

OAH NEWSLETTER

ORGANIZATION OF AMERICAN HISTORIANS

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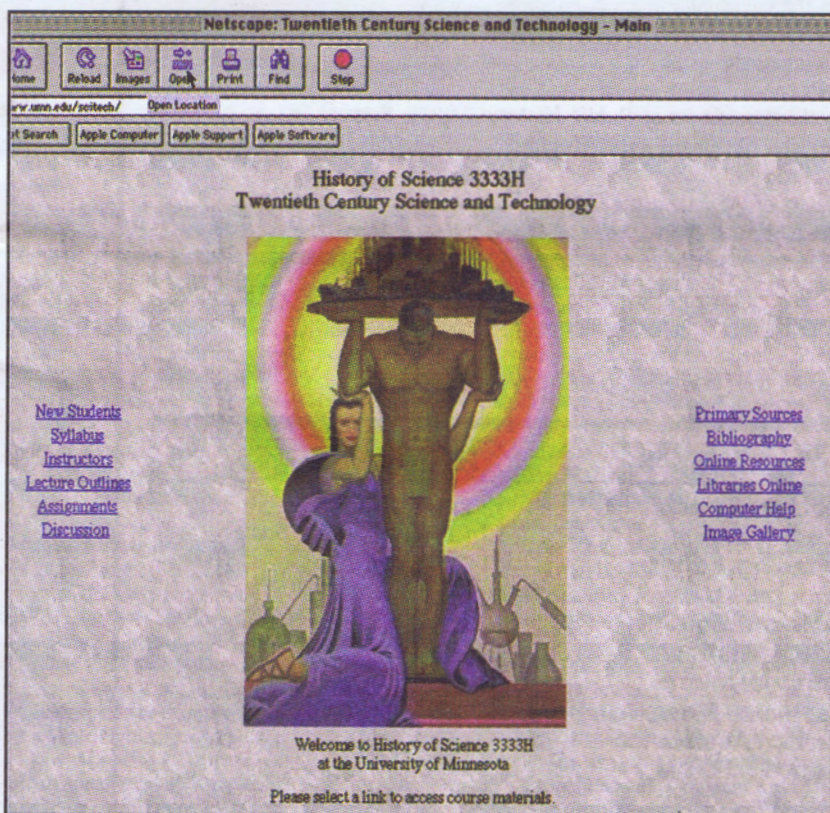
Enhancing History

Sally Gregory Kohlstedt,
Eric Boyles, and Mark Largent

As computers become ubiquitous on campus and administrators advocate distance learning, faculty members face decisions about whether and how to integrate the new technologies into their courses. Most of us value traditional classroom dynamics, especially lecture and discussion formats that include writing intensive assignments and small group projects. What might computers add in terms of content and learning, especially in those courses where history is an elective component? Would using computers give us more or less flexibility when launching a new course?

Those questions brought three of us—a faculty member and two graduate students—together to create “History of Science and Technology in the 20th Century,” an honors course first offered in the fall

of 1997. Launching a new undergraduate class on twentieth-century American science and technology provided a good opportunity to explore the possibilities of integrating a website into the course. Our pedagogical goals included teaching students to “read” visual materials, enhancing their learning through writing and discussion, and increasing student contact with the faculty and with each other. We recognized that getting the students quickly up-to-speed on computers was an essential skill for their future careers. We did not abandon traditional library materials, but instead created assignments that required them to find and use the university’s libraries. We also elected to meet university-wide distribution require-



The author’s website for the course, “History of Science and Technology in the 20th Century”, at <http://www.umn.edu/scitech>

ments (social science/history) and theme requirements (ethics and social values). A steep learning curve persisted throughout the quarter, exposing us to all of the possibilities as well as the challenges of using the web for communication and assignments. Financial support and adequate lead time to design and test our web page (<http://www.umn.edu/scitech>) were essential to the success of this course.

Planning Basic Course Requirements

Our team, consisting of two historians of science and one historian of technology, brought complementary skills and interests to the project. The graduate teaching assistants, one of whom has strong computer skills and experience in web site design, were involved fully in designing the course, and led discussion groups and lectures in the thematic area related to their specializations. We hoped to help students see the relationships between science and technology, to understand science as part of a broader culture, to envision the relationships shared among science, government, and industry, and to recognize the public role of science and technology. We met several times before the beginning of the quarter to discuss course content and allocation of responsibilities for specific lectures and assignments. We agreed that we wanted to do more than digitize a standard lecture course; at the same time, we also did not want to force the goals and methods of a traditional history class into a standardized virtual environment.

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Focus on Teaching

New Column Addresses Professional Teaching Issues

Gary W. Reichard

With this issue we are pleased to announce the inauguration of a new “Focus on Teaching” section as a regular feature in the *OAH Newsletter*. Giving attention to pedagogical issues is nothing new for the *Newsletter*; essays on teaching-related topics have appeared from time to time in past issues. From all evidence, they have been widely read and appreciated by readers. This enthusiastic reader reaction has paralleled the rising popularity of “Focus on Teaching Day” as a fixture at OAH annual meetings. It is within this context that the *Newsletter* editorial board decided to launch this new section and to designate a Contributing Editor of Teaching to encourage a flow of interesting and timely essays on the teaching of American history. Since there is a direct connection between this initiative and the work of the OAH Committee on Teaching, it is logical that the board has looked to the

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David G. DuBois, stepson
of W.E.B. DuBois



Edith Washington Johnson,
granddaughter of
Booker T. Washington

Washington-DuBois Conference: New Approaches, Wider Audiences

John R. Dichtl

Two weeks prior to the Annual Meeting, the OAH and the National Park Service cooperated on a new kind of joint venture that augurs well for historians and their many publics. On March 19-21, more than 200 teachers, historians, Park Service personnel, students, and others interested in the symposium’s theme, “Washington and Du Bois at the Turn of Two Centuries,” met in Roanoke, Virginia. The innovative mix

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OAH Newsletter



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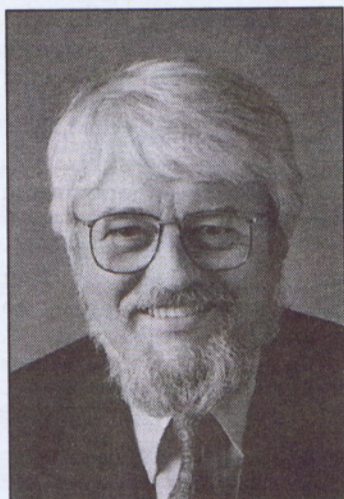
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From the President

Historians as Chroniclers of Culture

William H. Chafe



William H. Chafe

In this, my first presidential column for the *OAH Newsletter*, it seems appropriate to reflect on the relationship between our profession as historians of a relatively young nation, and the imminent appearance of a new millennium. Even though the concept of the millennium is a historical construct, differing in its meaning for people of different faiths and cultures, the event itself provides a rare opportunity for historians to revel in their appointed task as chroniclers of cultures and civilizations. Looking back one thousand years—or two or three thousand years—is a humbling experience, highlighting the struggles of those who came before us, made their mark, and shaped a world that they felt comfortable leaving to their children and grandchildren. If nothing else, looking back over a thousand years has the salutary consequence of giving one a keen sense of how important it is to use our brief moment on this planet in as effective and meaningful a way as possible. We are part of a river of humanity, caught up in certain eternal struggles, seeking to raise ourselves enough above the current to mark where we have been, where we are going, and what course we should follow to get there.

Since history is at the heart of the humanities—as well as the social sciences—it is especially appropriate for us to become involved as active participants in helping to define the meaning of being alive at the turn of the millennium. Dr. William Ferris, the new chairman of the National Endowment for the Humanities, has initiated a series of conversations about how to use this occasion to define, assess, and advance the values and ideas most essential to our own national experience. Ferris has proposed a series of regional humanities center initiatives where scholars, students, and average citizens could come together to contemplate some of these ideas.

It is important, I think, for the OAH to play an active role in shaping this initiative. We can volunteer our services as lecturers for regional humanities centers as they begin the process of reflecting upon American values at the beginning of a new millennium. We can also help our universities generate proposals to take advantage of the NEH programs to reach out to a broader public. Above all, we need to seize this possibility for demonstrating the relevance of our profession as chroniclers of America's stories to the population that we serve. For too long, we have been islands unto ourselves, failing to address the need to build bridges to our fellow citizens. This NEH initiative—as well as other activities we can generate on our own—may provide the occasion for us to construct some of those bridges.

One of the debates that has preoccupied us of late within the executive board of the OAH is how better to

Graduate Student Sessions Tackle Tough Issues

Tim Borden, Julie Plaut,
Jane Armstrong, and Roark Atkinson

For the first time, the OAH Program Committee included a series of special sessions devoted to the professional concerns of history graduate students at the annual meeting in Indianapolis. The large showing at most of the sessions reflected the strong interest—and anxiety—shared among graduate students negotiating their way through the complexities of higher education or preparing to plunge into the highly-competitive job market. Those in attendance heard first-hand accounts of individuals who have struggled to find their place in the historical profession, sometimes choosing careers different from what they had originally planned. Experts from teaching institutions, scholarly journals, leading research schools, public history, and the private sector gave practical advice on how to succeed. The first two sessions (on teaching and publishing) had standing-room only attendance. Others had large turnouts despite competition from twenty or so concurrent panels. Here are some highlights:

In "History Careers: Employment in Teaching," panelists discussed the dismal job situation, though some mention was made of career possibilities beyond the traditional university environment. Nadine Hata (El Camino Community College) discussed the tidal wave of applicants to community colleges and the correspondingly pressing need for teachers. Grads must be prudent in financing their educations, however, since at least two-thirds of these positions are part-time, and the prospects are not bright for tenure-track jobs at these institutions. Additionally, despite the need for grads to acquire relevant teaching experience to prepare them to be flexible in a tight job market, Moderator Sara Evans suggested that it was virtually impossible for university faculty to train students for all of the different teaching environments. The radically different experiences of the panelists and audience reaction indicated an enormous gulf between the haves and the have-nots in the historical profession.

Of the eight panels offered, "Getting Started, Getting Published" yielded the most practical information for written work. One of the main points that emerged during the session was the tension between the market-driven book publishers seeking products of broad appeal on the one hand; and the narrow focus of conference papers, scholarly journal articles, and dissertations on the other. Panelist Michael Grossberg (Indiana University), editor of the *American Historical Review*, demystified the process of submitting manuscripts for publication, stressing that publishing in journals (especially refereed journals like *AHR*), was no longer an option but a necessity for graduate students. He was explicit about the kinds of articles that succeed—those that have something important to say and do not simply 'fill gaps' in the historical record. This would include, for example, not writing about Whigs in Indiana simply because there were Whigs in Indiana and no one had ever written on them before—unless this particular story was crucial to a larger understanding in history. Since the *AHR*, as only one example, receives 300-400 manuscripts per year (all of which Grossberg and the assistant editor read), it is absolutely crucial that the author frame her or his argument clearly by the third or fourth page. In any case, 95 percent of the submissions are rejected, for the most part, not because they are bad but because they do not speak to the journal's readership. Because of this, Grossberg emphasized, would-be authors must investigate the audience and priorities of the journals to which they submit well beforehand.

If Grossberg stressed focus, Joan Catapano (Indiana University Press) emphasized breadth. In her frank, provocative talk she explained that graduate student fantasies of dissertations being magically transformed into monographs at publishing houses were unrealistic. University presses, once largely subsidized by universities, now face financial pressures from all sides. They are also subject to the whims of an increasingly fickle market. Libraries once purchased 1,500-2,000 copies of a new book alone (enough for a press run), but because of inter-library loan and the shift of funds from print to computer resources, these sales have shriveled to only a few hundred per title in many cases. Traditional dissertations are defensively written, narrow, data-driven, burdened by citations—the exact opposite of what presses want to see. Catapano recommended that graduate students work with their advisors to prepare much broader studies—ones written with classroom audiences in mind. Manuscripts, she summed up briefly, should be "broad, clear, short!" Robert Harris (Cornell University) concluded the presentations by encouraging students to apply vigorously to present papers at history conferences to hone their thoughts and display their wares. He acknowledged that even distinguished historians have had paper proposals turned down. "If you haven't been rejected," he said, "you haven't tried."

During the question and answer period, the director of a major independent scholarly press in the audience offered a more positive view. He indicated that from his perspective books in general and history books in particular are in greater demand. He also made valuable suggestions—that graduate students get to know publishers by circulating in the book exhibits at history conferences, telling them about their work, and following up conversations with the acquisitions editors.

The session "Older May Indeed be Better: Entering Graduate School Later in Life" explored the potential trials and triumphs of students who pursue advanced degrees after working some years in a non-academic environment, raising a family, or earning their undergraduate degrees part-time while working full-time. Although the perspectives of each of these panelists differed, each agreed that our profession needs to broaden its conception of what the "typical" graduate student should be.

Now completing her Ph.D. after a fourteen-year career outside the academy, panelist Gretchen A. Adams (University of New Hampshire) highlighted the skills, discipline, drive, and maturity that older students bring to their graduate studies. Although some returning students have unrealistic expectations—such as the hope that graduate school will compare favorably in every way to their previous jobs—most embrace graduate school as a long-deferred and much-valued opportunity. Drawing on their work experience to navigate the dangers of university bureaucracies and their life experience to offer perspective in times of stress, these students often are far more committed to their discipline than younger colleagues, particularly those who view graduate school a chance to delay making difficult career or personal decisions.

Doctoral student Richard D. Wiggers (Georgetown University) agreed that older graduate students can be better at making the tough decisions that graduate school requires. But for those who have families, homes, or previous student debts, economic decisions rank as the most

From the Archivist of the United States

Will Congress Approve a Budget To Help NARA Meet Needs of Historians?

John Carlin

On March 24, testifying to a House appropriations subcommittee in support of the budget of the National Archives and Records Administration (NARA), I closed my oral statement by saying:

"In summary, this budget request could be characterized as one of dramatic increases. On the other hand, if one takes into account the fiscal history of this agency, the huge explosion of government records, the seemingly impossible electronic records problems, and of course the value of records, I conclude that this is a very reasonable investment in the democracy we all care so much about. Documenting the rights of citizens, holding government accountable, and preserving the record of the national experience is no small task. We accept that challenge and ask for your support to be successful."

I want to use this column to elaborate on what I see as a great opportunity for NARA. The opportunity is this: President Clinton has proposed an increase of nearly \$25 million in NARA's operating budget for fiscal year 1999. If the Congress approves it, NARA will have more staff and more funds to do such things as the following:

- expand access to the nation's records for scholars, teachers, and the public;
- preserve valuable historical records already at risk;
- help develop solutions to the problems of managing and preserving electronic records;
- help federal agencies manage their records more efficiently to ensure preservation for future scholars.

It takes resources to do what historians want us to do. This is the year in which we have a chance to get much more of the funding we need, and believe me, we need it badly. When I became Archivist, I said that we would get our house in order, take steps to assure that we were using our current resources efficiently, then ask for more funds if we truly needed them. Subsequently we created a strategic plan, implemented a staff reorganization to carry it out efficiently, and took a hard look at what we are up against—proliferating electronic records, deteriorating older records on acidic paper and acetate film, records facilities almost filled up, backlogs of records requiring declassification review, and needs for improved reference and access services.

Recognizing that further economizing alone would not give us adequate resources for meeting needs of such magnitude, I did not hesitate to go to the President to ask for the funding I believed to be critical for any chance of our mission being carried out. I am grateful to say that the President has responded by proposing a budget—an important first step—that allows us to begin addressing the enormous challenges we face.

The President proposes to increase NARA's operating budget from \$205,166,500 to \$230,025,000, an increase of 12.1 percent (\$24,858,500). The budget proposal also includes \$10,450,000 for repairs and restorations at NARA facilities, re-encasement of the Declaration of Independence, the Constitution, and the Bill of Rights to ensure their preservation, and a concept design for the renovation of our original archives building, which is sixty years old. Additionally, the proposal would increase funds for grants from the National Historical Publications and Records Commission by one-half million dollars, or 9.1 percent. The NHPRC budget would rise from \$5.5 mil-

lion to \$6 million, which is the most that the NHPRC has ever received in competitive grants for documentary publishing and archival preservation.

The proposed budget increase relates to many goals in NARA's Strategic Plan. The increase would help us improve guidance to agencies on front-end records management. As we all know, if we don't do this correctly in the electronic age, there won't be material for historians to work with. The budget proposal would enable us to increase staff for that purpose both in Washington and across the nation and improve the procedure by which records are identified, appraised, scheduled and tracked while in agency custody.

In that same vein, the proposed increase addresses the legitimate concern of friends who have felt up to this point that the courts were their only avenue of pursuit. The increase would help the government deal more effectively with electronic records by enabling us to accelerate work on the development of standards and tools for electronic records management, and help develop our own preservation infrastructure for electronic records. All this would pay off for historians by ensuring that records of historical value are identified early and preserved. Without it, the loss of electronic records in particular could result in a huge gap in the historical record of our own time.

Also of particular interest to scholars, the proposed budget would help us increase access to records by enabling us to expedite our work with federal agencies to declassify records. This is something that the historical community has pushed for, and it will be helpful both in our Washington facilities and in our presidential libraries. Additionally, we would be able to upgrade the electronic foundation for our delivery of information internally and to customers, and modernize and upgrade NARA's research room equipment. For example, we would begin replacing broken, deteriorating, and inadequate equipment, such as microfilm readers and audio and video players, and we would place research computer terminals in archival facilities and Presidential libraries so that researchers could access at home the same information at our facilities that we make electronically accessible. The proposed increase also would help us meet preservation goals by enabling us to begin dealing with critical problems in preserving paper records, and to convert aging motion-picture, audio, and still-photo collections from deteriorating and obsolete formats. Also of importance to historians, the increased funds for NHPRC would make more grants available for collaborative projects with state historical records advisory boards, for electronic records research and development projects, and for publication of documentary editions of the papers of the "founding fathers" and other major historical figures and events.

The President has understood the importance of managing the nation's records well, preserving them, and making them readily accessible—records in electronic as well as in traditional forms. He is acting dramatically to ensure our progress. We are grateful to him, as I hope historians will be, for your interests are clearly served by his proposal. I assure you that I am now working as hard as I can to seek the proposal's approval by the Congress. □

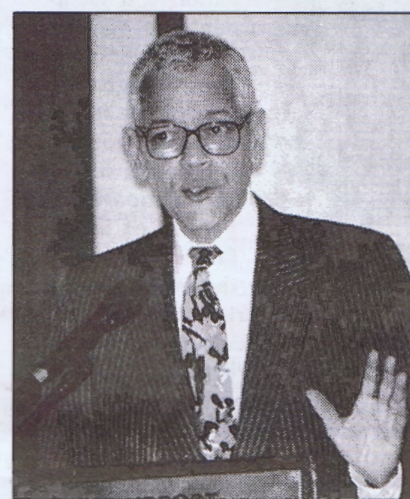
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of plenary panels, sessions, lectures, and tours considering the lives and legacies of Washington and Du Bois reminded participants that diverse approaches and audiences invigorate the practice of history.

Indeed, the conference itself became a historic moment of sorts. The meeting of several Washington descendants, including granddaughter Edith Washington Johnson, and Du Bois's stepson, University of Massachusetts Professor David G. Du Bois, symbolized rapprochement between the two families, as well as between the scholars and activists who identify with one or the other historical figure. Professor Du Bois was of several speakers who urged African American families, scholars, and activists to work together and move on.

NAACP Chairman Julian Bond, himself an important generational link between Washington and Du Bois and a civil rights leader today, made clear the pertinence of this advice. He described a mutating, more subtle con-

temporary racism that threatens to make what W. E. B. Du Bois called *the problem of the twentieth century*—"the problem of the color line"—the core crisis facing America in the next century. Bond also urged participants to understand how much the historical Washington and Du Bois had in common, and how both can guide America



Julian Bond, Chairman, NAACP, delivering keynote address at OAH-NPS symposium in March. (Photo courtesy Jim Pepper)

into the future.

Esteemed historians Louis Harlan and August Meier headed the program and were joined by a wide range of history practitioners. Chief Historian of the National Park Service Dwight Pitcaithley moderated a session about interpreting African-American historic sites and artifacts. On the panel were historian Carl Harris Marbury (Tuskegee Institute National Historic Site), historical archaeologist Robert Paynter (University of Massachusetts), museum director Jeanne Zeidler (Hampden Museum), interpretive park ranger Celia Suggs (Maggie L. Walker National Historic Site), and historian Scot French (Carter G. Woodson Institute).

High school teacher and civil rights historian Jerry Thornberry presented, with Professors Peter Wallenstein (Virginia Tech) and Cary Wintz (Texas Southern University), a focus on teaching workshop using Washington's Atlanta Exposition Address and Washington and Du Bois correspondence. Historical re-enactors and scholars Charles Pace (Centre College) and Joseph Bundy portrayed the two black leaders and primed symposium participants for poet Nikki Giovanni's discussion of the mental world of Booker T. Washington.

A conference highpoint was the particularly dynamic call by Ed Ayers, University of Virginia, for academic and public historians, folklorists, curators, interpreters, and interested individuals to challenge one another's assumptions and perspectives and benefit from the experiences. Ayers also emphasized how the focus on Washington and Du Bois can flatten our view of the past, just as the expectation today for there to be one paramount African-American spokesperson distorts our view of African American experiences in the present, as the nation ap-

Focus on Teaching

Schools for a New Millennium

Ralph C. Canevali

National Endowment for the Humanities

The National Endowment for the Humanities' "Schools for a New Millennium" initiative will bring the power of the Information Age to bear on the national agenda for education reform. By the year 2000 we expect that all U. S. schools will be connected to the Internet and that most eighth graders will know how to log on. NEH has already been addressing the next question of what information will be worth accessing, and its new Millennial Schools initiative will help schools learn how to make the most of these new materials. At eighteen schools around the country, a critical mass of teachers will work full-time in the summer to integrate the wonders of the Internet into a high-quality curriculum. The Internet also will make it possible for parents to join in the learning, and for thousands of

other teachers at hundreds of other schools to witness the path-breaking, three-year experiment as it unfolds toward the year 2000.

Already NEH's "Teaching with Technology" initiative has nurtured at least fifteen World Wide Web sites in such subject areas as the American Civil War, the history of the Mississippi River Basin, and the literature and philosophy of Ancient Rome. Teachers and students from everywhere in the country can (and do) make use of such resources. For example, Tufts University's Perseus Project on classical Greece and Rome (<http://www.perseus.tufts.edu/oldIndex.html>) records more than 600,000 "hits" per month, and Northwestern University's "Oyez, Oyez, Oyez: A Supreme Court WWW Resource" (<http://www.library.nwu.edu/database/oyez/>) is accessed approximately 250,000 times per month.

With the support of the MCI Corporation and the cooperation of the Council of Great City Schools, NEH has taken the further step of organizing a quality review of nearly 400 websites in history, English, foreign languages, and other humanities subjects. Established in the fall of 1997, the jointly sponsored EdSITEment provides immediate electronic access to the best humanities education materials on the World Wide Web. It also provides guides to the use of those materials tailored by and for teachers in large urban high schools.

These exciting developments in educational technology will have their greatest impact when schools are thoroughly prepared to take advantage of them. Thus, the NEH is launching a three-year initiative on the basis of its previous work in digital technologies. The aim of "Schools for a New Millennium" is to jump-start the process by which American schools and their teachers become competent, comfortable, and creative with these new humanities materials and technologies. This, of course, will directly affect student learning and achievement.

Projects to be supported under the Millennial Schools initiative will:

- involve a whole school, usually a middle or high school, and require an institutional commitment involving teachers, principal, and PTA;
- leverage public-private funding partnerships to support not just the acquisition of hardware and software but intensive "extended year" professional development for a critical mass of the school's instructional staff;
- focus on challenging, substantive topics in the humanities that can be addressed by integrating rigorous interactive educational software with more traditional means of instruction.
- support hands-on training for a school's teachers over a sufficient period (four to six weeks) to develop confidence with the technology and to create challenging and engaging classroom uses that would enrich the school's curriculum;
- establish links with parents, as well as local colleges and universities, to provide ongoing support, evaluation, and updating of the school-wide effort; and
- exploit the potential of the Internet not only to link participants, but to trigger rapid-fire, nationwide dissemination by links with other schools and teachers.

Schools that will participate in this exciting initiative will soon be selected (applications were due by April 1, 1998). Additional information about the program is available from: Education Development and Demonstration, Division of Research and Education Programs, Room 318, National Endowment for the Humanities, 1100 Pennsylvania Avenue, N. W., Washington, D. C. 20506 (telephone: 202-606-8380) or via the NEH website (www.neh.gov). □

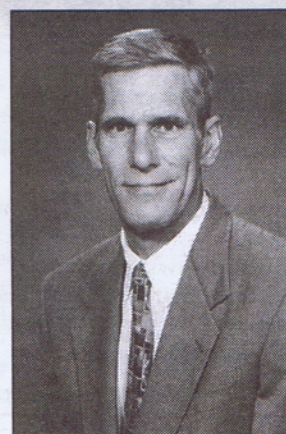
▼ Reichard / From 1

committee for assistance in inaugurating this new feature. As immediate past chair of the Committee on Teaching, I am delighted to have been asked to serve as the first such contributing editor.

