

OAH NEWSLETTER

ORGANIZATION OF AMERICAN HISTORIANS

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The Turnerian Frontier: A New Approach to the Study of American Character

Michael Zuckerman

This is an abridged version of "The Turnerian Frontier," an article which originally appeared in Universities and Community Schools, Volume 4, Number 1-2, Fall-Winter 1994, a publication of the University of Pennsylvania.

In many ways, the decision to connect my course with the Turner School seems obvious now, even self-evident and inescapable. Like others who teach in urban universities, I was prepared to grant our connectedness to our communities and to grasp the urgency of our intertwined fate. Few of us have to be convinced that our cities are going down. We read the papers, see the news, walk the streets. We know, or sense, the need. We know, or feel, that it is irresponsible, even unconscionable, to remain aloof. But we do not know, or see, how to break beyond the self-congratulatory insularity of the academy.

By enticing me to tie my course to the John P. Turner Middle School, and to oblige my students to spend a part of a day each week teaching at the school, the West Philadelphia Improvement Corps (WEPIC) showed me how.

~ ~ ~

History 443 is a course on the American national character. I had begun offering it four years before, and it had clicked from the first. It pleased me immensely, and it seemed to matter to my students. But it had no application I could see to a rugged African-American neighborhood in West Philadelphia.

Only after weeks of worry did it dawn on me that I could reconfigure my course and accommodate a component on West Philadelphia easily, perhaps even excitingly. In the course as I had organized it in the past, there were three segments: a first, theoretical part that afforded the students an array of competing conceptions of the American character; a second, substantive part that entailed an extended examination of voices often asserted to be quintessentially American (the puritans, Thomas Jefferson, Benjamin Franklin, Walt Whitman); and a third, hodgepodge part that mixed a disparate assortment of provocative readings on contemporary America. The second part provided a test of the theories in the first. The third part tested the generalizations that survived the first two.

This final segment was the key that would, I now decided, allow me my entry into West Philadelphia. I had never set the readings of that final segment before the students as a simple "test" of the constructions that still seemed tenable after we had worked our way through the first two units. Instead, I had always suggested that those texts be read in contexts of continuity and change. What of the American character and its trajectory through, say, 1960 still seemed prevalent in the 1980s and 1990s? What was gone, or going? What had come, or was coming, in its stead?

In the new format I now contemplated, I could still assign striking new works on contemporary America,

but I could make them explicitly pertinent to West Philadelphia. (I finally chose Jonathan Kozol's *Savage Inequalities*, Elijah Anderson's *Streetwise*, and John Edgar Wideman's *Philadelphia Fire*.) I could still ask the students to compare contemporary America with the three and a half centuries preceding, and I could still require them to confront problems of persistence and transformation. But I could enrich those issues by explicitly introducing others of race, class, and ecological niche.

West Philadelphia in the age of Ronald Reagan and crack cocaine inevitably presented ques-



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OAH Newsletter Forum

Electronic Reviews: The Internet and the Future of Book Reviews

With the growing popularity of the Internet, historians are using the cybersphere increasingly to present, share, and discuss historical scholarship. But what are the implications for the practice of history and for the profession? We have gathered a group of scholars and publishers here to discuss the impact of on-line book reviews.

Robin Higham

For those who are proficient at using computers, there are many advantages to putting book reviews on-line. In theory, the works will be reviewed faster and the "word" will get across in record time. I am sure that others will extol these benefits, but let me comment from the other side.

I will admit that I regard the computer as unhelpful. I took Nevil Shute's advice in *Slide Rule* many years ago and learned to do four or more pages an hour on a manual typewriter using two fingers. Now that I am compelled to scan the PC twice a week in order to be PC, I usually do so with one finger on the Delete key—there is so much junk on the screen that I can do without. Moreover, I can scan hard copy so much more rapidly and efficiently and can take it with me wherever I am going and mark what I need to know while sitting or standing.

We scholars have pack rat minds and a fear of not being able to find information again, so we keep it all. Paper has a long half-life, even the old acidic kind. But the computer screen erases itself if you have not made the special effort to save the items, and then you have to recall the key word(s) under which you have filed them. Perhaps the younger generations will be successful at doing this electronically and will be more able to live in the reduced square-footage housing they will be able to afford.

But let us go to a higher level. As an editor I am not optimistic that reviews will come in any quicker or with any more reliability. Over the years we have found that academics sometimes fail to respond to requests to review. Once in awhile, a professor seems to believe that he/she has no obligation actually to review a work received. And some decide that if they do not wish to do the work, they are at liberty to pass the volume along to someone else of their own choosing. These are human factors that the machine will not improve, as the book has to be read and the machine cannot do that nor make valid professional judgments. We are lucky if we get a review within three months of the book being received.

But suppose that all goes well and that reviews are forthcoming on time. Will the temptation then be to try and get a review for every book that arrives in the editorial office? If there appears to be no cost to putting the notice on the Net, then won't we have an increasingly jammed system as Gresham's Law applies—bad reviews drive out good, the currency is debased, and the number of people who will hold down the Delete key will increase. Then there will be a new attempt to develop a selective review process. That will cause a conflict between the necessary pressure to make historians as widely read

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From the OAH President

OAH Elections

In two months, you will be receiving the program for the 1996 OAH Annual Meeting in Chicago. Equally important, you also will be receiving a ballot for the election of new OAH officers, notably members of the OAH Executive Board and the Nominating Board.

Having reviewed the statistics concerning election participation from 1977 to the present, I am sorry to report that the percentage of individual members who vote varies between 13 and 28 percent each year. Last year a little more than 1,200 of our 9,175 members voted, or approximately 13 percent. This is a significant decline from 1994 (1,351 voters) and 1993 (1,386 voters).

I find this dismaying, and I urge every member of the organization to mark your ballot and mail it in. The choices are not between Tweedledum and Tweedledee; your vote matters. Many of those who do take the trouble to vote use the designated space to propose possible new officers to the Nominating Board. Those suggestions are taken very seriously, especially when a particular name is proposed on a number of ballots. The Nominating Board works hard, it welcomes your input, and, along with the organization's officers and staff, it wants you to participate in what we consider a genuinely important process.

Many of you, in one way or another, talk to your students and friends about the significance of citizen participation. A great many of you, I feel certain, participate in civic elections, ranging from the local school board to national offices. To do so, you must take the trouble to get yourself to a polling place. To vote in an OAH election, you need only stop at a U.S. mail box.

Finley Peter Dunne just loved to put cynical words in Mr. Dooley's mouth about elections in general and about Chicago politics in particular. Here are two examples, the first one from a century ago in a piece called "An Old Style Election Day in the Ward." Mr. Dooley is reporting.

We cast twenty-wan hundherd votes f'r Duggan, an' they was on'y five hundherd votes in th' precinct. We'd cast more, but th' tickets give out. They was tin votes in th' box f'r Schwartzmeister whin we counted up; an' I felt that mortified I near died, me bein' precinct captain, an' ree-sponsible. 'What'll we do with thim?' says Dorsey th' plumber. 'Throw thim out th' window,' says I.

The OAH ballots are now counted at the Indiana University Bureau of Evaluative Studies and Testing. None of your punctual ballots are thrown out the window.

Here is Mr. Dooley once again, in a piece titled "Voting." "That frind iv ye'ers, Dugan, is an intilligent man," said Mr. Dooley. "All he needs is an index an' a few illustrations to make him a bicyclopedia iv useless information."

"Well," said Mr. Hennessy, judiciously, "he ain't no Socrates an' he ain't no answers-to-questions column; but he's a good man that goes to his jooty, an' as handy with a pick as some people are with a cocktail spoon. What's he been doin' again' ye?"

"Nawthin'," said Mr. Dooley, "but he was in here Choos-day. 'Did ye vote?' says I. 'I did,' says he. 'Which wan iv th' distinguished bunko steerers got ye'er invalu'ble suffrage?' says I. 'I didn't have none with me,' says he, 'but I voted f'r Charter Haitch,' says he. 'I've been with him in six illections,' says he, 'an' he's a good man,' he says. 'D'ye think ye're votin' f'r th' best?' says I. 'Why, man alive,' says I, 'Charter Haitch was assassinated three years ago,' I says. 'Was he?' says Dugan. 'Ah, well, he's lived that down be this time. He was a good man,' he says."

The Nominating Board pledges to you that no one who has been assassinated will appear on the ballot. In fact, there will be no stiffs of any kind. The time for cynicism is past. Please vote.

—Michael Kammen

P. S. Please also note that the ballot scanner counts only ballots marked with a #2 pencil. Last year the OAH also received 94 ballots after the postmark deadline—too late to be scanned and counted. Vote early, but only once.

Walking on Eggshells? Teaching Recent US History in the 1990s

Robbie Lieberman

Teachers of recent U.S. history face a conundrum today: our students need to understand history in order to figure out how we got to where we are today, uncertain and divided as they see it. Yet those very uncertainties and divisions—and the tension in the classroom they create—make it extremely difficult to think historically.

Maybe every generation of teachers feels that its students cannot understand the recent past, but there are specific differences between teachers and students today. Currently, college students reflect post-Cold War social trends: they articulate tremendous anxiety about their economic futures, while expressing themselves through identification with a particular group based on race, ethnicity, or gender—thereby mirroring the global plunge into nationalism with a vengeance. The obsession with group identity leads many students to impose their present outlook on the past, while it intimidates those who want to ask important if naive questions.

My first inkling of the problem came in a survey course in which I assigned *The Autobiography of Malcolm X*. Reading and discussing this book had been eye-opening for most of my students in the past, regardless of color, gender, or experience. This time, no one had much to say. I was puzzled until I read their student evaluations. One said he/she found the book really offensive. Another commented,

Civil rights and black power strikes a nerve in today's conservative white youth as we feel that we are the ones who are discriminated against. As for the class discussion on this, we were silent because our freedom of speech is labeled as Racist.

At the same time, students were extremely grateful that we had covered these issues and, especially, that we had looked at the recent past. The same student who made the comment above began his remarks by saying, "I very much enjoyed this class and believe the material of [sic] oppressed people in this country is important to tomorrow's leaders." Another said of the course:

I thought this class was going to be boring. . . but now I think this was the most interesting History course I have ever taken. . . . Most History classes never get past the 1930s! This is the first class in which I have ever learned about Vietnam, Watergate, and other issues that reflect on my generation.

One might draw contradictory conclusions from this: students appreciate the coverage of the recent past, but they are not comfortable with participating in a dialogue about it.

More to the point is my experience with teaching a specialized course in recent U.S. history. I found teaching in the 1990s about the Cold War to be rather different than it was in the 1980s. During the Reagan era, many students were eager to learn about the history of the Cold War. Either they felt personally menaced by it, and wanted to find a way out, or they wanted others to understand the threat posed by the "evil empire." Either way, they felt passionate about it. In the 1990s, while they are more open to a variety of interpretations about the Cold War, students also seem to have an underlying feeling that the whole thing was stupid and does not much matter anyway. They feel no personal stake and have a hard time recognizing that the long-run effects are still with us.

It is ironic, then, that the biggest problem with teaching about the Cold War United States is that every topic is so strongly linked to current concerns that students seem virtually unable to think historically. When the issue is not U.S.-Soviet relations, but cultural rebellions of the 1950s, women's roles, civil rights, or the nature of American democracy, they cannot escape the 1990s long enough to explore these issues as they were debated 30 and 40 years ago. For example, we spent a fair amount of time talking about the prosperity of the 1950s and the way in which "Americanism" became associated not only with anti-Communism but with economic growth and consumerism. When they read Jack Kerouac (*The Dharma Bums*) or Allen Ginsberg ("Howl"), however, they reacted out of their own sense of economic insecurity, as if to say "How dare they have rebelled against materialism in American society when I am struggling to make ends meet!" Many disliked the Beats, while others glorified them, but few had any patience for trying to understand the meaning of the Beat rebellion in its own time.

One question I asked my students to answer anonymously at the end of the course was whether there were topics they found difficult to discuss in class. Almost all of them mentioned race relations. Typical responses included, "I'm afraid to offend anyone," and ". . . people seem to be afraid of offending someone, so they walk on eggshells around the issues." That race and gender are the issues that raise the most hackles will surprise no one. Precisely in the place and time where they should be most open to discussing and understanding these issues historically, college students clam up for fear of saying something "wrong."

One revealing incident from my class illustrates the problem. Students did research projects in small groups on topics such as the origins of the Cold War, McCarthyism, and the early civil rights movement. The group presentation on women's roles in the 1950s was given by two women, who did a reasonable job of explaining the raised expectations that came with World War II, as well as the conflict between the rhetoric and realities of women's work in the 1950s. When they finished, a male student asked in all innocence why it was that we spent a whole class period on the subject of women. Had he not been met by gasps of disbelief and muttered snide remarks, his question might have been the basis for an important discussion of the history and historiography of women in American society. I briefly addressed these subjects, and preached yet another sermon about how we should treat each other, emphasizing how we learn from controversy. Still, it was clear that he left feeling badly and that no one was really listening.

Our discussions about race were even more disturbing. No one seemed able to get beyond their own prejudices, experiences, and ideas to talk about race relations in the early 1960s. A handful of students who, it seemed, came from small towns without black populations, were offended by James Baldwin's *The Fire Next Time*. They read his message as one of hate and violence. Others had a more accurate reading of the book—we're all Americans and if we want a future we have to learn to accept and love each other. Some students found his message very powerful. But neither side seemed to be able to talk about black history with any sense of perspective, nor were they able to address their differences in a reasonable way. Complicating matters was the fact that the two black students in the class chose to boycott the discussion. They told me later that they had heard it all before. One added that she was afraid she would get too angry with her classmates. From that point of view, of course, there was nothing to discuss, nothing to learn or teach. As it turned out, we spent an extra day considering Baldwin and the issues he raises. We made some progress toward better communication, but it was not enough to eliminate all the bad feelings nor to make me optimistic about the near future, in the classroom or in our society.

I tried to bring the problem out in the open, expressing my own frustration and making the tension in the class itself a topic of discussion. This did help to some extent. Struggling with the problem collectively, we began to find

▼ FRONTIER / FROM 1

some points of unity. No one enjoys the tension or the self-censorship that is now common in history classes, and many students welcomed the opportunity to confront the problem head on. Responding to a questionnaire I distributed, students acknowledged the problem:

Some way or another barriers need to be broken around these issues on an intellectual level without the stereotypes; and "... more openness is needed and that will only come from people having the courage to speak their minds.

One way to help students find the courage to speak is to have them work together in small groups. Many students found that they could try out ideas in such a situation without feeling threatened or intimidated. They had built some trust by working together on joint research projects, as well as in discussing particular themes of the course in small groups. The student who had raised the question about why we should study women commented:

Actually, once the fear of being laughed at or 'put down' was put to rest, I was not afraid to speak my mind. Group work in class together [helps] us get to know each other and feel more comfortable to speak up.

Let me be clear, however. Encouraging students to be open and honest about why some issues are so difficult to discuss is not a substitute for intellectual exploration of those issues. But the former may at this point in



Berlin Wall, looking to East Berlin, 1961

time be a prerequisite to the latter. The tensions of the present must be confronted before we can get students to address the recent past with some historical perspective. I want my students to read documents, essays, and novels about the early years of the Cold War in order to understand how political, economic, social, and cultural issues were debated during that time. But in order to do that, they need to be made aware of their own sense of insecurity and cynicism about the world, and their own attitudes about race and gender issues.

I realize this is something of a Catch-22. They cannot understand where their own attitudes come from without understanding the past; but they cannot undertake to study the past until they understand the present. To paraphrase C. Wright Mills, the point is that in order to understand our society, people must see that their personal troubles are in fact social issues. Thus I go back to where I started. We need to find a way to help our students address the tensions and uncertainties they bring to class in order to be able to give them some perspective on the recent past. Being open about the difficulties of doing this today and using techniques such as small group work to make students feel comfortable with each other are two ways to begin. I, along with my concerned students, am open to other suggestions. □

Robbie Lieberman is associate professor of history at Southern Illinois University.

tions that the books I had assigned in earlier incarnations of the course did not. In the past I had asked students to think about how far our prior predilections of character still prevailed in the present. Now I would also be asking them tacitly to consider how far such predilections had ever prevailed outside certain privileged precincts of the land.

I was not trying to radicalize the class. As I made clear, the discontinuities between the outlook of, say, Thomas Jefferson and of, say, a West Philly gang member would be all too palpable. The more interesting task would be to tease out consistencies and convergences. Characterizations that could cover the essentially rural, white, relatively affluent world of Tocqueville's time and the essentially urban, black, relatively impoverished world of our own inner cities would be very powerful characterizations indeed. I would be mightily impressed by such characterizations if students could develop and defend them.

But the insistent inner-city focus of the readings was not the crux of the reconfiguration of the course. Whatever the shift in subject matter, the crux of the culminating segment was the confrontation of abstractions with experience. How did the glittering generalities of the books and of our classroom conversations hold up on the mean streets and in the crowded classrooms? How did "expressive individualism" or any of our other elegant concepts stand up at Turner Middle School where five-sixths of the students qualify for meal subsidies and where only one-sixth of sixth graders score at the national average in reading comprehension and math computation?

I wanted my students to get past the aura of artifice that hangs over even the most vivid passages of the most vivid books. I wanted them to have to integrate other people's observations and interpretations with their own. I wanted them to have something more immediate and undeniable than they had ever had from books. Or something that would energize the immediacies they had had from books. Or something that would reveal the power of books after all, something that would by its very thinness heighten the density and richness of the texts they had read. I wanted to complicate their intellectual consideration of American character and intensify their experience in my course.

All told, there were about 30 students in the class, and despite their residual uneasiness they were a good deal readier for Turner than Turner was for them. The middle school required almost two months to settle its student and teacher assignments, confirm classes, and arrange rooms. So I deferred the actual commencement of my students' duties to the end of October. Then Cory Bowman came from WEPIC to set up assignments.

For one of my students, Cory concocted a tutorial with a few middle schoolers recently arrived from Latin America. For three who were editors of the university newspaper, he arranged a mentoring workshop in journalism with a small cohort of talented middle-school writers. Another of my students was the captain of the women's soccer team, and Cory set her and another student to teaching soccer at a nearby elementary school. Some worked with groups of Turner youngsters on reading and in creative writing. Others taught other ABC's— aerobics, basketball, cooking—in the community school on Saturdays. One student taught math to adults preparing for their G.E.D., another taught the history of West Philadelphia, and another the history of Africa. A couple simply continued the tutoring in the neighborhood schools that they had been doing on their own initiative already.

On the last day of class, I asked my students to talk about their experiences in the community. Their discussion started slowly. As I look back on it, I think the reason was that none of the students wanted to seem unduly proud of their achievements. But as the stories slowly tumbled out, the pride was unmistakable. Almost everyone had accomplished something. A breakthrough with a student, an insight, an establishment of trust. In some cases, authentic wonders. The two young women who set themselves to teaching soccer to a motley group of elementary schoolers on a muddy lot littered with broken glass had managed in a matter of weeks to create a program for 32 children that fused them into a team and made them the marvel of the neighborhood. The three young men who taught journalism had managed in the same

brief span to instill enough competence that their charges could conceive and carry off an issue of a Turner school newspaper.

But as they told the tale of their tyros' triumph, those editors all came back to the one youngster who had not shared in it. A brilliant writer, and by common consent, a brilliant young man, he had thrown himself passionately into the workshop. He was seeing the point and the possibility of school perhaps for the first time in his life. He was also doing badly in all his regular classes. One day, without prior notice, he was removed from the workshop for disciplinary reasons; someone in the school thought that he would work harder if threatened with losing the one class which challenged him and about which he cared.

Two weeks later, Josh, Kenny, and Chris were still enraged. And as their rage swept the room, it set off a subtle sea change in the stories that other students told. The next wave of anecdotes centered on realizations that middle schoolers branded as backward in their reading could read relatively well if they were allowed to read sports or rap music magazines instead of the desiccated texts on which their regular teachers insisted. Several students spoke of their astonishment at the regular recurrence of violence, death, and tragedy in the lives of these children. Soon the whole class was wondering why there had been so little discussion of violence in a course on American character. Soon there was intense debate on the place of aggression in American life and on the attitude that the students themselves ought to have taken toward the aggression that seemed to them so rampant at Turner. Should they have ignored it, as they generally did, or should they have confronted it? Or was it perhaps an opening, an opportunity, to be worked with as Debbie and Audrey had done in forging their soccer team?

Talk about the soccer team led to talk about teams, and then about peer groups, and then about the wondrous way in which the players policed themselves in Stefan's basketball class on Saturdays. A couple of students caught the connections between the peer groups prevalent at Turner and the peer-group structures that Eli Anderson analyzed in *Streetwise*. Virtually everyone noticed a nexus between such experiences in West Philadelphia and Tocqueville's observation of American affinities for organization and for submergence of selves in groups. And as they did, their conversation exploded in luxuriant incoherence. They had created a matrix deeper and denser than they could control, or than I could have controlled if I had been directing the discussion.

The conversation never did coalesce again, though they did come to a richer, more intricate summation than I would have ever managed on my own. I had encouraged the class to speak spontaneously, even to shoot some from the hip. Instead, my students had spoken more deliberately and more thoughtfully than they had all semester. They wanted to get things right. They were describing their own experience, and they were determined to be true to it. On just that account, perhaps, they had spoken without any animating passion. But the passion that had been restrained in the presence of their peers poured forth in the privacy of their final papers.

In defining the final paper, I had asked the students to make contemporary West Philadelphia the center of their endeavor, but I had also obliged them to set their interpretation of the neighborhood in the context of our readings through the first two-thirds of the course. My intent was for them to emphasize the readings. But only a handful of my students chose to catch that implication or to honor it. A distinct majority disdained my directions. Though they had spent barely a half-dozen or dozen hours at Turner and five or ten times as much time on the readings, most of my students wrote more about their work in West Philadelphia. They wrote about the immediate community that enveloped them more than the abstract ideologies that elevated them.

Some part of this extraordinary impact of their experience in the community was doubtless due to the success that so many of them enjoyed. And despite the

News for the Profession

Review Panels Find History Standards Worth Revising

The following is extracted from a Council for Basic Education press release.

Williamsburg, VA—Two independent review panels have announced that the controversial history standards documents released last year should be the beginning and not the end of the effort to develop voluntary national history standards. The panels of historians, practitioners, and public figures were convened by the Council for Basic Education (CBE) to examine the history standards for sound scholarship, balance, and their feasibility for elementary and secondary education.

The review panels find that the overwhelming majority of criticisms was targeted at the teaching examples in the documents, rather than at the actual standards for student achievement. Once detached from the teaching examples, the proposed standards provide a reasonable set of expectations for learning and a solid basis for strengthening history teaching, but these standards need improvement.

The review panels affirm the need for voluntary national standards.

They believe the proposed standards correctly emphasize the importance of both historical knowledge and critical thinking skills.

The panels find solid guiding principles for revision embodied in the criteria developed by NCHS for the development of history standards.

The panels endorse these criteria and approaches for decisions regarding what is important for American students to know and be able to do in the study of history.

According to the panels, effective voluntary standards are expressed in brief statements that are specific enough to be meaningful, but broad enough to allow multiple approaches for curricular development, which should remain a local function. The NCHS standards statements in general fulfill that requirement. For example, a NCHS standard about the Civil War calls for students to "evaluat[e] how political, military and diplomatic leadership affected the outcome of the war." To meet this standard, students must understand the role played by Robert E. Lee, but the curriculum is not limited to him or any other named figures.

Numerous teaching examples throughout the documents undermine principles of sound historical scholarship by asking leading questions or by inviting students to make easy moral judgements about historical questions that continue to be debated by scholars. In addition, the

sheer volume of the teaching examples, which comprise over half of the text in the documents, contributes to a misperception that the NCHS has proposed a national curriculum.

Other findings are summarized as follows:

- The NCHS documents' shortcomings are frequently due to a failure to meet their own criteria, which reflect sound historical scholarship. For example, their sixth criterion says in part that historical reasoning includes "balanced interpretation and comparative analysis." Yet at times this criterion is not followed. For example, American history students asked to study "the characteristics of societies in the Americas, Western Europe, and West Africa that increasingly interacted after 1450," are given inconsistent terms by which to do this.

- In addition, sometimes the NCHS standards use loaded language that undercuts the effectiveness of the historical thinking skills by directing students to biased conclusions. In one standard, for example, students are asked to compare encounters between "intrusive European migrants and indigenous people." Historical knowledge needs to be more sharply distinguished from opinion.

- The standards' use of five spheres—social, political, scientific/technological, economic, and cultural—broadens the study of history and is commendable. However, these spheres are inadequately developed throughout the standards as follows:

- Despite frequent mention in the standards, minorities and women are treated as if they were separate spheres, instead of being integrated into the other five.

- The exchange and evolution of ideas are haphazardly developed and often lack coordination between the world and U.S. history documents.

- The treatment of science, mathematics, medicine, and technology does not reflect their historical importance.

- Coverage of economic history pays insufficient attention to the complexity of economic relationships and to the diversity of economic systems throughout history and throughout the globe.

- Too often, connections between eras, between spheres, and between U.S. and world history are incompletely articulated. This makes it difficult for students to discover meaning and to see a coherent story.

- In the world history standards, the West gets more

attention than other regions, which the panels find is appropriate for students living the West.

The panels find that the NCHS standards represent a good beginning toward defining sound and challenging voluntary history standards. The panels made the following eight recommendations for their improvement:

1. Standards—without teaching examples—should be revised and adopted. The panelists judge that revised standards would make appropriately high academic demands on American students and contribute in important ways to developing a responsible and productive citizenry.

2. The revision and all further work should be guided by the NCHS criteria for developing history standards. The panels find these criteria to reflect sound historical scholarship.

3. Delete the teaching examples. The examples to not always serve the standards well. In addition, with the deletion of the teaching examples, the problem of the absence or presence of names is largely eliminated.

4. Eliminate the biased language.

5. Clarify, expand, and integrate the standards for historical thinking in order to discourage present-mindedness, easy moralizing, and poorly informed historical judgement.

6. Strengthen the standards in regard to the treatment of science, mathematics, technology, and medicine; economic history; the exchange and evolution of ideas; and interactions between and among the five historical spheres.

7. Treat social groups in their specific historical contexts, recognizing diversity within, as well as between, them.

8. Standards should find ways to encourage students to see the big picture based on their understanding of particular facts and to consider large issues and their development over the span of time and place.

9. The U.S. history panel recommends that in order to achieve a more complete picture of American history, the U.S. history standards need to pay more attention to the relationship between groups and the American nation, the opportunities afforded to immigrants, and the development of democratic ideals. In addition, more attention should be given such presences as Washington and Jefferson and seminal documents such as the Bill of Rights and the Constitution. □

SECRETARY RICHARD RILEY RESPONDS. On October 11 Secretary of Education Richard W. Riley issued a statement on the CBE panels' recommendations for the history standards. Riley concluded that they "are an important step forward in the resolution of controversy regarding proposed voluntary national history standards. . . and should form the basis for developing a new consensus regarding what our young people need to know regarding America's proud history." □

GARY B. NASH RESPONDS. As most readers of the *OAH Newsletter* know, the National History Standards developed by UCLA's National Center for History in the Schools have been attacked by an assortment of op-ed writers, television and radio hosts, and politicians. The latest politician to discover that the National History Standards are anti-patriotic is Bob Dole, who announced before the annual convention of the American Legion on Labor Day in Indianapolis that the standards are more dangerous "than external enemies." Robert Dawidoff, Professor of History at Claremont Graduate School, has written a yeasty critique of Dole's preferred version of American history that many of you may have seen in your local newspaper's editorial pages. A very small number of historians have attacked the standards, including Forrest McDonald, Wilcomb Washburn, and others whose views are published in the Spring 1995 issue of *Continuity*, published by the Young America's Foundation.

