



# Newsletter

Volume 30, Number 4 • November 2002

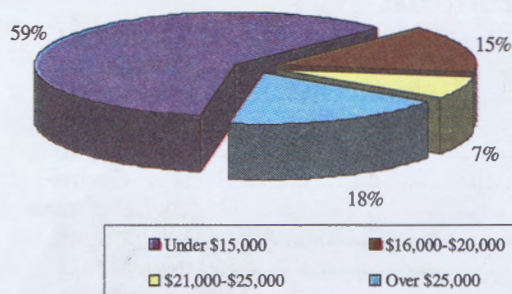
## Results of Part-Time and Adjunct Faculty Survey

The Joint OAH-AHA Committee on Part-time and Adjunct Employment recently released the results of its 2002 survey. Gathered through surveys published in both the *OAH Newsletter* and AHA's *Perspectives*, the data is based on 276 responses, with 256 completed surveys from historians who identified themselves as either adjunct or part-time faculty. Participants were asked to complete a multiple-choice questionnaire with questions ranging from reasons for working part-time, receipt of benefits or support, annual income from teaching, and number of non-teaching hours spent preparing class-related activities. Respondents were also given the opportunity to provide comments. The data included a wide range of employment contexts, experiences, and locations while also displaying varying levels of academic achievement ranging from respondents with Ph.D.s, M.A.s, doctoral students, and ABD students.

See Survey / 6 ►

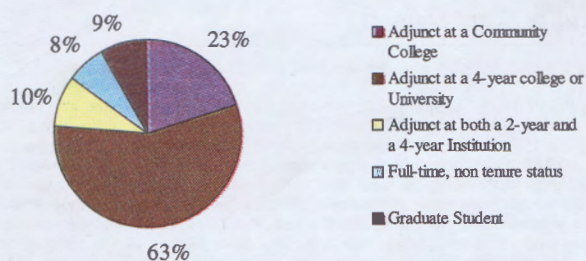
### Annual Income From Adjunct or Part-Time Teaching

Based on 260 respondents currently employed as adjuncts.



### Job Description of Survey Respondents

Total equals more than 100 percent because respondents could select more than one.



## White House Initiative on American History

Ira Berlin and Lee W. Formwalt

Two years ago the U.S. Congress, under the leadership of Senator Robert Byrd (D-WV), recognized the need to improve high school history education and appropriated \$50 million to the Department of Education (DOE) to help local educational agencies enhance the teaching of American history. Last year Byrd convinced his colleagues to double the amount, and several weeks ago the DOE announced the winning proposals in this year's competition. Bill Clinton signed the first Byrd bill and George W. Bush the second. Now the White House has in a more active way joined the struggle to improve the quality of history teaching by announcing, on Constitution Day (17 September 2002), a major initiative for promoting the study of American history.

The White House Initiative on American History is a three-part plan involving the National Endowment for the Humanities, National History Day, and the National Archives and Records Administration. First, NEH's "We the People" project will be expanded to include a nationwide essay contest for high



At a Rose Garden ceremony, President George W. Bush, seen with historian David McCullough, announces a major initiative to promote the teaching of American history. One part of the initiative, "Our Documents," revolves around one hundred milestone documents that have shaped the course of American history.

See White House / 12 ►

## Sites of Collaboration: OAH and the National Park Service

John Dichtl and Susan Ferentinos



Appomattox County Courthouse, Appomattox County, Virginia (Library of Congress Historic American Buildings Survey and the Historic American Engineering Record photograph.)

In a recent cover story on American memory of the Civil War, *U.S. News & World Report* (30 September 2002) mentioned the National Park Service's (NPS) collaboration with OAH as an example of efforts to bring public understanding of the past more in line with current scholarship. Indeed, this goal is at the heart of the OAH's ongoing relationship with NPS. During the past decade our work together has blossomed to encompass a wider variety of projects—such as conferences, resource studies, theme studies, and administrative histories—that have involved many OAH members.

Success has come from a commitment on both sides to high quality historical interpretation in all venues, not just the college classroom. This goal is put into practice through dozens of projects, where the OAH draws on the expertise of its individual members to provide NPS with a variety of profes-

See NPS / 4 ►

## Join the Organization of American Historians

### Individual Membership Options

Individual members in the following categories receive four issues each of the *Journal of American History* and the *OAH Newsletter* as well as a copy of the *Annual Meeting Program*. Member rates are based on annual income.

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| <input type="radio"/> \$105, income \$60,000-69,999   | <input type="radio"/> \$25, 50-Year OAH Member (must be OAH member for 50 or more years) |
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### OAH Student Membership

- ☐ \$25 Students receive four issues of the *OAH Newsletter* and one copy of the *Annual Meeting Program*. In addition, students may choose to receive the *Journal* or the *Magazine*:

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

### History Educator Membership

- ☐ \$40 Individuals in this category receive four issues of the *OAH Magazine of History* and the *OAH Newsletter* and one copy of the *Annual Meeting Program*.

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ORGANIZATION OF AMERICAN HISTORIANS

# OAH Newsletter

VOLUME 30, NUMBER 4 • NOVEMBER 2002

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Board composition updated 1 May 2002

# Toolboxes for Building Professional Development Seminars

Richard R. Schramm

The National Humanities Center is seeking partner universities, colleges, and school districts to help disseminate an innovative model of teacher professional development designed to improve the way American history is taught in the nation's schools. The Center, located in Research Triangle Park, North Carolina, and best known for its residential fellowship program, has offered summer institutes for high school teachers since 1984. Over the years these programs evolved into a model that reaches beyond the Center to bring teachers and scholars together to create interdisciplinary seminars on American history and literature in their own locales.

The model relies upon online "seminar toolboxes" that provide texts and inquiry strategies out of which teachers, collaborating with historians and literary scholars, can build five-day summer seminars. The development of the first toolbox was led by W. Fitzhugh Brundage, the William B. Umstead Professor of History at the University of North Carolina at Chapel Hill, and Lucinda MacKethan, a professor of American literature at North Carolina State University, both Fellows of the National Humanities Center. Together with twelve master high school teachers and Center staff they built "The Triumph of Nationalism/The House Dividing," a toolbox that explores the tensions between nationalism and sectionalism in the United States between 1815 and 1850 at <<http://www.nhc.rtp.nc.us:8080/sbpd/sbpd.htm>>.

The toolbox was uploaded in January 2002. Over the following spring, at five sites in North Carolina and one in Pennsylvania, American history and literature teachers from elementary, middle, and high schools tested the toolbox. They custom designed seminar syllabi by picking texts from the toolbox's "resource menus" and adding their own text selections. According to Daniel Dupre, a professor of history at the University of North Carolina at Charlotte who served as a consulting scholar for one of the North Carolina pilot sites, planning the seminar was easy. "It involved very little preparation work for me," he wrote. "The documents had been collected and edited, and the web page had been set up before we met in the spring to establish a final reading list. I have some experience with using online material in my teaching, but I always find it a bit daunting and time-consuming getting that material organized. So it was a treat for me not to have to worry about any of the technical aspects. The toolbox is very user friendly." It is also intellectually rigorous. "The chosen material was intellectually stimulating," wrote Professor Dupre. "I loved blending history and literature, and I would use a number of the documents in my own classes. We had opportunities to narrow down the reading list and also to add to the list. We ended up with a great selection."

When the time came to study for their seminars, the participants accessed their texts through the toolbox and either read them online or printed them out. The semi-

nars ran through June and July 2002. In each, the teachers and consulting scholars discussed their texts in morning sessions that ran for three hours. In the afternoons they explored ways to teach the texts and concepts they discussed. Thus each seminar combined content study with the development of pedagogy expressly designed for that content.

All six of the pilot seminars were successful. "I loved the seminar itself," said Professor Dupre. "The teachers were engaging, very collegial, and eager to sink their teeth

sulting scholars] knew very much about high school and its demands. I feel we grew in their esteem! It was good for them to have a better understanding of the background of their students."

The Humanities Center has begun work on a second toolbox, "Living the Revolution: America from 1789 to 1820." Scheduled to be uploaded to the Web in January 2003, it, like its predecessor, will be the product of a collaboration between master teachers and two Center Fellows—Christine Leigh Heyrman, a professor of American

history at the University of Delaware, and Robert A. Ferguson, the Woodberry Professor of English and Law at Columbia University. A third toolbox on the making of African American identity from 1865 to 1900 is scheduled to be uploaded in January 2004. It will include works of art in addition to historical and literary texts and is being developed by Colin A. Palmer, the Dodge Professor of History at Princeton University; Richard Powell, the John Spencer Bassett Professor of Art History at Duke University; and Trudier Harris-Lopez, the J. Carlyle Sitterson Professor of English at the University of North Carolina at Chapel Hill, all Fellows of the National Humanities Center. Over the next few years the Center plans to develop a series of interdisciplinary toolboxes spanning the entire range of American history.

Toolbox seminars provide an easy, convenient, and cost-effective way to offer K-12 history and literature teachers professional development that accords with current research on what professional development ought to be. They engage teachers both individually and collectively as active learners. Sustained and rigorous, they link to challenging content and performance standards for students and relate content directly to pedagogy. The seminars enable teachers to collaborate with scholars as peers and colleagues. Because the seminar toolboxes are designed and directed by teachers, they

operate on the best principles of adult learning, fostering greater subject-matter knowledge and deeper understanding of learning, balancing a teacher's intellectual growth with school and district needs.

The seminars achieve other noteworthy goals as well. They provide teachers with the intellectual stimulation and renewal necessary for strong, enthusiastic work in the classroom. The toolboxes also allow teachers to re-engage with serious scholarly inquiry and thereby remind themselves that teaching is a learned profession. Finally, they give historians and literary scholars a way to apply their expertise to the challenge of improving the teaching of American history and literature in K-12 schools. □

To learn how your institution can implement toolbox seminars, e-mail Richard R. Schramm, the National Humanities Center's Director of Education Programs, at <[rschramm@ga.unc.edu](mailto:rschramm@ga.unc.edu)>.

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The Triumph of Nationalism • The House Dividing

Common Man Domesticity Religion Expansion America 1850

1861

The Triumph of Nationalism • The House Dividing

Nationalism and Sectionalism in the United States: 1815 - 1850

ca. 1860

Toolbox Overview

► Toolbox Structure

► Timeline: 1800-1860 (PDF only)

► All Texts: Checklist (PDF only)

► N.C. Standards

► Seminar Suggestions

► Copy/Paste Note-taking (PDF only)

► Toolbox Developers

Topics

► Culture of the Common Man

Topic Framing Questions

- How did Americans respond to the emergence of a functioning democracy in which the majority of free adult males could vote?
- How did Northerners view the purposes of political rights and power?
- How did Southerners view them?

► Cult of Domesticity

Topic Framing Questions

- How did women of this period define themselves? What stories did they choose to tell?
- In what ways did these women exercise—and define—power and influence?
- How did the "cult of domesticity" shape the debate over woman's place in antebellum American society?
- In what ways did this debate reflect the prevailing tensions of race, class, region, and religion in American society?

into the history and literature. I wish more of my students had that kind of enthusiasm." And that enthusiasm came through strongly in the responses the teachers provided on evaluation questionnaires prepared by consultants from the Learning Research and Development Center at the University of Pittsburgh. "[The seminar] exceeded my expectations overall," wrote a history teacher. "I'm planning to use more [primary] texts [in my classes] than I'd anticipated and gained a great deal even from those texts I don't plan to use. . . . I also appreciated the opportunity to spend an entire week discussing content [and] strategies. During the school year, we aren't able to do that within our own department, let alone [with] others." An English teacher wrote that she is "now more knowledgeable about history and how history plays a crucial part in many of the pieces of literature I teach." Another participant pointed to an unexpected benefit, the education of university professors. "I don't think [the two con-

sional services, from exhibit reviews and conference presentations to original research and historiographical works. Since historical NPS sites receive more than 75 million visits each year, their educational influence is enormous, and collaboration between OAH scholars and NPS historians has a far-reaching effect.

