



Newsletter

Volume 31, Number 3 • August 2003

Releasing Joe McCarthy

Donald A. Ritchie

In May 2003, when the U.S. Senate released all of the previously closed anticommunist hearings that Joseph McCarthy conducted a half century ago, the event served as a national history lesson. The story spread across the media, and editorial cartoonists drew a natural connection between McCarthy's crusade and the current tension between national security and civil liberties. For historians, the release meant, at long last, access to the largest body of unexamined McCarthy materials other than his own senatorial papers still under seal at Marquette University.

I have spent the past two years compiling and editing the transcripts for publication, but in many ways the project had been under way for much longer. In 1975 the Senate established a Historical Office and appointed Richard Baker as historian. When I joined the staff the following year as associate historian, I initially spent much time screening committee records at the National Archives to open them for research. At the time, the Senate had no formal policy on records access, and we handled requests ranging from contemporary judicial nominations to Finance Committee records from the 1850s.

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Senator Joseph McCarthy (R-WI) campaigned against communist subversives working in the federal government. Inspired by Rev. Edmund A. Walsh, S.J., a Jesuit and Georgetown University dean who was outspoken against communism during the Cold War, McCarthy served as chairman of the Permanent Subcommittee on Investigations from 1953 to 1954. (U.S. Senate Historical Office photo.)

Lincoln Bicentennial

Michael Bishop

In the course of our national life there are occasions when we, as citizens, should pause to contemplate the lives and examples of those who have come before us. One such momentous occasion looms ahead: the two hundredth birthday of Abraham Lincoln on 12 February 2009. As is the custom when great national events are to be celebrated, the United States Congress has taken an active role in preparing for the bicentennial of Lincoln's birth.

The Abraham Lincoln Bicentennial Commission (ALBC) was created by Congress and charged with planning a fitting and proper celebration of our greatest president's two hundredth birthday. The fifteen-member bipartisan Commission, cochaired by Senator Richard Durbin, Congressman Ray LaHood, and noted Lincoln scholar Harold Holzer, is a diverse group of political leaders, jurists, scholars, and collectors united by their admiration for Lincoln and devotion to his ideals. Headquartered in Washington, D.C., the Commission is planning to celebrate the life of Lincoln through educational initiatives, film projects, traveling exhibitions, a new penny, a commemorative coin and stamp, and a joint meeting of Congress, to name a few.

The Organization of American Historians is well represented among



See BICENTENNIAL / 7 ►



American Council of Learned Societies

HISTORY E-BOOK PROJECT

Eileen Gardiner and Ronald Musto

Two years ahead of schedule, the American Council of Learned Societies (ACLS) History E-Book Project (HEB) is online with over five hundred books in history—selected and reviewed by historians—and the first royalty checks have gone out to publishers and individual authors who hold their electronic rights. In the next few months, the project will be adding its next round of 250 additional books. The period between the start of the project, in September 2002, and February 2003, saw an increase in the average number of hits per month, and over the next two years, depending on library budgets and the economy, the project hopes to expand its current hits tenfold. By the end of June, the active subscriber pool and hits will be sufficient to provide some first real data on title usage and areas of interest.

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Minute Man National Historical Park and environs, North Bridge, Concord, Lexington, Lincoln and Bedford, MA. (Jim Lozowski photo for the National Trust for Historic Preservation.)

National Trust Places 11 Sites on 'Endangered List'

Minute Man National Historical Park was created in 1959 to "protect historic sites and landscapes associated with the opening battles of the American Revolution." Increasing amounts of noise pollution, visual intrusions, and vehicular traffic have caused the National Trust for Historic Preservation to place the park on its 2003 list of "America's Most Endangered Historic Places."

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- ☐ *Journal of American History* ☐ *OAH Magazine of History*

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ORGANIZATION OF AMERICAN HISTORIANS



Newsletter

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(Board composition updated 1 May 2003)

OAH Mission Statement

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

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

From the OAH President

Part-time Employment Hurts the Entire Profession

Jacquelyn Dowd Hall



Hall

I was one of the lucky ones. When I found a tenure-track position in 1973, the academic job market was still riding the wave of the 1960s. Little did I know that that wave had already begun to crash. Now I am a mentor to graduate students who face a very different job market, one with a shrinking proportion of full-time, tenure-track positions and an alarm-

ing increase in the number of contingent workers. It is painful to recognize how much things have changed. To steal a phrase from a recent column on this issue by American Historical Association President James McPherson, the historians of our generation are experiencing a "professional version of survivor's guilt" (1).

I hope that those of us who have survived, for whatever reason, will not sit back enjoying our good fortune and assuming that things will improve or throw up our hands at the intractability of the problems. The vagaries of the academic job market are the result of institutional policies and political and economic forces that, however overwhelming they may seem, offer opportunities for choice and action. We owe a debt of gratitude to the part-time and adjunct faculty who have done so much to raise the issues that confront us today. But self-interest and moral obligation alike compel us to collective action.

Like so many other trends of late twentieth-century history, our situation has its origins in the politics of the Cold War and the imperatives of a global marketplace. The postwar infusion of federal dollars into academic re-

search fueled a thirty-year period of expansion in higher education. In the 1970s, public spending on education plummeted. At the same time, a downturn in the economy gave rise to new styles of corporate management, including a heavy reliance on contingent workers. Higher education administrators soon adopted these business strategies. By some estimates, the proportion of academic adjuncts rose from 22 percent in 1970 to a staggering 46 percent by the late 1990s (2).

Within history departments, the figures are somewhat less grim, but still give cause for alarm. According to one AHA survey, in 1999 approximately 33 percent of history faculty were classified as part-time, up from around 6 percent in 1980 (3). There are a number of reasons to believe that these figures will continue to climb. The recent spate of state budget cuts suggests that administrators will intensify their efforts to lower labor costs. Moreover, the production of new history Ph.D.s, which reached a twenty-year high in 1998, insures that academe will remain a buyer's market (4). If all these trends continue, we are headed toward an academic workplace that looks far different from the one in which many of us began our careers.

The costs of this transformation will be great. The most obvious victims are the part-timers and adjuncts themselves. A 2002 survey conducted by the Joint AHA-OAH Committee on Part-Time and Adjunct Employment indicated that only one-quarter of adjuncts earn over \$20,000 a year, and the vast majority receive no health insurance (5). Very often these workers carry heavy teaching loads, without the benefit of adequate office facilities.

The financial constraints of such work often require part-timers and adjuncts to take on multiple jobs, which allows little time for publications and conference presentations, the very professional activities that might offer an edge in today's brutal job market. The combined effect of these workplace conditions is an insidious trap that keeps many of the profession's promising teachers and scholars standing at the margins of professional recognition and security.

While we must turn our immediate attention to our colleagues who are trapped in a cycle of contingent jobs, all of us who participate in and care about the academic enterprise stand to lose if we do not take this crisis seriously. As the gulf widens between tenure-track professors and a large and permanent underclass of contingent faculty, departments grow increasingly fragmented and a vital sense of community and collegiality is lost. As the proportion of tenure-track faculty declines, those who find themselves among this small elite take on a greater share of the advising and committee work that are the lifeblood of their departments. Most important perhaps, overreliance on part-time and adjunct faculty erodes both the already diminished power of the faculty and the viability of tenure.

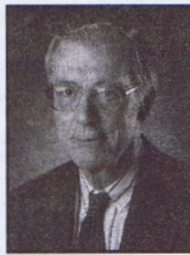
Some have argued that our best strategy is to mobilize public opinion by convincing students and their parents that universities are practicing a version of

See HALL / 14 ►

Colleagues on and off the Tenure Track

David Montgomery

In her column in this *Newsletter*, OAH President Hall has drawn our attention to the rampant substitution of adjunct and part-time appointees for tenure-track faculty in history departments throughout the land and to the commitment of both the Organization of American Historians and the American Historical Association to work publicly and effectively to stem the rising tide of temporary and contingent employment of historians and also to improve the earnings, treatment, and career prospects of the thousands of historians who have already been caught up in that tide, often for many years.



Montgomery

As the recommendations of the Joint AHA-OAH Committee on Part-Time and Adjunct Employment, which the two historical societies have endorsed, make clear, both limiting the institutional use of contingent faculty and improving the treatment and support provided to the many historians who are so employed will require action on many levels. President Hall has noted the efforts of organizations formed by contingent faculty members themselves, of the American Association of University Professors, and of several teachers' unions. The Joint Committee has also indicated important roles that accrediting agencies and media evaluations of colleges can and should play in bringing employment practices up to the standards the historical societies have adopted. The fact that the great majority of historians at communi-

ty colleges and some state systems are contracted to teach by the term or by the course makes state legislatures a potential agency for improvement of standards. In Washington, a state superior court judge ruled in 2000 that the state must count time spent by part-time faculty in preparing for class, grading papers, and advising students, as well as actual class hours, in calculating eligibility for retirement benefits (1).

There will be little progress made, however, until history departments around the country address their own use and treatment of part-time and adjunct teachers. It requires the initiative of individual department members and of department chairs even to discuss the matter. Virtually all departments today face tight budgetary restraints, handed down by administration officials or even state legislatures. All departments want to do their best to meet the desires of students for courses of interest to them. Promising candidates for part-time and adjunct positions are all too abundant. Contingent faculty are often appointed by the chair (or even by an administration official, who is not part of the department), while department meetings focus on other matters. At worst, transient historians, who may well also teach courses at other institutions, have no voice in departmental decisions and may be virtually invisible to tenured members of the faculty. Indeed, when the AHA surveyed department chairs in 1997, it found that 62 percent of part-time faculty members did not even have their names listed in the *Directory of History Departments and Organizations in the United States and Canada*.

To be sure, a significant minority of part-time or adjunct teachers (perhaps 15 percent) is made up of individuals who have good reason to prefer such status, and the course offerings of any department can be enriched by visitors. The need is not to end the practice, but to curb the massive expansion which has characterized the last three decades. The proliferation of two-tiered departments in colleges and universities and of the dominance of casual employment in community colleges has substituted managerial practices brought from industry for what remains of faculty self-government. It has also significantly increased the burden of administrative tasks, advising students, and directing their research for the remaining tenure-track faculty.

Moreover, as growing numbers of historians work without the protection of tenure, they find that annual or even semiannual reappointments make it advisable for them to be cautious about what they say and write. As the AAUP has argued for more than half a century, tenure is the bulwark of professional integrity and it secures the power of historians to regulate their own profession (2). And everywhere tenure is under attack. Even a 1999 report of the American Association of State Colleges and Universities, which advocated better salaries and treatment that would "legitimize" adjunct and part-time faculty, coupled that admirable proposal with a call for "more flexibility in our personnel policies, not less," and specif-

See MONTGOMERY / 14 ►

Observing a Centennial on the Way to Ours

Lee W. Formwalt and John Dichtl

As we look ahead to the OAH Centennial in 2007, we had the pleasure of recently observing another centennial—the hundredth birthday of our oldest member, Thomas D. Clark. Clark was born in Mississippi in July 1903, and as he recently reminded NPR's *Morning Edition* host Bob Edwards, "Teddy Roosevelt was president, and I take great pride in the fact the teddy bear, the most popular toy in the world, and I came into the world right at the same time. By the way, the Wright Brothers did their trick, too, a hundred years ago." Edwards introduced his birthday interview with Clark by noting that, "Morning Edition frequently has historians comment on the centennials of important events or historical figures. Seldom does a historian get to celebrate his own centennial." And celebrate he did. An Associated Press story carried the news of Clark's one-hundredth birthday in newspapers around the country and overseas. Celebrations in Kentucky, where he is cherished as the state's historian laureate, kept Clark hopping from one event to another last month.

Tom Clark served the Mississippi Valley Historical Association and OAH in many capacities including vice president (1955-1956), president (1956-1957) and executive secretary (1970-1973). In addition he served on various committees, including program committees (1938-1944), the executive board (1941-1944, 1957-1963), the nominations committee (1945-1947), special committee on the racial question (1954), the AHA-MVHA Textbook Pressures Committee (1961-1966), and the Future of the Association Committee (1963-1964).

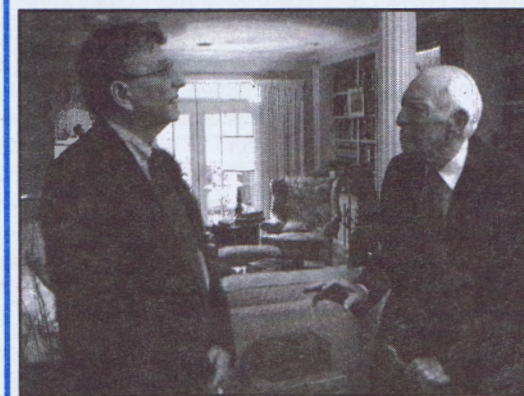
We got a chance to talk with Tom Clark a month before his birthday when we visited him at his home in Lexington. What struck us was the energy he exudes. After a two-hour conversation, we got up to head back to Bloomington, but he offered to give us a tour of the University of Kentucky campus, where he had taught many years, and of the new W.T. Young Library. Clark had been a major force in fundraising for the library, which, he told us, would be celebrating on his birthday the acquisition of its three millionth book.

Clark shared with us some of his efforts in the old MVHA and the OAH and at one point he noted that we were bringing back a flood of old memories he had not thought about in awhile. In Kentucky, he's known for his encyclopedic knowledge of the state's history, but not many people there ask him about the MVHA and OAH.



Thomas D. Clark

When Clark started attending MVHA meetings as a student in the 1920s, the association's emphasis was in three areas: the western movement, expanding the discipline of American history, and state and local history. And lest anyone think that the OAH's interest in precollegiate education is relatively recent, Clark noted that the MVHA had been interested in "trying to stimulate teachers, especially at the secondary school level, to develop themselves and gain some fundamental knowledge of the



Lee W. Formwalt meets with Thomas D. Clark

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." MVHA's education committee attempted, in Clark's colorful language, "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." But "the task was too complex" for the small regional organization.

Clark played an important role in the transformation of the MVHA and MVHR into the OAH and JAH. Getting the names changed was a huge struggle: "Oh, heavens. I went through that bloody battle from start to end." After retiring from the University of Kentucky in 1968, he came to Indiana University at the request of Chancellor Herman B. Wells to write what became a four-volume history of IU. The *Journal of American History* office was already in Bloomington and Clark was asked to help move the OAH executive office here and serve as executive secretary in its new location. Three decades later he still recalls his three years as executive secretary as "trying." Never one to mince words, he recalled the executive board back then as "wooden-headed" and "mule-headed," in obstructing his efforts to create a newsletter for the organization. He finally succeeded in getting the newsletter approved and the first issue published, a going away present from the board to the retiring executive secretary.

Last fall, in a letter to the OAH staff, he wrote that despite his struggles with the board and the difficulties in turning an 1840s farmhouse into the OAH headquarters building, he had "a lot of warm memories and affections for 'OAH' which boiled right up out of an aching stomach ulcer." In a letter to OAH President Darlene Clark Hine, Clark reflected, "Over the past seventy years I have seen the fortunes of OAH waver and rise. I certainly hope its future will be a bright one." So do we, Dr. Clark!

[Quotations are from interviews with Clark on *Morning Edition*, 14 July 2003 in the *OAH Newsletter*, November 1999, and from letters he wrote to OAH officers in 2001-2002.]

Back in 1907, when Thomas D. Clark was just four years old, a group of historians founded the Mississippi Valley Historical Association to provide a vehicle for the promotion of regional history. Clark joined the MVHA in 1936. (Only two living historians—Richard Leopold and Donald Carmony—have been with the organization longer.) In fact, Clark was a pivotal figure in the development of the organization and provided the old association with a new name, OAH, in 1965.

Leading up to the OAH centennial in 2007, the *Newsletter* will feature the stories of some of our longtime supporters and members of the new OAH Bequest Society. We want to celebrate our past as well as recognize the importance of planning for the future. The November *OAH Newsletter* will feature an article focusing on former OAH treasurer Robert Murray, a leading twentieth-century historian and author of *Red Scare*. Additionally, in our next issue we will recognize the founding members of the OAH Bequest Society.

A century of longevity is something to commemorate. And what better way to celebrate history than to provide a legacy for the future?

Top Reasons to Include the Organization of American Historians in Your Estate Plans

- ★ Promote the dissemination of the best in historical interpretation. For over eighty years, the *MVHR/JAH* has been the leading scholarly publication in the field of American history.
- ★ Build collaborative networks of and programs for teachers of American history at all levels and improve history education at universities, colleges, precollegiate schools, and elsewhere.
- ★ Support increased access to quality historical interpretation. The OAH often works with the National Park Service to assist in the review of historical site information.
- ★ Advocate for respectful and equitable treatment of part-time and adjunct faculty.
- ★ Advance the practice of American history inside and outside of academia.
- ★ Strengthen OAH prizes and awards that promote excellence in the field.
- ★ Ensure affordable membership dues for a new generation of historians.

"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." —THOMAS D. CLARK

Help us make sure that the lessons of history are not forgotten. Your generosity is appreciated. For more information on planned giving, contact OAH at: <development@oah.org> or telephone (812) 856-0742.

Collaboration is Key

John Dichtl

College classrooms are not the first or last venue for teaching about history. They are one stop on a long road. Students who arrive on the college campus already instructed by skilled teachers—who themselves regularly talk with historians and keep up on recent scholarship—are much more likely to find their professors engaging. History education is a holistic system in which each of the parts—precollegiate teachers, public historians, college and university historians—reinforces the others. Two conferences this summer explored the new and well-funded attention that some joint teacher-historian projects have been receiving.

On 26-28 June OAH co-sponsored the Innovations in Collaboration Conference in Alexandria, Virginia, that brought together 320 participants from high schools, colleges and universities, middle schools, state departments of education, museums, government, and

state humanities councils. The AHA and the National Council for the Social Studies were the other primary sponsors of this moment to discuss models for enhancing K-16 history teaching and to measure progress in the Department of Education's Teaching American History (TAH) program. TAH projects were showcased, along with other model programs created by teachers and historians years in advance of the recent \$150 million TAH initiative.

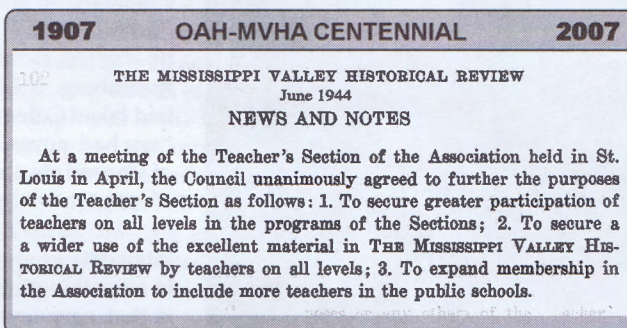
Following the plenary by past OAH and AHA president Eric Foner and the first slate of sessions, the conference hallways were abuzz

with voices eager to share ideas and experiences about how historians and teachers are finding common ground. Some wanted logistical specifics on building joint teacher-historian projects; others wanted to hear more about historical content and primary sources. "It's inter-

esting what Rutgers and local high schools are doing with conflict resolution in the classroom, but I want to know how they set up a program like that in the first place," said one curriculum specialist to me over lunch. Conference participants were serious about borrowing ideas and using the models back home.

Project leaders from old and new programs emerged, like isolated missionaries brought together for the first time to reenergize each other, share strategies, and inspire new converts. As one university professor whispered to me, "100 percent of the Americanists in my department are now involved in our program with local high school teachers. I'm seeing more and more of the names of my friends from graduate school appear in connection to efforts around the country that bring teachers and college faculty together." Then she added, "In fact, there is a kind of cachet now that goes with being able to say, 'I work with high school teachers and understand the history standards situation in my state.'" Are college faculty finally realizing they can have an effect on the quality of their future students by working with local teachers? My university informer not-

See COLLABORATION / 8 ►



A Great Summer for American History

Lee W. Formwalt

This is indeed a great summer for American history, largely due to the Teaching American History (TAH) grant program through the U.S. Department of Education. Across the country, several thousand American history teachers are attending two- or three-week TAH seminars or workshops at 174 different sites in forty-four states and the District of Columbia. In a typical summer workshop, professional historians offer precollegiate teachers what they desperately need—content enrichment. For the minority of teachers who majored in history as undergraduates, this is a review and an update on new developments in the field since they were in college. But for most teachers who took only a handful of college history courses, if that, this is brand new information aimed to help them in teaching a subject for which they have not been fully prepared.