While the National History Standards have been turned into a political football, the Council for Basic Education (CBE) in Washington (which describes itself as "national advocates of the liberal arts for all elementary and secondary students") has been at work this summer to conduct an appraisal of the history standards and to make recommendations for their revision. In the time-honored way, CBE formed two independent panels of historians, teachers, and public figures to evaluate the standards and weigh the criticisms of them. One group examined the United States History Standards, the other appraised the World History Standards.

After intense scrutiny and discussion during the summer, the CBE "blue-ribbon" panels announced the broad outlines of their report, which is scheduled for release in early November. They made their announcement at a press conference in Williamsburg, Virginia, on October 11—just a few days short of one year from the time that Lynne Cheney attacked the standards in a *Wall Street Journal* op-ed piece calmly entitled "The End of History."

OAH members should be interested to know that six United States historians, four of whom are OAH members, served on the panel: Cary Carson, vice president for research at Colonial Williamsburg Foundation; Evelyn Brooks Higginbotham, professor of Afro-American studies at Harvard; David A. Hollinger, professor of history at UC Berkeley; Stephan Thernstrom, Winthrop Professor of History at Harvard; Reed Ueda, associate professor of history at Tufts; and Maris A. Vinovskis, professor of history at Michigan. The panel was chaired by Albert H. Quie, governor of Minnesota from 1979-83 and ranking Republican on the Committee on Education and Labor when he served in Congress from 1958-78. Other panelists included Jeannette R. LaFors, social studies teacher at Carlmont High School in Belmont, California; Diane Ravitch, senior research scholar in the School of Education at NYU; and Rex M. Shepard, supervisor of the Office of Social Studies at Baltimore County, Maryland, Public Schools.

Although I have largely withheld comment until receiving the full report from CBE, I am convinced that the panelists worked faithfully, in a difficult political climate, to assess the strengths and shortcomings of the history standards. From what was indicated in the press release, and from what panelists have told me individually, I am sure that the recommendations for revisions are intended, as one panelist put it, to make the standards "even better." As the press release states, ". . . the proposed standards provide a reasonable set of expectations for learning and a solid basis for strengthening history teaching. . . ." The panels are not for scrapping or overhauling the standards but for improving them.

What is most important is that the panels believe the history standards reflect the best scholarship of the last half-century; I trust that the final report will affirm this. If this were not so, the rotating OAH Focus Group that evaluated various drafts of the United States History Standards would not have attested to their worth. □

Capitol Commentary

Page Putnam Miller

Director of the National Coordinating Committee for the Promotion of History

Update on Fiscal 1996 Appropriations

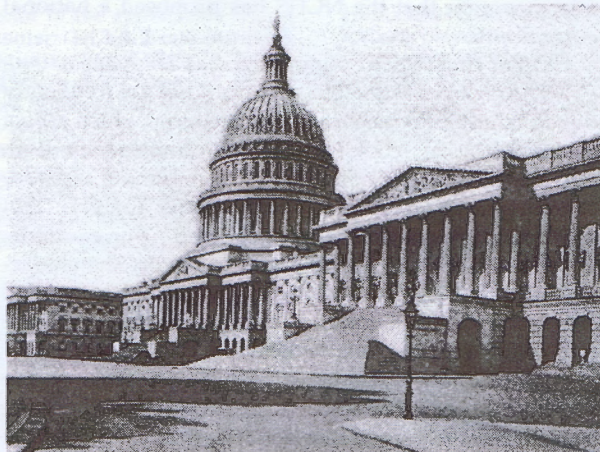
Unable to complete work on the fiscal 1996 appropriations bills before October 1, the beginning of a new fiscal year, the Congress passed a continuing resolution to fund the government until mid-November. Although more work is required for most of the funding bills, in many cases the House and Senate have reached agreement on the budgets for programs of concern to historians.

NEH—The House/Senate Conference Committee on the Interior Bill agreed to a fiscal 1996 appropriation for the National Endowment for the Humanities (NEH) of \$110.5 million and \$99.5 million for the National Endowment for the Arts (NEA). The House had appropriated \$99.5 million for both NEH and NEA and the Senate had appropriated \$110 million for each of the agencies. If one figures the fiscal 1995 budget on the rescission amount of \$172 million, the cut for NEH in fiscal 1996 is 36 percent. NEH will have \$62 million fewer dollars this coming year than it did last year.

National Archives—The House/Senate Conference Committee on the Treasury Appropriations Bill voted for a fiscal 1996 budget for the National Archives of \$199.6 million, an increase of approximately \$6 million over the amount recommended by the House. The National Archives is one of the few federal agencies to have an increase, although a small one, in the fiscal 1996 budget. The appropriation includes the \$4.5 million which had been added to the Senate bill by Senator Kerrey (D-NE) and earmarked for electronic records and finding-aid projects. The Senate Appropriations Committee filed on July 27 Report 104-1 21 which accompanies H.R. 2020, the Treasury, Postal Service, and General Government Appropriation Bill for fiscal 1996. In a section titled "Electronic Access," the report states: "The Committee has provided \$4,500,000 for expanding public access to National Archives and Records Administration records and historical documents. These funds shall be used by the Archives to develop an electronic, online, comprehensive catalog of Federal records. The Committee notes that despite the extensive holdings of the National Archives, some 2.5 million cubic square feet of documents, the Archives is not capable of answering the question, 'What do you have that could be of use to us?' With the increasing use of the Internet and other information networks, the Committee believes that as a first step, the Archives should catalog the vast amount of information it stores so that it will be in a position to provide access to these holdings through the super information highways."

NHPRC—The conferees of the Treasury Appropriations Bill voted for the Senate figure of \$5 million—not the \$4 million in the House bill—for the grants program of the National Historical Publications and Records Commission (NHPRC).

Historic Preservation—On historic preservation funding the Interior Appropriations conferees were faced with different figures for each of the preservation programs. They voted to accept the lower figure for each of the programs. The funding for fiscal 1996 for the state historic preservation fund, which also includes funds for the Indian tribes and black colleges, will be \$32.7 million. The National Trust for Historic Preservation will receive \$3.5 million and the Advisory Council on Historic Preservation is budgeted for \$2.5 million. Currently the budget for the state historic preservation fund is \$34.4 million, with \$6.9 million for the National Trust and \$3.06 million for the Advisory Council. The report recommends a three year phase-



out of the National Trust for Historic Preservation.

Institute of Museum Services—The fiscal 1996 appropriation for the Institute of Museum Services is \$21 million. Its current funding level is \$29 million.

Telecommunication Grants—The Senate voted 64-33 to support an amendment introduced by Senator Bob Kerrey (D-NE) to restore \$18.9 million to the Telecommunications and Information Infrastructure Assistance Program (TIIAP). The Senate Commerce Appropriations Bill under consideration had zero funding for TIIAP, which provides grants to support the development of educational and cultural telecommunications services to the public. The House voted to fund TIIAP at the level of \$40 million. The Conference Committee will work out differences between the two bills.

Smithsonian Institution—The Interior Appropriations Bill conferees recommended \$308 million for salaries and expenditures in fiscal 1996 for the Smithsonian. In fiscal 1995, this figure was slightly higher at \$314.4 million. The amount appropriated for repairs and restoration increased this year, going from a level of \$24 million in fiscal 1995 to \$33 million in fiscal 1996. The fiscal 1996 budget also includes \$27 million for construction, a large portion of which will go toward the building of the American Indian Cultural Center in Suitland.

Library of Congress—Although the Library of Congress had requested an 8 percent increase in funding for fiscal 1996, they received less than a 1 percent increase. The Congress voted for a budget in fiscal 1996 for the Library of Congress of \$352.4 million which is a \$1.5 million increase over last year's budget. The increase is to go toward the Library of Congress's new National Digital Library. On October 3 the President vetoed the Legislative Branch Appropriations Bill, stating that it was a symbolic act for he would not approve the lawmakers' budget while the spending measures to pay for the federal government were "incomplete, unresolved, and uncertain."

Fulbright Programs—There are two Fulbright programs of concern to historians. The first is the Fulbright program of international scholarly exchanges, which will mark its 50th anniversary next year as part of the United States Information Agency (USIA). Its budget is part of the Commerce, Justice, State, Judiciary and Related Agencies Appropriations Bill, and the House has recommended in report language funding it at \$112 million (this specific amount, however, does not appear in the bill). The Senate has earmarked \$100 million in the bill. But the conference committee on this appropriations bill has not yet met. The program's appropriation for fiscal 1995 was \$118 million.

The Fulbright-Hays Program is located in the Department of Education and focuses on area studies and language training. It funds doctoral dissertation research abroad, faculty research abroad, group projects abroad, and seminars abroad. The fiscal 1995 budget for the program was \$5.79 million. The House Labor, Health and Human Services, and Education Appropriations Bill includes \$4 million; the Senate Appropriations Committee

Bill—not yet considered by the full Senate—has \$5.5 million for the Fulbright-Hays Program.

The Title VI domestic programs of the Department of Education also focus on area studies. With seven components, this interdisciplinary effort promotes research and curriculum development in international education, international business, foreign languages, and area studies. Last year the Title VI domestic programs had a budget of \$52.28 million. The House voted for current level funding, but the Senate bill—which has not yet come to the Senate floor—includes only \$48.6 million, a 7 percent cut from fiscal 1995 levels.

Reauthorization of NEH

With the appropriations process almost over, the focus on NEH is turning to the reauthorization legislation. Of great concern is the language in the Interior Appropriation Bill Conference Report. It states: "The managers on the part of the House continue to support a phase out of NEH within three years, and do not support funding beyond fiscal 1998. The managers on the part of the Senate take strong exception to the House position and support continued funding for NEH. The managers expect this issue to be resolved by the legislative committees in the House and Senate."

Both the House and the Senate have reported reauthorization bills out of committee. On May 10 the House Economic and Educational Opportunities Committee endorsed H.R. 1557 which calls for cuts of 20 percent in 1996, 20 percent in 1997, 20 percent in 1998, and elimination in 1999 as well as for the transfer of 80 percent of both NEH and NEA funds to the states in each fiscal year. On July 19 the Senate Labor and Human Resources Committee endorsed by a vote of 12 to 4 a revised version of S. 856, a bill to reauthorize NEH, National Endowment for the Arts (NEA), and the Institute of Museum Services for the next four years. The bill calls for a reduction of 5 percent a year for the next four years in the authorized funding ceilings and the earmarking of 30 percent of NEH funds for state programs. The current level at NEH is 20 percent for state programs.

During the appropriations process, many members of Congress became better informed about the work of NEH. The attempt by Representative Steve Chabot (R-OH) to eliminate funding for NEH failed. His amendment on the House floor to eliminate funding in fiscal 1996 for NEH was strongly defeated by a vote of 277 nays to 148 yeas; 93 Republicans voted against the measure. Yet more work must be done.

It is appropriate on this 30th anniversary of NEH to remember the words of President Johnson when he signed the public law creating the endowments. "We in America have not always been kind to the artists and scholars who are the creators and the keepers of our vision," he stated. "Somehow, the scientists always seem to get the penthouse, while the arts and the humanities get the basement."

Classification/Declassification Oversight Transferred to Archives

The conference committee on the Treasury Appropriations Bill voted to earmark \$1.4 million for the Information Security Oversight Office (ISOO) and to transfer it from the Office of Management and Budget (OMB) to the National Archives. This office has responsibility for overseeing national security information policy and for implementing the new executive order dealing with

declassification. The House bill had provided zero funds for ISOO and had suggested that its functions be taken over by the National Archives. The Senate bill provided funding and recommended that it remain a separate office, placed under the Executive Office of the President. The conference committee adopted what has been the Administration's position from the beginning, which is that it should have adequate funding and that it should move from OMB to the Archives. Having the head of ISOO report to the U.S. Archivist raises some interesting policy issues and could give the Archivist a more important role to play in declassification policy.

New Records on Lee Harvey Oswald Released

On September 20 the JFK Assassination Records Review Board released more CIA records on Oswald's trip to Mexico City in 1963. "Lee Harvey Oswald's trip to Mexico City is one of the most important and intriguing chapters in the Kennedy assassination story," said John R. Tunheim, Chair of the review board. He noted that the Board is seeking "to push the limit on new information that we can make available to the American public, while not endangering intelligence sources and methods which still require protection."

Istook Amendment on Nonprofit Lobbying Stalled

Senators Alan Simpson (R-WY) and James Jeffords (R-VT) seem to have stalled the House leadership's efforts to subject 501-(c)3 organizations—which include nonprofit scholarly and educational associations such as the OAH—to new restrictive lobbying rules. Representative Ernest Istook (R-OK) has so far failed to attach his lobbying amendment to various appropriations bills. □

▼ FRONTIER / FROM 4

doubts and fears with which many of the students began—and in which some of them persisted—almost all of them expected to succeed. They are bright young men and women, and they are accustomed to meeting challenges. That is why they are at Penn. Their successes therefore delighted but did not seriously surprise them.

Their failures astonished and absorbed them. The many who ultimately had rewarding experiences dwelt expansively on their accomplishments. The few who failed were, to judge by their final papers, affected more powerfully still. The evidence of the essays is that almost every member of the class came out of West Philadelphia with new and often unwelcome knowledge. And the new knowledge was far less frequently about West Philadelphia than about themselves or about their country.

For example, some observations confirmed and made vivid Tocqueville's perception of an American propensity to "draw apart with ... friends, [each] in a little circle of his own," and leave "society at large to itself." More than that, they made plain that the Frenchman's predilections were in crucial ways incompatible with more modern formulations of the ascendancy of expressive individualism in contemporary America. Jay found that the five boys with whom he was closest all subordinated their aspirations to achieve to their solidarity with one another. Their "posse," as they called it, provided them far more companionship and caring than their families and more sense of themselves than any of them had separately. Stefan's basketball students also took their sense of themselves from those they "hung out" with. It was their chosen "peers more than [any] individualism" that defined them.

Other realizations were stark and startling. They carried my students past any of the conceptualizations we had canvassed in the course into ideas all their own. Tony, for one, took Octavio Paz's premise that national character is a prescriptive idealization promulgated by an elite in the name of the nation, and he pushed that premise to its logical extremity and beyond. Against Kozol's impassioned appeals for justice to our own children, Tony wondered whether they are indeed our own, since they do not "fit" the prescriptive ideal that defines our character. Against Kozol's urgent insistence that "these are Americans," Tony finally "could not repress" a "shocking thought": "No, they are not."

Brigid's tutoring brought her to a different but equally disturbing apprehension. Equality of educational opportunity was not a discernible "element of American national character." Even at Turner, a relatively good school by city standards, children were "written off by their society" in the same way that she had experienced a few years earlier during her temporary enrollment in a London secondary school. There she had drawn "hexagons on graph paper for three months" in geometry and learned little more than "to fix water heaters" in science. Her school friends had been "violent, underprivileged, functionally illiterate students whom the British educational system had be-

trayed." At the time she had exulted that her own country did not deny educational opportunities to any child.

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I do not hide my own impatience with America from my students. And if I make an effort to muffle it, they are not deceived. I have a certain reputation among them as a relic of the sixties. But I do make clear that they do not have to mirror my ideas in their papers. I do demand that they think for themselves, and I do assure them that my courses are safe environments for doing so.

More than that, they believe me. During the past four years, on the other occasions when I taught the course on American character, I lodged largely the same criticisms of the culture that I did last semester; my students, for the most part, countered in their final papers with chauvinistic pride in their culture and a sublime if chastened protectiveness of it.

Last semester, as long as the students in History 443 were still reading what their predecessors had read and discussing what their predecessors had discussed, their performances seemed essentially indistinguishable from those of previous classes. On the last assignment, however, when they had to assimilate their experience at Turner, the very titles of their papers testified to an important change. "Sweatin' for the Man," "Inner City Blues," "Equality of Despair," "A Land of Exclusion," and the like blazoned from the beginning the preoccupation with racism, inequality, and injustice that pervaded the essays. I had never encountered a disenchantment so rampant in any previous set of papers in the course or, for that matter, in any other course I had ever taught. Something profoundly educative and even transformative occurred among my students in the schools of West Philadelphia. One after another, they bore witness to the ways in which a few hours at Turner "exploded" the "myths" they had maintained for years.

Audrey found it "hard to think about asking children under [such] circumstances to be thankful for the freedoms we [profess] in America," and equally hard to resist the conclusion that "the American dream has failed, though we can't face it." Jay wrote that "our nation...was built on a principle of inequality," and Jo-Anne judged the practice of inequality in the city's schools "a crime." Jen declared inequality, racism, homelessness, and violence the core of "what it truly means to be an American." Jay dismissed equality of opportunity as "nothing but a dream." Chris denounced "our top-heavy distribution of wealth" and the imminence of its "crushing us to death." I took "our entire social structure" to be "doomed." Jon, Andrew, and Amy all, uncannily, resorted to the metaphor of "meltdown" to describe an American people moving amid "guilt" and "despair" toward what Orin called "moral chaos."

Josh summed up the sentiments of a large part of the class when he enumerated the faiths that his fleeting experience in the inner city extinguished. "One society? No. We are white, black, rich, poor, each turning away in muted ignorance and contempt from those below us. Tolerance? Never. . . The American dream? Get real."

•••••

One may recoil from the severity of these strictures. One may discount these indictments as excessive and even obsessive, overheated and even apocalyptic. But one would do well to consider how unlikely the revulsion of my students was, and how powerfully affecting, therefore, the glimpses of ghetto life that they got must have been for them.

My students are, after all, young men and women ill-equipped and ill-disposed to appreciate the plight of the poor. Virtually all of them have been brought up in comfortable circumstances, and more than a few of them in the lap of luxury. As they often admitted in their papers, their very privilege has protected them from any extensive experience of the underclasses and afforded them a rich repertoire of defenses against its claims to their sympathy or even their attention. As they might have added, their privilege will probably insulate them even more utterly in the future.

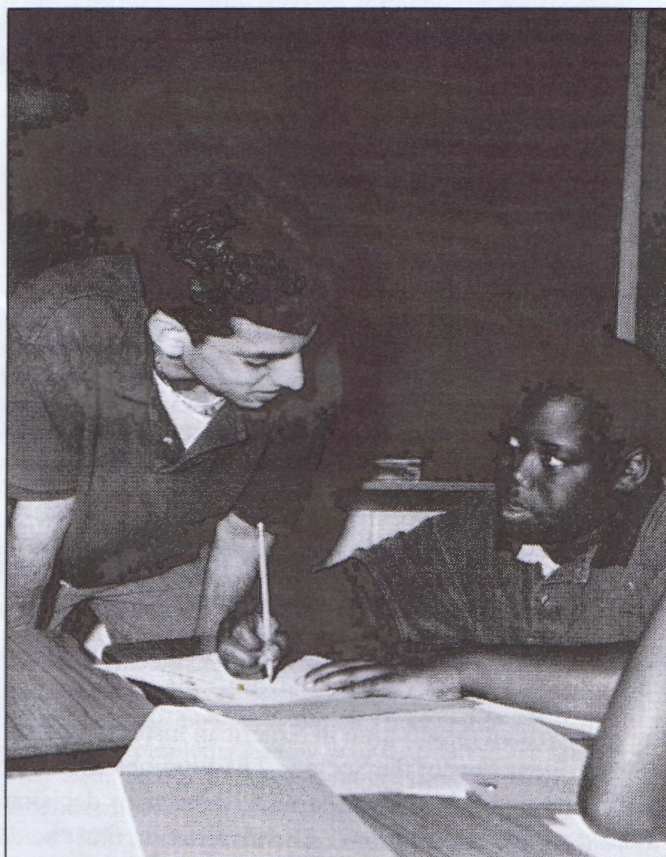
The hours at 59th and Baltimore did more even than open out to those students an ampler understanding of their country. Those scant sessions inspired in them thoughts that were actually their own rather than those of their professor or their peers. And it is not beyond the pale of possibility that those thoughts may model for them a more independent way of meeting the world that could be considered educative rather than conventionally inculcative. We say that we seek such things for our students.

We say, too, that we seek to stir hope for the future in our youth, whose favorite movies and music are so often bleak and holocaustic. We say that we seek to instill compassion in those young people, whose ways are so often self-centered and mean. In the final papers

that my students submitted, I sometimes saw a tempered optimism that promised to outlast the Panglossian patina I had encountered in the papers of previous years. I sometimes saw a tenderness that made me melt.

I did not teach my students such earned optimism. I would claim credit for it if I had, gladly. But the truth is that they taught themselves. And the truth of that truth is that they taught themselves on the mean streets of West Philadelphia and in the crowded classrooms of the John P. Turner Middle School. □

Michael Zuckerman is professor of history at the University of Pennsylvania.





The Society of American Historians

TO ENCOURAGE LITERARY DISTINCTION IN THE WRITING OF HISTORY AND BIOGRAPHY

Prizes for 1995



John Demos
Winner of the
38th Parkman Prize
for
The Unredeemed Captive (Knopf)

Tim O'Brien
Winner of the 2nd
James Fenimore Cooper Prize
for
In the Lake of the Wood (Little, Brown)

Elizabeth Rose
Winner of the
Allan Nevins Prize
for
"Maternal Work" (Rutgers University)

The Parkman Prize, inaugurated in 1957, is awarded annually for a book that exhibits literary distinction in the writing of American history. The prize for 1996 consists of \$2,500 and a bronze medal. The Cooper Prize is awarded for the best historical novel on the American theme. The prize of \$2,500 will next be awarded in 1997.

The Allan Nevins Dissertation Prize for the best-written dissertation in American history consists of \$1,000 and submission for publication as Nevins winner by one of the sixteen publisher-memebers of the Society. Dissertations should not be committed for publication; if already submitted but not contracted, authors should as the publishers in question to defer their decision until the Nevins juror has been selected. Graduate departments may nominate no more than two dissertations. The dissertation must be defended, or the Ph.D. received, during the 1995 calendar year. Dissertations should be bound and sent to the Society of American Historians.

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Columbia University
New York, NY 10027

A Look at the Oral History Association

In 1966, as the "new social history" was flowering, a diverse group of individuals interested in tape recording ordinary people's historical memories gathered at Lake Arrowhead, California. The meeting went so well that the group agreed to meet again a year later to incorporate the Oral History Association (OHA). Today it is an organization of approximately 1,100 members from across the United States and in 27 other countries.

One of the first tasks of the OHA founders was to define oral history. Like many of the association's early leaders, Forrest Pogue, the OHA's third president, practiced the techniques of oral history for many years before either the term "oral history" or the name "OHA" were coined. When Pogue began interviewing ordinary people for the purpose of writing history it was as a combat historian for the U.S. Army in Europe during World War II. "All of our early members had done oral history before the association was founded," recalls Pogue, "but our first president used to joke that I was the only one to get a military decoration for it."

Oral history is now commonly defined as tape-recorded interviews with persons who have been eyewitnesses to or participants in events of historical significance. Oral accounts diminished in importance to historians during the nineteenth century, but the Federal Writers Project of the New Deal and the invention of wire and tape recording machines in the late 1930s and early 1940s brought first-hand accounts back to the attention of researchers. Definitions can be slippery, but two tenets remain firm: the interview must be recorded, and the interviewee must have first-hand (not hearsay) knowledge of the subject. The interviewer has great latitude in deciding what constitutes "historical significance." This aspect of oral history has impacted the historical profession most; oral history has done much to redress groups previously left out of the telling of past events.

The membership of the oral history association is also widely inclusive. It is one of the association's most distinguishing characteristics. Like the members of OAH, many in OHA hold faculty positions or work as public historians,

archivists, librarians, journalists, freelance writers, or pre-collegiate classroom teachers, while still others are volunteers with community historical societies and similar organizations. But unlike many other organizations, the OHA is multidisciplinary by nature—historians are joined by scholars in fields such as anthropology, folklore, and sociology. This "multidisciplinary interaction" at meetings, claims Charles Morrissey, another early OHA president and founding member, "makes this the most satisfying of the various professional meetings many of us attend."

Differences between the disciplines also can add dynamic tension to discussions of oral history; for example, historians are less likely than some other scholars to use pseudonyms and more likely to reveal their sources when practicing oral history. The association addresses these and other such issues in its periodic publications—the *Oral History Association Newsletter* and *Oral History Review*—but more importantly in its pamphlet series, which includes four current titles: *Oral History and the Law* (a guide to the legal aspects of the profession); *Using Oral History in Community History Projects*; *Oral History in the Secondary School Classroom*; and the *Oral History Evaluation Guidelines*. This last publication is a synthesis of the accepted "best practices" among oral historians, and was forged by consensus through meetings of OHA members in 1979 and updated in 1990. They remain the touchstone by which oral historians can measure the quality of their work.

Anne Ritchie, OHA president for 1995-96, points out that the association's role in setting standards has become more important as the practice of oral history grows in volume and complexity. Changes in technology, differences in interview techniques, new questions in archival preservation, and a growing international membership must be addressed by the association in the future. In addition, beginning this year the OHA is recognizing excellence in work using oral history through an award series. The first awards, for the best book, pre-collegiate teaching, and best media project, were at the most recent annual meeting in

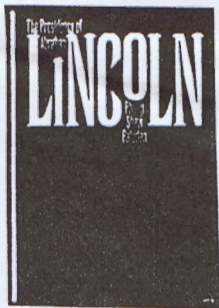
October in Milwaukee. In 1996, a second trio of awards will be given, for best oral history project, best collegiate teaching, and best article.

The OHA cooperates with several other groups to ensure that information about excellence in oral history methodology is disseminated widely. Eleven smaller state and regional oral history organizations have affiliated with the OHA and help reach out to wide constituencies through newsletters, workshops, and annual meetings. There are also oral history associations in at least five other countries, most of them British Commonwealth nations, and an international group that meets every two or three years. (The next meeting will be June 6, 1996, in Göteborg, Sweden.) Finally, the association maintains formal liaison relationships with other professional organizations, including the OAH, to assist in spreading oral history standards.

Since 1987, the OAH has promoted oral history excellence through its annual review essays on oral history in the *Journal of American History*. Each year's section presents three to five topical essays, each focused on an historical problem, issue, or theme of general interest, and all related to oral history. In addition, the OHA hosts a breakfast and guest speaker each year at the OAH's annual meeting.

