexuality are especially welcome. Ph.D. and teaching excellence is required. Appointment will be in a department and the Program. Senior position requires strong record of publications; administrative experience preferred. Both positions begin fall semester 2000. Send statement of application, vita, and three letters of recommendation by November 30, 1999 to Professor Gary Okihiro, Director, Center for the Study of Ethnicity and Race, Columbia University, 424 Hamilton M.C. 2880, New York, N.Y. 10027. Phone: 212-854-0507; Fax: 212-854-0500. Columbia University is an Affirmative Action/Equal Opportunity Employer.

Iowa State University

The History Department of Iowa State University invites applications for tenure-track appointment in United States history beginning August 2000. Specialty in American colonial and revolutionary history with social/cultural/political emphasis. Teaching responsibilities of two courses per semester, including undergraduate courses in the spe-

cialty areas, the introductory surveys of United States history, and graduate seminars and proseminars. Opportunity to participate in the department's doctoral programs in agricultural history/rural studies and/or the history of technology and science. Ph.D. required, evidence of successful teaching expected, and publications preferred. Rank of associate professor or assistant professor, depending on qualifications. Salary commensurate with qualifications. AA/EOE. Women and minorities encouraged to apply. Send letter of application, a recent publication (if any), c.v., and three letters of recommendation to Dr. R. Douglas Hurt, 603 Ross Hall, Iowa State University, Ames, Iowa 50011-1202. To guarantee consideration, application must be received by December 15, 1999.

St. Ambrose University

The St. Ambrose University History Department invites applications for a tenure-track history faculty member beginning in August 2000, to teach survey courses in United States history before 1865, upper level courses in colonial and early national periods, and a secondary area not related to United States or modern European history, Ph.D. in history completed prior to August, 2000 required. St. Ambrose is a private diocesan university with a commitment to undergraduate teaching and learning. Candidates who are student-centered and sensitive to the mission of a Catholic institution are encouraged to apply. Review of applications will begin November 15, 1999 and continue until position is filled. Further information about the department can be found at www.sau.edu/history. Send cover letter, c.v., graduate transcript, and three recommendations which include evaluations of teaching ability to Director of Personnel, St. Ambrose University, 518 West Locust Street, Davenport, IA 52803. AA/EOE

Washington University

Every year Washington University seeks two African American scholars to be in residence for one year as post-doctoral fellows. We seek African-Americans who specialize in either the African or African American aspect of their field and who are no more than three years beyond the completion of the Ph.D. The applicant must have successfully completed a thesis defense by July 1, 2000. The fellowship stipend is \$34,000 with a \$2,000 travel fund to be used by Fellows to attend academic conferences. Applications should include a letter of interest, three letters of reference, and a vita to Search Committee, African & Afro-American Studies, Washington University, CB 1109, 1 Brookings Drive, St. Louis, MO 63130-4899. The search committee will continue to review applications until the position is filled, but priority will be given to applications received by January 15, 2000. (There is a possibility of a one-year renewal.)

University of Colorado

The University of Colorado, Colorado Springs, invites applications for tenure-track entry-level position in history of Hispanic borderlands, Chicano/Mexican and/or Latino history of 19th and 20th centuries. Prefer ability to teach broad range of subjects such as Latin American and/or Native American history, and participate in Minority Studies and team-taught Core Humanities. Five courses annually. Must have Ph.D. in hand or well-along in dissertation. Send letter of application and dossier (include vita, letters of reference, sample of research and writing) to Prof. Richard Wunderli, History, University of Colorado, Colorado Springs, 1420 Austin Bluffs Parkway, Colorado Springs, CO 80933-7150. Screening process will be-

gin November 1. For more information, contact rwunderl@brain.uccs.edu, see departmental website <<http://web.uccs.edu/~history>>. CU-Colorado Springs is an Affirmative Action, Equal Opportunity Employer and encourages a diversity of applicants.

DePaul University

DePaul University's department of history seeks applicants for tenure-track position (assistant or associate level) in American history. Applicants should specialize in twentieth-century America, or in American women's history, or both. Successful applicants will bring a multi-cultural perspective to their field of study, and will be able to teach courses on the diverse experiences of American women, especially women of color. Commitment to undergraduate education and publications or strong scholarly potential required. Ph.D. must be completed by August 2000. Send letter of application, C.V., and three references to Professor Gregory Kozlowski, Chair, American Search Committee, History Department, DePaul University, 2320 N. Kenmore Ave., Chicago, IL 60614-3298. Deadline: November 15. Preliminary interviews at the AHA annual meeting. DePaul University is committed to diversity and equality in education and employment. www.depaul.edu/~hr/

Towson University

Towson University is accepting applications for a tenure-track assistant professor position in African-American history. A.B.D.'s considered for initial appointment at the instructor level.

Other fields of specialization as needed. Expected to teach U.S. history survey. Send letter of application, c.v., an article-length writing sample, and three letters of recommendation postmarked by February 1, 2000 to: Professor Cindy Gissendanner, Chair, African American History Search Committee, Department of History, 8000 York Road, Towson, MD 21252-0001.

Towson University is an equal opportunity/affirmative action employer and has a strong institutional commitment to diversity. Women, minorities, persons with disabilities, and veterans are encouraged to apply.

Indiana University-Purdue University Fort Wayne

Indiana University-Purdue University Fort Wayne is accepting applications for tenure-track assistant professor position in the area of Latin America since independence plus Latino American or another world area. The appointment is in Indiana University. Ph.D. in history required, publications and teaching experience preferred. Two-semester, upper-level survey in Latin American history plus other advanced courses in secondary fields; lower-level U.S. history survey required. Nine hours (three courses) per semester constitute 75% FTE, 25% research commitment. Send academic résumé, three letters of reference, and official transcripts before the AHA convention in Chicago, 6 January 2000, to Gary Blumenshine, Department of History Search Committee, Indiana University-Purdue University Fort Wayne, Fort Wayne, IN 46805-1499. The Search Committee will interview candidates at the convention. Salary and benefits are competitive. Women and minority candidates are encouraged to apply. AA/EOE

Presbyterian College

Presbyterian College invites applications for a tenure-track position beginning August 2000. A Ph.D. and a commitment to undergraduate teaching are required. Teaching responsibilities include World Civilizations, a college general education requirement. First preference will be given to candidates

whose specialty is in 19th-century U.S. history. Also desired are those with training in one or more of the following fields: U.S. diplomatic, American military, and the Antebellum South. Those with course work in African or Asian history will receive closer attention by the committee. Women and minorities are encouraged to apply. Send letter of application, c.v., graduate transcripts, and at least three reference letters by **December 1, 1999** to David C. Needham, Chair, Dept. of History, Presbyterian College, Clinton, SC 29325.

Arizona State University

American Indian Studies at Arizona State University is recruiting for an Open Rank faculty position. For complete application information and qualification please contact: American Indian Studies at (480) 965-3634 or visit our web site at: <<http://www.asu.edu/copp/americanindian>>. Application deadline is **January 30, 2000** and the 30th of each month until filled. AA/EOE

Montclair State University

The History Department at Montclair State University invites applications for a tenure track, assistant/associate professor in Social Studies Education and U.S. history. Teach U.S. history courses, assist in training of pre-service social studies teachers, supervise students in field, develop/implement approved doctoral program in Social Studies Education for classroom teachers. Ph.D., or Ed.D. in Social Studies Education, experience in teaching college and pre-college levels, experience in training social studies teachers, CAI required. Publications in Social Studies curriculum and instruction desired. Area of U.S. history open. Appointment as assistant or associate professor, and salary, depend upon qualifications. Applications to: Dr. Kenneth Olenik, PAC Chair, Box 316 - V10, Montclair State University, Upper Montclair, NJ 07043. For more information: olenikk@mail.montclair.edu.

Middle Tennessee State University

The history department of Middle Tennessee State University seeks applications for three non-tenure track, full-time, U.S. History survey, 5 sections per semester, one year contract, appointment renewable up to three years (#126240, #126260, #126340). Assistant professor, PhD required, Fall 2000. Salary commensurate with qualifications. Submit letter of application referencing the position numbers, vita, official transcripts, and three letters of recommendation to Attn: George Pimentel, College of Liberal Arts Faculty Recruitment, MTSU Box 546, Murfreesboro, TN 37132. Review of applications will begin **December 1, 1999** and will continue until the positions are filled. MTSU is an AA/EOE.