American history teachers are thirsting for this knowledge—but it is not just facts they are after. They want to know how professional historians think and work and to gain through this knowledge a whole new perspective on a subject that many students consider boring because it is presented as "just one damn thing after another"—a series of events and persons to be memorized for a test.

I had the privilege of participating in one of these TAH workshops several weeks ago in Jamestown, New York. I began by talking about my own "education" as a historian—not the formal degree programs I took—but what I learned over my twenty-two years as a historian in the classroom. We then plunged into the nature of history as practiced by professional historians. I noted that far from being a slur, revisionism is at the heart of what we do. OAH Distinguished Lecturer Peter Onuf followed me the next day and reiterated that "history is always changing." For some in the audience this

was a new and exciting idea. During my cursory overview of American historiography, pens were flying across notebook pages, and it became very clear that many of the teachers were hearing this information for the first time.

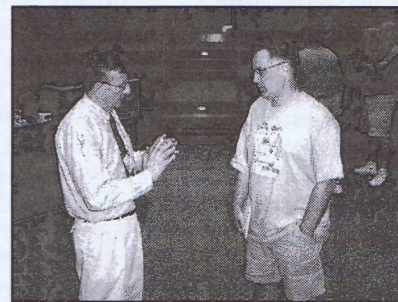
In addition to showing how primary sources of all types, including music, could be used to enliven the discussion of history, I emphasized the importance of using local history to achieve this goal. Immediately afterwards, two local historians showed attendees the rich resources available right there in Jamestown and Chautauqua County that could bring home to their students the importance of such large national events like the Civil War. Sharing the letters written by local boys during that great cataclysm shows students today how that "ancient" war—seemingly so distant in time from them—impacted folks in their own hometown. Many of these soldiers, not much older than today's high school students, had some of the same emotions, desires, and needs as teenagers today. Suddenly, students find these soldiers and the world in which they lived meaningful.

I came away from this experience, as I often do, with great admiration for our colleagues in precollegiate classrooms. Anything that collegiate historians can do to assist them in conveying to their students a deeper understanding of our rich past is most welcome. Jamestown Project Director Paul Benson and the 173 other project directors from Alaska and Hawaii to Vermont and Florida are carrying out one of the most important rescue operations in American history. Their energies are changing the ideas and methods of thousands of

teachers who, in turn, will get hundreds of thousands of students to start thinking critically and historically.

Teachers searching for history enrichment are not limited to the TAH summer workshops. The Gilder Lehrman

Institute of American History sponsors over a dozen summer seminars in which teachers spend a week with a master historian and study an important theme or period of American history; National History Day runs its week-long summer institute for teachers this year on the History of the American West; and there are numerous additional opportunities for teachers, like the one in Jackson, Mississippi, that I visit each summer. There, several participants in the 1997 NEH summer institute on Teaching the History of the Southern Civil Rights Movement bring together a number of Mississippi teachers and some of



Lee Formwalt (at left) talks teaching with John Keating, a social studies instructor from Sherman Central School. Both were participants in the Jamestown, New York, Teaching American History Grant seminar.

their students. These participants, all college professors from Minnesota, Illinois, and Mississippi, along with colleagues invited from around the country, share with the teachers the various ways that the history of the labor and civil rights movements can be integrated into the precollegiate American history survey course.

Although there may be some hesitation and concern about the motives of the President and Congress in promoting more than ever before the teaching of American history, the good that is coming from these efforts is becoming very clear. Hundreds of professional American historians are assisting thousands of teachers in understanding the nature of the American past and how to convey that to the hundreds of thousands of students that pass through their classrooms each year. I cannot think of a better way to spend federal tax dollars. □

Lee W. Formwalt is executive director of OAH.



Chautauqua County historian Michelle Henry (left) and Pam Brown, historian of nearby Panama Village, are pictured with Lee Formwalt at the Jamestown TAH grant seminar, July 2003.

▼ MCCARTHY / From 1

In 1976 Professor James F. Watts of the City College of New York sought access to the unpublished hearings of the Permanent Subcommittee on Investigations during McCarthy's chairmanship, from 1953 to 1954. Pulling boxes, I accumulated 160 executive sessions (or closed hearings). The year before McCarthy became chairman, the same subcommittee had held only six.

Recognizing their historical significance, we recommended that the subcommittee open the records and allow the Senate Historical Office to prepare them for publication. Several senators who had served during McCarthy's chairmanship remained in office, however, as did McCarthy's chief clerk, Ruth Young Watt. They feared that opening the records would invade the privacy of the hundreds of witnesses who had testified in the closed sessions, a third of whom never appeared at a subsequent public hearing. In response, the Senate established standards that opened most of its records automatically after twenty years, but allowed committees to close sensitive materials dealing with national security, personal privacy, and investigations for up to fifty years. The Permanent Subcommittee opted for the fifty-year closure.

Although this was disappointing, contact with Ruth Watt turned out to be beneficial. In a 1979 interview upon her retirement, after thirty-two years as chief clerk, Watt offered unique insights into Senator McCarthy, his chief counsel, Roy Cohn, and the committee's unpaid "chief consultant," G. David Schine. Years later, her interview proved invaluable in deciphering the mountain of executive session transcripts. (The full text is available online at http://www.senate.gov/artandhistory/history/oral_history/Ruth_Young_Watt.htm.)

Time passed, and in January 2001, with the fiftieth anniversary of the McCarthy hearings fast approaching, we went back to the Permanent Subcommittee with another proposal to prepare the hearings for publication. Senator Susan Collins, a Maine Republican who then chaired the subcommittee, held the Senate seat once occupied by Senator Margaret Chase Smith. Senator Smith had stood in the Senate chamber and issued a "Declaration of Conscience" against McCarthy's tactics. In the same spirit, Senator Collins authorized the publication project. Six months later, an unprecedented shift in party power made Senator Carl Levin, a Michigan Democrat, the subcommittee's chairman, who gave the project strong bipartisan support.

With the help of the staff of the National Archives' Center for Legislative Archives, we identified and transferred copies of all executive session transcripts to the Senate Historical Office. The original transcribers had done a professional job but had made mistakes; they misspelled names, misplaced punctuation, and heard sound-alike words, and scanning the onion-skin paper transcripts into computer files for editing often produced garbled text that required manual correction. Editing continued even after an anthrax attack forced us from our offices in the Hart Senate Office Building for three months.

Concerned over the potential impact of the release on surviving witnesses, we tried to make it clear that simply appearing before the subcommittee was not evidence of guilt. We attempted to identify everyone who testified, and established that the vast majority had since died. Tracing court records, we also found that not a single witness had gone to jail for testifying—or refusing to testify—before McCarthy's subcommittee. Either the Justice Department had refused to prosecute or the courts had thrown out the cases. Rare instances of conviction were all overturned on appeal.

Reading the transcripts for over two years formed definite impressions of their substance. Convinced that subversion and espionage were rampant in the federal government, Senator McCarthy ascribed policies with which he disagreed to either stupidity or sabotage. He

tended not to call an agency's top officials to explain these policies, but worked from the bottom up, starting with lower-level employees. With little hard evidence, he expected to drag confessions out of reluctant witnesses, or to get them to perjure themselves. If a witness took the Fifth Amendment, he interpreted it as an admission of guilt. After a closed hearing adjourned, the chairman would advise witnesses that they were free to talk to the waiting reporters if they chose, but that he would not reveal their names publicly. Most witnesses, shaken by the experience, fled without meeting the press. Senator McCarthy would then step into the hallway and deliver his version of the testimony. Somehow the names of the witnesses regularly made their way into print despite his



Senators Carl Levin (D-Michigan) (left) and Susan Collins (R-Maine) and Senate associate historian Donald Ritchie announce the release of the McCarthy hearing transcripts at a 6 May 2003 press conference in the Senate Caucus Room.

assurances. A review of reports in the *New York Times* and the *Chicago Tribune*—one skeptical and the other supportive of McCarthy's claims—reconstructed what he told reporters. His accounts appear grossly exaggerated when compared to transcripts.

How the senator chose which witnesses to take into public became clearer as the hearings progressed. Those who willingly confessed past politics and named names, and those who took the Fifth Amendment, were more likely to appear at a later public hearing than those who defended themselves rationally and articulately. The testimony of the composer Aaron Copeland and of the archivist Sherrod East offer models of the type that McCarthy did not want to confront publicly.

Revelations of the orchestration of the hearings and the patterns of culling witnesses dominated news coverage of the hearings' release. The *New York Times* ran an editorial on "Auditioning for Senator McCarthy." Headlines ranged from "McCarthy Rigged His Showdowns" in the *New York Post* to "Tales from a Redbaiter's '50s Fishing Expedition," in the *Washington Post*. Radio and television news pursued similar themes.

There were some dissenters. In *Human Events*, M. Staunton Evans cited evidence against Annie Lee Moss in defense of Senator McCarthy. Moss, Pentagon communications clerk, failed to attend an executive session prior to her public appearance due to ill health. When she appeared at a tele-

vised public session, she hardly seemed a threat to the republic. McCarthy recognized a public relations disaster when he saw one and quickly left the hearing room. Had she testified first in an executive session, it is unlikely that she would have been called back publicly. Her case contrasts with that of another African American woman, Doris Walters Powell, whom McCarthy erroneously pegged as a communist, drove from her government job, and crowed about to the press, but never brought to a public hearing. Ronald Radosh in the *National Review* pointed to McCarthy's questioning of Michael and Ann Sidorovich, whose names appear in the VENONA transcripts. (For more information on VENONA, see <http://www.nsa.gov/docs/venona/>.) Under oath, both denied any espionage. If they committed perjury, McCarthy failed to make anything of it. Their brief testimony contrasts with the chairman's extensive effort to prove that Aaron Coleman, an Army Signal Corps engineer at Fort Monmouth in New Jersey, had lied when he denied riding in a car pool with Julius Rosenberg. It later emerged that Rosenberg had taken Coleman's place in the car pool, and they had never overlapped. The 4,500 pages of transcripts are replete with such examples of inept investigating.

McCarthy's defenders cite the VENONA intercepts as evidence that the senator "was not to something." The problem with this defense is that very few of those in VENONA came under McCarthy's scrutiny. The term "McCarthyism" so broadly covers all of the investigations of the 1940s and 1950s, that it has melded McCarthy's investigations into those conducted by the House Un-American Activities Committee and the Senate Internal Security Subcommittee. McCarthy's detractors blame him for investigating Hollywood, which he did not. His supporters praise him for investigating Alger Hiss, Julius Rosenberg, and others

whom he did not. The Permanent Subcommittee on Investigations' release of these executive sessions finally clarifies the differences between McCarthy and McCarthyism.

The executive sessions are available in print through the Government Printing Office or online at http://www.senate.gov/artandhistory/history/common/generic/McCarthy_Transcripts.htm. The original transcripts are open at the National Archives for comparison, along with the support files on each investigation. Rather than the end of the story, for historians this is just the beginning. □

Donald A. Ritchie is associate historian of the U.S. Senate Historical Office. A past president of the Oral History Association, he is the author of *Doing Oral History* (2003), and *Press Gallery: Congress and the Washington Correspondents* (1991), which received the OAH's Richard W. Leopold Prize.

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▼ BICENTENNIAL / From 1

the membership of the ALBC. James O. Horton of The George Washington University and president-elect of the OAH is a member, as are Darrel Bigham of the University of Southern Indiana, and eminent Lincoln scholar Gabor Boritt of Gettysburg College.

The Commission is aware that it cannot plan such an important celebration without the assistance, ideas, and enthusiasm of both experts and the general public. Its Advisory Committee, made up of more than one hundred historians, businesspeople, artists, and actors, has already contributed immensely to the effort. Hundreds of valuable suggestions have already been received through our website <<http://www.lincolnbicentennial.gov/>>, and we encourage everyone to visit and submit their ideas for the bicentennial celebrations.

The bicentennial in 2009 will not be the first major public observance of Abraham Lincoln's birthday. In 1909, the Lincoln Centennial Commission marked the one hundredth birthday of the Great Emancipator through a variety of celebrations and was responsible for the placement of the Lincoln profile on the penny. The work of the Commission led eventually to the construction of the Lincoln Memorial. In 1959, the Lincoln Sesquicentennial Commission published educational pamphlets, sent Lincoln scholars around the world to teach about his life and example, and placed the image of the Lincoln Memorial on the penny. The work of these two commissions, which was far more extensive and consequential than can be adequately described here, is further illuminated in Merrill Peterson's brilliant *Lincoln in American Memory* (Oxford University Press, 1994).

Scholars uncomfortable with the "great man" approach to history would do well to remember that any discussion of Lincoln must automatically lead to study and debate over some of the most important and perplexing historical questions. The study of Lincoln is much more than the veneration of a murdered saint; it is also an examination of American slavery and race relations. If commemorating the life and career of Abraham Lincoln brings forth "the better angels" in American society, the bicentennial celebration will have proven worthwhile.

The commission seeks not only to celebrate the accomplishments of Lincoln, but to remember him as he truly was. It is important to remember that Lincoln was a deeply controversial president, and that a significant percentage of the American public opposed his war policies. Even as the very existence of the nation was threatened, opponents of the war called for a negotiated peace. Lincoln was vilified in the press and portrayed as a baboon and a bloodthirsty tyrant. While his administration occasionally resorted to draconian measures such as suspending the writ of habeas corpus, Americans were for the most part entirely free to criticize their president and his policies. Though Lincoln may have strained against it, he did not break the Constitution.

Perhaps the most important component of the upcoming bicentennial observances will be education. The sad statistics are there for all to see: young Americans are often stunningly ignorant of their own history. Such historical amnesia threatens the ability of young people to mature into responsible citizens, and a lack of appreciation of our shared past makes it more difficult to knit together a unified society in an increasingly multicultural age. Under the able leadership of Darrel Bigham, the Education Committee of the ALBC has already gathered remarkable ideas for teaching the story of Lincoln. Through teacher training initiatives, the formulation of stimulating lesson plans, and creative use of film, television, and the Internet, historians can help bring Lincoln alive to new generations of Americans.

The commission looks forward to the enthusiastic support of the Organization of American Historians as we seek not only to celebrate the life of a great American, but also to renew interest in the subject of history among students and the public. Your ideas and enthusiasm are vital to the success of our work, and we ask that you contact us with any thoughts or questions at <<http://www.lincolnbicentennial.gov/>>. □

Michael Bishop is executive director of the Abraham Lincoln Bicentennial Commission

National Trust Raises Awareness of Need for Preservation

Jennifer E. Jackson

Bringing welcome attention to the battles of preservationists nationwide, the National Trust for Historic Preservation (NTHP) recently announced its 2003 list of America's "Eleven Most Endangered Historic Places." Since 1988, the National Trust has compiled yearly lists of important historical and cultural sites that are threatened by demolition, slow and steady deterioration, and neglect. The need for such a list is clear: raising awareness of the threats facing such important historical sites nationwide is the best way to save them.

"In their amazing diversity, these places tell us who we are as a nation," said Richard Moe, president of the National Trust. "They constitute an epic cultural narrative



NATIONAL TRUST
for HISTORIC PRESERVATION

whose chapters include not only world famous icons like Minute Man National Historical Park but hidden treasures such as the elegant bathhouses of Hot Springs. Unless all of us become aware of the importance of our heritage and take action to preserve it, America's past won't have a future. That's the real message of the Eleven Most Endangered list."

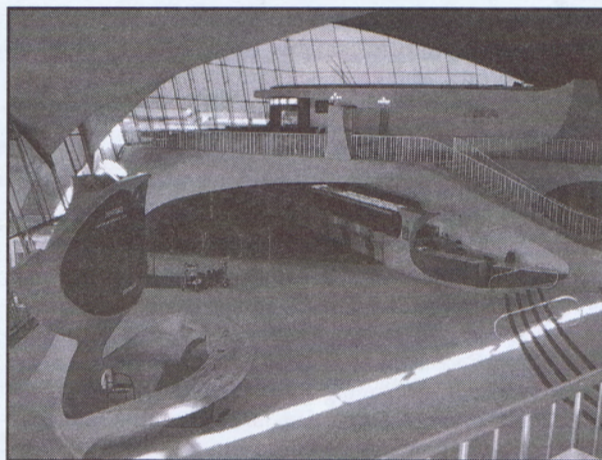
Among the sites hoping to benefit from a place in this year's list are Minute Man National Historical Park in Massachusetts, an important American Revolutionary site threatened by heavy air traffic from nearby Hanscom Field Airport; Eero Saarinen's 1962 TWA Terminal at JFK Airport, which may become obscured and obsolete if the Port Authority goes ahead with its plans to demolish parts of the building and construct a new terminal behind it; and urban houses of worship nationwide, which are both architectural landmarks and meeting places and are threatened by changing demographics, limited capital budgets, and high real estate values.

In the years since the National Trust began compiling its "Eleven Most Endangered" list, all 150 sites mentioned, except one, have been saved. Past lists have included Abraham Lincoln's retreat in Washington D.C., in which he drafted the Emancipation Proclamation, and Pompey's Pillar, a sandstone pillar in Montana into which explorer William Clark carved his name.

Sites on the 2003 list of America's "Eleven Most Endangered Historic Places" are:

- **Urban Houses of Worship (nationwide).** Churches, synagogues, meetinghouses or mosques, such as the 1891 Quinn Chapel AME Church in Chicago, the 1850 Beth Hamedrash Hagodol Synagogue in New York City, the 1907 First United Methodist Church in Seattle, and hundreds of others across the nation are falling victim to changing demographics, limited capital budgets and soaring real estate values.

- **Ocmulgee Old Fields Traditional Cultural Property, Macon, Georgia.** Onetime home of the Muscogee



TWA Terminal at JFK International Airport, New York, NY.



East Side and Middle Schools, Decorah, Iowa. (Photo courtesy of Residents for Responsible Renovation and the NTHP.)

Creek Nation, which contains evidence of 12,000-year-old Ice Age settlements, numerous burial and ceremonial mounds, and valuable wildlife habitat, is threatened by a proposed multilane highway.

- **Amelia Earhart Memorial Bridge, Atchison, Kansas.** Opened in 1938, and now a memorial to the famous pilot, this Missouri River span is facing the threat of demolition and replacement with a new bridge.

- **East Side and Middle Schools, Decorah, Iowa.** The 1896 East Side School, a local landmark, is empty, deteriorated, and both it and the adjoining middle school, built in 1922, face an uncertain future.

- **Zuni Salt Lake and Sanctuary Zone, Catron and Cibola counties, New Mexico.** This lake, considered sacred by at least six Native American tribes, and its surrounding area are threatened by plans to strip-mine coal and build a forty-four-mile rail line that will destroy many burial and cultural sites and possibly drain the lake itself.

- **Little Manila, Stockton, California.** Three modest buildings are the last survivors of the once bustling neighborhood that housed the largest Filipino community outside the Philippines, and now they could be torn down to make room for a strip-mall parking lot.

- **Minute Man National Historical Park and Environs, Bedford, Concord, Lincoln, and Lexington, Massachusetts.** Heavy air traffic, unchecked noise and visual intrusions from a busy regional airport are taking a devastating toll on this national park on the site where the American Revolution began.

- **TWA Terminal at JFK International Airport, New York, New York.** The Port Authority plans to demolish portions of Eero Saarinen's 1962 curvilinear masterpiece and construct a hulking new building behind it, rendering the modernist icon useless for aviation purposes.

- **Bathhouse Row, Hot Springs National Park, Garland County, Arkansas.** Known for their eclectic architecture and decorative flourishes, six of the eight surviving buildings along Bathhouse Row are vacant and deteriorated and badly in need of renovation.

- **United States Marine Hospital, Louisville, Kentucky.** Constructed in 1851, this three-story Greek Revival landmark served the community and the nation faithfully for more than a century but is now unused and crumbling.