Working with tape recorders from the earliest days, OHA members still eagerly explore and embrace new technology. The OHA has its own on-line discussion list, called OHA-L. One need not be an OHA member to join OHA-L and participate in the lively Internet exchanges about oral history theory and methodology. To subscribe, send a message to the moderator at the University of Kentucky (listserv@ukcc.uky.edu). For OHA membership or publications information, contact the Oral History Association, P.O. Box 97234, Baylor University, Waco, Texas 76798; (817) 755-7264; (817) 755-1571; oha_support@baylor.edu. □

Rebecca Sharpless, executive director of the Oral History Association, supplied most of the above text, which has been augmented with telephone interviews.



Publisher:
University Press of
Kansas



Publisher:
University of North
Carolina Press

The LINCOLN PRIZE at Gettysburg College

For Excellence in Civil War Studies
Lincoln and Soldiers Institute • Gettysburg College

The 1995 Lincoln Prize is awarded to *The Presidency of Abraham Lincoln* by Phillip Shaw Paludan. This book masters the enormous Lincoln literature and achieves brilliant thematic unity in arguing that Lincoln saw as one the aim of saving the Union and freeing the slaves. Awarded first prize, \$35,000, and a bronze copy of Augustus St. Gaudens' Lincoln.

William Marvel's *Andersonville: The Last Depot*. A vivid presentation of the experiences of ordinary soldiers. A genuinely pathbreaking book that provides definitive answers to more than a century's worth of questions and controversy. Second place and \$15,000.

Founded in 1990 by Lewis Lehrman and Richard Gilder, the Lincoln Prize is administered by Gettysburg College.

Chairman of the Board of Trustees: Gabor S. Boritt
1995 Jury: Drew Gilpin Faust (chair), Gary Gallagher,
and Major Wilson

Previous winners of the Lincoln Prize were Ken Burns, Charles Royster and William McFeely, Kenneth Stampp and Albert Castel, and Ira Berlin, Barbara Fields, Steven Miller, Joseph Reidy, and Leslie Rowland. Earlier juries included Jean Baker, Carl Degler, David Herbert Donald, James McPherson, Charles Royster, Emory Thomas, and Tom Wicker.

CHARLTON W. TEBEAU ASSISTANT PROFESSORSHIPS IN AMERICAN HISTORY

The Department of History at the University of Miami is pleased to announce a search to fill two **Charlton W. Tebeau Assistant Professorships in American History**. These positions were made possible by the generous endowment of the Amos family and are named in honor of the distinguished scholar of Florida history and former member of the department, Professor Charlton W. Tebeau. Professor Tebeau has devoted his life to bridging the gap between the academy and the community, between what professional historians do and the public's interest in history. It is anticipated that the holders of the Tebeau Chairs will be outstanding scholars committed to that tradition. We are seeking to fill two tenure-track positions at the Assistant Professor level in the following areas:

1. 19th Century US Southern with a specialization in comparative slavery, comparative cultures or social/economic history.
2. US Immigration and/or Urban History.

Applicants should show high potential for scholarship and a commitment to working closely with students at the graduate and undergraduate level. Applicants must have the ability to teach one of the required history survey courses. Ph.D. is required. Applicants should state which position they are applying for and send a curriculum vita and three letters of recommendation to Professors Gregory W. Bush and Guido Ruggiero, Co-Chairs, Charlton W. Tebeau Search Committee, Department of History, University of Miami, P.O. Box 248107, Coral Gables, FL 33124-4662. Application deadline is November 15, 1995. The University of Miami is an EO/AA employer and a smoke/drug free workplace.



The University of Delaware-Hagley Program Fellowships in the History of Industrialization

The Department of History at the University of Delaware offers two- and four-year fellowships for a course of study leading to an M.A. or Ph.D. degree for students interested in careers as college teachers or as professionals in museums, historical agencies, and archives. The University of Delaware-Hagley Program's focus is the history of industrialization, broadly defined. Students study social, labor, business, and economic history, material culture, and the history of science and technology. Historically, most students in the program have been interested in American industrial history, but the program also covers the industrialization of Europe and non-western societies. It takes a comparative approach to the global history of industrialization. The Hagley Museum and Library, just a short drive from the university campus, provides students with unique opportunities to do primary research in manuscript, imprint, pictorial, and artifact collections and to study and observe, and experience museum work first hand. For students pursuing careers as museum professionals, the University of Delaware sponsors a certificate program in museum studies.

University of Delaware-Hagley Fellowships cover tuition for courses at the University of Delaware and provide a yearly stipend of \$9,500 for master's candidates and \$10,700 for doctoral candidates. Fellowships may be renewed once for those seeking a terminal master's degree and three times beyond the initial year for those seeking the doctorate. University of Delaware-Hagley Fellows also receive support for travel to conferences, archives, and museums.

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

THE SCHOMBURG CENTER FOR RESEARCH IN BLACK CULTURE

The Schomburg Center for Research in Black Culture, a unit of The New York Public Library's Research Libraries, announces its Scholars-in-Residence Program for the academic year of 1996-97. The residency program assists those scholars and professionals whose research in the black experience can benefit from extended research in the Center's collections.

The Fellowship Program encompasses projects in African, Afro-American, and Afro-Caribbean history and culture. The Program is also open to professionals in fields related to the Schomburg Center's collections and program activities--librarianship, archives and museum administration, special collections, photographs, audiovisual material, and publications. Studies in the social sciences, the arts, science and technology, psychology, education, and religion are eligible if they utilize a humanistic approach and contribute to humanistic knowledge. Applicants are encouraged to consult the Center's staff regarding holdings.

Fellows are required to be in full-time residence at the Schomburg Center during the period of the award. They are expected to substantially complete research on their project, present their findings in the form of a presentation at the Schomburg Center's Colloquia on Biography, Social History and African-American Cultures, and prepare a report on work accomplished at the end of their residency.

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

Fellowships funded by the Program will allow recipients to spend six months or a year in residence with access to resources at both the Schomburg Center and The New York Public Library. The fellowship stipend is \$15,000 for six months and up to \$30,000 for twelve months.

For brochure and application form, write to the Scholars-in-Residence Program, Schomburg Center for Research in Black Culture, 515 Malcolm X Boulevard, New York, NY 10037-1801. Telephone 212-491-2203

Application deadline is January 16, 1996

The State Historical Society of Wisconsin

John C. Geilfuss Fellowship for Business and Economic History

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

The **John C. Geilfuss Fellowship** carries an outright grant of \$2,000 and is awarded for research at the graduate level and beyond in Wisconsin and U.S. business and economic history, with preference given to topics on Wisconsin and the American Midwest and/or for research using the collections of the State Historical Society of Wisconsin. **Deadline: February 1, 1996.**

The **Amy Louise Hunter Fellowship** carries an outright grant of \$2,500 and is awarded in even-numbered years for research at the graduate level and beyond on topics related to the history of women and public policy, broadly construed, with preference given to Wisconsin topics and/or for research using the collections of the State Historical Society of Wisconsin. **Deadline: May 1, 1996.**

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

Applications should be addressed to Dr. Michael E. Stevens, State Historian, State Historical Society of Wisconsin, 816 State Street, Madison, WI 53706-1488. For further information, call (608) 264-6464.

▼ FORUM / FROM 1

as possible in a global world and the countertrend to have them retreat as monks into their cubicles and become specialists in even more minute subject areas than is currently common amongst historians of the United States.

Editors will still have to decide who should review a book and then get the selectee's agreement. There will still be the problem of conflicts of interest and prejudices as to subject and author, and the final copy will still have to be vetted for libel and slander. And the question will still arise as to whether essays should be published as received or edited into readable English.

Perhaps more important is the vital question—what happens to the membership and subscription base if reviews are published electronically; who owns the copyright; and who decides whether there should also be a print version?

The first can be a real Pandora's box. Journals exist to spread knowledge. But they also are required for the promotion, tenure, and future viability of professional historians. They are costly and depend for their existence either on subsidies or upon being self-supporting. Looking into the future, subsidies, even office space and ancillary freebies, are going to be out. This means that journals must survive on their own revenues. And it can be done. There are many costs of which readers are never aware. But readers of Robert V. Schnucker's excellent *Editing History* do know that when societies have made their journals available electronically, it has been a financial disaster. As circulation shrinks, costs rise.

Increasingly the publishing world is coming to realize that the little green screen is not the solution, that people still want paper copies, and that not everyone has a computer. And not all of us have the skills to use them creatively. I would vote for at the most a very cautious approach. □

Professor Higham is editor emeritus of Military Affairs (1968-1988), of Aerospace Historian (1970-1988), and has been editor of the Journal of the West since 1977. He is the author or editor of more than 25 books.

Mark Kornbluh



In the space of barely two years, historians have taken advantage of rapid advances in electronic communication to create significant new resources that benefit both research and teaching. From on-line catalogues to scholarly electronic discussion groups to World Wide Web sites, the range of activities is impressive and the potential benefits

enormous. No development, however, carries with it more possibilities and concerns than the emergence of electronic reviewing. Book reviews in print journals have long played a central role in the profession. They are both the chief means of professional evaluation of new research and the primary mechanism by which most historians keep abreast of new scholarship. The development of electronic reviews offers exciting new opportunities, but the challenge is to develop these opportunities without sacrificing the professional role that scholarly book reviews now perform.

None can doubt, the potential advantages of electronic reviews for reviewers, authors, and readers. First and foremost is speed. At a time when it takes anywhere from 12-36 months for a book review to appear in print, H-Net discussion lists can publish electronic reviews within weeks of a book's publication. This means that historians can now have access to critical reviews of new work during roughly the same period in which publishers are promoting the books. Moreover, authors will not have to wait years to receive responses and evaluations of their work.

Equally important, because no "printing costs" are associated with electronic reviews, reviewers can provide much more detailed evaluations of new work. Without the space limitations imposed by printing costs, it is also possible to commission multiple electronic reviews of the same work. Because they are aware that they address an interdisciplinary audience, H-Net editors often commission multiple works from different disciplinary perspectives. On H-Pol, for example, I can ask for reviews of an

important work by a political historian, a political scientist, and a political sociologist. Likewise, H-Net lists can review material, especially teaching material, that is not normally afforded scholarly attention in print journals.

In addition, electronic reviews can be easily stored, searched for, and retrieved through the Internet. The full texts of all H-Net reviews are available over both Gopher and the World Wide Web from anywhere in the world. These are indexed by author, title, reviewer, and subject and can be searched for by key words.

The advantages of speed, depth and breadth, and retrievability allow electronic scholarly reviews to do what print reviews do, only better. Electronic reviews also have the potential to go further and transform the reviewing process in fundamental ways. Currently, authors do not engage their reviewers in a public forum except in an occasional conference session. Author's responses to print reviews are considered peevish and greatly discouraged by professional norms. Electronic reviews provide the opportunity to develop a very different professional mode of interaction. On the H-Net discussion lists, we have made the conscious choice to try to use professional reviews to facilitate real dialogue on a new work. Authors are provided copies of reviews and encouraged to respond. To date some have, but most, cognizant of old norms, have chosen not to do so. Nonetheless, the potential here is to create an entirely new arena for discourse on and around new research, an arena in which authors and reviewers engage each other over the substantive issues of the work, and in which readers are invited to participate.

There is no doubt that such an electronic forum puts added responsibility and burdens on all involved. Reviewers are being asked not only to write more penetrating reviews but also to defend and discuss these reviews publicly. Authors, likewise, are being asked to respond to critics and publicly discuss their work. Subscribers have far more analysis available to help them evaluate a new work than they would have in a 500-word review. I believe, however, that from the perspective of all three—reviewers, authors, and readers—the added benefits of creating an intellectual space for serious discussion of new work far outweighs the costs.

One final point: if we are to realize the benefits of electronic reviews, the role of the book review editor in overseeing the process is vital. For dialogue to take place around new work, editors need to create an on-line environment that is civil, but in which critical standards remain primary. Equally important, professional norms cannot be compromised in an on-line environment that encourages informality and speed. The book review editors on each of H-Net's discussion lists have the same responsibilities to solicit books, to choose reviewers, and to edit reviews as their print review colleagues. The integrity of the review process whether in print or on-line will continue to depend upon the professionalism of book review editors. □

Mark Lawrence Kornbluh is the managing editor of the H-Net Review Project.

Robert V. Schnucker



There is no reason why it would not be possible to make book reviews available on-line. The technology is there as well as the needed software, and a goodly number of faculty have access to some form of e-mail. However, from the point of view of the journal publisher, there are three good

reasons why book reviews on-line should be resisted, at least for the immediate future. These are financial, quality control, and access. I will consider each in the order given.

Although the perception is that articles are the main purpose for the existence of a journal—the making available of the latest scholarship—this perception is flawed for the simple reason that most subscribers seldom read all the articles in any issue and seldom read any article in an issue. Not only are the articles not read, they are sel-

dom cited. The citation rate for history articles is only 4.5 percent. In other words 95.5 percent of the articles in history are not cited—ever. What is it then that subscribers read in an issue of a journal? Book reviews! The review section of a journal has some important functions. It can provide a quick summary and critique of a number of books that most scholars and sadly many libraries, cannot afford to buy. It can provide legitimacy for a book even when the review is negative. In its paper form, the review in a journal provides a permanent record of an evaluation of a book—permanent that is when acid-free paper is used in the journal.

To remove book reviews from a journal and put them on-line would in all likelihood spell the death knell of a journal and cause the sponsoring society to undergo a double trauma. The first would be economic, for the number of subscriptions would fall reducing the income derived from the journal; and second there would be a teleological trauma—to wit, what is the main purpose of the sponsoring society if not to provide a paper forum for reviews and articles?

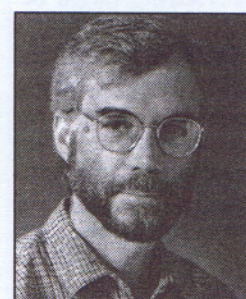
The second problem with on-line reviews is the possible loss of quality. In paper publication, an effort is made to retain quality by matching a scholarly reviewer with a book in the reviewer's field. The resulting review adds legitimacy for both the author of the book, the journal, and the publisher as well as for the reader. When this process of matching is ignored whether in a print or electronic journal, then the reviews are worthless. The common fear with the electronic transmission of information such as book reviews or articles is that the screen will be flooded with unregulated and often poor quality information. Anyone who has perused the World Wide Web (WWW) knows this to be true as well as anyone who has taken part in some type of e-mail based discussion list.

The third problem, access, is often ignored by advocates of the electronic journal or electronic book review. Even though one could establish an electronic book review on the WWW, and it would be free to any who wanted to access it, there are many who could not access it for the lack of a computer. On the basis of a poll done two years ago, 60 percent of the members of the Sixteenth Century Studies Conference did not have e-mail. One hundred percent had access to the print book reviews. Compounding this incomplete access on the part of scholars is the rather conservative attitude many who have access have toward using e-mail. Again on the basis of the poll we conducted two years ago, only a third who had access to e-mail wanted to receive the journal via that medium. In a poll taken this past spring, we learned that out of a third of our members, none of them had used our pre-publication electronic journal. So those who wish to rush to the electronic book review need to realize their audience will be greatly diminished by the slow-to-change scholarly world and to the detriment of the author, publisher, and scholars who would have read the review if in print form.

With access limited, attitudes still conservative toward e-mail, with the uncertainty of the quality control, and with the economic consequences that would visit journals and their sponsoring societies, it does not seem wise at this juncture to plunge headlong into the electronic distribution of book reviews. □

Robert V. Schnucker is Book Review Editor of The Sixteenth Century Journal, past-president of the Conference of Historical Journals, and editor of Editing History, the newsletter of the Conference.

Steven Stowe



While serving as Associate Editor of the *Journal of American History* a few years ago, I learned that conscientious book reviewers tend to fall into one of two groups. One group looks at reviewing as a "professional service," a duty to be performed faithfully in the course of more important activities. But the other group sees reviewing as a vernacular form of scholarship—an

occasion to assess not only the book but also its context, the way historians work, and why the study of history

should matter.

The advent of on-line reviewing gives us a chance to think about these fundamental approaches in a fresh way, because what were once simply "journals" are now a kind of journal—the "traditional print journal." Things once taken for granted now appear as unnecessary drawbacks. On-line reviews need not wait on the slow pace of "hard" copy, nor is space the expensive thing it is in print journals. There are exciting possibilities here.

But print journals have advantages, too, that we have come to rely upon for good reason. Host print journals are sponsored by organizations or institutions that provide an aegis for all that goes on inside the pages. We probably take too much for granted the fact that a good journal draws much of its credibility from the readership it represents. The organization establishes a clear intellectual orientation for readers and authors alike. While the corporate visibility of a traditional journal might exclude some readers, it is an important assurance that the journal will be responsible to a set of standards and expectations—even as these change. Over time, readers and authors benefit from the way a print journal creates this kind of defined—and freeing—context for writing and reviewing history.

In this regard, too, traditional journals which have flourished over the years do not simply provide a place for reviews; they make careful, accountable decisions about what should be reviewed, by whom, and how readers and authors have different as well as similar professional needs. Traditional book review editors have knowledge of the professional expertise of the people they ask to review books. They help create and maintain profiles of reviewers, and they work to avoid "sweetheart" reviews. In general, traditional editors have the resources to help us know each other better as peers and as critics.

On-line reviews have yet to meet these challenges, it seems to me. The electronic reviewing I have seen often does not make clear the connections—actual or desirable—between sponsors, editors, and readers. The on-line format is exciting for the speed with which reviews can appear, and for the vast cyberspace available. But the emphasis on speed sometimes leads to hastiness or formulaic blandness; I would rather have a well-considered review and have it a little later. Nor is more space always better. As any surfer of H-Net groups knows, cyberspace is full of long-winded folks in need of a word limit.

No doubt on-line reviews will grow and discover their particular strengths, and they should. At present it seems to me that on-line reviews as a phenomenon are akin to the proprietors of large public halls in the nineteenth-century: they have the place, the lights, and the podium, and people are welcome to walk in and speak a piece. This is fine, and we all might benefit from hearing any opinion from any quarter. But my sense is that on-line editors might also work on sharpening their distinct identity and what the on-line review can do to enhance reviewing as one of our (sometimes) overlooked arts.

I would encourage those involved with on-line reviewing—editors, authors, and reviewers—to articulate more clearly their approach to reviewing and editing. That is, to not only take advantage of space and fast service, but also to develop and explain their exercise of critical judgment in a way that helps all of us focus on what is significant in reviewing. Too, I hope on-line reviewing will seek to explore its unique character, rather than to mimic print reviews. If reviews should engage us in a conversation about scholarship, for instance, perhaps the speed and accessibility of on-line reviewing might be made more immediate, more "interactive." Perhaps, too, on-line is the place for short book "notes" that lend themselves to scrolling through, or maybe it is a place for timely, longer essay reviews for which many journals have little space. I hope there is more talk about these things on-line and face-to-face. □

Steven Stowe is associate professor of history at Indiana University and served as associate editor of the Journal of American History, 1989-1991.

Todd E. Larson, Ian Binnington, and Dennis Trinkle

One of the most important questions asked of us, as founders of an Internet journal dedicated to the publication of history book reviews, is how on-line reviews differ from those in traditional print journals. After all, the judgment of new technology often comes on the basis of its improvement or addition to existing methods and resources. Under these criteria, the Internet review offers exciting and innovative improvements over the print review. In spite of their novelty, on-line reviews can be a valuable tool for the historical profession, offering many benefits and few drawbacks.

Structurally, on-line reviews do not differ in style and substance from traditional ones. History Reviews On-Line (<http://www.uc.edu/www/history/reviews.html>) solicits reviews from professional historians (and high school teachers for texts aimed at a high school audience), publishing them in a readily identifiable format for similar audiences. The key difference and major advantage of an on-line review is the considerable reduction in time between the publication of a book and the appearance of a review.

Traditional print journals, for a variety of reasons, take from six months to two years to review current historical literature. Contributors to History Reviews On-Line (HROL) submit their review on disk or through e-mail, and after copy-editing they can easily be uploaded to the Internet. This eliminates the exchange of proof between printing house and the publisher and allows for a greatly simplified editing process that saves considerable time and effort. This advantage allows electronic journals to publish reviews within weeks of publication, and when pre-publication

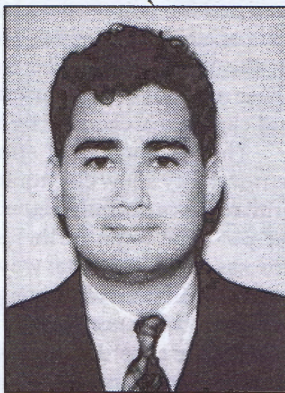


Binnington

copies are supplied, reviews can often be produced before a book is officially released. Thus, authors can have their works reviewed at the time of publication, allowing historians to more easily and effectively keep up with historiographical trends and developments.

Electronic book reviews offer additional benefits. Because of the elimination of many steps in the publishing process, an on-line review journal like HROL has an extremely low operating cost. This permits HROL to eliminate subscriptions and allows for a potentially larger audience both domestically and internationally, since it can be read anywhere in the world 24 hours a day. HROL is also in the process of securing a "mirror" site in Europe to facilitate quicker access for non-North American users. In addition, the medium allows for the creation of a searchable archive and index of past reviews that is accessible quickly and efficiently. This offers benefits to everyone from established professors to undergraduates.

The most significant drawback to electronic journals is the restriction of the medium to those who have a practical working knowledge of computers and the appropriate software; those without the proper tools cannot access on-line resources. As more and more colleges and uni-



Larson

versities feel the pressure to be "on-line," the access problem will certainly diminish. Disinterest and antipathy will be overcome as electronic journals continue demonstrating their value. The issue of copyright laws and the Internet is the subject of much debate and conjecture among publishers, and only the future will tell if this will prove to be a problem. However, on-line reviews would seem to be in less danger of copyright violation than most other kinds of electronic publications.

To establish credibility, electronic journals must pass through a period of growing pains. At present, anyone with access to the World Wide Web can set up a site with on-line reviews, and many sites are doing so. This proliferation can lead to problems ranging from unqualified reviewers to the nefarious and willful sabotage of a book with the purpose of discrediting the author and the work. The obvious way to eliminate these problems, and the solution adopted by HROL, is to adhere strictly to the high quality standards set forth by traditional print journals. This means soliciting reviews only from qualified peers with expertise in the field(s) covered by the book they are asked to review. After receiving the reviews, they are copy-edited by three separate editors to assure that quality does not suffer from the absence of proof. Space is reserved in each issue for those who wish to challenge some aspect of a previous review.

It is important to note that on-line reviews are not intended, and should not be interpreted as replacements for traditional print reviews. HROL is intended as a valuable addition, offering the timely presentation of a given book to a broad audience. Rather than a competitor or replacement, the on-line review is another useful resource for the historical community. Overall, the profession can only benefit from the prompt introduction of on-line historical reviews produced according to high standards. □

Todd E. Larson is a doctoral candidate in history at the University of Illinois at Urbana-Champaign; Ian Binnington is a Master's candidate in history and Dennis Trinkle is a doctoral candidate in history at the University of Cincinnati. All are co-editors of History Reviews On-Line. Larson and Trinkle are co-authors of the forthcoming book The History Highway: A Guide to Computer Resources for Historians.

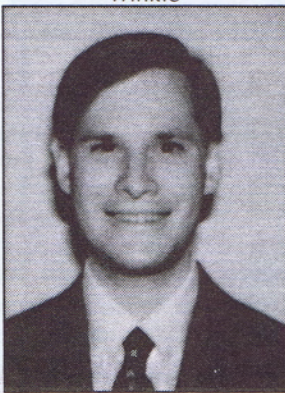
Ellen Meserow Sauer and Michael Jensen



Flame wars are the life blood of reviews, as has been clearly proven by book review experiments such as H-Net. Thus, of course book reviews should be on-line publications, as should all publishing with the primary goals of quick communication and spontaneous community.

Apart from their speedy delivery and relative lack of expense, a multiplicity of viewpoints can surround each review, infusing the review and even the reviewed publication with new life and interest. Whereas it is true that in either medium, too often a fine book can be scuttled by a reviewer with an axe to grind, or a dog lauded by an author's buddy, on-line reviews and the community that inevitably surrounds them are much more effective at uncovering for the reader the paradigm wars driving an interpretation, or even longstanding disputes of style or substance. These new mechanisms for discussion have the exciting potential to change the habits of the reviewers, the reviewed, and the potential purchaser.

However, mechanisms such as H-Net's on-line reviews not only facilitate communication and communities, but also a potentially considerable amount of "spam." Since more and longer reviews are possible, and young scholars are clambering to write such reviews, not only might readers be given lower level reviews than in peer-



Trinkle

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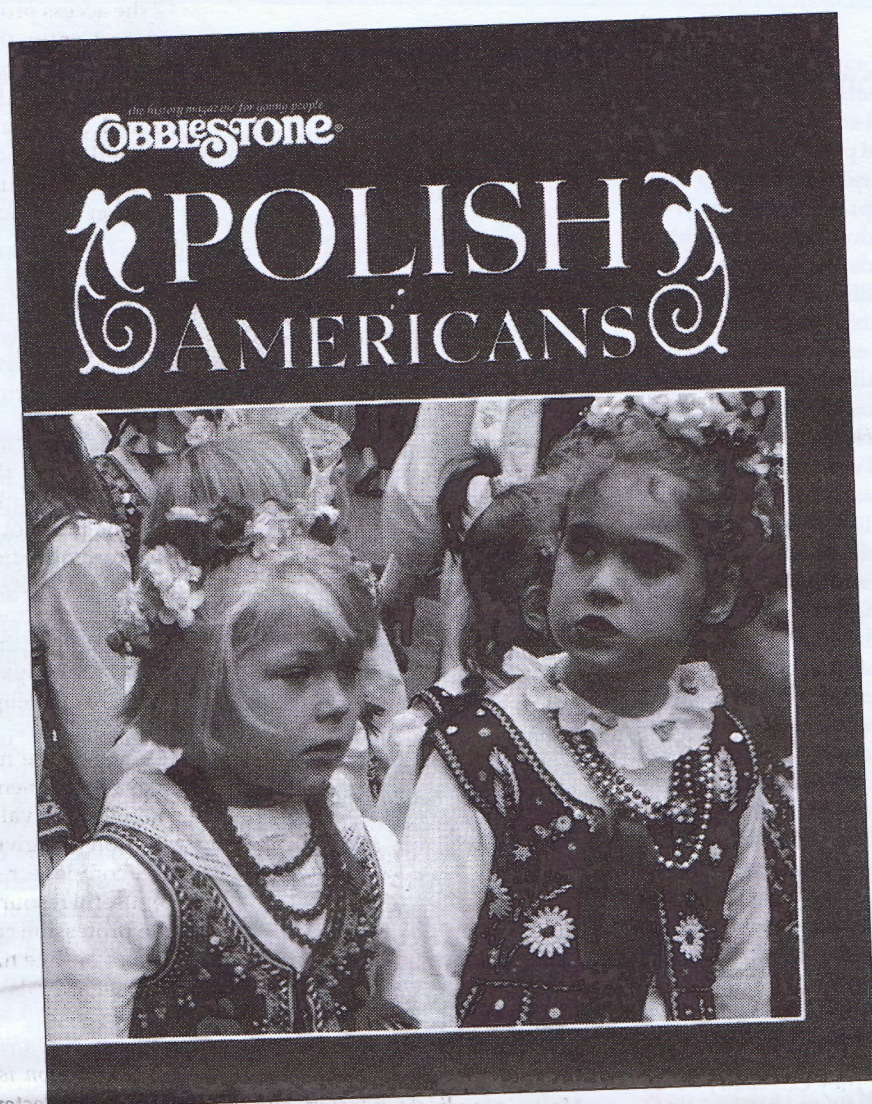
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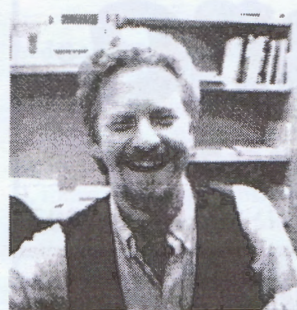
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▼ FORUM / FROM 12



reviewed scholarly journals, but they could also receive a large quantity of them. A method that was intended to improve scholarly communication would therefore hinder it, as this quantity and speed emphasis directly contradicts consensus predictions about information in the next century: that we will all yearn intensely for better filtra-

tion of an unmanageable Internet signal to noise ratio.