Middle Tennessee State University

The History Department of Middle Tennessee State University seeks applications for a full-time, tenure-track, assistant/associate professor in US History (Post 1945). (#126290). Ph.D. required, Salary commensurate with qualifications. Submit letter of application referencing #126290, vita, official transcripts, and three letters of recommendation to Attn: George Pimentel, College of Liberal Arts Faculty Recruitment, MTSU Box 546, Murfreesboro, TN 37132. Review of applications will begin **December 1, 1999** and will continue until the position is filled. MTSU is an AA/EOE.

University of Scranton

The History Department of the University of Scranton seeks candidates for a tenure track position at the rank of assistant professor beginning in September 2000. Ph.D. and teaching experience is required. Responsibilities include teaching courses in Latin American history and participation in development of a new interdisciplinary program in Latin American studies. Additional interests in areas such as Asian, African, Middle Eastern or gender history would be helpful. The University is proud of its mis-

sion in the Catholic and Jesuit tradition and spirit, and the successful candidate must be able to support this mission through his/her work in history. Preliminary interviews will be conducted at the OAH annual meeting in Spring 2000. Send letter of application, curriculum vitae, transcripts and letters of recommendation by **February 15, 2000** to: Dr. Raymond W. Champagne, Department of History, University of Scranton, Scranton, PA 18510. The University of Scranton is an AA/EOE/Educator.

American Baptist Historical Society

The American Baptist Historical Society is seeking qualified applicants for the position of Director of the American Baptist - Samuel Colgate Historical Library, located on the campus of The Colgate Rochester Divinity School, Rochester, NY. The Director of the Library is responsible for the care, preservation and development of the research collection of the American Baptist - Samuel Colgate Historical Library, assists researchers utilizing the collection and supervises library staff, volunteers and operations. The Director of the Library reports directly to the Executive Director of the American Baptist Historical Society, Valley Forge, PA. A Master's degree in Library Science and/or a Ph.D. in Historical Studies is preferred. Send cover letter, resume and three (3) letters of professional reference by **January 15, 2000** to Wendy Rothenberger, Human Resources Department, ABC/USA, P.O. Box 851, Valley Forge, PA 19482.

University of Massachusetts

The History Department University of Massachusetts, Boston, invites applications for a tenure-track, assistant professor position in twentieth-century United States history for Fall 2000. Ph.D. and teaching experience (other than teaching assistantship) required. Sub-fields of political and/or foreign policy preferred. The incumbent will utilize the neighboring Kennedy Library and introduce students to collections there. Teaching load is nine hours per semester. Incumbent will teach American survey and upper level courses in the area specialty and participate in the MA program. The Department has a strong commitment to scholarly research and is interested in contributing to the teaching of history in area schools. Position contingent on available funding. Send cover letter, c.v., and names, addresses and telephone numbers of 3 references to: UMass Boston, Office of Human Resources, Search 810-355, 100 Morrissey Blvd., Boston, MA 02125. The committee will begin review of applications on **December 15, 1999**. EOE.

Activities of Members

Trudi Abel, Duke University, received a grant from the New Jersey Historical Commission, Department of State, for her research on the history of New Jersey's juvenile fiction industry.

Virginia DeJohn Anderson, Associate Professor of American History, University of Colorado, Boulder, received a fellowship from the American Council of Learned Societies for her study, "All God's creatures: people and animals in early America."

Dee E. Andrews, California State University, Hayward, was awarded an Andrew W. Mellon Foundation Fellowship from The Library Company of Philadelphia for her work, "Representing an Equal and Universal Liberty: The First Generation of American Antislavery."

Mia E. Bay, Assistant Professor of History, Rutgers University, New Brunswick, received a fellowship from the American Council of Learned Societies for her work, "A cultural history of Afrocentrism."

Mark Bradley was awarded the James Madison Prize from the Society for History in the Federal Government for his article, "SUBMISS: The Mysterious Death of the U.S.S. *Scorpion* (SSN 589)," in *Periodical: Journal of America's Military Past*, Spring/Summer 1998.

Martha Biondi, Northwestern University, was awarded a Schomburg Center Fellowship to work at the Schomburg Center for Research in Black Culture, The New York Public Library, for her work, "The Civil Rights Movement in New York City, 1945-1955."

Gordon H. Chang, Associate Professor of History, Stanford University, received a fellowship from the American Council of Learned Societies for his study, "Race and war: America's difficult relationship with Asia."

Co-editors **James P. Danky** and **Wayne A. Wiegand** won the 1999 Carey McWilliams Award from Greenwood Press's *Multicultural Review* for their book entitled, *Print Culture in Diverse America* (University of Illinois Press, 1998).

Gail Dubrow, Associate Professor of Architecture, Urban Design, and Planning at the University of Washington, was appointed Associate Dean for Research and Computing at the University of Washington.

Daniel S. Dupre, University of North Carolina, Charlotte, was awarded a 1999 Certificate of Commendation from the American Association for State and Local History for his book entitled, *Transforming the Cotton Frontier: Madison County, Alabama, 1800-1840*.

Howard Gillette has recently joined the faculty at Rutgers University, Camden campus, as Professor of History.

Sara S. Gronim, New Jersey Institute of Technology, received a Colonial Essay Award from the Colonial Society of Pennsylvania for her study entitled, "At the Sign of Newton's Head: Astronomy and Cosmology in British Colonial New York."

Kevin P. Gumienny, State University of New York at Stony Brook, received an Andrew W. Mellon Fellowship from The Library Company of Philadelphia for his work, "Promoting Natural Philosophy and Natural History in Eighteenth-Century America."

David J. Hancock, University of Michigan, received an Andrew W. Mellon Fellowship from The Library Company of Philadelphia for his work, "Wine and the Emerging Atlantic Economy, 1703-1807."

Kristin Hoganson, Harvard University, was awarded a Winterthur Fellowship for 1999-2000 from the Winterthur Museum, Garden and Library, Delaware, for her work, "The New Woman and the World: American Women and the Cosmopolitan Ethos, 1865-1920."

Charles M. Hubbard, Director of the Abraham Lincoln Museum and Vice President for Lincolniana at Lincoln Memorial University, was awarded a research fellowship through the John Nicholas Brown Center at Brown University to continue research for his book on the foreign policy of the Lincoln Administration.

R. Douglas Hurt, Iowa State University, delivered the keynote speech on the topic of "Midwestern Distinctiveness" at the Nebraska State Historical Society's annual meeting in Lincoln, Nebraska.

Nancy Isenberg, University of Northern Iowa, won the 1999 SHEAR Book Prize from the Society for the Historians of the Early American Republic for her book *Sex and Citizenship in Antebellum America* (Gender and American Culture Series, University of North Carolina Press, 1998).

Sarah Catherine Knott, Oxford University, was awarded a Barra Foundation International Fellowship in conjunction with the Historical Society of Pennsylvania for her topic, "The Culture of Sensibility in the Era of the American Revolution."

Michael Maione was issued a letter of commendation from the Society for History in the Federal Government for an article that he co-wrote, entitled, "Why Seward? The Attack on the Night of April 14, 1865," in the *Lincoln Herald*, Spring 1998.

Phillip D. Morgan, Professor of History at the College of William and Mary, was announced as a finalist for a Library of Virginia Award for best nonfiction about Virginia for his book entitled, *Slave Counterpoint: Black Culture in the Eighteenth-Century Chesapeake and Low Country*.

Ted Ownby, Associate Professor of History and Southern Studies, University of Mississippi, has recently published a new book entitled, *American Dreams in Mississippi: Consumers, Pov-*

erty, and Culture, 1830-1998 (University of North Carolina Press).

Lewis Perry and **Elisabeth I. Perry** have recently moved to Saint Louis University, where they are co-holders of the John Francis Bannon Chair in History and American Studies.