The other major publications produced by the OAH, of course, also attempt to serve the interests of teaching historians. The *Journal of American History*, while continuing to be a journal of record for United States history scholars, has developed regular pedagogy-related features such as reviews of textbooks and films, as well as publishing special issues on topics of interest to teachers (for example, "The Practice of American History," in December 1997). More obviously, the *Magazine of History* (which reaches approximately 4,500 OAH subscribers) aims to provide practical information for teachers in its thematically defined issues. The *Magazine's* format generally includes detailed lesson plans, as well as an historiographical essay and three or four articles related to the topical theme. The new "Focus on Teaching" section of the *Newsletter* will not duplicate the approaches of the other major OAH publications in its presentation. The section will feature a balanced array of essays, dealing with issues and methods of interest to teachers of United States history at all educational levels—pre-collegiate, undergraduate, and graduate-level. Some pieces may describe practical applications; others may discuss national and/or state-level projects of particular interest to teachers; still others may present information and viewpoints on issues and controversies related to the teaching of United States history. Contributions might be made by teachers at all levels, as well as graduate students.

The essays that appear in this first "Focus on Teaching" section reflect these emphases. Maura Pierce's essay on C-SPAN resources and Ralph Canevali's piece on the National Endow-

Gary W. Reichard,
California State
University, Long Beach



ment for the Humanities' "Schools for a New Millennium" project describe resources and developments, respectively, that will interest both pre-collegiate and college/university U.S. history teachers. *Newsletter* issues in the near future will include discussions of controversial issues of interest to U.S. history teachers and writings of a similar nature—for example, a discussion of teaching techniques by the most recent recipient of the Organization's Mary K. Bonsteel Tachau Award and a roundtable discussion of the "culture wars" battles that U.S. history teachers have fought and will face in the future.

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

Focus on Teaching

C-SPAN in the Classroom

Maura Pierce
History Producer, C-SPAN

C-SPAN in the Classroom is a service which provides free instructional materials to history professors and secondary teachers. Interested instructors may make contact with C-SPAN in the Classroom by calling (800) 523-7586. Membership benefits include teacher guides, programming alerts, email schedule updates and alerts, opportunities to participate in grant competitions, and professional seminars (held twice a year at C-SPAN's Washington, DC, offices).

An especially interesting resource available to historians is the Public Affairs Video Archive, housed at Purdue University. A catalog of this archive is available for educators. Potential users may find a specific program in the C-SPAN archive by calling (800) 277-2698, or by visiting the website: www.pavapurdue.edu. All C-SPAN programming since 1987 is available in this invaluable archive for either teaching or research needs.

In addition to history-related programming and books programming on C-SPAN and C-SPAN2, historians and educators may check C-SPAN's website (www.cspan.org) for scheduling information, teaching guides, and even historical audio tapes. Those with computers equipped with *RealAudio* software, for example, can access tapes of President Lyndon Johnson's phone conversations through the C-SPAN Radio 90 section of the website. Also available in the Radio 90 area are audio recordings of historical Supreme Court oral arguments. Another resource of interest is the Tocqueville section on the C-SPAN website which includes information on Alexis de Tocqueville, the author of *Democracy in America* (www.tocqueville.org/). The Capitol Questions section presents questions and answers about Congress. Users may also access transcripts of hour-long conversations with authors of history books by browsing the C-SPAN website's Books section (www.booknotes.org). Lesson plans for each week's featured *Booknotes* interview can be found in the Classroom section. An archive of teacher guides for past programs is also available.

The amount of history content available on the C-SPAN website is increasing rapidly and steadily.

Because much of C-SPAN's programming is obviously tied to current issues, it is not always possible to provide much advance notice of materials as they become available for classroom use by educators. One series that is certain to provide useful content for the classroom, however, is the projected CAMPAIGN '98 series, set for next Fall. Information on this series and others can be found as they unfold on the C-SPAN website. New information appears constantly. For example, we recently added an audio tape of George Marshall's speech outlining the Marshall Plan in June 1947 to the site, in recognition of the fiftieth anniversary of the plan being signed into law.

We at C-SPAN are delighted to take this

opportunity to describe the many potential instructional resources that we provide to interested educators. We are also always interested in new ideas concerning collections that might be presented in the unique C-SPAN format. We invite suggestions, as well as queries, from all who are interested. □



National Archives and Records Administration

National Archives Digital Classroom Included in New Interagency Web Site

The National Archives and Records Administration (NARA) is proud to announce that materials in its online Digital Classroom (<http://www.nara.gov/education>) are accessible through a new interagency website, Federal Resources for Educational Excellence (FREE).

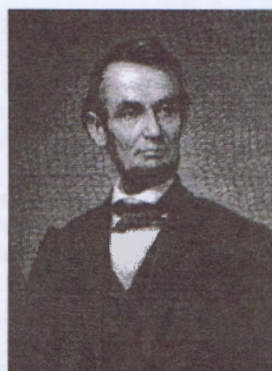
Resources include maps, photographs, historical documents, scientific experiments, tools, mathematical challenges, and lesson plans. A search option allows users to have seamless access to materials offered by more than 30 different agencies.

Secretary of Education Richard W. Riley explained that this collaborative site offers a glimpse of how government can use technology to serve citizens in ways barely dreamed of a decade ago.

The Digital Classroom is an extension of NARA's education program on the Internet. It features five sections:

- Primary Sources and Activities
- Research and National History Day
- Publications
- Professional Development
- Limited Engagement.

The Federal Resources for Educational Excellence website is located at: <http://www.ed.gov/free>



GETTYSBURG—Pulitzer Prize author and renowned Civil War scholar James M. McPherson has won the 1998 Lincoln Prize, presented annually by the Lincoln and Soldiers Institute at Gettysburg College to recognize excellence in Civil War Studies. McPherson's book, *For Cause and Comrades: Why Men Fought in the Civil War*, (Oxford University Press) an examination of diaries and letters of the Civil War's common soldiers, was judged the best such work of 1997.

McPherson received \$30,000 and a bronze bust of Lincoln based on Augustus St. Gaudens' life-sized sculpture, "Lincoln the Man," at a ceremony held Thursday, April 16, at the Union League in New York City.

James M. McPherson Awarded 1998 Lincoln Prize

Second place and \$20,000 was awarded to William C. Harris of North Carolina State University for his book *With Charity for All: Lincoln and the Restoration of the Union* (University of Kentucky Press). The jury awarded honorable mention awards of \$5,000 each to Gary Gallagher of Penn State University for *The Confederate War: How Popular Will, Nationalism, and Military Strategy Could Not Stave Off Defeat* (Harvard University Press) and to James Robertson, Jr., of Virginia Polytechnic Institute and State University for *Stonewall Jackson: The Man, the Soldier, the Legend* (Macmillan Press).

It is the seventh year in a row that a member of OAH has won the Lincoln Prize. Last year it was given to Don E. Fehrenbacher, the William R. Coe Professor of History and American Studies emeritus of Stanford University, who sadly passed away last December. □



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 the Internet: NEWSLETTER@OAH.ORG

▼ Kohlstedt / From 1

Consequently we designed lecture topics and web activities simultaneously, working through content and technique in an interactive way.

Organizing the course into six units over ten weeks, each with lectures, computer assignments, microthemes, and discussion groups, provided a basic pattern within which we used various online techniques. By looking at other web-based courses, we considered most of the online options currently in use: source materials, hypertext links, syllabi, online assignments, chat rooms, and discussion boards. Ultimately we tried nearly all of them, seeing the course as an experiment that could help us enhance our courses in the future.

Course requirements consisted of four online assignments, two microthemes, a final group project to assess writing, a class presentation, and an essay-style midterm, and a final examination. The majority of the students in 1997 were science and engineering majors. They found the written assignments challenging, but most seemed to appreciate the opportunity to write short pieces and improve their writing skills. Current research in the history of science and technology also stresses the importance of artifactual and visual sources, so we developed several assignments that highlighted the material ways that science is embedded in culture and the manner in which society shapes the direction of science and technology. We believe that students learn best when they are given the opportunity to wrestle with historical ideas and interpretations through group dialogue, so we designed the class with discussion groups. The final ethics project involved five-member groups who met inside as well as outside of class to develop final projects on such highly-publicized incidents as the Challenger disaster as well as less well-known situations like James D. Watson's unacknowledged use of Rosalind Franklin's work on DNA, and the Tuskegee syphilis trials that exposed medical researchers who had mistreated human subjects, all of whom were impoverished African American sharecroppers.

Using the World Wide Web

The World Wide Web (WWW) offers a compelling set of technologies that extend the scope and impact of traditional pedagogical techniques. On a basic level, the web allowed us to reach students outside the classroom setting and to update course materials rapidly. Traditional paper syllabi and handouts would have achieved these same objectives, but the WWW delivers these materials at a continuously declining cost, allows them to be easily updated, and appeals to a visually-oriented student population. In addition, the ability to construct interactive instructional content, publish student work, and foster student discussion adds significantly to the repertoire of learning tools available in the traditional classroom environment.

Our project began with an assessment of what other instructors had done. We examined websites in history and other fields, as well as commercial sites that featured innovative graphical interfaces. We wanted our site to include the basics: our syllabus, e-mail addresses and office hours. We found it more difficult, however, to decide which additional features we wanted to include that would facilitate students' communications, enhance student learning of history, and empower students with skills to analyze images. Our decision to focus on these goals resulted from our assessment of how the WWW could complement lectures and class discussions. We finally included eleven main elements on the website, as indicated in the table, and found the following four elements most useful.

Providing the Basics—The "Syllabus" page lists course meetings and assignments with active links to lecture

outlines. The instructors' page contains information on the members of the teaching team. The lecture outline page provides links to lecture outlines distributed in class prior to each lecture. Course assignments are listed on the assignments page, which we activated at specific points in the course. Although essentially all assignments were available as paper handouts, by the end of the quarter, all students relied primarily on the web connection.

Enhancing Communication—A "Discussion" page contains links to a real-time chat room, threaded message board, and an e-mail address directory established to encourage communications between students. The threaded message board proved particularly useful for specific class-generated tasks, including exam preparation and group projects. The e-mail address list helped in the early weeks of the class and was revisited when group projects necessitated direct correspondence and new interpersonal networks.

Expanding the Resource Base—The remaining elements



of the web site are designed to support the learning processes beyond the classroom. For instance, we list selected secondary works related to classroom lectures on the "Bibliography" page. A selection of full-text primary sources from other websites are listed on the "Primary Sources" page. Other pages include "Online Resources", a "Library Page" with links to the University's library, a "Computer Help" page, and an "Image Gallery" that contains a few of the images presented in lectures.

Computer-based Interactive Assignments—One of the most successful elements of the website was the four computer-based assignments. We created "virtual exhibits" by integrating text and images followed by short essay questions. While at first glance the use of assignments may be imagined as merely digitized versions of an in-class lecture together with a slide show, the benefits of the web make them much more than that. First, students are able to move through the exhibit at their own speed, spending more or less time on each image and its accompanying text. Second, the exhibit is viewed outside of normal class, which puts it on par with a reading assignment except that it is customized specifically for the course. In addition, some of the assignments allow

students to follow links to other web pages or to more detailed discussions, increasing the depth and resource-base of the presentations in a more immediate way than a slide show would have allowed.

The first computer assignment, "Visual Representations of Science and Technology," challenges the students to read selected quotations and interpret popular images of science and technology. By using "image maps," students examine an image in its entirety, and by using the mouse to click on selected portions of the image, bring up explanations related to that particular area of the image. Examining the image as both a singular entity and a collection of smaller images helps highlight the cultural constructions that operate among science, technology, and society. Because of its image-intensive nature, we found this assignment particularly useful in introducing the students to the concept of "reading" images since initially many of the students found it hard to grasp the significance of many of the secondary issues in the illustrations. However, by the second and third assignments, the students showed marked improvements in this skill.

The second computer assignment, "The Fitter Family Exhibit," employs a more traditional linear approach to the material. Borrowing from texts, proceedings, reports, and popular magazines, we assembled a collection of statements and images relating to eugenics and social hygiene, topics directly connected to the history of modern biology. The intention was to replicate one aspect of Midwestern state fairs of the 1920s using a collage of photographs and posters pulled from typical fitter family displays. Just as a visitor to one of these fairs would walk through a fitter family exhibit and analyze the poster boards one at a time, the student click through each page of the assignment. In this case, the new media allows us to be historically accurate, while at the same time integrating materials for a comprehensive overview of the messages primarily directed at farm families in the 1920s. In the beta-testing of the assignment by colleagues, we became concerned that the students might misinterpret the material as being representative of our views on race, heredity, and class. As an introduction to the assignment, we explain the context in which the exhibit would have been originally viewed and address the fact that many of the statements in the exhibit have important social and ethical implications that might offend late-twentieth century sensibilities. At the same time, we encourage the students to think about whether there are parallels with contemporary discussions about genetics and cloning. As the students enter the virtual exhibit, they are again told that the materials represent the sort of exhibit one might encounter in the 1920s and in no way reflects the beliefs of the instructors, the department or the university. For those interested in seeing the origins of the materials, a button is provided to display the appropriate citation for each image.

"Harnessing of Nature's Power," the third computer assignment, intricately synthesized text and images. It details the construction of the Boulder Dam, showed pictures taken during the construction, and presented quotes and snapshots of the people involved. Like the "Fitter Family Exhibit," it employed a narrative design. By juxtaposing images of large-scale technology with representatives of class, ethnicity, and gender, this assignment highlights the complex socio-technical context of hydroelectric systems in the 1930s. This assignment is particularly well-integrated with lectures and a comparative reading assignment on similar large scale projects in the Soviet Union in the 1930s.

The fourth computer assignment, "Vannevar Bush's Science: The Endless Frontier," is almost entirely textual and represents the most basic form of information delivery on the web. By presenting a large amount of textual

information, the students are able to access and read the material at their discretion and search it using the web site's search engine. However, many students complained that the material was too dense to read on the computer screen. This assignment will either be modified or replaced when the course is taught again.

Group Ethics Projects—The final assignment, a group ethics project, also relies heavily on web technology for both class administration and instruction. The instructors present nine historical cases in which ethics became an important issue. Each student works with four to six other students to do research, organize a ten-minute presentation before the entire class, and write a five-page paper on their chosen subjects. The website helped generate and organize these projects. Each student went online and examined a brief narrative of the case, selected up to three cases, and submitted their preferences in ranked order. Each time a student made a selection, the site automatically e-mails the choices to an instructor who arranged the groups based on the arrival time of the message. (The students also used the discussion board on the website to organize meeting times and places, divide research obligations, and share research findings with the other group members.) The class presentations were evaluated by both students and instructors using a ranking form. After reading the final papers, the instructors posted each of the groups' papers online for the other students to see. Posting the papers proved to be a significant reward for many of the students—and they agreed unanimously to have their papers posted with their names listed. Because of time constraints we were unable to post the visual materials used in their presentations, but we recognize that encouraging use of a scanner by students would further enhance the course in the future. Because of privacy issues, the instructors' comments and students' grades were not posted.

Methodology: Prototyping and End-user Interaction

Scholarly research on the design and maintenance of web-based instruction is in its infancy and there are no clear guidelines for the development of complex instructional applications or their integration into higher education. The unique needs and pedagogical traditions of different disciplines makes it difficult for any single approach or set of techniques to define this new form of instruction. We took a pragmatic outlook toward the planning and development of our site, benefiting from the discussion among the three of us as well as student feedback as the course progressed.

The construction of individual web pages lends itself to two well-established techniques in information system design: prototyping and incremental scaling. The first technique involves building scaled-down versions of the resources anticipated for the site, and then rigorously testing them for performance, usability, and educational effectiveness. The current version of our website is the third complete redesign and will undergo periodic review and revision in the future. At each stage in the development, we carefully reviewed the suitability and performance on new online assignments and information. Student feedback played a significant role in this process by alerting us to performance problems and programming errors. For instance, we learned that a significant number of our students accessed the site from dial-up connections, rather than Ethernet connections, and that image sizes needed

to be reduced to speed transfer time. Interface design emerged as a problem when some students noted that the marble background image used on some of our pages made it difficult to read text. Sunday night computer maintenance added to these problems, especially when we set Monday deadlines. We found that, in short, the construction of an online web-based course should rest on an ongoing dialogue between students, instructors, and those who maintain the university computer systems.

The second technique, incremental scaling, involves

cent web technologies like Java applications or Dynamic HTML may offer more technical options, instructors should take pains to design sites that correspond to the capabilities of the students' computer equipment.

Resources and Outcomes—Web-based instruction requires an investment of time and resources which some faculty and administrators may find difficult to justify. Our particular project took more than two hundred hours for an experienced web designer to construct; maintenance will, however, be much less labor intensive. All

three of us spent a great deal of time on enhancements and new features. The most labor-intensive and time-consuming tasks include the design of online assignments and the installation of discussion tools. We used a variety of commercial products to develop the site, including Microsoft's FrontPage, Adobe PhotoShop, and more than a dozen freeware and shareware products. Whenever possible, we adapted existing scripts to process form submissions or manage discussion groups. Despite these aids, proficiency in HTML, Perl, and Javascript were also required. Server space and access obtained from the university came with a moderate cost. While twenty to thirty hours of labor might result in a modest web site that reproduces course syllabi and handouts, more ambitious projects require additional time and expertise.

Teaching Outcomes—At several points during the term we asked students to share their impressions of the website and the course. These discussions revealed a number of performance problems that were subsequently corrected, and allowed us to orient students to new aspects of the site. In the middle and at the end of the term we distributed course evaluation forms and asked students about how the website had functioned in combination with other elements of the class. This survey showed that students found the threaded discussion board and online assignments most useful. They did not use the real-time chat rooms.

Web-based instruction also offers some intriguing technologies to assist in teaching evaluation and web site 'tuning.' For instance, in the initial stages of our project we experimented with embedding web site tracking scripts into our pages to record which pages students visited, the length of their visit, and information regarding the type of Internet access and computers they used. These scripts operate covertly and allow instructors to analyze and fine tune their web sites. Given our limited time schedule and other ambitious plans we chose not to implement this technology, but this could be incorporated into future

versions of the site. It should also be pointed out that the ability to track student browsing behavior raises some difficult ethical issues for instructors committed to maintaining a free and open learning environment. If used, students should be informed and the use should relate, we believe, to evaluation of the pattern of use and effectiveness of learning but not to evaluate individual students.

Reflections on Using a Web Site—Our goals of incorporating computers into the course so that all students gain the necessary skills to log on, send messages, complete online assignments, and critically investigate other educational resources on the web were realized. Moreover, the WWW makes it straightforward to keep the syl-



"We are striking it big in the electric light, better than my vivid imagination first conceived. Where this thing is going to stop Lord only knows."

—Thomas Edison, 1879

the gradual introduction of new technologies and capabilities as they become feasible or desirable. Table I outlines some of the elements that can be integrated into web-based courses and the associated costs and benefits of each element. When our course began, the web pages provided basic information with little direct interactivity, scripting, or other features. As the course progressed, we brought additional capabilities online. We developed email directories for students by requiring them to provide their addresses and other information at the beginning of the course. Near the end of the course we started to introduce more graphical elements, using Javascript code to create interactive rollover effects on menus and animated images to improve navigation. While more re-

Table 1. Eleven Web Page Elements at www.umn.edu/scitech

Resource	Benefits	Risks	Costs
Text-only Syllabus	Easy Updates Always accessible	Vigilance in updating	Low
Hyper Linking	Access to Outside Resources Improved Navigation	Broken links	Low
In-line Images	Student engagement Multimedia Content	Performance problems Copyright Restraints	Low
Publish Student Work	Grade clarification Modeling of Success	Student Consent Required Plagiarism	Low
Full-Text Sources	Improve Access Minimize handouts	Copyright Restraints	Low
Site Search Engine	Improve Access Encourages Exploration	Protection of Sensitive files	Moderate
Discussion Board	Distributed Q&A Permanent Discussion Record	Potential Vandalism May Require Moderator	Moderate
List-Servers	Broadcast Communication	May Require Moderator	Moderate
Forms	Clear Interface Save Class time	Processing Errors Student Alienation	Moderate
Real-time chat	Real-time communication	Potential Vandalism Server Intensive	High
Interactive Assignments	Student Engagement Self-paced learning	Processing Errors	High

labus and all assignments readily available and up-to-date, including the essay review questions for the mid-term and final examination. We gained in-class time for discussion by having some assignments online, and students seemed to appreciate having the capacity to "read" visuals in some assignments at their own pace rather than being propelled by the presentation of an instructor. Students and instructors used the discussion board for some very routine matters involving clarification of assignments, but also as a means of communicating about the ethics projects and other assignments that contributed to group learning.

We did not find that having materials online limited class participation; on the contrary, ready access to materials as well as the statements and questions of their classmates sharpened students' expectations in lecture and discussion. Still, there were issues we are still trying to resolve. One of the most intractable was the use of the discussion board in preparation for exams, where we provided several potential essay questions in advance, one of which would be on the exam. The students used the discussion board to brainstorm about potential short identification questions and develop elements of the essay questions. Before the mid-term, the students used the board to set up discussion groups, to ask questions and provide answers, and generally to explore possibilities. Because we had announced that participation on the board counted toward the 15 percent of the grade for discussion, activity was

lively. By the final exam, however, some of the best students noted that while they had worked to share information, other students had simply used the board to get exam help and gave nothing back—some even brought in copies of the material to cram just before the mid-term, brazenly enough. There was obviously less peer pressure to make a contribution online than in small group discussions. For that reason, some of the active students decided not to post final exam materials and simply to work in study groups where everyone contributed. One obvious solution to this problem would be to grade participation on the board in a more quantitative fashion, thus adding value to such work directly and encouraging everyone to make some effort. However, that diminishes the sense of informality and participation that we hoped to accomplish with a "free zone" for exchange of information. Given the fact that the course is not graded "on a curve" and thus helping each other will not diminish any individual's standing, we had hoped to inculcate a value of collegiality and shared learning among these first year students.

Overall, the experiment proved a success and the team, exhausted but satisfied, understood better how the dynamics and cumulative learning seemed to be enhanced by Internet access. Students engaged with the readings and lectures and the online materials, and references to online materials on the written exams demonstrated how powerfully the visual images were retained. Some students

MAN SPENDS MORE
TIME & EFFORT
BREEDING GOOD CATTLE
THAN
BREEDING GOOD PEOPLE.



satisfied, understood better how the dynamics and cumulative learning seemed to be enhanced by Internet access. Students engaged with the readings and lectures and the online materials, and references to online materials on the written exams demonstrated how powerfully the visual images were retained. Some students

How the Law of Differential Birth Rates works: If one high-power couple multiplies at a 3-child rate, and another, near-moron, at a 9-child rate, their great-grand-children, provided all live, will be as the above white sector is to the black area.



expressed gratitude for helping them improve their computer skills. While the online assignments had been thought to eliminate some paper, in fact we printed every assignment for written comments and handed them back in class because online evaluation proved awkward. Some techniques were never used—for instance, we considered a "virtual classroom" meeting in the web site's chat room—but the students had no interest in it. Once the students realized that instructors were often online, they felt quite free to contact us and expected quick responses, which proved helpful when an exam review question was confusing, a reading assignment was missing, or student needed clarification on part of the lecture. We did not find anyone abusing email any more than we find that publishing telephone numbers leads to inappropriate telephone calls—and the computer is even less intrusive than a telephone.

We self-consciously tried to do many things at once—and we pushed ourselves hard at some points. We found the experiment exhilarating despite the complications that came when we tried to think about a new course in terms of content while simultaneously pushing at pedagogical frontiers. Learning for ourselves as part of a genuinely complementary team brought students into the process, and that too, made the experience genuinely rewarding. □

Sally Gregory Kohlstedt is Professor, History of Science, and Director, Center for the Advancement of Feminist Studies at the University of Minnesota, Twin Cities Campus. Support from Vice Provost Philip Shively enabled Sally Gregory Kohlstedt to start planning four weeks before the quarter started, working with graduate students Eric Boyles, who designed and maintained the web site, and Mark Largent, who took responsibility for some project design and most grading. They designed the course specifically for the Honors Program in the Institute of Technology (the college that combines engineering and physical science departments at the University of Minnesota), which has a cohort program that encourages students to take classes and study together.

We're Finding Women Everywhere!

In commemoration of the 150th anniversary of the first women's rights convention, the Organization of American Historians and The Women's Rights National Historical Park are cosponsoring a conference: "The Stuff of Women's History: Using Artifacts, Landscapes, and Built Environments to Research and Teach Women's History in the Classroom", to be held August 20-22, 1998 in Seneca Falls, New York.