Prestigious journals with imprints and reputations which have built up a trusting readership are likely to be one of the best answers to that need. Thus the requirement now must be to speed up the publication of already existing, peer-reviewed, renowned journals—by digitizing both their production and delivery—and then building communities around these journals (communities much like H-Net's) who will be able to discuss, differ, and even "flame" each other.

With respected, selective reviews held paramount, and with responses to those reviews included in the on-line arena, a blending of the best of both worlds is possible, and we encourage broad experimentation—such as H-Net's—in the fledgling on-line environment. □

Michael Jensen is the electronic publisher and Ellen Meserow Sauer is an electronic publishing manager and the co-manager of Project Muse at the Johns Hopkins University Press. Project Muse is an NEH-sponsored effort to digitize and offer electronic WWW subscriptions to the entire list of JHU Press journals, including Reviews in American History.

Christopher Tomlins

Two years ago, I worried that on-line reviewing meant unwelcome competition for the print journal I helped to edit. As an editor I also reacted quite negatively to the reviews themselves—they seemed pretty poor copy. Writing a good short review requires considerable discipline. Reviewers must convey the essence of an argument and its worth against demanding deadlines and strict word limits. They must reach a considered judgment and justify it. They must be fair (and also entertaining). Most of what I read violated most of my rules. These were rambling, windy, idiosyncratic reviews. Liberation from word-limits bred plodding summaries not soaring insight ("In Chapter One . . . In Chapter Two . . .").

I decided to try to take advantage of the medium to finesse the competition and establish a better standard. The Law and History Review would create an electronic supplement to carry our book reviews in an editorially-supervised format, and devote our print pages exclusively to scholarly articles. We never did it, and over the last 12 months, I have thought better of it. Here's why.

Most of us subscribe to print journals indirectly, through memberships in scholarly associations. When I receive those journals I read the reviews first. If the Journal of American History and the American Historical Review stopped carrying reviews and put them on-line I would begin to wonder what my membership was buying. The same with journals I subscribe to directly: if they stopped carrying reviews I would stop subscribing. I can always copy the odd article in the library. By placing the Law & History Review's book reviews on-line, in an electronic supplement, it was odds-on we would damage our circulation.

Meanwhile, my eyes were telling me that the quality of on-line reviews was improving. Lists were experimenting with debates and "author meets critic" discussions. Self-interestedly (it was my book) I helped mount a debate on H-Labor around a review that had first appeared in a print journal. Feedback told us it was well-received. (Doubly

gratifying, one correspondent told me he had felt impelled to buy the book).

But if reviews are what people use most in print journals, won't circulation fall once on-line reviewing is seen as a viable substitute? I think not. First, history is a book-driven discipline. Reviews are where we find out about books, and where we judge the state of our profession. On-line reviewing simply multiplies the number of outlets where books can be noticed. Assuming that H-Net's procedures for editorial supervision hold up (crucial to assure all con-

cerned—authors, readers and reviewers—that the process has integrity), that is surely welcome. Multiple opinions help teachers weigh a book's inclusion on a course list or a library recommendation and help graduate students compile a field bibliography. Are we, whose perennial grumble is that our work is ignored, now to complain that it is being discussed in too many places? How many reviews of my book do I think is enough? Differentials in production time-horizons of print and on-line dissemination will stagger the appearance of reviews, books will enter our collective ken sooner, they will stay in it longer. Early (on-line) reviews will whet appetites for later (print) reviews, not dampen them.

Second, history is an aggregate discipline, progressing not in blinding individual flashes of discovery but through trends in scholarship that only become evident in the examination of multiple works. Scholarly reviews, presented periodically in aggregate, remain the best means to orient oneself to where the discipline is at any particular juncture. Journals are a far more attractive and efficient means to deliver this kind of aggregate information than on-line reviews. Subscribers to the Law & History Review can thumb through 30-40 reviews each issue that offer a collective snapshot of where legal history "is." And they can do so in a matter of seconds. Forty reviews delivered to your "in" box in one electronic lump is an alarming proposition. How long must you wait while they download from the server? How about the 200+ reviews in the JAH? On-line reviews disseminate efficiently only as disaggregate information. As such they offer historians no record of the state of our discipline. Journals will continue to serve that function.

Thus, print journals and on-line reviewing can coexist because they perform different professional functions. To secure their future, however, print journals should establish on-going relationships with discussion lists. Our H-Labor debate, for example, would not have been possible had International Labor and Working-Class History not agreed to allow the circulation of the review in question. The immediate result? Good publicity for the journal and good feelings about the journal for assisting H-Labor. List and print debates over books should become more interactive. This is happening. We already see print items that reference H-Net debates stored on Gopher sites.

Were on-line services to become subscription-based for the individual scholar, requiring consumers to choose between investing in journals and investing in line-time, my calculus might well change. For the present, however, the opportunities for coexistence rather than competition are quite good. True, the authority of the print journal's voice may be weakened by the proliferation of opportunities to express opinions elsewhere. But an authority dependent on monopoly for sustenance seems to me not very convincing. Better an interactive future that encourages scholarly debate to spread through all available media. □

Christopher Tomlins is a research fellow at the American Bar Foundation and is the book review editor (outgoing) for Law and History Review.

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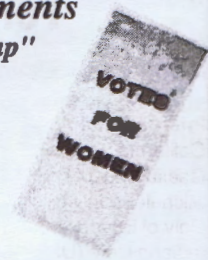
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Obituaries

Lawrence Dunbar Reddick

Professor Lawrence Dunbar Reddick, a distinguished black historian, died in New Orleans on August 2, 1995, after a long illness. He was a good friend of many African political and liberation movement leaders, including Nigeria's first President, Dr. Nnamdi Azikiwe; Ghana's late President Kwame Nkrumah; and a host of other African leaders who studied in America in the 1930s and 1940s.

In 1957, Professor Reddick witnessed Ghana's independence celebration at the invitation of the then-Prime Minister Nkrumah (which was also attended by Rev. Dr. Martin Luther King, Jr., and Mrs. Coretta Scott King). In 1960, at the invitation of then Governor-General Azikiwe of Nigeria, Professor Reddick also traveled to that West African country to participate in the elaborate independence events.

Apart from participating with the future African leaders in black student conferences on various American campuses, the young Reddick also met many of them at the Schomburg Collection of the New York Public Library, where he held the position of curator from 1939 to 1948. In fact, he volunteered his services as an adviser to the African Students Association of America and Canada, of which Nkrumah was an early president, and which published *The African Interpreter*, a radical Pan-African magazine.

Born on March 10, 1910, in Jacksonville, Florida, to Amos and Fannie Ethridge Reddick, Reddick earned his B.A. degree (*magna cum laude*); his M.A. degree in history from Fisk University in Nashville, Tennessee, in 1932; and his Ph.D. in history (with honors) in 1939 from The University of Chicago, where he was a Julius Rosenwald Fellow. As a student, he pledged his membership in Phi Beta Sigma fraternity. Professor Reddick distinguished himself in varied professional and literary fields and worked at a number of colleges and universities as a professor of history, curator, and chief librarian.

While at Alabama State College (1956-1960) as a professor of history and department chairman, Reddick was branded a communist sympathizer and racial agitator by then Governor John Patterson. At the reported insistence of the Alabama governor, Reddick was fired from his teaching and administrative positions. In response, Professor Reddick retorted: "Patterson knows I have never been a Communist." Also, Professor Reddick served in various capacities, including that of the director as well as the coordinator of national policies and programs at Opportunities Industrialization Center Institute (OIC) in Washington, D.C.

After teaching Afro-American history at Harvard University, Professor Reddick retired and returned to New Orleans, where President Samuel DuBois Cook—a classmate of Rev. Dr. Martin Luther King, Jr., and a distinguished political scientist—delightedly appointed him a distinguished lecturer in Afro-American history. Dr. Reddick's second teaching position at Dillard University was from 1978 until he retired in the mid-1980s.

Among Professor Reddick's distinguished roles were offering informal advice to several black political and liberation leaders, including Rev. Dr. Martin Luther King, Jr. In what Professor Reddick once described as the two most memorable trips that he took with Rev. Dr. King and Mrs. Coretta Scott King, he was selected to accompany them on their trip to India in 1959 as guests of the Indian Government; in 1964, he also accompanied them to Oslo, Norway, where on December 10, Dr. King became the youngest person to receive the Nobel Peace Prize. An anecdote that Dr. Reddick remembered vividly about the month-long trip to India was his suggestion to the Kings to agree to pass through Paris, France, so that he could introduce them to the indomitable black writer, Richard Wright. Dr. Reddick's association with the Kings resulted in the publication of one of the earliest biographies of Dr. King, titled *Crusader Without Violence* (1959).

As a writer, Professor Reddick contributed numerous articles to scholarly and popular journals as well as many chapters to books and monographs. His published books included: *Our Cause Speeds On* (1957), co-authored

with Sherman Savage; *The Southern as American* (1960), co-authored with others; *Worth Fighting For: The History of the Negro in the United States During the Civil War and Reconstruction* (1965), co-authored with Agnes McCarthy; *To Improve Teachers for Inner-City Schools* (1967); *The Essence of OIC: Manpower Training for Disadvantaged Adults* (1971); *Library Sources for Negro Studies*; and *Our Colleges and Industrialization of the South*.

From 1937 to 1939 (and later in 1952), Professor Reddick served on the Editorial Board of the *Journal of Negro History*. Also, he was appointed special editor of the *Journal of Educational Sociology* (1944-45). He held membership in various historical associations, including the Southern Historical Association. He was also a member of the American Library Association, the Association for the Study of Negro Life and History, and the American Teachers Association.

Professor Reddick is survived by his wife, the former Ella Ruth Thomas of New Orleans, Louisiana, whom he married on December 25, 1938, and his brother, Mr. Harold N. Reddick of Jacksonville, Florida. In varied ways, Professor Reddick will be sorely missed by his numerous former students and professional colleagues. For the September 1987 issue of *The New Orleans Tribute*, Professor Reddick was asked by writer Joe McGhee, Jr., why he chose to teach for so long. In his response, published in the article titled "Dillard's Distinguished Authors" Professor Reddick, *inter alia*, said: "To challenge and stimulate thought, ideas, and intellectual activity."

—Akwas B. Assensoh
Indiana University-Bloomington

Page Smith

[Charles] Page Smith—he dropped the first of his given names in the 1950s—was born on September 6, 1917, in Baltimore, Maryland. After the Gilman School he went to Dartmouth College. An indifferent student, in conventional academic terms, he would have left college without his B.A. degree except for the intervention of members of the faculty who arranged that he be granted one. How-



ever, intellectually and in terms of his ideals and his vision of the world, his Dartmouth years were profoundly important; for it was there, and then, in the creative ferment of New Deal liberalism, and with a European war looming in the background, that he encountered the first of the tutelary figures who presided over his career—Eugene Rosenstock-Huessey, an émigré German historian and philosopher whose books and person aroused in Page Smith's imagination the sense of history as spiritual journey and moral drama.

William James was another. One consequence of his influence, *Camp William James*, an offshoot of the New Deal Civilian Conservation Corps, expressed Page Smith's

passion for uniting thought and action in collaborative ways. More generally he absorbed Jamesian values and attitudes—respect for human individuality, service to society, disdain for the merely respectable, an abiding sympathy for the eccentric. This blended with a predisposition toward a Calvinist view of human nature, a combination often puzzling to his contemporaries and collaborators. But contraries and contradictions, the mysteries of human conduct, did not disturb him, and he responded feelingly to words of Walt Whitman's which conveyed this unfathomable complexity.

Do I contradict myself?
Very well, I contradict myself.
I contain multitudes.

World War II was a tremendous influence. Drafted into the army, he served as a company commander with the 10th Mountain Division in Italy, and was wounded in action. The war revealed to him, as it did to other thoughtful members of his generation, that Enlightenment and liberal ideas about human nature and progress, long dominant in American culture, needed to be reconsidered. This he did at Harvard University, entering graduate school as an English major but switching to history. His mentor was Samuel Eliot Morison, whose fluency as a writer on American subjects converted him to the study of the American 17th and 18th centuries, and whose mastery of narrative history exemplified what he wished to do as a writer. As well, at Harvard, he absorbed Perry Miller's reconsideration of American puritanism which, in turn, owed much to the thought of Reinhold Niebuhr.

Page Smith joined the faculty of the University of California at Los Angeles in 1953. He quickly established himself as a compelling lecturer and as a powerful presence, attracting students with the vividness of his teaching and opening the Smith home (he had married Eloise Pickard, a North Carolinian artist, in 1942) to undergraduate and graduate students. In these years he came into his own as biographer: James Wilson (1956), a study of that (then) neglected Federalist; John Adams (1962), a massive, two-volume, Bancroft Award-winning work; and *The Historian and History* (1964), among the most personal of his books, iconoclastic in its skepticism about conventional notions of objectivity.

In 1963 he moved to Santa Cruz, California, to the new campus of the University of California where he became the founding Provost of Cowell College, the first of the colleges around which the university was organized, colleges where teaching would be emphasized and the impersonality of the large university minimized. The innovations at Santa Cruz were modest enough, but hotly opposed by many. Page Smith led the reformers with eloquence and courage and endeared himself to another generation of students; in many ways he found the countercultural atmosphere of the 1960s congenial. But the power of established ways often frustrated him and the inescapable pressure for specialization and departmental allegiance undercut the colleges, and in 1973 he resigned from the university.

Books, essays, lectures, and newspaper columns flowed from the self-described "fastest typewriter in the West" in the two decades that followed. And there were incessant community engagements, the Socratic "penny university," open to all, with weekly meetings to discuss the issues of the day; the philanthropic William James Association which sponsored, under the inspiration of Eloise Smith, a prison arts project. Page Smith's books, wide-ranging, provocative, readable, found the literate general audience at which they were aimed. Among them: *The Chicken Book* (1975); *The Constitution, A Documentary and Narrative History* (1978); an aptly titled collection of essays, *Dissenting Opinions* (1984); a spirited return to the attack on academic folly, *Killing the Spirit* (1990). Twenty-two volumes in all, including two which appeared at the time of his death, in Santa Cruz, of leukemia, on August 28, 1995.

Page Smith had an uncanny knack for anticipating subjects that would later gain popularity: for example, his *As A City Upon A Hill* (1966), a study of the small town in American history; and *Daughters of the Prom-*

ised Land (1970), the role of women. The climax of his life's work, his most ambitious and representative narrative, was his eight volume *People's History of the United States* (1976-1987), beginning with two volumes on the Revolution and ending with the New Deal and World War II, those defining events of his own life. Personal, impassioned, discursive, he found his subject "endlessly fascinating and absorbing," and wrote of it in a "perpetual state of wonder and awe;" and this is conveyed powerfully to the reader.

"A book is a poor contrivance to catch a life in," he had written in John Adams. How much less satisfactory, then, is so reductive a form as an obituary? How to catch the extraordinary presence of the man, who combined innate modesty with effortless command, passionate truth-telling, however unpalatable, with personal decorum, power with kindness, seriousness with amused joy? How to convey the spirit of his idea of history, grounded in the past but speaking to the present, affirming life?

—John Dizikes
University of California, Santa Cruz

Peter Hannon Cousins, Jr.

Peter H. Cousins, Jr., 54, curator of agriculture at the Henry Ford Museum & Greenfield Village, Dearborn, Michigan, died of cancer at his home in Ypsilanti, Michigan, on July 22, 1995. A native of Washington, D.C., Cousins was educated at The University of Virginia, Columbia University (B.S., 1965), and the University of California, Berkeley (M.A., 1967), where he was a Woodrow Wilson National Fellow. He was employed at the Oakland Museum from 1967 to 1969, when he joined the staff of Henry Ford Museum.

Cousins was perhaps best known for his meticulous restoration and operation of tire magnate Harvey Firestone's 1880s boyhood farm in Greenfield Village. He was also instrumental in the reinterpretation of numerous village installations, including the Susquehanna Plantation and the African-American Family Life and Culture sites, and was responsible for the restoration of the first 1940s diner to be erected in an American museum. Memorialized as "the conscience of the museum," in the 1970s Cousins was integral to establishing high professional standards and ethical procedures at the nation's largest and most visited indoor/outdoor historical museum. He is remembered by his friends and colleagues as an intensely private person who was actively political; a gentle man capable of scathing intellectual critique; reserved and dignified yet occasionally boisterous and bawdy; someone who appreciated a good smoke, a strong drink, and genuine friends.

Cousins was one of the founding members of the Association for Living Historical Farms and Agricultural Museums, served as its president in 1980-81, and in 1992 received the association's highest honor for his contributions to the field. He was the author of numerous articles on American agricultural history and museum practice, consulted often with historic farms around the United States and Canada, and served on review panels for the American Association of Museum, Institute of Museum Services, and the National Endowment for the Humanities. In 1987 Cousins was selected to make the presentation on the historical scholarship in museums for the American Association of State and Local History seminar series on advanced museum practice. His first marriage, to Elaine Cousins, ended in divorce. He is survived by his wife, Sharryl Sullivan; daughter, Monica; two stepchildren, Heather Sullivan and Jason Sullivan; a brother, Roland; and a grandson.

—William Pretzer
Henry Ford Museum

Correspondence

Connect the dots

Dear Editor:

There is an undeniable though depressing fascination in watching your profession self-destruct. For example, take the inability of people to do anything as basic as connect the dots as they appeared in the August Newsletter.

Dot A would be the update on the Enola Gay controversy. Apparently, many historians are incapable of understanding that the public cannot be treated with the same kind of arrogance they reserve for undergraduates. And what an interesting definition of free speech, as something that occurs only when your side has access to the Smithsonian.

The idea of a teach-in, though, is a good one. For openers, I would note what Barton Bernstein did not when he appeared on public television: An invasion force of 800,000 could—if only theoretically—suffer one million casualties in an assault on the Japanese home islands. No matter how remote the possibility, some Marine combat units that fought on both Peleliu and Okinawa did suffer casualty rates of 150 percent. Of course, that kind of information tends to blunt revisionist zeal.

Michael Kammen offered up Point B in his note on membership. Professor Kammen is concerned that more historians don't belong to an organization that makes the good fight for the NEH. The answer may lie in Point A, that an increasing number of historians are alienated from the organization that purports to represent them. Or it may lie in Point C, the open letter by OAH presidents in defense of the NEH.

Where is the same challenge to department chairs that they offer visiting and part-time faculty something beyond collegiality? Why is it that the OAH doesn't offer benefit programs? Does that reek too much of the immigrant and working-class world? Whatever, money saved on OAH membership is money available for health insurance.

I would suggest the OAH connect the dots, if only it has the courage to behold a rather unflattering picture. The underlying message could be a lifesaver.

—Douglas Bukowski
Visiting Assistant
Professor
University of Illinois,
Chicago

Gingrich again

To the Editor:

I appreciated Professor Dee Andrews's response in the August OAH Newsletter to my letter in the May Newsletter about Newt Gingrich's non-invitation to the 1995 annual meeting in Washington. It nicely illustrated the political bias to which I alluded.

The "official" explanation I received for Gingrich's absence from the program was that it was arranged before he became Speaker of the House. While this may be true, I suspect that a program adjustment might have been attempted were Gingrich pursuing a liberal rather than conservative agenda. Professor Andrews's indignant reaction to the idea of his participation reinforces my sense that his politics would have rendered him unwelcome. I find this unfortunate, because regardless of whether one agrees with him, he

is a stimulating and provocative speaker who enjoys a good debate. Both he and we might have benefited from an exchange of views.

I must stand by my statement that Gingrich is the first leader of a branch of the federal government to hold a Ph.D. in history. Woodrow Wilson's dissertation was in political science.

—Barry Mackintosh
Bureau Historian, National Park Service

Data is not knowledge

Dear Editor:

While I am a user of some of the new electronic and computerized technology in both teaching a research, I nearly fell over backward to read the sub-heading "All knowledge is contained on the Internet" in Michael Regoli's recent article on the World Wide Web (WWW) [OAH Newsletter, August 1995].

I urge Mr. Regoli and all members of the OAH who want to place the current technology in perspective to read *Silicon Snake Oil* by the astrophysicist Clifford Stoll. In his own wacky way, and not without the flaws of a book written quickly and without good editing, Stoll makes a key distinction among DATA, INFORMATION, AND KNOWLEDGE. While data and information abound on The Internet and are displayed on the World Wide Web, the intelligent person must work to find or to shape this material into "knowledge." Let us not be deceived that we are missing all sorts of knowledge by not logging on. And by signing on, let's not fool ourselves into believing we necessarily are expanding out knowledge.

—Charles K. Piehl
Associate Professor of History
Mankato State University

NEH Fellowships at The Huntington

The Huntington will award three fellowships funded by the National Endowment for the Humanities for the academic year 1996-1997. These fellowships are designed to permit scholars to spend from four to twelve months at The Huntington. The fellowships carry a maximum stipend of \$30,000. They may be combined with sabbaticals or other stipendiary support. Fellows will be able to pursue their own research and writing while participating in the intellectual life of The Huntington.

Applicants must be established scholars at the post doctoral level or its equivalent, must be United States citizens or foreign nationals who have resided in the United States for at least three years, and must be pursuing scholarship in a field appropriate to the Huntington's collections. Preference will be given to scholars who have not held major fellowships during the three years preceding the year for which the center is awarding the fellowships. The deadline for applications is January 5, 1996.

The Huntington Library is an independent research center with holdings in British and American history, literature, art history, the history of science, and photography. The collections range chronologically from the ninth to the twentieth centuries. The art galleries contain a notable collection of British and American paintings, watercolors, fine prints, photographs, and an art reference library. The research division supports a fellowship program to fund short-term study at The Huntington and sponsors a number of conferences, lectures, and seminars.



Please refer all inquiries to Research Division,
Huntington Library,
1151 Oxford Road, San Marino, CA 91108.

CALL FOR PAPERS

1997 OAH Annual Meeting, San Francisco, California *The Meanings of Citizenship*

The 1997 Program Committee envisions our meeting in San Francisco as a capacious space in which to discuss the issues that animate contemporary historians, in all our variety and differences. Hence we welcome and will carefully consider proposals for sessions and papers on any theme and from every perspective.

The Program Committee will set aside a special place on the program for discussion of the meanings of citizenship, both historically and for historians of and in North America.

By posing citizenship as a central theme of the 1997 meeting we intend to open up basic issues for empirical investigation and for the discussion of historical theory and method. The theme raises questions about every era of American history, as one group of inhabitants after another claimed citizenship and acted politically to expand the rights and privileges citizenship entailed. The site of our meeting for 1997, on the Bay of San Francisco, raises poignant questions about the barriers to citizenship, particularly as we look West toward Asia and South toward Mexico. Struggles to obtain citizenship and its privileges, especially the franchise, afford opportunities to address the differences and inequities as well as the democratic possibilities of American history. The historical search for citizenship will lead to the place of the imagination and we hope will inspire sessions that explore public speech, civic performances, and the songs, stories, and pictures, that conjure up "America". Finally, we invite proposals that bring historical knowledge to bear on those specific issues which most engage historian citizens today.

This year's Program Committee encourages prospective participants in the 1997 meeting to work creatively to maximize discussion and involve the "audience" in the sessions. Each proposal should consider innovative formats for this purpose. We welcome sessions that are organized as "conversations" between up to five panelists, "debates"—panels or sets of papers or presentations that air disagreements, "exhibitions" of historical objects and visual representations, off-site session proposals utilizing the institutional or community resources of the Bay Area.

Finally, the Program Committee will look with favor on those proposals for more traditional session formats which cut across narrow boundaries of time, place, and theme. Sessions concerned with teaching at all levels are especially welcome.

In addition to proposals from individuals the Program Committee also encourages proposals from other historical organizations wishing to co-sponsor a session at the Annual Meeting. The Program Committee has the final authority for accepting proposals from individuals and organizations. Proposals accepted from organizations will be listed in the *Annual Meeting Program* as co-sponsored.

All proposals for papers, sessions, debates, conversations, and exhibitions, must identify their format, specify participants, and attach single-page vitae. Each must contain a title page copied from the model that follows, and five (5) copies of the entire proposal, which should include an abstract of no more than 500 words, and a prospectus for each paper of no more than 250 words. Although we encourage proposals for entire sessions, we will energetically seek to find a place on the program for outstanding individual papers. We also welcome vol-

unteers to act as chairs or commentators as assigned by the Program Committee: send your vita and a letter of interest directly to the OAH Office. All proposals must be postmarked no later than **January 12, 1996**, and sent to: 1997 Program Committee, OAH, 112 North Bryan Street, Bloomington, IN 47408-4199. Neither faxes nor electronic mail can be accepted.

Affirmative Action and Membership Requirements

It is OAH policy, and within guidelines, that the Program Committee actively seeks to avoid gender-segregated sessions; the committee urges proposers of sessions to include members of both sexes whenever possible.

The committee likewise will work to follow the OAH policy and guidelines of having the pro-

gram as a whole, and individual sessions to the extent possible, represent the full diversity of the OAH membership. We strongly urge proposers of sessions to include ethnic and racial minorities, as well as junior academics, independent scholars, public historians, and American historians from outside the U.S., whenever possible.

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

A note to all those proposing sessions: the Program Committee is considering making a significant number of papers available on e-mail before the convention. Such a procedure would permit a session to allot less time to formal presentations and more time to discussion. If you are interested in placing your session or paper on e-mail please specify so in your proposal.

ORGANIZATION OF AMERICAN HISTORIANS 1997 Annual Meeting CITIZENSHIP San Francisco, California — April 17-20			COVER SHEET (Required for all proposals) Print or Type ONLY
I. PROPOSAL FOR (Circle one) Session Panel Workshop Debate Exhibition Conversation Single Paper (include single paper title here):			2) Name: Department: Institution: Telephone: Address:
II. SESSION/PANEL/WORKSHOP TITLE			Paper/Discussion Title:
III. PROPOSER Name: Department: Institution: Telephone: Address:			3) Name: Department: Institution: Telephone: Address:
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V. PRESENTER(S) 1) Name: Department: Institution: Telephone: Address:			VI. COMMENTATOR Name: Department: Institution: Telephone: Address:
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Sample cover sheet to accompany all proposals.