- **Michigan Boulevard Garden Apartments, Chicago, Illinois.** One of the nation's foremost examples of workforce housing, this 1929 apartment complex, constructed by philanthropist Julius Rosenwald has been vacant for years, even though it has great reuse potential.

The National Trust has more information online at <<http://www.nationaltrust.org/>>. □

Jennifer E. Jackson is a junior at Indiana University and is serving as an editorial intern with the OAH Newsletter this summer.

▼ E-BOOK / From 1

Almost two hundred of the books currently available are in American history, divided almost equally across the discipline from the colonial period through the twentieth century. Approximately 15 percent of these books were published before 1960; 15 percent date from the 1960s and 15 percent from the 1970s; 20 percent from the 1980s; 30 percent from the 1990s. These books were chosen from a pool of almost nine hundred books, which included Pulitzer, Bancroft, and National Book award winners, and books individually recommended by historians. These titles were then reviewed by a panel of distinguished historians and selected for inclusion based on continued importance to scholars, graduate students and upper-level undergraduates. HEB is currently working to obtain rights to almost four hundred additional books in American history.

In addition to these titles, which are known as HEB's backlist library, the project is adding new books, ranging from electronic conversions of books that have recently been released in print to titles "born digital" for the History E-Book Project. The project employs different technologies for the backlist library and the new books. Backlist titles are scanned page-by-page and these scans are displayed online as page images of the actual book. The text, processed by multiple, collated OCR (optical character recognition) scans, enables robust, simple, proximity, Boolean, and bibliographic searches. The backlist technology is the same as the one familiar to historians from JSTOR <<http://www.jstor.org>> and Making of America <<http://moa.umdl.umich.edu/>>.

New e-books are being developed and are now appearing online. Most of the first titles are print-to-online conversions using XML. The process of this "simple" conversion has helped HEB develop procedures and expertise for establishing e-publishing processes and for dealing with more complicated combinations of text, image, video, sound, plus more complex internal and external linking and image handling.

The first group of e-books includes electronic versions of three recent print books that will be of particular interest to American historians: Jonathan Schoenwald, *A Time for Choosing: Extremism and the Rise of Modern American Conservatism* (Oxford University Press, 2001); John Mason Hart, *Empire and Revolution: The Americans in Mexico Since the Civil War* (University of California Press, 2002), and Akira Iriye, *Global Community: The Role of International Organizations in the Making of the Contemporary World* (University of California Press, 2002). Iriye's book, which examines the concept of "global community" by looking at the emergence, growth, and activities of international organizations—both governmental and nongovernmental from the end of the nineteenth century to today—is enhanced in its e-book version by hyperlinks to the web sites of the organizations discussed.

The second group of titles includes a wide array of electronic enhancements. An e-book by Joshua Brown, director of the American Social History Project at the City University of New York, expands on his *Beyond the Lines: Pictorial Reporting, Everyday Life, and the Crisis of Gilded Age America*, published by the University of California Press in late 2002. During the thirty-four years covered in this study, Brown focuses on Frank Leslie's *Illustrated Newspaper*, examining how Leslie's pictorial news coverage was driven by a continuous effort to find equilibrium

amidst rapid social change, to encompass the demands of a broad "middling" readership that was increasingly characterized by different experiences and perceptions. Because of its visual nature, the topic is particularly amenable to electronic presentation and analysis.

This e-book allows the publication of almost twice as many illustrations as the one hundred figures included in the print version. In addition, it includes two slide shows including comparative versions and links to external URLs. Brown also recommends a related bibliography of titles that forms the basic historiography of his study. As with all frontlist books, HEB attempts to gain electronic rights to these books and link these "clusters" to the new e-books, as well as to the reviews of these books. For instance, along with *Beyond the Lines* is a digitized version of Frank Luther Mott's five-volume *History of*

American Magazines. As the project grows, the clusters will begin to overlap and cross-fertilize in ways that will create dynamic possibilities for teaching and research.

Forthcoming titles in U.S. history also include a new online edition of *Scottsboro: A History in Prints* (NYU Press), which focuses on side-by-side comparisons between the 1935 edition from a copy in the Tamiment Library at New York University and a recently discovered artist's comp of the book in the Wolfsonian Collection at Florida International University. The differences reveal the decisions made by the editors and publishers to alter the political and graphic radicalism of the original work. It also offers a useful insight into the history of the book.

The History E-Book Project is a project of the American Council of

Learned Societies (ACLS). It was funded in June 1999 with a \$3 million grant from The Andrew W. Mellon Foundation. Original partners in the project included the Organization of American Historians, the American Historical Association, the Renaissance Society of America, the Society for the History of Technology, and the Middle East Studies Association. The project has recently added the Association for Asian Studies and the African Studies Association and is currently in discussion with several additional constituent societies of the ACLS. The first titles in African and Asian studies will go online in 2004.

The project launched in September 2002, and in the first four months had over one hundred subscribing libraries, including major research libraries and small college libraries. These subscriptions allow students, faculty, and staff to access this collection anytime. Subscription prices are reasonable (from \$300 to \$1,300/year based on Carnegie designations and FTE). Users can enter the collection via the HEB homepage or through the cataloging (MARC) records, which are available free to subscribing libraries for integration into their online catalogs. □

Eileen Gardiner and Ronald G. Musto are project directors for the ACLS History E-Book Project. For more information, visit the web site at <<http://www.historyebook.org>> or e-mail <historyebook@acsls.org>. For a trial access to the site, contact Ginny Wiehardt, Managing Editor for Library Relations <gwiehardt@acsls.org>. Suggestions for backlist titles or proposals for new e-books are also welcome.

▼ COLLABORATION / From 5



David Gerwin, Queens College, CUNY (at right) meets with another attendee at the Innovations Conference.

ed, "I always tell historians, that if you don't get involved, you don't have license to complain."

On 10 July OAH participated in the second of the White House's "Innovations in Education" conferences, this time presented by the Department of Education's Office of Innovation and Improvement. Secretary of Education Rod Paige opened the afternoon by emphasizing the complexities and multiple perspectives of the past and how stories, like that of the *Amistad*, can grip students. Paige urged his listeners to hold themselves, their students, and the American public to high standards, declaring, "Everyone should be competent in our own history . . . and not as a subset of a lot of social sciences."

There was strong unanimity among the three panelists, Cynthia Mostoller, a middle-school history teacher from Washington, D.C., Ruben Zepeda, the director of the Los Angeles American History Institute in the L.A. Unified School District, and Michael Serber, a veteran history teacher from New York and the education coordinator for the Gilder Lehrman Institute of American History. Each echoed the same core themes. College faculty should make themselves knowledgeable about what teachers must teach and what their state history standards are. Partnerships between historians and



(Left to Right): OAH Executive Director Lee W. Formwalt, American Historical Association Executive Director Armita A. Jones, Innovations in Collaboration Program Chair Michael Wildasin, and National Council for the Social Studies Executive Director Susan Griffin, meet at the Innovations conference in June.

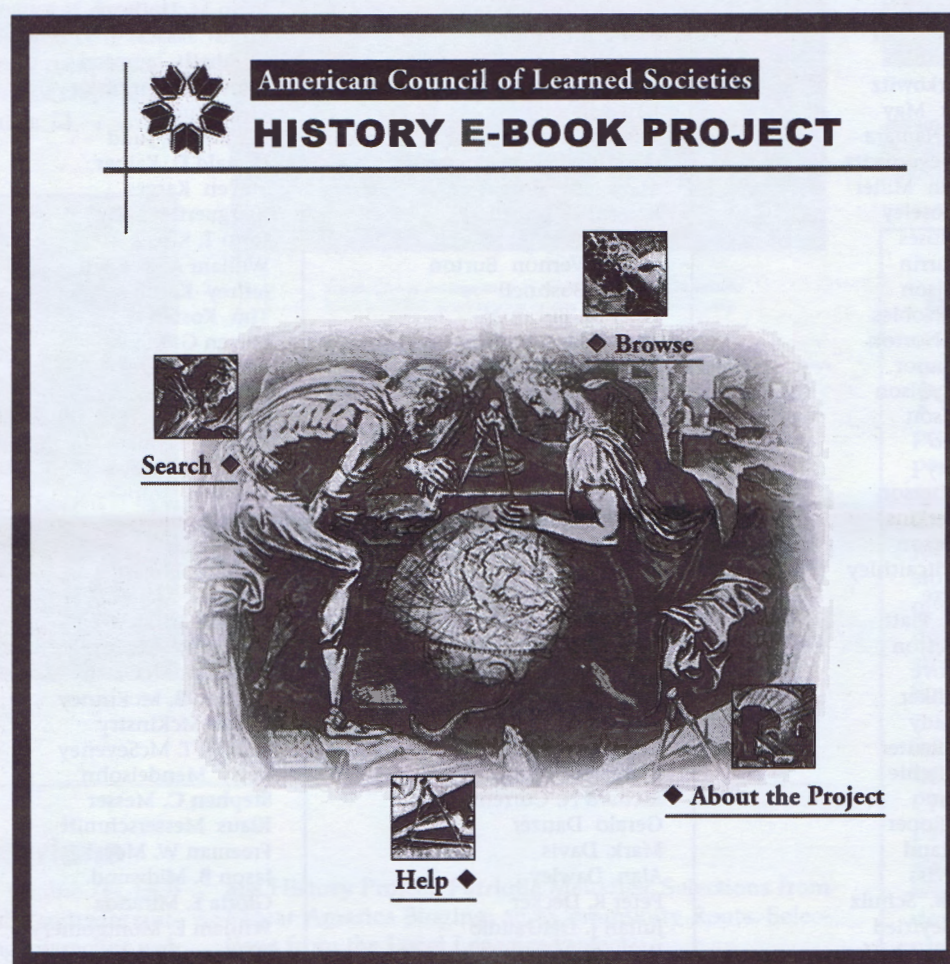
teachers should be mutually respectful and voluntary. The panel moderator noted that David McCullough once said the best step that government could take to improve history education would be to link prominent historians with young teachers, to help "give them the history bug." Students need to hear about American history in all twelve grades, not just at one or two levels. If they are going to catch the history bug, it must be a recurring subject in primary and secondary school, reinforced outside the classroom and, hopefully, taken to new heights in the college classroom.

Both conferences called on all history educators to recognize their self interest in working in unison. Together, we can invigorate history education with good stories, challenging scholarship, and new approaches. Collaboratively, historians and teachers can encourage students—and the general public—to become critical and avid consumers of history. □

John Dichtl is deputy director of OAH.

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Funded by The Andrew W. Mellon Foundation, with a grant from the Gladys Krieble Delmas Foundation.

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OAH Opens Archives

Brenda L. Burk

As the Organization of American Historians looks ahead to its centennial in 2007, we are pleased to announce the opening of the OAH Archives at the Indiana University-Purdue University Library's Ruth Lilly Special Collections and Archives in Indianapolis.

The records of the Organization of American Historians (OAH), housed in the IUPUI University Library's Ruth Lilly Special Collections and Archives, are now available for research. These records cover the organization's history from its beginnings in 1907 up to the late 1990s. A complete description of the holdings is available on the Archives' website at <<http://www.ulib.iupui.edu/special/mss027.html>>.

The OAH records chronicle the evolution of a small, regional professional historical organization to its present day status as the largest learned society devoted to the study of American history. In July 1907, Clarence Paine sent out an invitation to the secretaries of state historical societies of the Mississippi Valley to meet at the Nebraska Historical Society for "the purpose of considering plans for effecting a permanent organization for the advancement of historical research, and the collection and conservation of historical material in these western states." The organization began in October 1907 as the Mississippi Valley Historical Association through the efforts of seven men: William S. Bell, Edgar R. Harlan, George W. Martin, Clarence S. Paine, Francis A. Sampson, Benjamin F. Shambaugh, and Warren Upham. Its purpose was to encourage the research and study of the history of the Mississippi Valley and to provide a means of communication among the secretaries of historical societies. These goals were accomplished through an annual meeting and the publication of *The Mississippi Valley Historical Review*.

Until 1952, the organization was run mainly by the Paines—Clarence until his death in 1916 and his wife, Clara, until her resignation in 1952. Clara's legacy to the organization extends beyond her thirty-six years as secretary-treasurer. Although her election was controversial—because she was a woman and admittedly not a historian—Clara ran the organization effectively. In charge of membership, finances, and the general operation of the office, Clara helped to establish the organization as a reputable force in the field of American history.

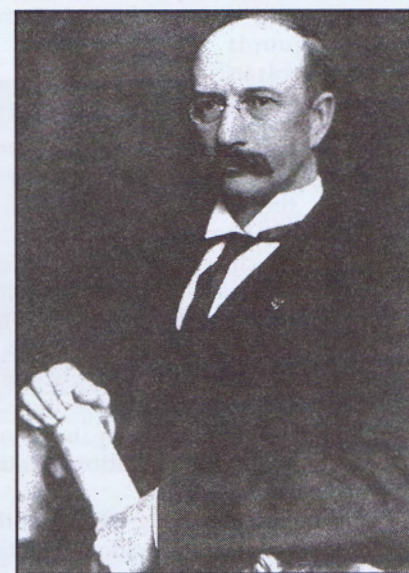
One of the greatest debates in the organization's history began in the 1950s just prior to Clara's retirement. For many years the boundaries of the organization had gradually stretched beyond the Mississippi Valley. Many members were finding it difficult for their institutions to fund trips to a regional organization's annual meeting. Many felt it time to officially recognize the national character of the organization and that a name change was

edge its national audience, and the organization soon followed suit with the change of its name to the Organization of American Historians.

With a mission to promote "teaching and scholarship about the history of the United States, both before and after its formation as a nation-state," the organization has continued to expand in scope. From the 1950s to the 1970s, the organization moved beyond its academic and educational focus to involvement in political issues. Civil rights entered into discussions as the organization's membership became more racially diverse. Annual meetings raised difficult questions because many hotels would not allow the African American membership the same accommodations as the white membership. In many cases, hotels refused to serve them at all. The organization responded with a board decision in April 1954 to avoid hotels "where racial discrimination will prevail." The struggle for women's rights was another political arena for the organization. OAH entered into the fight for the Equal Rights Amendment (ERA) with letters, resolutions, and a convention boycott of states that had not passed the ERA. The OAH's involvement with the formation of the National Coordinating Council for the Promotion of History (NCC) secured its place in the political arena, and the NCC (now National Coalition for History) became the lobbying tool for its member organizations.

OAH continues to be a leader in the study and debate of American history. The partnership established between OAH and the Ruth Lilly Special Collections and Archives will ensure the continued preservation and research of the OAH's own history. The collection can be used for a variety of research interests including attempts to discover the prevailing scholarly viewpoints of the early twentieth century and research on prominent scholars in the field to understand how associations established and structured themselves. For further information about research into the collection, visit <<http://www.ulib.iupui.edu/special/>>. □

Brenda L. Burk is the Philanthropic Studies Archivist at the Indiana University-Purdue University Library in Indianapolis.



Clarence S. Paine, Nebraska State Historical Society, one of the founders of the Mississippi Valley Historical Association, and its first secretary-treasurer (1907-1916).



Clara S. Paine served as secretary-treasurer of the Mississippi Valley Historical Association from 1916 to 1952.

the appropriate action to take at this time. Clara and other members forcefully argued against the change and worked for its defeat. However, in 1964, the name of the *Review* changed to *The Journal of American History* to acknowl-

3

The following Call was addressed to Secretaries of State Historical Societies of the Mississippi valley:

Lincoln, Neb. July 29, 1907

Dear Sir:

The president and secretary of the Nebraska State Historical Society invite in extending to you a most cordial invitation to visit Lincoln, Neb., as their guest, on October 15, 1907, to meet the secretaries of neighboring historical societies for the purpose of considering plans for effecting a permanent organization for the advancement of historical research, and the collection and conservation of historical material in these western states.

It is believed that such an organization, meeting alternately at the headquarters of the various societies, will result in much good to all concerned. If this date should not suit your convenience, we would be pleased to have you suggest a date that would be more satisfactory to you.

Yours very truly,
C. S. Paine
Secretary, Neb. State Hist. Society.

From the first book of minutes, a letter of invitation to meet and "consider plans for effecting a permanent organization" of what became the Mississippi Valley Historical Association.

From the Archivist of the United States

History's Venture Capitalist: The NHPRC

John W. Carlin



Carlin

As Archivist of the United States, one of my duties is to serve as the Chairman of the National Historical Publications and Records Commission (NHPRC), which helps preserve, publish, and make accessible the documentary heritage of the United States. I would like to take this opportunity to share with you some of the important work that the NHPRC is doing through its grant program, its educational activities,

and its collaboration with the states.

The NHPRC is the grant-making affiliate of the National Archives and Records Administration and is the only national grant-making organization, public or private, whose mission is to save historical records from destruction and to publish the papers of significant figures and themes in American history. The NHPRC is composed of fifteen representatives of the three branches of the federal government and of professional associations of archivists, historians, and records officers. The commission helps archives, colleges and universities, historical agencies, and other individuals and organizations to assess the condi-

tion of records, develop archival and records management programs, and publish important historical documents. On parchment and paper, on film and computer tape, the documents tell us much about our culture and give us a unique perspective on our own times. The commission's commitment is to safeguard a national documentary legacy that, if lost, cannot be replaced.

Despite the fact that it operates on a minuscule budget by federal standards—a current grants budget of approximately \$6.5 million—the NHPRC acts as a catalyst in launching new projects and stimulating private and public cooperation. Working with local and state archivists, historians, and others, the commission uses its federal grant dollars as inducements for others to save and publish records. It provides seed money and lends credibility to worthy endeavors. It also helps projects raise additional funds, and its stringent grant requirements produce strong, viable programs. In other words, as NHPRC helps save evidence of the nation's history, it employs methods and strategies familiar to any successful entrepreneurial enterprise by establishing clear and worthy goals, assembling the best possible teams for the work, helping bring together close and effective partnerships, and seeking support from those with common interests and needs.

In addition, the NHPRC supports the editing and

publication of several documentary works that focus on the founding of the United States. These publications make a vast range of historical materials widely accessible, help researchers in many fields negotiate elusive research paths, enrich the scholarship of historians, and provide essential information to all Americans—whether the genealogist tracing family roots, the lawyer seeking historical precedent, or the student discovering events long past. The commission financially supports the editorial work on the volumes and also provides assistance to nonprofit presses for the publication of the editions.

Efforts by the states to preserve and make available valuable documentary resources are also supported by the commission. In each state and territory and the District of Columbia, the commission relies on a State Historical Records Advisory Board as the central advisory body for historical records planning and for projects carried out within the state, including "re-grant" projects that combine federal dollars with matching nonfederal funds. The NHPRC supports efforts to survey historical records

within the states; to prepare strategic plans that articulate and address state historical records priorities; and to develop programs jointly funded by the NHPRC and the states to address such key priorities as archival training, archival and records management programs, the conservation of damaged records, and other measures necessary to ensure that vital records are not lost to the ravages of time, neglect, and accident.

As record keeping becomes more electronic, it is essential that policy makers, managers, and the public create mechanisms that insure that records remain comprehensive and authentic. In addition, we must make certain that records created today will be readable on tomorrow's technology. The NHPRC is laying a research foundation for understanding the problems confronting archivists and records managers in the proliferation of electronic records. Through research and development projects, conferences, and other efforts, the commission is working to help establish the best practices for long-term preservation and access to these records.

The commission is now beginning to focus on rescuing and making available to the public records of communities in the United States that have been traditionally underdocumented in history books and in collections of papers at manuscript repositories. The NHPRC is supporting a project at Northeastern University, for example, to ensure the preservation of the history of several of Boston's underdocumented communities such as Chinese Americans and Puerto Ricans. This effort is vital at a time when the concepts of nation and national identity are undergoing critical analysis and redefinition.

As we Americans take stock of who we are and decide what parts of our culture, history, and values we will bring with us into the future, we must preserve the historical evidence. In preserving, protecting, and making accessible the nation's documentary heritage, the NHPRC is playing a vital role. □

Travel Fellowships for the 2004 Annual Meeting

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

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



Look for the online application on the OAH web site in October 2003:
<<http://www.oah.org>>

Deadline for application submission is **15 January 2004**.