Robert W. Reynolds received a grant from the New Jersey Historical Commission, Department of State, for his research on rustic resorts in northern New Jersey.

Co-writers **Roy Rosenzweig** and **David Thelen** received a 1999 Award of Merit from the American Association for State and Local History for their book entitled, *The Presence of the Past: Popular Uses of History in American Life*. Thelen was also invited to speak at an annual meeting of the AASLH and the Mid-Atlantic Association of Museums in Baltimore.

Andrew K. Sandoval-Strausz, University of Chicago, received an Andrew W. Mellon Fellowship from The Library Company of Philadelphia for his work, "Urban Social Experiences and Hotel Life in Nineteenth-Century America."

Suzanne O'Dea Schenken recently finished a new book entitled, *From Suffrage to the Senate: An Encyclopedia of American Women in Politics*, to be released in December.

James Roger Sharp, Syracuse University, recently published a new volume entitled, *American Legislative Leaders in the South, 1911-1994* (Greenwood Press), the third of four volumes in a series he has co-edited with his wife, Nancy Weatherly Sharp. The fourth volume, focusing on state house speakers in the Northeast, is forthcoming.

Bryant Simon, University of Georgia, received a grant from the New Jersey Historical Commission, Department of State, for his research on the history of post-World War II Atlantic City.

Manisha Sinha, University of Massachusetts, Amherst, was awarded a research grant from the American Philosophical Society in Philadelphia for the completion of her forthcoming book entitled, *The Counterrevolution of Slavery: Politics and Ideology in Antebellum South Carolina* (University of North Carolina Press).

Jayne E. Triber was awarded a 1999 Certificate of Commendation from the American Association for State and Local History for her book *A True Republican: The Life of Paul Revere*.

Elizabeth Hayes Turner received a 1999 Certificate of Commendation from the American Association for State and Local History for her book entitled, *Women, Culture and Community: Religion and Reform in Galveston, 1880-1920*.

T. Stephen Whitman, Mount St. Mary's College, received an Andrew W. Mellon Fellowship from The Library Company of Philadelphia for his work, "Regions, Borders, and Race: Free People of Color in the Mid-Atlantic, 1750-1860."

Julian Zelizer, New York University at Albany, received the Lyndon Baines Johnson Foundation's 1998 D.B. Hardeman Prize for Best Publication on Congress for his work *Taxing America: Wilbur D. Mills, Congress, and the State, 1945-1975* (Cambridge University Press, 1998).

Awards and Prizes

The Ford Foundation offers a variety of fellowships for scholars who are members of one of the following ethnic minority groups: Native American, Alaskan Native, African American, Mexican American, Native Pacific Islander, or Puerto Rican. Approximately 50 predoctoral fellowships, carrying stipends of \$14,000 to the fellow and \$7,500 to the institution for 3 years, will be awarded to scholars at or near the beginning of study toward a Ph.D. or Sc.D. degree. 29 dissertation fellowships, with stipends of \$21,500 for 1 year, will be awarded to scholars who have completed all requirements for the Ph.D. or Sc.D. (except the dissertation) by 14 February 2000. 25 postdoctoral fellowships, with stipends of \$30,000 for one year, plus \$3,000 for travel, \$2,000 for research costs, and a \$2,500 employing institution allowance, will be awarded to scholars who completed the Ph.D. or Sc.D. between 7 January 1993 and 1 March 2000. Applications for predoctoral and

dissertation fellowships are due by 12 November 1999, while those for postdoctoral fellowships are due by 7 January 2000. Contact: Fellowship Office, National Research Council, 2101 Constitution Avenue, Washington, DC 20418; (202) 334-2872; fax (202) 334-3419; <infofell@nas.edu>; <http://national-academies.org/osep/fo>.

The International Research and Exchanges Board (IREX) administers academic exchange programs for U.S. scholars traveling to central and eastern Europe, Eurasia, and Mongolia. IREX offers a wide variety of programs, including Individual Advanced Research Opportunities, Fulbright Senior Scholar Program, Mongolia Research Fellowship Program, Mongolian Language Training Program, Russian-US Young Leadership Fellows for Public Service Program, Short-term Travel Grants, and the Social Sciences and Humanities Network. Contact: IREX, 1616 H Street, NW, Washington, DC 20006; (202) 628-8188; fax (202) 628-8189; <irex@irex.org>; <http://www.irex.org>.

The Conservation Assessment Program, funded by the Institute of Museum and Library Services and administered by Heritage Preservation, provides non-competitive grants to small- and medium-sized museums for a general conservation survey, which includes the policies, procedures, and environmental conditions affecting the care and preservation of collections and sites. Deadline is 1 December 1999. Contact: Kyra Skvir, Conservation Assessment Program, Heritage Preservation, 1730 K Street, NW, Suite 566, Washington, DC 20006-3836; (202) 634-1422 x236; fax (202) 634-1435; <kskvir@heritagepreservation.org>; <http://www.heritagepreservation.org/programs/capover.html>.

The Society for Historians of the Gilded Age and Progressive Era (SHGAPE) is still accepting submissions for its biennial competition for the best published article dealing with any aspect of American history between 1865 and 1917. Articles must have appeared in journals dated 1997 or 1998. Any graduate student or individual with a doctorate awarded after 1988 who has not yet published a book is eligible to compete for a \$500 award. Individuals or journals may nominate work. Deadline is 1 December 1999. Please send 3 copies to: Robert E. Weir, Chair, SHGAPE Prize Committee, Liberal Studies Department, Bay Path College, Longmeadow, MA 01106. Email inquiries to <Rweir@mttholyoke.edu>.

The Southeastern American Society for Eighteenth-Century Studies (SEASECS) is accepting submissions for the Percy G. Adams Article Prize, a \$500 award for the best article on an eighteenth-century topic published in a scholarly journal, annual, or collection. Submissions must have been published between 1 September 1998 and 31 August 1999. They can be submitted on another's behalf and must be written in English or accompanied by an English translation. The recipient of the award must join or already be a member of SEASECS. Deadline is 1 December 1999. Submit 3 copies of article to: Calhoun Winton, Department of English, University of Maryland, College Park, MD 20742.

The Huntington Library, Art Collections and Botanical Gardens is offering approximately 100 fellowships for research in British and American literature, history, art history, and history of science, that will benefit from access to the Library's materials. *Huntington Research Awards* are for 1-5 months and carry monthly stipends of \$2,000. *W.M. Keck Foundation Fellowships for Young Scholars*, intended to support the completion of a dissertation or the beginning of a new project, are for 1-3 months and carry monthly stipends of \$2,300. *Barbara Thom Postdoctoral Fellowships* are intended to support a non-tenured faculty member who is revising a manuscript for publication and carry a stipend of \$30,000 for 9-12 months. *NEH Fellowships* offer stipends of up to \$30,000 for 4-12 months. *Mellon Postdoctoral Research Fellowships* are for 9-12 months and carry a stipend of \$30,000. All fellowships are for study while in residence at The Huntington. Deadline is 15 December 1999. Contact: Chair, Committee on Fellowships, The Huntington, 1151 Oxford Road, San Marino, CA 91108; (626) 405-2194; <cpowell@huntington.org>.

Book Deals, Inc., a literary agency with offices in Chicago and New York, announces its first Great American Book Contest. 2 grand prize winners, 1 for fiction and 1 for nonfiction, will be awarded \$1,500 and meetings with both an editor from Ballantine Books of Random House and a feature film company development scout. An Honorable Mention Award of \$750 will also be given for exceptional work by an unpublished author under 30 years of age. Deadline is 31 December 1999. Only unpublished book-length nonfiction or fiction prose with an American setting is eligible. Contact: Book Deals, Inc., Attn: Great American Book Contest, 20 North Wacker Drive, Suite 1928, Chicago, IL 60606.