Conference highlights include:

- The Woman's Round Table: Mary Ann and Thomas McClintock's Parlor Table
- The Declaration of Sentiments, and the Womans's Rights Movement, presented by Edith P. Mayo
- Domesticity: Visions Realized and Fantasized
- American "Herstory" and the Web
- Teaching Women's History with Historic Places
- 'By Means of Dolls': Teaching the History of Gendering Archeology and Domestic Reform
- Finding Women in Summer Homes and Gravesites
- Nineteenth-Century Cake and Tea Ceremonies as Education Programs
- Reading Clothing and Women Functional Information



WOMEN'S RIGHTS NATIONAL HISTORICAL PARK
NATIONAL PARK SERVICE SENECA FALLS, NEW YORK

The conference will be held in downtown Seneca Falls, New York. The registration fee covers all sessions, an evening concert on August 21, and coffee breaks. There is an extra \$25 fee for those interested in attending a dinner August 20, preceding Edith P. Mayo's presentation. The Holiday Inn in Waterloo, New York (five miles from the park) is holding a block of rooms for the nights August 20-22 at \$95/night. To make reservations, call (315) 539-5011 and ask for the "SWH block."

Registration Form

Name _____

Affiliation _____

Address _____

Phone _____

Email _____

Check one: ☐ \$35 early registration (postmarked by 7/16/98) ☐ \$45 late registration (postmarked by 8/10/98 or on-site)

Add: ☐ \$25 for buffet dinner on the evening of 8/20/98

Total amount enclosed: \$ _____

(Please make checks payable to OAH, and return to Seneca Falls Conference, OAH, 112 North Bryan Street, Bloomington IN 47408-4199. senecafalls@oah.org)

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CALL FOR PROPOSALS

1999 OAH FOCUS ON TEACHING DAY TORONTO, ONTARIO, CANADA

The Committee on Teaching of the Organization of American Historians invites proposals for Focus on Teaching Day sessions at its 1999 OAH Annual Meeting in Toronto, April 22-25, 1999. The Committee would prefer to receive proposals for complete sessions, but will consider individual proposals. Sessions may deal with any aspect(s) of pedagogy, spanning K-12 and post-secondary levels. Proposals dealing with the following themes are especially invited: technology and instruction; National History Standards; and presentations related to the Annual Meeting's Theme: "State and Society in North America: Processes of Social Power and Social Change," which may include: allocation and exercise of power by various groups in society; efforts to challenge and change existing distribution of power; and differences in power structures from nation to nation.

All proposals for presentations/sessions must specify participants and include single-page curriculum vitae, an abstract of no more than 500 words, and a brief prospectus of each paper/presentation proposed. Please send five (5) copies of the completed proposal by June 10, 1998 to:

Victoria Z. Straughn, Chair
Committee on Teaching, OAH
2421 Sommers Avenue
Madison, WI 53704
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News from the NCC

Capitol Commentary

Page Putnam Miller

Director of the National Coordinating Committee for the Promotion of History

Ferris Testifies Before House Appropriations Subcommittee

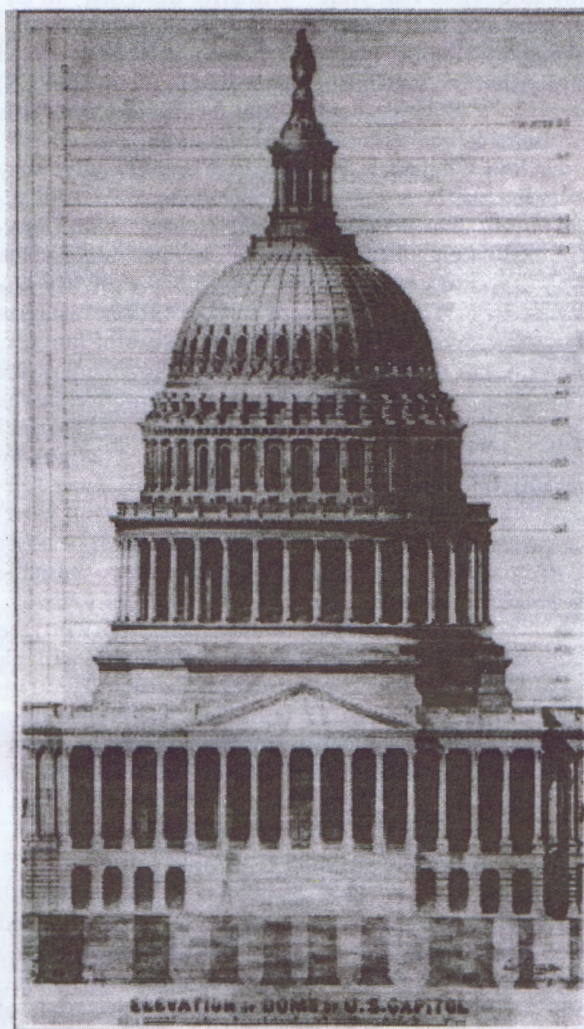
On March 12 the Subcommittee on Interior and Related Agencies of the House Appropriations Committee held a hearing to consider the FY'99 budgets for the arts and humanities endowments. Representative Ralph Regula (R-OH) chaired the hearing, which was also attended by David Skaggs (D-CO), James Moran (D-VA), Sidney Yates (D-IL), and Dan Miller (R-FL). Bill Ferris, who was confirmed to head NEH last fall, began his testimony by stressing that he is honored to be able to lead the agency during these exciting times for the humanities. He described "Rediscovering America Through the Humanities," a new initiative that includes such projects as the development of ten regional humanities centers. Ferris said that through these centers the NEH could help the people of the United States learn more about the special heritage of where they live. A clear theme of his testimony was the need to work with corporate CEO's to create a partnership of support for the humanities. If NEH is to assist in transforming culture and education in America, Ferris said it will have to focus on priming the pump to get corporate support.

In response to questions from Yates about the NEH's program to preserve books brittle with age, Ferris noted that there is progress; but due to budget cuts the NEH is behind its projected schedule. Ferris also spoke of budget cuts that had put projects that preserve the papers of America's historic leaders at risk.

Skaggs said that the worst civic virus is cynicism and asked how NEH could assist with this problem. Ferris responded that the excitement of ideas can create a new reality, and stressed how important it is that Congress realize that in funding the NEH they are funding ideas and people, not institutions. Moran asked Ferris to summarize the economic benefits derived from NEH grants. Ferris talked about the economic impact of NEH films and said that as a result of Ken Burns' Civil War documentary, visits to Civil War sites had doubled. He also commented on current efforts to expand cultural tourism. Moran replied that he realized he had asked a "soft-ball" question but that Ferris had "knocked it out of the park." Miller asked about the distribution of NEH funds across the country. Ferris answered that NEH cares about providing support to all regions and stressed the strong relationship with state councils. Regula asked about efforts to simplify the grant application process and about how NEH is involved with the White House Millennium project.

Regula concluded with a word of caution saying that it is unlikely that the Subcommittee will be able to provide the total \$136 million request for NEH in FY'99, which would mean an increase of \$25.3 million above NEH's current level of \$110.7 million. However, Regula did add that "if we can't do it all we would like to work with you on priorities."

This appropriation hearing for the endowments was the last for Representative Sidney Yates's (D-IL). Having chaired this subcommittee for many years, and after serving 48 years in Congress, Yates will be retiring this year. Yates has had a special affinity for the endowments and has taken pride in being a mentor to the other members of the subcommittee and instilling an appreciation of how the federal government can foster the arts and humanities. Yates reminisced about earlier subcommittee hearings as the members bantered with one another about his leadership. At one point Representative Skaggs paid a special tribute to Yates and invited the audience to share in a round of applause. The response was strong and



heartfelt, after which Yates—who had noted earlier that Regula had come a long way in his appreciation of the arts and now goes to symphonies and ballets—said that some day folks will say the same kind things about Regula's support of the endowments.

Court Rules That National Archives Has Violated Court Order

Judge Paul L. Friedman of the U.S. District Court for the District of Columbia has ruled in the case of *Public Citizen v. John Carlin* (Civil Action No. 96-2840) that the Archivist has violated the Court's October 22, 1997 order. On April 9, Judge Friedman ruled in favor of the plaintiffs—which also include the American Historical Association, the Organization of American Historians, and the American Library Association—and ordered the Archivist to issue a notice in the Federal Register within 10 days of the Order that states that the Archives' current regulations that allow for the agencies to destroy electronic records without distinguishing those of value is "null and void."

In October Judge Friedman ruled that the Archivist of the United States was wrong to allow federal agencies routinely to destroy the electronic versions of word processing and electronic mail records even if paper copies were made. The opinion stressed that the general records schedule was designed to handle records that document housekeeping functions dealing with personnel, maintenance, and procurement, but not unique programmatic records. He thus ordered that the National Archives' General Records Schedule 20, which is the regulation that allows federal agencies to destroy electronic programmatic records, is null and void. However for four months

following the decision, the U.S. Archivist continued to tell agencies to rely on that regulation. Thus on February 25, the plaintiffs petitioned the court to hold a hearing and require that the Archivist show cause why he had continued to rely on General Records Schedule 20. The Judge responded to the request by scheduling a hearing on March 20. The order issued April 9 ensued from that hearing.

The April 9 order laid out in 10 pages how the Court had found the National Archives' understanding of the Federal Records Act to be "irrational" and how the National Archives' had failed to seek a "stay" to prevent the implementation of the Court's October judgement and had not conveyed in any way to the Court the Archives' difficulty in complying with the October decision. Additionally Judge Friedman noted that the National Archives did not dispute that the Archivist had issued a bulletin stating the "government agencies may continue to reply upon General Records Schedule 20," and the Judge took exception to the Archives' claim that he had no jurisdiction in this matter. Drawing on drafts that the Judge requested on March 20 from both Public Citizen and the National Archives, the Judge spelled out the provisions that are to be included in the Archives' Federal Register notice. The Judge requires that the Archivist make clear to all agencies that the General Records Schedule remains null and void during the pending resolution of the Government's appeal of the October, 1997 decision.

The major thrust of the decision is that agencies must begin appraising and scheduling their electronic records systems that include programmatic material on a case-by-case basis as they currently handle paper records of value. The Judge, however, in an effort to prevent a serious disruption at federal agencies, stated that the Archivist's Federal Register notice can state that a federal agency may continue to follow its present disposition practices for electronic records until the federal agency submits and receives approval from the Archives for a new schedule or until the deadline that the Court has imposed of September 30, 1998. If the Appeals Court's decision in this case results in new guidance, that would, of course, overrule this order.

In responding to the Judge's order, U.S. Archivist John Carlin said that "We will certainly comply with this order" and added that the National Archives is eager to work with all interested parties to preserve records appropriately. Carlin was especially pleased that the Judge had recognized that the National Archives has an Electronic Records Work Group which is working to develop an alternative approach to General Records Schedule 20. This work group is to announce its recommendations to the Archivist by July 1. By September 30, it is to have an implementation plan.

House Holds Appropriations Hearing to Consider FY'99 Budget for National Archives and NHPRC

On March 24, the House Appropriations Subcommittee for Treasury, Postal Service, and General Government met to hear U.S. Archivist John Carlin testify on the President's FY'99 budget for the National Archives and the grants program of the National Historical Publications and Records Commission (NHPRC). Seven members of the nine person subcommittee attended the hearing. They were Representatives Jim Kolbe (R-AZ), Frank Wolf (R-VA), Anne Northup (R-KY), Ernest Istook (R-OK), Michael Forbes (R-NY), Steny Hoyer (D-MD), and David Price (D-NC).

Kolbe, the Chair of the Subcommittee, opened the hearing by stating that the National Archives is a small agency with tremendous responsibilities. He noted that the request of \$230 million for the operating budget is a 12% increase. While there is merit for this amount, he said the subcommittee may not have a sufficient allocation this year to fund all of the increase. Thus he asked the assistance of the National Archives in identifying priorities.

Carlin's testimony highlighted ways in which the budget requests conform to the agency's strategic plan, stressing the need for additional personnel to enable the agencies to address complex electronic records issues and to work with agencies on "front end records management." Showing examples of the deterioration of valuable photographs and charts of the huge increase in government use of electronic records, Carlin emphasized that "public accountability requires accessible records."

Kolbe began the questioning by asking about the March 23 article in the *Washington Post* titled "Judge Threatens U.S. Archivist With Injunction." After providing background, Carlin said that he concurred with the Court's position that programmatic electronic records should not be destroyed without appropriate appraisal. But on the issue of why the Archives missed the Court deadline for filing a response to the plaintiffs' motion, Carlin said that Kolbe would have to talk to the Justice Department lawyers who represented the National Archives. Hoyer asked about plans for renovating the Archives building on the Mall. Northup's questions focused on declassification and Istook's on the conflicts between IRS and the National Archives over the IRS archival management policies. Forbes praised the "great work" of the Archives and asked about the electronic access project. Price commended the Archivist for bringing a realistic budget and noted that he was pleased to see an increase to \$6 million for NHPRC grants. Price thanked all who assisted last year in securing an appropriation of \$5.5 million for NHPRC. He asked how last year's increases had been utilized and specifically asked about funding for the founding-era documentary history projects. Price requested information on trends in grant applications received and those funded.

At the end of the hearing Hoyer returned to the issue of electronic records, saying that we "have to come to grips about what is an electronic record that needs to be kept." Carlin responded by saying that the National Archives had waited too long to get intensively involved in electronic records issues and that the agency was "playing catch up", but that by partnering with other agencies, such as the Department of Defense, the Archives can make technology work for us.

House Judiciary Committee Votes To Send Digital Copyright Legislation To The Floor For A Vote

The House Judiciary Committee met on April 1 to consider HR 2281, the World Intellectual Property Organization Treaties Implementation Act and HR 3209, the Online Copyright Infringement Liability Limitation Act. Chairman Henry Hyde (R-IL) began the copyright discussion by calling on Representative Bob Goodlatte (R-VA), who reported on a compromise reached on March 31 on the online service provider liability legislation. After negotiating for over two years with all parties and coordinating their work with the Senate Judiciary Committee, Goodlatte announced that there had been tremendous progress made in agreeing to compromise language for HR 3209. Although he indicated that there would be further refinement, he did not discuss specific language. He said that compromise language had been developed on the issues of copyright notice violation procedures, the protection of privacy, the minimizing of censorship, and safeguards for universities and nonprofit organizations. Goodlatte also stated that the revised HR 3209 would be merged into HR 2281, the treaty implementation legislation, as a floor amendment.

As part of the introductory remarks on copyright, Representative Howard Coble (R-NC) and Ed Peace (R-IN) registered strong disapproval of some of the recent lobbying tactics used against the treaty implementation legislation. Coble strenuously objected to the use of what

he called "scare tactics" of those who said that this legislation would make VCRs illegal. Peace said that attack ads had shaded the truth, confused the public, and detracted from legislators' ability to reach "common ground" on a difficult issue. Representative Rick Boucher (D-VA), however, defended the concern about VCRs, saying that because they could be used as a device for circumventing copyrighted protected material that they could be considered illegal under this bill. Representative Howard Berman (D-CA) said that the bill applied only to devices that were "primarily designed" to circumvent and that "the notion that VCRs would be illegal is crazy." Representative Barney Frank (D-MA) agreed, saying that "no sensible person would think that [a VCR] would be a violating device" and he stressed that "it is not useful to come up with horrible cases."

When Chairman Hyde asked if there were any amendments, Boucher introduced a proposal to substitute for HR 2281 his bill, HR 3048, the Digital Era Copyright Enhancement Act, which not only provides for the implementation of the World Intellectual Property Organization's (WIPO) Copyright Treaties but also addresses in a more comprehensive fashion issues of fair use, first sale, and distance learning. A key component of the Boucher amendment, and one strongly supported by the education and scholarly community, is one that would protect the legitimate concerns of copyright owners by focusing on "infringing conduct" instead of using "circumvention devices." The Boucher substitute bill, however, was strongly defeated, as were a number of other amendments that he offered that dealt with permissible uses of "circumvention devices."

The House Judiciary Committee passed HR 2281, the treaty implementation legislation, by voice vote with almost all the members supporting it. Chairman Hyde indicated that the bill will come before the House floor under an open rule, which means there would be opportunities for further amendments and discussion.

National Archives Decides to Keep Contested Okinawa Film

The National Archives has decided to retain the full collection of approximately 2185 16mm films contained in 55 boxes, which researcher Seiko Green contends chronicle United States military and diplomatic activities, including chemical weapons operations, trials of political activists, and the United States Army's control of a civil government and economy in an occupied territory for two decades. The National Archives had claimed that the films simply depicted local life in Okinawa and had arranged to give the collection to the Okinawa Prefectural Archives. Green brought suit against the National Archives seeking to prevent them from giving the film away. In the case of *Seiko Green v. The National Archives* (C.A. No. 97-0146-A), the Court ruled that the National Archives' decision to dispose of Okinawa Films "was based on erroneous factual premise." U.S. Archivist John Carlin responded by stating that the Archives would give the collection a "fresh evaluation." Since the National Archives will be keeping the collection, they have agreed to make copies of the films available to the Okinawa Prefectural Archives.

House Passes Copyright Term Extension Legislation

On March 25 the House passed by voice vote HR 2589, a bill to extend the length of copyright protection by 20 years both for new and currently published and copyrighted works. The Society of American Archivists opposed this legislation last fall. On March 23 the five major library organizations wrote to all members of the House opposing the legislation, pointing out that the section which includes an exemption for libraries and archives for legitimate use would not, as it is currently worded, have the intended practical benefit. The House did not include in this bill a provision that would extend for 10 years beyond 2002 the copyright of material created but not published before 1978, a provision opposed by historians that was in the bill introduced in the last Congress.

There has been enormous pressure on the Congress by the powerful movie and recording industries to extend U.S.

copyright by 20 years to conform with that of European countries. Many observers have felt that while there is little chance of defeating the bill, efforts need to be made to improve it. Indications are that the Senate does not intend to take up copyright extension legislation until after it has dealt with legislation addressing online provider liability and the implementation of treaties passed in 1996 by the World Intellectual Property Organization.

Senate Governmental Affairs Committee Holds Hearing on Declassification Legislation

On March 25, the Senate Governmental Affairs Committee held a hearing on S. 712, the Government Secrecy Act, which would provide a statutory basis for national security information policy instead of the current system in which the President establishes this policy by executive order. In his opening remarks, Senator Fred Thompson (R-TN), the Chair of the Committee, said: "The Government Secrecy Act is an issue of governmental reform that deserves prompt consideration by Congress, and after this hearing I hope to markup legislation as soon as possible."

The first panel of witnesses—Edmund Cohen of the CIA, Bill Leonard of the Department of Defense, and Bryan Siebert of the Department of Energy—provided the perspective of federal agencies. The three witnesses on the second panel were Steven Garfinkel of the Information Security Oversight Office, Jeremy Gunn of the John F. Kennedy Assassination Records Review Board and Steven Aftergood of the Federation of American Scientists; and they voiced the views of those who seek access to government information. The witnesses raised concerns about some of the central provisions of the bill. There was particular concern expressed by agency witnesses about what is called a "front-end" balancing test, which requires a classifier to balance, at the time of any classification decision, the social benefit yielded by public disclosure of the information proposed for classification against the national security need for the protection of that information. Steven Aftergood pointed out that the agencies' real concern over this provision is that "it would allow judicial review of agency balancing decisions under the Freedom of Information Act [FOIA]." He stressed that agencies such as the CIA have greatly exaggerated the negative impact of "judicial review." Aftergood stressed that during the last 24 years of judicial review under the FOIA that federal court judges have acted in a very "thoughtful" manner.

There was considerable discussion on both panels about the placement and function of the legislation's national declassification center. Some witnesses felt that it should have a coordinating role, but not a policy or oversight role, and that it should not have authority to unilaterally declassify any information without the consent of the originating agency. Others emphasized that in order for the Center to be effective it had to have an expanded form of oversight responsibilities.

During the question and answer period, Senator Durbin inquired about the CIA's compliance with the Executive Order that calls for all but the most sensitive information to be declassified by April of 2000. Cohen responded that the agency has identified about 40 million pages of its own material to be reviewed and about 20 million pages of material that is currently held by other agencies for a total of 60 million pages that need to be reviewed. Thus far he said 200,000 pages have been reviewed. He anticipates this to increase to 1 million by the end of the year, with 5 million being declassified in 1999, and 8 million in 2000, but noted that the agency will not meet the goal established by the executive order.

Although the Justice Department declined to have a representative participate in the hearing, they have said that they will not oppose the legislation if some changes are made. Indications are that the Justice Department will advise the Committee soon on its proposed revisions that will be necessary if the Administration is to support the bill. There was a general sense that the hearing had aired many of the thorny issues involved in this legislation and that the task now lying ahead of the committee is to resolve some of the conflicts and to develop language that will clarify and fine-tune the bill. □

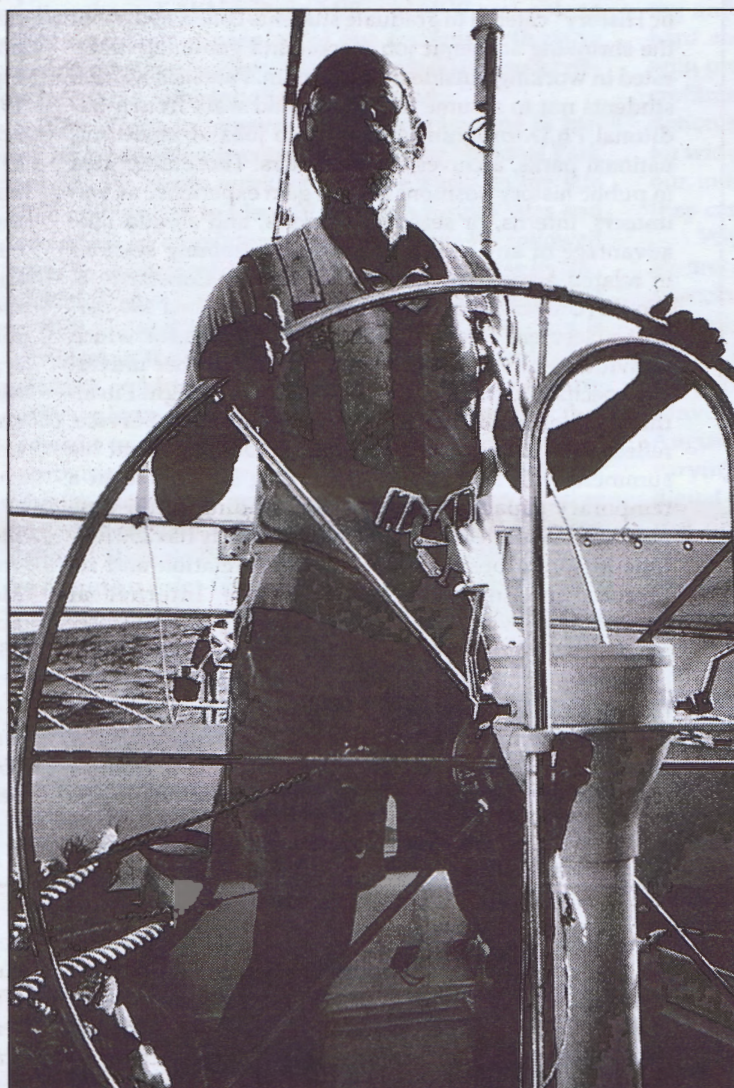
Redefining the Boundaries of Public History: Mystic Seaport Goes Online and On Board with *Amistad*

Sally Hadden

For decades, visitors to Mystic Seaport have benefited from the expertise of its public history interpreters, men and women who talk about all aspects of seafaring life. Whaling ships and fishing schooners are the teaching laboratories for Mystic visitors, who number nearly 400,000 each year. Interpreters show their guests the intricacies of ropewalks, sailmaking, and boatbuilding. As a child, I went to Mystic with my parents; its ship models and scrimshaw fascinated me, and I became addicted to sailing yarns by Howard Pease and Patrick O'Brian as I grew older. By traveling to Mystic, Connecticut, you enter a world of tall ships, America's mainstay before the arrival of coal, diesel, and steam-powered vessels.

Now, thanks to new activities at Mystic Seaport, you need not be constrained by geography to enjoy its resources. Stretching the traditional definitions of public history in several directions at once, Mystic is rapidly entering the electronic era at the same time it is reaching into its past by building a new sailing ship. Beginning in 1995, Mystic went online with a variety of web resources; in 1997, Mystic webmaster Guy Herman, historian Fred Dalzell, and Susan Funk, head of Mystic's interpretation division, began designing webpages devoted to the *Amistad* experience. With donor support and one of the earliest NEH "Teaching with Technology" grants, Hermann, Dalzell, and Funk have crafted a rich site, with nearly 400 primary documents stored in a Filemaker Pro database. Court records, newspaper accounts, and personal papers grace the *Amistad* website at Mystic Seaport (amistad.mysticseaport.org). You can review the original trial records from 1839, read the pamphlet containing John Quincy Adams' Supreme Court argument, or look at maps of Africa and Cuba from the 1840s. Their records database can be searched electronically, allowing users to sort the documents according to whatever topic interests them most. In addition, the website features multiple timelines, bookmarks to related sites, links to popular media about *Amistad* and real/virtual exhibits at Mystic Seaport itself.