Currently, OAH has twenty-two active contracts with NPS, and in January 2001 we created a half-time position to administer the growing number of projects. The list below shows the vast range of history, sites, and historians involved during the past several years. Please let us know if you are interested in participating in future projects.

### Range of NPS Projects

**Administrative Histories:** Primary research on the history of the park itself (rather than the history that the park documents). Topics to consider include why the park was originally deemed historically significant, the effort to bring it under park service jurisdiction, various administrative strategies, and the changing ways the park has portrayed the past events it commemorates. While NPS has been doing administrative histories for decades, this is a new kind of project for the OAH. The first project of this type is Hopewell Furnace.

**Conferences:** Assistance in organizing symposia and conferences for NPS staff and the general public. The purpose of these events is to provide NPS personnel an opportunity for professional development and to bring current scholarship to a wider audience. Although we are not currently undertaking any conference planning, past examples include the John Brown Conference at Harpers Ferry National Park and the Washington and Du Bois Conference in Roanoke, Virginia.

**Historic Resource Studies:** Primary historical research into a topic that has not received much attention in the existing literature. This type of project is normally undertaken with a new historic site whose history is not well-documented or with an existing site preparing to address new topics in its exhibits. Examples of this type of project include the Rosie the Riveter project (a new park) and Sagamore Hill (an existing site).

**Site Reviews:** Review of the ways the park is presenting the past and suggestions on how to improve interpretation. Examples include the reviews of Valley Forge and the U.S.S. Arizona.

**Theme Studies:** A synthesis of the latest scholarship on a given topic, designed to give NPS personnel a snapshot of the field so that they can better assess the historical significance of sites and properties that have not yet received federal recognition as historic landmarks. Generally this type of project is performed for the National Landmarks Office; examples include the Civil Rights project and the World War II Homefront project.

### Previous OAH/NPS Projects (1989-2000)

The names below are a partial list of the OAH members, NPS historians, and other scholars involved with these projects.

**National Historic Landmark Theme Study on Women's History** Page Putnam Miller et al.

**Revision of the NPS Thematic Framework** Page Putnam Miller, director; J. Barto Arnold III; Frederick Babb; Marty Blatt; Carol Berkin; Richard Betts; David S. Brose; Warren Brown; Michael Conzen; Bruce Craig; Linda De Pauw; Leon Fink; Jim Gardner; Brent Glass; Robert Grumet; Patricia Henry; Albert Hurtado; Heather Huyck; Alan Kraut; Antoinette Lee; Benjamin Levy; Earl Lewis; Barry Mackintosh; Hugh McCauley; Cecil McKithan; Dwight Pitcaithley; Don Ritchie; George Sanchez; Phillip Scarpino; Michael Schene; and Michael Spratt.

**"Humanities and the National Parks: Adapting to Change," a Report by the Humanities Review Committee of the NPS Advisory Board** James Horton, chair; Raymond Arsenault; Ted Birkedal; Marty Blatt; Laura Feller; Laurence Glasco; Lois Horton; Steven Kesselman; Page Putnam Miller; Holly A. Robinson; Frederick Hoxie; Alan Kraut; Charles Mayo; Frank McManamon; Dwight Pitcaithley; Kenneth Prewitt; Holly Robinson; Richard West Sellers; Bruce Smith; Stephanie Toothman; Marie Tyler McGraw; Sandra Weber; and Robin Winks.

**"Life and Legacy of Ulysses S. Grant" Conference** Eric Foner; Joseph T. Glatthaar; Vivien Green Fryd; Ron Grele; Kenneth T. Jackson; Robert J. Kaczorowski; Michael Les Benedict; Kurt Piehler; Jerry L. Schober; and Nina Silber.

**Exploring a Common Past: Interpreting Women's History in the National Park Service Booklet** Gail Dubrow; Sara Evans; and Page Putnam Miller.

**Antietam National Battlefield Site Review** Barbara Franco; Gary Gallagher; and Leslie Rowland.

**"The Monument to Robert Gould Shaw and the Fifty-fourth Massachusetts Regiment: History and Meaning" Conference** James Cullen; Barbara Fields; George Fredrickson; James Horton; Lois Horton; Jacqueline Jones; Edward Linenthal; William McFeely; Patricia Turner; and Jean Fagan Yellin.

**Richmond National Battlefield Site Review** Edward Ayers; Gary Gallagher; and Sandra G. Treadway.

**Little Bighorn Battlefield Site Review** Ed Linenthal; Dave Edmunds; Paul Hutton; and Fred Hoxie.

**"Interpreting Edison" Conference** Brian Adkins; Neil Baldwin; Charles Bazerman; Amy Sue Bix; Brian Bowers; Barbara Brewster; Cynthia Clegg; Theresa Collins; Ruth Cowan; Andrea Dragon; Meryem Ersoz; Gregory Field; Robert Gabrick; Donald Gfell; Lisa Gitelman; Howard Green; Mary Ann Hellrigel; Paul B. Israel; Barbara Markham; Peter Martland; Kai Mikonnen; Andre Millard; Gilbert P. A. Mom; Charles Musser; David Nye; Maxine Lurie; Patricia McDermott; John E. O'Connor; William Pretzer; Michael Punt; Carroll Pursell; Thomas Schlereth; David Scilia; Christopher Sellers; Richard Sher; David Edison Sloane; Paul C. Spehr; John Staudemaier; Joseph P. Sullivan; Alan Trachtenberg; George Tselos; Steve Williams; John F. Wilson; George Wise; Marianne Berger Woods; and Deirdre Yates.

**"Washington and Du Bois at the Turn of Two Centuries" Conference** Ann Alexander; Herbert Aptheker; Edward Ayers; Julian Bond; Scot French; Louis R. Harlan; David Levering Lewis; Carl Harris Marbury; August Meier; Michelle Mitchell; Robert Paynter; Jerry Thornberry; Peter Wallenstein; Cary Wintz; and Jeanne Zeidler.

**Gettysburg Site Review** Eric Foner; James McPherson; and Nina Silber.



Battle of Gettysburg veteran John Burns seated outside in a rocking chair with his musket. (Civil War Treasures from the New-York Historical Society.)

**Sagamore Hill Site Review** H.W. Brands; Douglas Brinkley; John A. Gable; and Natalie Naylor.

**The Stuff of Women's History Conference** Beth Boland; Janice Brandon-Falcone; Joan Jacobs Brumberg; Robin Campbell; Jean Choate; Christopher Clarke-Hazlett; Penny Colman; Rose Diaz; Faye Dudden; Jane Dusselier; Sarah Elbert; Miriam Formanek-Brunell; Allison Hepler; Heather Huyck; Polly Welts Kafuman; Susan Kaufman; Kathleen Kean; Emma Lapsansky; Barbara Little; Margaret Lynch-Brennan; Katherine Martinez; Edith P. Mayo; Beth Miller; Marla Miller; Jennifer Mitchell; "Sako" Fusako Ogata; Barbara Presnell; Vivien Rose; Mary Rothschild; Pamela Sanfilippo; Ellen Schwartz; Ingrid Scobie; Kathryn Kish Sklar; Barbara Clark Smith; Peg Killam Smith; Louise Stevenson; Shirley Teresa Wajda; Margaret Washington; Judith Wellman; and Patricia West.

**John Brown Conference** Michael Antonucci; George F. Bagby; Kenneth Carroll; Paul Cimbala; Nicole Etcheson; Paul Finkelman; Rebecca Hill; Ted Hovet Jr.; Gary Kornblith; Carol Lasser; Douglas Ley; Jean Libby; Edward Linenthal; James Loewen; Timothy Patrick McCarthy; John Pyne; John Quist; Philip Schwarz; Gloria Sesso; Melissa Soto; John Stauffer; Marie Tyler-McGraw; Shirley Teresa Wajda; and Julie Winch.

**Meanings of Freedom Conference** Marty Blatt; Edward Countryman; Joseph Ellis; David Hackett Fischer; Eric Foner; William Fowler; James Horton; Linda Kerber; Pauline Maier; David McCullough; Gary Nash; Barbara Clark Smith; and Alfred Young.

**Civil War Through Current Scholarship and Technology** Kevin Foster; Paul Ghiotto; Richard Hatcher; Daniel McGrail; Arnold Schofield; and Glenn Thomas.

**Women and Historic Preservation Conference** Ruth Abram; Allida Black; Daniel Bluestone; Gail Dubrow; Heather Huyck; Antoinette Lee; Edith Mayo; Marla Miller; Page Putnam Miller; Richard Moe; Dwight Pitcaithley; Vivien Rose; and Fath Davis Ruffins.

**Racial Desegregation in Public Education Theme Study** Vicki Ruiz; Waldo Martin; Harvard Sitkoff; and Patricia Sullivan.

**Appomattox Courthouse Site Review** Edward Ayers; Joseph Glatthaar; and Joan Waugh.

**Kennesaw Mountain Site Review** Anne Bailey; David Blight; Gary Gallagher; and Tom Scott.

### Current OAH/NPS Projects (2000-)

**Underground Railroad in Virginia and Maryland** Primary research to determine extent of underground railroad activity connected to two plantations that are now held by NPS. Marie Tyler-McGraw and T. Stephen Whitman.

**Jamestown Fellowships and Research** Distribute fellowships to graduate students whose dissertations promise to provide new insight on the history of Jamestown settlement and meeting of cultures. Anna Sophia Agbe-Davies; Ira Berlin; Michele Marie Hinton; Lorena S. Walsh; and Karen Bellingher Wehner.

**National Historic Landmark Theme Study Updates** Synopses of the latest research on Asian and Latino immigration, Hispanic history, Latino migration, and history of agriculture. Elliott Barkan; Matt Garcia; Valerie Grim; and F. Arturo Rosales.

**World War II Homefront Theme Study** A series of essays recounting the history of the homefront experience. Part of a service-wide endeavor to improve coverage of this often-overlooked aspect of World War II. Marilyn Harper; John Jeffries; Nelson Lichtenstein; Harvard Sitkoff; and William Tuttle.

**Women's History Booklet** Assist staff at Women's Rights National Park to update the 1996 booklet "Exploring a Common Past: Interpreting Women's History in the National Park Service." Sheri Bartlett Browne; Jill Cowley; Sara Evans; Shaun Eyring; and Leslie Sharp.

**Bibliographic Essays** Prepare a series of bibliographic essays aimed at a lay audience, to be published on the NPS web site. Topics include: commemoration, environmental history, exploration, civil war, military-Indian conflicts, history of religion, and history of technology. Adam Rome and James C. Williams.

**Underground Railroad in Arkansas and Missouri** An effort to determine the extent of underground railroad activity in the region and create a database of findings.

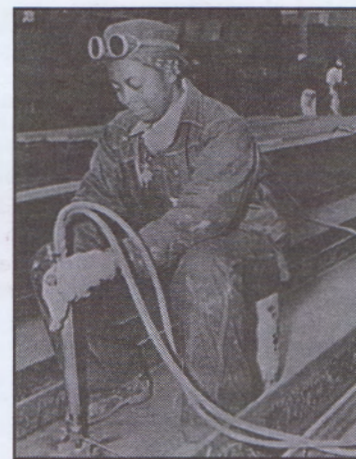
**Lincoln Highway Study** Primary research to determine the historic and cultural significance of the Lincoln Highway—3,300 miles of highway comprising one of the earliest national roadways.

**Statue of Liberty Research Recommendations** Recommendations for interpretive themes to be incorporated into future exhibits at the monument. Albert Boime; David Glassberg; and John Tauranac.

**Hopewell Furnace Administrative History** A project documenting the history of Hopewell Furnace National Park, from its origins in the New Deal through the 1990s. Leah Glaser.

### Rosie the Riveter Historic Resource Study

Original research to document the impact World War II mobilization had on Richmond, California—site of the Kaiser Shipyards. This project will help NPS develop a plan for Rosie the Riveter National Park, a newly designated park on the former site of the shipyards.



Miss Anna Bland, a burner, is shown at work on the SS George Washington Carver, ca. 1943 at the Richmond (California) Shipyard of the Kaiser Company. (Office of War Information, Overseas Picture Division, Library of Congress from its "America from the Great Depression to World War II: Photographs from the FSA-OWI, 1935-1945.")