The Minnesota Historical Society's Research Department makes available each year grants to support research and writing leading to interpretive works on the history of Minnesota, with preference being given to projects that will produce article- or book-length manuscripts for publication in either the *Minnesota Quarterly* or by the Minnesota Historical Society Press. Grants will be awarded in four categories: mini-grants of up to \$500 for research expenses, Visiting Scholar grants of up to \$1,000 for published scholars whose projects require access to MHS collections, article grants of up to \$1,500 for research resulting in an article to be submitted to *Minnesota History*, and major grants of up to \$5,000 for research planned to result in a book or other large-scale project. Deadlines are 2 January 2000 and 1 April 2000. Applications for mini-grants can be submitted at any time and generally require one month to review. Contact: Deborah L. Miller, Research Supervisor, Minnesota Historical Society, 345 Kellogg Boulevard West, St Paul, MN 55102; <debbie.miller@mnh.soc>.

The Social Science Research Council offers fellowships in 3 different categories for research related to issues of immigration in the United States: pre- and postdoctoral fellowships for research on the relationship of religion to the incorporation of immigrants into American life; pre- and postdoctoral fellowships for research that will advance the theoretical understandings of the origin, processes and outcomes of immigration in America; and fellowships for students from minority ethnic and racial backgrounds to participate in a 3-week summer workshop designed to help in the development of dissertation research projects on all topics related to international migration to the United States. Applications must be postmarked by 12 January 2000. Contact: Fellowships on Religion and Immigration or Fellowships on International Migration to the U.S., Social Science Research Council, 810 Seventh Ave., New York, NY 10019; <religion@ssrc.org> or <migration@ssrc.org>; <http://www.ssrc.org>.

The William P. Clements Center for Southwest Studies in the Department of History at Southern Methodist University in Dallas welcomes applications for 3 research fellowships: the Clements Research Fellowship in Southwest Studies, open to individuals in any field in the humanities or social sciences doing research on Southwestern America; the Carl B. and Florence E. King Research Fellowship in southwestern history; and the Summerfield-Roberts Research Fellowship in Texas history. The fellowships are designed to provide time for senior or junior scholars to bring book-length manuscripts to completion. Applicants should send 2 copies of their c.v., a description of the research project, a sample chapter or extract, and arrange to have letters of reference sent from 3 persons who can assess the significance of the work and the ability of the scholar to carry it out. Deadline is 14 January 2000. Send to: David J. Weber, Director/Clements Center for Southwest Studies, Department of History, Southern Methodist University, Dallas, TX 75275-0176.

The National Park Service's American Battlefield Protection Program invites Federal, tribal, state, and local governments, as well as private and nonprofit organizations to submit applications for the protection of significant, threatened battlefield sites on American soil. Funding is available for site identification and documentation, planning and consensus building, land management, interpretation, education of the public, and other needs. To be

eligible, the battlefield site must be listed as a Priority I or II site in the *Civil War Advisory Commission Report on the Nation's Civil War Battlefields*, listed in the National Register of Historic Places, or the application must be accompanied by a letter from the State Historic Preservation Officer acknowledging the site's probable eligibility for the National Register. Deadline is 14 January 2000. Contact: ABPP, 1849 C. St. NW, NC330, Washington, DC 20240; (202) 343-1210; <http://www2.cr.nps.gov/abpp>.

The American Antiquarian Society will award a number of short- and long-term research fellowships for the 1 June 2000-31 May 2001 year. The short-term fellowships are for periods of 1-3 months in residence with AAS, and carry stipends of \$950 per month. Long-term fellowships funded by the NEH are for 4-12 months and carry a maximum stipend of \$30,000. Fellowships funded by the Andrew W. Mellon Foundations are for a minimum of 9 months and offer a maximum stipend of \$35,000. For qualified individuals, Research Associate status will be available. AAS also offers the Mellon Post-Dissertation Fellowship, which provides the recipient with time and funding to continue research and revision of their dissertation for the purpose of publication during the period 1 June 2000-31 August 2001. The 12-month stipend for this fellowship carries a maximum of \$30,000. Deadline for the Mellon Post-Dissertation Fellowship is October 15, 1999; for all other AAS fellowships, January 15, 2000. Contact: John B. Hench, Vice President for Academic and Public Programs, Room A, American Antiquarian Society, 185 Salisbury Street, Worcester, MA 01609-1634; (508) 755-5221; <cfs@amwa.org>.

The Beinecke Rare Book and Manuscript Library, Yale University, offers short-term fellowships to support visiting scholars pursuing post-doctoral or equivalent research in its collections. The fellowships, normally granted for 1 month, during which the recipient is expected to be in residence, support travel to and from New Haven and pay a living allowance of \$2,500 per month. There is no application form. Applicants are asked to submit a resume and a brief research proposal (up to 3 pages) emphasizing the relation of the Beinecke collections to the project and stating the preferred dates of residence. Applicants must also arrange to have 2 confidential letters of recommendation, in addition to the other materials, sent to: Director, Beinecke Library, P.O. Box 208240, New Haven, CT 06520-8240. Deadline is 15 January 2000.

The John Carter Brown Library will award approximately 25 short- and long-term Research Fellowships for the year 1 June 2000-31 May 2001. Short-term fellowships are available for periods of 2-4 months and carry a stipend of \$1,200 per month. These fellowships are open to foreign nationals as well as to U.S. citizens who are engaged in pre- and post-doctoral, or independent, research. Graduate students must have passed their preliminary or general examinations at the time of application. Long-term fellowships, primarily funded by NEH and the Andrew W. Mellon Foundation, are typically for 5-9 months and carry a stipend of \$2,800 per month. Recipients of long-term fellowships may not be engaged in graduate work and ordinarily must be U.S. citizens or have resided in the U.S. for the 3 years immediately preceding the term of the fellowship. Deadline is 15 January 2000. Contact: Director, John Carter Brown Library, Box 1894, Providence, RI 02912; (401) 863-2725; fax (401) 863-3477; <JCBL_Fellowships@brown.edu>; <http://JCBL.org>.

The Clements Library, University of Michigan, is accepting applications for Price Visiting Research Fellowships, which provide \$500 stipends for travel expenses to assist young scholars, graduate students and junior faculty whose work would benefit from access to the library's resources. Deadline is 15 January 2000. Contact: Price Fellowship, William L. Clements Library, University of Michigan, 909 S. University Street, Ann Arbor, Michigan 48109-1190; (734) 764-2347; fax (734) 647-0716; <briand@umich.edu>.

The Coordinating Council for Women in History is accepting applications for the Cath-

arine Prelinger Award of \$10,000, which will be presented to a scholar with a Ph.D. or A.B.D. who has not followed the traditional academic path of uninterrupted undergraduate and graduate degrees leading to a tenured faculty position. Applicant must be a member of the CCWH, be actively engaged in scholarship of a historical nature, and show potential for contributing significantly to women in history. There are no formal restrictions on how a given recipient may spend the award, but all recipients will be required to submit a final paper to CCWH on how the award was used toward completion of scholarly goals. Deadline is 15 January 2000. For membership information, contact: Dr. Sarah Larson, Reston Historic Trust, P.O. Box 2803, Reston, VA 20195. For applications, contact: Dr. Marguerite Renner, Department of History, Glendale College, 1500 North Verdugo Road, Glendale, CA 91208.

The Schomburg Center for Research in Black Culture, New York Public Library, is accepting applications for its Scholars-in-Residence program, which offers full-time stipend support to scholars whose research in black history and culture can benefit from extended access to the Center's collections. Fellows will receive stipends of \$25,000 for 6 months, and \$50,000 for 12 months. Note: applicants seeking support for research leading to degrees are not eligible. Deadline is 15 January 2000. Contact: Scholars-in-Residence Program, Schomburg Center for Research in Black Culture, 515 Malcolm X Boulevard, New York, New York 10037-1801; (212) 491-2228; <http://www.nypl.org/research/sc/scm/scholars.html>.

The Pennsylvania Historical and Museum Commission invites applications for its 2000-2001 Scholars in Residence Program and its recently inaugurated Collaborative Residency Program. The Scholars in Residence program provides support for full-time research and study in the manuscript and artifact collections at any Commission facility, including the State Archives, the State Museum, and 26 historic sites and museums around the Commonwealth. Residencies are available for 4-12 weeks between 1 May 2000 and 30 April 2001, at the rate of \$1,200 per month. Deadline is 17 January 2000. Contact: Division of History, Pennsylvania Historical and Museum Commission, Box 1026, Harrisburg, PA 17109; (717) 787-3034; <lshopes@phmc.state.pa.us>; <http://www.phmc.state.pa.us>.