Unlike traditional public history, where the interpreter can see the audience and pitch the presentation according to age range and interest, one of the great website challenges for Mystic, according to Dalzell, is that you never know who your visitors might be. Website builders must plan for diversity. Will website users be in grade school or graduate school? Will they be weekend sailors, teachers or truck drivers? Dalzell, Hermann and Funk planned for people of many ages, although the group served best right now is probably students in high school or college. For teachers, the most intriguing aspect of Mystic's *Amistad* website will undoubtedly be its lesson plan database. You can scan lesson plans that are part of the database, looking for age-appropriate activities, or



Amistad will set sail in 2000 with Captain Bill Pinkney at the helm. (Photo © Mystic Seaport)

add your own: the Mystic website allows teachers to post and share their ideas for using *Amistad* materials creatively. Between lesson plans, primary documents and online discussion groups, Dalzell sees Mystic's *Amistad* website as a means to diversify and "broaden the presentation" used by the museum to explain America's past.

This new direction for Mystic Seaport has made use of its public historians in novel ways. The manpower to scan images, transcribe texts, and proofread hundreds of website documents came from the museum interpreters, many of whom are forced indoors by Connecticut's harsh winter weather, a time when public visitation traditionally drops to its annual low. Although not trained as electronic media specialists, these interpreters-turned-web-builders rapidly became supportive of the Seaport's newest venture. The decision to make so many documents available online was not without controversy, however. A few interpreters wondered whether launching this website would essentially be giving away Mystic

material for free: would this reduce attendance? The answer to that question remains to be seen, for the website has attracted tremendous attention. Dalzell believes the *Amistad* website will expand public awareness of Mystic Seaport by "creating a digital presence" on the World Wide Web, and may actually increase museum attendance, or force "museum attendance" to be redefined. Hermann reports that Mystic's *Amistad* website received 1.5 million hits every day in December in the wake of Spielberg's film. Many public history venues charge a fee to guests, to recoup the costs of maintaining facilities—but the *Amistad* website is free, a Mystic experiment in the field of virtual museum-going.

The vital link between *Amistad* and Connecticut's sailing history explains Mystic Seaport's other new venture, an exploration of both past and future. On March 8, Mystic laid the keel for a new teaching schooner, named *Amistad*. Originally conceived by Warren March in 1976, the *Amistad* ship began taking form in 1989 during conversations between Mystic seaport and other non-profits like *Amistad* America and the Connecticut Historical Society. These groups all want to enhance the general public's understanding of slavery and our seagoing heritage. *Amistad* also takes advantage of Mystic's ship-building facilities, which date back to the 1830s Greenman dockyard site which Mystic now calls home. The 80-foot *Amistad* is being constructed in Mystic's shipyard, allowing Mystic craftspeople like shipwright Quentin Snediker the chance to build a replica of a nineteenth-century sailing ship. When completed in 2000, the schooner will leave Mystic, sailing to other American ports as an exhibit vessel telling the *Amistad* story. But the schooner will do more than simply describe the past. When completed, the new *Amistad* can be chartered by civic groups or used as a training ship by sailing apprentices. One program will help youths from disadvantaged environments, allowing them to spend a brief time at sea, learning leadership and cooperation skills while sailing. Although exhibit ships and sailing schools are not new, building and sailing a schooner with youthful assistance will force Mystic's public historians to push their crafts to the limit. Meanwhile, past and future will continue to merge on the Mystic Seaport website. Tracking activities aboard the new *Amistad* will become part of webmaster Hermann's job, helping his online visitors "board" this new ship and "sail" her on the mysterious sea. □

Sally Hadden is assistant professor of history and law at Florida State University. She thanks the Mystic Seaport staff for their help on this article, particularly Fred Dalzell, Guy Hermann, Quentin Snediker, and Tricia Wood.

WGBH and BBC Producing Oral History Series

Looking forward is sometimes best accomplished by first looking back. The approaching Millennium presents itself as an excellent opportunity to do precisely that. *People's Century* is an attempt to capture the momentous events, both political and social, which shaped the history of the twentieth century in America.

This twenty-six hour long program documents the events of the Twentieth century through the use of eye-witness accounts and oral history. Launched in April by PBS, the series is a joint production of WGBH Boston and the BBC. Producers scoured the globe in search of eyewitnesses to the century's most significant events including: the Paris Exposition of 1900, the 1936 Olympics, the Bolshevik Revolution, the Depression, the First and Second World Wars and the fall of the Berlin Wall.

Each hour long program is a narrative account of the events as seen through the eyes of those people who actually lived through them. *People's Century* is an oral history extravaganza which chronicles the events that radically affected America in the twentieth century. Six of the first thirteen installments debuted in April. The additional seven programs will air weekly over seven consecutive Mondays beginning May 25, 1998. The remaining thirteen programs, for a total of twenty-six programs altogether, will premiere in 1999. Already the program has earned an International Emmy and a George Foster Peabody Award.

▼ Chafe / From 3

define and advance our mission. Are we to be primarily a "professional" guild, focusing mostly on our own scholarship and responses to it? Or are we to play a larger role within American society and culture, seeking to generate discussions and insights about the polity of being a vital democracy?

I urge all of us within the OAH to engage this discussion, using the occasion of the millennium and all of the activities associated with it to reflect on our own sense of who we are, who we wish to be, and where we wish to go. □

▼ Approaches / From 4

proaches the millennium.

Ultimately, the symposium was a success because of the ideological friction produced between widely different understandings of history and method. Such energy is unusual at scholarly conferences. Scholars of the material past—preservationists, curators, and archaeological and architectural historians—pressed those who privilege documentary sources to rethink their assump-

▼ Realities / From 3

significant concern. Although they might be better at handling money, older students usually have greater financial responsibilities than younger students, who in many cases can still rely on parental support for their education.

In addition to financial pressures, Dr. Linda Wills Qaimmaqami referred to the traditional expectations of academic culture as another potential problem for older students. When a professor views pregnancy as a sign that a student is not "serious" about her studies, for example, the politicization of parenthood creates another barrier that older students must confront. Audience members and panelists alike underscored the need of communicating to advisors, administrators, colleagues, and search committees that any sort of discrimination based on age is simply unacceptable.

The session "History Careers: Employment in Public History" catered to graduate students concerned about the shrinking academic job market and genuinely interested in working outside the classroom. Panelists warned students not to assume that they could walk from a traditional Ph.D. program directly into jobs at museums, national parks, archives, or publishers. Those interested in public history positions should gain experience as volunteers, interns, or seasonal workers, and should take advantage of any available courses or training sessions in related areas. Panelist and moderator Constance B. Schulz (University of South Carolina) described 100 percent placement rates in public history fields for which individuals in the public history program at her university specifically trained. The experience of Dwight Pitcaithley, Chief Historian for the National Park Service, reflects this pattern. As a graduate student he spent his summers with NPS. Upon graduating he worked in a temporary capacity before finally landing a full-time position. Pitcaithley noted that NPS currently has 250 full-time historian positions in park interpretation and research; openings are listed on the Internet at www.cr.nps.gov. Charles Rankin, editor of *Montana: The Magazine of Western History*, found that his graduate assistantship at the *New Mexico Historical Review* prepared him for a career in writing, editing, and publishing. Claudia Polley, who was never trained as a historian, now create jobs for them. She began her career as a violinist and worked in broadcast journalism before helping to

found the National Association for African-American Historic Preservation, a non-profit organization that has capitalized on historical tourism, a booming national industry. She hires trained oral historians and researchers to document buildings and their occupants, and expects job candidates to demonstrate a commitment to the communities in which they work.

In "The Future of the Profession," Ellen Schrecker (Yeshiva University) described how global capitalism, neoliberalism, "McWorld" culture, call it what you will, has eroded nationalism. In turn, the culture under the nation—once a staple of history classes—no longer needs to be taught. Private colleges have also contributed to the decline by marketing themselves against the large public schools, seeing students as consumers and stressing physical plant and student services growth. These priorities naturally diminish the salaries available for new hires. Schrecker envisions two- and three-tiered workplaces taking the place of retiring tenured professors, citing the growth of part-time faculty from 22 percent in 1972 to 42 percent in 1992. Pressures for 'accountability,' Schrecker suggested, will help end the academic world as we know it. She acknowledged the popular perception that tenure only shields mediocre academics from the marketplace, but also stressed that she would not have been able to be on the panel without tenure, nor would she be able to work with the AAUP, which is thought too radical by many institutions. In the face of this gloomy diagnosis, her prescription was simply "don't mourn, organize." Moderator and OAH President Elect David Montgomery (Yale University) echoed these sentiments, and underscored efforts that OAH and other organizations are making to help graduate students meet these challenges.

The Program Committee has asked OAH staff in Bloomington to develop another series of sessions devoted to graduate student concerns for the 1999 Annual Meeting in Toronto. If you have comments or suggestions on these future sessions, please contact us at 812-855-7311 or email oah@oah.org. □

Tim Borden and Julie Plaut are graduate students at Indiana University. Jane Armstrong works for the U.S. Capitol Guide Service.

tions about the stuff of history. Historical interpreters who must deal with any individual arriving at a park site or museum by car or bus faced professors and archivists used to the protection and perquisites of academe. And presenters of African-American history exchanged views with audience members, in some cases individuals who felt a personal, living connection to the historical issues at hand.

Robert Stanton, the director of the National Park

Service, the first African American to hold that position, summed up the spirit of the symposium. Describing his efforts to oversee the 376 units of the national park system, he stressed his agency's work to upgrade its historical materials and deal with controversial issues. The 77 million annual visitors to National Park historic sites, he concluded, "should leave feeling provoked," with an appetite for learning more. This was the note on which the symposium resonates. □

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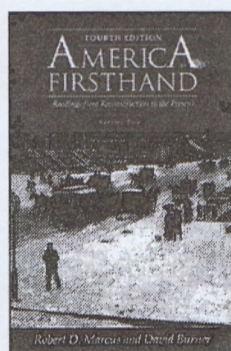
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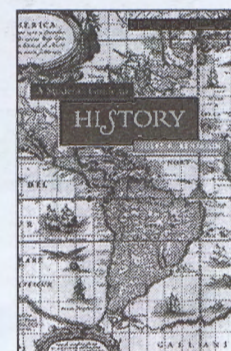
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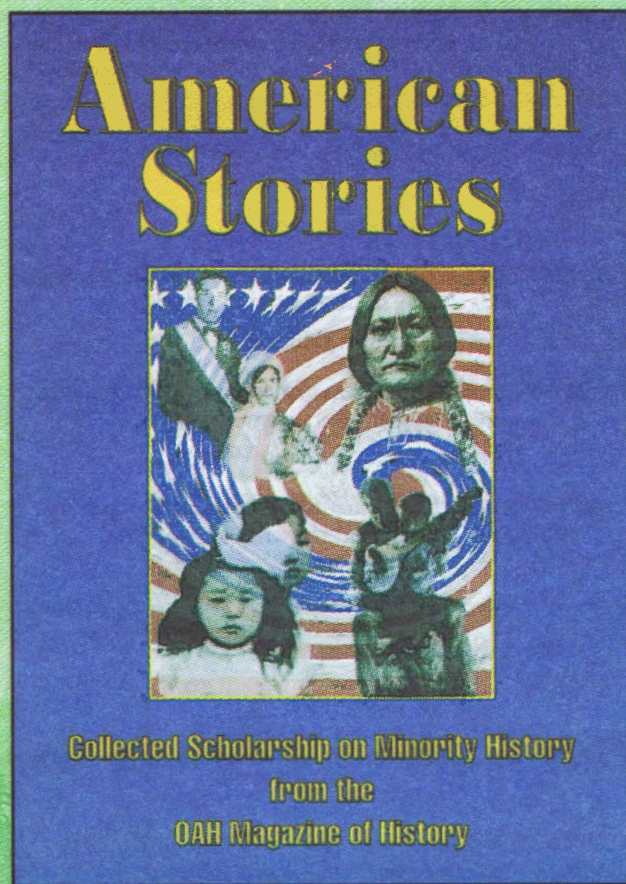
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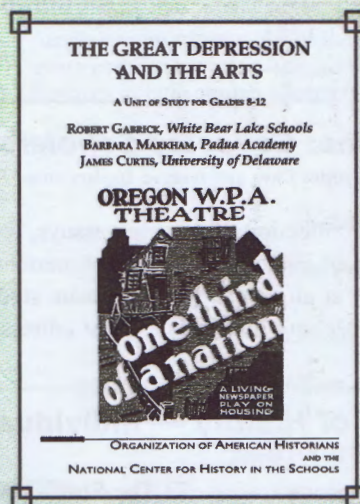
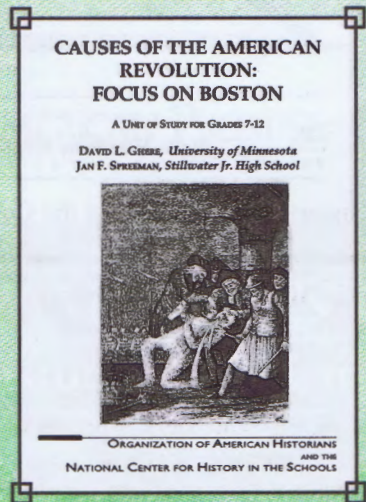
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News of the Organization

Annual Report of the Executive Director

Arnita A. Jones

This is the tenth annual report I have written for the Organization of American Historians, an occasion that induces me to reflect on some of the dramatic changes that have occurred during the last decade as well as those themes and concerns that have endured.

The context in which American historians work has been substantially altered during the last ten years. In 1988, many were expecting a modest expansion of the employment market for college faculty based on demographic trends and a hefty retirement rate. But increases in the numbers of part-time positions together with fewer retirements and even fewer replacements have taken their toll, so that now we find historians' prospects in higher education considerably dimmer as college and universities undergo the same kind of downsizing and rationalizing that corporations did in the 1980s.

K-12 education, a primary concern of the old Mississippi Valley Historical Association at the time of its founding, recaptured the Organization's attention by the late 1980s. Ten years ago, our annual meeting included a well-established "Focus on Teaching Day" for middle and high school teachers and our new *Magazine of History* launched with generous support from the Rockefeller Foundation and others was entering its third year. The OAH was also a partner in the History Teaching Alliance, which was providing rich professional development experiences for both teachers and higher education faculty, and we had long been a sponsor of National History Day, an increasingly popular nationwide contest for history students in junior and senior high schools.

During the past decade, we have continued to strengthen and expand all of these activities. Both the number of sessions offered and attendance at Focus on Teaching Day has increased, while the *Magazine* has moved from a soft money, occasional publication to a regular quarterly journal which is now the primary publication for the 600 teacher/educator members of the Organization. This year we published *American Stories*, a collection of *Magazine* articles on minority history, and we have also launched a new collaboration with the National Center for History in the Schools at UCLA to produce a series of teaching units based on documentary sources.

The History Teaching Alliance has transformed itself into a major collaborative effort—the National History Education Network—which is shared by some two dozen other organizations and has found a nurturing home at Carnegie Mellon University. During the past year, NHEN has been particularly effective in keeping us informed about the development of history standards in 45 of the 50 states, a circumstance that has allowed OAH to be in a position to make useful input on several standards documents. NHEN Director Loretta Lobes has also begun to monitor the development of assessment tools, which are likely to become an important focus of attention in future history education reform efforts.

The OAH also entered the 1990s with a healthy tradition of advocacy—for federal history agencies as well as a number of issues that relate to research, teaching, and programming in United States history. In addition to our continuing close collaboration with the National Coordinating Committee for the Promotion of History, we are also a member of the National Humanities Alliance, which focuses mainly on the National Endowment for the Humanities. Both connections proved useful in

recent years when controversy erupted over the national history standards and dragged history education efforts into the culture wars. With the help of an Internet connection through H-Net, Page Miller of NCC was able to effect enormous expansion of our collective efforts to provide advocacy information for some 60,000 subscribers interested in history here and abroad.

Our efforts to improve public programming in history have been closely connected with the National Park Service. We began working with the Parks in the late 1980s on a project to identify women's history sites and develop an accompanying thematic study. We followed this with another collaboration to help NPS revise its thematic framework, an instrument designed to ensure that the full diversity of American history and prehistory is expressed in the Park Service's identification and interpretation of historic properties in the Parks. Most recently we have entered into a cooperative agreement that allows us to respond to a number of initiatives aimed at improving the interpretation of history at NPS sites and exhibits. Under this agreement, we cosponsored during the past year very successful conferences at the Boston National Historic Park for the centennial celebration of the Augustus Saint-Gaudens Monument to Robert Gould Shaw and the 54th Massachusetts Regiment, at the Edison National Historic Site on "Interpreting Edison," and at the Booker T. Washington National Monument on "Washington and Du Bois at the End of Two Centuries." We are also in the final planning stages for a conference in August which will be co-sponsored with the Women's Rights National Historic Park. It will commemorate the 150th anniversary this year of the first women's rights convention in Seneca Falls, New York.

During the last year we also conducted site reviews at Richmond National Battlefield Park and Little Bighorn National Historic Site. Each review team spent two days examining exhibits, signs, films, interpretive brochures, and other materials while interviewing park management and staff who provide historical interpretation and educational outreach to the public. We and the NPS hope these reviews will serve park managers as they work to improve historic programming at these sites, which are just two of the many Park Service historical sites and monuments which receive 77 million visitors annually. Not all of our efforts with the parks have been successful, though. We failed to persuade NPS administrators to upgrade professional standards for the position of historian at NPS, but we hope the effort has had some beneficial impact and that eventually we can bring historians' qualification requirements up to the level of other fields, where advanced degrees are mandated.

Nowhere has there been more change in the last decade than in the area of publishing and communication technologies. Ten years ago all of our publications were delivered to a typesetter by hand or by mail, and all communications were by paper or telephone. Now the *Magazine*, the *Newsletter*, and the *Annual Meeting Program* are composed in-house and transmitted to a printer either electronically or on disk. Electronic mail has greatly enhanced our communication with officers and committees and dramatically expanded our capability for communicating directly with members. Our website provides information that supplements our publications and also serves as a resource for historians seeking links to other organizations, professional opportunities, and re-

search resources.

New electronic technologies have, however, been a source of concern as well as a means for reducing printing and communications costs. We have had to think hard about traditional and long-standing relationships with providers of reprints of the *Journal*. University Microfilms, as well as new players such as the Mellon Foundation's journal storage (JSTOR) effort, offer the potential for wider dissemination but also potentially compete with our individual and institutional memberships because they can offer online access.

With several historical journals already available in electronic format, the OAH and the American Historical Association began to discuss ways in which the two largest national historical organizations might provide leadership relating to issues raised by new technologies. Supported by a grant from the Mellon Foundation, we convened a conference in Bloomington, Indiana, last August to bring together editors of 25 history journals of varying size and content. The meeting explored such digital technology concerns as access and archivability, cost, distribution, and copyright, as well as ways in which new technologies can enhance the content of traditional journals by incorporating hypertext links or interactive discussions. Follow-up sessions were held at the AHA in January, and another is planned for the OAH Annual Meeting in April. An email-based discussion group has also been created for continuing conversation among these and other editors.

The last decade has also seen a great increase in organizational activities concerned with internationalizing the field of American history, no doubt a result in part of external events, particularly the end of the Cold War and the celebration of the Columbian Quincentennial. These initiatives have taken several forms. The Annual Meeting in 1992 was the first for which we made a specific attempt to find support that would allow U.S. historians from other countries to attend, an effort that has continued into the present. Another project with potentially great impact was an effort to persuade Congress to earmark the United States Information Agency's budget for the establishment of libraries of American history and culture. Our work saw fruition in 1997 with the opening of 59 institutions in all parts of the world. These and other activities have been linked with efforts at *The Journal of American History*, which has established a worldwide network of contributing editors.

In the past year, we are pleased to have added two more special projects that relate to situating American history in a more global context. Twenty or so historians participating in a conference on internationalizing the study of American history convened in early July at New York University's La Pietra Conference Center in Italy. This effort, which we are cosponsoring with NYU, got off to a good start, and funding has now been secured for at least two additional conferences in 1998 and 1999. We have also completed the first of an expected three years of support for three residencies at Japanese universities for American scholars. Support has come through a grant from the Japan-United States Friendship Commission.

As it has in the past, the Organization continues to take up issues that will affect the professional lives and

Congratulations to the 1998 OAH Award and Prize Winners!

Glenn C. Altschuler and
Stuart M. Blumin

BINKLEY-STEPHENSON AWARD ★

In the antebellum era, some historians assert, "politics seemed to enter into everything." Elected officials and voters listened to one another, citizens made informed judgements on candidates and issues, and election-day turnouts were high. Glenn C. Altschuler and Stuart M. Blumin challenge that view. They argue that political engagement varied from deep commitment to skepticism and, occasionally, hostility. Making fresh use of partisan newspapers, they point to inattention between elections, poor attendance at nominating conventions and some rallies, elite domination of parties, and popular distrust of politicians as evidence that many Americans preferred that politics—and government—not enter into everything

Jean Harvey Baker

BINKLEY-STEPHENSON AWARD ★

For over a century historians have worked within an accepted framework that nineteenth-century politics was primarily electoral politics centered on party activities, election results, and leaders. But in the 1990's political historians have begun to broaden their definition of what constitutes political activity, and in so doing, the familiar model of an engaged electorate during the nineteenth century is challenged. Baker's article reviews some of the ways in which political historians have looked, and might look, at politics,



Altschuler



Basch



Baker



Blumin



Butrica



Collomp

and encourages a more inclusive approach to what henceforth might be studied as the public culture of America's nineteenth century.

Norma Basch

BINKLEY-STEPHENSON AWARD ★

In "A Challenge to the Story of Popular Politics," Basch explores how the arguments of Altschuler and Blumin affect historical narratives that mark antebellum political participation as a high point between the deferential politics of the early republic and today's political disillusionment. She speculates on whether the authors have merely taken the drama out of this story of the world we have lost or emptied it of all meaning. And if they have emptied it of meaning, what kind of story, she asks, might take its place?

Adrian Burgos, Jr.

HUGGINS-QUARLES AWARD

Adrian Burgos's dissertation "Playing in a Black and White 'Field of Dreams': Culture, Race, and Identity among Latino Players in North American Professional Baseball, 1880-1980s," examines the socio-political and cultural contexts of Latino participation in Major League and Negro League baseball. It documents a particular process of Latino identity formation, historicizes baseball's unique place in the Spanish-speaking Caribbean, and challenges some basic assumptions about the process of American desegregation. It also studies Latinos who became 'integration pioneers,' the first players of color in the leagues (1935-1960). Their role within this social drama offers valuable insights about the interplay of race, labor, and sport, as well as the multiple meanings of race in American history that moves beyond a black-white notion of American race relations.

Andrew J. Butrica

RICHARD W. LEOPOLD PRIZE

Andrew Butrica's *To See the Unseen: A History of Planetary Radar Astronomy* is a fascinating history of a field of science half a century old but still little known outside professional circles. Among their achievements, radar astronomers determined

the rotational period and retrograde motion of Venus, the length of Mercury's "day," and the accepted value for the astronomical unit; they paved the way for the mapping of Venus, and discovered ice on Mercury. More than just a discussion of the field's development, though, the book uses planetary radar astronomy as a vehicle for understanding the larger issue of the relationship between "big science" and "little science."

Catherine Collomp

FOREIGN-LANGUAGE ARTICLE PRIZE

Collomp's essay, "Regard sur les politiques de l'immigration, le marché du travail en France et aux Etats-Unis, 1880-1930," is a comparison of immigration policies in France and the United States, 1880-1930, when immigration contributed to working class formation in the two countries. Collomp argues that the role of mediating institutions, labor unions, and ethnic groups cannot be seen as deriving simply from ideological choices or social conditions, but as a function of the degree of intervention of the state in the process of immigration. Differences in this process have placed immigrants in the U.S. and France in diametrically opposed situations in their relation to the State. In France, immigrants were organized on a contractual basis, falling directly under the authority of the state. The United States, conversely, has seen immigration as an individual gesture. In this context, the relation of the individual to the state is mediated by collective ethnic representation.