Conferences on National History Standards

The OAH is pleased to announce that the following institutions will receive grants of up to \$500 to host conferences on history standards. Financial support for these grants comes from the OAH's **Fund for American History** and the Rockefeller Foundation.

Grant recipients are located in 22 states, with 20 universities, 6 colleges, 2 community colleges, 5 private institutions and 1 historical association represented. We were pleased with the quality of the applications and received many more applications than we anticipated or could fund. For further information on a specific conference, write to the contact person listed below (in the Department of History unless otherwise noted):

- San Francisco State University**, 1600 Holloway Avenue, San Francisco, CA 94132. Contact: Sherry Keith
- El Camino Community College**, 16007 Crenshaw Blvd., Torrance, CA 90506-0001. Contact: Nadine Ishitani Hata, Academic Affairs
- University of Delaware**, 401 John Ewing Hall, Newark, DE 19716-2547. Contact: David Pong
- Kennesaw State College**, Department of History and Philosophy, P.O. Box 444, Marietta, GA 30061. Contact: Kay Reeve
- University of Iowa**, Division of Curriculum and Instruction, Iowa City, IA 52242. Contact: Bruce Fehn
- Western Illinois University**, Morgan Hall 438, 1 University Circle, Macomb, IL 61455-1390. Contact: Larry T. Balsamo
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Named for Benjamin Quarles and the late Nathan Huggins, two outstanding historians of the African American past, the **Huggins-Quarles** awards are given annually to minority graduate students at the dissertation research stage of their Ph.D. program. To apply the student should submit a brief two-page abstract of the dissertation project, along with a one-page budget explaining the travel and research plans for the funds requested. The amount requested should not exceed \$1,000. Each application must be accompanied by a letter from the dissertation adviser attesting to the student's status and the ways in which the Huggins-Quarles Award will facilitate the completion of the dissertation project. Six copies of each application should be submitted by **January 9, 1996** to:

**Committee on the Status of Minority Historians
and Minority History**

Organization of American Historians

112 North Bryan Street

Bloomington, IN 47408-4199

The Committee on the Status of Minority Historians and Minority History will evaluate the applications and announce the awards by the March meeting of the OAH, to be held in Chicago, IL, March 28-31. The committee consists of:

Earl Lewis, Chair
University of Michigan

Douglas Monroy
The Colorado College

Emily S. Rosenberg, Macalester College

Alex M. Saragoza
University of California,
Berkeley

Arvarh E. Strickland
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Columbia

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Indiana University and the Organization of American Historians will cosponsor a national fellowship for beginning minority graduate students in American history. Applicants must be planning to work toward a Ph.D. OAH-IU fellows will receive tuition and support for five years. In return, recipients will serve two years as an intern with an OAH publication or committee and a third as an associate instructor in Indiana University's history department.

This is an annual fellowship competition. January 15, 1996, is the application deadline. Interviews for finalists will be scheduled at Indiana University and the OAH Business Office (Bloomington, Indiana) for mid-February 1996, with notification of the award soon thereafter.

For application materials or further information contact:

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

The fellowship is open to both PhD candidates and senior scholars who need supplemental research funds. Applicants should supply a curriculum vitae, one sample of written work, a short statement of the intellectual design of the project, and a detailed research itinerary, listing archives to be visited and collections to be studied. PhD candidates should also supply a letter of recommendation from their adviser. The fellowship is for the 1996-97 academic year. Deadline for receipt of complete applications: **January 31, 1996**.

The fellowship will be awarded exclusively on the basis of merit. No candidates (including non-Hispanic white males) will be subjected to discrimination on the basis of race, ethnicity, gender, physical disabilities, etc. Proposals should be sent to: Thomas Doerflinger, 89 Summit Avenue, Suite 132, Summit, NJ 07901.

News of the Organization

Making the Meeting

"These hotel rates are too high!" "Why are we meeting in that city?" Members' questions about the annual meeting are frequent and direct. Many comment on the high rates and the choice of the meeting's location. This article is intended to provide some insight into how the OAH determines when and where to meet, how those decisions affect hotel rates, and just what effort goes into creating an annual meeting.

Planning for the 1995 meeting of the OAH in Washington, D.C., which had a record attendance of 2,890 people, began in 1990, five years prior to the final event. According to tradition and executive board action, the OAH follows a rotation pattern to select the geographic region for each meeting. Washington was in the right area of the country for a 1995 meeting, and it had the several other features required of meeting sites, including the following: 900-1,000 sleeping rooms on peak night; 25 meeting rooms of various sizes to be used simultaneously; 20,000-25,000 square feet of exhibit space; and registration adjacent to or near exhibits. Convention centers typically are not considered for an annual meeting because of the expense of renting space and the lack of centrally located, complimentary exhibits and meeting rooms.

One reason for the prices that have concerned members attending recent annual meetings is that hotels receive a great deal of convention business during March and April. Aside from Easter and Passover, the rates negotiated at this time of year are much higher than the rates negotiated during other holidays and between Christmas and New Years. We work hard to keep these rates down. In fact, since 1990, OAH hotel rates have increased by less than five percent per year. Moreover, the rates negotiated for Chicago (singles: \$109, \$119, \$129 and doubles: \$132, \$142, \$152) are even less than those at the 1994 and 1995 meetings. Other options for reducing hotel rates—meeting at a different time of year, during a holiday period, or in smaller "second tier" cities where we would require a convention center and more than one hotel—have not generated enthusiasm from annual meeting survey respondents.

One direct cost for members over which the OAH has complete control is the annual meeting preregistration and registration rates. These have remained the same for OAH members since the 1992 meeting and will do so for 1996.

For an annual meeting to run smoothly, much detailed planning is required, not-to-mention crisis prevention behind the scenes. In January of this year, for example, the convention manager was in daily contact with the convention services manager at the Washington Hilton and with the catering manager, planning and organizing \$32,000 worth of meal functions, 20 special events and over 120 sessions. At the same time, the convention manager was contacting convention and visitor's bureaus in preparation for summer visits to potential sites for the meeting in the year 2000; beginning negotiations with the Palmer House Hilton for the hotel rate for the 1996 annual meeting; hosting a visit from the 1996 Program Committee co-chairs, who came to Bloomington to look over proposals for this meeting; and arranging for the 1997 Program Committee co-chairs to attend the meeting of the 1996 Program Committee, which occurs during the 1995 annual meeting, to observe how the program committee operates.

Confused? Life at the OAH becomes even more hectic in the weeks immediately preceding the annual meeting. Business Manager Jeanette Chafin prepares the audit and a budget for the executive board, makes schedules for staff on-site, and plans to manage the convention bureau personnel who will work at the meeting; Director of Publications Michael Regoli gets our printers ready for shipment since our registration program is hard coded for them and other printers will not suffice. He also up-



CHICAGO '96

dates the registration program, gathers software, and looks into computer rental equipment; Service Committee Coordinator Monica Hendren prepares for Focus on Teaching Day and committee meetings; Award and Prize Committee Coordinator Kara Hamm prepares copy for the pocket program regarding awards and prizes and plans to handle the office on her own when everyone else is at the meeting; Assistant for Professional Affairs Sharon Caughill prepares information for the executive board; and Advertising Coordinator Tamzen Meyer produces the "Convention Supplement," and prepares press kits, ads for the pocket program, and ads for the March *Journal* and May *Newsletter*. Ginger Foutz, Membership Director, coordinates job interview suites and prepares reports for committee and OAH business meetings. Even our assistant editors, John Dichtl and Brad Young, get into the act

Tours at the 1996 OAH Annual Meeting

- ★ Chicago Blues Bar Pub Crawl
- ★ Chicago's Neighborhoods: Past, Present and Future
- ★ Frank Lloyd Wright and the Suburban Ideal
- ★ Early Skyscrapers: Chicago's Classic Architecture
- ★ Modern and Beyond: Chicago's Architecture Since World War II

Detailed descriptions and registration information will be available in January in the *Annual Meeting Program*. The registration deadline for tours will be February 22. Please be sure to reserve your spot early.

by adding to their regular duties the preparation of preregistration materials and familiarization with the on-site computer registration program. The OAH also hires two additional part-time people to handle preregistration and the processing of proposals for the next annual meeting. Everyone helps to pack and get the shipment of more than 1,000 pounds of freight boxes ready for transportation to the meeting site.

Once at the annual meeting hotel, staff regularly work 12-14 hour days, hoping for good weather, no disasters (the Chicago loop flooded just a week after our 1992 meeting there, and in 1993 we were told that should riots erupt following the second Rodney King verdict, our hotel would be turned into a police command center), and great attendance. Generally, hotels perform as promised, buses are on time, and members forgive us for the few problems we cannot avoid or anticipate. □

Heading for Chicago

The 1996 OAH Annual Meeting, consisting of more than 130 sessions, will begin at 1:00 p.m. on Thursday, March 28, and last through 11:00 a.m. on Sunday, March 31, at the Palmer House Hilton in Chicago. With the theme "History, Memory, and Identity," the 1996 Program Committee has succeeded in creating a schedule that represents subfields and areas of inquiry not readily apparent in previous annual meetings. Program participants represent a rich cross-section of the profession, ranging from

graduate students to senior members in the discipline. In the exhibit hall, attendees can view more than 100 exhibits displaying publications of major presses.

The plenary session is sure to be an engaging part of the meeting that you will not want to miss. Scholars will bring a variety of perspectives to the session's subject—"Choosing America's Presidents." Former OAH president Allan G. Bogue will illuminate little-known aspects of the 19th-century selection process. Political observer Kevin Phillips will provide new insights on recent American politics. Newton Minow, head of the Federal Communications Commission under John F. Kennedy, will discuss the role of the media. Blanche Wiesen Cook, City University of New York, and Roger Wilkins, George Mason University, will comment on the significance of gender and race in presidential politics.

On Friday, "The National History Standards: What Now?" should attract those interested in teaching, the dissemination of historiography, and the evolution of the standards debate. Gary Nash, UCLA, the leading authority and past president of the OAH, will preside. The session will offer an opportunity to continue the dialogue about integrating recent U.S. historical scholarship into the precollegiate curriculum and resolving how university level and pre-collegiate history teachers can work more closely together. The session also will explore how improvement in K-12 history education results in better prepared, better informed students eager to continue the study of history at colleges and universities.

"The Politicized Past: the Historian and American Museum Exhibitions in Times of Controversy," another Friday session, will contextualize the issues that arose in conjunction with "The West as America" exhibit at the National Museum of American Art (1991), the *Enola Gay* exhibit at The National Air and Space Museum (1994-1995), and the planning for the United States Holocaust Memorial Museum. The distinguished panelists, all of whom have considerable museum experience, will discuss what makes successful exhibitions, how some generate controversy, and how some become stalled by unproductive politicization.

On Saturday, two sessions will be held at the Chicago Historical Society. "Neighborhood History and the Politics of Memory" will begin at 9:00 a.m., and "Institutions of Memory in Historical Perspective" will follow at 11:30 a.m. OAH President Michael Kammen will chair the session at 11:30 a.m.; the session will also include Bernard Bailyn, Harvard University, Pamela Henson, Smithsonian Institution, John Hope Franklin, Duke University, and Douglas Greenburg, Chicago Historical Society. Eric Foner and Olivia Mahoney will lead a tour (1:30-3:30 p.m.) of the exhibit they curated at the Chicago Historical Society entitled "A House Divided: America in the Age of Lincoln." The historical society has graciously offered free admission to any OAH registered member.

In addition to the regular sessions, the Convention Publicity Committee has planned several cultural events. Try a tour of classic and modern architecture in downtown Chicago and the surrounding neighborhoods and start the meeting out right with the Chicago Blues Bar Pub Crawl on Thursday evening. Bring your dancing shoes on Saturday for an evening of live, vintage, Chicago-style jazz from the Fletcher Bassington Band, followed by The Ritual Trio in the Empire Room at the Palmer House Hilton. Top name entertainment including Jimmy Durante, Jack Benny, Tony Bennett, and Carol Channing made the Empire Room one of the nation's premier supper clubs until the mid 1970s.

Your 1996 OAH *Annual Meeting Program* and materials needed to participate will arrive by mail in January. Beginning in late November, you will be able to preview the *Program* on the OAH web page: <http://www.indiana.edu/~oah>. Look for more annual meeting information in the February issue of the *OAH Newsletter*, which will include the *OAH Convention Supplement*. □

REVIEWS IN AMERICAN HISTORY

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News of the Organization

From the Executive Director

An Open Letter to John Carlin,
Sworn in on May 20, 1995, as
Eighth Archivist of the United States

October 15, 1995
Bloomington, Indiana

Dear Governor Carlin:

American historians have a long history of concern for the well-being of the nation's documentary heritage. Members of the Mississippi Valley Historical Association, as we were called then, were in the forefront of those working for the establishment of the National Archives in the 1930s. Decades later we were vigorous advocates of NARA's independence from the General Services Administration. We are committed to continuing efforts on behalf of its health and vitality. As you know, we did not support your nomination, but we were heartened by several statements you made during the confirmation hearings and in the months following and wish you well as you embark on your administration of this important agency.

The National Archives is an agency beset by many vexing problems. Most troubling has been its chronic inability to garner sufficient support from the executive or legislative branches of our federal government. Your confirmation by the Senate with bipartisan support bodes well for your ability to be a vigorous advocate for the agency in negotiations with OMB and the Congress, to make the case to both that the National Archives is a good investment for America.

Virtually all those concerned about the future of the National Archives agree that its management offers a particularly difficult challenge. Indeed, you began your first address to NARA's staff with the bold assertion that the agency cannot continue as it is. During nearly half of the years since it achieved independence, NARA has been administered by acting archivists inherently unable to devise and then implement long-range plans or to offer the stability needed to sustain morale. Your very substantial management experience should stand you in good stead as you confront the cumulative and corrosive effect of many years of drift. We were reassured when you named a highly respected professional to the post of deputy archivist.

Presidential libraries will present a particular challenge. The executive director of the OAH has for decades held a seat on the board of the Truman Library Institute. Every year I have served in this capacity I have come to appreciate more and more what magnificent resources presidential libraries offer for scholarly research, for public understanding of our political system, for educational materials for our school children. But the system is enormously expensive and threatens to sink of its own weight. How to augment public funds without compromising the integrity of either the records or the institutions will be a major challenge.

Because of the growing influence of presidential libraries, American historians are more than ever concerned about presidential documents and records. The archivist of the United States plays a highly sensitive role under the Presidential Records Act in exercising final authority to determine which records are public and which are private, and thus subject to private disposal. When asked about possible conflict of interest at your confirmation hearing, you asserted vigorously that you would not be "the president's archivist, not Bill Clinton's archivist" and that you would remove yourself from politics. At that same hearing Senate Majority Leader Robert Dole joked in introducing you that history may be too important to be left to the professional historians. He also quipped that he hoped to play a role in establishing a second presidential library in Kansas. We are optimistic that you—if the need arises—will be able to persuade him that presidential records are too important to be left to presidents.

Keeping pace with the technology and spread of electronic records is another challenge the National Archives must address. We were delighted to hear you say in your confirmation hearing—even though you knew President Clinton had inexplicably appealed the decision—that you agreed with U. S. Court of Appeals Judge Richey in his ruling that the Bush-Wilson agreement authorizing transfer of electronic records from the White House on the eve of President Clinton's inauguration had violated the Presidential Records Act. The OAH is a party to the lawsuit challenging this agreement, and we now look forward to its speedy resolution.

Electronic records are by no means the only problem that demand immediate attention. Throughout many agencies of the federal government, there continues to exist a backlog of documents, some dating back to the World War II, which await cumbersome and costly declassification procedures. President Clinton's new declassification order will provide some welcome relief. Even more encouraging was your own testimony before the Moynihan Commission on Protecting and Reducing Government Secrecy. You made clear that you are keenly aware of the inefficiencies of our current system of declassification and that cleaning up this backlog will be one of your priorities.

In the end, though, your success—and the well-being of the nation's memory—will be measured less by your management capabilities and your willingness to tackle specific, thorny problems than by your leadership and vision. Over the last decade one commission or study after another has outlined the problems resulting from the increasing volume of records created by federal agencies exercising little concern over their ultimate value or use. As the blue-ribbon Committee on the Records of Government report put it in 1985: "The United States is in danger of losing its memory."

The National Archives must play a leadership role within government, arguing vigorously for enhanced statutory authority and resources, if necessary, to protect the integrity of government records. As OAH Past President Joyce Appleby wrote in a communication about the archives to her senator: "This is not an abstract issue; it has to do with a free people's right and need to know the truth about their government."

The mission of the OAH is to promote study and research in the field of American history. We think that will be a major part of your mission at the National Archives and stand ready to help you. We offer you a forum in the pages of this newsletter to set forth your ideas and concerns and look forward to opening a mutually productive conversation.

—Arnita A. Jones
Executive Director, OAH

National Archives
Begins Strategic
Initiative

*The following is a press release from the Public Affairs office
of the National Archives and Records Administration*

Archivist of the United States John W. Carlin launched a campaign to reshape the National Archives and Records Administration in a nationwide address to the staff on August 24. Carlin, the former governor of Kansas who became the eighth archivist of the United States June 1, videotaped his speech so it could be shown to the entire staff simultaneously.

In his address, Carlin made it clear that NARA could not continue to operate as it has been.

Right now we don't have enough funds to see that government agencies keep the records they should, and we wouldn't have sufficient funds enough to process all those records if they did come to us. We don't have adequate funds to preserve all the records we already have. And for want of funds, we already have reduced our reference services. Unless millions of dollars magically appear to meet our needs for adequate space, we will continue this downward spiral with less and less to spend on services and employees.

In discussing NARA's situation with staff in the agency and a broad set of constituents, Carlin determined that space and facility demands are draining resources from other areas of the budget, the agency's current operations and processes are not cost effective, and NARA needs to make better use of new technologies. Carlin said NARA must be willing to experiment, to take risks, and to work in new ways: "the status quo is not an option."

As a first step Carlin sharpened the definition of what NARA is and where it is going. He shared with the staff a vision, mission, and values statement called "Strategic Directions for the National Archives and Records Administration." This statement is intended to be a guidepost for the agency as it moves forward to develop and implement a new strategic plan.

Carlin explained that NARA's role is to document the rights of citizens, the actions of federal officials, and the national experience. NARA is also a public trust upon which our democracy depends and as such must be an advocate for openness and accountability in government. NARA must ensure that the essential evidence of government is created, maintained for as long as it is needed, and made available to citizens regardless of its location or format. To incorporate these concepts into the operations of NARA, Carlin defined the mission of the agency as follows: "NARA ensures, for the Citizen and the Public Servant, for the President and the Congress and the Courts, ready access to essential evidence."

Carlin followed up his first video with a second nationwide release to the staff in September in which he answered questions employees submitted to him about the strategic directions. The archivist also began a concerted communication initiative in October that includes a series of small, informal meetings around the country to talk with staff personally about the agency's future. He will also seek input from NARA's customers and stakeholders. At the same time Carlin is assembling a group led by himself and senior management to develop and implement a plan to transform NARA's management and social processes and to change the culture of the agency.

Carlin's address to the staff and the vision/mission statement can be accessed electronically through the NARA Information Server. The address is <http://www.nara.gov>.

News of the Organization

▼ Continued from previous page

Strategic Directions for the National Archives and Records Administration

John W. Carlin, Archivist of the United States

VISION. The National Archives is not a dusty hoard of ancient history. It is a public trust on which our democracy depends. It enables people to inspect for themselves the record of what government has done. It enables officials and agencies to review their actions and helps citizens hold them accountable. It ensures continuing access to essential evidence that documents the following: the rights of American citizens; the actions of federal officials; and the national experience.

To be effective, we at NARA must do the following:

- determine what evidence is essential for such documentation;
- ensure that government creates such evidence;
- make it easy for users to access that evidence regardless of where it is, where they are, for as long as needed;
- find technologies, techniques, and partners world-wide that can help improve service and hold down cost;
- help staff members continuously expand their capability to make the changes necessary to realize the vision.

MISSION. NARA ensures, for the Citizen and the Public Servant, for the President and the Congress and the Courts, ready access to essential evidence.

VALUES. To succeed in our mission, all of us within NARA need to value the following:

- *risk-taking*: experiment, take chances, try new ways, learn from mistakes, be open to change;
- *communication*: propose ideas, dialogue with others, develop trust, and act openly, honestly, and with integrity;
- *commitment*: be responsible, accountable, and always willing to learn;
- *loyalty*: support the mission, help fellow workers, proceed as a team, and recognize that our government and our people truly need our service. □

Focus on University-School Collaborations

Rita G. Koman

This is the fourth column in a series stemming from the 1994 OAH Annual Meeting's Focus on Teaching Day, the theme of which was university-school collaboration in history. Rita G. Koman was a teaching day panel participant and later agreed to compile this series for the OAH Committee on Teaching. This installment highlights a program undertaken by Strawberry Mansion High School and Temple University in Philadelphia. It was submitted by Rayna Goldfarb, the chair of the English/Social Studies Department at Strawberry Mansion.

Strawberry Mansion High School is a small inner city high school located in an exclusively African-American neighborhood. The school, distinguished only by the extreme poverty of the students who are drawn almost entirely from nearby public housing, reflects all the problems associated with urban education: students' pervasive indifference to academic matters, the recurring incidents of violence, truancy, subject failure, and student drop-out rates. In addition, veteran teachers isolated from teachers in other high schools with similar populations and from each other because of roster constraints, often resort to the traditional pedagogy and subject content they learned in high school and college. This rote and repetitive method has consistently proven ineffective. The highest rate of failure among students at Strawberry Mansion occurred in social studies, and more specifically in ninth-grade World Cultures classes. Goals were to enkindle

and improve students' interest in learning and to make them successful, not merely in achieving good grades, but as intellectuals.

The Strawberry Mansion staff invited Morris Vogel, a professor of history from Temple University, to meet with teachers across disciplines to consider some alternatives to the present curriculum. He has worked with other high school faculties in successfully implementing interdisciplinary curricula. Faculty members believed a connection with the university, and more specifically with Vogel, would provide the necessary intellectual energy and resources.

Vogel and teachers from Strawberry Mansion shared a belief that students should be able to attend and compete at any college in the country, despite the problems and poverty of the neighborhood. They also intended to heighten students' awareness of their own power to influence history. Therefore, they set the following program objectives for students: to develop intellectual curiosity and interest in the subject matter; to demonstrate ability in thinking clearly and communicating these thoughts orally and in writing; and to understand the processes of history and its relationship with other disciplines. With Vogel, the faculty developed a rationale and designed a course which placed the student at the center of the curriculum.

Vogel invited Nate Norment from Temple's African American Studies Department and the University's Writing Program to help teachers select texts and to design a writing curriculum. Using primary sources such as contemporary literature, the faculty developed strategies to engage students' interest and to enhance their understanding of the interconnections between disciplines. Moreover, teachers attempted to explain the connections between history and students' own lives, as well as present day events. Thus, World History, a course which students hated and consistently failed, became Cultural Topics, a course structured on students' knowledge of their own personal history, culture, and literature. This knowledge, in turn, became the scaffolding for learning about other histories, cultures, and literature.

The success of the program is evident by increased student interest, improved grades and attendance, and a revitalized faculty who meet regularly to discuss scholarly issues related to their disciplines, teaching activities, and ideas pertinent to the project. However, the real success of this program, and others like it, depends on university support and commitment to the reciprocity between high schools and universities. Only through such collaboration can secondary teachers cultivate the interest and ability necessary to sustain students through the rigors of college and life.

This collaboration between Strawberry Mansion High School and Temple University was an overt attempt to build cultural and academic bridges within the inner city of Philadelphia. The Philadelphia Schools Collaborative, created in 1989 and funded by the Pew Charitable Trusts, provided support for the effort as part of its general attempt to initiate new programs in the city's 22 comprehensive senior high schools. □

OAH JobWeb

The OAH has begun listing professional employment opportunities on its World Wide Web homepage at <http://www.indiana.edu/~oah>. If you would like your position(s) listed on the OAH JobWeb page, contact us at oah@oah.indiana.edu □



How to contact us . . .

The OAH Newsletter encourages brief Letters to the Editor related to the interests of our members. (Please see page 2 for guidelines.) Correspondence should be sent to: OAH Newsletter, 112 North Bryan Street, Bloomington, Indiana 47408; or via fax: 812-855-0696; or via Internet: NEWSLETTER@OAH.INDIANA.EDU

OAH Receives Rockefeller Support

The Rockefeller Foundation will fund two OAH initiatives to defend the practice of history this fall. The first is an effort to help history departments across the country sponsor one- to two-day mini-conferences concerning national standards for U.S. history. Each conference would bring together university historians and pre-collegiate teachers to consider the role of standards in improving history education. Rockefeller funding will also help the Museums Task Force, a group sponsored by the American Association for State and Local History, the American Association of Museums, the American Historical Association, the National Council for Public History, the Society for History in the Federal Government, and the OAH for the purpose of discussing the rights and responsibilities of museums and those historians who participate in their exhibitions, educational efforts, and other programs. □

Group to Draft Museum Rights and Responsibilities

The Task Force on Historians and Museums will meet for the first time next month to discuss the rights and responsibilities of public history institutions and historians involved in exhibitions and other programs. Participants are charged by their sponsoring organizations to produce a working paper, statement, or guidelines about preserving the intellectual integrity of history museums while acknowledging the complexity of the larger environment in which all public historians and public history institutions function.

Answering Alfred F. Young's call in a *Public Historian* symposium (1992) and in the November 1994 OAH Newsletter for a museum Bill of Rights, and building on discussions at the 1995 annual meetings of the American Historical Association and the OAH, the task force will consult widely with the membership of the OAH and other participating organizations.

Sara M. Evans, University of Minnesota, will represent the OAH in the working group. The other members are Robert Archibald, American Association for State and Local History; Ellsworth Brown, American Association of Museums; Victoria A. Harden, Society for History in the Federal Government; Edward T. Linenthal, American Historical Association; Patricia Mooney-Melvin, National Council on Public History; Lonnie Bunch, National Museum of American History, the Smithsonian Institution; and Cary Carson, Division of Research, Colonial Williamsburg Foundation. □

McKinzie Symposium

The OAH has just embarked on a three-year project with the University of Missouri-Kansas City to co-sponsor an annual symposium honoring the work and broad interests of the late Richard T. McKinzie, an active OAH member and professor at UMKC for many years. McKinzie published *The New Deal for Artists* in 1973.