The William P. Clements Center for Southwest Studies at Southern Methodist University announces the creation of the William P. Clements Prize for the best non-fiction book on southwestern America to promote and recognize fine writing and original research on the American Southwest. The competition is open to any non-fiction book, including biography, on any aspect of Southwestern life, past or present, with a 1999 copyright. Submissions must be postmarked by 21 January 2000. Contact: Jane Elder, Associate Director, Clements Center for Southwest Studies, Southern Methodist University, Dallas, TX 75275-0176; (214) 768-1233; <jelder@mail.smu.edu>.

The University of Iowa Obermann Center for Advanced Studies announces Obermann Fellowships for the research seminar, "The Usable Past: Historical Perspectives on Digital Culture," to be held 12-29 June 2000. The seminar will focus on four interrelated fields: audio-visual culture's resistance to print; cultures and politics of new information technologies; perception and human experience; and the metaphysics of appearances and artifice. 10 fellows, receiving stipends of \$2,700 and \$500 for travel, will be selected to participate in the seminar through submission of previously unpublished work for publication in a volume and through lively discussions on readings, individual papers, visitor's lectures and special events. Deadline is 26 January 2000. Contact: Jay Semel, Obermann Center, N134 Oakdale Hall; <jay-semel@uiowa.edu>.

The American Association for the History of Medicine will accept applications for the Shyrock Medal Essay Contest, open to graduate students enrolled in a program other than medical school. The award is given for an outstanding, unpublished essay on any topic in the history of medicine. The winner will be pre-

sented with a 2-year complimentary membership in the AAHM as well as a medal, to be conferred at a meeting of the AAHM to be held 18-21 May 2000 in Bethesda, Maryland (travel expenses will be paid). If the Shyrock Medal Committee also selects an essay for honorable mention, its author will receive a 2-year complimentary membership in the AAHM. Applications must be postmarked by 1 February 2000. Contact: Dr. Toby Anita Appel, Cushing/Whitney Medical Library, Yale University, P.O. Box 208014, New Haven, CT 06520-8014.

The Center for Black Music Research at Columbia College Chicago is offering Rockefeller Fellowships for the 2000-2001 academic year, the theme for which will be "International Scholarship and the Black Expressive Arts." Fellows will be in residence full-time at Columbia College Chicago during their tenure and will present works-in-progress at colloquia and seminars. 2 fellowships are offered: 1 for 10 months, with a stipend of \$35,000, and 1 for 6 months, with a stipend of \$15,000. Applicants must hold the Ph.D. or its equivalent and demonstrate familiarity with the Center's Interart Inquiry Program (detailed information available upon request). Deadline is 1 February 2000. Contact: Johann S. Buis, <jbuis@popmail.colum.edu>, <http://www.colum.edu/cbmr/>.

The Miller Center of Public Affairs, University of Virginia, offers up to 10 annual Miller Center Fellowships in Contemporary Politics, Policy and Political History to scholars completing a dissertation or book on U.S. 20th-century politics or governance. The fellowships carry stipends of up to \$15,000. Deadline is 1 February 2000. Application and program materials are available from the website <http://www.virginia.edu/~miller> or by calling (804) 924-7236.

The Quaker Collection of Haverford College announces the availability of 3 \$1,500 Gest Fellowships for 1 month of research using Quaker Collection materials to study a topic that explores the relationships between various ways of expressing religious belief in the world. Deadline is 1 February 2000. Contact: Quaker Collection, Haverford College, Haverford, PA 19041; (610) 896-1161; fax (610) 896-1102; <jbertole@haverford.edu> or <elapsans@haverford.edu>.

Radcliffe College announces programs of honorary visiting appointments, research support grants, and dissertation grants at its Arthur and Elizabeth Schlesinger Library on the History of Women in America. Honorary Visiting Scholars will be given office space in the library and access to other programs at Harvard but no stipend, and will be expected to give a colloquium or other public presentation during the time of appointment. Research Support Grants, which range from \$100 to \$2,000, are awarded to faculty and independent scholars who have completed the Ph.D. at least a year before applying or have equivalent research and writing experience. Doctoral Dissertation Grants of up to \$1,500 are awarded to support graduate students who are enrolled in a doctoral program in a relevant field, have completed their doctoral course work, and have an approved dissertation topic by the time of application. Deadline is 1 February 2000. Contact: Grants Administrator, Schlesinger Library, Radcliffe College, 10 Garden Street, Cambridge MA 02138.

The United States Capitol Historical Society invites applications for a fellowship designed to support research and publication on the history of the art and architecture of the United States Capitol and related buildings. Graduate students and scholars may apply for periods ranging from 1 month to 1 year, and recipients will receive a stipend of \$1,500 per month. Applications must be postmarked by 15 February 2000. Contact: Dr. Barbara Wolanin, Curator, Architect of the Capitol, Washington, D.C. 20515; (202) 228-1222.

The James Madison Memorial Fellowship Foundation awards fellowships to in-service teachers of American history, American government, and social studies in grades 7-12 or to graduating college students wishing to become secondary school teachers of these subjects. The

awards of up to \$24,000 cover tuition, fees, books, room, and board associated with study toward a master's degree in American history, political science, or education with a focus on the U.S. Constitution. Stipends cover 5 years of part-time study by teachers or 2 years of full-time study by recent baccalaureates. Deadline is 1 March 2000. Contact: James Madison Fellowship Program, P.O. Box 4030, Iowa City, IA 52243-4030; (800) 525-6928; fax (319) 337-1204; <Recogprog@act.org>; <http://www.jamesmadison.com>.

The Early American Industries Association announces a \$6,000 Research Grants Program to provide grants to individuals or institutions engaged in research projects related to the study of early American industries in homes, shops, farms, or on the sea. The purpose of the program is to assist individuals, graduate students, and scholars with research leading to publications, exhibitions, or audio-visual materials. The number of grants and the amount of each will be at the discretion of the committee, but no single award will exceed \$2,000. Deadline is 15 March 2000. Contact: Justine J. Mataleno, Coordinator, 1324 Shallcross Avenue, Wilmington, DE 19806; (302) 652-7297.

The Indiana Historical Society offers 2 doctoral dissertation fellowships of \$6,000 each annually to encourage research on the history of Indiana or the history of Indiana and the regions with which it has been associated. Eligible applicants must be enrolled in accredited institutions and have completed all coursework for a doctorate. Deadline is 17 March 2000. Contact: Education Division, 450 West Ohio Street, Indianapolis, IN 46202; (317) 232-1876; <rtaylor@indianahistory.org>; <http://www.indianahistory.org>.

Monticello, Stratford Hall Plantation, and the University of Virginia are sponsoring a summer seminar on "Leadership and Life in Revolutionary America," from 25 June-14 July 2000, held principally at Monticello and Stratford Hall Plantation, although a variety of historical sites will be visited. The program, open to full-time social studies teachers K-12, includes free room, board and textbooks, as well as travel grants and 6 graduate credits from the University of Virginia. Deadline is 20 March 2000. Applications can be downloaded from their website at <www.stratfordhall.org>. Contact: Summer Seminar Staff, Stratford Hall Plantation, Stratford, VA 22558; (804) 493-8572; fax (804) 493-8006; <shpedu@stratfordhall.org>.

Stratford Hall Plantation and Virginia Commonwealth University are sponsoring a 2-week Seminar on Slavery from 23 July-4 August 2000 at Stratford Hall Plantation. The program, open to full-time secondary school teachers, includes free room, board and course materials, as well as a travel stipend and 3 hours of graduate credit in history from Virginia Commonwealth University. Deadline is 27 March 2000. Contact: Slavery Seminar Staff, Stratford Hall Plantation, Stratford, VA 22558, (804) 493-8572; fax (804) 493-8006; <shpedu@stratfordhall.org>.