Bobby J. Donaldson

HUGGINS-QUARLES AWARD

Donaldson's dissertation "New Negroes in a New South: Color, Class, and Culture in Georgia, 1890-1930" examines the evolution of "New Negro" consciousness and explores the development of an enterprising community of African-American intellectuals in Georgia. Although most historians and literary scholars equate the notion of a "New Negro" with the Harlem Renaissance of the 1920s, this work argues that the turn of the twentieth century marked a veritable renaissance among southern African Americans, which both predated and directly influenced the Harlem Renaissance. The work relies upon a wealth of primary documents, which, taken together, illuminate life beyond the racial "Veil" and permit us to examine more closely how African-American intellectuals and their constituencies negotiated the stark realities of the color line and envisioned their "place" in both the South and nation.

Neil Foley

FREDERICK JACKSON TURNER

The White Scourge: Mexicans, Blacks, and Poor Whites in Texas Cotton Culture unravels the complex history of ethnicity in the cotton culture of Central Texas. Spanning the period from the Civil War through the collapse of tenant farming in the early 1940s, it bridges the intellectual chasm between African-American and Southern history on one hand and Chicano and Southwestern history on the other. The presence of Mexican sharecroppers and farm workers in Texas complicated the black-white dyad that shaped rural labor relations in the South. With the transformation of agrarian society into corporate agribusiness, white racial identity began to fracture along class lines, further complicating categories of identity. Foley explores the "fringe of whiteness," an ethnoracial borderlands comprising Mexicans, African Americans and poor whites, to trace the shifting ideologies and power relations. By showing how many different ethnic groups were identified in relation to "whiteness," he redefines white racial identity as not simply a pinnacle of status, but as the complex racial, social, and economic matrix in which power and privilege are shared.

Edward O. Frantz

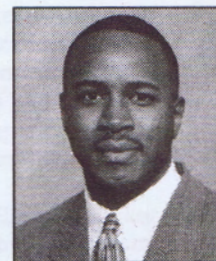
MERRILL TRAVEL GRANTS

Frantz's dissertation, "Going Dixie: Republican Presidential Tours of the South, 1877-1912," examines tours that Republican presidents made through the South following the removal of federal troops from the region, beginning in 1877 and continuing through the end of the Taft Administration. Focusing on both political strategy and race relations, Frantz uses the tours as a window into the problems facing the party and African Americans in the late-nineteenth and early-twentieth century.

Steven Z. Freiburger

MARY K. BONSTEEL TACHAU PRE- COLLEGIATE TEACHING AWARD

As a trained historian and professional educator my main objective has been to help develop critical thinking skills in my students. This I believe will assist them in pursuing whatever career they choose once their education is completed. My work has centered around researching and developing teaching strategies that engage students in their own learning and allow them to experience the material. As a social studies supervisor and college professor I have tried, through my presentations and writing, to impart the idea that students at any level can maximize their own education by being participants in the learning process.



Donaldson



Foley



Freiberger

Kent B. Germany

MERRILL TRAVEL GRANTS

Germany's dissertation, "New Orleans and the Great Society: Federal Policy and Local Change, 1964-1978," explores the impact of race, poverty, and federal policy on New Orleans during its struggle to deconstruct Jim Crow. His research suggests that the Great Society enabled local politicians and activists to reshape local power and race relations, while helping produce political organizations that have dominated for thirty years. He finds that Civil Rights laws, the War on Poverty, Urban Renewal, and other urban policies were critical for establishing a new southern liberalism, for giving rise to a new southern leadership, and for redefining opportunity and citizenship.

Austin Hoyt

ERIK BARNOUW AWARD

The Richest Man in the World: Andrew Carnegie was produced by Austin Hoyt, WGBH Boston and nominated by the American Experience as one of its best productions. It is a biography of the steel magnate Andrew Carnegie, who left an important legacy in American industry and philanthropy. The film reveals Carnegie's strengths and shortcomings, uses excellent documentary evidence, and contains impressive footage.

Walter LaFeber

ELLIS W. HAWLEY PRIZE

Walter LaFeber's *The Clash: A History of U.S.-Japan Relations* examines the history of U.S.-Japan relations by stressing two themes: the development of two competing capitalisms rooted in the culture of each nation; and competition over the shaping of China's post-1890s



Hoyt



LaFeber



Miller

development. These twin themes in turn explain why the United States forced Japan to open in the 1850s; why the friendship they once shared turned into animosity and finally war; and why since 1945 they have clashed repeatedly over U.S. occupation policies, Vietnam, human-rights issues, the Middle East, and economic principles.

Marla R. Miller
LERNER-SCOTT PRIZE

"My Daily Bread Depends upon My Labor: Craftswomen, Community, and the Marketplace in Rural Massachusetts, 1740-1820" focuses on women's needlework in Hampshire County, Massachusetts, in the late eighteenth and early nineteenth centuries. This work brilliantly employs both detailed archival research and newer approaches drawn from the fields of material culture and costume history to provide a picture of gender, class, race, and age relationships in rural colonial New England in the face of a developing market economy. Challenging older assumptions about the casual nature of women's needlework, Miller shows how tailors of both genders considered themselves and other artisans within a developing workforce, and how needlework both brought women together and set them apart.

Mae M. Ngai
LOUIS PELZER MEMORIAL AWARD

In "The Architecture of Race in American Immigration Law: A Re-Examination of the Reed Johnson Act of 1924," Ngai studies the production of racialized subject identities in American law. First, it examines the invention of "national origins" and the reconstruction of racial and ethnic categories in the

national origins quota system. Second, it analyzes the evolution of the rule of racial eligibility to citizenship and the creation of the "Asiatic" as a peculiarly American racial category. Finally, it discusses how Mexicans, who were not subject to quotas and who were deemed white for purposes of naturalization, nevertheless became racialized as "illegal aliens" through administrative exclusion and deportation policy.

Robert A. Orsi
MERLE CURTI SOCIAL
HISTORY AWARD

Thank You, Saint Jude: Women's Devotion to the Patron Saint of Hopeless Causes is a study of the devotion of American Catholic women in the middle years of the twentieth century—a tumultuous time in U.S. Catholic experience—to the patron saint of hopeless causes. It traces the history of Jude's devotion from its origins in a Mexican American parish in South Chicago through its rise as the most popular modern national devotion. The book explores what "hopelessness" meant to the first generations of American Catholic women to leave the old ethnic enclaves and examines how Jude's devout made new lives for themselves by engaging their changing social circumstances in the company of the saint.

Dylan Penningroth
HUGGINS-QUARLES AWARD
Dylan Penningroth's dissertation, "Work, Property, and Social Relationships Among Enslaved African Americans, 1850-1880," studies the logic and the implications of slave-owned property. It explores how slaves owned property at a time when they themselves were property. Slaves drew on their social relationships to raise and keep property, which in turn shaped those relationships. War and emancipation drastically changed the underpinnings of these arrangements and necessitated a complex process of adjustment among freedpeople, their former masters, and federal officials. Even as African Americans struggled against whites, they negotiated with other African Americans over property, work, and the contours of social relationships.

Nichole T. Rustin
HUGGINS-QUARLES AWARD
Nichole T. Rustin's dissertation, "Mingus Fingers: Charles Mingus as Composed by His World," is a cultural biography of the highly acclaimed composer and bassist Charles Mingus, who lived from 1922 to 1979. Mingus constantly grappled with the politics of masculinity, race, and power in the interracial jazz world. His public and often contradictory pronouncements about race and culture highlight the problematic reality of living in a country where race can be enjoyed in performance even as it is policed in daily interactions. Rustin centers on music as an historical and analytical site for

examining the negotiation of identities in both cultural and institutional contexts, interrogating jazz as a musical form and as a discursive tool.

Mark Santow
MERRILL TRAVEL GRANT
Santow's dissertation, "An American Faith: Saul Alinsky and Urban Democracy 1939-1972," examines the ideas and experiences of America's most famous community organizer. From his first organizing campaign in the 'Back of the Yards' meatpacking district of Chicago in 1939, to his death in 1972, Alinsky and his Industrial Areas Foundation strove to articulate and implement a democratic vision of the American city by building grassroots community organizations designed to serve as "schools of public life" for the poor and disenfranchised. Through an examination of Alinsky's efforts in Chicago and elsewhere, Santow argues that racial conflict, urban renewal, deindustrialization and the growth of the state have all served to limit the efficacy and democratic potential of local organizing and community-based social and urban policy in the North since World War II.

Daryl Michael Scott
JAMES A. RAWLEY PRIZE
Daryl Michael Scott challenges the racial perceptions of both liberals and conservatives in *Contempt and Pity: Social Policy and the Image of the Damaged Black Psyche, 1880-1996*. This timely, hard-hitting book explores the relationship between racial imagery and public policy over the past century. Scott both explains and challenges the idea that "blacks are and historically have been socially damaged," a view that racial conservatives have traditionally used to justify exclusionary policies. Scott's major contribution is his exploration of the use of damage imagery by racial liberals to justify "policies of inclusion and rehabilitation," most notably in the plaintiff's arguments in *Brown v. Board of Education*. The author also faults liberals for betraying a persistent bias against black nationalism. Scott offers an important reevaluation of the work of E. Franklin Frazier and examines the influence of historians such as Stanley Elkins. *Contempt and Pity* is a work of serious scholarship that will provoke controversy. Its message, that there is something fundamentally flawed in the way most Americans interpret the African-American experience, is one we dare not ignore.

William G. Shade
AVERY O. CRAVEN AWARD
Shade's *Democratizing the Old Dominion: Virginia and the Second Party System, 1824-1861* skillfully traces the development of the Democratic and Whig parties in Virginia, analyzing the transition from the earlier republican culture of the founding era to the democratic culture of the antebellum period. Successive chapters focus upon the constitutional changes culminating

in 1851; electoral and legislative behavior; the popularization of the political elite; the role of slavery; and the "Virginia ideas" of states' rights and strict constitution. Shade argues that the Old Dominion was not particularly distinctive and the changes witnessed in Virginia were similar to those in other states during the era of the Second Party System.

Mark M. Smith
AVERY O. CRAVEN AWARD
Mark M. Smith's *Mastered by the Clock: Time, Slavery, and Freedom in the American South* is the first book to explore the evolution of

behavior reveal the beliefs of ordinary citizens. If antebellum voters were cynical and amused spectators of political humbug, as Glenn C. Altshuler and Stuart M. Blumin suggest, such a defense of political history falls. Watson argues that voters found important meanings in the messages of politicians. Perhaps antebellum politicians had something in common with P.T. Barnum, but would anybody start a civil war over the outcome of a circus?

★ These essays appeared in the December 1997 JAH round table "Political Engagement and Disengagement in Antebellum America."



Mrs. Marion Merrill congratulates (from left): Edward Frantz, Kent Germany, and Mark Stantow, inaugural winners of Merrill Travel Grants.

clock-based time consciousness in the American South. Challenging traditional assumptions about the plantation economy's reliance on a premodern conception of time, Smith shows how and why southerners—particularly masters and the enslaved—came to view the clock as an arbiter of time. The work examines colonial merchants' fascination with time-thrift, southerners' growing familiarity with public and private time, the temporal impact of the transport and market revolutions, and the growing importance of clock-time to masters and slaves as well as to freedpeople and planters.

Harry L. Watson
BINKLEY-STEPHENSON AWARD ★
Was the appeal of antebellum politics based on humbug? Harry L. Watson says no, invoking historiographical and historical concerns in his essay. Since the rise of social history, political historians have justified their work by the conviction that political rhetoric and voting



Ngai



Orsi



Rustin



Penningroth



Smith



Watson



Shade

▼ Jones / From 19

work of our members. In September of last year we co-sponsored a conference on part-time teaching with the American Association of University Professors, the AHA, and several other learned societies. A small working symposium involving executive officers of professional associations as well as researchers in higher education explored in depth the impact of the large increase in the number of part-time faculty during the last decade as well as the growth of non-tenure track full-time appointments. The outcome of the conference was the development of an initial statement on shared understandings regarding part-time faculty and a set of guidelines for good practice. The OAH Executive Board will consider endorsing this statement at its spring board meeting.

Our membership over the last decade has remained relatively stable—8,223 individual members in 1988 and 9,033 individual members in 1997. However, the mix within those numbers has shifted somewhat, with a decline in student members from the middle of the decade to the present, no doubt reflecting declining employment prospects in the field, as well as an increase in history educator members, who now number 600. The number of institutional members decreased modestly, but steadily, over the last decade, from 3,081 to 2,771. This is a trend we think represents increasing pressure on library budgets, which we will continue to monitor. We were pleased to see that the number of paid institutional memberships inched up slightly in the last year.

Our annual budget has grown from \$677,947 in 1988 to a projected \$1,422,450 for the current year, although during the decade, the OAH staff has increased only by one half-time graduate student position and one part-time hourly position. We believe, however, that we have substantially enhanced services to the members. We manage, for example, twice as many prize and fellowship competitions as we did in 1988. In addition to the La Pietra and Japan residencies competitions, we have added during the last decade the Huggins-Quarles Awards for dissertation research, a minority fellowship in collaboration with Indiana University, the Foreign-Language Book and Article Prizes, the Ellis W. Hawley Prize for a work on political history, the Lerner-Scott Prize for the best doctoral dissertation in women's history, the James A. Rawley Prize for a book on the history of race relations, the Elliott Rudwick Prize for a book on the experience of racial and ethnic minorities in the United States, and the Mary K. Bonsteel Tachau Pre-Collegiate Teaching Award. This year, we have inaugurated the Horace Samuel and Marion Galbraith Merrill Travel Grants in Twentieth-Century American Political History, which support younger scholars doing research on political history in the Washington, D.C., region. Moreover, we are staffing new committees on community colleges, international initiatives, a task force to oversee our National Park Service efforts, and a task force on museums and historians. Our relationship with Indiana University remains solid—a good investment, we think, for both the Organization and the I.U. History Department. We regularly employ graduate students from the department on all of our publications and provide additional opportunities to work with our committees and on other projects as well. We are now concluding our fourth competition for the minority fellowship, which we share with Indiana University, and hope that this will continue to be an important response to the intractable problem of creating a more diverse profession.

During the next year, the Executive Board will be pondering these developments as well as a long-range planning strategy for the Organization. More than 20 percent of you filled out the membership survey which were mailed last January—not so many as I would have liked—but a very strong response rate according to survey experts we have consulted, and enough to ensure our ability to analyze the survey data by segments of the membership—students, public historians, etc. We conducted focus groups of non-members at the Indianapolis Annual Meeting and continue this phase of our data-gathering efforts through the summer. We will report regularly in the *Newsletter* and on our website as we pursue this process and will welcome your ideas and thoughts. □

Please join us in thanking OAH committee members whose terms expired December, 1997 - May, 1998

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1998 Convention Special Events & Publicity Committee, Indianapolis, Indiana

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Committee on Research & Access to Historical Documentation

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Committee on Teaching

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Huggins-Quarles Award Committee

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Horace Samuel & Marion Galbraith Merrill Travel Grants in Twentieth-Century American Political History Committee

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OAH Committee Reports

Committee on Community Colleges

The Committee on Community Colleges was approved at the annual OAH Business Meeting in April 1997 as a new service committee. Its existence is due to the Ad Hoc Task Force on Community Colleges that was created in 1994 after OAH President Lawrence Levine and OAH Executive Director Arnita Jones met with community college faculty and identified the following concerns:

- Historians in two-year colleges feel isolated from faculty colleagues in four-year institutions;
- Community college historians need more opportunities, funding, and support for research and scholarly activities;
- There is a lack of training in support of history teaching in graduate institutions, particularly as it relates to undergraduate and community college teaching;
- There should be more involvement by organizations such as OAH in recruitment/employment and professional development opportunities on college campuses and in the profession-at-large.

The task force (Nadine Hata, Chair; Elizabeth Kessel; Lawrence W. Levine; Myron Marty; John McLeod; George Stevens; Charles A. Zappia) established three goals:

- increase contact among community college historians and with their colleagues in four-year institutions and research universities;
- increase opportunities for community college historians to engage in research and scholarship by facilitating greater access to funding, and by persuading community college administrators and trustees of the important links between teaching and scholarship; and
- maintain appropriate standards of professional practice within community colleges.

During its four year existence, the task force:

- sponsored sessions at the annual meeting to meet its goals, including "Community Colleges: Putting History to Work for the Community" (1995), "Perspectives on the Job Market: Where to Look, What to Expect" (1996), "OAH and the Teaching of History to Undergraduates" (1996), and "Creating an Educated Citizenry" (1997);
- conducted a survey of historians in the nation's 1,400 community colleges in October 1994. More than 500 faculty representing 264 institutions responded and the results were published in the May 1995 *OAH Newsletter*;
- recommended that OAH produce a report on the state of historians in community colleges. It will be jointly published with the American Historical Association and the Community College Humanities Association in Spring 1998; and
- investigated a variety of grant projects.

The new committee (Ken Gleason, replacing Myron Marty whose term expired in December 1997; Elizabeth Kessel, Lawrence W. Levine, and George Stevens) will continue to work to fully integrate community college historians into OAH and to address concerns and issues relating to historians in two year institutions, including:

- assisting faculty in using the new technologies in undergraduate teaching;
- supporting community college faculty involvement and participation on programs/sessions at annual meetings, on committees, and in elected positions;
- increasing the membership of community colleges and individual faculty in the organization by working with the membership office and with the state membership chairs (currently OAH has 204 institutional community college members and 298 individual community college members);
- providing timely information regarding fellowships and research opportunities to community college faculty;

- sharing community college job opportunities with OAH membership at-large; and
- monitoring conditions of employment, including part-time employment, in community colleges as they relate to historians.

The committee met for the first time at the 1998 annual meeting in Indianapolis, where we hosted a session on teaching undergraduate history courses to promote discussion amongst all undergraduate history teachers and to seek ways for OAH to assist community college faculty. □

—Nadine Ishitani Hata, Chair

Short-Term Residencies for U.S. Historians in Japan: A Report from the OAH International Committee

As part of its continuing commitment to "internationalize" the study of American history, the OAH, in partnership with the Japanese Association for American Studies (JAAS) and the Japan-United States Friendship Commission, undertook for the first time this academic year a program of short-term residencies for U.S. historians in Japanese universities. The JAAS hopes this program will augment the small history departments that characterize most Japanese universities and will allow interested faculty and graduate students access to American scholars who share their interests.

The first group of OAH-JAAS residents, who visited Japan in the fall of 1997, included Joan Jacobs Brum-



Eileen Boris

berg of Cornell University, who resided at Doshisha University's Center for American Studies, John W. Chambers of Rutgers University, who worked at the University of Tokyo's Hongo campus, and Lynn Dumenil of Occidental College, who was hosted by International Christian University.

This year the program continued with a new group of applicants seeking the two-week residencies at Tohoku University in Sendai, Ritsumeikan University in Kyoto, and Tokyo Woman's Christian University, which will begin this fall. Michael J. Hogan, Stanley N. Katz, and Maeva Marcus of the OAH International Committee, along with former OAH President Linda K. Kerber, project director of the residency program, chose finalists according to the criteria published in the OAH Newsletter. Twenty scholars applied for the residencies and the committee forwarded a list of seven finalists to the JAAS, which selected three winners whose credentials served the needs and interests of the participating universities in Japan.

Tohoku University's Department of American Studies sought a historian of American intellectual history. Professor Hamilton Cravens of Iowa State University was selected for this position. A specialist in American intellectual history who has previously held Fulbright professorships in Germany, Professor Cravens hopes to explore how Japan adopted some Western innovations in science, technology, medicine, and statecraft while resolutely remaining an Asian culture in other respects.



Robert A. Goldberg

Professor Eileen Boris of Howard University was the recipient of the women's history position at Tokyo Woman's Christian University. She is well-known for her scholarship on American women and labor and has already begun to contemplate the international context for such scholarship in her travels and studies in Finland, India, Germany, Trinidad, and Australia. During her residency at Tokyo Woman's Christian University, Professor Boris intends to continue her research on gender and work in the years after World War II.



Hamilton Cravens

Ritsumeikan University in Kyoto sought a historian interested in the ideology of conservatism. This position went to Professor Robert Goldberg of the University of Utah, whose recent biography of Arizona Senator Barry Goldwater and earlier work has dealt extensively with conservatism as a social, cultural, and political phenomena.

While in residence, these U.S. scholars will give public lectures and university seminars based on their specialties and will participate in the collegial life of their host institutions. The first group of residents found their experiences to be valuable and rewarding, and they intend to continue cultivating the friendships and professional ties established during their two-week visits. The new group of residents are looking forward to the same experience, while the OAH and its JAAS partner are hoping to continue the short-term residencies in the years ahead. Interested scholars should keep their eyes on the pages of this newsletter for future announcements. □

—Michael J. Hogan, Chair

Public History Committee

The Public History Committee feels strongly that the annual Program of the Organization should reflect the diverse professional activities of historians, and is pleased to note and to congratulate the 1998 Program Committee for its excellent job of including in its offerings the work of many public historians. The Public History Committee helped to provide suggestions for participants on the graduate student-created session "History Careers: Employment in Public History." Panel Members include: Claudia Polley, Director of the National Association for African-American Historic Preservation; Elizabeth Monroe, former Executive Director of the National Council for Public History; Charles Rankin, Editor of *Montana: The Magazine of Western History*; and Dwight Pitcaithley, Chief Historian, the National Park Service. In addition, the Public History Committee was a co-sponsor of two other sessions: "Erasing Professional Boundaries: Integrating Public History into the Curriculum," with panelists Diane Britton, Ronald Davis, Rose Diaz, Dwight Pitcaithley, and Linda Shopes; and a "Conversation" session "Involving the Public in Public History: Removing the Boundaries between Historians and their Audiences," with panelists David Bodenhamer, Cynthia Cunningham, Michelle Hale, and David Vanderstel.

At our meeting last April the Public History Committee endorsed a proposal from Christopher Clarke-Hazlett at the Strong Museum and Michael Regoli at the OAH headquarters for creating a Web-based database of museum exhibits, and agreed to be the official sponsor of its activities within OAH if the experimental development stage proves successful, as we hope it will. Constance B. Schulz, the 1997 Committee Chair, agreed to be the liaison between the committee and the project's coordinators. We stipulated that an oversight committee should be named as well. Two of the several people

whose names were suggested at our 1997 meeting, Lonnie Bunch of the Smithsonian Institution and Tom Schlereth of Notre Dame, agreed to serve on the oversight committee.

Michael Regoli and Christopher Clarke-Hazlet have developed the database with the help and suggestions of the oversight committee, and are in the process of testing it by sending it to approximately a dozen museums to input data about specific exhibits. This will provide a basis for refining it further and advertising it to a larger audience. The database, when tested and fully implemented, will provide to Web browsers a standardized set of information about both permanent and selected temporary historical exhibits at museums throughout the United States. The website, for which the Committee will seek Executive Board approval as an OAH-sponsored ongoing project once it has been tested fully, will be useful to citizens wanting to know about museum exhibits near where they live or are visiting. It will also provide in one location for the first time a sophisticated variety of information to professional historians and to museum staff about historical museum exhibitions and their contents.

As 1997 Chair of the Committee, Schulz served on the National Park Service Committee. That connection seemed to function well as a means of keeping the related work of the two committees coordinated, and it should be continued.

The Committee would like to recommend to the Executive Board that it consider changing the size of our committee, and in the process make it more representative of non-academic historians. We believe that the committee should be enlarged, with more than one person being appointed each year, and that special attention should be paid to appointing someone employed in the Public History sector to the committee. If other projects such as the Museum Exhibit Database are developed, the increased size of the committee will be justified by its increased workload. □

—Constance B. Schulz, Chair

Report of the Committee on Research and Access to Historical Documentation

The committee began the year with a comprehensive update on current access issues: court cases in progress, declassification of records issues, National Archives and National Historical Publications and Records Commission activities, copyright legislation, and the report of the Commission on Protection and Reducing Government Secrecy (The Moynihan Report). Bills based on the Moynihan report recommendations have been introduced but no hearings have been held.

The committee has had several roles this year: maintaining awareness of research and access issues; acting as a reviewing/recommending group for the OAH Board with respect to access-related policies of legislation; and representing the OAH on officially designated review groups. The first two roles are familiar; the third emerged during the year.

Committee members read the proposed performance indicators of the National Archives and Records Service, constructed as part of NARA's strategic plan required to comply with the Government Performance and Results Act. The committee's analysis enabled the OAH Executive Board to Provide comments on the plan to the Archives.

A second statement evaluated by the committee was the proposed guidelines of the Conference on Fair Use (CONFU), a Washington-based policy group attempting to work out draft guidelines for the "fair use" of copyrighted materials in libraries and educational institutions. The guidelines cover digital images, distance learning, and educational multimedia. A number of concerns arose in connection with these guidelines; they could substantially affect classroom use of materials and outside assignments as well as library policies. The Steering Committee of CONFU recently concluded that the drafts had not attracted widespread support.

Third, the committee members scrutinized the Oral History Association's proposed communications to the

National Institutes of Health and Institutional Review Boards regarding an expedited review process for oral history projects and the need for historians to serve on boards that examine proposed oral history projects. A recommendation has been sent to the Executive Board regarding OAH participation in this effort.