Journal of American History
Editor Search Open

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

Capitol Commentary



Craig

Senator Alexander's "American History and Civics Education" Bill Set to Move

On 20 June 2003, the American History and Civics Education Act passed the Senate by a vote of 90-0. Introduced in March 2003 by Senator Lamar Alexander (R-TN) and (by the time the legislation passed) cosponsored by 36 of his colleagues, the bill (S.504) creates summer residential academies for teachers and students.

The bill also establishes a new National Alliance of Teachers of American History and Civics.

The legislation reflects the underlying philosophies embodied in the National Endowment for the Humanities' (NEH) "We the People" initiative and the Department of Education's (DOE) "Teaching American History" grant program, in that it focuses on what Alexander characterizes as the teaching of "the traditional kind" of history—"the study of the key persons, the key events, the key ideas, and the key documents that shape the institutions and democratic heritage" of the United States.

The floor statements of Senate supporters, the legislation itself, and the accompanying Senate report (S. Rept. 108-71) collectively provide a pretty clear picture of what Congress hopes to accomplish by enacting this legislation. The bill authorizes \$7 million in each fiscal year from 2004 to 2007 for pilot program grants to conduct up to twelve, two-week long summertime Presidential Academies for Teachers of American History and Civics. Some \$14 million a year is also authorized to conduct up to twelve, four-week long summer Congressional Academies for Students of American History and Civics. The grants could span a two-year period, after which an educational institution could reapply for a second two-year grant. The National Endowment for the Humanities (NEH) would award the grants after being subjected to a peer-review process. The program would be approved for four years and it would require reauthorization should Congress opt to continue or expand it beyond 2008.

The legislation is designed "to inspire better teaching and more learning of the key events, documents, persons and ideas that shaped the institutions and democratic heritage of the United States" with educational programs that "will enhance students' and teachers' content knowledge." To this end, the sponsors want the grant administrator (the NEH) to "focus on content knowledge of American History" with a special emphasis on "the first motto of our Nation, *E Pluribus Unum*." Grantees would be expected to devise programs that emphasize the general theme of "unity amidst variety and diversity." Report language also states the NEH "should try to attain geographic diversity" in the selection of grantees.

It is interesting to note that governmental entities such as the Library of Congress, the National Park Service, and public libraries are specifically mentioned as "examples" of the types of entities that would be "considered eligible potential recipients of grants." While some federal grant programs prohibit monies being allocated to other federal agencies, this limitation does not exist in this legislation, raising some question whether the program conceivably could be used as a "pass-through" for existing ongoing history-related education programs being sponsored by other federal agencies. For the purposes of the legislation, however, in addition to the aforementioned federal agencies, an "educational institution" is also defined to mean "an institution of higher education . . . a nonprofit educational institution, library or research center" and also includes a "consortium of entities."

Bruce Craig Director of the National Coalition for History

Alexander's legislation also establishes a National Alliance of Teachers of American History and Civics and authorizes up to \$12 million over a three-year period to establish and operate the new alliance. Each year one or more national grants would be made to facilitate the sharing of ideas among teachers and encourage "best practices" in the teaching of American history and civics. The Alliance would be modeled after the National Geographic Society which was established during the 1880s to help put geography back into the American school curriculum.

The creation of such an alliance is by no means a new idea and several existing organizations and institutions already do much of what is envisioned in the Alexander bill. For example, the National Council for History Education, the National Council for the Social Sciences, and an H-Net listserv all focus to one degree or another on "facilitating the sharing of ideas among teachers of American history . . . and encourage best practices." Similar organizations exist and seek to attain comparable objectives for the teaching of civics. What is new in the Alexander bill is that the senator envisions bringing these two social studies disciplines together under the umbrella of a larger teacher alliance.

While the bill authorizes up to \$25 million each year for the pilot program grants, the bill does not specify from which department or agency budget the appropriations would come. In theory, the funds could be new monies, though most insiders believe that given the tight fiscal environment and restricted budget allocations, the funding for the program would probably be drawn from existing education or history-related programs.

Privately, some history watchers are expressing concern about the funding options for the Alexander bill and the current effort by Republicans in the House to "fast-track" the passage of this bill. In the House, the legislation is being shepherded by Representative Roger Wicker (R-MS) whose legislation (HR 1078) is the House companion to the Alexander bill; Wicker's bill has over 160 cosponsors. The Republican leadership in the House hoped to bypass House hearings entirely and sought to place the Alexander bill on the Unanimous Consent calendar thus insuring rapid passage and thereby increasing the likelihood of starting the flow of funds out of the FY 2004 appropriation cycle. House Democrats objected and told the Republican leadership that they believed the bill, as currently drafted, has problems and it deserves more thoughtful consideration and closer scrutiny than it received in its Senate hearing.

In particular, concern has been raised that the bill creates a bad precedent for the NEH. Alexander's legislation in essence is a history program "earmark" and the NEH traditionally has not been subjected to such funding restrictions. Over the years, NEH supporters have shied away from such earmarks for fear that once a precedent is established, in the future other members of Congress may try to earmark funds thereby shortchanging the NEH's primary mission and programs.

Second, there is also some concern over the potential impact that the \$25 million authorization could have on the FY 2004 NEH "We the People" program appropriation. With the Republican controlled House only appropriating \$10 million of the President's \$25 million request, and because the funding level for the NEH has not been addressed by the Senate, the question emerges: what impact would the funding for the Alexander program have on the "We the People" program in the Senate and/or when the bill comes to conference? Some fear that certain members of Congress may want to pull the \$25 million from the "Teaching American History" (TAH) grant program currently funded by the DOE at \$100 million and turn some of that money over to the NEH to use to administer the Alexander bill. Also, the House recently recommended an appropriation of only \$50 million—half of what the Administration requested for the "Teaching American History" program—while the Senate recommended \$120 million. The fear is that in conference the Senate may acquiesce to a lower funding level for the TAH program provided that the funds are made available for the Alexander bill. This, in turn, would impact the grant funding levels available for the LEAs (Local Education Agencies) that currently are the prime beneficiaries of the TAH grants. Senator Byrd, as the ranking minority member on the Senate Appropriations Committee and the key sponsor of the TAH grants, is not expected to be predisposed to this type of arrangement though he may welcome an additional \$25 million being added to his \$120 million for the TAH grants program to fund the Alexander bill. In this era of fiscal austerity it is doubtful the House would sign off on a \$145 million authorization for the TAH grant program.

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Florida Ballots From 2000 Election Saved

On 8 May 2003, Glenda Hood, the Florida Secretary of State, announced that she had instructed all sixty-seven Florida counties to forward more than six million ballots from the 2000 election to the Florida State Archives. Hood's action puts to rest concerns of historians, political scientists, and archivists who feared the 2000 presidential election records would be destroyed in accordance with Florida's records disposition schedules.

For well over two years, the National Coalition for History has played a leading role in advocating the preservation of the ballots and the related election records, such as instructions from supervisors to poll workers, records of canvassing board meetings, legal briefs, and paper and electronic communications between the Secretary of State's office and local election board officials.

Hood spokeswoman Jenny Nash said the 5,000 cubic feet of ballots (the equivalent of 450 large filing cabinets) will be stored in the climate-controlled archives building in Tallahassee. The ballots will be transported by truck at the expense of the state. The Secretary of State's office estimated that it will cost between \$250,000 to move and store the documents, and \$100,000 annually after that.

Normally, ballots are destroyed after twenty-two months, but the Department of State and the Division of Library and Information Services extended the deadline to 1 July 2003. However, at least one county had already destroyed its ballots. "Our ballots are gone," said Mark Andersen, elections supervisor for Bay County in the Panhandle, adding that he thought state officials had already given approval to get rid of them.

While the ballots were saved for the benefit of future historical research, some doubt their potential usefulness. "They're of no value at all except as a historic relic," said Barry Richard, Florida attorney for Al Gore. "They're just a curiosity at this point." Julian Pleasants, a history professor at the University of Florida in Gainesville disagrees: "For the most part, ballots don't have historical value, but obviously 2000 was a bit different. . . . This is the most controversial presidential election in modern history." □

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

▼ HALL / From 3

bait-and-switch: they advertise the presence of overpaid "star professors," then crowd students into large classes taught by underpaid adjunct faculty. While that argument is tempting, it is also misleading. First, at most colleges and universities, "star professors" are few and far between; the faculty in general is overworked and underpaid, particularly in contrast to other professions. More important, most nontenure-track workers are highly qualified, dedicated teachers, despite their often abysmal pay and working conditions. In short, the quality of classroom teaching is not compromised simply because a part-time or adjunct faculty member is standing behind the podium.

And as working conditions in the academy deteriorate, it is difficult to believe that our most talented young people will continue to see higher education as a calling and a feasible career.

Nevertheless, the growing reliance on such contingent workers does undermine the larger instructional culture and has implications for our students and for the society at large. Since such workers do not have as much voice as tenure-track faculty in shaping curricular and other policies, we are losing a vital innovative impulse that often comes from our youngest colleagues. Because they have little time and no research support, members of the upcoming generation often cannot make the contributions to knowledge they could and would otherwise make. And as working conditions in the academy deteriorate, it is difficult to believe that our most talented young people will continue to see higher education as a calling and a feasible career. The pressure to shrink drastically or eliminate graduate programs will be overwhelming. Finally, I would agree with American Association of University Professors Field Representative Richard Moser, who argues that when academic institutions uncritically take on the labor and management policies of corporations, we are setting a disturbing example for our students. By condoning labor exploitation, moreover, we relinquish the moral credibility with which we speak to students or to the public about issues of social justice, past and present. (6).

I do not underestimate the complexity of these issues. Many administrators struggle to fill their department's teaching needs with ever more constricted budgets. They are often left with the difficult choice of either hiring part-time and adjunct instructors or canceling courses. Furthermore, some scholars want the flexibility offered by part-time employment, although the 2002 survey indicated that 67 percent of part-timers held their current positions because they could not find full-time work. Still, whatever their motives, part-time and adjunct faculty deserve both equity and respect, and our whole enterprise is compromised when they enjoy neither.

While sensitive to departmental budget constraints and the appeal of part-time positions to some of our colleagues, the OAH believes that its primary obligation rests with the part-time and adjunct workers who desire tenure-track positions and with all of those who labor under

debilitating working conditions. To meet that obligation, the AHA-OAH Joint Committee on Part-Time and Adjunct Employment has worked long and hard to formulate strategies that take the needs of a diverse constituency into account. Building on the pioneering efforts of the Coalition on the Academic Workforce, this committee has now developed a set of standards to govern the use of part-time and adjunct employment. At its annual meeting in Memphis in April, the OAH adopted these standards; in May, the AHA Council did the same (7). These standards are printed on the next page, and I urge you to read them carefully and to consider their implications for your department and institution.

I hope also that you will consider the opportunities for broader advocacy of equity in the workplace and investment in higher education. To date, approximately forty-five thousand part-time faculty have joined forces with the American Federation of Teachers, which has helped to pioneer standard-setting for contingent academic workers (8). The American Association of University Professors has also been a vital force in this effort. The AAUP each year sponsors a "Campus Equity Week," which encourages the consciousness-raising that is needed right now. It also works closely with both the Coalition on the Academic Workforce, a confederation of professional organizations (including the OAH) and the Coalition of Contingent Academic Labor, a broad network of academic activists (9). Through such collective efforts we can act to end the exploitation of part-time and adjunct faculty. We can also begin to make long-range plans to reverse the trends that are transforming colleges and universities from communities of scholarship and learning into substandard corporate workplaces ruled by the bottom line. □

Endnotes

For help with this column, I want to thank Sarah Thuesen, one of the promising teacher/scholars now facing the conditions I describe.

1. James M. McPherson, "Budget Cuts and History Jobs: Many Problems, No Easy Solutions," *Perspectives* (January 2003). <<http://www.theaha.org/perspectives/issues/2003/0301/0301pre1.cfm>>.
2. For a good overview on this issue, see Richard Moser, "The New Academic Labor System, Corporatization and the Renewal of Academic Citizenship" (2001). <<http://www.aaup.org/Issues/part-time/cewmose.htm>>.
3. See "Figure One" in Robert B. Townsend, "Part-Time Faculty Surveys Highlight Disturbing Trends," *Perspectives* (October 2000). <http://www.theaha.org/perspectives/issues/2000/0010/pt_survey.htm>.
4. "History PhD Production Hits 20-Year High," *Perspectives* (January 2000). <<http://www.theaha.org/perspectives/issues/2000/0001/0001new1.cfm>>.
5. Robert B. Townsend and Miriam E. Hauss, "The 2002 AHA-OAH Survey of Part-Time and Adjunct Faculty," *Perspectives* (October 2002). <<http://www.theaha.org/perspectives/issues/2002/0210/0210aha3.cfm>>.
6. See Richard Moser, "The New Academic Labor System, Corporatization and the Renewal of Academic Citizenship" (2001). <<http://www.aaup.org/Issues/part-time/cewmose.htm>>.
7. See AHA Press Release, which includes copy of proposed standards: <http://www.theaha.org/press/PR_Parttime.htm>.
8. See AFT website: <http://www.aft.org/higher_ed/parttime/index.html>.
9. For links to all these organizations, see the AAUP's web site: <<http://www.aaup.org/Issues/part-time/>>.

▼ MONTGOMERY / From 3

ically for routine posttenure review for faculty members who had been tenured (3).

Above all, we who are tenured historians must heed the admonition of Professor Joyce Appleby that "adjunct professors being hired today have excellent potential, because they have been our graduate students." We "have participated in their development as scholars," but we also know "that their potential is slowly drained, year by year, without the support for their scholarly development that we have written into our own working conditions" (4).

Inaction by history departments is the most certain way to consign whatever control they exercise over their own professional activities, the conditions of their employment, and the future prospects of the graduates with whom they have worked closely for years to administrators and legislators, who are obsessed with reducing instructional costs and imitating current practices of the business world. The standards proposed by the Joint AHA-OAH Committee on Part-Time and Adjunct Employment and endorsed by both organizations, and the appeal of President Hall, summon all of us to place our own departments' use of nontenure-track appointments high on our departmental agendas. The committee's report provides valuable guidelines for discussion and for action within every college and university. □

David Montgomery is the Farnam Professor of History Emeritus at Yale University and past OAH President (1999-2000).

Endnotes

1. NEA Today, 19 April 2000, 3.
2. American Association of University Professors, "1940 Statement of Principles on Academic Freedom and Tenure, with 1970 Interpretive Comments," *AAUP Policy Documents* (1995): 3-10.
3. Denise K. Magner, "Report Urges Post-Tenure Reviews for Professors and More Pay for Part-Timers," *Chronicle of Higher Education*, 22 January 1999, A10.
4. Joyce Appleby, "Of Parcels and Part-Timers," *AHA Perspectives*, October 1997, 9.

Joint Committee Issues Standards for Part-time and Adjunct Faculty

At their respective semiannual meetings, the OAH Executive Board (3-6 April 2003) and the AHA Council (3-4 May 2003) endorsed the following five standards recommended by the Joint AHA-OAH Committee on Part-time and Adjunct Employment.

1. That part-time faculty be included in the collegial relations and communications of their departments and be provided with:

- Clearly stated evaluation procedures that include a defined probationary period;
- seniority for hiring and pay raises after the probationary period
- office space, phones, access to computers and libraries, photocopying, and parking, clerical and technological support (when available to full-time faculty);
- eligibility for grants to attend conferences and workshops (on the same basis as full-time faculty); and
- access to basic benefits (such as health and life insurance, sick leave, and retirement plans). Health benefits particularly should be universally available proportional to employment, with an opportunity provided for co-payments to ensure full coverage.

2. That history departments provide an accurate statistical report to the AHA-OAH Joint Committee on Part-time and Adjunct Employment, to accrediting organizations, and to the public, showing the number of part-time/adjunct faculty. This includes providing:

- the actual number of full-time and part-time/adjunct faculty;
- the number and percentage of history courses taught by full-time and by part-time/adjunct faculty respectively; and
- the length of employment of part-time/adjunct faculty.

(For the purpose of statistical reporting, graduate students teaching independent courses, where they are the instructors and are responsible for lectures and running the course, are to be counted as part-time/adjunct faculty.)

That history departments specify the criteria or priorities governing the hiring and retention of part-time/adjunct faculty.

3. That the following standards be recognized as the appropriate proportion for courses taught by part-time/adjunct faculty (including graduate students):

- Community Colleges: 30 percent; 40 percent maximum
- Four-Year Institutions: 10 percent; 20 percent maximum
- Research Institutions: 20 percent; 30 percent maximum

These levels reflect existing variations among different types of institutions shown in a number of studies, and improve on existing use by moving to lower percentages.

4. That the pay scale for part-time faculty be set at a minimum of 80 percent of what a full-time faculty member of comparable training and experience would be paid for teaching a course at that particular institution. (Research institutions will have to modify these standards according to their actual practices, taking into account the large amount of time their faculty spend on research and writing.) This assumes that the part-time/adjunct faculty member does NOT have administrative duties, serve on institutional committees, do advising, or supervise independent research projects or internships. If those duties are included, pay should be 100 percent equivalent.

This would mean, for example, that if an assistant professor teaches six courses and is paid \$40,000 a year, the per-course payment for a part-time faculty person should be (at the 80 percent rate) \$5,300 per course; if the salary was the same and the course load was 8 courses a year, the pay should be \$4,000 per course; if 10 courses a year, the pay should be \$3,200 per course. The amount paid should be increased over time to recognize years in service.

5. History departments should undertake to meet these standards and will be commended for substantial progress and good practices in the AHA and OAH newsletters.

In addition to the above standards, the Joint Committee requested and the OAH Board and AHA Council agreed to contact all college accrediting organizations and all journals and media that list colleges and universities by various criteria and ask them to include the following information in their reports:

- number and percentage of part-time/adjunct faculty; and
- number and percentage of courses taught by part-time/adjunct faculty.

This is a matter of public information to which prospective students and their families are entitled as a matter of consumer protection.

The AHA and OAH executive offices are currently devising a brief survey that will be distributed in paper and electronic form to all history departments by September 2003. Future reports in 2004 and later will be completed electronically. □

OAH Southern Regional Conference: Practicing American History in the South



Atlanta City Hall, 1864 (Civil War Sketches, graphite on paper)

Mark your calendars for 8-11 July 2004 next summer, when OAH, along with the Georgia State University Department of History and the Georgia Association of Historians, will host its second regional conference in Atlanta, Georgia. The meeting, which will take place on the campus of Georgia State University, has as its special charge a desire to reach members and other historians and graduate students who find it difficult to attend the national meeting held in the spring each year. All members and others interested in American history are welcome and encouraged to attend.

Atlanta is a convenient, central location in the Southeast and the conference benefits from the relatively inexpensive lodging and services offered by Georgia State University. Considerable attention will be devoted to professional development and the practice of history both in classrooms and in public settings in the South. Public memory and the public history of the Civil War and the Civil Rights Movement will be the subject of several sessions.

Thanks to the generosity of the Liberty Legacy Foundation, a limited number of travel grants will be awarded to precollegiate teachers who wish to attend the meeting. Further information on the travel grants will be posted online and in future issues of the *OAH Newsletter*.

The 2004 Southern Regional Conference Program Committee is working hard to assemble an impressive panels of scholarly, teaching, public history, and professional sessions.

The program will be available online later this year at <<http://meetings.oah.org>> and in paper at the 2004 Annual Meeting in Boston.

Make Atlanta part of your travel and vacation plans for next summer and get ready for an exciting and enriching experience of American history right in the heart of the New South. □

Southern Regional Conference Program Committee

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

Recent Scholarship Online

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

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

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

www.oah.org/rs/



Institute - Andrew W. Mellon Postdoctoral Research Fellowship 2004-2005

The Omohundro Institute of Early American History and Culture invites applications for a one-year Andrew W. Mellon Postdoctoral Research Fellowship in any area of early American studies, to begin July 1, 2004, pending funding. The award carries a year's support to revise the applicant's first book manuscript and the Institute's commitment to publish the resulting study. The Institute's scope encompasses the history and cultures of North America's indigenous and immigrant peoples during the colonial, Revolutionary, and early national periods of the United States and the related histories of Canada, the Caribbean, Latin America, the British Isles, Europe, and Africa, from the sixteenth century to approximately 1815.