The State Historical Society of Missouri seeks nominations for the first Lewis E. Atherton Prize, awarded to an outstanding master's thesis on Missouri history or biography. Nominees must have completed the master's degree between 1 July 1998 and 30 June 2000, and nominations must be made by the department that granted the degree. Criteria for selection include originality of subject matter or methodology, effective use of sources, clarity of style, and contribution to the understanding of Missouri history. The recipient is awarded a \$300 cash prize and a certificate to be presented at the Society's annual meeting in October 2000. Deadline is 1 July 2000. Send 3 copies of the thesis to: James W. Goodrich, Executive Director, State Historical Society of Missouri, 1020 Lowry, Columbia, MO 65201-7298.

The Carl Albert Congressional Research and Studies Center at the University of Oklahoma seeks applicants for its Visiting Scholars Program, which provides financial assistance to researchers working at the Center's archives. The Center's collections are described on the Web at <http://www.ou.edu/special/albertctr/archives/>. Applications are accepted at

any time. Contact: Archivist, Carl Albert Center, 630 Parrington Oval, Room 101, University of Oklahoma, Norman, OK 73019; (405) 325-5401; fax (405) 325-6419; <kosmerick@ou.edu>.

The Library Company of Philadelphia announces the establishment of a new Program in Early American Economy and Society, which will offer both short- and long-term research fellowships to doctoral candidates and senior scholars wishing to explore America's economic history in its formative years. Contact: Cathy D. Matson, Director of the Program and Associate Professor of History at the University of Delaware, <cmatson@librarycompany.org>.

Calls for Papers

The Georgia Association of Historians and Georgia Phi Alpha Theta Conference will hold a joint annual meeting on 13-15 April 2000 on the campus of Albany State University, with other sessions and events scheduled at the Albany Civil Rights Movement Museum at Old Mount Zion Church, the Albany Museum of Art, and Thronateeska Heritage Center. Proposals for papers and sessions on all topics are welcome, but those devoted to the conference theme, "Turning Points in History," are preferred. Proposals for sessions with several papers and discussants will be given priority over individual paper proposals. Proposals should be no longer than one page, and should include the presenter's mailing and email addresses. Deadline is 1 December 1999. Send to Susan McGrath, Georgia Perimeter College, Humanities, E Building, 555 North Indian Creek Dr., Clarkston GA 30021-2396. Email inquiries to <smcgrath@gpc.peachnet.edu>.

The National Park Foundation, along with other sponsors, invites proposals for presentations to be given at "Africanisms in America: Places of Cultural Memory," a conference to be held 26-30 September 2000 in New Orleans, Louisiana. Papers and presentations may focus on one or more of the conference's major themes: *Memorializing Places of Diaspora*, *Black Cultural Landscapes and Institutions*, *Agricultural Lifeways and Technologies*, and *Legacies of Urban Realms and Rural Communities*. Proposals should include a concise 350-400 word abstract, appropriate for a 20-minute presentation; the name, affiliation, c.v. (no more than 2 pages), postal and e-mail addresses, and telephone and fax numbers for all participants; and the theme to which the abstract is submitted. Deadline is 30 November 1999. Mail to: Africanisms in America: Places of Cultural Memory, Heritage Preservation Services, National Park Service, 1849 C Street, N.W., Suite NC 330, Washington, DC 20240; fax (202) 343-3921; <Toni_Lee@nps.gov>.

The Bureau of Reclamation's Centennial History Symposium in 2002 is now accepting paper proposals on topics relating to the history of the Bureau of Reclamation. The 2-day symposium will be held in mid-June 2002 in Las Vegas, Nevada. Deadline is 1 December 1999. Contact: Brit Storey, Senior Historian, D-5300, Bureau of Reclamation, P.O. Box 25007, Denver, CO 80225-0007; <bstorey@do.usbr.gov>.

The 43rd Annual Missouri Valley History Conference will be held 9-11 March 2000 in Omaha, Nebraska. Proposals for individual papers or sessions in all areas of history are welcome, and should consist of a cover letter, abstract(s), and a c.v. for each participant. Deadline is 1 December 1999. Send to: Dr. Oliver Pollak, Program Chair, Missouri Valley History Conference, Department of History, University of Nebraska at Omaha, Omaha, NE 68182; fax (402) 554-2794; <Oliver_Pollak@unomaha.edu>. The Society for Military History will also sponsor several sessions at the conference, and proposals for these sessions should be sent to Dr. Kevin K. Carroll, Department of History, Arizona State University, P.O. Box 872501, Tempe, AZ 85287-2501; fax (602) 965-0310; <kcarroll@asu.edu>.

The Oklahoma Historical Society is seeking papers and presentations for the OHS Annual

Meeting, to be held 27-29 April 2000 at the Quartz Mountain Arts and Conference Center. Suitable topics might include, but are not limited to, the Dragoons expedition, early exploration, the Old Spanish Trail, landscape, impact of the military, Southern Plains tribes, early pioneers, farming/ranching, cattle trails, Old Greer County and the Red River border dispute, African Americans and Hispanics, farm laborers, cotton economy, education, development of Lake Lugert, history of Altus Air Force Base, history of the Granite Reformatory, history of Willis Granite, farmrail development in western Oklahoma, and the past and future of the area's small towns. 1-page proposals should include the title and a 100-word description of the presentation; the name, address, and phone number of the presenter; and a 1-page c.v. or brief biographical sketch. Deadline is 1 December 1999. Submit to: Annual Meeting Committee, Attn: Mary Ann Blochowiak, Oklahoma Historical Society, 2100 N. Lincoln Boulevard, Oklahoma City, OK 73105-4997; (405) 522-5243; <mablochowiak@ok-history.mus.ok.us>.

The Washington State University History Department, as well as the Pettyjohn Endowment and the Coalition for Western Women's History, invite proposals for papers, workshops, demonstration sessions, and media presentations for the 5th Women's West Conference, to be held 27-29 July 2000 in Pullman, Washington. The conference will also include a smaller, embedded symposium that will concentrate on the Pacific Northwest. Proposals should include a 200-word abstract of the paper or presentation; name, address, phone and fax numbers, e-mail address, and 1-page c.v. for each participant; and a contact person if more than 1 participant. Deadline is 1 December 1999. Please send 10 copies to: Women's West Conference, History Department, Washington State University, Pullman, WA 99164-4030. Contact: <http://www.wsu.edu/~womenwst/home.html>.

The Council on America's Military Past (CAMP) is accepting papers for a 20-minute talk at the CAMP 34th Annual Military History Conference, 10-14 May 2000. The emphasis of the papers should be on the military activities of the French-Indian War, the American Revolution, the War of 1812, and the Civil War, plus all other American and Canadian military history through the Cold War. Deadline is 15 December 1999. Send topics for 20-minute talk to: CAMP '00 Conference Papers, P.O. Box 1151, Fort Meyer, VA 22211-1151. Contact: (703) 912-6124; fax (703) 912-5666.

The Oral History Association invites proposals for papers and presentations for its 2000 annual meeting, to be held 11-15 October 2000 in Durham, North Carolina, with the theme, "At the Crossroads: Transforming Community Locally and Globally." The Program Committee especially encourages sessions that experiment with forms of documentation in addition to customary panels. Presentations may include film, video, radio, exhibits, drama, and electronic media, and may take the form of panels, roundtables, workshops, poster sessions, media- and performance-oriented sessions, as well as other creative formats. Applicant must submit 5 copies of the proposal, which should include a 1-page abstract and 1-page c.v. for individual papers, or a 2-page session abstract and 1-page c.v. for all participants in a session. Please include the full name, mailing address, institutional affiliation, phone number, and email address for each session participant. Deadline is 15 December 1999. Send to: Mary Murphy, Dept. of History and Philosophy, P.O. Box 172320, Montana State University, Bozeman, MT 59717-2320; (406) 994-5206; fax (406) 994-6879; <uhixmm@montana.edu>.