The OAH has been invited to join a group formed by the National Archives to discuss setting priorities for processing archival collections and files. The intent of NARA is to set its work priorities in such a way as to increase responsiveness to researchers' interests and needs. Members of the Committee attended the first meeting at Archives II on February 27. Assistant Archivist Michael J. Kurtz, the convenor, provided a list of civil and military records that require processing and/or declassification. After a lengthy discussion of processing priorities and the contents of the records, the group agreed on recommendations subject to some further work by the Archives to establish the contents of certain files. The Archives will contact the members of the group when this work is completed, and the group will reconvene at a later date.

The chair joined the efforts of a group of OAH interns to design several annual meeting sessions in Indianapolis especially for graduate students. A jointly planned session, titled "Research and Access Issues: An Overview for Graduate Students," was presented on Sunday, April 5, and included panelists Jane Aiken, National Endowment for the Humanities, who chaired the session and spoke on "Non-Traditional Records." Michael Les Benedict, Ohio State University spoke on "Declassification," and Athan Theoharis, Marquette University, discussed "The Freedom of Information Act." □

—Jane Aikin, Chair

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

In February 1997, the committee gave Huggins-Quarles Awards to four doctoral candidates to assist in the completion of their dissertations. The committee used email and a conference call to make its selections from among the twelve applications received. The committee also assisted in screening applicants for the OAH-Indiana University fellowship.

At its meeting in San Francisco, the committee discussed its role in both of these programs. The number of applicants for the Huggins-Quarles Award is increasing each year, and applications are coming from a very diverse group of minority applicants. Members of the committee were pleased about this trend, but expressed chagrin over the limited amount of funds available to meet this demand. Although the award is advertised as \$1,000, the committee decided to give four awards of \$400.

The committee recommended that an effort be made to increase the principal of the Huggins-Quarles fund. The death of Professor Quarles may encourage individuals and institutions to make further contributions in his memory.

In response to reports that a move may have been underway to discontinue OAH support for the fellowship at Indiana University, the committee strongly recommended that this program be continued, that a fellowship be awarded annually, and that the fellowship remain at Indiana University. Concerns had been expressed over the number and quality of the applicants and the role of the OAH in making the final selection of the recipient.

The committee resumed a discussion begun in Chicago in 1996 concerning the broader issues that are a part of the committee's mission. We found that we still have many unanswered questions. For example, to what extent has minority history been integrated into the curricula at various colleges and universities? Does scholarship, both as presented at OAH panels and in publications, reflect on minority issues in appropriate quantity and quality? Does the profession value minority scholarship as much as majority scholarship? Lastly, how and to what extent has minority scholarship and teaching affected the way Americans in general view their history?

In discussing the second part of our role having to

do with the status of minority historians, the committee learned that we have been called upon to go beyond "counting heads" and address employment and fairness issues. These are issues with which the committee must continue to grapple, but they should also be the concern of OAH members generally.

As a small first step, the committee instructed the chair to contact the chairs of the 1999 program committee and recommend that the Program Committee consider a panel or panels, or even a plenary, for the Toronto meeting that will address issues related to the status of minority history and historians. The committee received assurance from the chairs of the 1998 Program Committee that these issues would be addressed at the Indianapolis meeting. □

—Arvarh E. Strickland, Chair

Committee on Teaching

During 1997, the main activities of the Committee on Teaching were to coordinate "Focus on Teaching Day" at the annual meeting, solicit and select sessions for the 1998 "Focus on Teaching Day," and become familiar with state-level efforts to develop history standards, in order to produce a draft position statement on such efforts for review by the OAH Executive Board. The committee also continued its commitment to sustain close working relationships with other national organizations dedicated to excellence in history instruction.

The 1997 "Focus on Teaching Day" was a great success, featuring ten sessions, most of which were very well attended. Representative sessions included "Teaching the Reconstruction Era," "The Constitution (and University) in the Secondary Schools," "Using the History of Children and Teenagers to Teach High School Students," "Methods and Topics that Promote Active Learning," and "Maps Telling Stories." The "Focus Day" luncheon—attended by more than thirty history faculty from K-12, community colleges, and four-year institutions—featured an interesting and stimulating presentation by Martharose Laffey, Executive Director of the National Council for the Social Studies (NCSS). Her remarks on the development of state-level history and social studies standards provoked a lively discussion and served to strengthen the critically important channels of communication between the OAH and NCSS. At its annual meeting the night before, the committee—joined by representatives of the Organization of History Teachers (OHT), the National History Educational Network (NHEN), and the National Council on History Education (NCHE)—discussed a range of issues, including how to go about drafting a statement on the development of state-level standards and how to elicit greater numbers of proposals for sessions for the next "Focus on Teaching Day."

In the end, the committee's efforts to increase the number of "Focus on Teaching" proposals for 1998—including postings on the OAH web page and in the OAH Newsletter and distribution of flyers at both the OAH meeting and the U.S. History Advanced Placement reading week in San Antonio—succeeded: nineteen sessions were proposed, and twelve (a new high) were slated into the 1998 OAH program. The committee made special efforts to invite proposals focusing on history teaching and the World Wide Web, cinema and the teaching of history, the impact of National History Standards on post-secondary survey courses, history as General Education, and linkages between history and other courses. The 1998 program clearly reflected these emphases, including such sessions as "Using Computer Technology to Help Teach the U.S. Survey," "Technology and the Teaching of History," "New Directions in Teaching the Large Lecture Course," "Cultivating Collaboratives: University-School Cooperative Partnerships," and "National United States History Standards: Curriculum, Lesson Plans, and Assessments." The strategy of targeting particular themes for "Focus on Teaching Day" seems to have worked well, and may become a standard approach of the committee

News for the Profession

Academic Community Sets Agenda to Reclaim Scholarly Publishing

Research universities have it within their power to work with each other and scholarly societies to transform scholarly communication into "a system of electronically mediated publications that will provide enhanced access to scholarly information and relief from the escalating prices of commercial publishers." So conclude the participants—university presidents, provosts, faculty, librarians, counsels, and representatives of scholarly societies and university presses—in a special Roundtable on Managing Intellectual Property in Higher Education. The findings of this group are reported in the essay "To Publish and Perish" featured in the March 1998 issue of *Policy Perspectives*, the publication of the Pew Higher Education Roundtable.

Noting that the rising cost of scholarly publications is not a 'library problem' but a symptom of the deeper conflict between the sociology and economics of academic publishing, the essay contrasts the expectation of an open exchange of information within the academy to the pricing and copyright practices of commercial publishers that control many of the major scholarly publishing venues. In an effort to regain some control over the research and scholarship generated by the academic community, the Roundtable participants proposed a set of five strategies to address the problem. They recommended that:

- promotion and tenure committees disentangle the notions of quality and quantity in the work of the faculty;
- libraries leverage their resources by creating a more coherent market for scholarly publications;
- universities, led by their national associations, help faculty understand the implications of signing away their intellectual property rights;
- universities and scholarly societies invest in electronic forms of peer-reviewed scholarly communication; and
- universities and scholarly societies decouple publication and faculty peer reviewed evaluation of the merit of scholarly work.

The participants stated that "The outcome we seek is a set of specific arrangements—linking institutions, their faculty, and their scholarly organizations—that protects the rights of faculty and secures for their appointing institutions a more assured ability to provide access to research and scholarly information." While the challenges are not insignificant, the group concluded that:

"the risks of doing nothing substantially outweigh the difficulty of doing something—and doing it now! A moment of opportunity is at hand, occasioned by the potential for peer-reviewed electronic publishing and a sense of desperation spawned by runaway acquisition costs. Missing this opportunity will mean more rapidly accelerating costs, greater commercial control, and, in the end, less access to scholarly communications.

John Vaughn, Executive Vice President of the Association of American Universities, noted that the recommendations emanating from the Roundtable "form the most critical agenda for universities and scholars over the next decade. The issues have been defined. It is time now for universities to act."

Duane Webster, ARL Executive Director, added, "These discussions underscore once again that creative action by the entire scholarly community is necessary to solve the problem of increasingly unaffordable scholarly publications."

The Roundtable was convened in Baltimore in November 1997 to confront the challenges facing the academic community in maintaining access to significant research and scholarship at a time when both the vol-

ume and price of information have increased nearly three-fold in the last decade alone. The Roundtable was hosted by the Johns Hopkins University and sponsored by the Association of American Universities (AAU), the Association of Research Libraries (ARL), and the Pew Higher Education Roundtable. Funding was provided by the Gladys Krieble Delmas Foundation, the W. K. Kellogg Foundation, and The Pew Charitable Trusts.

Individual copies of the March 1998 issue of *Policy Perspectives* can be obtained from the Institute for Research on Higher Education, University of Pennsylvania, 4200 Pine Street, 5A, Philadelphia, PA 19104-4090; phone (800) 437-9799. The issue is available on the Web at www.irhe.upenn.edu/pp/pp-main.html. Members of the Association of Research Libraries can contact ARL at pubs@arl.org for information about copies of the report. □

Major Classroom Resource Will Be Available From the National Archives

Washington, DC—A four-year project at the National Archives and Records Administration has unearthed twelve thousand new documentary treasures in the form of petitions written by women to Congress. With the assistance of seventy interns and volunteers, staff at the Center for Legislative Archives combed through twenty thousand cubic feet of records searching for women's writings from the beginning of the federal government in 1789 to the ratification of the Nineteenth Amendment in 1920. A selection of these historic documents will be published this month by the Foundation for the National Archives in an educational resource for high school students. Funded by private-sector support, the *Our Mothers Before Us: Women and Democracy, 1789 - 1920* educational resource will be distributed to 2,500 high schools in two states and three metropolitan areas.

Our Mothers Before Us features a unique collection of facsimile petitions to illustrate the important role women played in the civic life of the nation long before they won the right to vote. Archivist of the United States John W. Carlin said, "Developed for civic and history classes, this material promises to enliven the study of American history by allowing students to experience first-hand the thrill of 'discovering' and interpreting events of national importance. In collaboration with the Foundation for the National Archives, this publication is one of many avenues that the National Archives and Records Administration uses to make its materials accessible to the public." The documents are from the records of the United States Senate and House of Representatives maintained at the National Archives Center for Legislative Archives. Lawrence O'Brien, Foundation President, noted, "Our foundation is proud to have worked to help create another educational and historical resource of exceptional interest and quality, utilizing the Archives' holdings."

The petitions are from famous women, such as Susan B. Anthony and Elizabeth Cady Stanton, and from ordinary women who joined together to make their voices heard in the halls of Congress. These historic materials chronicle the vital role women played in shaping the course of American democracy through women's involvement in the antislavery movement, the Civil War and Reconstruction, Progressive Era reforms, and women's suffrage.

The Center's staff worked closely with leading historians and history teachers around the country to develop a resource that complements standard high school curricula. Period paintings grace the covers of each unit within *Our Mothers Before Us* and set the stage for the historical content. Each unit includes historical overviews, document essays, teaching strategies, and instruc-

tional materials. *Our Mothers Before Us* also includes a glossary, a list of suggested readings, and an impressive fold-out time line that situates women and their civic activities in the scope of American history.

Teachers throughout the country were consulted at each stage of the resource's development, from selecting documents to crafting instructional materials and objectives. Master teacher Charlie Flanagan, from the Key School in Maryland, has tested the materials with his students and predicts that it will be "a tremendously valuable document package for teachers." *Our Mothers Before Us* provides students with a unique opportunity to study and interpret never-before-published documents from the historical records of the U.S. Congress.

With private-sector support obtained by the Foundation for the National Archives, the initial printing of the *Our Mothers Before Us* educational resource will be distributed to high schools in Texas, Tennessee, Washington, D.C., and the Philadelphia, Pennsylvania metropolitan area. The Fannie Mae Foundation and Southwest Airlines have generously provided national support for the project. Additional support was provided by AT&T, the LBJ Family Foundation, the Ms. Foundation for Education and Communication, Inc., Nestle USA, Inc., and the Oracle Corporation. The Brown Foundation, Inc., Houston, provided funding for the distribution of *Our Mothers Before Us* to high schools in Texas, and Mrs. Jeanette Cantrell Rudy provided for the distribution to Tennessee high schools. The donor for Washington, D.C. is The Morris and Gwendolyn Cafritz Foundation, and Thomas Jefferson University Hospital has underwritten distribution in the Philadelphia metropolitan area. The Foundation for the National Archives continues to seek private funding for distribution in additional states. Individual copies of *Our Mothers Before Us* may be purchased from the National Archives Book Store (1-800-234-8861) for \$59.95 plus an additional \$5.00 for shipping and handling.

Our Mothers Before Us is the second in a series of educational resources produced by the Center for Legislative Archives and the Foundation for the National Archives. The first, *The Presidency of Thomas Jefferson*, has been distributed through the foundation with private-sector funding to schools in eight states and is also available for purchase. □

Getty Grant Program Funds Conservation Planning at Historic Little Rock Central High School

Los Angeles, CA—The Getty Grant Program today announced a \$25,000 grant to plan the conservation of Little Rock Central High School in Arkansas, a building that became the focus of world attention during school desegregation in 1957. The grant will help to ensure the long-term preservation of the landmark building which has come to symbolize a major turning point in the civil rights movement in America. Funding will support ongoing conservation efforts at the high school, which is listed on the National Register of Historic Places and has been designated as a National Historic Landmark by the National Park Service.

Little Rock Central High School attracted national and international media attention in September 1957 when President Dwight D. Eisenhower sent in the National Guard to protect nine African-American students who had been denied entry to the all-white school. In a moving image watched by millions of people on television, the soldiers escorted the children through the side door into the school. In September 1997, President Clin-

ton drew national attention to this historical event when he held open the front door of Central High for the nine former students who had been denied access 40 years earlier.

"We are delighted to provide support for the preservation of Little Rock High School," said Deborah Marrow, Director of the Getty Grant Program. "The building has great historical and architectural significance. It is a powerful symbol of the fight for equal rights and an icon of the movement to integrate public schools."

Over the next year, the grant will provide critical support to identify the conservation needs of the building. The project team, comprising architects, conservators, scientists, and engineers, will formulate an action plan for future conservation work based upon their research, fieldwork, and laboratory analysis.

"The support of the Getty Grant Program ensures that the beauty and character of a national landmark structure will be preserved," said Dr. Leslie V. Carnine, Superintendent of the Little Rock School District. "The building once called 'the most beautiful high school in America' will continue to serve as a model of partnership and planning for our students and our community." □

CLIR Issues Report on Digitizing Pictorial Collections

WASHINGTON, DC—The Council on Library and Information Resources (CLIR) has published *Digitizing Historical Pictorial Collections for the Internet* by Stephen E. Ostrow, former chief of the Prints and Photographs Division at the Library of Congress. The report is one of a series from CLIR that is exploring the issues and problems institutions must address when undertaking digital conversion projects. The focus of the new report is on activities that mean to provide widespread access over the Internet to large historical pictorial collections.

Drawing on a dozen years of experience managing a collection of over 12 million images in the Library of Congress, Dr. Ostrow analyzes the ways in which new technologies are affecting the processing, describing, and serving of images, both in the reading room and at remote sites. Among topics the report explores in depth are: the nature of pictorial collections as primary research materials and how creating digital surrogates affects their research potential; the ways the traditional use of images may change in a digital environment and how those changes influence decisions about such things as selection criteria, image resolution, and the creation of metadata; and how to ensure that digital technology promotes, rather than undermines, preservation strategies currently in place in libraries and archives.

First and foremost, Dr. Ostrow views the impact of digital technologies on traditional library and archival practices and services from a manager's perspective, and explains how an institution can deploy the enhanced access potential of Internet dissemination to further its mission.

Appended to the report are two documents prepared by the staff of the Library of Congress that will be of substantive help to any institution, no matter the size, preparing to undertake a digital reformatting project: a detailed project-planning checklist, and a summary of the copyright and other restrictions applicable to images published over the Internet. The report is illustrated with images from the Library of Congress's Prints and Photographs Division.

Digitizing Historical Pictorial Collections for the Internet is available for \$20, including postage and handling, from the Council on Library and Information Resources. Orders must be prepaid in checks payable to CLIR.

The Council on Library and Information Resources works in partnership with libraries, archives, and other information providers to advocate collaborative approaches to preserving the nation's intellectual heritage and strengthening the many components of its information system. It works to support institutions as they integrate audiovisual and digital resources and services into their well-established print-based environments. □

Digital Library Initiatives

Library of Congress —

Library to Participate in National Science Foundation Digital Library Initiative—Phase 2

The Library of Congress has announced its sponsorship of the National Science Foundation's Digital Libraries Initiative—Phase 2, which is supporting innovative digital library research and applications.

The other government sponsors are the Defense Advanced Research Projects Agency, the National Library of Medicine, the National Aeronautics and Space Administration, and the National Endowment for the Humanities and other co-operating agencies.

The objective of the multiyear program is to provide leadership in research fundamental to the next generation of digital libraries.

"The Library of Congress looks forward to working with the other government institutions in this important initiative," said Librarian of Congress James H. Billington. "As one of the most important providers of intellectual content on the Internet, the Library has much to offer—and learn—by participating in this program."

The Digital Libraries Initiative - Phase II is intended to extend the research carried out during the initial awards announced in 1994, then sponsored by the National Science Foundation, the Defense Advanced Research Projects Agency and the National Aeronautics and Space Administration. The first phase funded six research projects over a five-year period and signaled the beginning of a national conversation about digital libraries, promoting discussion of "the importance of improving the utility, effectiveness, performance, scalability and sustainability of current and future digital services and collections."

Plans for the next steps in this initiative were made during a 1996 workshop, whose participants agreed that research should be conducted with real collections and real users in mind.

The Phase II initiative includes content providers—such as the Library of Congress—among the sponsors, thus guaranteeing the availability of a testbed that researchers may use to validate new technology. For this purpose, the Library of Congress is offering many of its American Memory collections (www.loc.gov), which contain a substantial body of multimedia content: document and pictorial images, searchable text, recorded sound, maps and motion pictures. American Memory is a project of the National Digital Library Program of the Library of Congress.

The Library hopes the research and collaborative efforts that emerge during the Digital Libraries Initiative-Phase II (lcweb2.loc.gov/ammem/dli2/) will lead to new technologies, practices and communities of collection producers, content shapers and end-users. By stimulating a dialogue among the technology experts, content providers and users of digital materials, the Library hopes to establish a solid foundation for sharing findings associated with building, using and sustaining digital libraries.

The National Digital Library Program will make millions of items relating to American history freely available on the Internet by the year 2000, the Library's 200th anniversary. Among the current collections available are "The George Washington Papers," "African American Perspectives," "Votes for Women Suffrage Pictures," "Early Motion Pictures" and "Panoramic Maps." More than 40 million transactions monthly are handled by the Library's Internet services. □

▼ Teaching Committee / From 24

in calling for proposals.

In preparing for the task of drafting a possible OAH statement on the development of state-level history standards, the committee requested and received information from agencies working on state standards in California, Connecticut, the District of Columbia, Illinois, Louisiana, Massachusetts, and Wisconsin. It also invited suggestions from NHEN, NCHE, OHT, and the National Center for History in the Schools. The committee's draft, submitted in the Fall of 1997, is currently under consideration by the OAH Executive Board.

One project launched by the committee in 1997 has not yet come to fruition. Through the *OAH Newsletter* and solicitations on the OAH web page, we invited interested members to contribute innovative syllabi and course materials for potential dissemination either electronically or in print. About a dozen responses were received. Although most of them were of high quality, the volume of contributions was insufficient to justify a special publication. One possibility for dissemination of the contributed materials is to incorporate them in articles or announcements in future issues of the *Newsletter*. The committee may revisit this issue, with the possibility of renewing the call for contributions in the hope of eliciting a critical mass of such materials that might warrant publication.

Overall, the success of activities undertaken in 1997 underscores the health and significance of the Committee on Teaching as a "vital organ" of the OAH. Given that the organization has perceptibly heightened its attention to pedagogical concerns in the past few years (for example, by presenting increasing numbers of reviews of teaching materials and general texts in the *Journal of American History*), the committee has become more and more integrated into the life of the parent organization. It has also developed, on behalf of the organization and its members, increasingly strong ties with other organizations interested in history teaching. Regular interaction and communication with NHEN and NCHE are reflections of such ties. So, too, is the appearance of an invited article on "The OAH and the Teaching of History" in the February 1998 issue of *The History Teacher*, which is published by the Society for History Education. While it is important for the Committee on Teaching to retain its independence and unique visibility as an arm of the OAH, it is equally important, in this time of common concern about the quality of education at all levels, for the committee to continue to strengthen alliances with other like-minded organizations that have been forged over the past few years. Accordingly, this should remain a strong commitment and focus of the Committee on Teaching into the foreseeable future. □

—Gary W. Reichard, Chair

1998 OAH Membership Survey

Twenty Percent
Response Rate Provides
Wealth of Data

We want to thank the 1,800+ members who responded to our survey in the recent *Newsletter*. This gives us at least a twenty percent response rate, providing a rich database from which to glean information that will be extremely useful to the Executive Board as it goes about its strategic planning activities during the next several months.

We are still keying in the data from these returns and expect to have that job finished in early June. We will then begin analysis of the data, running cross tabulations to compare different segments of our membership and different response categories on the survey itself. We will provide a summary analysis of responses to our committees, soliciting their advice on further analysis to be done this summer. The summary of responses will be printed in the August *Newsletter*; we invite responses and suggestions for further research from our readers as well.

We appreciate the fact that more than 90% of you left your mailing labels attached, allowing us to connect and compare responses on the survey with the information we have in our membership database. Please remember the returns are completely confidential, and no data will be reported that allows identification of a particular person.

We also held two focus groups in connection with the Indianapolis annual meeting. These are part of an effort to obtain additional information on how the Organization is perceived by two smaller segments of our membership, K-12 teachers, and public historians. For the focus groups, we brought together individuals from these categories who are *not* currently members of the Organization. Additional focus group efforts are planned, pending analysis of survey data.

All of this information will be examined by the Executive Board at its fall board meeting, which will be extended by one day to consider the information and analysis from the surveys and other research at greater length. As we proceed this year, we will continue to report back on what we think we are hearing from you. We solicit your ongoing participation in this important conversation. □

Obituaries

Arthur F. McClure II

Arthur F. McClure II, Chair of the Department of History and Anthropology and University Archivist at Central Missouri State University, died of cancer at his home in Warrensburg, Missouri January 20, 1998, at the age of 61. A specialist in the field of twentieth-century America, McClure was best known for his writings about politics and popular culture in the American heartland. He was born in Leavenworth, Kansas in 1936, and developed life-long interests in U.S. history and American movies while growing up in the Middle West during the 1940s and 1950s. McClure graduated from the University of Kansas with a B.A. degree in history. After receiving an M.A. degree in history at the University of Colorado, he returned to the University of Kansas where he completed his Ph.D. under the tutelage of Donald R. McCoy. His dissertation on the Truman Administration and labor relations became his first book, *The Truman Administration and the Problems of Postwar Labor, 1945-1948*, published in 1969. His lengthy list of publications included eighteen books that he authored, coauthored, or edited; fifty articles and essays; and more than forty book reviews.

An avid moviegoer, McClure researched and wrote extensively about American motion pictures. His many books serve as references for film history and include *Ronald Reagan: His First Career, A Bibliography of the Movie Years*; *The Versatiles: A Study of Supporting Players in the American Motion Picture, 1930-1955*; *Hollywood at War: The American Motion Picture and World War II, 1939-1945*; *International Film Necrology*; and *Research Guide to Film History*. He developed a special interest in the works of his fellow Kansan, playwright William Inge, and in 1989 the Kansas Historical Society published McClure's *Memories of Splendor: The Midwestern Works of William Inge*. McClure was a mainstay at the William Inge Festival in Independence, Kansas, an annual gathering that attracts luminaries from the worlds of theater and film. His interest in popular culture extended to sports, and he was at work on a biography of Forest "Phog" Allen, the legendary basketball coach of his beloved Kansas Jayhawks.

McClure joined the Department of History and Anthropology at Central Missouri State University, Warrensburg, in 1965, became chairman in 1971, and held that position until his death. He also had served as University Archivist since 1985. His calm thoughtful leadership, unerring good judgment, generous concern for others, and rare sense of humor made him one of the most esteemed members of the campus community and a model departmental chair renowned for his ability to stimulate intellectual development and collegiality. Despite the many demands on his time and energy, he was never too busy to be a friend, a listener, or a consolation to those around him.

In addition to his active roles on campus, McClure also found time to serve on important state boards and support community activities. His service included membership on the Missouri Committee for the Humanities, the Missouri State Historical Records Advisory Board, the Missouri Commission on the Status of Women, and the Missouri Health Facilities Review Committee. He garnered numerous awards and accolades. The University of Kansas College of Liberal Arts and Sciences honored him with its 1997 Alumni Distinguished Achievement Award. He was also a recipient of the Byler Distinguished Faculty Award at Central Missouri State University.