The principal criterion for selection is that the candidate's manuscript have significant potential for publication as a distinguished, book-length contribution to scholarship. Applicants must submit a completed manuscript and may not have another scholarly monograph under contract. They must have met all requirements for the doctorate at least twelve months prior to commencing the fellowship. The Institute will hold first rights to publishing the revised study. The application should reflect a thoughtful program for revision. Persons who have previously participated in the Institute-National Endowment for the Humanities postdoctoral fellowship competition may apply, but former recipients of that fellowship will not be eligible. Those who qualify may apply simultaneously to both programs.

A year-long residency at the Institute is recommended; however, flexible arrangements are possible. No other employment may be held during the fellowship. Fellows are expected to devote their time exclusively to research and writing and to work closely with the editorial staff. The fellowship carries a stipend of \$45,000 and a comprehensive benefits package; in addition, office facilities at the Institute and some travel funds for conferences and research are available.

The Andrew W. Mellon Postdoctoral Research Fellowship will be open to all eligible persons equally, including foreign nationals. It is made possible by the renewal of a generous grant to the Institute by the Andrew W. Mellon Foundation and will be offered annually over the next six years. The Institute is a National Endowment for the Humanities-designated Independent Research Institution; is cosponsored by the College of William and Mary and the Colonial Williamsburg Foundation; and is an Equal Employment Opportunity/Affirmative Action employer.

Further information and application forms may be obtained from the Andrew W. Mellon Postdoctoral Research Fellowship, OIEAHC, Box 8781, Williamsburg, VA 23187-8781. E-mail: IEAHC1@wm.edu. Website: <http://www.wm.edu/oieahc/mellon.html>.

Application deadline is November 1, 2003.

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



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AMERICAN HISTORIANS

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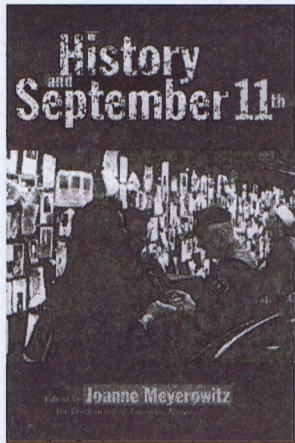
Deadlines range from October to December.

See www.oah.org/activities/awards for details.

News of the Organization

History and September 11

Temple University Press has recently published *History and September 11th*, based on the September 2002 issue of the *Journal of American History*. Examining topics such as American nationalism, U.S. foreign policy, Islam, and anti-Americanism throughout history, as well as paying



attention to America's relation to the rest of the world, the issue's contributors attempt to put the tragedy of September 11 into historical context. Collectively, the essays comment on the tendency to see the events of September 11 as simply an isolated battle between good and evil.

History and September 11th, edited by Joanne Meyerowitz, concludes with a collection of primary source documents such as speeches, articles, and book excerpts. This section includes such items as Islam-

ist Sayyid Qutb's *Milestones*, 1960; President George W. Bush's Address to a Joint Session of Congress and the American People, 20 September 2001; and Osama bin Laden's Speech on September 11th Attacks, 7 October 2001.

"This book represents an impressive, important, and timely mobilization of historians," said Tom Bender, Professor of History, New York University, and editor of *Rethinking American History in a Global Age*. Its contributors "usefully address the national and international historical meanings [of] the terrible event of 9-11 and the challenges its aftermath poses for American domestic and foreign policies. These essays and documents provide essential material for discussion, whether in the classroom or in the larger public realm."

To request an examination copy or to purchase, contact the press at 1-800-621-2736 or visit <<http://www.temple.edu/tempress>>. □

New OAH Committee on Intellectual Integrity

"Recent, highly publicized allegations of professional misconduct... have provoked controversy and fostered confusion in the historical profession and beyond," begins the charge to the new OAH Ad Hoc Committee on Intellectual Integrity. Created by the OAH Executive Board at its spring 2003 meeting in Memphis, the committee will help the organization formulate guidelines for responding to issues of professional ethics involving honesty and integrity. President Jacquelyn Hall has appointed Karen Halttunen, University of California, Davis, as chair, along with Richard Blackett, Vanderbilt University, Laura Edwards, Duke University, OAH Past President Michael Kammen, Cornell University, Kate Torrey, University of North Carolina Press, and Sandra Treadway, Library of Virginia. The committee's charge also recognizes that the AHA Council's decision in May 2003 to no longer adjudicate complaints of professional misconduct has altered the playing field and makes more urgent the consideration of appropriate ways to deal with violations of accepted standards within the discipline of history. The committee will submit its report at the fall 2004 executive board meeting. OAH members with suggestions or concerns about intellectual integrity are encouraged to contact the committee as a whole <oah@oah.org> or the committee members individually. □

Historians' Amicus Brief Plays Role in Supreme Court Case

On 26 June 2003, the U.S. Supreme Court handed down *Lawrence v. Texas*, a decision that declared state anti-sodomy laws unconstitutional. Justice Anthony Kennedy wrote the majority opinion which attacked the societal presumptions and legal reasoning behind the 1986 decision *Bowers v. Hardwick*, a previous case where the Court had endorsed Georgia's anti-sodomy law. Kennedy's opinion, found for the plaintiffs—two gay men arrested by Texas officials under provisions of the Texas Homosexual Conduct Law—and focused heavily on the historical impact of sodomy and sodomy laws. A close reading of Kennedy's opinion reveals that much of the language was intellectually influenced by an amicus brief submitted to the Court by several historians in January 2003 (see "Historians File Amicus Brief in Texas Sodomy Case," *NCH Washington Update*, 23 January 2003).

Lawyers for the plaintiffs originally approached University of Chicago historian George Chauncey to see if he would prepare the amicus brief. Chauncey assembled a larger group of academics and intellectuals, including OAH members John D'Emilio, Estelle B. Freedman, Nancy F. Cott, and Linda K. Kerber. When asked by the NCH about the impact that the historians' brief had on the recent decision, D'Emilio stated that in "reading Kennedy's decision, I was impressed—and enormously gratified—that he incorporated so much of this historical reasoning and evidence into [his] argument... history matters!"

Of further importance to the court's ruling was D'Emilio's 1997 book, *Intimate Matters: A History of Sexuality in America*, which he coauthored with fellow OAH member and Stanford historian, Estelle Freedman. Justice Kennedy quoted from the book in the majority opinion, stating, "Far from possessing 'ancient roots,' American laws targeting same-sex couples did not develop until the last third of the twentieth century." This argument attacked the 1986 decision, which stated that proscriptions against sodomy have existed since ancient times. □

Organizations File Amicus Brief in Support of Schrecker FOIA Suit

On 24 June 2003, the National Coalition for History, along with the Organization of American Historians, American Historical Association, American Studies Association, Association for Documentary Editing, Society of American Historians, and several other groups, filed an amicus brief in the case *Schrecker v. U.S. Department of Justice*. The brief supports history professor Ellen Schrecker, of Yeshiva University, who is the plaintiff/appellant in an action against the U.S. Department of Justice. The case is being heard in the D.C. Circuit Court of Appeals and centers on a Freedom of Information Act (FOIA) request made by Schrecker to the Department of Justice for information on individuals investigated by the FBI during the McCarthy era. The Bureau withheld names from those files asserting the personal privacy exemption. The key issues are whether the names should be released and if the privacy concerns have expired or diminished over time due to the probable death of the anonymous persons.

The brief contains several main points supportive of the appellant. The first is that the FBI "improperly presumes the individuals in 50-year old records are still alive" and that the FBI did not take an active approach in determining the status of the individuals. Secondly, the brief argues that "the department's practice of withholding names unless there is proof an individual is dead or was born more than one hundred years ago has no basis" in law. Professor Schrecker's case is expected to be argued sometime in the fall. □

—Bruce Craig

Gary Nash Receives NPS Award

On 17 April 2003, former OAH president Gary Nash received a special award from the National Park Service (NPS), in recognition of his longstanding efforts to ensure that the park service fulfills its mission of presenting high-quality historical scholarship



Gary Nash (Photo courtesy Charles D. Rafkind, National Park Service.)

throughout the nation's parks. In presenting the award to Professor Nash, NPS chief historian Dwight Pitcaithley cited Nash's role in forging the relationship between NPS and OAH as a primary reason for the honor. Since 1994, OAH has had a cooperative agreement with NPS, through which the two organizations collaborate on historical projects benefitting national park sites. Nash, who served as OAH president from 1994 to 1995, was instrumental

in formalizing the relationship between the two organizations, established an OAH committee to assist in the execution of the agreement, and served as chair of this committee for eight years, stepping down at the 2003 OAH annual meeting in Memphis.

The award was presented to Nash at the conclusion of his keynote address, "For Whom Will the Liberty Bell Toll? From Controversy to Consensus," given to an enthusiastic crowd at the George Wright Society annual meeting in San Diego. In this speech Nash reflected on the recent controversy surrounding renovations at Independence National Park. As originally proposed, the park's new interpretive plan did not have any provision for acknowledging the history of the slaves who worked for George Washington while he inhabited the executive mansion in Philadelphia. Through the efforts of Nash, community activists, and NPS staff, this plan was eventually modified so that public memory of the enslaved will not be lost.

After receiving the award, Nash signed copies of his latest book, *Landmarks of the American Revolution* (Oxford University Press, 2003), which includes discussions of numerous NPS sites. □

Thank You, Gilder Lehrman Institute of American History

OAH thanks the Gilder Lehrman Institute of American History for its continuing support of these OAH programs:

- *OAH Magazine of History*
- *Talking History* Radio Program
- Travel grants for teachers to attend the OAH Annual Meeting



The GILDER LEHRMAN Institute of
American History

Correspondence

To the Editor:

As a senior member of the profession with over sixty years cumulative experience as a journal editor, author of sixteen monographs, and editor of both contributed works and of bibliographies, may I respond to your encouragement of comments on this sad affair?

I was trained by the likes of Samuel Eliot Morison and others at Harvard, Morison especially encouraged breadth of view and experience, he also thought we should be better than his generation. Ethics and plagiarism were not taught because we of the older generation had been imbued with those concepts. There was far less pressure to publish and to achieve tenure. Moreover, it was important to write readable prose. While the standards of citation were set, attribution in either footnotes or in works consulted was sufficient provided direct quotations were acknowledged. Perhaps for most of us the concern was with where we had obtained our facts, providing information enough that others could find them for themselves. As an Editor I have sought to consolidate notes and preferably to get authors to provide source essays and guidance assuming that anyone interested in the subject will wish to look at the book or article, not just at one page. For both journals and publishers the economic cost of superfluous citation has to be considered. (Thus the perennial argument over more or longer book reviews.)

Part of the problem in America or U.S. history seems to be too many scholars pushed to publish with too little imagination as to new topics or new perspectives on old topics. It is encouraging to see that comparative history is beginning to emerge in other than military history.

Graduate schools have not encouraged large views or trial balloons. The unconscious or purposeful emphasis is upon marking out an area or two and knowing everything by anyone who has tilled that plot, but not much concern as to its significance to world history.

One of the purposes of history should be to educate the reader, the general public, and teachers. Anyone such as Ambrose who is successful in doing so is an object of jealousy rather than praise. And because success brings income and freedom, that is to be disparaged, especially by those who are seriously pursuing grants, for getting outside funding counts for brownie points on the tenure and promotion ladder. It was the opinion of one member of my department that Samuel Eliot Morison was not a proper subject for a historiography seminar paper since he had won a Pulitzer Prize and had money. In a sort of convoluted way it is reminiscent of the judgment that Admiral Byng was shot to encourage initiative.

In terms of the Bellesiles' case you have raised a valid point as to the equality and justice of punishments. Professor Ellis was guilty of lying about his military service and suspended, without effect upon his audiences apparently. Ambrose and Kearns have been publicly embarrassed. Has Bellesiles been given comparable treatment? The answer is no. The Emory enquiry was, as the OAH noted, flawed. But who in the publishing and who in the awards process failed to detect the alleged flaws. Surely these errors or omissions deserves some consideration.

And who put the pressure on Professor Bellesiles to resign without a better investigation than a summary administrative face-saving?

You rightly suggest that there are some bigger issues here, perhaps some that should go to an ombudsman. At the same time, shouldn't there be a better understanding of the needs and requirements of publication, including the economic, and the production of readable, saleable books? This also suggests the need for a forum, such as we have hoped would emerge in the *Journal of the West*, for experimental theses, trial balloons, and the like to help open up new topics and areas of research and writing. This is particularly important with so many academic or quasi-academic publishers opting for profits. But who can blame them when professors no longer buy books? □

Robin Higham

Professor emeritus of Military History
Kansas State University

American Association for State and Local History Releases Statement of Support for State and Local Historical Agencies

In response to the nationwide trend of decreasing support provided to history organizations by state governments, the board of directors of the American Association for State and Local History (AASLH) adopted a statement supporting state and local historical agencies at its June 2003 meeting. "Support of State and Local Historical Agencies in America: A Statement of Concern," was distributed to historical organizations, the CEO's of each state historical society and museum, and each state's governor and secretary of state.

In the statement, the AASLH expresses its deep concern over the cuts in funding of historical organizations, stating that these "reductions demonstrate a wanton disregard of the relationship of the past to the future of the democratic institutions that define America and its position in the world." The AASLH emphasizes that keeping and making available historical records is an essential part of the democratic experience. This is apparent in newly freed countries, such as Iraq today where, in examining previously closed governmental archives, "the past is confronted and a future of new possibilities can be envisioned." □

OAH/JAAS Short-Term Japan Residencies



Summer and Fall 2004



JUSFC

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

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

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

アメリカ学会

JAPANESE ASSOCIATION FOR AMERICAN STUDIES

Talking History in New York City

Talking History has come to Broadway—well, not exactly, but it is now available in New York City. Beginning in August, *Talking History* will be partnering with *The Teacher as Historian*, which is produced by WNYE-FM, a public radio station operated by the New York City Public Schools.

Like *Talking History*, *The Teacher as Historian* is dedicated to providing the best historical scholarship to the public, in their case to the city's schoolteachers. The producers for *The Teacher as Historian* will use various segments from *Talking History* as part of their programming and, in exchange, *Talking History* will do the same with selections from their programs.

The Teacher as Historian is broadcast each weekday from 6:30 to 7:00 p.m. on WNYE at 91.5 FM. The program was created with funds provided by the U.S. Department of Education. *The Teacher as Historian* is produced by Irwin Gonshak, and program listings are posted at <<http://www.twc.org>>.

Talking History—OAH's public radio program—continues to grow, but we still need your assistance. If we are not yet being aired in your area, please tell your local public radio station about us. Program directors are very attentive to local listeners and it has been our experience that once they listen to the show, they usually love it. Let me know if we can help you make contact. □ —Bryan Le Beau, Host

Check out OAH's weekly radio show

<talkinghistory.oah.org>.

Can't hear *Talking History* where you live?

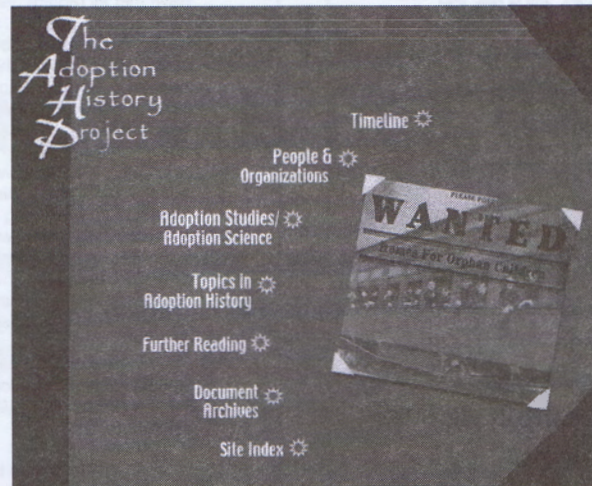
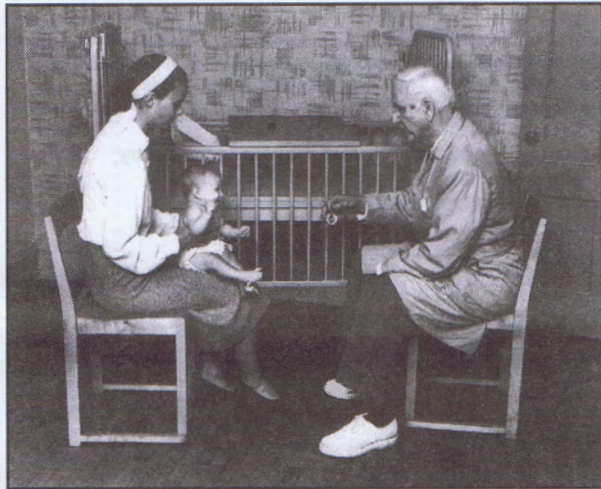
Recommend it to your local public radio program director.

TALKING
HISTORY

News of the Profession

Adoption History Project

University of Oregon Professor Ellen Herman has created the first web site on the history of child adoption in the United States. The Adoption History Project, located at <http://www.uoregon.edu/~adoption/>, is a digital public history resource, profiling people, organizations, topics, and studies that shaped the theory and practice of modern American adoption. Hundreds of images and primary documents illustrate such topics as the orphan trains, infertility, sealed records, eugenics, baby farming, telling, and transracial, international, and special needs adoptions. "Currently, there is almost nothing about adoption history available on the Internet," notes Herman. "Many people with personal and professional ties to adoption may not be aware that adoption has a history at all. I hope the site will begin to fill this gap and tell the fascinating story of adoption's past." The web site will also be of interest to high school and college teachers who cover child welfare, family life, public policy, and related issues in their history and social studies classes. The Adoption History Project is supported by the National Science Foundation and the Center for History and New Media. Ellen Herman, an OAH member, is the author of *The Romance of American Psychology: Political Culture in the Age of Experts* (University of California Press, 1995) and is currently completing a book, *Kinship by Design*, about the history of child adoption in the twentieth-century United States. □



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About the Project and the Author
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Arnold Gesell (at left) with a mother and child in his Yale University Clinic. "Nothing in the field of social welfare needs more deliberate and conscious regulation than child adoption," he declared, neatly summarizing the goals of adoption reformers during the first half of the twentieth century. His pioneering work in human development during the 1930s and 1940s led to the Gesell Development Schedules for determining a child's mental and physical developmental health. (Library of Congress, used by permission of Mrs. Joseph W. Walden.)



Jessie Taft, Virginia Robinson, and their two adopted children, Everett and Martha (Rare Book and Manuscript Library, Columbia University).

Controversy Stirs Over Reconstruction Theme Study

Recently, what was considered a noncontroversial piece of legislation (S. 500 and H.R. 332) proposing a Reconstruction Theme Study—and a possible new National Park Service site focusing on the story of Reconstruction—has come under fire from southern heritage groups. Representative Joe Wilson (R-SC), the sponsor of the House version of the bill, has been targeted to receive letters opposing the study, which would focus federal dollars and public attention on the unique Reconstruction era resources located in Beaufort County, South Carolina.

The most vocal opposition has come from the Sons of Confederate Veterans (SCV), an organization comprised of descendants and relatives of Civil War era Confederates. Recently, the SCV passed a resolution opposing the theme study alleging that the study would be one-sided, and would ignore the "blight of reconstruction . . . dominated by occupying federal troops and . . . carpetbagger rule." The SCV also expressed concerns that the Beaufort Arsenal would be turned over to the National Park Service.

Jefferson Mansell, Director of the Historic Beaufort Foundation, however, disputes the claims of the SCV. "American history is not always pretty," he said. "It is often controversial and it is always open to interpretation. Our goal . . . is that the National Reconstruction Study Act will recognize the trials, tribulations, and injustices suffered by all South Carolinians and the success and failures of that Federal program." Mansell also stated that there were no plans to turn the Arsenal over to the federal government.