The History Department at Fordham University invites individual paper abstracts, panel proposals, workshops, and other programs suggestions for its 2000 Conference on New York State History, to be held 15-17 June 2000 on Fordham's campus. Presentations may consider any aspect of the history of New York over the past 400 years. Diverse theoretical perspectives and innovative methodological approaches are welcome. Proposals should consist of a 1-2-page description of each presentation; pa-

per and/or session titles; names, phone numbers and email addresses of all participants; and any special scheduling or equipment requests. Deadline is 31 December 1999. Send to: Stefan Bielinski, Conference on New York State History, 3093 Cultural Education Center, Albany 12230; (518) 474-6917; <sbilinski@mail.nysed.gov>. Contact: <http://www.nysm.nysed.gov/cnysh/>.

The Mid America American Studies Association invites proposals for papers and panels for its annual conference to be held in Kansas City, Missouri, on 8-9 April 2000, with the theme, "American Studies 2000: Building Bridges into the New Millennium." The Program Committee is especially interested in papers and panels that attempt to find common ground among scholars from different disciplines and theoretical approaches. Proposals (5 copies) should include a 1-page summary and a brief c.v. for each of the presenters, session chairs, and commentators. Deadline is 3 January 2000. Contact: Mary Ann Wynkoop, American Studies, 204 Haag Hall, University of Missouri-Kansas City, 5100 Rockhill Road, Kansas City, MO 64110; <wynkoopm@umkc.edu>.

The Economic and Business Historical Society welcomes proposals for papers and sessions for its silver anniversary annual meeting, to be held at the Holiday Inn Hotel and Suites Old Town in San Diego, California, 27-29 April 2000. Papers and sessions may focus on any aspect of North American, European, or non-Western economic and business history, during any time period. Papers presented at the meeting will be considered for publication in the Society's journal, *Essays in Economic and Business History*. Submissions should include an abstract for proposed papers (2-page maximum) and sessions, along with the names of presenters, affiliations, phone numbers, and email addresses. Deadline is 15 January 2000. Send to: Richard Keehn, Professor and Chair, Department of Economics, University of Wisconsin-Parkside, 900 Wood Road, Box 2000, Kenosha, WI 53141-2000; fax (414) 595-2120; <keehn@uwp.edu>.

The American Society for Legal History invites proposals for panels and papers for its 2000 annual meeting, to be held in Princeton, New Jersey, on 19-21 October 2000. The Program Committee invites submissions for panels that are comparative across time periods, legal cultures, and interpretative techniques, as well as submissions focusing on national and regional histories. Proposals for panels should include a statement of the common theme of the panel (750 words), an abstract of each paper (250 words), the c.v. of each presenter and the chair and/or commentator(s), and email addresses. Deadline is 24 January 2000. Send to: Professor Charles W. McCurdy, Department of History, Randall Hall, University of Virginia, Charlottesville, VA 22903; fax (804) 924-7891; <cwm@virginia.edu>.

The Lesbian and Gay Studies Project and the Department of History at the University of Chicago have organized a conference titled "The Future Of The Queer Past: A Transnational History" to be held on 14-17 September 2000. Proposals for papers and panels that examine particular case studies and phenomena, propose new conceptual frameworks or periodizations, reflect on historiographical and theoretical issues in the field, or rethink conventional historical narratives from a queer perspective are welcome. Deadline is 1 February 2000. The program will be announced by 1 May. Contact: The Lesbian and Gay Studies Project History Conference, The University of Chicago, 5835 S. Kimbark, Room 422, Chicago IL 60637; <http://humanities.uchicago.edu/cgs/lgsip.html>.

Summer Seminar in Military History at West Point. The Department of History at the United States Military Academy, West Point, is seeking applicants for its Summer Seminar in military history 30 May-28 June 2000. The program is built around a series of USMA faculty-led seminars, a variety of distinguished guest lecturers, and a 5-day battlefield staff ride. The seminar is open to faculty and graduate students who have completed all requirements for the doctorate other than submission. Preference will be given to junior faculty and to graduate students who expect to teach or study military

history. Travel, food, and lodging are provided. Participants will receive a \$1,500 stipend. For further information and application materials, visit the Summer Seminar website at: <http://www.dean.usma.edu/history/USMA/fellowship.htm>. Deadline for applications is February 1, 2000.

"History Tools for the Twenty-First Century," the annual meeting of the American Association for History and Computing, will be held in Waco, Texas, April 20-23, 2000. Call for proposals by February 1, 2000. For details, contact Jere L. Jackson, Department of History, Center for East Texas Studies, Stephen F. Austin State University, Nacogdoches, Texas 75962. E-mail: jjackson@sfasu.edu or <www.theahc.org>.

The McNeil Center for Early American Studies and the Omohundro Institute of Early American History and Culture invite proposals for papers to be delivered at a conference entitled, "Sexuality in Early America," which will take place 1-3 June 2001 in Philadelphia, Pennsylvania. Papers should address sexual matters—as opposed to broader issues of gender—in a context that will enhance our knowledge of early American society. Papers presenting fresh theoretical perspectives, cross-cultural comparisons, or new empirical data, or using such approaches to challenge current histories of sexuality in early America are encouraged. Proposals should include a brief c.v. and a 5-10-page prospectus, and must be postmarked by 1 February 2000. Send 7 copies to: Sexuality Conference, OIEAHC, P.O. Box 8781, Williamsburg, VA 23187-8781. Contact: <sblock@uci.edu> or <kabrown@sas.upenn.edu>; <<http://www.wm.edu/oieahc/sexcall.html>>.

The National Council on Public History invites proposals for sessions, papers, panels, roundtables, poster sessions, and workshops for its 2001 annual meeting in Ottawa, Ontario, Canada, 18-22 April 2001. The Program Committee encourages presentations that emphasize the role of public history in shaping national, cultural, or community identity, and that address the conference theme, "Belonging: Public Historians and Place." Deadline is 15 February 2000. Contact: Rebecca Conard, Department of History, Middle Tennessee State University; (615) 898-2423; <rconard@mtsu.edu>; or David Neufeld, Parks Canada, (867) 667-3913, <dave_neufeld@pch.gc.ca>; <<http://www.iupui.edu/~nqph>>.

The Conference on Illinois History, to be held in Springfield on 20-21 October 2000, is open to papers on any aspect of the state's history, culture, politics, geography, literature, and archaeology. Each proposal should include a summary of the topic, specifying the major primary and secondary sources, and a 1-page c.v. of the participant. Deadline is 10 March 2000. Send to: Thomas F. Schwartz, Illinois State Historian, Illinois Historic Preservation Agency, 1, Old State Capitol Plaza, Springfield, Illinois 62701-1507; (217) 782-2118; fax (217) 785-7937; <tschwartz@hpa084rl.state.il.us>.

The Program Committee for the North American Labor History Conference invites proposals for panels and papers on the theme, "Labor and the Millennium," for its 22nd meeting to be held 19-20 October 2000 at Wayne State University in Detroit. Deadline is 15 March 2000. Send proposals, including a 1-2 page abstract and c.v.s. for all participants, to: Elizabeth Faue, Coordinator, North American Labor History Conference, Dept. of History, 3094 Faculty Administration Building, Wayne State University, Detroit, MI 48202; (313) 577-2525; fax: (313) 577-6987.

The New England Journal of History seeks papers on pre-industrial economies in America dealing with any aspect of production or exchange from settlement to 1861. Studies drawing on particular regional or local records or source collections, or with a focus on relevant legal environments, are preferred. Deadline is 1 May 2000. Contact: Dr. Paul Hudson, P.O. Box 7319, Lowell, MA, 01852-7319; (978) 454-2186; <relevance@mail.mdc.net>.

The National Social Science Association is now accepting proposals for the fall national meeting to be held 10-12 November 1999 in St. Louis, Missouri. This national conference will feature papers, discussions, workshops and

symposia in all social science disciplines with special emphasis on the use of technology in the classroom. Send proposal along with a 25-word abstract to NSSA St. Louis Meeting, 2020 Hills Lake Dr., EL Cajon, CA 92020-1018; (619) 448-4709; fax (619) 258-7636; <natsocsci@aol.com>.