# Focus on *Teaching*

## Using History to Teach about 9/11

James McGrath Morris

Like many high school teachers I had to teach a lesson to bewildered adolescents only hours after the terrorists brought down the World Trade Center and destroyed a portion of the Pentagon a few miles from my high school in northern Virginia. The planned lesson on Locke and Hobbes would wait for another day.

Since then, however, I have had an opportunity to consider at length what lessons one might teach regarding the events after the dust settles, the shock fades, and life—at least in high school—regains a sense of normalcy, where homecoming looms as large as the president's war on terrorism. I have come away from the experience with a strong sense of how much history instruction can help our nation's high school students cope with events such as what we lived through on September 11.

I also learned that deciding what will be taught to public school students regarding the history of an event that touches on ethnicity, religion, and nationalism issues is a highly contentious affair. Marc Bloch is often quoted for having said "history is written by the light of victor's campfire." When it comes to writing lesson plans, I discovered one can easily be scorched by the flames of politics.

The opportunity to do this work came through the conjunction of several things. First, I was asked to serve on an advisory panel and to develop a unit of study for a national project called *9/11 as History*, launched by the Families and Work Institute with funding from the Bank One Foundation. Second, I was also hired to develop lesson plans relating to 9/11 for WNET, in New York, and *Now with Bill Moyers*. The *9/11 as History* project put me in touch with educators, teachers, and administrators from around the country and caused me to reflect extensively on how public school instruction should cope with September 11. I came face to face with the difficulty of this task while putting together a unit of study in which I teamed with Kathleen Anderson Steeves, associate professor of history education at the Graduate School of Education and Human Development, George Washington University, who has done considerable work in strengthening the teaching of history in secondary schools.

From the beginning, we decided that our approach would be to create lesson plans that would primarily use the study of history to help answer three overriding questions we found present among high school students: Why here? Why us? Why now? Our goal was not to provide ready answers but to show how history can be a natural portal through which one can explore answers to the troubling questions raised by the events such as the 9/11 attacks. We followed this approach because like most international conflicts, the root causes of 9/11 go far back in history and are themselves a lesson in how actions taken in the past affect us today, a concept frequently lost on high school students.

To many students, the collapse of the World Trade Center was like the sinking of the *Titanic*, a tragic event that occurred with the same randomness as the damage caused by a meandering iceberg. While it is true we are too close to the attack, chronologically speaking, to properly judge its place in history, we do know that it will be a central event in the formative years of young students in today's public schools. Like the actions of Neville Chamberlain, the bombing of Pearl Harbor, the building of the Berlin Wall, or the Cuban Missile Crisis, the events of September 11 will have a profound effect in shaping this generation's world view. A solid grounding in history can help them see how the attacks are part of a bigger, unfolding story that dates back hundreds, if not thousands, of years.

In the first lesson, to discover "Why here?," students trace the similarities and difference among three major religions of Western history. The religions are mostly seen through their conflicts with each other, often leaving the students unable to perceive their similarities, such as the fact that all three religions revere Abraham and certain other patriarchs. This historic myopia weakens the students' ability to understand the attack of 9/11 because they are more likely see it in a simplistic manner. Complicating this view also raises their critical thinking skills and illustrates to students that the tapestry of history is more complicated and long-term than the standard texts would suggest.

Next, we ask the students to develop a series of visuals on how events in the present may be related to decisions in the past. In others words, "Why now?" They did this by creating displays on the conflicts connected to the contention between reli-

gions and their link to recent events. The events ranged widely, and included, among others, the Crusades, discovery of oil in the Middle East, Hitler's genocide, rise of radical Islam, and the *Intifada*. The objective here was to permit students to draw historical connections, seeing what we as historians see all the time, how one event may precipitate another many years later. High school students are rarely given this chance to speculate about these relationships prior to college and many, of course, never go on to a college-level class in history.

In a third lesson, students were asked to use historical knowledge to evaluate the media's portrayal of the attack as "unprecedented" by comparing it with other

human-induced calamities involving Americans, including whether technological change in communications, transportation, and weaponry have made terrorism more

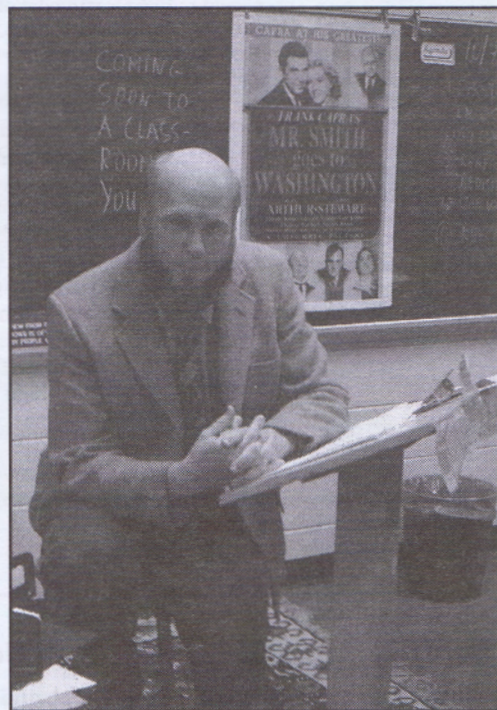
likely. The events students analyze, among others, include the sinkings of the *Maine* and the *Lusitania*, Pearl Harbor, the Lockerbie bombing, the 1993 bombing of the World Trade Center, and the Oklahoma City bombing. This kind of evaluative work in history helps students to see a practical use for historical knowledge.

For further study, we created an opportunity for students to look at how images are used in

shaping and commemorating seminal events in history. Students were asked to read the words of historians in the month following the attack and from journalists following three other major events in U.S. history. They undertook an examination of two famous images, the flag raising by Marines at Iwo Jima in 1945 and by firefighters in the rubble of the World Trade Center in 2001. The objective is to give students a chance to see how knowledge of history might provide perspective in understanding events of the present and how images may shape our remembrance of events.

On 11 September 2002, many high school teachers used these lessons and lessons like them. Over time, one presumes that they will become an integral part of the curriculum rather than special lesson plans brought out on a day of remembrance. One also hopes that history educators will remain in control of what lessons eventually survive. We published our lessons on the web at the same time the National Education Association was attacked for listing links to lessons that conservatives saw as unpatriotic. It may be that many well-intentioned people feel teaching "both sides" of this issue is inappropriate when the horror of the attack is so fresh, which is understandable. But the public debate also revealed that the ideological disputes of politics are never far from the classroom. Ominously, behind much of the criticism is the belief that teaching history should produce a particular result, namely patriotism and loyalty. Diane Ravitch made this argument in "Confessions of a flag-waver" in the September 2002 issue of *The Education Gadfly*, published by the Thomas B. Fordham Foundation.

In the end, if lessons about 9/11 are going to be added in a meaningful fashion to the curricula of high schools in coming years, educators will not only have to convince the public of *what* ought to be taught but *how* it should be taught. We must convince them that the point of history-based lessons is to empower students to make up their own minds about the meaning of the events. After all, creating citizens who are skilled in democratic decision-making is what differentiates us from our attackers. □



James McGrath Morris

James McGrath Morris is a member of the social studies department of West Springfield High School, Springfield, Virginia, and an author. He is currently at work on a biography of a turn-of-the-century New York journalist to be published by Fordham University Press in 2003.

## ▼ Survey / From 1

A majority of respondents work as adjuncts at a four-year college or university (63 percent), followed by those employed at community colleges (23 percent), both two-year and four-year institutions (10 percent), graduate students (9 percent), and those in full-time, nontenure positions (8 percent). An inability to find a full-time college or university position was the main reason claimed by most survey respondents for working part-time (67 percent). Other major factors included being geographically tied to a certain area (45 percent) or a full-time job in another profession (21 percent). Over half of the respondents noted that they received under \$15,000 a year from teaching while only 18 percent reported that working as an adjunct earned them \$25,000 or more a year. For more information and results, visit <<http://www.theaha.org/perspectives/issues/2002/0210/0210aha3.cfm>>. □

**Table 1.** Reasons for Working Part-time

Reason	Percentage
Cannot find a full-time position	67%
Small children at home	12%
Retired	10%
Full-time job in another profession	21%
Prefer to be employed part-time	17%
Completing an advance degree	14%
Geographically tied to area	45%

**Table 2.** Number of nonteaching hours per week spent preparing on class-related activities\*

	Average less than 2.5 per semester (N=135)	Around 3 classes per semester (N=66)	4 or more classes per semester (N=53)
Under 10 hours	30%	8%	4%
11-15 hours	36%	17%	17%
16-20 hours	17%	24%	21%
21-25 hours	10%	20%	13%
Over 25 hours	7%	32%	45%

\*Based on 254 valid responses. Questions described activities as "office hours, grading, lecture prep, travel"

**Table 3.** Proportion of Respondents Reporting They Receive Benefits or Support (N=250)

Benefit or Support	Percentage
Office	73%
Computer	58%
Telephone	74%
Typing Services	32%
Photocopying	92%
Travel Funds	22%
Sick Leave	16%
Health Insurance	17%
Retirement	28%
Library Services	92%
Professional Development Funds	18%

## ▼ NPS / From 4

**Sagamore Hill Historic Resource Study**

Original research on the ways Sagamore Hill, Theodore Roosevelt's estate, fits into the larger history of the nation's twenty-sixth president. H. W. Brands; Kathleen Dalton; Lewis Gould; and Natalie Naylor.



Theodore Roosevelt House, "Sagamore Hill" in Oyster Bay, Nassau County, New York, ca. 1933 (Historic American Buildings Survey, Library of Congress, Prints and Photograph Division.)

**Governors Island Historic Resource Study** Primary research on the history of this former army base, which has recently been designated a national historic site.

**Civil Rights Theme Studies** An ongoing project to help identify historically significant sites connected to the struggle by various groups to obtain civil rights protection. Phases of the project will address desegregation in employment, voting rights, housing, and public accommodations. Nan Alamilla Boyd; Albert Camarillo; Yong Chen; Roger Daniels; Sara Evans; Matt Garcia; Alton Hornsby; Peter Iverson; Steven Lawson; James T. Riding In; Leila Rupp; and Charles Vincent.

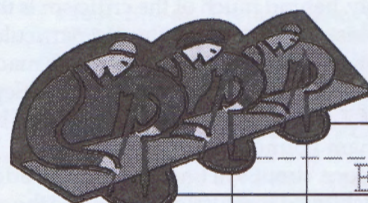
**Aviation Theme Study** Prepare theme study on the history of aviation for the hundredth anniversary of flight.

**Site Review Fund** Teams of historians review the historical interpretation presented at six national parks (including Valley Forge, the Ulysses S. Grant Home, and the U.S.S. *Arizona*) and offer suggestions for improvement. Catherine Clinton; Michael Fellman; Wilma King; John Simon; and Brooks Simpson.

**National Historic Landmark Nomination for the U.S. Air Force Academy** Assist in preparing the nomination to designate the U.S. Air Force Academy a National Historic Landmark.

**Web-based Finding Aids** Process NPS records held by the National Archives and publish the finding aids on a web site. □

*John Dichtl is deputy director and Susan Ferentinos is public history coordinator, Organization of American Historians.*



## Innovations in Collaboration Conference

### A School-University Model To Enhance K-16 History Teaching

This inaugural conference, will feature a keynote address delivered by ERIC FONER, Columbia University, and thirty-five concurrent sessions Friday and Saturday morning. Selected concurrent sessions include: Enlivening American History: A School/University/Museum Collaboration; World History for Us All: A Web-Based Model Curriculum for World History in Middle and High Schools; Columbia American History Online (CAHO): A K-12 Learning Community and Publishing Model; and Using Primary Sources as Research Tools for the Teaching and Learning about the Young Adolescent.

Concurrent sessions will focus on integrating technology in the history classroom, exemplary professional development models, and best practices for teaching American and world history to elementary, middle, and high school students.