Senator Fritz Hollings's (D-SC) version of the legislation (S. 500), that has already passed the Senate and has been sent to the House for consideration, has the greatest chance of being enacted. Last year, the senator secured funding of \$350,000 for the study in the FY-2003 Interior Appropriations bill, but freeing up the funds for the study is dependent on the passage of an authorization bill. Consideration of both the Hollings and Wilson bills remains pending before the House Subcommittee on National Parks, Recreation, and Public Lands, which has yet to schedule a hearing. □

—Bruce Craig

New Software for Historians

Exploring and Collecting History Online (ECHO) announces a new suite of free, user-friendly software suitable for historians interested in developing interactive web sites. George Mason University's Center for History and New Media <http://chnm.gmu.edu/> sponsors ECHO, a project dedicated to Internet-based collection and preservation of the history of science and technology <http://echo.gmu.edu/>. ECHO is funded by a grant from the Alfred P. Sloan Foundation.

ECHO Managing Director Dan Cohen developed the software to address the needs of public and social historians interested in incorporating new media into their work. The three applications—Web Scrapbook, Survey Builder, and Poll Builder—allow users to easily and efficiently organize Internet-based history projects and develop online surveys and polls. A preliminary version of ECHO's "Practical Guide" to collecting history through the Internet is available on their site. A more complete version will appear in 2004. □

Library of Congress Launches Veterans History Project

In honor of Memorial Day and in celebration of the American spirit, the Library of Congress recently launched a web site highlighting its collections of veterans' stories, patriotic music and community life. The site, "Courage, Patriotism, Community," is accessible at <http://www.loc.gov/courage>. The site has three main components: Experiencing War: Stories from the Veter-

ans History Project; Patriotic Melodies: Selections from I Hear America Singing; and Community Roots: Selections from the Local Legacies Project.

Experiencing War <http://www.loc.gov/warstories/> features selected stories from the Library's Veterans History Project in the American Folklife Center. Created by an act of Congress in 2000, the Veterans History Project provides veterans—and the civilians who supported them—the opportunity to record their wartime experiences. These stories are told through video, audio, and written accounts from twenty one veterans and civilians. Patriotic Melodies <http://www.loc.gov/patriotic-music/> illustrates the close connection between patriotism, music, and the expression of the American spirit. It features some of America's most important patriotic tunes, such as "The Star Spangled Banner" and "My Country 'Tis of Thee," and the stories behind the creation of each. Community Roots <http://www.loc.gov/folk-life/roots/> documents America's local festivals, community events, and other grassroots activities.

These resources come from the larger "Local Legacies" collection—a joint project of the Library of Congress and the U.S. Congress that was initiated during the Library's bicentennial celebration in 2000 to document the nation's multicultural traditions at the turn of the twentieth century. One local tradition has been selected to represent each state, the District of Columbia, the territories and trusts. This presentation highlights the ways in which Americans celebrate their diverse cultural backgrounds. □



ETS is an authorized provider of Continuing Education Units (CEUs).

U. S. History Faculty Evaluate AP Exams at the Annual College Board AP Reading

Each year in June, college faculty and high school teachers from all over the world gather to evaluate and score the free-response section of the AP Exams. These hard-working professionals, known as readers, are vital to the AP Program because they ensure that students receive AP grades that accurately reflect college-level achievement in each discipline. Readers are paid honoraria, provided with housing and meals, and reimbursed for travel expenses. At the AP Reading you will also exchange ideas, share research experiences, discuss teaching strategies, establish friendships, and create a countrywide network of faculty in your discipline that can serve as a resource throughout the year.

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INSTITUTE POSTDOCTORAL NEH FELLOWSHIP 2004-2006

The Omohundro Institute of Early American History and Culture offers a two-year postdoctoral fellowship in any area of early American studies, to begin July 1, 2004. A principal criterion for selection is that the candidate's dissertation or other manuscript have significant potential as a distinguished, book-length contribution to scholarship. A substantial portion of the work must be submitted with the application. Applicants may not have previously published or have under contract a scholarly monograph, and they must have met all requirements for the doctorate before commencing the fellowship. Those who have earned the Ph.D. and begun careers are also encouraged to apply. The Institute holds first claim on publishing the appointed fellow's completed manuscript. The Institute's scope encompasses the history and cultures of North America's indigenous and immigrant peoples during the colonial, Revolutionary, and early national periods of the United States and the related histories of Canada, the Caribbean, Latin America, the British Isles, Europe, and Africa, from the sixteenth century to approximately 1815.

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

For the calendar year 2005 the fellow will be supported principally by the National Endowment for the Humanities through its program of fellowships at Independent Research Institutions. During that year he or she will be designated both an NEH and an Institute fellow.

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

Further information and application forms may be obtained by writing to Institute-NEH Fellowship, OIEAHC, Post Office Box 8781, Williamsburg, VA 23187-8781. E-mail: IEAHC1@wm.edu. Website: <http://www.wm.edu/oieahc/NEH.html>.

Application deadline is November 1, 2003.

RESEARCH GRANTS AND RESIDENCIES at the Rockefeller Archive Center



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

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

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

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

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

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

2005 OAH Annual Meeting

CALL FOR PAPERS

31 March – 3 April 2005 • San Francisco Hilton

Telling America's Stories: Historians and their Publics

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

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

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

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

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

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

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

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

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

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

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

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

Gregory H. Nobles, Georgia Institute of Technology
Albert Raboteau, Princeton University
Martha A. Sandweiss, Amherst College
Ronald Spector, George Washington University
Gavin Wright, Stanford University

Call for Papers

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

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

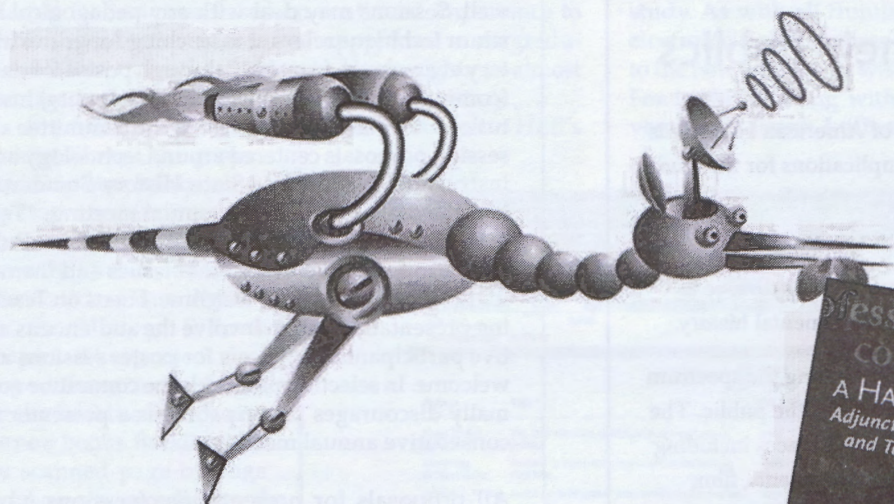
All proposals for presentations/sessions must specify participants and include single-page vita, an abstract no more than 500 words in length, and a brief prospectus of each paper/presentation proposed. Please send five collated copies, postmarked no later than 15 January 2004, to: 2005 Focus on Teaching Proposal, Organization of American Historians, 112 North Bryan Ave., Bloomington IN 47408-4199. □

Sunday Morning Chat Rooms

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

Submission Procedures ① Proposers should email the OAH office with the topic of discussion. Proposers are the point persons who agree to be responsible for finding the room assigned, greeting the other discussants, and beginning the conversation. Chat room proposals should be no more than 150 words in length and should speak to the purpose and potential audience of the planned discussion. (Chat rooms are public and open to anyone who registers for the 2004 Annual Meeting.) ② Chat room proposals that arrive and are accepted by 15 September 2003 will appear in the Annual Meeting Program, on the OAH web site, and in the Onsite Program, which is distributed to registrants at the annual meeting. Proposals that arrive and are accepted by 15 January 2004 will be posted on the OAH web site and listed in the Onsite Program. Rooms will be filled on a first-come, first-served basis. ③ Send proposals and inquiries to <chat@oah.org>. □

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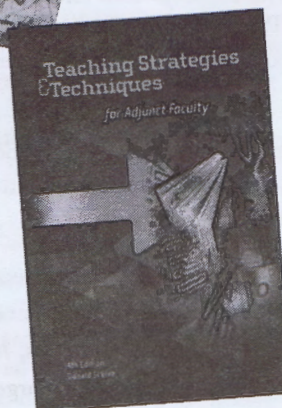
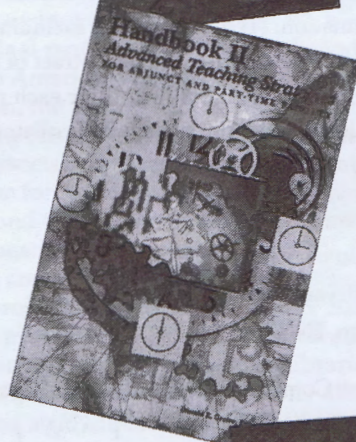
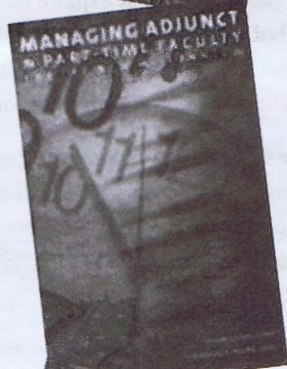
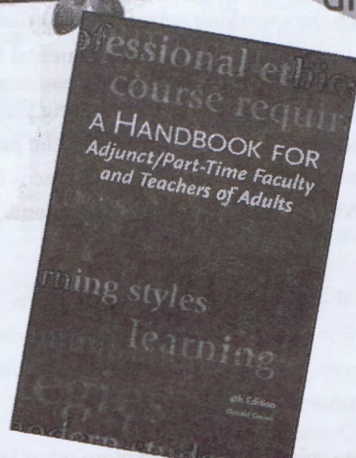
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In Memoriam

Claudia Jane Clark

Claudia Jane Clark, associate professor of history at Central Michigan University, died on 20 September 2002, in Washington, D.C. She was forty-nine. A graduate of Rider College, Claudia worked for a time in the chemical industry, where she developed the skepticism about employers' concerns for worker safety that informed her later scholarly studies. Returning to study at Rutgers University, she earned a Ph.D. in 1991 in United States and women's history. After a two-year Mellon Postdoctoral Fellowship in the history of medicine at Emory University, she came to Central Michigan University in 1993, where she taught U.S. history, Michigan history, and environmental studies.

It was typical of Claudia's determination to do justice to her subjects and to historical standards that she delayed publication, while insisting on naming specific individuals in her book, *Radium Girls: Women and Industrial Health Reform, 1910-1935* (Chapel Hill: University of North Carolina Press, 1997). Dramatic as well as scholarly, this book described the devastating effects of radium dial painting on young women employed in the industry and the campaign to secure justice for workers in this hazardous occupation. *Radium Girls* won the Arthur Visel-tear Prize (1998) of the American Public Health Association for the outstanding book in the history of public health in America, and the story caught the attention not only of health professionals and historians but also of a wider public.

Continuing her concern with industrial health, Claudia undertook historical studies of the effects on workers of both fatigue and benzene and had begun a larger work on how pioneers in actuarial science formulated an ideology of public health when, in the fall of 1999, she underwent surgery for colon cancer. She was teaching temporarily at Miami University in Ohio while awaiting the resolution—ultimately successful—of a tenure conflict with the administration at Central Michigan University and much appreciated the kindness shown her at Miami in this emergency. Constantly hoping to return to the classroom at Central Michigan, she never recovered sufficiently, though she fought the disease with skill and spunk. Claudia Clark accomplished much in a short career as a professional historian, but she should have had more time. □

David I. Macleod
Central Michigan University

Dean L. May

Dean L. May, historian of the American West, died 6 May 2003, following a heart attack. He was Professor of History at the University of Utah from 1977 to 2003, specializing in nineteenth- and twentieth-century social and cultural history, and community and family studies. As Fulbright guest professor at the University of Bonn, Germany and Ain Shams University in Cairo, Egypt, he taught American Studies. He was a longtime member of the Utah State Board of History, editor of the *Journal of Mormon History* (1982-1985), and president of the Mormon History Association (2002).

Dean Lowe May was born in Worland, Wyoming, on 6 April 1938, to Frank Peter and Wanda Lowe May, and at age nine moved with his family to a forty-acre farm near Middleton, Idaho, west of Boise. He retained a strong attachment to rural life. He married Cheryl Lynn May in 1967—she and their three children were his chief delight.

In 1974, Dean joined the history division of the Historical Department of The Church of Jesus Christ of Latter-Day Saints. He was part of the team of young scholars who worked with Leonard J. Arrington to forward Mormon history scholarship in that heady era Dean titled "The Arrington Spring." Previously, he had received a master's degree in history from Harvard University (1967), and had completed a Ph.D. at Brown University (1974), with a thesis entitled "From New Deal to New Economics: The Response of Henry Morgenthau, Jr. and Marriner S. Eccles to the Recession of 1937." Dean's train-

ing in economic thought and history and the Idaho roots he shared with Arrington resulted in their collaboration on a study of community and cooperation among the Mormons, *Building the City of God* (Deseret Book, 1976; University of Illinois Press, 1992). During 1974, Dean was a fellow at the Newberry Library and Community History Institute, where he learned the quantitative methods that became an integral part of his studies of Kanab, Utah and other western communities. *Building the City of God* established the motifs that would become the signature of Dean's scholarship: the importance of community and unity, the tension between community and individuality, and the reality of and compassion for human imperfection and failure.

In 1977, Dean accepted a position in the History Department at the University of Utah, and he served for the next six years as director of the university's Center for Historical Population Studies. He was a distinguished teacher who was passionately devoted to thousands of students. In 1985, in an effort to enhance curriculum for his Utah history course, he completed an award-winning twenty-segment video series entitled *A People's History of Utah*—still viewed in hundreds of Utah classrooms. In 1987, he published a supplementary text by the same title. The preface reveals his aims as a historian: "History belongs to the people. Though there must be discourse among the scholars—fierce debates and exchanges on arcane topics in professional meetings and journals—the product, to justify our endeavor, must ultimately be accessible to all" (ix).

Dean presented papers at meetings of Western History, Mormon History, and Social Science History Associations. His nearly four dozen articles were published in *Utah Historical Quarterly*, *Idaho Yesterdays*, *Journal of Mormon History*, *Sociology and Social Research*, *Population Studies*, *Agricultural History*, *Church History*, and *Journal of Family History*. His last book, *Three Frontiers: Family, Land, and Society in the American West: 1850-1900* (Cambridge University Press, 1994), brilliantly employs quantitative methods and personal histories to explore three agricultural communities and the forces that moved them toward individualistic or community values.

Dean was an avid gardener, he loved choral music and sang for eight years with the Utah Symphony Chorus, and in 2001 he was teacher and president of the *Christian Radich*, a three-masted sailing ship that made a transatlantic voyage commemorating Mormon converts' pre-steam sea crossings. Dean was a devoted Mormon or Latter-day Saint. He personally achieved a remarkable equilibrium between his commitment to community and his need for individual expression. As a result, his was a voice of equanimity and compassion in the 1990s, when painful differences fissured the Mormon intellectual community.

Robert Goldberg, colleague and friend in the University of Utah History Department observed that Dean "was never an academic living in an ivory tower. He smelled, felt, and tasted the history of this state. He was not just a Mormon and not just a Utahn. Dean could reach into other people's lives and cultures and be one with them" (*Salt Lake Tribune*, 8 May 2003). Dean May reached into the lives of hundreds of colleagues and students who will miss him for years to come. □

Jill Mulvay Derr
Smith Institute for
Latter-day Saint History
Brigham Young University

As we go to press

We are saddened to report the recent passing of JOHN HIGHAM, Johns Hopkins University, JAMES P. SHENTON, Columbia University, and SHAFALI LAL, Yale University. We will pay tribute to these three historians in November.

E. James Ferguson

E. James Ferguson, Professor Emeritus of History at Queens College of the City University of New York, died on 11 September 2002, in Silver Springs, Maryland. He was born in Utah in 1917, a few months before the United States entered World War I. His family was not well circumstanced and Jim experienced the hardships of the Great Depression in full as a young man. Despite his lack of resources, he attended the University of Washington, completed a B.A. in 1939 and a M.S. in 1941, and met Louise Walker, with whom he enjoyed a marriage of fifty-nine years. He served in the U. S. Army Signal Corps in Alaska and the Aleutian Islands from 1941 until the war's end.

After his discharge, Jim completed his doctorate in 1951 at the University of Wisconsin at Madison under the direction of Merrill Jensen. His dissertation, "Revenue Power and the Movement for National Government, 1780-1790," set him on a path to unchallenged eminence in the field of economic history of the American Revolution and Confederation Period. In 1947, he accepted an instructorship at the University of Maryland, where he rose to the rank of associate professor before accepting an appointment as professor at Queens College of The City University of New York in 1964. The author and editor of several books and articles, he is best known for *The Power of the Purse* (Chapel Hill, N.C., Institute of Early American History and Culture, 1961), which was awarded the American Historical Association's John H. Dunning Prize in 1962. Jim also received awards from the Institute of Early American History and Culture, the American Philosophical Society, and Guggenheim and Huntington Library Fellowships.

A chance meeting with Richard Hexter of Donaldson, Lufkin & Jenrette led to a grant from the firm which launched Jim as founding editor of *The Papers of Robert Morris, 1781-1784* (University of Pittsburgh Press, 1973-1999). His expertise in the field won longstanding support for the project from the National Endowment for the Humanities and the National Historical Publications and Records Commission. A superb editor with an unfailing eye for murky prose and excess verbiage, Jim gave the project firm and inspired direction from 1968 until a serious injury forced him to retire in 1980. His characteristic intensity, ruggedness, and fierce determination marked his fight for recovery. As soon as he was able, he continued to critique forthcoming volumes and to provide support for the graduate students he had trained as editors. They and the field of Revolutionary and Confederation financial history will always remain in his debt. □

Mary A. Y. Gallagher
The Papers of Robert Morris
Queens College of The City University of New York

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

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

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

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

Towson University

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

Towson University

U.S. IMMIGRATION HISTORY. Entry-level tenure track position beginning August 2004, Ph.D. required, ABD's expecting to complete defense by June 30, 2006 will be considered in rank of instructor until doctorate is awarded. Scholarly and teaching specialty in U.S. Immigration history in the late 19th and 20th century preferred. Candidates also expected to teach U.S. History survey. Send letter of application, c.v., writing sample (article or chapter of dissertation), official graduate school transcript, and three letters of recommendation to Professor Mark Whitman, Chair, Search Committee, Department of History, Towson University, Towson, MD 21252-0001. Applications received by **December 15, 2003** will receive full consideration. Towson is an AA/EOE employer. Women, minorities, persons with disabilities and veterans are encouraged to apply.

Amherst College

Assistant Professor of History and Black

Studies. The Departments of History and Black Studies at Amherst College seek a historian of the African American experience. Assistant professor, tenure track, teaching two-semester survey of African American history and two other courses in his or her field per year. Starts 2004-2005. Recent Ph.D.s encouraged to apply. Application review begins **December 1, 2003**. CV, letter describing research and teaching interests, one or two samples of recent writing, and at least three letters of reference to African American History Search Committee, History Department, Amherst College, Amherst, MA 01002-5000. Located in western Massachusetts, Amherst is a private undergraduate liberal arts college for men and women with 1,600 students and 165 faculty. Amherst participates in the Five College Consortium. Candidates should have a strong commitment to undergraduate teaching in a liberal arts context and a plan for sustained research. Amherst College is an equal opportunity, affirmative action employer, and encourages women, minorities, and persons with disabilities to apply.

Activities of Members

Carl Abbott, Portland State University, has been awarded a Newberry Library Short-Term Resident Fellowship, to be applied toward a research project entitled, "How Cities Won the West."

Harriet Hyman Alonso, City College of New York, has received the 2003 Warren F. Kuehl Prize from the Society for Historians of American Foreign Relations for her book, *Growing Up Abolitionist: The Story of the Garrison Children*.