The Center for the Study of War and Society announces a conference examining "The Veteran and American Society" to be held 12-13 November 2000 at Knoxville, Tennessee. The Center solicits paper proposals from a variety of disciplinary perspectives that examine the history of the American veteran from the Revolutionary War to the Persian Gulf. Contact: G. Kurt Piehler, Center for the Study of War and Society, 220 Hoskins Library, University of Tennessee, Knoxville, TN 37996-0411; <gpiehler@utk.edu>.

Garland Publishers is seeking strong proposals for books focusing on the history of education, especially in the 19th and 20th centuries. Proposals should be about 2-3 pages and clearly explain the importance of the proposed topic, its intended thesis, the target audience, existing books that it will compete against and a tentative outline of chapters. Contact: Professor Edward R. Beauchamp, Department of Educational Foundations, Wist Hall 108, College of Education, 1776 University Avenue, University of Hawaii, Honolulu, Hawaii 96822; (808) 956-4246; fax (808) 956-9100; <bedward@hawaii.edu>.

Fordham University Press' Hudson Valley Heritage Series has begun a series featuring books on history, literature, folklore, economy, and society of the Hudson Valley. The series editor is Robert F. Jones. Both original works and reprints of works of proven merit that have gone out of print will be considered. For the series, the Hudson Valley is defined as reaching from the Narrows to Fort Edward and including the counties bordering both sides of the river. Inquiries may be directed to Robert F. Jones, Fordham University, Department of History, Bronx, NY 10458; (718) 817-3930; <rjones@murray.fordham.edu>.

The NASA History Office is pleased to announce the inauguration of a "Centennial of Flight" series of books to be published by Texas A&M University Press. This series is intended as a cohesive set of volumes, written for a general readership, that will synthesize the development of flight in the twentieth century. The series editor, Roger D. Launius, invites proposals for a series of relatively small, general interest paperbacks on the history of flight to be published between 2001 and 2003 for the centennial of the first powered flight by the Wright brothers on 17 December 1903. Proposals are especially welcome for syntheses relating to the following aeronautical and astronautical topics: development of aeronautical technology, rise of fighter aircraft; development of airlines and air transportation, both in the U.S. and worldwide; evolution of air regulation, policy, and law; development of the aerospace industry; military aeronautics; general aviation aerospace reconnaissance; social history of the airplane; strategic bombardment; human space-flight; the space race; rocketry; space science. These various volumes will be some 200 pages in length, published in paperback form, and would not contain scholarly apparatus, but would have a good essay at the end pointing the direction to other studies of the subject. Interested persons should contact the series editor: Roger D. Launius, NASA Chief Historian, Code ZH, NASA Headquarters, Washington, DC 20546; (202) 358-0383; fax (202) 358-2866; <roger.launius@hq.nasa.gov>.

Meetings and Conferences

The Illinois State Historical Society will hold its 20th annual Illinois History Symposium at the Crowne Plaza Hotel in Springfield, 3-4 December 1999. The deadline for pre-registration is 24 November 1999. Contact: Illinois State Historical Society, 210 1/2 South Sixth Street, Suite 200, Springfield, Illinois 62701-1503; (217) 525-2781; fax (217) 525-2783.

The David Library and the McNeil Center for Early American Studies are sponsoring "George Washington and the American Nation," a 1-day symposium, on 4 December 1999. Papers will be precirculated and participants should register by 15 November 1999. Contact: David Library, P.O. Box 748, Washington Crossing, PA 18977; (215) 493-6776; <dlar@libertynet.org> or <dlar.dlar.html>.

The American Association for Higher Education (AAHE) will hold the 8th annual conference of its Forum on Faculty Roles & Rewards in New Orleans on 3-6 February 2000, with the theme "Scholarship Reconsidered: Reconsidered: Update and New Directions." Contact: Pamela Bender, Program Coordinator, Forum on Faculty Roles & Rewards, AAHE, One Dupont Circle, Suite 360, Washington, DC 20036-1110; fax (202) 293-0073.

The Department of History at the United States Military Academy, West Point, is seeking applicants for its Summer Seminar in military history 30 May-28 June 2000. The program is built around a series of USMA faculty-led seminars, a variety of distinguished guest lecturers, and a 5-day battlefield staff ride. The seminar is open to faculty and graduate students who have completed all requirements for the doctorate other than submission. Preference will be given to junior faculty and to graduate students who expect to teach or study military history. Travel, food, and lodging are provided. Participants will receive a \$1,500 stipend. For further information and application materials, visit the Summer Seminar website at: <<http://www.dean.usma.edu/history/USMA/fellowship.htm>>. Deadline for applications is 1 February 2000.

The Commonwealth Fund Conference in American History for the year 2000 will be held at University College in London, England on 17-19 February 2000. The theme will be "The State of American History," and the speakers will include John Ashworth, Alan Brinkley, Christopher Clark, Adam Fairclough, Daniel Feller, Neil Foley, Robert Gross, Howell Harris, Michael Heale, Jay Kleinburg, James Kloppenberg, Patricia Nelson Limerick, Simon Newman, Michael O'Brien, Peter Parish, Joy Porter, Michael Padman, Douglas Tallack, David Turley, and Peter Way. Contact: Melvyn Stokes, History Department, University College London, Gower Street, London WC1E 6BT, England; <commonwealth.fund@ucl.ac.uk>.

The Works of Jonathan Edwards, Yale Divinity School, the University of Miami, and Trinity Evangelical Divinity School are co-sponsoring a conference titled "Jonathan Edwards in Historical Memory." All sessions will be held at the Omni Colonnade Hotel, Coral Gables, Florida 9-11 March 2000. For more information see their web page at <http://www.yale.edu/wje/html/miami_conference.html>.

The Skirball Cultural Center and the J. Paul Getty Trust collaborate to present *Sigmund Freud: Conflict and Culture*, a major exhibit which will feature vintage photographs, prints, and manuscript letters, as well as commercial film and television clips that illustrate Freud's contested legacies and influence on popular culture. The exhibit will be open to the public from 4 April through 25 July 2000. For more information, call (310) 440-4500 or visit the Center's website at <<http://www.skirball.com>>.

The Southwest Labor Studies Association will hold its 26th annual meeting on 4-6 May 2000 at California State University, Long Beach. Students, teachers, professors, community activists, and public policy-makers are encouraged to participate in the meeting, which will be organized around the joint themes "Building Labor Communities from the Neighborhood to the World" and "Moving Beyond the Open Shop and the Employer's Open Door." Contact: Luis Arroyo, Chicano and Latino Studies Department, or N/J Quam-Wickham, History Department, CSULB, 1250 Bellflower Boulevard, Long Beach, CA 90840; (562) 985-4640 or (562) 985-4449; <llarroyo@csulb.edu> or <quamwick@csulb.edu>.

SCHOLARS IN RESIDENCE



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

Application deadline is January 15, 2000

SCHOMBURG CENTER FOR RESEARCH IN BLACK CULTURE, a unit of The New York Public Library's Research Libraries, announces its Scholars-in-Residence Program for the academic year of 2000-2001.

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

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

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

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

OAH Newsletter

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THE GILDER LEHRMAN INSTITUTE OF AMERICAN HISTORY *Fellowships in American Civilization*

THE GILDER LEHRMAN INSTITUTE OF AMERICAN HISTORY invites applications for post-doctoral fellowships in American Civilization. Funding is available to scholars interested in using materials from the Gilder Lehrman Collection, on deposit at the Pierpont Morgan Library; the Columbia University Rare Book and Manuscript Collection; Please specify only *one* institution in your application. These fellowships are open to scholars in American history, literature and related fields, who have a demonstrated record of scholarly excellence. Maximum available stipend is \$2,500 per month for up to three months.

Candidates should submit a cover sheet, a curriculum vitae, a 2-3 page proposal for their project including the specific holdings of the collection they intend to consult, two letters of recommendation, as well as a schedule and proposed budget of their expenses during the tenure of the fellowship. Fellowships may be scheduled to begin anytime after January 1, 2000. Applications should be submitted no later than November 15, 1999 to:

Fellowship Program

The Gilder Lehrman Institute of American History
52 Vanderbilt Ave. New York, NY 10017

For assistance in obtaining housing, fellowship recipients may contact the Gilder Lehrman Institute at (212) 867-1170.