*The Innovations in Collaboration Conference is sponsored by the ORGANIZATION OF AMERICAN HISTORIANS, the AMERICAN HISTORICAL ASSOCIATION and the NATIONAL COUNCIL FOR THE SOCIAL STUDIES. Cosponsors include: Education Trust • Federation of State Humanities Councils • National Council for History Education • National Council for Public History • National History Day • National History Project • Organization of History Teachers • Society for History Education • World History Association*

**26-28 June 2003**  
**Radisson Hotel Olde Town**  
**Alexandria, Virginia**

Complete program information  
will be available online December 2002  
[www.oah.org/meetings/innovations](http://www.oah.org/meetings/innovations)

## Smithsonian Institution Fellowship Program

Graduate student, predoctoral, postdoctoral, and senior postdoctoral fellowships in American history, history of science and technology, history of American art, twentieth-century American crafts and decorative arts, and social and cultural history of the United States. Tenable in residence at the Smithsonian and its research facilities. Stipends and tenure vary. EOE. See [www.si.edu/research+study](http://www.si.edu/research+study) for details.

**Deadline** January 15 annually

Smithsonian Institution, Office of Fellowships,  
Desk H MRC 902, P.O. Box 37012, Washington, DC 20013-7012  
Phone (202) 275-0655, E-mail: [siofg@ofg.si.edu](mailto:siofg@ofg.si.edu)



Smithsonian Institution

# There's More For Historians To Do

Joyce Appleby and James M. Banner, Jr.

The editors of the *OAH Newsletter* have asked us, as codirectors of the History News Service (HNS), to report to OAH members about its recent activities. We gladly do so and seize the chance to reflect on some related issues.

HNS, which started operations in 1997, is an informal syndicate of professional historians who produce op-ed essays that put contemporary issues into historical context. Those essays are distributed to over three hundred newspapers and wire services in North America. HNS writers are self-selected—HNS does not “appoint” them, nor does it commission pieces. Anyone who can provide suitable evidence of being a professional historian is welcome to submit articles for consideration. We also send out alerts when a news story seems ripe for historical analysis. These are often distributed through various H-NET list serves.

HNS op-ed essays perform many functions, including contextualizing current events, deepening public debate about issues in the news, and sometimes correcting historical misunderstandings. Recently, as we have repeatedly discovered, our articles serve a particular function in a time of crisis. People—including historians—turn to history for the comfort that comes with knowledge, and to ease their anxieties by connecting present upheavals and conflicts to their historic roots.

The nation's two most recent public crises—the election tangle of 2000 and the events of September 11—produced an avalanche of submissions to HNS. Newspaper editors responded enthusiastically by running a record number of HNS essays on their op-ed pages during those tense weeks. They would not have done so had historians in record numbers not dropped whatever they were doing to craft thoughtful essays probing the roots and assessing the meanings of these searing events. The results have been the appearance of HNS articles in most of the nation's principal urban dailies as well as in the *International Herald Tribune*, and in smaller publications in more out-of-the-way places.

We have also discovered that, in addition to serving a hunger for perspective in crisis times, pertinent pieces need not draw only on recent history. HNS tries to set events in the context of all history, not just American history. Medievalists, Judaicists, Europeanists, and historians of Asia and the Near East have contributed hard-hitting HNS pieces, many of which have been among our most widely published. Our experience underscores the fact that there are audiences eager to hear from historians who can use their expertise to illuminate in all relevant ways the complex realities of today's world.

Happily, HNS is now just one among a number of endeavors that, over the last five years, have begun to



Appleby

develop fresh ways to carry historical knowledge to the nonacademic public. Among those, as readers of this newsletter are no doubt aware, is OAH's *Talking History*. This weekly thirty-minute radio program often features interviews of HNS authors. Rick Shenkman directs the History News Network, a lively source of historical information and opinion where HNS pieces also appear. Bridging academic and public interest in early American history is *Common-Place*, the distinctive Web project founded by

Jill Lepore and Jane Kamensky.

The early success of these initiatives has led to appropriate satisfactions, and the effort to reach out from our classrooms and institutions has reached a kind of initial maturity. This satisfaction, however, must not become self-satisfaction and complacency as further changes are desperately needed. Fresh ideas from on and off campus and from professional associations about how historians can be more fully recognized and professionally rewarded for activities now considered central to the welfare of the discipline, to say nothing of historical knowledge generally, are needed. This goes not just for academic departments but for all institutions that employ historians.

Professional societies and institutions of learning could raise fellowships for historians to write for the public. Public historians as well as academics could try to relax the restrictions on expressing opinions to the public. Institutional public affairs offices could be encouraged to become more involved in helping historians to reach out.

Also, the discipline of history still needs some kind of police force or “history watch” against false analogies, something that one of us formally proposed some time ago. The costs of false analogizing has long been recognized, and historians like Ernest R. May, Richard Neustadt, and Otis L. Graham, Jr., have written cogently about them. HNS can play a role in this effort and welcomes more articles from historians seeking to kill false analogies before they spread too far. HNS cannot do this alone—a discipline-wide effort is needed.

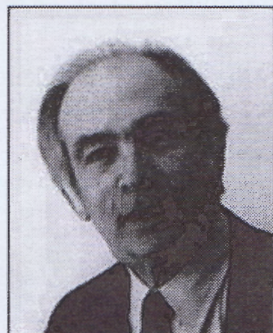
Public historians need to become more involved in these outreach efforts. That may seem a curious thing to say, given the fact that public historians are already out “in public.” Yet, HNS's call for submissions has principally been answered only by academic historians. We do not

know the experience of others in this regard, but in view of the fact that HNS is considered a “public history” activity, it is curious and dismaying that more public historians have not used its availability.

Outreach efforts should not stop with these few, young activities. We hope that others will initiate programs to engage the larger public. It would have been hard to imagine five years ago that so many outreach activities in the name of history would have been attempted and would have succeeded. There is still more to accomplish and more impact to be made. That will take new ideas. □

Joyce Appleby is professor of history emerita, University of California Los Angeles, and former OAH President (1991-1992). James Banner is pursuing a number of professional projects, including the History News Service, of which he is cofounder and codirector, and creation of a national history center in Washington, D.C.

Information about the History News Service, guidelines about submitting articles, and a full archive of its distributed pieces are available at <http://h-net.msu.edu/~hns>.



Banner

The  
**Western Association of Women Historians**  
is proud to announce its  
2002 Award Winners

## Sierra Book Prize

Patricia A. Schechter  
Portland State University

*Ida B. Wells-Barnett and American Reform, 1880-1930*  
The University of North Carolina Press, 2001

## Judith Lee Ridge Article Prize

Lisa Forman Cody  
Claremont McKenna College

"The Politics of Illegitimacy in the Age of Reform:  
Women, Reproduction, and Political Economy  
in England's New Poor Law of 1834"  
*Journal of Women's History* 11 (Winter, 2000): 131-156

## Founders' Dissertation Fellowship

Amy Meschke  
Southern Methodist University  
"Gender and Inheritance in the  
Spanish and Mexican Borderlands, 1750-1846"

The Western Association of Women Historians was founded in 1969. Drawing scholars from the Western states and now serving over 400 members, the WAWH is the largest of the regional women's historical associations in the United States.

For information about prizes and deadlines, membership, our annual conference, and publications, please see [www.wawh.org](http://www.wawh.org)

# Insuring Our Future

## Today

As the end of federal tax year approaches and you consider making one or more tax-deductible charitable contributions, please consider OAH in your annual giving plans. Beginning this year you have several levels of giving from which to choose. You'll be receiving further information in a letter shortly which will outline OAH efforts to promote the very best quality American history scholarship in our publications, at our annual meeting, in precollegiate and university classrooms, and to the wider public with our weekly radio program *Talking History*.

### Friends of OAH (up to \$99)

Friends of OAH are recognized in the *OAH Newsletter* each year.

### Centennial Club (\$100 to \$499)

Centennial Club members are recognized in the *OAH Newsletter* each year and receive complimentary access to all back issues of the *Journal of American History* and the *Mississippi Valley Historical Review* on JSTOR.

### Mississippi Valley Club (\$500 to \$999)

Mississippi Valley Club members are recognized in the *OAH Newsletter* each year. Complimentary annual membership provided. Complimentary access to all back issues of the *Journal of American History* and the *Mississippi Valley Historical Review* on JSTOR.

### Millennial Club (\$1,000 to \$2,006)

Millennial Club members are invited to the distinguished members reception at the annual meeting. Contributors are recognized in the *OAH Newsletter* each year. Complimentary annual membership provided. Complimentary access to all back issues of the *Journal of American History* and the *Mississippi Valley Historical Review* on JSTOR.

### Two Thousand and Seven Associates (\$2,007 to \$4,999)

This level is established in honor of the upcoming 2007 OAH Centennial. Associates are invited to the distinguished members reception at the annual meeting. Contributors are recognized in the *OAH Newsletter* each year. Complimentary annual membership and registration for the annual meeting are provided. Complimentary access to all back issues of the *Journal of American History* and the *Mississippi Valley Historical Review* on JSTOR.

### Charles and Mary Beard Society (\$5,000 to \$9,999)

Beard Society members are invited to the distinguished members reception at the annual meeting. Contributors are recognized in the *OAH Newsletter* each year. In addition, contributors at this level will have an issue of the *OAH Magazine of History* dedicated to them or their designee. Complimentary annual membership and a registration for the annual meeting are provided. Complimentary access to all back issues of the *Journal of American History* and the *Mississippi Valley Historical Review* on JSTOR.

### Frederick Jackson Turner Society (\$10,000 to \$24,999)

Turner Society members are invited to the distinguished members reception at the annual meeting. Contributors are recognized in the *OAH Newsletter* each year. In addition, contributors at this level will have four editions of the *Talking History* Radio Show dedicated to them or their designee. Complimentary annual membership and a registration for the annual meeting are provided. Complimentary access to all back issues of the *Journal of American History* and the *Mississippi Valley Historical Review* on JSTOR.

### Founders Society (\$25,000 and over)

Society members are invited to the distinguished members reception at the annual meeting. Contributors are recognized in the *OAH Newsletter* each year. In addition, contributors at this level will have an issue of the *OAH Magazine of History* and four editions of the *Talking History* Radio Show dedicated to them or their designee. Complimentary annual membership and a registration for the annual meeting are provided. Complimentary access to all back issues of the *Journal of American History* and the *Mississippi Valley Historical Review* on JSTOR.

## Tomorrow

Bequests are a growing source of long-term support for nonprofits around the country, and they present a significant opportunity for the OAH to expand its capacity to accomplish its mission and serve as the authoritative organizational voice of historians of the United States. Promoting teaching and scholarship, while encouraging the broadest possible access to historical resources and the most inclusive discussion of history have been our goals since the organization was founded in 1907. As we approach our one-hundredth anniversary in 2007, we encourage you to reserve a place in your estate plans to support ongoing efforts of the OAH to deepen and broaden the reach of professional historians.

General bequests of cash or specific bequests of other assets, such as securities or real estate, are very welcome contributions. In making out your will you may want to provide for a residuary bequest in which you give the residue—the part of your estate which remains after all specific gifts have been made—or a portion of the residue, to OAH. Your bequests can be unrestricted or restricted. An unrestricted bequest allows OAH to determine how best to use your gift, while a restricted bequest allows you to specify the ways in which OAH puts your support to use. Any bequest can be given in “honor of” or “memory of” someone. We also welcome bequests directed toward the OAH General Endowment, Prize Fund, or Fund for American History, or restricted to programs of the OAH, such as the *Journal of American History*.

### OAH Mission Statement

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

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

For more information,  
please call (812) 856-0742  
or e-mail <development@oah.org>.



# National Collaborative for Women's History Sites Celebrates First Anniversary

Linda Witt

The National Collaborative for Women's History Sites (NCWHS), launched October 2001 by representatives from more than twenty historical sites and organizations linked to American women and some twenty individuals interested in women's history, is celebrating its first birthday by counting its successes, including:

- A grant from the Pew Charitable Trusts' Heritage Investment Program to conduct a needs assessment of Delaware Valley sites, which the Collaborative hopes will provide a core sample of what a planned nationwide assessment might reveal. A separate \$5,000 grant from Eastern National, a non-profit affiliated with the National Park Service, enables NCWHS to complete the incorporation process.