Shelby M. Balik, University of Wisconsin-Madison, has received a Kate B. and Hall J. Peterson Fellowship from the American Antiquarian Society, to be applied toward a research project entitled, "The Religious Frontier."

Mark L. Bradley, University of North Carolina, received an Archie K. Davis Fellowship to be used for research in North Carolina history and culture.

Linzy Brekke, Harvard University, has been awarded an American Historical Print Collectors Society Fellowship by the American Antiquarian Society, to be applied toward a research project entitled, "Fashioning a Republic: Consumption, Clothing, and American Culture, 1776-1836."

Thomas J. Brown, University of South Carolina, has received a Kate B. and Hall J. Peterson Fellowship from the American Antiquarian Society, to be applied toward a research project entitled, "The Reconstruction of the American Memory: Civic Monuments of the Civil War."

Robert M. Calhoun, University of North Carolina, was awarded an Archie K. Davis Fellowship to be applied toward research in North Carolina history and culture.

John Samuel Carson, University of Michigan, has been awarded a National Humanities Center fellowship, to be applied toward a research project entitled, "Mental Ability and Medical Jurisprudence in Nineteenth-Century England and America."

Daniel M. Cobb, University of Oklahoma, has been awarded a Newberry Library Short-Term Resident Fellowship, to be applied toward a research project entitled, "A War for Self-Determination: Culture, Poverty, and the Politics of Indian Community Action, 1960-1975."

Faye E. Dudden, Colgate University, has received a Joyce A. Tracy Fellowship from the American Antiquarian Society, to be applied toward a research project entitled, "The Favored Hour: Politics, Culture, and the New York Women's Movement, 1860-1870."

Wade G. Dudley, East Carolina University, has received a John Lyman Book Award

in U.S. Maritime History from the North American Society for Oceanic History for his book, *Splintering the Wooden Wall*.

Lewis A. Erenberg, Loyola University Chicago, has been awarded a National Humanities Center fellowship, to be applied toward a research project entitled, "Louis V. Schmelting: Boxing, Race, and Nationalism, 1930s-1950s."

Joanna Grisinger, University of Chicago, has been awarded a travel grant from the Herbert Hoover Presidential Library Association, to be applied toward travel to and research in the archives of the library.

Peter Holloran, Worcester State College, was elected to the American Culture Association executive council.

Patrick Huber, University of Missouri-Rolla, has been elected Vice President of the New England Historical Association (NEHA).

Robert Imholt, Albertus Magnus College, has been elected Vice President of the New England Historical Association (NEHA).

Nancy Isenberg, University of Tulsa, has received a Kate B. and Hall J. Peterson Fellowship from the American Antiquarian Society, to be applied toward a research project entitled, "The Sexual Politics of Aaron Burr."

Glen Jeansonne, University of Wisconsin-Milwaukee, has been awarded a travel grant from the Herbert Hoover Presidential Library Association, to be applied toward travel to and research in the archives of the library.

Michael Kazin, Georgetown University, has been awarded a John Simon Guggenheim Fellowship for the 2003-4 academic year to write a book on William Jennings Bryan and his place in U.S. political culture.

Brian Kelly, Queen's University, Belfast, has been awarded a National Humanities Center fellowship, to be applied toward a research project entitled, "Black Workers, Black Elites, and the Labor Question in the Jim Crow South."

Clara Sue Kidwell, University of Oklahoma, has been awarded a Rockefeller Foundation Fellowship in the Humanities by the Newberry Library, to be applied toward a research project entitled, "The Choctaws in Oklahoma, 1855-1970."

David Krasner, Yale University, published *A Beautiful Pageant: African-American Theatre, Drama and Performance in the Harlem Renaissance, 1910-1927*.

Karen Ordahl Kupperman, New York University, has been awarded a Mellon Distinguished Scholar-in-Residence Fellowship by the American Antiquarian Society, to be applied toward a research project entitled, "The Founding of Jamestown in its Atlantic Context."

Jason Lantzer, Indiana University, has been awarded a travel grant from the Herbert Hoover Presidential Library Association, to be applied toward travel to and research in the archives of the library.

Brian P. Luskey, Emory University, has received a Kate B. and Hall J. Peterson Fellowship from the American Antiquarian Society, to be applied toward a research project entitled, "The Marginal Men: Clerks and the Meanings of Class in Nineteenth-Century America."

Molly A. McCarthy, Brandeis University, has been awarded a Mellon Post-Dissertation Fellowship by the American Antiquarian Society, to be applied toward a research project entitled, "A Page, A Day: A History of the Daily Diary in America."

Jeffrey David Means, University of Oklahoma, has been awarded a Susan Kelly Power and Helen Hornbeck Tanner Fellowship by the Newberry Library, to be applied toward a research project entitled, "From Buffalo to Bees: The Transformation of Oglala Lakota Culture, 1868-1917."

Scott A. Miltenberger, University of California-Davis, has received a Kate B. and Hall J. Peterson Fellowship from the American Antiquarian Society, to be applied toward a research project entitled, "All Gotham's Creatures: Animals and the Middle Class in New York City, 1783-1898."

Gregory Nobles, Georgia Institute of Technology, has been awarded a Mellon Postdoctoral Fellowship in the Humanities by the Newberry Library, to be applied toward a research project entitled, "A Nation of Speechifiers: Oratory, Print, and the Making of a Gendered American Public, 1780-1830."

Max Page, University of Massachusetts at Amherst, received a 2003 Guggenheim Fellowship from the John Simon Guggenheim Memorial Foundation to be applied toward a book entitled, *The City's End: Two Centuries of Fantasies, Fears and Premonitions of New York's Destruction*.

Theda Perdue, University of North Carolina at Chapel Hill, has been awarded a National Humanities Center fellowship, to be applied toward a research project entitled, "Who is an Indian? Native Americans in North Carolina, 1500-2000."

Mark A. Peterson, University of Iowa, has been awarded a Frederick Burkhardt Fellowship by the American Antiquarian Society, to be applied toward a research project entitled, "Boston in the Atlantic World, 1630-1860."

Kimberly Porter, University of North Dakota, has been awarded a travel grant from the Herbert Hoover Presidential Library Association, to be applied toward travel to and research in the archives of the library.

Clifford Putney, Bentley College, published a new paperback edition of *Muscular Christianity: Manhood and Sports in Protestant America, 1880-1920*.

Jeri Lynn Reed, University of Oklahoma, has been awarded a travel grant from the Herbert Hoover Presidential Library Association, to be applied toward travel to and research in the archives of the library.

Nicolas G. Rosenthal, University of California, Los Angeles, has been awarded a Newberry Library Short-Term Resident Fellowship, to be applied toward a research project entitled, "Re-imagining 'Indian Country': American Indians and the Los Angeles Metropolitan Area."

Doug Rossinow, Metropolitan State University, Minneapolis, has been awarded a 2003 Summer Stipend from the National Endowment for the Humanities to support work on his book project, "The Vital Margin: Interpreting 'Progressive' Politics in Modern America."

Jeffrey Sklansky, Oregon State University, has been awarded a National Endowment for the Humanities Fellowship by the Newberry Library, to be applied toward a research project entitled, "Currency Crusaders: Money and American Political Culture in the Nineteenth Century."

Carol Williams, University of Houston, is the recipient of the Baylor University's Institute for Oral History fellowship for 2003-2004 for research in the collection entitled *The Dallas Urbanization Project*.

Awards, Grants and Fellowships

The Newberry Library is pleased to announce its 2003-2004 Fellowships in the Humanities. The Newberry Library's collection embraces the history and literature of Western Europe and the Americas from the Middle Ages through World War I. Short-term fellowships are generally restricted to individuals from outside the Chicago area and are primarily intended to assist researchers who need to examine specific items in the collection. Long-term fellowships are generally available without regard to an applicant's residence and support significant works of scholarship that draw on the Library's strengths. Deadline: **range from 6 January 2003 through 15 September 2003**. Contact: Committee on Awards, The Newberry Library, 60 West Walton Street, Chicago, IL 60610-7324; (312) 255-3666; <research@newberry.org>; <www.newberry.org>.

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

The **American College of Obstetricians and Gynecologists (ACOG) and Ortho-McNeil Pharmaceutical Corporation** jointly sponsor one fellowship in the History of American Obstetrics and Gynecology each year. ACOG Junior Fellows and Fellows are encouraged to apply. The recipient of the fellowship spends one month in the Washington D.C. area working full-time to complete his or her specific historical research project. The results of this research must be disseminated through either publication or presentation at a professional meeting. Deadline: 1 October 2003. Contact: The American College of Obstetricians and Gynecologists, Ms. Debra Scarborough, History Librarian/Archivist, 409 Twelfth Street SW, Washington, DC 20024-2588; phone: (202) 863-2578 or (202) 863-2518; fax: (202) 484-1595; <dscarborough@acog.org>.

The **Coordinating Council for Women in History and Berkshire Conference of Women Historians** are pleased to announce the thirteenth annual competition for two Graduate Student Awards to assist in the completion of dissertation work. The awards are designed to support either a crucial stage of research or the final year writing. The CCWH/Berkshire award is for a woman graduate student in a history department in a U.S. institution, and the CCWH/Ida B. Wells award is for a woman graduate student who is working on a historical topic in any department of a US institution. Winners will receive support to attend the CCWH awards and luncheon at the AHA annual meeting and to participate in the CCWH panel that will feature their work. Deadline: 1 October 2003. Contact: Professor Ann Le Bar, CCWH Awards Committee Chair; phone: (509) 359-7952; <alebar@mail.ewu.edu>.

The **Woodrow Wilson International Center for Scholars** invites applicants for its 2004-2005 residential fellowship program. Priority will be given to proposals related to the themes of: governance, the U.S. role in the world and issues of partnership and leadership, and key long-term future challenges confronting the U.S. and the world. Fellows will be affiliated with one of the more than sixteen Wilson Center programs/projects and will be expected to interact with policymakers in Washington and with Wilson Center staff who are working on similar topics. Applicants from any country are welcome, may be academics with education to the postdoctoral level or professionals with an equivalent level of achievement, and should have a very good command of spoken English. Fellows are expected to be in residence for the entire U.S. academic year. Deadline: 1 October 2003. Contact: Scholar Selection and Services Office, Woodrow Wilson International Center for Scholars, One Woodrow Wilson Plaza, 1300 Pennsylvania Avenue NW, Washington, D.C. 20004-3027; phone: (202) 691-4170; fax: (202) 691-4001; <fellowships@wwic.si.edu>; <www.wilsoncenter.org>.

The **Columbia University Center for Comparative Literature and Society**, with a grant from the Ford Foundation, will appoint one post-doctoral fellow for the academic year 2004-2005. The fellow must have received his or her Ph.D. between 1 January 1998 and 1 July 2004. Deadline: 15 October 2003. Con-

tact: Director, Center for Comparative Literature and Society, Mail Code 5755, Columbia University, 2960 Broadway, New York, NY 10027; <www.columbia.edu/cu/ccls>.

The **Columbia Society of Fellows in the Humanities**, with grants from the Andrew W. Mellon Foundation and the William R. Kenan Trust, will appoint a number of post-doctoral fellows in the humanities for the academic year 2004-2005. Fellows must have received their Ph.D. between 1 January 1998 and 1 July 2004. Deadline: 15 October 2003. Contact: Director, Society of Fellows in the Humanities, Heyman Center-Mail Code 5700, Columbia University, 2960 Broadway, New York, NY 10027; <www.columbia.edu/cu/societyoffellows>.

The **National Humanities Center** is pleased to announce its 2004-2005 residential fellowships for advanced study at the Center. Applicants must hold doctorate or equivalent credentials, and a record of publication is expected. A certain number of fellowships are offered in areas of special interest. The Center provides all facilities needed for research and locates suitable housing for fellows. Deadline: 15 October 2003. Contact: Fellowship Program, National Humanities Center, Post Office Box 12256, Research Triangle park, North Carolina 27709-2256; <nhc@ga.unc.edu>; <http://www.nhc.rtp.nc.us>.

Research funding is being awarded by the **Alexander von Humboldt Foundation**, in conjunction with the **TransCoop Program**. This initiative endorses collaborative research in humanities, social sciences, law, and economic concentrations. Priority is given to new research collaborations, and the collaborations must include at least one German and one U.S. and/or Canadian scholar. The application must be signed by at least two partners who retain a doctorate or have completed post-doctoral research. To apply, send application form, time and expense schedule, two confidential reference letters for each partner, a detailed plan including a comprehensive and detailed budget plan, a publication list from each partner outlining the last five years, and proof of matching funds, if possible. Deadline: 31 October 2003. Contact: Ms. Christine May, Selection Department, Alexander von Humboldt Foundation, Jean-Paul-Strausse 12, D-53173 Bonn (bad Godesberg), Germany; <transcoop.select@avh.de>; or: U.S. Liaison Office, Alexander von Humboldt Foundation, 1012 14th St. NW, Suite 301, Washington, D.C. 20005; phone: (202) 783-1907; fax: (202) 783-1908; <avh@bellatlantic.net>; <http://humboldt-foundation.de/en/programme/stip_aus/transcoop.htm>.

The **Louisville Institute**, a Lilly Endowment program for the study of American religion, offers funding through six specialized grant programs, designed to address different issues and to assist different groups of institutions and individuals. In general, the grants provide religious leaders and scholars with support for religious research and reflection. Deadlines: 1 November 2003, 1 March 2004. Contact: Dr. Jim Lewis or Ms. Suzanne Case; phone: (502) 895-3411 ex. 487; fax: (502) 894-2286.

The **Louisville Institute** announces specialized grant programs designed to address different issues and assist different groups of institutions and individuals. Its General Grant Program encourages a limited number of individual and collaborative grants for the support of religious research. Deadline: 6 November 2003. Contact: Louisville Institute, 1044 Alta Vista Road, Louisville, KY 40205; <info@louisville-institute.org>; <http://www.louisville-institute.org>.

The **Southeastern American Society for Eighteenth Century Studies (SEASECS)** is pleased to announce the 2003 round of its annual Percy Adams Article Prize, which recognizes excellence in scholarly studies on subjects from any discipline focusing on any aspect of the eighteenth century. Authors of essays, publishers, or editors of journals, anthologies, or scholarly works containing independent essays, are invited to submit for consideration essays/articles published between 1 September 2002 and 31 August 2003. Three (3) off-prints or photocopies of published essays/articles should be sent to the Chair of the 2003-4 Article Prize Committee, Professor Robert M. Craig, College

of Architecture, Georgia Tech, Atlanta, GA 30332-0155; <rob.craig@arch.gatech.edu>. Please provide e-mail address. Submissions in part or in whole in a language other than English must be accompanied by translations into English. Deadline: 15 November 2003. Winning author(s) must be current members of SEASECS. The prize will be awarded at the SEASECS Annual Meeting in Savannah, Georgia in March 2004.

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

The **Rockefeller Archive Center** is pleased to announce its Scholar-in-Residence Program, which aims to promote and support research in the collections housed at the Rockefeller Archive Center. The Resident Scholar is provided opportunities for extensive research, participates in the intellectual life of the Center and is asked to submit a report on research conducted at the Center and to provide the center with a copy of any publications resulting from research conducted during the residency. Each applicant must submit a statement detailing research interests and the value of the Center in investigating those interests, a c.v., and three letters of reference. Deadline: 30 November 2003. Contact: Darwin H. Stapleton, Executive Director, Rockefeller Archive Center, 15 Dayton Ave., Sleepy Hollow, NY 10591-1598; e-mail: <archive@mail.rockefeller.edu>; <http://www.rockefeller.edu/archive.ctr>.

The **Rockefeller Archive Center** will continue its program of residencies for research at the Center on topics related to the history of basic medical research. Scholars conducting substantial research in any aspect of the history of basic medical research are urged to apply. Prospective researchers may apply for residencies of one month, one semester, or an academic year. Applicants must complete a brief form, describe research to be undertaken, and submit three letters of reference. Prospective applicants are urged to contact the Center prior to applying to determine the type and extent of records that will be useful for their research. Deadline: 30 November 2003. Contact: Darwin H. Stapleton, Executive Director, Rockefeller Archive Center, 15 Dayton Ave., Sleepy Hollow, NY 10591-1598; <archive@mail.rockefeller.edu>; <http://www.rockefeller.edu/archive.ctr>.

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

The **William P. Clemens Center for Southwest Studies in the Department of History at Southern Methodist University** in Dallas is offering a number of fellowships and research grants. Individuals in any field

of the humanities or social sciences doing research on Southwestern America are invited to apply. Fellows will be expected to spend the 2004-2005 academic year at SMU and have the option of teaching one course during the fellowship for an additional stipend. Grants provide opportunity to conduct scholarly research in the DeGolyer Library collection. Applicants should provide c.v., two letters of reference, and a description and sample chapter from research project for fellowships or project outline for grants. Deadlines: throughout year for grants, 12 January 2004 for fellowships. Please send applications to: David Weber, Director, Clements Center for Southwest Studies, Dallas Hall, Room 356, 3225 University Ave., P.O. Box 750176, Dallas, TX 75275-0176. Contact: Andrea Boardman, Executive Director; (214) 768-1233; <swcenter@smu.edu>; <http://www.smu.edu/swcenter>.

The **John Carter Brown Library** invites applicants for its 2004-2005 Research Fellowships. Short-term fellowships are open to foreign nationals or 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 time of application and be at dissertation-writing stage. Several fellowships have thematic restrictions. Long-term fellowships are also available, and recipients of these may not be engaged in graduate work and must be U.S. citizens or have resided in U.S. for three years preceding application deadline. Deadline: 15 January 2004. Contact: Director, John Carter Brown Library, Box 1894, Providence, RI 02912; phone: (401) 863-2725; fax: (401) 863-3477; <JCBL_Fellowships@brown.edu>; <http://www.JCBL.org>.

Applications are being accepted for the 2004 **Paul L. Murphy Award**. This grant is intended to assist the research and publication of scholars new to the field of U.S. constitutional history or the history of American civil rights/liberties. To be eligible, applicants must be engaged in significant research and writing in these fields, hold the Ph.D. in History or a related discipline, and not yet have published a book-length work in these fields. Public historians, unaffiliated scholars, as well as faculty at academic institutions are encouraged to apply. If employed by an institution of higher learning, applicant must not be tenured at time of application. Applications should include: four copies of research project description (1000 words max), four copies of tentative budget of anticipated expenses, four copies of c.v., two letters of recommendation. Deadline: 30 January 2004. Contact: Professor Robert J. Kaczorowski, Fordham University School of Law, 140 W. 62nd Street, New York, NY 10023-7407; <rkaczorowski@law.fordham.edu>.

The **American Council of Learned Societies (ACLS)** is pleased to announce the opening of the 2003-2004 competition year for fellowships and grants. International studies, research, junior faculty, and dissertation fellowships, as well as Eastern European Language Training Grants, are available in this program, which requires a Ph.D. conferred by 1 October 2003 and the last supported research leave concluded by 1 July 2001. Deadlines: vary. For most fellowship programs, applications as well as letters of reference will be submitted online. <http://www.acls.org/ex-felcomp.htm>.

The **American Philosophical Society** offers several fellowships and grants for research. Deadlines: vary. Contact: Committee on Research, American Philosophical Society, 104 S. 5th St., Philadelphia, PA 19106; <eroach@amphilosoc.org>; visit <http://www.amphilosoc.org>.

The **California Institute of Technology Grants-In-Aid Program** offers various awards for research conducted in the Caltech Archives. Applications will be accepted from graduate students who have completed one year of study, as well as from established scholars. Deadline: quarterly, 1 January, 1 April, 1 July, and 1 October. Contact: California Institute of Technology, Institute Archives, Mail Code 015A-74, Pasadena, CA 91125; phone: (626) 395-2704; fax: (626) 793-8756; <archives@caltech.edu>; <http://archives.caltech.edu>.