The theme of the first symposium, scheduled for the week of February 12 in Kansas City, is government support of culture and the arts. Major lecturers already scheduled include Michael Kammen, the Newton C. Farr Professor of American History at Cornell University and current OAH president, and Barbara Melosh, professor of history and English at George Mason University. The week's events also will include a panel discussion, a workshop for high school teachers, and special events for UMKC faculty and students. □

Announcements

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

Connecting Scholarship Series Available

The National Center for the Study of History and Serenus Press publish the Connecting Scholarship Series to provide teachers, students, and professionals with guides that unite scholarship and careers. Initial publications in the series include two paperback guides, *A Guide to Writing the Longer Piece*. *Introducing Electronic Reports* and the brochure, *Connecting Scholarship & Careers*. All are designed to supplement regular course work in high schools, junior colleges, or first year universities. They also are intended for special mini-courses and in adult education classes. *A Guide to Writing the Longer Piece* (\$6.00) provides advice to writers of works more than 20 to 30 pages, including reports, articles, short monographs, dissertations, and publications for broad distribution. *Introducing Electronic Reports* (\$8.00) leads readers through the major steps in planning, researching, analyzing, and composing a report using commonly available computer tools. To order, contact the National Center for the Study of History, RR 1, Box 679, Cornish, ME 04020-9726; (207) 637-2873.

Call for Papers

Submissions from teachers and other professionals are invited for future publications in the Connecting Scholarship Series. Subject matter may deal with any topic that shows students how to connect core subjects to professional activities, and with the essential tasks and responsibilities faced by professionals that requiring core skills and knowledge learned from school through college. Contact Robert W. Pomeroy, Director, National Center for the Study of History, RR 1, Box 679, Cornish, ME 04020-9726; (207) 637-2873.

Professional Opportunities

Wilfrid Laurier University

The Department of History of Wilfrid Laurier University invites applications for a tenure-track position at the rank of assistant professor in 20th Century U.S. History effective July 1, 1996. The department is particularly interested in candidates who can combine U.S. political history with Latin American history, but applications are invited from those with other research interests in 20th Century U.S. foreign policy. Applicants should hold a Ph.D. and show promise of excellence in teaching and research. Teaching experience would be an asset. A letter of application, curriculum vitae, and letters from at least three referees should be sent to: Chair, Department of History, Wilfrid Laurier University, Waterloo, Ontario, Canada, N2L 3C5. The deadline for application is **December 11, 1995**. Wilfrid Laurier University encourages applications from qualified women or men, members of visible minorities, aboriginal people, and the disabled.

Swarthmore College

The History Department at Swarthmore College invites applications for a tenure track assistant professor position in African-American history to begin fall, 1996, pending administrative approval. Primary interest in early 19th century preferred. Candidates should have a strong secondary field in undergraduate education, scholarly promise, and some teaching experience. Ph.D., or nearly completed Ph.D. is required. Send letter and dossier to Professor Marjorie Murphy, Department of History, Swarthmore College, Swarthmore, PA 18801. EOE. Women and minorities are encouraged to apply. Application deadline is **November 13, 1995**. We intend to interview at the AHA convention.

Iowa State University

Iowa State University, in Ames, Iowa, is accepting applications for a tenure track assistant professor position beginning August 16, 1996. The position involves teaching undergraduate and graduate courses in U.S. environmental history with qualifications to teach the American frontier, twentieth-century West, related fields in twentieth-century U.S. history except for diplomatic history, and U.S. history surveys. Research in U.S. environmental history is also included. The successful candidate will participate in the Graduate Program in Agricultural History and Rural Studies. Ph.D. required by time of appointment. Publications and teaching experience preferred. Send letter of application, transcripts, relevant publications, and three letters of recommendation to Professor R. Douglas Hurt, Department of History, Iowa State University, Ames, Iowa 50011-1202. AA/EOE. Women, minorities, and members of other protected groups are encouraged to apply. Deadline for applications is **December 11, 1995**, or until position is filled.

University of North Carolina at Chapel Hill

The Department of Religious Studies at the University of North Carolina at Chapel Hill seeks to make an appointment in medieval and early modern Christianity. This is a tenure track appointment at the entering assistant professor level, commencing on July 1, 1996. The area of specialization is to be in forms of Catholic religious practice, spirituality, or popular piety as reflected in, for example, participation in crusades, pilgrimages, ascetical discipline, clerical and lay devotion, early modern missions to Asia, Africa, and the Americas, or related topics, from the ninth to the eighteenth centuries. The candidate will also share medieval and early modern Christianity, as well as advanced undergraduate and graduate courses in methods and topics of his/her specialization. Candidates using one or more of a wide range of methodologies (e.g., history, phenomenology, psychology, sociology, cultural studies) in the study of the religion of this period will be encouraged to apply. This position is contingent on the availability of funds. Applications must be postmarked by **December 15, 1995**. UNC-CH is an AA/EOE employer. Send application materials, including four (4) letters of reference, to: Chair of Search Committee, Department of Religious Studies, University of North Carolina, Chapel Hill, North Carolina 27599-3225.

Presbyterian College

Presbyterian College is accepting applications for a tenure track position beginning fall 1996 in Modern European/African history. A Ph.D. and commitment to undergraduate teaching is required. Teaching responsibilities will include World Civilization, Nineteenth and Twentieth Century Europe, and African and/or other non-Western fields. Minorities and women are encouraged to apply. Send letter, vita, and three references to Ronald Burnside, Chair, Department of History, Presbyterian College, Clinton, SC 29325. The committee will begin to consider applications on December 1, but will continue to accept applications until the position is filled.

Ouachita Baptist University

Ouachita Baptist University in Arkadelphia, Arkansas, invites applications for an entry-level tenure-track position beginning in August 1996. Candidates should have strong academic training over a broad range of history. Preference will be given to candidates whose background features expertise in several of the following areas: Russia, 20th Century Europe, ancient, Far East. The successful applicant will be expected to participate in the general education program of the university, as well as introductory and advanced departmental offerings. Ph.D. should be in hand at time of employment, but advanced ABDs may be considered. Ouachita Baptist University is a four-year liberal arts centered university associated with the Arkansas Baptist State Convention. Candidates should demonstrate a commitment to the religious dimension of the university's mission. Send a letter of application and c.v. to Prof. Tom Auffenberg, Chair, Dept. of History, Ouachita Baptist University, Box 3708, Arkadelphia, AR 71998-0001. Review of applicants will begin by **January 15, 1996**, and will continue until position is filled.

Converse College

Converse College is accepting applications for a tenure track assistant professor position in American history. Ph.D. is required by September 1, 1996. A demonstrated record of teaching excellence, enthusiasm and ability to build history enrollments, and scholarship potential is preferred. Position entails teaching the survey and upper-division courses over the full range of American history with the exception of 20th century political history. Women's history, including teaching "Women Leaders in American History" for the Converse Leadership Program, is required, and offering a course on Latin America (preferred), Africa, or Asia is highly desirable. Women and minorities are encouraged to apply. A letter of application, curriculum vitae, and at least three letters of recommendation should be sent to Dr. Joe P. Dunn, Chair, Department of History & Politics, Converse College, Spartanburg, SC 29302-0006. Deadline is **December 1, 1995**. Will conduct scheduled interviews at AHA in Atlanta. AA/EOE

Lyon College

Lyon College is accepting applications for a tenure-track, full-time position at the assistant professor level in the field of American history to begin late August 1996. Ph.D. is required. College teaching experience, publications, and experience at a small, selective residential liberal arts college desired. Duties will include teaching the following undergraduate courses: U.S. survey, Southern history (especially 20th century), and Core Western Civilization (required). Course load is seven courses per year. Salary is competitive and dependent on education, experience, and ability. Send letter of application, vita, graduate transcripts, and three reference letters (including addresses and phone numbers) to: Donald Weatherman, Chair, History Search Committee, Lyon College, P.O. Box 2317, Batesville, Arkansas 72503. Screening of applications will begin **December 11, 1995** and will continue until the position is filled. EOE

Activities of Members

Joan Hoff, professor of history at Indiana University and former Executive Secretary of the OAH, is the new president of the Center for the Study of the Presidency, New York City.

Nancy MacLean, Northwestern University, is the winner of the 1995 Hans Rosenhaupt Memorial Book Award, presented by the Woodrow Wilson National Fellowship Foundation.

Philip C. Dolce has won three awards from the Society of Professional Journalists for programs in his WPAT radio series, "Suburbia: The American Dream and Dilemma. One award was for a program he did with Robert Fishman, Rutgers University, entitled "Does Suburbia Have a Future?"

Roger Daniels, University of Cincinnati, will be teaching at the Institut für Anglistik und Amerikanistik, Martin Luther University, Halle, Germany, from October through February, and at the Institut für Amerikanistik, University of Innsbruck, thereafter.

Virginia A. Metaxas Quiroga, Southern Connecticut State University, just published *Occupational Therapy: the First 30 Years, 1900-1930*.

Howard Beeth, Texas Southern University, has been elected president of the Southwestern Historical Association.

Richard K. Lieberman's book, *Steinway and Sons*, is available this fall from Yale University Press.

Andrea Friedman, Merrill College, has been awarded Honorable Mention in the 1995 New York State Historical Association Manuscript Award competition for her book, *Prurient Interests: Anti-Obcenity Campaigns in New York City, 1909-1945*.

Andrew W. Robertson and a colleague will conduct the American Antiquarian Society's "First Democratization Project," to collect, analyze, and archive all existing voting records from the early national period.

Nicholas C. Burckel, associate dean for Washington University Libraries in St. Louis, Missouri, has been named the new director of libraries at Marquette University.

Among the North Caroliniana Society's Archie K. Davis Fellowship winners for 1995-96 were Leslie Brown, Duke University, Walter E. Campbell, independent scholar, Caroline C. Cortina, Brown University, Timothy R. Hanson, University of Maryland, Marjoleine Kars, University of Maryland, Nathaniel J. Sheidley, Princeton University, and Brian Ward, University of Newcastle.

The American Association for State and Local History has granted James M. Woods, Georgia Southern University, a Certificate of Commendation for his book, *Mission and Memory: A History of the Catholic Church in Arkansas*.

Gerda Lerner, Robinson-Edwards Professor Emerita of History at the University of Wisconsin and a former president of the OAH, has been awarded the "Käthe Leichter Prize—Austrian State Prize for Women's History of the Labor Movement." The prize will be awarded in Vienna, Austria, on September 27, 1995, by the Minister of Labor and the Minister of Women's Affairs, in the presence of the Chancellor of the Austrian Republic. The prize is named for a Social Democratic politician and resistance leader, who was killed by the Nazis in 1942.

The American Council of Learned Societies awarded grants for travel to international meetings abroad to Dolores E. Janiewski, Victoria University, Wellington, New Zealand; Milton Cantor, University of Massachusetts, Amherst; David M. Reimers, New York University; and William S. Graebner, State University of New York, College at Fredonia.

Iver Bernstein, Washington University, William Fitzhugh Brundage, Queens University, Canada, Charles D. Cashdollar, Indiana University, Pennsylvania, Joshua B. Freeman, Columbia University, Joanne L. Goodwin, University of Nevada, Elna C. Green, Sweet Briar College, Carol Groneman, City University of New York, John Jay College, Jacqueline Jones, Brandeis University, Nancy K. MacLean, Northwestern University, Louise M. Newman, University of Florida, and Thomas J. Sugrue, University of Pennsylvania, were named American Council of Learned Societies Fellows for 1995-96.

The Virginia Center for the Humanities an-

Announcements

nounces that **Rita G. Koman**, an independent scholar from Manassas, Virginia, has been awarded a fall semester residency fellowship for her work on "The Free People of Color in Postbellum Prince William County, Virginia."

Lana Ruegamer, Indiana University, Bloomington, is this year's winner of the Emma Lou and Gayle Thornbrough Award for the best article to appear in the Indiana Magazine of History. "Dorothy Lois Riker, 1904-1994: Reflections on Indiana History, Historical Editing, and Women in the Historical Profession" examines the range and significance of Riker's commitment to the preservation and publication of the state's history.

Awards, Grants, and Fellowships

The **Music Library Association** announces the establishment of the Dena Epstein Award for Archival and Library Research in the U.S. on any aspect of American music. Contact Jean Geil, Epstein Award Committee, Music Library, University of Illinois at Urbana-Champaign, 2136 Music Building, 1114 W. Nevada, Urbana, IL 61801; (217) 244-4072; w-geil@uiuc.edu. Deadline is November 15, 1995; applications received after that will be considered for the 1996 competition.

The **National Air and Space Museum** offers a Guggenheim Fellowship and the A. Verville Fellowship. Both provide support for historical aerospace research done in-residence. Request an application form by November 15. Completed applications are due by January 15, 1996. To receive a fellowship application package contact Fellowship Coordinator, National Air and Space Museum, MRC 312, Washington, DC 20560.

The **Pew Evangelical Scholars Program** is pleased to announce its program of Research Fellowships for academic year 1996-97. Proposals on both non-religious and religious topics in the humanities, social sciences, and theological disciplines are invited. Contact Michael S. Hamilton, Pew Evangelical Scholars Program, G123 Hesburgh Library, Univ. of Notre Dame, Notre Dame, IN 46556; (219) 631-8347; fax(219) 631-8721. Deadline is November 30, 1995.

The **United States Holocaust Research Institute** seeks applications for the 1996-1997 Pearl Resnick Post-Doctoral Fellowship Program. Contact Mirianne Fields, Academic Programs, Research Institute, U.S. Holocaust Memorial Museum, 100 Raoul Wallenberg Place, SW, Washington, DC 20024-2150; (202) 488-6110; fax(202) 479-9726; mfields@ushmm.org. Deadline is December 1, 1995.

The **Trustees of the Friends of New Netherland** announce the 1996 Hendricks Manuscript Award for the best manuscript on the Dutch Colonial Experience in North America (based on research completed or published within two years prior to first submission). Send three copies before December 1, 1995, with a letter of intent to enter the contest. Contact Hendricks Manuscript Award Committee, Friends of New Netherland, c/o The New Netherland Project, New York State Library-CEC 8th Floor, Albany, NY 12230.

The **Winterthur Museum** is accepting applications for its 1996-97 research fellowship program for scholars researching American material culture and history. For an application packet contact Gary Kulik, Winterthur Research Fellowship Program, Advanced Studies, Winterthur, DE 19735; (302) 888-4649. Deadline is December 1, 1995.

The **Social Science Research Council Committee on International Peace and Security** announces dissertation and postdoctoral fellowships for innovative and interdisciplinary research on the relationships among security issues and worldwide cultural, military, social, economic, environmental, and political changes. For application materials contact the Social Science Research Council, Program on

International Peace and Security, 605 Third Avenue, New York, NY 10158; (212) 661-0280; fax(212) 370-7896. Deadline is December 1, 1995.

UCLA's Institute of American Cultures and its four ethnic studies research centers offer fellowships to postdoctoral scholars. Contact the fellowship director of the appropriate UCLA ethnic studies center: **UCLA Center for African American Studies**, Box 951545, Los Angeles, CA 90095-1545 or (310) 206-8267; **UCLA American Indian Studies Center**, Box 951548, Los Angeles, CA 90095-1548 or (310) 825-7315; **UCLA Asian American Studies Center**, Box 951546, Los Angeles, CA 90095-1546 or (310) 825-2974; or **UCLA Chicano Studies Research Center**, Box 951544, Los Angeles, CA 90095-1544 or (310) 825-2363. Deadline is December 31, 1995.

The **Minnesota Historical Society Research Department** grants support original research and interpretive writing on Minnesota history. For guidelines and an application form, contact Deborah L. Miller, Research Department, Minnesota Historical Society, 345 Kellogg Blvd., West, St. Paul, MN 55102; or Florence Regan at (612) 297-2221. Deadlines are January 1, March 1, and October 1.

The **Pennsylvania Historical and Museum Commission** invites applications for its 1996-97 Scholars in Residence Program, for full-time research at any Commission facility. Residencies are available for 4-12 consecutive weeks, May 1, 1996, to April 30, 1997. Contact Division of History, Pennsylvania Historical and Museum Commission, Box 1026, Harrisburg, PA 17108; (717) 787-3034. Deadline is January 12, 1996.

The **Virginia Historical Society** offers resident research fellowships of up to four weeks a year. Doctoral candidates are welcome. Send three copies of the following: resume, two letters of recommendation, description of research project stating expected length of residency (two double-spaced pages), and cover letter to Nelson D. Lankford, Chairman, Research Fellowship Committee, Virginia Historical Society, P.O. Box 7311, Richmond, VA 23221-0311; (804) 358-4901; fax(804) 355-2399. Deadline is January 15, 1996.

The **Schomburg Center for Research in Black Culture** announces its Scholars-in-Residence Program for scholars of black history and culture and for professionals in fields related to the center's collections and activities. Applications must include completed form, detailed statement of project, c.v., work sample, and three recommendation letters. Deadline is January 15, 1996. For application forms contact Scholars-in-Residence Program, Schomburg Center for Research in Black Culture, 414 Malcolm X Boulevard, New York, NY 10037-1801; (212) 491-2203.

The **John Carter Brown Library** will award approximately 15 Research Fellowships (short- and long-term fellowships and travel grants) for the year June 1, 1996-May 31, 1997. Application forms may be obtained from the Director, John Carter Brown Library, Box 1894, Providence, RI 02912. Requests for forms by e-mail should be sent to karen_demaria@brown.edu. Deadline is January 15, 1996.

The new **William P. Clements Center for Southwestern Studies** welcomes applications for a post-doctoral fellowship in any field in the humanities or social sciences from individuals doing research on Southwestern America, broadly conceived. Send vita, description of research project, sample chapter or extract, and names of three persons who could supply letters of reference. Contact David J. Weber, Director, Clements Center for Southwestern Studies, Dept. of History, Southern Methodist Univ., Dallas, TX 75275. Deadline is January 15, 1995.

The **Five College Fellowship Program for Minority Scholars** offers a year's residence, September 1, 1996-May 31, 1997, at one of the five colleges (Amherst, Hampshire, Mount Holyoke, and Smith Colleges) for minority graduate students in the final phase of the doctoral degree. Emphasis is on completion of dissertation, though most fellows are asked to do

some teaching. Contact Carol Angus, Five College Fellowship Program Committee, Five Colleges, Incorporated, 97 Spring Street, Amherst, MA 01002-2324; (413) 256-8316. Deadline is January 16, 1996.

The **Center for Media, Culture and History** at New York University announces Rockefeller Humanities Fellowships for projects on the critical role played by cinema, television, and video in constructing and disrupting national identities and shaping an independent public sphere of social dissent and commentary. Contact Barbara Abrash or Faye Ginsburg, Center for Media, Culture and History, NYU, 25 Waverly Place, New York, NY 10003; (212) 998-3759; fax(212) 995-4014. Deadline is January 19, 1996.

The **Newberry Library** announces 1995-96 residential fellowships for postdoctoral scholars: NEH Fellowships (6-11 months); Lloyd Lewis Fellowships in American History (6-11 months); Monticello College Foundation Fellowship for Women (6 months); and the Audrey Lumsden-Kouvel Fellowship in Renaissance Studies (3 months)—deadline is 20 January 1996. Short-term resident fellowships for 1-3 months are available to dissertators and postdoctoral scholars—deadline is March 1, 1996. Contact Committee on Awards, The Newberry Library, 60 West Walton Street, Chicago, IL 60610-3380.

The **University of Oklahoma** announces an Andrew W. Mellon Postdoctoral Fellowship for research and teaching in the area of the **Historical Intersections of the Biological and Social Sciences**. Contact Marilyn Ogilvie, Curator, History of Science Collections, Bizzell Memorial Library, 521 NW, The Univ. of Oklahoma, Norman, OK 73019-0315; (405) 325-2741; fax(405) 325-2363; mogilvie@uoknor.edu. Deadline is January 23, 1996.

The **Peabody Essex Museum** in Salem, Massachusetts, is offering fellowships for research and publication on New England history and culture. Stipend is \$750 for one month; studio apartment available. Applications due January 31, 1996, for projects beginning after June 1, 1996. For information and application forms, contact Fellowship Program, Phillips Library, Peabody Essex Museum, East India Square, Salem, MA 01970; (508) 745-1876, ext. 3032.

Graduate students in the United States and Canada are invited to enter the **Shryock Medical Essay Contest of the American Association for the History of Medicine**. Submit five copies of a double-spaced manuscript of a maximum length of 10,000 words (the first page should include only the title; include separate sheet with title, author's name, and address; and include separate word counts for text and notes). Deadline is February 1, 1996. Contact Edward T. Morman, Institute of the History of Medicine, Johns Hopkins Univ. School of Medicine, 1900 East Monument Street, Baltimore, MD 21205-2169.

The **New Jersey Historical Commission** offers grants to assist projects dealing with New Jersey history in the form of research, writing, publication, exhibitions, oral history, teacher training, curriculum development, classroom projects, public programs, the conservation of historical collections, and the production of film, video, and radio and television programs. For applications and guidelines contact Grants and Prizes, New Jersey Historical Commission, CN 305, Trenton, NJ 08625-0305; (609) 292-6062. Deadline is February 1, 1996.

The **Library Company of Philadelphia** announces postdoctoral and dissertation research fellowships in American history and culture, tenable for one month at any time from June 1996-May 1997. Send four copies each of c.v., a two- to four-page project description, and a single letter of reference to James Green, Assistant Librarian, Library Company of Philadelphia, 1314 Locust Street, Philadelphia, PA 19107; (215) 546-3181; fax(215) 546-5167. Deadline is February 1, 1996.

The **National Historical Publications and Records Commission (NHPRC)** provides grants for projects focusing on the documentary needs of the U.S. that save significant historical documents and make them available for use, make plans and set priorities for preserv-

ing archival materials, help train those who work with records, and make available those documentary materials that inform the public about America's history. Deadlines are February 1, 1996, and June 1, 1996. For guidelines, advice, and application outline, contact NHPRC, Room 607 (Arch I), National Archives Building, Washington, DC 20408; (202) 501-5610; fax(202) 501-5601.

The **American Council of Learned Societies**, in cooperation with its constituent societies, administers a program of travel grants in the humanities or humanities-related social sciences for participants in international meetings held outside the U.S. Applicants must hold a Ph.D. or terminal degree in their field, be citizens or permanent residents of the U.S., and be scheduled to deliver a paper or have some other official role in the meeting. Applications available from the Office of Fellowships and Grants, ACLS, 228 East 45th Street, New York, NY 10017-3398; fax(212) 949-8058. Deadline is February 1, 1996.

The **American Institute of the History of Pharmacy** is accepting applications through February 1, 1996, for grants-in-aid to foster graduate (M.A. or Ph.D.) research in its field. Guidelines for making application should be requested from the American Institute of the History of Pharmacy, Pharmacy Building, 425 N. Charter Street, Madison, WI 53706-1508; (608) 262-5378.

The **Department of Science & Technology Studies at Cornell University** invites applications for a one-year postdoctoral associateship to research the social implications (including historical) of changing knowledge in the life sciences. Ph.D.s (as of September 1996) should send a c.v., three letters of recommendation, and brief outline of proposed research by February 15, 1996, to: Postdoctoral Committee, Department of Science and Technology Studies, 726 Univ. Avenue, Cornell, Ithaca, NY 14850-3995; (607) 255-6234; fax(607) 255-0616; li10@cornell.edu; <http://www.sts.cornell.edu/lilly2.html>

Applications are invited for the 11th year of the **United States Capitol Historical Society Fellowship**, designed to support research and publication on the history of the art and architecture of the United States Capitol and related buildings. Awards range from one month to one year. Deadline is February 15, 1996. Contact Barbara Wolanin, Curator, Architect of the Capitol, Washington, DC 20525; (202) 228-1222.

Each of the following prizes is granted by the **Western Association of Women Historians**—applicants must be members of the WAWH: **Sierra Prize** for best history monograph published by WAWH member—send letter of intent and three copies of book to Sherry Smith, Dept. of History, Univ. of Texas, El Paso, TX 79968; **Barbara Penny Kanner Award** for best bibliographical and historical guide to research focused on Women's or Gender history—contact Karen Blair, Dept. of History, Central Washington Univ., Ellensburg, WA 98926; **Judith Lee Ridge Prize** for best history article published by a WAWH member—contact Ruth Alexander, Dept. of History, Colorado State Univ., Fort Collins, CO 80523; and the **Graduate Student Fellowship Award** for graduate student members of WAWH who have advanced to candidacy and are writing dissertations—contact Nupur Chaudhuri, 1737 Vaughan Drive, Manhattan, KS 66502. Membership information may be obtained from the Membership Secretary, Carol Gold, Dept. of History, Univ. of Alaska, Fairbanks, AK 99775, until December 1, 1995, and from the Treasurer, Emily Radner, 436 Lime Avenue, #6, Long Beach, CA 90802 thereafter.

The **International Forum for U.S. Studies**, a new Rockefeller Foundation Humanities Residency Site, seeks to promote scholarship by non-U.S. scholars on social and cultural issues shaping or affecting the U.S. and offers five annual fellowships for spring semester 1997. Deadline is February 15, 1996. For more information and application, contact Jane Desmond/Virginia Dominguez, The Univ. of Iowa, Center for International and Comparative Studies, 226 International Center, Iowa City, IA 52242-1802; (310) 335-1433; fax(319) 335-0280.

The History Division of the Association for Education in Journalism and Mass Communication announces the 12th annual competition for the Covert Award in Mass Communication History, given to the author of the best essay, article, or book chapter in an edited collection published in 1995. Nominations, including one copy of the entry, should be sent by March 1, 1996, to Karen K. List, Department of Journalism, Univ. of Massachusetts, Amherst, MA 01003.

The American Historical Print Collectors Society (AHPCS) awards the Ewell L. Newman Prize annually to an undergraduate or graduate student for the best unpublished essay on some aspect of American historical prints. The prize carries a cash award and the winning essay may be published in the Society's journal, *Imprint*. Contact the AHPCS, P.O. Box 201, Fairfield, CT 06430, or Georgia B. Barnhill, Andrew W. Mellon Curator of Graphic Arts, American Antiquarian Society, 185 Salisbury Street, Worcester, MA 01609. Deadline is March 1, 1996.

The Center for the Study of New England History of the Massachusetts Historical Society will offer approximately 16 fellowships for short-term research periods between July 1, 1996, and June 30, 1997. Contact Leonard Travers, Assistant Director, Center for the Study of New England History, Massachusetts Historical Society, 1154 Boylston Street, Boston, MA 02215. Deadline is March 1, 1996.

The Oral History Association invites applications for three honorific awards: for a published article or essay; for a completed oral history project; and to a postsecondary educator who has made outstanding use of oral history in the classroom. In all cases, awards will be given for work published or completed between January 1, 1995, and March 30, 1996. Contact Rebecca Sharpless, Executive Secretary, Oral History Association, Baylor Univ., P.O. Box 97234, Waco, TX 76798-7234; oha_support@baylor.edu. Deadline is April 1, 1996.

Calls for Papers

The John Muir Center for Regional Studies, University of the Pacific, in cooperation with the John Muir National Historic Site welcomes paper and session proposals for the 49th Annual California History Institute, "John Muir in Historical Perspective," to be held April 18-21, 1996. Send proposals and brief resume to CHI 96 Program Committee, in care of its Co-Chairs, Sally Miller and Ron Limbaugh, Dept. of History, Univ. of the Pacific, Stockton, CA 95211; (209) 946-2145; fax(209) 946-2318. Deadline is November 15, 1995.

The Western Social Science Association invites papers and panels on American Studies topics for its annual conference, April 17-20, 1996, Reno, Nevada. Proposals, consisting of 150-word abstract and a c.v. are due November 20, 1995. For information and forms, contact WSSA-American Studies Coordinator, UMC 0710, Utah State Univ., Logan, UT 84322; (801) 750-1290; fax(801) 750-3899; danielj@hass.usu.edu.