- An expanding data base that now includes more than 470 sites, preservation organizations, scholars and individuals, all committed to women's history projects.

- An email listserv that enables the growing membership—currently twenty-seven sites and organizations plus twenty-six historians, preservationists and others—to share everything from technical and restoration advice to marketing strategies and fund-raising ideas.

- A web site in final stages of development <<http://ncwhs.oah.org/>>, which will provide users with general information, photographs, and links to members' sites.

- A growing sense of optimism that the public is finally waking to the realization that women have been half of history.

This last success, in particular, which includes the congressionally mandated Women's Progress Commemoration Commission (Public Law 105-341, 31 October 1998) honoring the 150-year anniversary of the Seneca Falls, N.Y., 1848 Women's Rights Convention, pleased many of the founding steering committee members of NCWHS.

Committee members have worked for years, if not decades, saving endangered sites, explaining why it is possible and necessary to interpret women's history at sites more often identified with men, or lobbying Capitol Hill and small-town America to advocate "the preservation and interpretation of sites and locales that bear witness to women's participation in American life (and to make) women's contributions to history visible." Others, such as the Women's Memorial at Arlington National Cemetery and the National Women's History Project, have created new venues through which women's contributions are documented and honored.

Barbara Irvine, who founded the Alice Paul Centennial Foundation in 1985, was one of the early advocates of forming a collaborative. Although the NCWHS grew out of more than two years of meetings and monthly conference calls funded by a grant from the Northeast Regional Office of the NPS, Irvine traces its origins to an early 1994 national conference on preserving women's historic sites that the Paul Foundation convened at Bryn Mawr.

Bill Bolger, program manager for National Historic Landmarks in the National Park Service (NPS) Northeast Region and a former member of the Collaborative's steering committee, pushes the date out further to the very early 1990s and some pioneering work by historian Page Putnam Miller identifying women's history sites. "Page

was a presenter at that first conference at Bryn Mawr," says Irvine. "From those earliest meetings, we realized that a collaborative was the only logical way that those of us already involved in women's sites could help identify and preserve the places associated with American women's history, as well as support and sustain the sometimes beleaguered local groups trying to rescue sites."

Another early advocate and current steering committee member, Heather Huyck, chief historian for the NPS Northeast Region and visiting lecturer at the College of William and Mary, has long maintained in both scholarly writings and public meetings that American history "just doesn't make any sense if women's contributions and lives aren't included." In 1982, Huyck advocated for women's history sites at a Southwest Institute for Research on Women conference.

Despite the group's encouraging track record, steering committee member Lori Geiger—who represents Sewall-Belmont House, home to Alice Paul's National Woman's Party—cautions,

"The struggle is that everyone participating at this time has obligations to their own sites, many of which are small nonprofits working with minimal staff and minimal budget. "But," she adds, "as we have broadened our network we find there even more benefits in working together."

Huyck concurs, noting that every historic site faces the same issues. Park service sites, for instance, have the advantage of being included in an already existent national system but money, staff, and support are much harder for some of the private "stand-alone sites" to find. A good example is Philadelphia's Marian Anderson House, "which gives wonderful insight into the life of this amazing American soprano. The history revealed in one site provides new perspectives on all our lives and helps us understand what really happened to form who we are as a people."

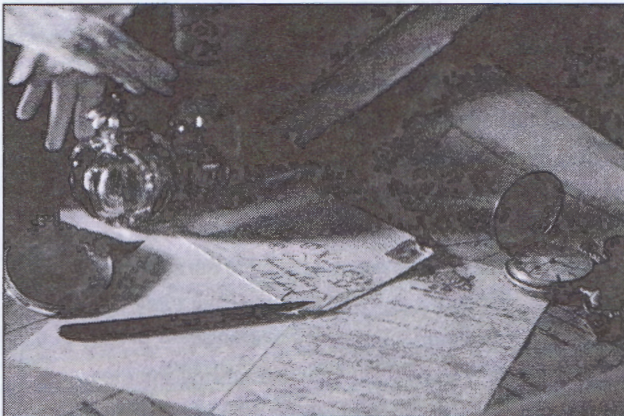
While Bolger lauds "the growing awareness of women's history and a need to diversify and deal with groups other than the usual suspects," he cautions that the NCWHS may still face "understanding gaps"—individuals and groups who oppose making history more inclusive. He recounts urging the bipartisan Women's Progress Commission that more research on women's history was necessary, "because 'We can't know what we don't know,' and I was really taken to task for that

comment by one commissioner. It made me realize that some people are so used to history as it is generally presented . . . that we have really important work ahead."

Mary Troy of the Clara Barton National Historic Site, who represented the steering committee at the final meeting of the Women's Progress Commemoration Commission, testified to the Collaborative's conviction "that by raising the nation's consciousness about women's role in American history, communities throughout the country will recognize the need to find and preserve this history in their own backyard." She thanked the Commission for the "the firm foundation you have created . . . on which the NCWHS and others will continue to build."

The challenges already tackled by NCWHS members are as varied as the sites themselves. Baltimore's Star-Spangled Banner House, for example, the home of Revolutionary War flagmaker Mary Pickersgill, had deteriorated from residence to steamship office to shoe repair shop in a blighted part of that city's inner harbor before being rescued and turned into a thriving, if small, museum. Philadelphia's 1843 Fair Hill Burial Ground, the resting place of many prominent Quaker abolitionists and suffragists, including Lucretia Mott, was so overgrown and littered that few of its inner city neighbors knew it was a cemetery; now, neighborhood children volunteer, ready for visitors' questions. □

Linda Witt, primary author of *Running as a Woman: Gender and Power in American Politics* (New York: The Free Press, 1994), is Senior Fellow at the Archive of Women in Military Service for America Memorial Foundation at Arlington National Cemetery.



Mary Baker Eddy's writings, watch, and miniature. (Courtesy of the Mary Baker Eddy Library for the Betterment of Humanity, used by permission of the copyright owner. Photo by Mark Thayer.)

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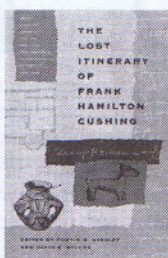
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The College Board also invites all interested faculty to attend the following panels at the 2003 OAH Conference:

- AP U.S. History breakfast panel, "Incorporating African American History in the Survey"
- "Race, Gender and Ethnicity in the U.S. History Survey and AP Examination"
- Assessing historical thinking skills acquired in a survey, "The Document Based Question of the AP U.S. History Examination"

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# Assessing Historical Thinking Skills: Scoring the AP U.S. History Document-Based Question

Uma Venkateswaran and Rick Morgan

This article discusses the ways in which historical literacy is measured through the Document-Based Question (DBQ) on the Advanced Placement Program United States History Examination. A brief discussion of the nature and purpose of the DBQ is followed by an overview of the scoring process and the steps taken to ensure accuracy and fairness in scoring standardized examinations.



Venkateswaran



Morgan

## Overview of the Examination

In May 2002, the AP U.S. History Exam, which tests knowledge gained in an introductory college-level survey course, was administered to more than 220,000 students nationwide. The exam is three hours and ten minutes long and consists of two parts: the multiple-choice section (80 questions and 50 percent of the composite score) and the written essay section (the DBQ and two thematic essays). The DBQ was introduced in the AP exam in 1973 with the intention of assessing not merely students' recall of historical information, but also their ability to understand and interpret primary source material (1). The DBQ is an essay question that contains a set of about nine primary source documents, including a mix of graphs, tables, visuals, cartoons, and excerpts of speeches and writings that expose the student to qualitative as well as quantitative sources. Students are required to use the documents and their knowledge of historical facts and material related to the question in constructing their essays. They perform several tasks that lie at the heart of the historian's craft including: identifying the source for each document; checking for internal consistencies (and inconsistencies) within and among documents; and establishing a context for each document and for the historical question as a whole (2).

For example, the DBQ administered in 2001 explored the Cold War during the Eisenhower period. Students were asked to identify Cold War fears of the American people and evaluate Eisenhower's success in addressing them. The documents provided included the following:

- A brief excerpt from one of Eisenhower's press conferences
- An excerpt from a John Foster Dulles speech in 1954
- A *Life Magazine* photograph of a family in a bomb shelter
- A *Saturday Evening Post* editorial on the National Highway Act
- A Herblock cartoon from the *Washington Post* in the 1950s on defense spending
- An excerpt from Eisenhower's speech on the National Defense Education Act in 1958
- A table of statistics on life expectancy, GNP, government spending and defense spending during the years 1949–1959.

## Scoring the Examination

The DBQ is scored by college faculty and high school AP teachers who serve as readers for the AP Exam in June. To ensure that the approximately 800 readers apply the same standards to all essays, a group of experienced exam evaluators and ETS consultants read hundreds of stu-

dents' essays and then compose a scoring guide and sample packets. The scoring guide briefly outlines the main qualities of essays in four ranges (7–9, 4–7, 2–4 and below 2) on the scale of 0 to 9. Sample packets contain essays that are representative of each score point on the scale. The standards are then discussed in detail with all the readers—who also read the sample packets—so that each essay will be judged on the same basis. The Reader Management System (RMS) tracks the distribution of scores assigned by individual readers. The RMS makes it possible for the chief reader and table leaders to identify any anomalous patterns in scoring and to ensure that the scoring rubrics are applied consistently. Some of the essays evaluated by each reader are also read and scored by table leaders to ensure consistency. In 2001, for example, table leaders reread and then scored about 1 in every 60 of the DBQs that had been read and scored by the readers. The table leaders agreed with the reader's score 67 percent of the time.

To use an example from our Cold War DBQ, top-scoring essays (in the 7 to 9 range) had to have both a well-defined thesis that identified Cold War fears and a strong evaluation of the Eisenhower administration's efforts to confront those fears. In addition, they had to use a number of documents effectively and support the thesis with substantial and relevant outside information. Typically, these essays situate the documents in context and demonstrate an understanding of interconnections. For example, a top-scoring essay linked the Dulles speech with the *Life Magazine* picture of a bomb shelter as follows:

Perhaps the most pressing fear of America was the possibility of global armageddon brought on by a nuclear war. These concerns were exacerbated by the brinkmanship policies of Dulles . . . this fear was manifested in the building of many . . . fallout shelters showed in *Life* photographs (3).

The essay also included a sophisticated discussion that wove in considerable outside information, such as Alger Hiss, Ethel and Julius Rosenberg, the Hungarian Revolution, and Cuba. The entire text of this essay, other student sample responses to this DBQ, scoring guides, and commentaries by the chief reader are available on AP Central at <http://apcentral.collegeboard.com/> (4).

The average score for that DBQ was 4.0. Seven percent of the students earned scores in the upper range (7–9), while 16 percent of the essays were scored in the lowest range (0–3). Although the DBQ assesses different skills than are assessed by other parts of the exam, students who performed well on the DBQ were also likely to do well on other sections. For example, students with a DBQ score of 7 were four times more likely to receive a score in the top 25 percent of the thematic questions than students who received a DBQ score of 3.

Overall, the DBQ has proved to be an effective tool for measuring historical thinking skills—it assesses a student's ability to use primary source materials to construct valid arguments about the past. □

*Rick Morgan earned his Ph.D. in quantitative psychology from the Ohio State University in 1984. For the last fifteen years he*

*has worked on the Advanced Placement exams at ETS, first as a psychometrician and most recently as a program administrator. Uma Venkateswaran earned her Ph.D. in U.S. History from Case Western Reserve University in 1990. For the last ten years she has worked as a U.S. history content specialist on several programs including the Advanced Placement exams at ETS. "AP" and "Advanced Placement Program" are registered trademarks of The College Board.*

## Endnotes

1. Steve Kline, "The Genesis of Shorter Document-Based Essay Questions in the Advanced Placement American History Examinations," *Perspectives* 21 (May-June 1983): 22-24. See also, Michael S. Henry, "The Intellectual Origins and Impact of the Document-Based Question," *Perspectives* (February 1986): 14-16.
2. Luther Spoehr and Alan Fraker, *Doing the DBQ, Teaching and Learning With the Document-Based Question* (The College Board, 1995), 3.
3. *AP U.S. History Released Exam* (The College Board, 2001), 53. This publication contains actual multiple-choice and free-response questions from the 2001 exam, student responses, and Chief Reader commentary. It can be ordered online in the College Board Store at <http://store.collegeboard.com/>.
4. All of the free-response questions, scoring guides, student sample essays, and scoring commentaries from the 1999, 2000, 2001, and 2002 AP U.S. History Exams are published on AP Central <http://apcentral.collegeboard.com>. On the AP Central home page, select the left-of-page menu button, "The Exams," and "Exam Questions" in the breakout menu.