A devoted and loving husband and father, McClure is survived by his wife Judy, four children, and two grandchildren. □

—William E. Foley and C. David Rice,
Central Missouri State University

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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 (advertise@oah.org). Deadlines for receipt of announcements are: January 1 for the February issue; April 1 for May; July 1 for August; and October 1 for November. Announcements will not be accepted after the deadlines. Positions listed may also be found on the OAH World Wide Web home page: <http://www.indiana.edu/~oah>

Professional Opportunities

St. Ambrose University

St. Ambrose University seeks a tenure-track professor of history beginning in August, 1998, to teach survey courses in United States history before 1865, upper level courses in colonial and early national periods, and a regional survey in a non-western field (especially East Asia and/or Africa). Ph.D. in history completed prior to August 1998 required. St. Ambrose is a private diocesan university with a commitment to undergraduate teaching and learning. Candidates who are student-centered and sensitive to the mission of a Catholic institution are encouraged to apply. Review of application will begin on April 1st and will continue until the position is filled. Further information at <http://web.sau.edu/~jstauff/histhome.html>. Send letter of application, c.v., graduate transcript, and three recommendations that include evaluations of teaching ability to Director of Personnel, St. Ambrose University, 518 West Locust Street, Davenport, IA 52803. AA/EEO

Washburn University

The Washburn University Department of History is accepting applications for a one year visiting instructor position to teach American History survey courses. Ph.D. is required as is demonstrated teaching effectiveness. Salary competitive. Send letter of candidacy, curriculum vitae, three letters of recommendation and copies of transcripts of all academic work to Search Committee, History Department, Washburn University, Topeka, KS 66621. AA/EOE. Consideration of candidates will begin May 11 and continue until a suitable individual is appointed.

University of Texas at El Paso

The University of Texas at El Paso seeks a faculty member to direct the Institute of Oral History and teach courses in Public History. Requirements include an advanced degree in History (Ph.D. preferred); experience in oral history, and research interests primarily in the Southwest and the U.S.-Mexico border. Proficiency in Spanish, administrative experience, ability to promote community involvement, and grant writing abilities are all highly desirable. Rank and salary commensurate with experience. The position begins 09-01-98 or 01-15-99. Submit letter of interest, vita, and three references to David A. Hackett, Chair, UTEP, Department of History, El Paso, Texas 79968-0532. The University does not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in employment or the provision of services.

Indiana Historical Society

The Indiana Historical Society, a non-profit membership organization dedicated to collection, preserving and promoting Indiana's History, seeks candidates for the temporary,

full-time position of editorial assistant. This assistant will assist with the William Henry Harrison documentary edition and assist the project director with the Wallace Papers projects. Position is projected at one year. Duties include: assisting with editing of documents, research, maintaining computer and paper files, preparing documents for filing and other duties assigned. A BA in history, English or American studies and good word processing and database management skills required. Salary range for this position starts in the high-teens to low-\$20's; pay offered will be commensurate with experience and skills. Complete job description and requirements available upon request. Send a letter of application, resume, and the names, current addresses and telephone numbers of three references to: Susan P. Brown, Human Resources Director, Indiana Historical Society, 315 W. Ohio Street, Indianapolis, IN 46202-3299

Activities of Members

Ronald H. Bayor and Timothy Meagher have won the American Conference for Irish Studies' James S. Donnelly, Sr. prize for best book in history and social science for their co-edited book, *The New York Irish*.

Lisa Krissoff Boehm, Indiana University, gave a paper entitled "A century of Progress and Popular Perceptions of Chicago," at the annual meeting of the Popular Culture Association/American Culture Association in Orlando, Florida. An article of the same name has been accepted for publication by *Chicago History*.

Jeffrey Bolster, University of New Hampshire, presented "Black Jack: African-American Seamen in the Age of Sail" at the Maine Historical Society. The lecture, based upon Bolster's award winning book of the same title, brought the Society's series on the Civil War to an end with a discussion of the participation of African-American men in maritime history. The lecture was followed by a book signing.

Bradley G. Bond, University of Southern Mississippi, has recently been awarded a Certificate of Commendation from the American Association for State and Local History for his book *Political Culture in the Nineteenth Century South: Mississippi, 1830-1900*.

Tim Borden, Indiana University, has been awarded publication by the *Northwest Ohio Quarterly* for his paper "Labor's Day: Working-class Commemoration in Depression-era Toledo." His work will appear in the Winter 1998 edition of the *Quarterly*. His review essay, "Exploring Toledo's Ethnic History: WGTE's Cornerstones Series" will also appear in an upcoming edition of the *Quarterly*.

Holly Brewer, North Carolina State University, Assistant Professor of History, has been awarded best article published in the *William and Mary Quarterly* in 1997 for her article, "Entailing Aristocracy in Colonial Virginia: 'Ancient Feudal Restraints' and Revolutionary Reform." Brewer's article was selected by the editors of the *Quarterly*. The National Society Daughters of Colonial Wars presented the award. Brewer's article has also been awarded the 1998 James L. Clifford Prize by the American Society for Eighteenth-Century Studies.

Nicholas C. Burkell, Marquette University, has been awarded tenure as associate professor in the History Department. As Dean of Libraries, his newly appointed title, Burkell will have a major responsibility for coordinating the University's

commitment to constructing the Rev. John P. Raynor Library, a new \$50,000,000 facility on the Milwaukee campus.

John Cimprich, Thomas More College, received the 1997 Faculty Advisor Research Grant in History from Phi Alpha Theta National Honor Society for his project on Fort Pillow during the Civil War.

Mary Maples Dunn, Foundation Director of the Schlesinger Library at Radcliffe College, will serve as the representative for the American Historical Association for the next four years.

Stephanie Dyer, University of Pennsylvania, was recently awarded the 1998 Henry Belin du Pont Dissertation Fellowship in Business, Technology, and Society by the Hagley Museum and Library.

James P. Fadely, St. Richard's School and Indiana University-Indianapolis, has had his book, *Thomas Taggart: Public Servant, Political Boss, 1856-1929*, published by the Indiana Historical Society.

Arnita A. Jones, executive director of the Organization of American Historians, presented the keynote speech for the Fifth Annual New Jersey History Issues Convention. *Life After the Task Force on New Jersey History: What Happens Now?* was the title of the convention.

William B. Jordan held a lecture and book signing for his latest book, *The Civil War Journals of John Mead Gould: 1861-1866*. Jordan spent nearly a year and a half transcribing the Civil War journals of this regimental historian. Jordan is a retired history professor from Westbrook College.

Peter B. Levy, York College, has recently had his guide, *The Civil Rights Movement*, published. Designed for secondary school and college student research, this guide provides clear analysis and reference components and is an outstanding introduction to the Civil Rights Movement.

John Logan, University of California, Davis, has been awarded a grant from the Center for the History of Business, Technology, and Society, Hagley Museum and Library, Wilmington, Delaware, to support research for his work, "Defining Industrial Citizenship: The State and Workers' Rights in the U.S. and Canada, 1933-1948."

James Kirby Martin, University of Houston, has been named to the chaired position of Distinguished Professor of History.

Raymond Mohl was presented a certificate of appreciation by Erik Monkonen at the annual dinner of the Urban History Association (UHA) for his work as former UHA president.

Susan Scott Parish, Stanford University doctoral candidate, is recipient of the 1997 Richard L. Morton Award of the Omohundro Institute of Early American History and Culture for a distinguished article by a graduate student in the *William and Mary Quarterly*. Her article, "The Female Opossum and the Nature of the New World" was chosen by the editors of the *Quarterly*.

Charles Piehl, Mankato State University, has received a Scholarship for Publication Grant from the Society for the Publication of American Modernists to support his work on Robert Gwathmey, 1903-1988.

Jonathan Rees, Whitman College, has been awarded a grant to support research for his work, "Managing the Mills: Labor Policy in the American Steel Industry During the Non-union Era," from the Center for the History of Business, Technology, and Society, Hagley Museum and Library, Wilmington, Delaware.

Patrick Ryan, Case Western Reserve, has recently been awarded the first prize for best article in the history of the human sciences by the Forum for History of Human Sciences. His article, "Unnatural Selection: Intelligence Testing, Eugenics, and Ameri-

can Political Cultures," appeared in the Spring 1997 issue of the *Journal of Social History*.

Vincent P. De Santis, James G. Ryan and Leonard Schulp are compiling a new *Gilded Age Bibliography*, which will be published by Scholarly Resources.

Mart A. Stewart, Western Washington University, has been honored as the co-winner of the 1997 Malcolm and Muriel Bell Award for his book entitled "What Nature Suffers to Groe": *Life, Labor, and Landscape on the Georgia Coast, 1680-1920*.

Thomas R. Winpenny, Elizabethtown College, has won the Editors' Award for Exceptional Books for his 1996 book *Without Fitting, Filing, or Chipping: An Illustrated History of the Phoenix Bridge Company*. Winpenny's book was selected by the editors of the *Business Library Review*.

Clarence E. Wunderlin, Jr., Kent State University, is the project director and editor of *The Papers of Robert A. Taft*, a projected four-volume edition of the select correspondence, speeches, and documents of Robert A. Taft.

Julian Zelizer, University of Albany, has been awarded a grant to support research for his work, "Protecting the Purse: Fiscal Conservatism in an Age of Big Government, 1933-1996," from the Center for the History of Business, Technology, and Society, Hagley Museum and Library, Wilmington, Delaware.

Awards, Grants and Fellowships

The IEEE Life Members and the Society for the History of Technology seek nominations for the IEEE Life Member's Prize in Electrical History. This year's prize recognizes the best paper in electrical history published in 1997. Eligible papers must deal with the art or engineering aspects of electrotechnology and its practitioners and have been published in a learned journal or magazine. The prize consists of a cash award of \$500 and a certificate. Contact: SHOT Secretary, Lindy Biggs at Department of History, 310 Thach Hall, Auburn University, Auburn, AL 36849-5259; (334) 844-6645; fax (334) 844-6673; biggs1b@mail.auburn.edu; www.auburn.edu/shot/.

The Hagley Museum and Library Center for the History of Business, Technology, and Society offers a variety of grants and fellowship programs supporting scholarly research in the humanities and social sciences which utilize the Library's collections. Awards include: Grants-in-Aid, the Henry Belin du Pont Dissertation Fellowship, the Henry Belin du Pont Fellowship and the Hagley-Winterthus Fellowships in Arts and Industries. These awards support a range of researchers and scholars from the graduate to advanced research level and have various deadlines throughout the year. Contact: Dr. Phillip Scranton, Director, Center for the History of Business, Technology, and Society, Hagley Museum and Library, PO Box 3630, Wilmington, DE 19807; (302) 658-2400; fax (302) 655-3188; crl@udel.edu.

The Wolfsonian-Florida International University requests applications for its 1999 fellowship opportunities program. The program is designed to promote scholarly research in the decorative arts, design and architecture of the late 19th to mid-20th centuries and supports a wide-range of projects. Fellowships are offered for full-time research for a period of three to six

weeks during to January-July academic term. Periodically a distinguished academic or curator is chosen from the applicant pool and invited to serve as Wolfsonian Scholar. The term of this appointment is three to six months. Fellowship grants are available and are based on individual need and the duration of the research. The Wolfsonian also offers honorary Associate Appointments for scholars who do not seek funding. Application deadline is **May 31, 1998**. Contact: The Wolfsonian-FIU, 1001 Washington Avenue, Miami Beach, FL 33139; (305) 535-2632; fax (305) 531-2133.

The **Center for Louisiana Studies of the University of Southwestern Louisiana** invites nominations for recipient of the James William Rivers Prize in Louisiana Studies. This prize honors persons who have contributed or rendered outstanding scholarly study, work, or teaching about Louisiana or its people. The winner will receive a cash reward of \$1,000. Nominations should be made by **June 1, 1998**. Please send nominations to: James William Rivers Prize Committee, Center of Louisiana Studies, P.O. Box 40831, University of Southwestern Louisiana, Lafayette, LA 70504-0831; fax (318) 482-6028.

The **College of Charleston's Program in the Carolina Lowcountry and the Atlantic World** is pleased to announce the establishment of a biennial prize for the best first book relating to any aspect of the history and life of the Carolina Lowcountry and/or the Atlantic World. The prize will carry a cash award of \$1,000 and publication. Applicants should submit three copies of their manuscript. Deadline is **June 1, 1998**. Contact: Professors Brana-Shute and Sparks, Associate Directors, Program in the Carolina Lowcountry and the Atlantic World, c/o History Department, College of Charleston, 66 George St., Charleston, SC 29424; (803) 953-5711; fax (803) 953-6349.

The **Forum for History of Human Sciences** is pleased to announce a non-monetary prize competition for best recent dissertation on some aspect of the history of the human sciences. The article must have been published within the past three years and relate to the history of the human sciences. Send three copies to the Forum's Corresponding Secretary: David A. Valone, Quinnipiac College, Box 77, 275 Mt. Carmel Ave., Hamden, CT 06518. Deadline is **June 1, 1998**.

The **North East Popular Culture Association** announces its annual book award competition. Publishers may nominate one book published in 1997 by an author who lives and/or works (or has done so in the past two years) in New York or New England. Monographs on any culture studies or pop culture topics that demonstrate outstanding scholarship, creativity and originality are eligible for this award to be presented at the annual NEPCA conference in Boston on November 7, 1998. Deadline is **June 1, 1998**. Contact the NEPCA Book Award Committee chair: Peter Holloran, pch@world.std.com.

The **State Archives and Records Administration** announces its eighth annual Student Research Awards to promote and recognize excellence in student research. The purpose of the award is to encourage students to explore the wealth of historical records available through various community resources. Three awards will be given to eligible students or students groups in grades 4-12. All entries must be the result of student research using historical records. Deadline is **June 1, 1998**. Contact: Julie Daniels, Student Research Awards, State Archives and Records Administration, 10A46 Cultural Education Center, Albany, NY 12230; (518) 473-8037; eszmyr@mail.nysed.gov.

The **Southern Association for Women Historians** invites nominations for its annual A. Elizabeth Taylor Prize for 1998. The \$100 prize is awarded for the best article

on a topic in southern women's history published in either a journal or an anthology during the 1997 calendar year. Send nominations or submit three copies of the article to Professor Carol Berkin, Department of History, Box A-1610; Baruch College, 17 Lexington Avenue, New York, NY 10010. Deadline is **June 1, 1998**.

The **Walter W. Ristow Prize**, awarded annually by the **Washington Map Society**, recognizes achievement in cartographic history and map librarianship. The competition is open to all full or part-time upper-level undergraduate, graduate or first-year postdoctoral students attending accredited colleges or universities. Deadline is **June 1, 1998**. Contact: Ed Redmond, Secretary, Washington Map Society, Library of Congress, Geography and Map Division, Washington, DC 20540-4650.

The **Western History Association** offers an assortment of cash awards for graduate students, researchers and authors of both published books and articles. Student awards include: the Sara Jackson Award, which supports minority graduate research; the Western History Association Graduate Student Conference Scholarship, a pair of annual awards given to aid graduate students with the cost of attending the annual Western History Association conference; and the Walter Rundell Award, to be used to underwrite travel expenses to archives for dissertation work in Western History. Article awards are given to outstanding articles dealing with a variety of topics including: the history of Native Americans, the history of the Borderlands and the history of Western America. Deadline for student and article awards is **July 31, 1998**. Awards for books are given for published works dealing with Western American history. Deadline for book awards is **June 1, 1998**. Contact: Western History Association, University of New Mexico, 1080 Mesa Vista Hall, Albuquerque, NM, 87131-1181. (505) 277-5234; www.unm.edu/~wha.

The **Urban History Association** is conducting its ninth annual round of prize competitions for scholarly distinction. The prize categories include best doctoral dissertation in urban history completed during 1997, best book in North American urban history published during 1997, and best journal article in urban history published during 1997. Deadline is **June 15, 1998**. For more information about submission procedures, contact: Professor Dorothy M. Schulz, Department of Law, John Jay College, CUNY, 899 10th Avenue, Room 422T, New York, NY 10019.

The **William T. Grant Foundation** invites researchers to apply for annual Faculty Scholars' Awards. Awards will be presented to up to five junior or pre-tenure investigators whose research contributes to understanding the development and well-being of children and adolescents. The awards support research spanning a five year period and total \$250,000. Deadline is **July 1, 1998**. Contact: Faculty Scholars Program, William T. Grant Foundation, 570 Lexington Avenue, 18th floor, New York, NY 10022-6873.

The **Montana Historical Society** announces the 1998 competition for the Merrill G. Burlingame-K. Ross Toole award. This award is given to the best unpublished article-length manuscript written by an undergraduate or graduate student on Montana or any western history topic. The award includes a plaque, cash award and publication of the article in *Montana The Magazine of Western History*. Deadline is **July 17, 1998**. Contact: Burlingame-Toole Award, Montana The Magazine of Western History, Montana Historical Society, PO Box 201201, 225 North Roberts Street, Helena, Montana 59620-1201.

The **Council for International Exchange of Scholars** announces the 1999-2000 competition for Fulbright Awards for U.S. Faculty and Professionals. This competition is

open to college and university faculty and professionals outside academe and provides opportunities for lecturing and advanced research in over 125 countries. U.S. citizenship and the Ph.D. or comparable professional qualification are required. University or college teaching experience is expected for lecturing awards. Deadline is **August 1, 1998**. Contact: USIA Fulbright Senior Scholar Program, Council for International Exchange of Scholars, 3007 Tilden Street, NW, Suite 5L, Box GNEWS, Washington, DC 20008-3009; (202) 686-7877; apprequest@cies.iie.org (application requests); www.cies.org.

The **American College of Obstetricians and Gynecologists and Ortho Pharmaceutical Corporation** jointly sponsor two \$5,000 fellowships in the History of American Obstetrics and Gynecology each year. The fellows spend one month in the Washington D.C. area working full-time to complete their specific historical research project. Deadline is **September 1, 1998**. Contact: The American College of Obstetricians and Gynecologists, Susan Rishworth, History Librarian/Archivist, 409 Twelfth Street, SW, Washington, DC 20024-2588; (202) 863-2578; fax (202) 484-1595; srishwor@acog.com.

The **Coordinating Council for Women in History and the Berkshire Conference of Women Historians** invite applications for two \$500 Graduate Student Awards to assist women graduate students in the completion of dissertation work. Deadline is **September 15, 1998**. Application may be downloaded from <www.plu.edu/~hamesgl/>. Contact: Professor Gina Hames, CCWH Awards Committee Chair, History Department, Pacific Lutheran University, Tacoma, WA 98447; hamesgl@plu.edu.

The **Gerald R. Ford Library** is accepting applications for researchers in national politics, government, or related topics, especially in the 1970s, to apply for travel grants up to \$2000 to use Gerald R. Ford Library collections. Deadlines are **March 15** and **September 15** of each year. Contact: Mr. Geir Gundersen, Grants Coordinator, Gerald R. Ford Library, 1000 Beal Avenue, Ann Arbor, MI 48109; (734) 741-2218; fax (734) 741-2341; library@fordlib.nara.gov; www.lbjlib.utexas.edu/ford/

The **Minnesota Humanities Commission** offers a variety of grants supporting humanities programming. Grants are awarded to a wide-range of humanities activities from the individual to the organizational level. Contact: MHC Grant Office; (612) 774-0105, x261.

Calls for Papers

The **National Social Science Association** is accepting proposals for its summer seminar to be held August 2-7, 1998 in Vancouver, British Columbia. The theme of this year's seminar will be "Teaching the Social Sciences: National and International Perspectives." The Association is also accepting proposals for its Fall national meeting to be held November 4-6, 1998 in New Orleans, LA. Send or fax proposals along with a twenty-five word abstract for either seminar to: NSSA Summer Seminar or NSSA New Orleans Meeting, 2020 Hills Lake Dr., El Cajon, CA 92020-1018; (619) 448-4709; fax (619) 258-7636; natsocsci@aol.com.

The **Social Science/History Department of Luzerne County Community College** seeks presentation proposals for its annual conference entitled "The History of Northern Pennsylvania: The Last 100 Years." The conference will take place October 9, 1998 at the College Conference Center. Contact: Dr. Robert Mittrick, Conference Coordina-

tor, College in Nanticoke, Pennsylvania, 1333 South Prospect Street, Nanticoke, PA 18634-3899; (717) 740-0512

Studies in Landscape Architecture at Dumbarton Oaks invites papers for its symposium "Bourgeois and Aristocratic Cultural Encounters in Garden Art" to be held May 14-15, 1999. Papers should focus on the impact of changing relationships between bourgeois and aristocrats upon the development of garden art during the Renaissance. Applicants should submit an abstract no more than 3 pages in length describing the scope and content of the work and its significance for the symposium theme. Deadline in **May 30, 1998**. Contact: Director of Studies in Landscape Architecture, Dumbarton Oaks, 1703 32nd St. NW, Washington, DC 20007; (202) 339-6460; fax (202) 625-0432; landscape@doaks.org.

The **Second Judicial Circuit and the George Gustav Heye Center of the National Museum of the American Indian** invite paper proposals for their conference, "Cass Gilbert, Life and Work: From Regional to National Architect," to be held November 13-14, 1998 in New York. Applicants should submit proposals of 500 words in length or less and include a one-page curriculum vitae. Paper topics should deal with any aspect of the life and work of American architect Cass Gilbert. Deadline is **May 31, 1998**. Contact: Dr. Barbara S. Christen, Executive Director, Cass Gilbert Projects, U.S. Bankruptcy Court, Alexander Hamilton U.S. Custom House, One Bowling Green, New York, NY 10004-1408; (212) 668-2870; fax; (212) 809-9659.

The **League of World War I Aviation Historians** is sponsoring a student paper competition open to undergraduate and graduate students enrolled at accredited institutions during the 1997-1998 academic year. Monetary prizes will be awarded for the best original paper on any aspect of aviation during the 1914-1918 War. Deadline is **May 31, 1998**. Contact: Mr. Noel Shirley, 727 Swanswood Court, San Jose, CA 95120.

The **University of Pennsylvania, Philadelphia** invites proposals for a conference to be held October 23-24, 1998 at the University of Pennsylvania on Charles Brockden Brown. Deadline is **May 31, 1998**. Contact: Christopher Looby, RCBB conference contact, English Department, University of Pennsylvania, Philadelphia, PA 19104; clooby@dept.english.upenn.edu

The **Alexandria 250th Anniversary Commission** seeks individuals to submit essays and give lectures on current and future issues facing Alexandria. During 1999, Alexandria's 250th anniversary, the Commission plans to publish the essays and hold lectures based on them. An honorarium of \$250 will be given to an individual whose essay is selected by the Commission's editorial committee. Deadline is **June 1, 1998** to the Office of Historic Alexandria, P.O. Box 178, City Hall, Alexandria, VA 22313. Contact: Bill Hendrickson (703) 549-7365 (days); (703) 519-9410 (evenings).

The **Max Kade Institute of German-American Studies** at the University of Wisconsin-Madison will hold a conference entitled, "Defining Tensions: A fresh look at Germans in Wisconsin," October 16-17, 1998. Topics include mutual transformation, diversity among German immigrants, and Germans and interethnic relations. Applicants may submit a one-page minimum abstract. Electronic submissions are welcome. Deadline is **June 1, 1998**. Contact: Max Kade Institute for German-American Studies, 901 University Bay Dr., Madison, WI 53705; (608) 262-7546; mmdevitt@facstaff.wisc.edu.

The **New England Historical Association** welcomes proposals on any subject, period or geographical area for the fall meeting October 17, 1998 in New London, Connecticut. Complete session proposals as well

as single papers from scholars within or outside the New England region are welcome. Please send proposals with brief vita to: Professor Alan Rogers, History Department, Boston College, Chestnut Hill, MA 02167-3806; ala.roger@bc.edu. Deadline is **June 15, 1998**.

The **North East Popular Culture Association** will hold its 21st annual conference in Boston at Suffolk University on November 6-7, 1998. A one-page abstract and brief c.v. on any culture studies or pop culture topics may be submitted by **July 1, 1998** to the program chair. A certificate and \$200 is offered each year for the best paper by a graduate student. Contact: Professor Joseph McCarthy, Suffolk University, Department of History, Boston, MA 02114.

The **American Society for Environmental History** requests papers for its biennial meeting to be held in Tucson, Arizona, April 14-18, 1999. The theme will be "Environmental History Across Boundaries." Deadline is **July 15, 1998**. Contact: Edmund Russell (program chair), Technology, Culture, and Communication, SEAS, Thornton Hall A-237, University of Virginia, Charlottesville, VA 22903; (804) 982-2623; epr5d@virginia.edu.

The **Michigan Historical Review** solicits submissions from senior level and graduate students for its Student Essay Competition. Papers written during the 1997-98 academic year and relating to Michigan's political, economic, social, and cultural history are requested. Deadline is **July 15, 1998**. The winning essay will be published in the spring 1999 issue of the *Michigan Historical Review* and will be awarded a cash prize of \$500. Contact: David I. Macleod, Editor, Michigan Historical Review, Clarke Historical Library, Central Michigan University, Mt. Pleasant, MI 48859.