Paper proposals are invited for the fourth annual conference of the Society for the History of Authorship, Reading and Publishing (SHARP), July 18-21, 1996, in Worcester, Massachusetts. SHARP welcomes topics dealing with the creation, diffusion, or reception of the written or printed word in any period. Send proposals, one-page per paper, to SHARP 1996, American Antiquarian Society, 185 Salisbury Street, Worcester, MA 01609-1634; fax(508) 754-9069; cfs@mark.mwa.org. Deadline is November 20, 1995.

The State Historical Society of Iowa (SHSI) invites paper proposals for its annual Iowa Heritage Expo to be held in Des Moines, June 14-15, 1996. We welcome proposals on any topic related to Iowa history, especially those involving some intersection between public and academic history. Send proposals, including

title and brief (200-300 words) summary of contents, to Marvin Bergman, SHSI, 402 Iowa Avenue, Iowa City, IA 52240. Deadline is November 30, 1995.

Proposals for papers and panels are invited by Thronateeska Heritage Center and Albany State College for the conference, "The Fabric of our History: Cotton in South Georgia," to be held May 19-21, 1996, in Albany, Georgia. Submit proposals with c.v. by December 1, 1995, to Joseph Kitchens, Executive Director, Thronateeska Heritage Center, 100 Roosevelt Avenue, Albany, GA 31701; (912) 432-6955. Or send to Lee W. Formwalt, Dept. of History and Political Science, Albany State College, Albany, GA 31705; (912) 430-4870.

The Western Association of Women Historians welcomes paper and panel proposals for its 27th Annual Conference, to be held at the Huntington Library, San Marino, California. Send four copies of cover page (panel title, panelists' names, and paper titles), one-page abstract for each paper, brief c.v.s, list of panelists (with addresses and phone numbers), and one self-addressed and stamped postcard per panelist to Tamara L. Hunt, Dept. of History, Loyola Marymount Univ., Los Angeles, CA 90045-2699. Deadline is December 1, 1995.

The Oral History Association invites proposals for papers and presentations for its 1996 annual meeting, "Oral History, Memory, and the Sense of Place," October 10-13, in Philadelphia. Proposals for entire sessions should include a title and one-page description of the issues and questions to be addressed; the title, name of presenter, and one-page abstract per presentation in the session; the name of the convener; suggested commentator; and short vitae, including affiliation, mailing address, and phone numbers, for each presenter. Contact Howard L. Green, New Jersey Historical Commission, CN 305, Trenton, NJ 08625; (609) 984-3460; fax(609) 633-8168; hlgreen@pilot.njin.net; or contact Linda Shopes, Division of History, Pennsylvania Historical & Museum Commission, Box 1026, Harrisburg, PA 17108; (717) 772-3257; fax(717) 787-4822; lshopes@llpntn.11.pbs.org. Deadline is December 15, 1995.

Paper abstracts, panel proposals, and other program suggestions—on any aspect New York history during the past 400 years—are now invited for the 1996 "Conference on New York State History" to be held at SUNY New Paltz on June 7-8, 1996. Deadline is December 31, 1995. Include paper/session titles, names, and phone numbers of all participants, and a one- or two-page description of each presentation. Contact Stefan Bielinski, Conference on New York State History, 3093 Cultural Education Center, Albany, NY 12230; (518) 474-6917.

The Economic and Business Historical Society will hold its annual meeting in Savannah, Georgia, April 25-27, 1996. Eugene Genovese will be the keynote speaker. Topics in business and economic history, corporate and economic culture, international perspectives on business, and management-labor relations are welcome. Two-page abstracts should be sent by January 7, 1996, to Charles Dellheim, President and Program Chair, EBHS, Director of Interdisciplinary Humanities, Arizona State Univ., P.O. Box 870302, Tempe, AZ 85287-0302.

Paper and session proposals are welcomed for the Pacific Northwest History Conference, "Town and Country on the North Pacific Slope," April 18-20, 1996, in Corvallis, Oregon. The conference organizers anticipate presentations on urban-hinterland relations, issues of local control, nativism, and tensions between separate realms. Send one-page abstract (double-spaced) to William G. Robbins, Associate Dean, College of Liberal Arts, 207 Social Science Hall, Oregon State Univ., Corvallis, OR 97331-6202. Deadline is January 10, 1996.

The California American Studies Association welcomes proposals for its conference, "Expanding Borders and Boundaries: Rethinking America," to be held April 26-28, 1996, at Occidental College. Contact Arthé A. Anthony, American Studies, Occidental College, Los Angeles, CA 90041, (213) 259-2579. Or contact Monique M. Taylor, Sociology, Occidental College; mmtaylor@oxy.edu. Deadline is January

15, 1996.

The American Society for Legal History will hold its 1996 meeting October 17-19 in Richmond, Virginia. Proposals for panels and individual papers—in all aspects of legal history, particularly on foreign and comparative topics as well as on the legal history of the United States—should be submitted to the chair of the Program Committee, Michal Belknap, at California Western School of Law, 225 Cedar Street, San Diego, CA 92101; (619) 525-1457; fax(619) 696-9999; mbelknap@cwsu.edu. Deadline is January 15, 1996.

The New England Historical Association welcomes proposals on any subject, period, or geographical area in history for its spring meeting, April 20, 1996, at Amherst College, Amherst, Massachusetts. Paper and panel proposals on the themes of ethnicity, national identity, and nationality are particularly encouraged. Send proposals with brief vita by January 15, 1996, to Ronald Sarti, Dept. of History, Univ. of Massachusetts, Amherst, MA 01003.

The American Association for the History of Nursing invites abstracts for its 13th Annual Conference to be held October 11-13, 1996, in Cleveland, Ohio. Obtain further details from and submit abstracts to Irene Poplin, AAHN Abstract Review Committee, 413 West Long Street, Stephenville, TX 76401-5710. Deadline is January 22, 1996.

The American Studies Association welcomes proposals for individual papers, presentations, performances, films, roundtables, workshops, or entire sessions for its annual meeting, October 31-November 3, 1996, in Kansas City, Missouri. The 1996 theme will be "Global Migration, American Cultures, and the State." Contact either of the 1996 Program Committee co-chairs: Dave Gutierrez, Dept. of History, 0104, UC San Diego, La Jolla, CA 92093-0104; (619) 534-1996; or Peggy Pascoe, Dept. of History, Univ. of Utah, Salt Lake City, UT 84112; (801) 581-5685.

Deadline is January 26, 1996.

The Illinois State Historical Society invites proposals for papers relating to Illinois history for the 17th annual Illinois History Symposium, to be held in Springfield, December 6-7, 1996. Send a summary and a one-page resume by March 22 to the Illinois State Historian, Illinois Historic Preservation Agency, 1 Old State Capitol Plaza, Springfield, IL 62701-1507; (217) 782-2118; fax(217) 785-7937.

The Plains Indian Museum of the Buffalo Bill Historical Center in Cody, Wyoming, will host its Plains Indian Seminar, "Powerful Expressions: Art of Plains Indian Women," on September 27-29, 1996. Submit 450-word abstracts or completed paper, with an abbreviated resume by April 8, 1996. Contact Lillian Turner, Public Programs Coordinator, Buffalo Bill Historical Center, 720 Sheridan Avenue, Cody, WY 82414; (307) 587-4771, ext. 248.

The Historical Society of the Episcopal Church, Duquesne University, welcomes one-page paper proposals for its Tri-History Conference, "Mine Eyes Have Seen the Glory: Anglican Visions of Hope and Apocalyptic," to be held in Pittsburgh, Pennsylvania, June 18-21, 1997. Topics include social gospel, civil rights, feminism, prophetic movement, charismatics, appropriate church or religious leaders, and more. Contact Ruth Alexander, 1511 8th Street South, Brookings, SD 57006. Deadline is June 1, 1996.

The Carter Presidential Library will host a conference in February 1997 to recognize the 20th anniversary of Jimmy Carter's inauguration and the 10th anniversary of the Carter Library. Proposals for papers and panels on topics related to the Carter presidency and the policy issues of his administration are welcomed. Send a one-page prospectus and a short resume by June 1, 1996, to Gary Fink, History Department, Georgia State Univ., Atlanta, GA 30303-3083; fax(404) 651-1745; hisgmf@gsu.edu.

In recognition of the 150th anniversary of Thomas A. Edison's birth in 1847, the National Park Service, Edison National Historic Site,

and the OAH will co-sponsor an international conference, "Interpreting Edison," to be held June 25-27, 1997, in Newark, New Jersey, and at Edison NHS in West Orange, New Jersey. Submit proposals for individual papers or panels on any related historical themes, accompanied by a brief c.v., by July 31, 1996. Contact Leonard DeGraaf, Edison National Historic Site, Main Street and Lakeside Avenue, West Orange, NJ 07052; (201) 736-0550, ext. 22; edis_curatorial@nps.gov.

The Center for Agricultural History and the Women's Studies Program of Iowa State University invite proposals for the Sixth National Conference on American Rural and Farm Women in Historical Perspective, September 18-21, 1997. One-page panel and single paper proposals can be sent to rdhurt@iastate.edu or in triplicate to Deborah Fink, Center for Agricultural History, Iowa State Univ., Ames, IA 50011, by August 1, 1996.

Atlanta History: A Journal of Georgia and the South seeks articles on Atlanta, its environs, and the South treated in a historical context. Submit in triplicate; include text on disk in IBM-compatible, text-only (ASCII) format; double-space and include notes; consult *Chicago Manual*, 14th ed.; include large SASE for return. Honorarium paid upon publication. Mail to Publications Dept., Atlanta History Center, 130 West Paces Ferry Road, Atlanta, GA 30305-1366. Contact Kimberly Blass, managing editor, (404) 814-4085 or kimbl@aol.com.

The German Historical Institute seeks submissions for a handbook of German-American relations in the era of the Cold War. The handbook will cover all aspects of the German-American relationship 1945-1990, such as diplomacy, security affairs, culture, societal issues, trade, and the economy. Contact Philip Gassert, German Historical Institute, 1607 New Hampshire Avenue, NW, Washington, DC 20009; fax(202) 483-3430.

Meetings and Conferences

From November 30-December 2, 1995, Jackson State University will present an NEH Research Conference entitled, "Collecting Our Past to Secure Our Future: A Historiography of African-American Documents." Contact Alferdeen Harrison, Project Director, Alexander National Research Center, PO Box 17008, Jackson State Univ., Jackson, MS 39217; (601) 968-2055.

The 16th annual Illinois History Symposium, including 54 papers on topics in Illinois history, will be held at the Renaissance Hotel in Springfield, Illinois, December 1-2, 1995. Contact the Illinois State Historical Society, 1 Old State Capitol Plaza, Springfield, IL 62701-1507; (217) 782-2635; fax(217) 524-8042.

The New Jersey Historical Commission's 11th Annual Conference, "Sticks and Stones: Architecture in New Jersey History," will be held December 2, 1995, from 8:30-2:30 at the Woodrow Wilson School, Princeton Univ. Contact the Annual Conference, NJ Historical Commission, CN 305, Trenton, NJ 08625-0305; (609) 292-6062.

"History and the Limits of Interpretation," an interdisciplinary symposium at Rice University with support from the Mellon Foundation, will be held March 15-17, 1996. Are there limits to interpretation? What are these limits in the case of history? Can we find a conceptual vocabulary free of positivist and Nietzschean excess? Contact the Center for the Study of Cultures, Rice Univ., 6100 S. Main—MS 42, Houston, TX 77251-1892; (713) 527-8750, ext. 2770; culture@rice.edu.

The National Council on Public History (NCPH) will host its 18th Annual Conference, "History and the Public Interest," April 10-13, 1996, at the Holiday Inn Crowne Plaza in Seattle. Sessions will cover new technologies in museums, broadcast media, and archives; grey literature; the status of public history within the academy; political history; and historical advocacy by professional and public interest

Announcements

groups. Contact the program chair, Robert Weible, Division of History, Pennsylvania Historical and Museum Commission, P.O. Box 1026, Harrisburg, PA 17108; (717) 783-9867; or contact the NCPH Executive Offices at (317) 274-2716; ncph@indycms.iupui.edu.

A conference entitled "Festive Culture, Ritual, and Public Display in Early America" will be held at the American Philosophical Society in Philadelphia, April 12-13, 1996. Sessions cover public display of crime and punishment, ritual activity of voluntary associations, nationalist celebrations, African-American festive culture, rough music, and the political culture of festive display. Contact Liam Riordan or Thomas Humphrey, Philadelphia Center for Early American Studies, 3440 Market Street,

Suite 540, Philadelphia, PA 19104-3325; pceas@ccat.sas.upenn.edu.

The Francis Clark Wood Institute for the History of Medicine of the College of Physicians of Philadelphia will hold a conference May 4-5, 1996, on the theme "Hippocrates and Modern Medicine." Registration is limited. For information, contact Monique Bourque, Assistant Director for Programs, Wood Institute, College of Physicians of Philadelphia, Philadelphia, PA 19103; (215) 563-3737; fax(215) 561-6477; bourque@hslc.org.

The University of Pennsylvania will presents an NEH Research Conference entitled, "W.E.B. Dubois's 'The Philadelphia Negro': a Centenary Reappraisal," to be held at the university

May 5-6, 1996. Contact Deborah Shutika, Urban Studies Program, Mail Box 25 College Hall, Univ. of Pennsylvania, Philadelphia, PA 19104; (215) 898-6948; fax(215) 573-2134; dshutika@mail.sas.upenn.edu.

The Columbia University Oral History Research Office will hold its annual summer institute in oral history, May 27-June 7, 1996, in New York City. For information and application forms, contact Ronald J. Grele or Mary Marshall Clark, Oral History Research Office, Box 20, Butler Library, Columbia Univ., New York, NY 10027; (212) 854-2273; fax(212) 854-5378; mmc17@columbia.edu.

The Northeast Nineteenth-Century American Women Writers Group, the Harriet Beecher Stowe Center, and Trinity College will hold a conference, "19th-Century American Women Writers in the 21st Century," in Hartford, Connecticut, May 30-June 2, 1996. Contact Sandra Andrews, Trinity College, Hartford, CT; (203) 297-2562.

The 1996 Berkshire Conference on the History of Women will be held at the University of North Carolina at Chapel Hill, June 7-9, 1996. It will feature nearly 200 sessions, workshops, and roundtables, with participants from the U.S. and around the world. For program or registration information, contact the 1996 Berkshire Conference, Division of Continuing Education, CB #1020 The Friday Center, The Univ. of North Carolina, Chapel Hill, NC 27599-1020.

The American Association for Higher Education will present the Tenth Assessment and Quality Conference entitled, "Improving Learning: Forging Better Connections Between Assessment, Quality, and Accreditation in Higher Education," at Boston from June 11-14, 1996. Contact the AAHE, One Dupont Circle, Suite 360, Washington, DC, 20036-1110.

Contingent on funding, the 25th annual Institute for the Editing of Historical Documents will be held June 24-29, 1996, in Madison, Wisconsin. It will be jointly sponsored by the National Historical Publications and Records Commission (NHPRC), the State Historical Society of Wisconsin, and the University of Wisconsin. Application is competitive; deadline is March 15, 1996. Contact NHPRC for information and application forms at Room 607, National Archives (Arch I), Washington, DC 20408; (202) 501-5610.

Melvyn Dubofsky, Distinguished Professor of History and Sociology at SUNY Binghamton, will be offering an NEH Summer Seminar for College Teachers at Binghamton University, June 24-August 2, 1996, on the subject, "Ethnicity, Race, and Gender in U.S.

Labor History." Contact Melvyn Dubofsky, Binghamton Univ., SUNY, P.O. Box 6000, Binghamton, NY 13902-6000; (607) 777-4416; fax(607) 777-2896; dubof@binguns.cc.binghamton.edu

The Quaker Collection and Department of History at Haverford College will sponsor an NEH Summer Institute for College Teachers, "Religion and Diversity in American Society: A Social History Approach," July 8-August 9, 1996. Contact Dickson Werner, Magill Library, Haverford College, Haverford, PA 19041; (610) 896-1283; fax(610) 896-1102; dwerner@haverford.edu.

The annual meeting of the National Association of Government Archives and Records Administrators will be held on July 17-20, 1996, in Washington, DC. Its theme will be "Strategic Alliances and Partnerships." Contact Steve Grandin, NAGARA Publications and Membership Services Office, 48 Howard Street, Albany, NY 12207; (518) 463-8644; fax(518) 463-8656.

13th Annual Focus on Teaching Day March 30, 1996, Chicago, Illinois Palmer House Hilton

The OAH's 13th annual Focus on Teaching Day for secondary school teachers of American History is an integral part of the Organization's 1996 Annual Meeting, March 28-31, 1996. In addition to Teaching Day sessions, junior and senior high school educators will not want to miss the wide range of general Annual Meeting sessions, particularly, "Teacher Militancy and Teaching: The Aspirations of Striking Teachers and the Impact of Their Strikes" and "The National History Standards: What Now?"

March 30, 1996 Focus on Teaching Day Sessions

- Teaching the Vietnam War
- Teacher Professional Development and the Role of College and University Faculty
- "Do a Paper" is Not Enough: The Writing Process in History Courses
- Students as Historians: Teaching Historical Research Skills to Secondary and College Students
- The OAH and the Teaching of History to Undergraduates
- Using Historical Simulations in Secondary and Post-Secondary Classrooms
- A Prototype On-Line Advanced Placement Resource Center in U.S. History

Register early and take advantage of our SPECIAL OFFER:

Become a member of the OAH with the History Educator Membership and you will be admitted into the 1996 Focus on Teaching Day for FREE! As a member of the OAH, you will receive our quarterly publications *OAH Magazine of History* and *OAH Newsletter*, as well as the Annual Meeting Program. History Educator Memberships are \$35.

Admission for Focus on Teaching Day is \$15 for preregistration and \$20 for on-site registration. On Saturday registrants may participate in OAH Annual Meeting sessions and the exhibit hall.

If you are unable to attend Focus on Teaching Day, be sure to subscribe to the *OAH Magazine of History*, a valuable resource for educators of history. Each issue includes useful lesson plans and informative articles. A one-year subscription to the *Magazine* is only \$20.

For more information on the 1996 Focus on Teaching Day, OAH Annual Meeting, or the *OAH Magazine of History*, please write to us at:

Organization of American Historians
112 North Bryan St.
Bloomington, IN 47408-4199.

Announcing the 18th Annual Herbert Hoover Presidential Library Association Fellowship & Grant Program

Purpose: To fund research trips to the Herbert Hoover Presidential Library in West Branch, Iowa

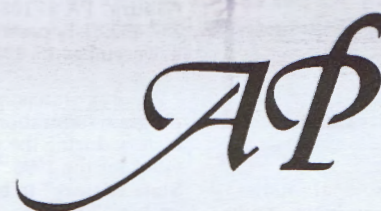
Eligibility: Current graduate students, postdoctoral scholars and other qualified researchers

Awards: Generally up to \$1,200

Deadline: March 1, 1996

For more information contact: Hoover Presidential Library Association, Box 696, West Branch, Iowa 52358 or call (319) 643-5327.

For Archival information call (319) 643-5301.



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Applications are now being accepted for faculty consultants to the College Board's Advanced Placement Readings in both European and U.S. History. Applicants should currently be teaching or directing instruction for the first-year college course in either European or U.S. History.

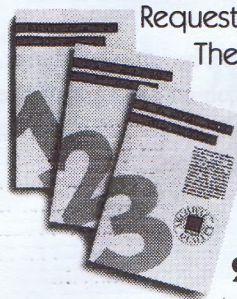
For an application or additional information, please contact:
David Cranstoun, Advanced Placement Program, Educational Testing Service, Dept. 95-02A, 23-D, Princeton, NJ 08541 or e-mail: dcranstoun@ets.org.

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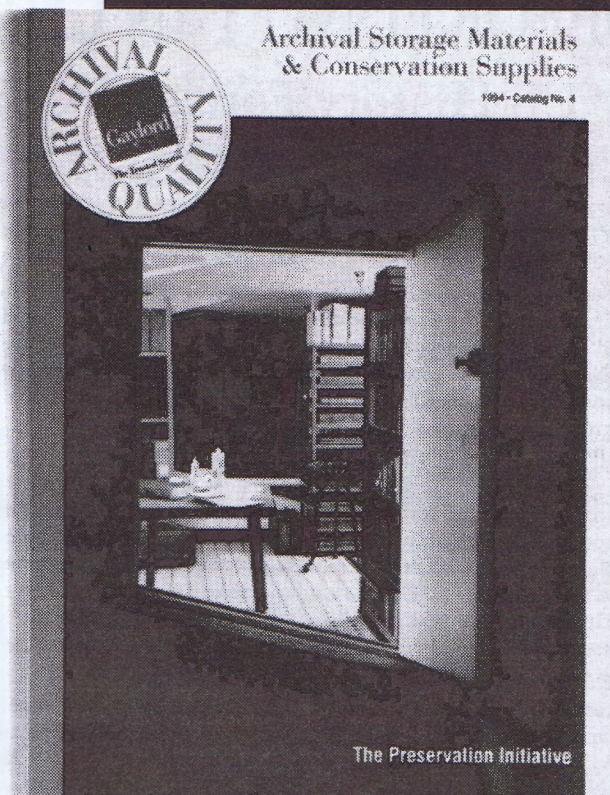
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Organization of American Historians
112 North Bryan St.
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Rutgers Center for Historical Analysis

invites applications for senior and post-doctoral fellowships from individuals engaged in research on topics related to:

Varieties of Religious Experience

During the academic year 1996-1997, the Rutgers Center for Historical Analysis will begin the second and final year of its project on comparative religion, with emphasis on the nature of spiritual experience and the issue of religious toleration in historical perspective. Applications are welcomed from all disciplines and regional specializations. While individual projects need not be explicitly comparative, weekly seminars and annual conferences will explore comparative aspects of religious experience in different places and periods. Applicants need not be United States citizens. AA/EOE. For further information and fellowship applications, write to:

Professor Phyllis Mack, Project Director
Rutgers Center for Historical Analysis
Rutgers-- The State University of New Jersey
88 College Avenue
New Brunswick, New Jersey 08903

Closing date for applications for 1996-1997 fellowships is **January 15, 1996**. Those interested in giving a paper should write to Professor Mack.

**The State University of New Jersey
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ONE YEAR TEACHING OPPORTUNITY IN CHINA

US History/Foreign Policy

The Paul H. Nitze School of Advanced International Studies (SAIS) of Johns Hopkins University invites applications/nominations for a visiting faculty position at the university's innovative joint venture campus in China: The Johns Hopkins University-Nanjing University Center for Chinese and American Studies in Nanjing, PRC. One year appointments for the academic year 1996-97 may be renewable.

This is an opportunity to teach bright, motivated students while observing the impact of economic reform on the Chinese state and society. Students will be Chinese graduate students in the social sciences whose English is adequate for academic course-work. The Hopkins-Nanjing Center is located in Nanjing City, the capital of prosperous Jiangsu Province in the Yangtze River delta.

A major field in the history of American foreign policy is preferred, with a secondary interest in social movements and 20th century American political culture. The Faculty member will teach two courses each semester in U.S. History and Foreign Policy from among the following topics: American history survey, American foreign policy, contemporary American political culture and society, historiography, and advanced topics in American foreign policy. Applicants must possess a Ph.D. or equivalent degree as well as *significant post doctoral teaching experience*. Chinese language ability is not required. A record of substantial research and publication is highly desirable. Salaries and benefits are competitive. Housing and transportation will be provided. Some positions may require United States citizenship due to funding restrictions.

Qualified applicants should send a letter of application, curriculum vitae and the names, addresses and telephone numbers of three references to: Dr. Stephen Szabo, Academic Dean, SAIS; c/o Hopkins-Nanjing Program Faculty Search, 1619 Massachusetts Avenue, NW, Washington, DC 20036-2213. The application deadline is December 1, 1995. For additional information, contact the Hopkins-Nanjing Center Washington office, 202-663-5800. Johns Hopkins is an Affirmative Action/Equal Opportunity Employer. Women and minorities are encouraged to apply.

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Five College Fellowship Program for Minority Scholars

Located in Western Massachusetts, the Five College Consortium is comprised of Amherst, Hampshire, Mount Holyoke and Smith colleges and the University of Massachusetts at Amherst.

The Fellowship Program provides a year's residence at one of the five colleges for minority graduate students who have completed all requirements for the Ph.D. except the dissertation. The purposes of the program are to enable Fellows to complete their dissertation; to encourage their interest in college teaching; and to acquaint them with the five colleges. (At Smith, recipients hold a Mendenhall Fellowship.)

The Fellowship includes a stipend of \$25,000, office space, housing assistance, and library privileges at the five colleges. Emphasis is on completion of the dissertation. Most Fellows are asked to do a limited amount of teaching, but no more than one one-semester course at the hosting institution.

Date of Fellowship:

September 1, 1996 to May 31, 1997 (non-renewable)

Stipend: \$25,000

Application deadline: January 16, 1996

Awards will be announced by May 1, 1996.

For further information and application materials contact:

Carol Angus, Five College Fellowship Program Committee
Five Colleges Incorporated
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Amherst, MA 01002-2324
413/256-8316

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Harvard University CHARLES WARREN CENTER for Studies in American History

1996-97 FELLOWSHIPS

The Charles Warren Center invites applications for its 1996-97 fellowships from scholars who are involved in research on war and American society. The focus should not be on military strategy or command, but rather on the impact of war on American society and the interaction between the home front and the military. Projects exploring these themes during past American military conflicts (from the colonial period to the twentieth century) are eligible. Fellows will share in a semi-monthly Warren Center colloquium, open to interested scholars in the Boston area, and in other Center activities. In the course of the year they will make some presentation of their own work.

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

Fellows are members of the University, with access to the Harvard libraries and other facilities. They have a private office in the Center, and photocopying and postage privileges. Fellows must remain in residence at the Center for the nine-month academic year (or four months in the case of one-semester fellows). Stipends are individually determined in accordance with the needs of each fellow and the Center's ability to meet them.

Application forms, due January 15, 1996, may be obtained by writing to the Administrator, Charles Warren Center, 318 Robinson Hall, Harvard University, Cambridge, MA 02138.

CONNECTIONS

AMERICAN HISTORY AND CULTURE IN AN INTERNATIONAL PERSPECTIVE

VOLUME 1, ISSUE 4

NOVEMBER/DECEMBER 1995

ISSN 1074-8202

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- VI. Order Form

ALL INQUIRIES AND POSTINGS should be sent to: Michael Schreiner, Organization of American Historians, 112 North Bryan Street, Bloomington, Indiana 47408; tel 812-855-7311; fax: 812-855-0696; e-mail: mschrein@indiana.edu OR Deborah L. Owen, American Studies Association, 1120 19th Street, NW, Suite 301, Washington, DC 20036; tel: 202-467-4783 fax: 202-467-4786; e-mail: yamstud@aol.com

CONVERSATIONS, COLLABORATIVE RESEARCH

F. SCOTT FITZGERALD: I am preparing a dissertation on F. Scott Fitzgerald and would like to discuss ideas with others, particularly scholars from South East Asian nations who are studying his work. Contact K. Rama Krishna, 1-9-E2, 1st

Road Extension, Anantapur - 515 001 (A.P.), South India; tel: 08554-32593; fax: 08554-32432.