## OAH Distinguished Lectureship Program



OAH Distinguished Lecturer Lizabeth Cohen presented the annual Paul V. McNutt Lecture on the campus of Indiana University in October. She spoke on "A Consumer's Republic: The Politics of Mass Consumption in Postwar America." For more information about the OAH Lectureship series, point your web browser to <http://www.oah.org/activities/lectureship/>. (Photo courtesy of Alexia Bock.)

## ▼ White House / From 1

school juniors who are to demonstrate how a significant event in our nation's history illustrates a principle of American democracy. NEH will also sponsor a lecture series on "Heroes in History." Second, National History Day and the National Archives are collaborating on the "Our Documents" project centered around "one hundred milestone American documents . . . that have shaped us as a people." Third, the White House will host a forum early next year on American history and civic education that will, in the words of President Bush, focus on "new policies to improve the teaching of history and civics in elementary and secondary schools, and in our colleges and universities."

For close to a century the Organization of American Historians and its predecessor, the Mississippi Valley Historical Association, have expressed interest in and concern for the state of American history education in our nation's schools, especially at the secondary level. For nearly two decades OAH has produced a quarterly teaching publication, the *OAH Magazine of History*, which now has a circulation of 9,000. As noted on page 19 ("Stronger History Education through Collaboration"), OAH is currently involved in myriad initiatives to improve history education—so many in fact that the OAH has recently appointed an education coordinator simply to manage these activities. It is heartening to learn the OAH's long-term interests are shared by the Congress and the White House.

Some historians have voiced concerns about the political implications of the new initiative, seeing it as but an attempt to reinitiate the destructive culture wars which entangled the study and pedagogy of history during the 1990s. Others fear that history is being mobilized for war. These concerns should be taken seriously. Certainly it is deeply disturbing that neither the directors nor officers of the OAH or the AHA were invited to participate in the formulation of the presidential initiative. But we believe that taken at its word the initiative provides an opportunity for OAH to speak to still larger audiences of historical study and, hopefully, join the presidential engagement with the study of the past. Our task is not simply to make available the most recent findings of historical research, most elegant interpretations, and most successful pedagogy, but to emphasize that American history is more than the memorization of important facts, the identification of critical icons, or homage to heroic persons and deeds. Rather, a meaningful engagement with the past is attained only by learning to think historically, appreciating the context of past events, and following that crooked road—grasping the ironies and paradoxes—that has led Americans to their own rendezvous with destiny.

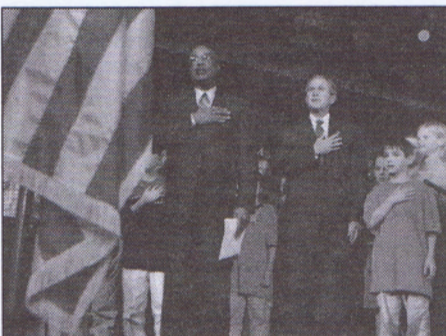
True patriotism, if that be the goal of the White House initiative, can best arise from a critical—in the best sense of the word—engagement with the past. Situating "heroic" persons and their deeds in the complexity of the times in which they lived helps the American people, particularly students just beginning the process of examining the society into which they were born, in their quest to understand their own history. Rather than strengthening a commitment to the ideals of the Declaration of Independence and their realization—which have often been achieved against great odds—a history that is exclusively celebratory and endlessly heroic leaves the American people susceptible to the catcalls of naysayers and to the derision of deniers of the Declaration's stirring appeal to, in Lincoln's phrase, the "better angels of our nature."

The better Americans understand their history as a complicated mixture of achievement and failure, the better equipped they will be to confront the difficult realities of the modern world. The richness and power of the American past merits more than simple glorification, for whatever the short-term benefits, flag-waving and parades offer little for the long-term and nothing enduring in terms of true education. A truly inspiring appreciation of the nation's accomplishments emerges only from a knowledge of its struggles. Telling the whole story does not diminish the American past, but rather strengthens those who live in the world that challenges them to appreciate and advance the ideals articulated in the nation's founding charters.

If we are to meet this challenge, the American people must find ways to improve the quality of history educa-

## President Announces National Initiatives On American History, Civics, And Service

Bruce Craig



President George W. Bush pledges allegiance to the flag with Secretary of Education Rod Paige at a Pledge Across America event in Nashville, Tennessee.

In a White House Rose Garden ceremony on 17 September, President George W. Bush observed the 215th anniversary of the signing of the United States Constitution by announcing several federally sponsored initiatives designed to "improve students' knowledge of American history, increase their civic involvement, and deepen their love for our great country." The highlight of the event was the President's announcement of a new initiative titled, "Our Documents: A National Initiative on American History, Civics, and Service."

After an introduction by historian David McCullough, the president briefly spoke to the small but select group of invited guests that included representatives from all three branches of government. Bush briefly talked about the National Endowment for the Humanities (NEH) "We the People" initiative which seeks to encourage scholars,

teachers, librarians and others to explore significant themes and events in America's history. He announced a new component to that initiative—a national essay contest entitled the "Idea of Americans Essay Contest"—that asks high school students to write a 1,200-word essay on a topic that challenges them to think about the tenets that define and unite the nation. For more on "We the People," visit <http://www.wethepeople.gov/>.

The president also announced that plans were in the works for a future White House forum on American history and civic education. Bush noted that the forum, "will discuss new policies to improve the teaching of history and civics in elementary and secondary schools, and in our colleges and universities." Specifically, he continued, "we will hear from educators and scholars about ways to better monitor students' understanding of American history and civics, and how to make more of our great national treasures, how to make them more accessible and more relevant to the lives of our students." The President next discussed the "Our Documents" initiative.

The initiative was created out of a collaboration between the National Archives and Records Administration (NARA), National History Day, USA Freedom Corps, and the Corporation for National and Community Service. It focuses on one hundred milestone documents selected by NARA and National History Day and drawn from various public laws, Supreme Court decisions, inaugural speeches, treaties, constitutional amendments and other historically significant papers that shaped the American nation. Beginning with Richard Henry Lee's resolution of 1776 calling for American colonies to be "free and independent states" and culminating with the Voting Rights Act of 1965, the document collection is designed to engage students, teachers, and others to explore the nation's civic legacy and reflect on the meanings of citizenship. For additional information on the initiative, visit: <http://www.OurDocuments.gov>.

Later that same day, at East Literature Magnet School in Nashville, Tennessee, the president delivered some additional comments on history. Bush's thoughts reflected the administration's view that American history is "a history of freedom" and that the study of history gives people "a sense of what it means to be an American." For more of the president's speech, visit: <http://www.whitehouse.gov/news/releases/2002/09/20020917-7.html>. □

tion. In this task, American historians—by glint of their special knowledge—bear a special responsibility. We must take leadership in ending the all too common practice of assigning history classes to teachers with little or no training in American history. We must construct relationships between university historians and their eighty thousand colleagues teaching history in the nation's high schools. We must start building bridges between our universities' history departments and schools of education. Our history majors—many of them future history teachers—need pedagogical training along with a far deeper understanding of the subject they plan to teach.

We have begun to tackle these problems. OAH—along with the AHA, NEH, the National Council for History Education, and National History Day—have established programs to build these bridges between professional historians and precollegiate history teachers. Perhaps most significantly, OAH has recently joined with the Gilder Lehrman Institute of American History in expanding its innovative program for establishing "History High Schools."

We trust that these efforts will be considered at the upcoming White House Forum on American history and civic education. Such a gathering of leaders in American history and civic education can be an opportunity for us to look at what we have done and what we can do to improve history and civics education in this country. Let us hope that historians and our government leaders take advantage of this opportunity to examine the future of teaching the past and develop a coordinated effort to rekindle historical imagination in the classroom. □

Ira Berlin is president of OAH and professor of history at the University of Maryland. Lee W. Formwalt is executive director of the Organization of American Historians.

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## From the Archivist of the United States

# A Day in the Life of the National Archives and Records Administration

John W. Carlin



Carlin

On 17 September, employees all around the country took pictures of the activities in their workplaces in order to document a "day in the life" of the National Archives and Records Administration (NARA). The result of this effort was literally hundreds of photos that capture the range of tasks involved in our mission to preserve and provide access to the essential evidence of our government. Some of these photos are available on our web site at [http://www.archives.gov/about\\_us/index.html](http://www.archives.gov/about_us/index.html), but I'd like to take this opportunity to give readers some more insight into the myriad of activities, both large and small, that made up this particular day at NARA.

September 17 was Constitution Day, marking the 215<sup>th</sup> anniversary of the signing of the document that lays out the framework of our democracy. On past Constitution Days we've had visitors lined up to get a glimpse of the Constitution, but on this day the Rotunda was empty except for the construction workers engaged in renovation work on the National Archives Building. As I write this, the pages of the Constitution are undergoing some necessary conservation work so that future generations will be able to see them. When this work is completed, all four pages of the document will be sealed in new, state-of-the-art encasements designed to protect them in the best way possible. On Constitution Day next year, the Constitution—along with the Declaration of Independence and the Bill of Rights, which are also now undergoing conservation work—will be returned to permanent public display.

But even as the Constitution is being readied for next year, Constitution Day was observed all around the country. On the morning of 17 September, I was honored to join President George W. Bush, author David McCullough, and other national leaders in the Rose Garden of the White House as the President announced a nationwide civics initiative in which NARA will play a key role. The project—a collaboration among NARA, National History Day, the Corporation for National and Community Service, and the U.S.A. Freedom Corps—is called *Our Documents: a National Initiative on American History, Civics, and Service*.

The purpose of *Our Documents* is to encourage all Americans to examine for themselves the rights and responsibilities of citizens in our democracy. Our hope is that such an exploration of our nation's civic legacy will encourage students, teachers, and the general

public to strengthen their understanding and appreciation of the records and values that are the cornerstone of our democracy.

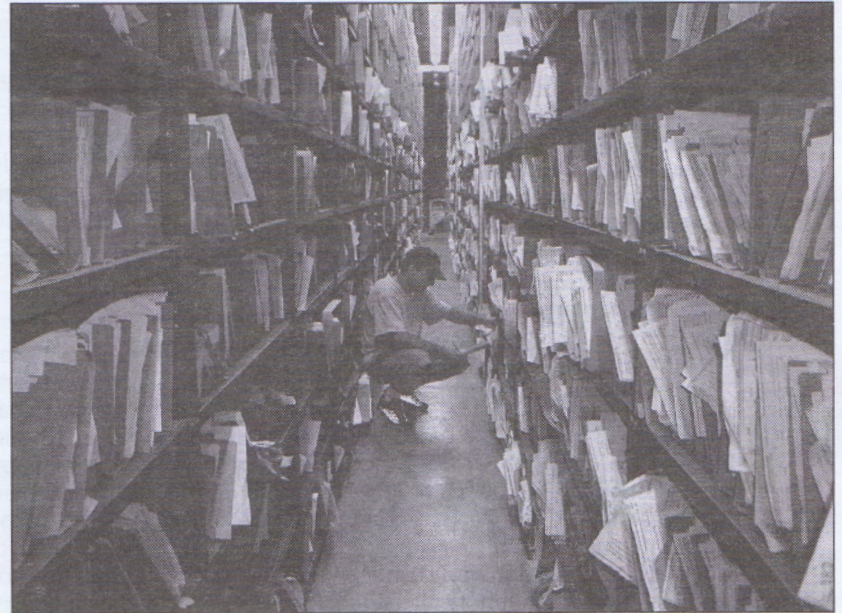
*Our Documents* revolves around one hundred milestone documents drawn primarily from NARA's holdings, which are featured on the project web site <http://www.ourdocuments.gov>. Each week throughout the school year, three new documents will be featured, and next year we plan to conduct a national vote, asking citizens to name ten milestone documents that they feel are the most important to our nation. I am proud that NARA is a partner in this education initiative, and I invite you all to take a look at the web site.