The **New England Journal of History** requests papers for its Fall edition. The focus will be "The World in 1898: A Century Retrospective." Papers should emphasize the lasting significance of events or developments in 1898. Deadline for the Fall edition is **August 1, 1998**. Contact: Dr. Joseph Harrington, Editor, NEJH, History Department, Framingham State College, Framingham, MA 01701; (781) 344-6788.

The **Pioneer America Society** seeks proposal for papers, special sessions, and panel discussions for its annual conference, "Wilmington: A Port Town and its Hinterlands in the Early British Colonial South," November 5-7, 1998 in Wilmington, North Carolina. Proposals may cover any facet of folk and vernacular material culture. Abstracts should be submitted no later than **August 15, 1998** and should include the title, author(s), affiliation and a typed, single-spaced, 200 word paragraph. Contact: W. Frank Ainsley, ERS Department, University of North Carolina, Wilmington, North Carolina 28403; (910) 962-3493; fax (910) 962-7077; ainsley@uncwil.edu.

The **Western History Association** invites paper and panel proposals for the organization's 39th annual conference to be held October 6-9, 1999 in Portland, Oregon. The conference theme is: The American West, Promise and Prospect. Proposals should be sent as one- or two-page abstracts. Deadline is **August 31, 1998**. Contact: Professor L. G. Moses, Cochair, 1999 WHA Program Committee, Department of History, LSW 501, Oklahoma State University, Stillwater, Oklahoma, 74078-3054; (405) 744-8180; fax (405) 744-5400; Mos7538@Okway.okstate.edu

The **Gerald R. Ford Library** offers travel grants for up to \$2,000 for researchers in national politics, government, or related topics, especially in the 1970's, to use Gerald R. Ford Library Collections. Deadline is **September 15, 1998**. Contact: Mr. Geir Gunderson Coordinator, Gerald R. Ford Library, 1000 Beal Ave., Ann Arbor, MI 48109; (734) 741-2218; fax (734) 741-2341; library@fordlib.nara.gov;

www.lbjlib.utexas.edu/ford/

The **Institute for Southern Studies** at the University of South Carolina will host a conference examining "Slavery in Early South Carolina" on February 12-13, 1999. Scholars wishing to propose a paper should send a one-page abstract and brief vita by **September 15, 1998**. Contact: Thomas J. Brown, Assistant Director, Institute for Southern Studies, Gambrell Hall, University of South Carolina, Columbia, SC 29208; www.cla.sc.edu/ISS.

The **Southeastern American Society for Eighteenth-Century Studies** (SEASECS) invites proposals for paper and full sessions for "Reunions, Celebrations, and Anniversaries," a conference signifying SEASECS' 25th Anniversary meeting to be held March 4-6, 1999 in Knoxville, Tennessee. Proposals may cover any aspect of the "long eighteenth century." Prizes will be awarded to graduate students presenting the best papers at the conference. Please send proposal along with a c.v. for each participant. Deadline is **September 15, 1998**. Contact: Dr. Barbara Schnorrenberg, 3824 Eleventh Ave. South, Birmingham, AL 35222; fax (205) 595-2191.

The **Omohundro Institute of Early American History and Culture** and the **University of Connecticut** will sponsor a conference on "Microhistory: Advantages and Limitations for the Study of Early American History," October 15-17, 1999, at the University of Connecticut in Storrs. Practitioners and critics are invited to submit proposals (up to 10 pages) that either employ or assess microhistorical methods. Studies dealing with persons, places, or events from the era of exploration through the early national period will be welcomed. Deadline is **September 18, 1998**. Seven copies of each proposal, together with a shortform c.v., should be sent to Professor Richard D. Brown, Microhistory Conference, Department of History, University of Connecticut, 241 Glenbrook Road, Storrs, CT 06269-2103.

The **Omohundro Institute of Early American History and Culture** seeks proposals for papers for its fifth annual conference to be held June 4-6, 1999 at the University of Texas at Austin. The conference hopes to provide a forum for the study of early America including all aspects of the lives of North America's indigenous and immigrant peoples during the colonial, Revolutionary and early national periods of the U.S. and the related histories of Canada, the Caribbean, Latin America, the British Isles, Europe and Africa from the sixteenth century to approximately 1815. The committee hopes that Texas's unique juxtaposition between the British, French and Hispanic colonial empires will generate dialogue across scholarly frontiers through proposals for papers and sessions. Contact: Professor John J. McCusker, Program Chair, Fifth Annual OIEAHC Conference, Trinity University, Department of History, 315 Stadium Drive, San Antonio, TX 78212; www.utexas.edu/academic/oieahc. Deadline is **September 18, 1998**.

Siena College requests papers for its fourteenth annual, international, multidisciplinary conference on the 60th anniversary of World War II, June 3-4, 1999. Although the focus of the conference will be 1939, papers dealing with a wide-range of topics are welcome. Deadline is **November 15, 1998**. Contact: Professor Thomas O. Kelly, II, Department of History, Siena College, 515 Loudon Road, Loudonville, NY 12211-1462; (518) 783-2512; fax (518) 786-5052; legendziewic@siena.edu

The seventh annual conference of the **Society for the History of Authorship, Reading and Publishing** will take place July 14-17, 1999, in Madison, Wisconsin, under the auspices of the Center for the History of Print Culture in Modern America, a joint program of the University of Wisconsin-Madison and the State historical Society of

Wisconsin. Deadline is **November 19, 1998**. Submit one-page abstract to: Maureen Hady, Conference Coordinator for SHARP 99, c/o State historical Society of Wisconsin, 816 State Street, Madison, Wisconsin, 53706-6598 USA; fax (608) 264-6532; printcul@mac.wisc.edu.

The **Journal on Firearms and Public Policy** seeks articles for its forthcoming volume 10 (1998) and volume 11 (1999). The journal is interdisciplinary, and prints original articles dealing with all aspects of the firearms issue, including both legal and historical aspects. There are no minimum of maximum page limits for articles. Contact: David B. Kopel, Editor-in-Chief, Independence Institute, 14142 Denver West Parkway, Suite 185, Golden, CO 80401; (303) 279-6536; david@i2i.org.

Meetings and Conferences

The **Library of Congress** and the **National Portrait Gallery** present a joint conference, "Caricature and Cartoon in Twentieth-Century America." The conference will include a series of lectures to be held in Washington, DC on **May 15-16, 1998**. Contact: The National Portrait Gallery; (202) 357-13556; or the Library of Congress; (202) 707-9115.

The **Institute of United States Studies**, University of London, will be sponsoring a lecture series entitled "The John M. Olin Programme on Politics, Morality and Citizenship". The second lecture of the series, "Is Manliness a Virtue?" will be held **May 18, 1998**. Keynote speakers for the lecture include Professor Harvey C. Mansfield, Jr and William R. Kenan, Jr. Professor of Government, Harvard University. On **May 20, 1998** the Institute will be sponsoring "Citizenship versus Monarchy: A Hidden Fault Line in our Civilization." Professor Kenneth Minogue, London School of Economics will be the keynote speaker. All lectures will take place at 6:00 pm at the Senate House in London. Contact: Institute of United States Studies, Senate House, Malet Street, London WC1E 7HU; 0171.636.8000 ext 5100; fax 0171.580.7352.

The **Hagley Museum and Library** will sponsor "Women and Historic Preservation" on **May 28-29, 1998** in Wilmington, Delaware. Gerda Lerner, noted women's historian and author of *Why History Matters*, will be the keynote speaker. Beverly Gordon, University of Wisconsin, will also speak on the role of Delaware native Louise du Pont Crowninshield as a collector and leader in the historic preservation field. Contact: Center of the History of Business, Technology, and Society, Hagley Museum and Library, PO Box 3630, Wilmington, DE 19807; (302) 658-2400 ext. 243; fax (302) 655-3188; crl@udel.edu

The **Thirtieth Annual Dakota Conference on History, Literature, Art, and Archaeology** will be held **May 28-30, 1998** at Augustana College in Sioux Falls, South Dakota. The theme of the conference will be "Crossing Borders: Interdisciplinary Studies of the Dakotas." Special sessions will be presented in each of the major areas of History, Literature, Art, and Archaeology. Contact: Harry F. Thompson, Conference Director, The Center for Western Studies, Box 727, Augustana College, Sioux Falls, SD 57197; (605) 336-4007; fax (605) 336-4999; hthomp@inst.augie.edu.

The **Omohundro Institute of Early American History and Culture** will hold its fourth annual conference **June 5-7, 1998**. The meeting will take place at the American Antiquarian Society, Worcester, Massachusetts. The Institute's field of interest encompasses all aspects of the lives of

North America's indigenous and immigrant peoples during the colonial, Revolutionary, and early national periods of the United States, and the related histories of Canada, the Caribbean, Latin America, the British Isles, Europe, and Africa from the sixteenth century to approximately 1815. Contact: Professor Richard D. Brown, Program Chair, Fourth Annual OIEACH Conference, Department of History, U-103, University of Connecticut, Storrs, CT 06268-2103.

The **New England Historic Genealogical Society** presents "Discovering Your Roots: African American Genealogy," a seminar devoted to aiding researchers in their genealogical pursuits in the study of African American ancestry. The seminar features several lectures and will be held **June 13, 1998** in Boston. Contact: (888)-AT-NEHGS or (617) 536-5740, ext. 202.

The **League of Historic American Theatres** will be holding the 22nd Annual Conference and Theatre Tour. The conference, *From the Past Through the Future: Creative Connections*, will be held in Boulder, Colorado, **June 16-20, 1998** and will feature visits to historic theaters in Boulder, Denver and northern Colorado. The conference will include several subject areas relating to theatre rehabilitation projects including: rehabilitation, programming, communications, marketing, fundraising, human relations, community development and "focus on film." Contact: Amber Fernald (410) 659-9533; info@lhat.org.

The **University of Virginia** has announced "The Jefferson Symposium: Thomas Jefferson and the Adams Family" will be held **June 17-20, 1998** in Charlottesville, Virginia. This symposium will explore the long and complex relationship between Jefferson and John Adams and his extended family. Contact: Tom Dowd, U.Va. Continuing Education; (800) 346-3882; tsd3r@virginia.edu.

CHEIRON: The International Society for the History of Behavioral and Social Sciences will hold its thirtieth annual meeting **June 18-21, 1998**, at the University of San Diego. This meeting will focus on various aspects of the history of the of the behavioral and social sciences and on related historiographical or methodological issues. Contact: Leila Zenderland, Cheiron Program Chair, Department of American Studies, California State University, Fullerton, CA 92834-6868; (714) 278-3800; fax (714) 278-5820; lzenderland@fullerton.edu; http://www.yorku.ca/dept/psych/orgs/cheiron/cheiron.htm.

In celebration of the opening of the major exhibition "Religion and the Founding of the American Republic," the **Library of Congress** will be holding a symposium **June 18-19, 1998** in the Coolidge Auditorium of the Jefferson Building. The symposium will explore the role that religion played in the founding of the U.S. The two-day symposium is free and open to the public. Contact: Helen Dalrymple; (202) 707-1940.

The **University of New England** announces "American Women Nature Writers: An Interdisciplinary Conference" to be held **June 18-21, 1998** at Westbrook College Campus. Contact: Elizabeth DeWolfe, AWWN conference director, Westbrook College Campus, University of New England, 716 Stevens Ave., Portland, ME 04103; (207) 797-7261; edewolfe@mailbox.une.edu; www.une.edu/info/awnw.html.

The **New England Historic Genealogical Society** will be presenting "Putting Your Ancestor on the Map: Genealogy and Cartography" on **June 20, 1998** in Boston. This lecture will explore the ways genealogists use maps, gazetteers, and panoramas to determine their ancestors' whereabouts. Contact: (888) AT-NEHGS or (617) 536-5740, ext. 202.

The **Association for Living Historical Farms & Agricultural Museums** will be

holding its 27th Annual Meeting & Conference, "A Day in the Life: Living History of the Everyday," from **June 21-25, 1998** in Waterloo, Ontario, Canada. The conference will sponsor a plethora of workshops, seminars and tours, bringing together museum professional, instructors, and speakers from across North America. Several one-day bus trips and excursions to surrounding areas are planned. Contact: Tom Reitz, Conference Chair, Doon Heritage Crossroads; (519) 748-1914; rtom@region.waterloo.on.ca.

The **University of Virginia** will sponsor a conference entitled "Rethinking United States History," **June 26-29, 1998** to be held at the University of Virginia, Charlottesville. Major events of U.S. history will be discussed as they relate to the broad historical constructs of nation, region, gender, race, ethnicity, and class. Contact: Marilyn Roselius, UVA Global Studies; (804) 982-5276; mjm6h@virginia.edu.

The **National Archives** invites teachers of the social studies, psychology, sociology and the humanities to participate in its nineteenth annual teacher institute, "Primarily Teaching: Original Documents and Classroom Strategies." This program aids educators in searching and selecting original documents found in the Archives and developing strategies for utilizing these resources in the classroom. The cost of the institute is \$100 with graduate credit from a major university available for an additional fee. The program will be held **June 23-July 2, 1998** in Washington, D.C. Contact: Educational Staff, 18N, National Archives, Washington, DC, 20408; (202) 501-6172 or 6729; education@arch1.nara.gov

The **Humanities Resource Center of Prince George's Community Colleges** requests applicants for its summer institute for school teachers entitled "Freedpeople and Southern Society in the Late Nineteenth Century: Learning and Teaching from the Documents." Twenty-five secondary school teachers will attend this program which includes residential services and seminar sessions on the campus of Georgetown University, training and research sessions at the National Archives and working visits to other historical resources and sites in the Washington D.C. area. Participants will expand their understanding of the new experience of freedom for African Americans and its impact on the South in the late nineteenth century and how this understanding is derived for original documents. The institute will be held **July 5-31, 1998**. Contact: Dr. Joseph Citro, Humanities Resource Center; (301)322-0600; fax (301) 336-2851; jc23@pgstmail.pg.cc.md.us.

The **Great Lakes Center for Maritime Studies** will sponsor a Public History Summer Field School from **July 6-31, 1998**. "Great Lakes Maritime Community History" will examine the lakeshore towns of Southwest Michigan and their maritime networks. Field exercises, discussions, guest lectures and field trips will be included in the program. Participants can earn six undergraduate or graduate credits. On-campus housing and dining are also available. Contact: Professor Kristin M. Szylvian; (616) 387-4639

The **Norlands Living History Center** and the **University of Maine** invite educators, college students and history enthusiasts to their ninth summer seminar, "19th Century Education in Rural New England". The conference will be held **July 13-17, 1998** in Livermore, Maine and will examine the applicability of nineteenth century educational strengths and values to education today through an in-depth case study of district schools in Livermore. Contact: Mrs. Billie Gammon, Norlands Living History Center, Box 3395, Hathaway Hill Road, Livermore, ME 04254; (207) 897-2236.

The **Friends of the Morrill Homestead**, the **Vermont Division for Historic Preservation**, and the **Stratford Historical Society** will be holding a two-day symposium on the life and legacy of Justin S. Morrill, author of the Land Grant College Act. Keynote speakers at the event will be Judith Ramely, President, Uni-

versity of Vermont and M. Peter McPherson, President, Michigan State University. The symposium will be held **July 16-17, 1998** in Morrill's lifelong home of Stratford, VT. Contact: Kay Campbell, Registrar, Morrill Symposium, P.O. Box 98, Stratford, VT 05072; (802) 765-4412.

The **New England Historic Genealogical Society** will be hosting its summer conference for Genealogists at the Hartford Marriott Hotel, Farmington, CT, **July 17-18, 1998**. The conference offers of variety of lectures and a Land Platting Workshop by special guest lecturers Patricia Law Hatcher and Anita A. Lustenberger. Contact: (888) AT-NEHGS or (617) 536-5740, ext. 202.

Bowling Green State University, Department of History, will be sponsoring "The Sixty Years' War for the Great Lakes, 1754-1814," a conference to be held **September 18-20, 1998**. The program includes a variety of speakers and a dozen panels of scholars from the United States, Canada and Great Britain. Contact: 60 Years' War Conference, Department of History, Bowling Green State University, Bowling Green, OH 43403-0220; dskaggs@bgsu.net; bgsu.edu.

The **Yale Child Study Center** and the **Yale Section of History of Medicine** in conjunction with the **National Institute on Drug Abuse** are sponsoring "The Centennial of Heroin," a conference exploring the initial marketing of heroin for medical purposes in 1898 and the drug's subsequent role as a public health problem. The conference is scheduled for **September 18-20, 1998** in New Haven, Connecticut. Contact: David F. Musto M.D., Yale Child Study Center, P.O. Box 207900, New Haven, CT 06520; (203) 785-4258; david.musto@yale.edu.

The **Conference on Faith and History** will hold its biennial fall meeting on **September 24-26, 1998** at David Lipscomb University in Nashville, Tennessee. The theme of the conference is "Globalization and the Historian's Craft." Proposals for individual papers and entire sessions are welcome. They should be submitted to Charles W. Weber, Department of History, Wheaton College, Wheaton, IL 60187; (630) 752-5863; fax (630) 752-5294; Charles.W.Weber@wheaton.edu.

The **National Archives and Records Administration** and the **University of Maryland** announce a jointly sponsored conference titled "The Power of Free Inquiry and Cold War International History". The conference will examine issues in relation to Cold War documentation and will be held **September 25-26, 1998** at the National Archives at College Park. The conference will also examine how newly-declassified U.S. materials affect research and interpretation of Cold War history. Contact: Tim Wehrkamp; (301)713-6655 ext. 229; timothy.wehrkamp@arch2.nara.gov.

The **National Coalition of Independent Scholars** presents its 1998 conference, "The Future of Scholarship...Independent?". The conference will examine the future of scholarship and is to be held **October 2-4, 1998** at the Minnesota History Center in St. Paul, Minnesota. Contact: Diane M. Calabrese, Program Chair, 1000 Robin Road, Silver Spring, MD 20901-1873; tel./fax (301) 681-3671; augustdm@aol.com.

The **United States Air Force Academy** announces its 18th Military History Symposium, *Future War: Coalition Operations in Global Strategy*. The symposium will address the history of coalition warfare and explore its role in future conflicts. The symposium will be held **October 21-24, 1998** in Colorado Springs, Colorado. Contact: Captain George Stamper; (719) 333-3622/3230; or e-mail: 18mhs.dfh@usafa.af.mil; www.usafa.af.mil/dfh.

The **University of North Carolina at Wilmington**, in association with the North Carolina Division of Archives and History, will host "The 1898 Wilmington Race Riot and Its Legacy: A Symposium," **October 23-24**. The symposium will commemorate the centennial of the riot and examine the events surrounding the incident. Duke University Professor of

History Emeritus, John Hope Franklin, will deliver the keynote address. Contact: Jo Ann Williford; (919) 733-7305.

The 25th Annual Washington Historical Studies Conference, co-sponsored by the **Historical Society of Washington, DC**, the **District of Columbia Public Library**, and the **Center for Washington**, will be held **October 30-31, 1998** at the District of Columbia Library. The conference will explore the intricacies of Washington, as a city in light of the development of the Washington freeway. Contact: Mary Alexander, Historical Society of Washington, DC, 1307 New Hampshire Avenue, NW, Washington, DC 20037; (202) 785-2068; fax (202) 887-57851; MAlexander5@juno.com.

Historic Deerfield continues its forum series with "Eighteenth Century Massachusetts Furniture". The weekend program will be held **November 6-8, 1998** and includes lectures by curators, connoisseurs and craftsmen, workshops and museum tours. Contact: Philip Zea, Deputy Director and Curator; (413) 774-5581.

The **Texas Historical Society** invites professional staff members or experienced volunteers in museums or historical organizations to participate in the Winedale Museum Seminar to be held **November 8-19, 1998**. The seminar is designed to promote the continuing development of all types of community and regional museums and cultural institutions. Enrollment will be limited to 20 people. Contact: Texas Historical Commission, P.O. Box 12276, Austin, TX 78711-2276; (512) 463-5756; kneumann@access.texas.gov.

The **Society for Industrial Archeology**, **Lowell National Historic Park**, and the **Historic American Engineering Record** are pleased to announce a special conference on the current state of practice in the field of industrial archeology and on the future direction of the discipline. The conference will be held at Lowell, MA, **November 12-14, 1998**. It will feature a series of commissioned presentations by some of the foremost practitioners of industrial archeology in the United States, Canada and Europe. Contact: Gary Fitzsimons, Park Historian, Lowell National Historic Park, 67 Kirk Street, Lowell, MA 01852-1029; (978) 275-1724; fax (978) 275-1762; gray_fitzsimons@nps.gov.

The **Library of Congress** announces a major new exhibition, "The African American Odyssey," in all three of the Library of Congress building on Capitol Hill. The exhibition showcases over 200 items including literature, music, films and photographs, relating to the life, culture and history of African Americans. The exhibit will run through early May. Contact: (202) 707-4606; (202) 707-6200 TTY.

The **Library of Congress** presents a new online collection from the American Memory Project of the Library of Congress, "The Spanish-American War in Motion Pictures". This collection features films made by the Edison Manufacturing Company and the American Mutoscope & Biograph Company and taken during the Spanish-American War, the first U.S. war in which the motion picture camera played a part. The site can be found at <www.loc.gov>.

Connections

The **Center for Euro-Atlantic Studies (CSEA)**, Genoa, Italy, is sponsoring an international conference focusing on the issues of globalization. The conference entitled "Which Global Village?" Society, Cultures and Political-Economic Systems in the Age of Globalization" will be held **Nov. 30-Dec. 1, 1998**. Contact: Valeria Gennaro Lerda, Director of CSEA; fax 39-10-2099 826; of Susanna Delfino, President Organizing Committee; fax 39-10-2099 099;

susannedelfino@mail.gma.it.

The **Department of American Studies & Mass Media**, University of Lodz, has an opening for a teaching position at the visiting professor level for a period of up to two years (but not less than one semester) in one or a combination of the following areas: U.S. History and Politics, American Mass Media, America Society. Scholars planning to be on sabbatical leaves from their home

institutions would be ideal candidates. The position should also be of interest to recent Ph. D. holders. Please contact: Prof. Elzbieta H. Oleksy, Chair, Dept. of American Studies & Mass media, Univ. of Lodz, Narutowicza 54/11; 90-136 Lodz, Poland; fax: 048 42 319-582; eloleksy@kryslia.uni.lodz.pl

The **German-American Center for Visiting Scholars**, Washington, D.C., will enable eight young German and American scientists and scholars, especially from the humanities and social sciences, to do research in Washington, D.C. for up to six months. Selections will be made twice per year. Please send applications (in English) with personal information and a description of the intended work to: German-American Academic Council Foundation, 1055 Thomas Jefferson St., NW, Suite 2020, Washington DC 20007; (202) 296-2991; fax (202) 833-8514; gaac@pop.access.digex.net.

Miscellaneous

The New Year brings enormous opportunities for the **National Humanities Alliance** to take a proactive stance in rebuilding the National Endowment for the Humanities, getting balanced and comprehensive copyrights laws passed, as well as the ongoing work of speaking on behalf of scholars, librarians, researchers, and all others concerned with the humanities. Join the NHA e-mail list by simply going to the website at www.nhalliance.org then clicking on NHA-Forum or send a message to listserv@oah.org with the no subject line and the following text in the body of the message: subscribe advocacy.

The **Oregon Historical Society** is pleased to announce the next phase of a community partnership with the Portland Area Library System (PORTALS) to make the OHS library catalog accessible over the Internet. Twenty thousand items from the OHS library collections are now available for view. The catalog is accessible through the Oregon Historical Society Web site www.ohs.org or through the PORTALS web site www.portals.org.

The **Sixth Floor Museum** at Dealey Plaza has opened its collections and archives to researchers and members of the general public who are interested in gathering information and studying the life, death and legacy of President John F. Kennedy. The museum is located in the former Texas School Book Depository at the site of J.F.K.'s assassination and currently has over 13,000 items in its collections. Contact: Museum Registrar Megan Bryant; (214)747-6660 ext.6619 or Archivist Gary Mack; (214) 747-6660 ext. 6693.

The **University of California Press** has announced its acquisition of the journal *Religion & American Culture: A Journal of Interpretation*. Each issue contains four articles and either a review essay or special "Forum" section which invites top scholars to discuss a central topic in relation to the study of religion in its American context. The journal, which is produced at Indiana University-Purdue University at Indianapolis, will begin publishing this winter with Volume 8:1. Free review copies are available upon request. Contact: Religion & American Culture, University of California Press, 2120 Berkeley Way #5812, Berkeley, CA 94720-5812; (510)643-7154; fax (510)642-9917; journals@ucop.edu; www.ucpress.edu

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