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 holdings include the papers of many former members of Congress, as well as collections of government policy documents affecting agriculture, Native Americans, energy, foreign affairs, the environment, economy, and other areas. The program is open to any applicant. Applications should include a proposal description (1,000 words max), a c.v., explanation of how the Center's resources would assist research, budget proposal, and reference letter from an established scholar. **Applications are accepted 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 Center for the History of Business, Technology, and Society invites scholars to make use of Hagley Museum and Library's research collections and fellowship programs. For full information on fellowships, <<http://www.hagley.lib.de.us/center.html>>. **Deadlines: vary.** Contact: The Center for the History of Business, Technology, and Society, Hagley Museum and Library, P.O. Box 3630, Wilmington, DE 19807; <crh@udel.edu>; phone: (302) 658-2400; fax: (302) 655-3188.

The Council for International Exchange of Scholars is announcing submissions for the 2004-05 **Fulbright Scholarship** competition. The program offers a number of awards for faculty and administrators from four-year college and graduate institutions, two-year community colleges, and minority serving institutions, as well as professionals from other fields, providing opportunities in forty-five different disciplines and professional fields. **Deadlines: vary.** Contact: Council for the International Exchange of Scholars (CIES), 3007 Tilden St., NW, Suite 5L, Washington, D.C. 20008-3009; (202) 686-7877; <appresquest@cies.iie.org>; <<http://www.cies.org>>.

The new Fulbright Senior Specialists Program offers short-term grants of two to six weeks for U.S. faculty and professionals. Contact: 3007 Tilden Street, N.W., Suite 5L, Washington, D.C. 20008; phone: (202) 686-4026; <fulspec@cies.iie.org>; <<http://www.cies.org>>.

The Library of Congress offers a number of competitive grant programs to support research in the Library's collections. **Deadlines: vary.** For more information, <<http://www.loc.gov/kluge>>.

The New Jersey Historical Commission invites individuals and organizations to apply for a variety of grants and awards ranging in amounts and stipulations. Aid will be given for purposes relating to New Jersey history and culture. **Deadline: 1 April 2003-2 January 2005.** For more information, call the Cultural Trust: (609) 984-6767; <<http://www.state.nj.us/culturaltrust/index.html>>.

Calls for Papers

The Program Committee for the 2004 meeting of the **Western History Association** invites proposals for panels and papers for its forty-fourth annual conference, 13-16 October in Las Vegas, Nevada. The theme of this conference is "Representing the West in Image and Record," and papers that address this theme, with an emphasis on the Hispanic West, are welcomed. The conference encourages submissions for entire sessions, individual papers, and panel discussions. Sessions may be traditional or more experimental. All paper proposals should include a one-page abstract that outlines purpose and designates one panelist as contact person, a one-page c.v., including address, phone, and e-mail for each participant. **Deadline: 31 August 2003.** Contact: Durwood Ball, WHA Program Committee, New Mexico Historical Review, MSC06 3790, 1 University of New Mexico, Albuquerque, NM 87131-0001; (505)

277-5839; <www.unm.edu/~wha>.

The Colonial Society of Massachusetts, the **DuBois Institute, Harvard University**, the **Museum of Afro-American History**, the **National Park Service**, the **Omhundro Institute for Early American History and Culture**, and **Suffolk University** are collectively sponsoring a conference to be held 21-23 April 2004 in Boston, Massachusetts. The theme for the conference is "New England Slavery and the Slave Trade." This conference will examine slavery as a commonplace in New England. Presentations are not limited to the colonial period but may include the first quarter of the nineteenth century as well. They may also include museum exhibits, first and third person interpretation in historical re-enactments, documentary films, and other material. Formal academic papers must not have been previously published. **Deadline: 1 September 2003.** Contact: John W. Tyler, Editor of Publications, Colonial Society of Massachusetts, 87 Mount Vernon Street, Boston, MA, 02108; <jtyler@groton.org>.

The American Association for the History of Medicine invites submissions in any area of medical history for its seventy-seventh annual meeting, to be held in Madison, Wisconsin, 29 April-2 May 2004. The Association welcomes papers on topics related to the history of health and healing; of medical ideas, practices, and institutions; and of illness, disease and public health, from all eras and regions of the world. In addition to single-paper proposals, the program committee welcomes proposals for sessions and luncheon workshops. Please send eight copies of one-page (350 words max.) abstract to Program Committee Co-Chair, Barron H. Lerner, M.D., Ph.D., Columbia University, 630 West 168th Street, Box 11, New York, NY 10032-3702. On same sheet as abstract should be included: name, preferred mailing address, work and home telephone numbers, e-mail address, present institutional affiliation, and academic degrees. **Deadline: 15 September 2003.** E-mailed or faxed proposals will not be accepted. Small travel grants are available for independent scholars, graduate students, and people traveling from abroad. <<http://www.histmed.org/Travelgrantapplication.htm>>.

The Commission for Commemorating 350 Years of American Jewish History invites papers for its 2004 Biennial Scholars' Conference on American Jewish History, which will meet in Washington, D.C. at American University and at the Library of Congress, 6-8 June 2004. Proposals for sessions and individual papers in diverse areas of the American Jewish experience are invited. Graduate students completing dissertations may submit proposals accompanied by a letter of recommendation from their advisor. One-page paper abstracts, panel proposals, and a short biography (250 words) are due 1 October, 2003. Please submit to: Prof. Pamela S. Nadell, Program Committee Chair, 2004 Scholars' Conference on American Jewish History, Jewish Studies Program, American University, 4400 Massachusetts Ave. NW, Washington, D.C. 20016-8042; <pnadell@american.edu>.

The Business History Conference will hold its annual meeting in conjunction with the **Academie Francois Bourdon** on 18-20 June 2004 in Le Creusot, France. The theme of this year's conference is "Networks." The program committee is welcoming proposals that explore business networks and is particularly interested in scholarship grounded in research of business archives, trade journals, and oral histories. Paper and panel proposals should include a one-page abstract and a one-page c.v. Panel proposals should include a cover letter, a one-page abstract, a c.v. for each proposed paper, and a list of suggested chairs and commentators. **Deadline: 1 October 2003.** Contact: Roger Horowitz, Secretary-Treasurer, Business History Conference, P.O. Box 3630, Wilmington, DE 19807; (302) 658-2400; <rh@udel.edu>.

The Forty-Seventh Annual Missouri Valley History Conference (MVHC) will be held 4-6 March 2004 at the Embassy Suites Downtown/Old Market in Omaha, Nebraska. Proposals for panels or individual papers, consisting of abstract(s) and one-page c.v., should be sent by 15 October 2003 to the Program Coordinator, Dr. Tom Buchanan, Department

of History, University of Nebraska at Omaha, Omaha, NE 68182; <mvhc@unomaha.edu>; <www.unomaha.edu/Uno/history/mvhchome.htm>. Those wishing to have their proposals acknowledged should include a stamped, self-addressed postcard. The Society for Military History will sponsor several sessions at the 2004 MVHC. Please send proposals to Dr. Kevin K. Carroll, Department of History, P.O. Box 872501, Arizona State University, Tempe, AZ 85287-2501; <kcarroll@asu.edu>.

The 2004 State of Black America Conference invites proposals on the topic, "Taking Stock: The State of Black America in the Twenty First Century." The conference will be held 22-24 April 2004 at the Schomburg Center and at the CUNY Graduate School in New York City. Proposals for the papers and panels are invited on such issues as the state of African Americans in political and economic systems, the arts, the law, journalism, sports, the educational system, religion, science, health and medicine etc., as well as papers that address the condition of peoples of African descent in the diaspora. **Deadline: 15 October 2003.** Send a brief proposal and a short c.v. to: Colin Palmer, Program in African American Studies, Princeton University, Princeton, NJ 08544; fax: (609) 248-5095; <cpalmer@princeton.edu>.

Women and Language calls for submissions to a special issue dedicated to "War, Language, and Gender," to be published fall 2004. The issue will focus on the interactive dynamics among war, talk about war, and issues of language and gender. The journal seeks pieces that take theoretical, critical, scientific, or creative approaches to this topic. Submissions can range from theoretical analysis or speculation to personal experience, to reports of research, to criticism, to book or film reviews, book notices, or poetry. Please prepare material following either Publications Manual of the American Psychological Association or MLA Style Manual. Preferred maximum length: 3,600 words. Four paper copies of submissions are due by 1 November 2003. Send to: Women and Language, Dept. of Communication, MS 3D6, George Mason University, Fairfax VA, 22030. Contact: Anita Taylor; <ataylor@gmu.edu>.

Siena College is sponsoring its nineteenth annual international and multidisciplinary conference, "The Sixtieth Anniversary of World War II," 3-4 June 2004. Topics welcomed include, but are not limited to: Fascism and Nazism, the air war, the North Atlantic, literature, film, diplomatic, political, and military history, religion, pacifism, conscription, events on the home front and post-war planning, draft resistance, and dissent. Inquiries from those wishing to chair and/or comment are also invited. **Deadline: 15 November 2003.** Contact: Dr. Karl Barbir, Department of History, Siena College, 515 Loudon Road, Loudonville, NY 12211-1462; phone: (518) 783-2512; fax: (518) 786-5052; <barbir@siena.edu>.

The Western Social Science Association invites papers on American Studies topics for its forty-sixth annual conference, 21-24 April 2004 at the Sheraton City Centre in Salt Lake City, Utah. Subjects may range broadly over the arts, humanities, and social sciences. Send 150-word abstract and c.v. by 15 November 2003 to: WSSA-American Studies Program Chair, Department of History, Utah State University, Logan, UT 84322-0710; <danielj@hass.usu.edu>. Scholars willing to serve as moderators/discussants should indicate their research specialties.

The Society for Multi-Ethnic Studies: Europe and the Americas (MESEA) welcomes proposals and workshops for their upcoming fourth MESEA conference, to be held 20-23 May 2004 at the Aristotle University in Thessaloniki, Greece. The Society invites papers and proposals concerning a variety of topics relating to culture, language, religion, ethnicity, identity, nationalism, racism, literature, and civics. Send a one-page proposal, along with a one-paragraph biography on the same page as e-mail submission. Only MESEA or MELUS members may present papers. **Deadline: 20 December 2003.** Contact: Dr. Heike Raphael-Hernandez, <raphael-hernandez@mesea.org>; <<http://www.mesea.org>>.

The Conference of Quaker Historians and Archivists will hold its fifteenth biennial conference at George Fox College, 25-27 June 2004. The conference invites proposals for papers on any aspect of Quaker history. **Deadline: 15 January 2004.** Send a one-page abstract and c.v. (both electronically and on paper if possible) to: Gwen Erickson, Friends Historical Collection, Guilford College, 5800 West Friendly Avenue, Greensboro, NC 27410; <gerickson@guilford.edu>.

The Journal of the History of Sexuality is currently working to publish a special issue in 2005 entitled, "Studying the History of Sexuality: Theory, Methods, Praxis." Guest editors Lesley A. Hall and Julian Carter are inviting proposals for this issue relating to the various topics of the history of sexuality, such as: the relation of the history of sexuality to other fields within history; the relation of history of sexuality to sexual theory, literary criticism, life sciences, and social sciences; methodological approaches and problems; and the position of the scholar in history and sexuality. Contributions from employed and independent scholars of all disciplines are welcome. **Deadline: 31 January 2004.** Proposals should be sent electronically as an e-mail attachment. Contact: Julian Carter; <juliancarter@mindspring.com> or Lesley A. Hall; <lesleyah@primex.co.uk>.

The Graduate Center of the City University of New York invites proposals for papers for its interdisciplinary conference, "Alexander von Humboldt: From the Americas to the Cosmos," commemorating the two hundredth anniversary of Alexander von Humboldt's journey of exploration of Central and South America and his visit to the United States. The conference will be held 14-16 October 2004 at the Graduate Center. The principal focus will be Humboldt's activity in, relationship to, and impact on the Americas, but all proposals will be considered. Proposals should include: a concise (three hundred words max.) abstract with title and a cover letter indicating author's professional affiliation(s) and contact information. **Deadline: 1 February 2004.** Contact: Bildner Center, The Graduate Center/CUNY, 365 Fifth Avenue, Suite 5209, New York, NY 10016-4309; fax: (212) 817-1540; <humboldt@gc.cuny.edu>.

The Program committee of the North American Labor History Conference invites proposals for sessions and papers on "Class, Work and Revolution" for its annual meeting, 21-23 October 2004, Wayne State University, Detroit, Michigan. The conference welcomes papers that address the re-casting of the structures, ideology, and politics of work and class as revolutions and regimes have emerged and changed. Proposals for panels and papers should include 1-2 page abstracts and brief c.v.'s or biographical statements for all participants. **Deadline: 1 March 2004.** Contact: Professor Janine Lanza, Coordinator, North American Labor History Conference, Department of History, 3094 Faculty Administration Building, Wayne State University, Detroit, MI 48202; phone: (313) 577-2525; fax: (313) 577-6987; <a01605@wayne.edu>.

The editors of the **Encyclopedia of the Gilded Age and Progressive Era** are seeking contributors for the three hundred entries as yet unassigned. The contributors so far are a healthy mix of junior and senior scholars and graduate students. Contact: Professor John D. Buenker, University of Wisconsin-Parkside; <buenker@uwp.edu>; <<http://www.west.asu.edu/jbuenke/encyclopedia>>.

The Georgia Political Science Association will be holding its 2003 Annual Meeting in Pine Mountain, Georgia 14-15 November 2003. The meeting welcomes presentations and proposals relating to its theme, "Consequences of Institutions and Cultures," however, all other topics will be considered. The meeting is interdisciplinary and open to interested persons of all academic fields. Contact: Harold Cline <hcline@mgc.edu>; <<http://web2mgc.edu/gpsa>>.

The International Lincoln Center announces its sixth international and multidisciplinary conference entitled, "Thomas Jefferson: Life, Times, and Legacy," to be held 16-18 October 2003 on the campus of Louisiana State University in Shreveport, LA.

Deadline: rolling submission, early submissions encouraged. Contact: Dr. William Pederson, American Studies Chair, International Lincoln Center, LSU in Shreveport, One University Place, Shreveport, LA 71115-2301; phone: (318) 797-5349; fax: (318) 795-4203; e-mail: wpederso@pilot.lsu.edu.

The **National Park Service** welcomes articles for its new periodical, CRM: The Journal of Heritage Stewardship. The journal is intended to address the history of, development of, trends, and emerging issues related to cultural resource management in the U.S. and abroad, and it is published twice a year. The journal will publish: scholarly articles that represent original research; summaries of research-in-progress; interviews with leading experts; reviews of exhibitions, websites, books, and technologies; and letters to the editor. Contact: Harry Butowski, National Park Service-2280, 1201 Eye Street NW, Washington, D.C. 20005; phone: (202) 354-2261; fax: (202) 371-6447; <http://crmjournal.cr.nps.gov/Journal_Guidance.cfm>.

The **National Social Science Association** will conduct its 2003 Fall Professional Development Conference 15-17 October 2003 in San Francisco. This conference will meet the professional development requirements for many colleges and universities. Technology sessions, papers, workshops, and discussions will be featured at this conference. Proposals should include a twenty-five-word abstract. Contact: NSSA, 2020 Hills Lake Dr., E Cajon, CA 92020-1018; phone: (619) 448-4709; fax: (619) 448-4709; <natsocsci@aol.com>. For more information, <<http://www.nssa.us>>.

The **Public Works Historical Society** is soliciting manuscripts for Essays in Public Works History. The series features original historical research on transportation, water systems, sanitation, public buildings, public utilities, and other topics of interest to historians, public works managers, and engineers. Completed manuscripts should be 50-150 pages and well documented, yet written in accessible language for the general reader. Please submit abstract (three hundred words max.) to: Todd Shallat, Editor, History Department, Boise State University, Boise, Idaho 83725-1925; <tshalla@boisestate.edu>.

White House History features articles on the historic White House related to the building itself, its uses, and life as lived through the years. The editorial board is accepting abstracts of proposed articles for a variety of themes. For more information <vanessa_piccorossi@hotmail.com>. The substance of proposed articles should not have been published elsewhere. Send a five hundred word abstract and a one-page c.v. to: Publications Department, White House Historical Association; fax: (202) 789-0440; <manderson@whha.org>.

Meetings and Conferences

The **Illinois Historic Preservation Agency** (IHPA) is pleased to announce its Conference on Illinois History in Springfield, Illinois, 9-10 October 2003. The conference will feature papers on Illinois topics and several teacher workshops, including two presented by James Loewen, author of *Lies My Teacher Told Me: Everything Your High School History Textbook Got Wrong*. Elizabeth Kendall will speak on "Preserving our WPA Heritage" during Thursday's luncheon, and James Loewen will speak on "Sundown Towns" during Thursday's banquet. Reservations for luncheon and banquet due **3 October 2003**. Registration for conference is by mail or on the day of the conference (add \$5). Contact: Donna Lawrence, IHPA, 1 Old State Capitol Plaza, Springfield, IL 62701; (217) 785-7933; <donna_lawrence@ihpa.state.il.us>; <www.state.il.us/hpa/conference.htm>.

The **University of Florida** will host its annual conference on the Southern Regional Council and the Civil Rights Movement **23-26 October 2003**. The conference will in-

clude both scholarly presentations on the SRC's role in the quest for racial justice in the postwar South and discussion panels featuring veterans of the organization's work in this field. Contact: Brian Ward, c/o Department of History, Keene Flint Hall, University of Florida, Gainesville, FL 32611; <wardb@ufl.edu>.

Women Writing the West will be holding its Ninth Annual Women Writing the West Conference 24-25 October 2003, entitled "Marketing & Promotion: Getting You and Your Writing Noticed." The conference will be conducted at Hilton Tucson East, Tucson, Arizona, Friday 5:30-8:30 p.m. & Saturday 8:15 a.m.-6:00 p.m. On Friday night, a "Networking Under the Stars" buffet will be held poolside at the hotel (for an additional fee). Register by 1 June, 2003 for a 10 percent discount. <<http://www.womenwritingthewest.org>>.

George Fox University will host "Hoover Symposium XIV: David Kennedy's Hoover: A Public Conversation," 25 October 2003 in Newberg, Oregon. Visiting and local panelists will join with Professor Kennedy in discussing the hundred pages on Herbert Hoover's administration in Kennedy's *Freedom From Fear: The American People in Depression and War, 1929-1945*. Hoover's ideas and policies on the causes and cures of the Depression will be emphasized. Contact: Lee Nash, Department of History, George Fox University, Newberg, OR 97132; (503) 538-8132; <lnash@georgefox.edu>.

Hood College in Frederick, Maryland is sponsoring a conference entitled "Looking Back Moving Forward: The Unfinished Business of Brown vs. The Board of Education" **18-21 March 2004** in honor of the fiftieth anniversary of the monumental ruling. The conference will include many dynamic speakers, historical exhibits, civil rights tours of Frederick, Maryland, book signings, and competitive scholarship opportunities for students. Online registration begins **21 July 2003**. Contact: Olivia White; (301) 696-3573; <owhite@hood.edu>; <<http://www.hood.edu/brownvboard>>.

The **Omohundro Institute of Early American History and Culture's** Tenth Annual Conference will take place **11-13 June 2004**. The conference will be conducted at Historic Deerfield, a museum of early American history and material culture, and the campus of Smith College. For the call for papers and panel locator, please <<http://www.wm.edu/oieahc/conferences/10thannual/papers.htm>>.

Miscellaneous

The files of Carter administration National Security Adviser Zbigniew Brzezinski and his staff have now been fully arranged at the **Jimmy Carter Library**. A folder title list for this 775 feet of material was made available to researchers on 1 July 2003. A very small percentage of the approximately 1.5 million pages are currently available for research. Declassification activity continues and should be very productive during the next decade. Potential researchers are encouraged to visit the Jimmy Carter Library website: <www.jimmycarterlibrary.org>.

The **Oregon Historical Society** (OHS) is pleased to announce that the OHS Museum and Research Library will reopen to the public on Saturday, 27 September 2003, having been closed for construction and renovation since fall 2002. OHS is currently adding an entrance and lobby building and upgrading the existing facility. The reopening will be the public's first chance to see the interior of the new OHS entrance building and a chance to experience a new OHS exhibit, "Oregon History A to Z." The OHS Research Library holds one of the country's most extensive collections of state history resource materials from pre-statehood to the present day. For more information about the OHS construction project and reopening date, contact: Ken DuBois at OHS; (503) 306-5221; <kend@ohs.org>.

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