Constitution Day was commemorated outside of Washington, D.C. as well, as many of our presidential libraries held special events. The John F. Kennedy Library in Boston, for example, welcomed more than two hundred new American citizens who pledged, during a naturalization ceremony, to "protect and defend" the Constitution. Children visiting the Ronald Reagan Library in Simi Valley, California, were invited to sign their names to facsimiles of the Constitution. In Philadelphia, NARA regional leaders convened just blocks from Independence Hall to plan for the upcoming year, and later that evening we met area business, political, and cultural leaders at a Constitution Day reception.

Of course, besides being Constitution Day, 17 September was a normal workday at NARA, and a very busy one at that. At Archives II in College Park, staff members working to develop the Electronic Records Archives (ERA) planned a user conference to solicit comments and advice on our plans to build an archives that will preserve U.S. government records of continuing value and make them available electronically to anyone, at any time, in any place, for as long as needed. We are currently seeking the input and feedback of archivists, librarians, historians, Federal

agency staff, and the general public.

Also in College Park, staff members working on the Archival Research Catalog (ARC) met to troubleshoot the system after its public debut the day before. ARC is the more robust version of our prototype catalog, the NARA Archival Information Locator (NAIL). ARC will allow



Bud Hanson, archives technician, works on Internal Revenue Service records requests at the Dayton, Ohio, records center in NARA's Great Lakes Region.

users to do more sophisticated research on our holdings before ever stepping foot in one of our facilities. Descriptions of records now link to descriptions of their creators, and users can view the hierarchies of both the records creators and the records themselves. We are also asserting control over subject headings, which will improve search results.

On the records management front, our Records Management Initiatives team began reviewing the more than fifty sets of comments received on our draft proposal for redesigning records management in the federal government.

All across the country, NARA employees completed the day-to-day tasks that keep our agency running and allow us to serve our customers—the American public. Staffers assisted researchers in locating information, welcomed visitors to the presidential libraries, painstakingly preserved historic documents, and patiently answered hundred of requests for specific records. They filled the requests of veterans for copies of their service records, and helped to research family trees. They cataloged gifts given to former presidents, listened to audio tapes of voices from the past, and shelved and reshelfed countless records. They typed memos, maintained web sites, and created exhibits. They taught schoolchildren and adults alike the legacy of the Americans that came before us.

All in all, 17 September was a day well spent. As I went through my own day, from the morning White House announcement to the evening reception in Philadelphia, I was struck by both the volume and diversity of our work.

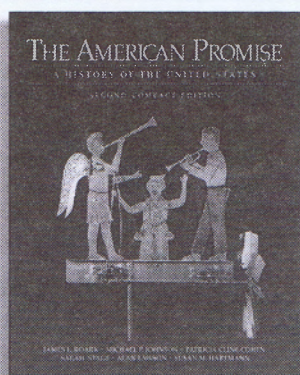
Although Constitution Day is particularly special to us, the pictures from that day highlight the often ordinary, but important work we do every day. On our web site you will find just a few of the pictures that show our day as an agency. I hope you enjoy this "behind the scenes" look at the people and places of the National Archives and Records Administration. □



More than two hundred new citizens take the oath of U.S. citizenship at a Constitution Day ceremony in the Smith Center of the John Fitzgerald Kennedy Library.

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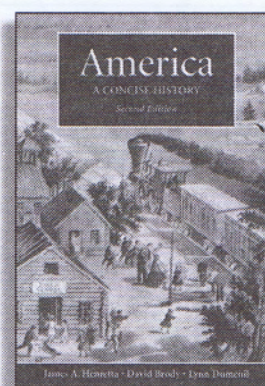
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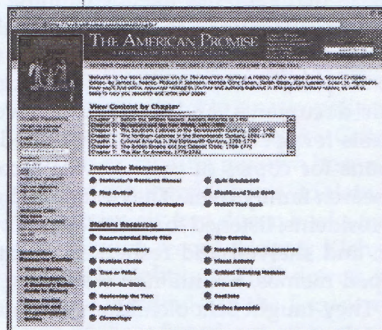
*"I love the way the authors categorize the material into the book's parts. This helps students to think 'structurally,' that is, to consider how the component parts of American culture fit together and how change in one area affects changes in other areas."*

— Katherine M. B. Osburn, Tennessee Technological University

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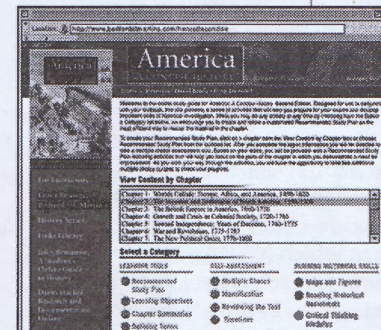
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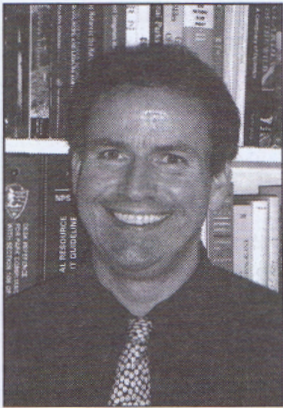
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## Capitol Commentary

### Bruce Craig, Director of the National Coordinating Committee for the Promotion of History



Craig

#### New Director Appointed for National Museum of American History

Brent D. Glass, Executive Director of the Pennsylvania Historical and Museum Commission, has been selected by Smithsonian officials as the new Director of the National Museum of American History (NMAH). Glass is well-known in the historic preservation and museum profession, has a reputation of being a capable administrator, and possesses strong credentials in the history of industry and technology, urban history, and the history of American cultural institutions.

According to Sheila P. Burke, undersecretary for American Museums and National Programs, "the search for the director has been a lengthy and painstaking process. In selecting Dr. Glass, I found most compelling his depth and range of experience in developing new programs and expanding existing facilities and his commitment to digital initiatives. He has dealt frequently with numerous examples of organizational change and transition, and this experience will serve him well as the Museum embarks upon a major program of renovation, redesign, and exhibition enhancement."

Over the last fifteen years Glass managed one of the largest and most comprehensive state history programs in the country. He oversaw twenty-five historical sites and museums, the state Historic Preservation Office, as well as public history programs and the state's historical publications program. Prior to becoming executive director of the Pennsylvania Historical and Museum Commission in 1987, Glass was executive director of the North Carolina Humanities Council. His Ph.D. is from the University of North Carolina at Chapel Hill.

#### "Teaching American History" Staff Changes

In a move to combine scattered programs in the Department of Education (DOE) and to better implement President Bush's "No Child Left Behind" initiative, Secretary Rod Paige announced that effective 1 October 2002 a reorganization of the DOE will result in the creation of two new offices: the Office of Safe and Drug-Free Schools will help insure that schools are free of violence, drug and alcohol use, and foster good character and citizenship; and The Office of Innovation and Improvement will run the DOE's experimental and discretionary programs. The Office of Innovation and Improvement will centralize some thirty experimental and pilot programs, including "Teaching American History," which were scattered either within the Office of Elementary and Secondary Education or the Office of Education Research and Improvement. The new office will be headed by Nina Shokraii Rees, a former domestic policy advisor to Vice-President Cheney. At the White House, Rees served as an advisor to the vice president on education, race, welfare, and other issues. Prior to joining the administration, she served as an education advisor to the Bush presidential campaign. Joseph Conaty and Robert M. Stonehill, two top DOE officials in the Office of Academic Improvement and Demonstration Programs who have shown strong support for the "Teaching American History" initiative, will no longer be involved in the program.

#### Congress Acts On Homeland Security Department Bill—No Great News For Historians

Shortly before Congress began its traditional summer recess, the House passed its version of legislation (H.R. 5005) designed to create a new Department of Home-

land Security. In spite of efforts by several members of the Government Reform Committee to statutorily establish a history office in the new department, no such language was written into the final House passed measure. Meanwhile, in the Senate, Senator Fred Thompson (R-TN), the Ranking Minority Member of the Senate Governmental Affairs Committee, continues to explore the possibility of inserting statutory language in the Senate version of the Department of Homeland Security Bill (S. 2794) creating a history office.

In a letter to the NCC, however, Senator Joseph I. Lieberman, chair of the Committee on Governmental Affairs stated that "not all of the functions necessary to improve homeland security will be addressed in this legislation," and that the proposal for a history office is better addressed in a Senate proposal "that requires the Secretary [of the new Homeland Security Department] to conduct a study of additional functions and reorganizations which might be necessary for the Department to fulfill its mission . . . I believe that your proposal would best be considered at that time."

The challenge for lawmakers in both the House and Senate is a lack of precedent—virtually no history offices have been created by statute at either the departmental or agency level. In most cases, such offices have been created by departmental order or directive.

#### Presidential Records Update

While Representative Dan Burton (R-IN), chair of the House Committee on Government Reform, remains "undeterred" in his challenge to the Bush Executive Order 13233 ("Further Implementation of the Presidential Records Act") that established new administrative procedures for implementing the 1978 Presidential Records Act (PRA), the press of other pending business as the 107th Congress comes to a close appears to have doomed action to nullify the executive order. The House Committee on Government Reform did move the bill on 9 October bluntly stating that the Executive Order was "an affront to the citizens of this country," but action by the full House seems unlikely given the press of other pending legislative measures. However, the lawsuit filed by Public Citizen—a Washington D.C., based nonprofit advocacy group—on behalf of the Organization of American Historians, the American Historical Association and other historical, archives, and media groups, continues, and is very much alive.

The plaintiffs maintain that the Bush executive order jeopardizes access to presidential records. The status of the lawsuit is not affected by the inaction of Congress or by the fact that the Reagan-era presidential records that originally gave rise to the suit have finally been released by the White House. Plaintiffs are now merely waiting for the judge hearing the case to schedule oral arguments. The case is expected to be heard in the late fall.

#### Robert V. Remini to Write History of the House Of Representatives

The Library of Congress announced that historian Robert V. Remini has been selected to research and write a U.S. House of Representatives narrative history authorized by Congress in 1999 under the House Awareness and Preservation Act (P.L. 106-99).

Remini will serve as a Distinguished Visiting Scholar of American History in the recently-created John W. Kluge Center at the Library of Congress. According to Librarian of Congress James H. Billington, "In addition to being a first-rate writer and historian, Remini understands the history of the workings of Congress, which is invaluable for this effort."

When reached for comment, Remini stated that in its two-hundred-year history, the House of Representatives has had, "many distinguished, diligent, colorful, and larger-than-life personalities" who "debated, quarreled and

helped hammer out the nation's laws. I fully intend to write a narrative history of this extraordinary institution with its vivid and sometime outrageous personalities, one that will capture all the excitement and drama that took place during the past two hundred years so that the record of its triumphs, achievements, mistakes, and failures can be better known and appreciated by the American people."

Remini, Professor Emeritus of History and the Humanities at the University of Illinois at Chicago, has been teaching history for more than fifty years and writing books about American history for nearly as long. In addition to his three-volume biography of Andrew Jackson, he is the author of biographies of Henry Clay, Daniel Webster, and John Quincy Adams, as well as a dozen other books on Jacksonian America.

#### 9/11 Memorial Legislation Signed Into Law

President George W. Bush has signed a measure (P.L. 107-226) designed to memorialize the events of 9/11 through the creation of a national historic site in the farm field in Shanksville, Pennsylvania, where United Airlines Flight 93 crashed after a struggle between passengers and hijackers. As a tribute to those "citizen-soldiers," on the morning of September 11, the United States Senate passed the "Flight 93 National Memorial Act" (H.R. 3917/S. 2136) and sent the measure on to the President for signature.