IDENTITY IN LITERATURE: I am a student of American Studies, and my research interests include the role of "identity" in American literature. I am presently collecting data on Jay McInerney, Salinger and

Ellison. I am interested in all thoughts concerning this topic. I would like to share information with others interested in this topic. Contact me at ndomenig@edu.uni-klu.ac.at

JAMES HERRIOT: I am researching and writing on the impact of James Herriot (*All Creatures Great and Small*, etc.) on contemporary sensibilities concerning animal suffering rights, tolerance, the mother/wife role in the nuclear family, English culture, farming and the environment. This is for a follow-up study to my recent book *All Things Herriot: James Herriot and His Peaceable Kingdom*. Specifically, I would like to hear from people who read or viewed the books or the TV series early in their lives, and if they feel that, subconsciously, their values and attitudes changed or were developed by those experiences. Contact Sanford Sternlicht, English, Syracuse Univ., Syracuse, NY 13210-3048 USA; svsternl@mailbox.syr.edu

AMERICAN AUTOBIOGRAPHY/AUSTRALIAN OR NEW ZEALAND SCHOLARS: I'm a doctoral candidate in the Committee on the Analysis of Ideas and Study of Methods at the Univ. of Chicago, currently studying at the Univ. of Technology, Sydney, Australia. My research has been in the area of documentary ethics and aesthetics, and I'm finishing a dissertation on American autobiography, particularly representations of agency and strategies of resistance and innovation. I'm looking at contemporary autobiographers who have invented strategies of self-liberation but with the important qualification of not diminishing the agency of others in the process. They attempt, with more or less success, to avoid the trap of reproducing the representational barriers against which they struggle. I'd love to get in touch with people here in Australia who are interested in this topic. Contact Paula, schiller@acs.itd.uts.edu.au

FRANCES WRIGHT: I am a rhetoric/communication scholar who is investigating a speech given in 1828 by Frances Wright. I would be interested in hearing from anyone who specializes in Frances Wright to discuss her political activities, her utopian community, or her use of language. Contact Susan Ross, Rhetoric and Communication, Hamilton College, 198 College Hill Road, Clinton, NY 13323 USA; tel: 315-859-4377; fax: 315-859-4632; sross@hamilton.edu

POVERTY IN AMERICA: I am writing about the history of American poverty and policy from 1945 to the present. I would like to share research ideas and exchange drafts with others in the field. Contact Frank Stricker, Dept. of History, California State Univ. at Dominguez Hills, Carson, CA 90747 USA; tel: 310-516-3468/3448 or 310-327-2486; email: fstricker@dhvx20.csudh.edu

The International Clearinghouse Newsletter, CONNECTIONS: AMERICAN HISTORY AND CULTURE IN AN INTERNATIONAL PERSPECTIVE (ISSN 1074-8202), is published by the Organization of American Historians, 112 North Bryan Street, Bloomington, Indiana 47408; telephone (812) 855-7311, and the American Studies Association, 1120 19th Street, NW, Suite 301, Washington, DC 20036; tel: 202-467-4783. Materials in CONNECTIONS may be freely copied and distributed. The Advisory Board reserves the right to reject material, announcements, and postings sent in for publication that are not consistent with the goals and policies of CONNECTIONS. The OAH, ASA, and other contributing organizations are not responsible for individual exchanges resulting from CONNECTIONS. For further information, contact the Editor, Michael Schreiner at the OAH office. Copyright © 1995, Organization of American Historians.

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Contributing Organizations: American Culture Association; American History Research Association of China; American Historical Association; American Studies Association; American Studies Association of Nigeria; American Studies Association of the Republic of China on Taiwan; American Studies Association of the Philippines; American Studies Association of Sri Lanka; American Studies Association of Thailand; American Studies Research Centre-Hyderabad; Anglo-American Studies Association; Argentine Association of American Studies; Australian and New Zealand American Studies Association; Austrian Association for American Studies; Belgian Luxembourg American Studies Association; Brazilian Association of American Studies; British Association for American Studies; Canadian Association for American Studies; Catedra de "Estudio de los Estados Unidos," University of Palermo; Catedra "Historia de los Estados Unidos," National University of Buenos Aires; Chinese Association for American Studies; Committee on Lesbian and Gay History; Conference of Historical Journals; Estados Unidos, Mexico City; European Association for American Studies; French Association for American Studies; History of Science Society; Immigration History Society; Irish Association for American Studies; Japanese Association for American Studies; Korean Society of American History; New England American Studies Association; New England Historical Association; Netherlands American Studies Association; Nordic Association for American Studies; Organization of American Historians; Peace History Society; Pennsylvania Ethnic Heritage Studies; Polish Association for American Studies; Popular Culture Association; Portuguese Association of Anglo-American Studies; Siberian Association of American Studies; Society for SINO-U.S. Relations; Society of Architectural Historians; Society for Historians of American Foreign Relations; Swiss Association for North-American Studies; South African Historical Journal; United States Information Agency; World War Two Studies Association.

AMERICAN BLUES: I am doing post-doctoral research into the blues with the emphasis falling on the historical and socio-cultural dimensions. I would like to exchange ideas, information, and resource materials with scholars who have interest in this field. Contact Selhan Savcigil, Dept. of American Culture and Literature, Baskent Univ., 1. Cadde No. 77, 06490 Bahcelievler, Ankara, Turkey; fax: 90-312-223-73-33.

ANTEBELLUM SOUTH/WEST INDIES: For post-doctoral research (comparative study between the antebellum South and the West Indies), I would like to exchange information and conclusions about the influence of the West Indian migrants in the U.S. South, in the 17th, 18th, and 19th centuries (e.g., French refugees from Saint-Domingue in the Gulf Coast region and more specifically in Louisiana). Contact Nathalie Hind, Arzac, 47170 Lannes, France; tel and fax: 53-65-80-56.

BUDDHISM IN AMERICA: I am doing research for a book on Buddhist and Zen influences on American culture, everything from the flourishing of zendos and meditation centers outside of traditional strongholds like New York and San Francisco, to 'breathing' lessons for school kids and stressed middle managers, to Buddhist monks appearing in Nike, IBM, and GatorAide commercials. Is anyone else working in this area? Can anyone think of other examples of Buddhist or Zen influence on American culture? Contact Dinty W. Moore, English, Penn State Altoona, Altoona, PA, 16601-3760 USA; tel: 814-949-5154; fax: 814-949-5368; email: dwm7@psuvm.psu.edu

AMERICAN MILITARY HISTORY: I am interested in American military history and welcome any materials and information in this area. I hope to contact and cooperate with scholars around the world. I seek a short-term teaching assignment at the undergraduate

or graduate level and/or opportunities for Sino-American military history research. I am an associate professor in World History at Shandong Teachers' Univ. Contact Chen Haihong, Dept. of History, Shandong Teachers' University, Jinan, Shandong Province, P.R. China, 250014; tel: 2963711-6850.

KEYNESIANISM: I have recently completed an article on the utilization and development of Keynesianism in the U.S. and would like to exchange ideas with others interested in this topic. Contact Huang Shao-Xiang, Dormitory of Academy of Social Sciences No. 1, Zizhuyuan Beijing, China.

PSYCHOLOGY OF HISTORY: We are interested in this subject and request information about studies regarding the interpretation of the past from a psychological point of view. Also, theoretical and methodological ideas related with the analysis of personalities as well as historical processes. Contact Madelyn Ruiz San Juan, Centro de Estudios Marianos, Calzada 807 esq. a 4, Vedado CP 10400 Ciudad de La Habana, Cuba; tel: 537-3-6311, 31-1667, 31-1789 and 30-9519; fax: 537-33-3721 and 33-3013; email: cemarti@tinored.cu

JAPANESE-AMERICAN STUDIES SCHOLARS: I am very interested in studying about Asian-Americans, especially Japanese-Americans. I would like to speak with scholars who could advise me as to which universities have excellent courses in this area. Contact Ritsuko Endo, 127-1 Jyo-no-Ano-cho, Toyoake City, Aichi Pref. Japan 470-11.

U.S. NATIONAL SECURITY POLICY: I am a researcher working on U.S. national security policy-making with special reference to the developing conflicts between the Secretary of State and the National Security Advisor during the Nixon, Ford, Carter, and Reagan administrations. I have collected practically all available secondary sources. But I need to visit

presidential libraries, particularly those of Nixon, Ford, Carter, and Reagan. I am looking for organizations willing to support my visits to any of the above libraries. Contact P.M. Kamath, Dept. of Politics, Univ. of Bombay, Bombay - 400 098, India.

SYLLABUS EXCHANGES, TEACHING METHODS

HISTORY OF THE FUTURE: I teach a class on the History of the Future (at the Univ. of Toledo). We examine perceptions, expectations, conceptions about the future in successive generations, mainly in U.S. Materials include utopian novels, world fair output, ads, films/TV, print media, development of think tanks/future studies. Interested in exchanging ideas? Email lcary@aol.com

EXCHANGE SYLLABI: We are a new American Culture and Literature Dept. We would like to exchange syllabi on U.S. literature, history, culture and language courses for university students outside the U.S. with a view toward improving our teaching resources and finding new approaches. We seek responses from anyone who has opinions on program developments and syllabus preparation. Contact Selhan Savcigil, Dept. of American Culture and Literature, Baskent Univ., 1. Cadde No. 77, 06490 Bahcelievler, Ankara, Turkey; fax: 90-312-223-73-33.

BOOKS, JOURNALS, MATERIALS, FELLOWSHIPS

NEED BOOKS for a new American Culture and Literature Dept. We have just established an American Studies library that is rich only in books on medicine. There is a great deal of interest in American culture and literature among our students, but we lack resources not only in our field of study but in cultural background. We would very much appreciate it if you could donate new or used books, research materials and

materials of all kinds which would enable us to meet the needs of our students. Contact Selhan Savcigil, Dept. of American Culture and Literature, Baskent Univ., 1. Cadde No. 77, 06490 Bahcelievler, Ankara, Turkey; fax: 90-312-223-73-33.

BULLETIN OF ATOMIC SCIENTISTS: Collection dating 1961-83 free in return for postage. I don't need them any longer, but I don't want them to go to waste. Contact Mark Benbow, 7214 Roosevelt Ave., Falls Church, VA 22042 USA.

SOUTH AFRICAN MILITARY HISTORY: The SAMHIC Newsletter (A4 format, 4pp) is published monthly by the South African Military History Consultants. It covers a wide spectrum of military historical related topics. Contents range from news items to articles and book reviews. Subscription is R25-00 per annum (10 issues) for South African subscribers and R50-00 p.a. for foreign countries. Applications and enquiries to Editor, SAMHIC Newsletter, P.O. Box 1595 Silverton 0127, South Africa; tel/fax: 012-83-2901.

GERALD R. FORD LIBRARY: Researchers in national politics, government, or related topics, especially in the 1970s, can apply for travel grants of \$2,000 to use the Gerald R. Ford Library collections. Deadlines are March 15 and September 15 of each year. For collections advice and grant information, contact William H. McNitt, Gerald R. Ford Library, 1000 Beal Avenue, Ann Arbor, MI 48109 USA; tel: 313-741-2218; fax: 313-741-2341; william.mcnett@fordlib.nara.gov

HISTORICAL DOCUMENTARY PRODUCTION: The Center for History in the Media, George Washington University, invites applications for their certificate program in historical documentary production. Contact Nina Gilden Seavey, Director, The George Washington Univ., Rome Hall, Suite 407, Washington, D.C. 20052

USA; tel: 202-994-6787; fax: 202-994-6231; email: seavey@gwis2.circ.gwu.edu

RESEARCH FELLOWSHIPS: The Center for the History of Business, Technology, and Society offers fellowships and grant support for scholars from the humanities and related social sciences. Scholars working in labor history, social history, arts and industries, as well as business and technology are encouraged to apply. The Center's Hagley Museum and Library is especially strong in the areas of American business and economic history, the history of science and technology, and the history of industrialization in its social contexts. There are a variety of grants and fellowships available, including a cooperative program for scholars who wish to make use of the collections of the Winterthur Museum and Gardens as well as the Hagley Library. For further information, write to Philip Scranton, Director, Center for the History of Business Technology, and Society, Hagley Museum and Library, PO Box 3630, Wilmington, DE 19807 USA; tel: 302-658-2400; fax: 302-658-0568; email: srl@strauss.udel.edu

THIRD WORLD MEDIA / ROCKEFELLER HUMANITIES FELLOWSHIPS: The Center for Media, Culture, and History at New York Univ. invites scholars, media makers and cultural activists to apply for one or two semester Rockefeller Humanities Fellowships in "Third World Media, 'Imagined Communities,' and the Public Sphere." Fellows will develop projects that consider the critical role played by cinema, television, and video in constructing and disrupting national identities and shaping an independent public sphere of social dissent and commentary around the globe, especially in Third World communities. For applications, contact Barbara Abrash or Faye Ginsburg, Center for Media, Culture and History, New York Univ., 25 Waverly Place, New York, NY 10003 USA; tel: 212-998-3759; fax: 212-995-4014.

CARTER G. WOODSON INSTITUTE FELLOWSHIPS: The Carter G. Woodson Institute for Afro-American and African Studies at the University of Virginia announces its residential research fellowships competition. Postdoctoral and Predoctoral fellowships are available. Fellowships begin in August 1996. Application deadline is December 4, 1995. Contact William Jackson, Associate Director of Research, Univ. of Virginia, Carter G. Woodson Institute, Charlottesville, VA 22903 USA; tel: 804-924-3109.

UNITED STATES HOLOCAUST RESEARCH INSTITUTE FELLOWSHIP: The U.S. Holocaust Research Institute, the scholarly division of the U.S. Holocaust Memorial Museum, seeks applications for their Pearl Resnick Post-Doctoral Fellowship Program. The program provides young scholars with a year in residence at the Institute. Fields of inquiry include historiography and documentation of the Holocaust, ethics and the Holocaust, comparative genocide studies, impact of Holocaust on contemporary societies; related areas of concern might include refuge and rescue, propaganda and mass media. Applications from any country are welcome. Contact Miriamme Fields, Academic Programs, Research Institute, U2ES. Holocaust Memorial Museum, 100 Raoul Wallenberg Place, S.W., Washington, D.C. 20024-2150 USA; tel: 202-488-6110; fax: 202-479-9726; email: mfields@ushmm.org.

RESEARCH FELLOWSHIPS: The Massachusetts Historical Society's Center for the Study of New England History offers approximately sixteen short-term research fellowships for 1996. Awards are open to independent scholars, advanced graduate students, and holders of the Ph.D. or the equivalent. Preference given to candidates who live more than fifty miles from Boston. Applications must be postmarked by March 1, 1996. Contact Leonard Travers, Assistant Di-

rector, Center for the Study of New England History, Massachusetts Historical Society, 1154 Boylston Street, Boston, MA 02215 USA; tel. 617-536-1608.

THE LONGFELLOW INSTITUTE FELLOWSHIPS: The Institute announces its second seminar on "Languages of What is Now the United States" with new fellowships for the year 1996/97. They include: A) A full-time one-year residential postdoctoral fellowship (\$36,000 p.a., incl. benefits), with the possibility of teaching a course; B) Dissertation-writing grants (\$12,500 each); C) Research support for graduate students and scholars; D) Short-term travel grants for visiting scholars from abroad. The seminar is designed to stimulate scholarly work on texts that were written or published in what is now the U. S. in any language other than English. Scholars and students working in this area as well as those who propose to study any other non-Anglophone texts are invited to submit an application (CV indicating language expertise and past experience, 1-3-pp. project description, and two recommendations) in three copies to The Longfellow Inst., Dept. of English and American Literature and Language, Harvard Univ., Warren House, 11 Prescott Street, Cambridge MA 02138 USA; fax: 617-496-8737. Candidates are encouraged to include offprints, publications, manuscripts, and bibliographies. Applicants should write their name and the word LOWINUS followed by the letter corresponding to the category for which they are applying, on the top of each page of the application. The deadline for the postdoctoral fellowships (A) is January 17, 1996. All other applications (B, C, or D) must be submitted by March 1, 1996.

THE INTERNATIONAL FORUM FOR U.S. STUDIES seeks to promote scholarship by non-U.S. scholars on social and cultural issues shaping or affecting the U.S. Five non-U.S. scholars outside the U.S. will

be selected each year for concurrent 3 month residencies each spring semester. Projects may extend a scholar's current work by adding a comparative dimension that focuses on the U.S. or they may support the completion of a substantial piece of research or writing on the U.S. The Univ. of Iowa will provide complimentary housing as well as the option to stay beyond the fellowship period and teach during the Summer Session. Specific themes for the three-year period will be (1) the public production of "American" culture (through institutions, practices, cultural policies, and events), (2) American "sameness-es" (both shared aspects and presumptions of sameness that are made, claimed, denied, or unnamed), and (3) critical discourses on American "exceptionalisms" as seen both from within and without. Applications will be accepted from non-U.S. scholars living outside of the U.S. Preference will be given to those scholars who do not hold an advanced degree from a U.S. institution. Application deadline: February 15, 1996. Contact Co-directors, Jane Desmond and Virginia R. Dominguez, Univ. of Iowa, Center for International and Comparative Studies, 226 International Center, Iowa City, Iowa 52242-1802 USA; tel: 319-335-1433, fax: 319-335-0280; or Sasha Welland, sashawelland@uiowa.edu

THE PENNSYLVANIA HISTORICAL AND MUSEUM COMMISSION invites applications for its 1996-97 Scholars in Residence Program. The program provides support for full-time research and study at any Commission facility, including the State Archives, the State Museum, and 26 historical sites. Residencies are available for four to twelve consecutive weeks between May 1, 1996, and April 30, 1997, at the rate of \$1200 per month. The program is open to anyone conducting research on Pennsylvania history. The deadline is January 12, 1996. Contact Division of History, Pennsylvania Historical and

Museum Commission, Box 1026, Harrisburg, PA 17108 USA; tel: 717-787-3034.

THE VIRGINIA HISTORICAL SOCIETY offers resident research fellowships of up to four weeks a year to selected scholars. Awards granted under this program are the Andrew W. Mellon Research Fellowships, the Betty Sams Christian Fellowships in business history, and the Sydney and Frances Lewis Fellowships in women's studies. Residents of the Richmond metropolitan area are not eligible. Applications from doctoral candidates are welcome; undergraduates and master's students are not eligible. Applicants should send three copies of the following materials: a resume, two letters of recommendation, a description of the research project (not to exceed two double-spaced pages and stating the expected length of residency in the library), and a cover letter. These applications must be in the hands of the Research Fellowship Committee by 15 January 1996. The 1996 awards, to be announced by 15 March, may be used during the following twelve-month period. Applications should be sent to Nelson D. Lankford, Chairman, Research Fellowship Committee, Virginia Historical Society, P.O. Box 7311, Richmond, VA 23221-0311 USA; tel: (804) 358-4901; fax: (804) 355-2399.

THE ORAL HISTORY ASSOCIATION invites applications for three awards to be presented in 1996 that will recognize outstanding work in the field. Awards will be given for a published article or essay that uses oral history to advance an important historical interpretation or addresses significant theoretical or methodological issues; for a completed oral history project that addresses a significant historical subject or theme and exemplifies excellence in oral history methodology; and to a postsecondary educator who has made outstanding use of oral history in the classroom. Awards will be given for work published or completed between January 1, 1995, and March 20, 1996. Deadline for

receipt of all nomination materials is April 1, 1996. For guidelines and submission information, contact Rebecca Sharpless, Executive Secretary, Oral History Association, Baylor University, P.O. Box 97234, Waco, TX 76798-7234 USA; oha_support@baylor.edu

FOREIGN-LANGUAGE ARTICLE AND BOOK AWARD: The Organization of American Historians sponsors annual prizes for the best book and the best article on American history published in a foreign language. The winning article will be translated into English and published in the *Journal of American History*. The winning book will be translated into English and published by Cambridge Univ. Press. Entries must have been published in the preceding calendar year. The application should include name, mailing address, institutional affiliation, fax number, Internet address (if available), and language of the book/article, as well as a one- to two-page essay (in English) explaining why the article/book is a significant and original contribution to our understanding of American history. Include six copies of the essay and the article/book. Deadline is April 1, 1996. Article applications should be sent to David Thelen, Foreign-Language Article Prize Committee, *Journal of American History*, 1125 E. Atwater, Bloomington, IN 47401-3701. Book applications should be sent to Leila J. Rupp, Foreign-Language Book Prize Committee, *Journal of American History*, 1125 E. Atwater, Bloomington, IN 47401-3701.

CONFERENCES, CALLS FOR PAPERS, JOURNAL SUBMISSIONS

See the *OAH Newsletter* section on Conferences for these postings.

RADICAL HISTORY REVIEW will publish a special issue on popular culture with articles that explore the intersection of social history and cultural studies.

We seek papers which address the place where discourse and social relations meet—everyday life. Papers could, for example, restore the social text to the production of culture; examine the moments when cultural production and consumption meet; tell the story of communities of consumers who are signifying agents; narrate the social history of culture industries; discuss the social relations which inform the production of a subculture; examine resistance at the mundane micrological level of everyday practices and choices. We are also interested in articles and syllabi on popular culture for our section, "Teaching Radical History." Deadline is November 15, 1995. Contact Dewar MacLeod, *Radical History Review*, Tamiment Library, New York University, 70 Washington Square South, New York, NY 10012 USA; gdmsi@cunyvm.cuny.edu

TRANSATLANTIC READINGS OF THE BIG "M": *European Responses to Marilyn Monroe/American Responses to Marlene Dietrich* is the name of a scholarly anthology I am compiling. Interested scholars are invited to submit articles. Contact Irene Brameshuber, Institut Fur Amerikanistik, Univ. of Innsbruck, Innrain 52, A - 6020 Innsbruck; tel: 0512-507-4171; fax: 0512-507-2879.

HOUSING ACCOMMODATIONS

NEED HOUSING IN MADRID for spring 1996. Two Boston area professors and their two children (ages 9 and 14) want to rent a furnished apartment or house for 4-6 months in or near Madrid beginning January 1, 1996. We need a minimum of 2 or 3 bedrooms in a pleasant, family neighborhood. We would also consider an exchange for our 6 bedroom, 3 bath house in Newton, Massachusetts (a 25 minute commute to Boston or Cambridge). Contact Kenneth Greenberg, History Dept., Suffolk Univ., 8 Ashburton Place, Boston, MA 02108 USA; tel: 617-964-1073 or 617-573-

8116; fax: 617-965-7795; kgreenberg@acad.suffolk.edu

NEED HOUSING IN FLORENCE: Jan.-June 1996, for academic couple and teen-aged son. Contact L. Ruegamer c/o History, Ballantine Hall, Indiana Univ., Bloomington, IN, 47405 USA; tel: 812-339-5415; email: ruegamer@indiana.edu

HOUSE FOR RENT IN INDIANA: Jan.-June 1996 in Bloomington. Four bedrooms, 2.5 baths, close to campus and park. Piano, library, fenced yard with swings, comfortably furnished. Contact L. Ruegamer c/o History, Ballantine Hall, Indiana Univ., Bloomington, IN 47405 USA; tel: 812-339-5415; email: ruegamer@indiana.edu

WILLIAMS COLLEGE, MASSACHUSETTS: House available in Williamstown area, (12 minutes to campus); available 12/21/95 to June or Aug 96. 3-bedroom/2-bath, completely modernized house with spectacular mountain view; on dirt road (4wd vehicle useful but not necessary). Fully furnished. Very efficient to heat and maintain. Rent \$650/mo + (low) utils, negotiable for yard maintenance. Security deposit required; pets negotiable. Call Patricia Tracy at 413-597-2529 or 802-823-0118; email: patricia.j.tracy@williams.edu

CHICAGO APT. AVAILABLE: Beautiful, quiet 2BR apt. in close-in NW Side neighborhood, convenient to area universities/colleges. Dates, rent negotiable. Contact Scott Fletcher, Ziegelstr. 21, 49074 Osnabrueck, Germany; email: s-fletcher@uchicago.edu

HOUSE AVAILABLE IN STELLENBOSCH, RSA: Four bedrooms, fully furnished. Available from January to July 1996. Contact Eddie Brown, Faculty of Theology, Univ. of Stellenbosch, 7600 Stellenbosch, South Africa; 021-8864011; email: mmb@maties.sun.ac.za

TOWN HOUSE AVAILABLE IN SWITZERLAND, (March

1996 - March 1999): My wife and I will be away on a scholarship for three years. The location is near Olten, in German-speaking Switzerland, 1 hour travel to Basel, Zurich, Bern, or Luzern. Close to trains, even closer to superhighway system. Will

rent 4 or 5 rooms, with 1 or 2 baths, furnished or not. Balcony, heated basement, washing machine, small garden, spectacular view of grazing

cows, friendly neighbors. Bicycles, car available. Minimum contract 3 years. Contact S. Ludwig, Grossmatt 661, CH-4616 Kappel, Switzerland; tel:

0041 62 46 49 06; email: ludwig@ens.unibe.ch

HISTORY DEPARTMENT CHAIRS LUNCHEON

The AHA Institutional Services Program and the OAH Council of Chairs will cosponsor a luncheon, Friday, January 5, 1996, 12:15-1:45 p.m. at the Atlanta Hilton, Fayette Room. Richard Ekman of The Andrew W. Mellon Foundation, will speak on "The Changing Nature of Scholarly Communication." The rising costs of publishing scholarly books and journals and the severely limited acquisitions budgets of colleges and university libraries have jeopardized the traditional system of scholarly communication in history, and in most other fields. At the same time, inflated claims are being made for the ability of new technology to sustain scholarly communication, albeit in other forms. Dr. Ekman will discuss what is feasible (and what is not) and suggest ways in which historians—as individuals, department chairs and members of learned societies and professional associations—can help to assure that what emerges from the current period of transition will be a useful, high quality, and economically sustainable system of scholarly communication.

Questionnaire/Order Form

Individual copies of CONNECTIONS can be ordered in print or electronic form. Institutions, organizations, associations, journals, etc. wanting to distribute CONNECTIONS to their members may order a copy on computer disk (WP 5.1, 3.5" disk) or by email. All orders for print and disk copies should be sent to: Michael Schreiner, Organization of American Historians, 112 N. Bryan Street, Bloomington, IN 47408, 812-855-8726; fax: 812-855-0696, MSCHREIN@INDIANA.EDU

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2. **Print Subscriptions** (\$5.00/year for four issues). Return this order form with a \$5.00 (U.S.) check or charge to your credit card. Please provide the following information (PLEASE PRINT CLEARLY!):

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3. **Disk orders.** Please circle (3) and provide your address in the space above.

4. I or my institution would like to become a "Friend of Connections." My \$_____ donation is enclosed.

5. I would like the following post to appear in the next issue: (Attach separate sheet, if necessary.)