The legislation seeks to establish a national memorial at the crash site of United Airlines Flight 93 to honor the passengers and crew who "thwarted a planned attack on the Nation's Capitol." To this end, an advisory commission will be established to assist with the planning for a permanent memorial. The commission will consist of fifteen members including the director of the National Park Service, with the other members appointed by the secretary of the Interior.

The commission is to report on its recommendations within three years. Until that time the secretary is authorized to assist in the process of assembling a museum collection and archives, in an oral history program, and in the design of exhibits. Once land has been acquired from willing sellers, the area is to be administered as a unit of the National Park System.

#### Smithsonian Visitation Plummets, Donor Solicitation Underway

According to recently released statistics, the Smithsonian Institution has had a disastrous summer in terms of public visitation. The latest reports demonstrate that over the last seven months, some six million fewer people visited the collection of sixteen museums representing a twenty-nine-percent drop in overall visitation. The attendance slump has also resulted in a twelve-percent drop in sales in the various Smithsonian gift shops and restaurants, creating a serious funding shortfall for the institution. To help counter the revenue drop, museum officials have launched a direct-mail donor solicitation campaign.

According to Smithsonian officials, each year the Smithsonian development department makes an appeal to potential donors urging them to make "special gift" and end-of-year contributions to the institution. This year the focus of one such appeal centers around the events of 9/11.

According to the fundraising letter being mailed to patrons, museum supporters, and other names captured from cause-related marketing mailing lists purchased and/or traded by the Smithsonian, Secretary Lawrence Small stated that the Smithsonian is facing a "\$13 million loss in net revenues this fiscal year." Consequently, he noted, "the attacks and their aftermath have dramatically wounded the Smithsonian in a way we could never have anticipated. . . . At risk are innovative exhibitions, critical research programs, educational initiatives, and popular public programs." □



### MHS-NEH FELLOWSHIPS

THE MASSACHUSETTS HISTORICAL SOCIETY will award either one long-term MHS-NEH fellowship of six to twelve months or two of a maximum of five months each in 2003–2004. MHS-NEH fellowships are made possible by an award from the National Endowment for the Humanities, an independent federal agency. The stipend, governed by an NEH formula, will be no more than \$40,000 for a term of six to twelve months and smaller amounts for shorter terms. Within the constraints of the NEH's guidelines, the Society will also supplement each stipend with a housing allowance of up to \$500 per month. MHS-NEH fellowships are open to U.S. citizens and to foreign nationals who have lived in the United States for at least the three years immediately preceding the application deadline. Applicants must have completed their professional training; NEH-sponsored fellowships are not available to graduate students. The awards committee will give preference to candidates who have not held a long-term grant during the three years prior to the proposed fellowship term.

*Application deadline: January 15, 2003.*

For information about MHS-NEH fellowships and about the Society's other awards, including short-term grants and support through the New England Regional Fellowship Consortium, please check the Society's web site, [www.masshist.org](http://www.masshist.org), or contact Melissa Pino, Massachusetts Historical Society, 1154 Boylston Street, Boston, MA 02215 (e-mail [mpino@masshist.org](mailto:mpino@masshist.org)).

## CALL FOR PAPERS

### 2004 OAH Southern Regional Conference • Atlanta, Georgia PRACTICING AMERICAN HISTORY IN THE SOUTH

In 2004 OAH, in conjunction with Georgia State University Department of History and the Georgia Association of Historians, will host its second regional conference. Its aim is to serve anew its members at community and four-year colleges and high schools, and those employed in government, museums, and the private sector as well as in major universities. The conference also seeks to encourage persons who will soon serve in these diverse capacities—graduate students—to get involved in professional activities early in their careers.

The regional conference will be held in Atlanta, Georgia, on the campus of Georgia State University, 8–11 July 2004. The meeting takes as its special charge a desire to reach members and other historians and graduate students who find it difficult to attend the national meeting held in the spring each year. Atlanta is a convenient, central location in the Southeast and the conference benefits from the relatively inexpensive lodging and services offered by Georgia State University. Considerable attention will be devoted to professional development and the practice of history both in classrooms and in public settings in the South.

In keeping with recent OAH program practices, we encourage formats that promote discussion and participation, for example, roundtables and debates with up to five panelists. We also recommend that panelists discuss rather than read their papers, in an effort to increase dialogue with the audience. Although session proposals are preferred, we welcome individual paper submissions. We also welcome volunteers to chair or comment at sessions, as assigned by the Program Committee.

Complete procedures for submitting proposals is available online at:

<http://www.oah.org/meetings/2004regional/>



## Set a Course for Memphis OAH Annual Meeting • 3-6 April 2003



*A Mississippi sunset, Memphis, TN, ca. 1900. Detroit Publishing Company Photograph Collection, Library of Congress Prints and Photographs Division.*

### Featuring

- More than 140 panels, roundtables, and workshops, including Focus on Teaching and graduate student sessions
- State of the Field sessions on historiographical developments in particular areas, including environmental history, political history, and the Vietnam War
- A plenary session on Martin Luther King Jr., hosted by Julian Bond
- Screenings of the Erik Barnouw Award winner and documentaries related to this year's meeting theme of social justice
- Tours of Beale Street, the Delta, the National Civil Rights Museum, and the Rock 'n' Soul Museum
- To mark the 35th anniversary of the assassination of Martin Luther King Jr., a morning march from Lemoyne-Owen College to Mason Temple (site of Dr. King's last speech) and, in the evening, the April Fourth Foundation Awards Gala and Banquet
- More than 100 exhibitors, showcasing research and materials in all aspects of American history



*Programs and registration forms will be mailed and posted on [www.oah.org](http://www.oah.org) in January.*

## News of the Profession

### Too Many Teachers Assigned to Out-of-Field Courses

A recent study by the Education Trust warns that the nation's middle and high schools continue to assign teachers to courses outside of their areas of expertise. The watchdog group's analysis of the U.S. Department of Education's 1999-2000 Schools and Staffing Survey (SASS) found an alarming number of instructors in classrooms without college backgrounds related to the courses they must teach. Overall, 24 percent of high school classes and 44 percent of middle school classes in core academic subjects are given to teachers lacking a college major or minor in the subject being taught. In high-poverty high schools, the rate is 34 percent. In high-minority high schools (where over half the students are nonwhite), the rate is 29 percent, as opposed to only 21 percent in low-minority high schools (where 15 percent or less of the students are nonwhite).

The amount of out-of-field teaching "remains unacceptably high," says the Education Trust, despite concerted national and state efforts over the past decade to address the problem. In the face of increasing public and private attention, research, media coverage, and political pressure since the previous SASS in 1993-1994, "the nation made no progress reducing out-of-field teaching." For high-poverty and high-minority schools, the situation has grown worse. Between the 1993-1994 SASS and the most recent one in 1999-2000, out-of-field teaching has increased by 4 percent in high-poverty and high-minority schools.

If anything, warn the authors of the Education Trust study, their calculations underestimate the problem. Their analysis "considers a teacher as being assigned out of field only if he or she lacks *at least a college minor* in the subject being taught or in a related field." Similarly, the analysis draws the boundaries of each field quite broadly (see Table 1). An instructor in a social studies, history, world civilization, geography, or civics class, for example, is considered in field even if they have a college major or minor in psychology, public affairs, social studies, education, or history. One can imagine that the percentage of history courses taught by teachers without any historical training, therefore, is quite a bit higher than the overall 24 percent rate of out-of-field teaching in high schools and 44 percent in middle schools.

Conditions vary greatly from state to state, according to the analysis of the SASS study. The states with the highest number of out-of-field teachers include Louisiana, Delaware, Tennessee, New Mexico, and Arizona. States that are doing the best, with the fewest incidents of out-of-field teaching, include Minnesota, Indiana, Wisconsin, and Nebraska. To see a state by state comparison, visit <http://www.oah.org/pubs/nl/nov02/>.

The Education Trust cautions that its study should only be taken as a starting point. It recognizes that the U.S. Department of Education's SASS is not comprehensive and that states vary in the amount and quality of information they are gathering about their teachers. All states, however, according to the No Child Left Behind Act, will begin to collect comprehensive information next year about teachers at every school in every district.

Craig D. Jerald of the Education Trust and Richard M. Ingersoll of the University of Pennsylvania, the study's authors, paint a troubling picture of the state of precollegiate education. However, they finish their report with several recommendations for reducing the amount of out-of-field teaching. The first step they suggest, is convincing more school officials to take seriously the problem of teacher assignments. The problem is not rooted in supply, but in misassignment, unclear standards at the middle school level, and unnecessarily low standards for teacher preparation. For a the full Education Trust report, supporting statistics, and recommendations for improvement, go to <http://www.edtrust.org>. □

Table 1

A teacher assigned to teach any of these courses . . .

Social studies  
History  
World civilization  
Political science/government  
Geography  
Economics  
Civics  
Sociology/social organization  
Other social science  
Psychology

Would be considered "in field" if their major, minor, or specialization were any of the following . . .

Psychology  
Public affairs and services  
Social studies/social sciences  
Education  
Economics  
History  
Political Science  
Sociology  
Other social sciences  
Other area, ethnic studies

Source: The Education Trust

### Salary Study Released: Historians' Salaries Could Be Better, Could Be Worse

According to a study released by the College and University Professional Association for Human Resources, for the fourth year in a row, professors of law, financial management, and chemical engineering are the best-paid faculty members in both public and private institutions. The typical professor received a 3.6 percent to 3.7 percent salary increase this last year, making the average salary in all fields \$60,893 at public institutions and \$60,289 at private colleges. The average salary for historians was \$58,106 at public and \$58,050 at private institutions.

Average salaries for historians lag behind compatriots in the fields of political science and government (\$59,914 and \$62,703 at public and private universities respectively) and anthropology (\$58,710 and \$64,106) but are more than those of professors of library science (\$56,992 and \$44,206) and education (\$57,974 and \$51,760). Historians, on average, earn just slightly more than those

teaching in the social sciences at public institutions (\$56,867) but lag behind at private institutions (\$60,254).

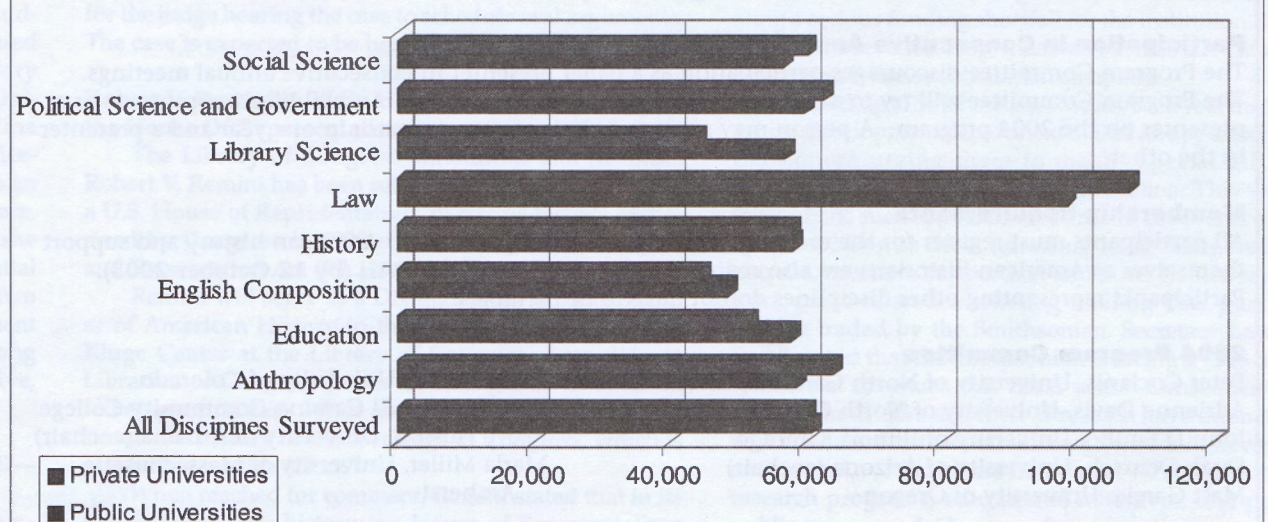
Faculty members in library science (\$44,206) and English composition (\$44,616) at private colleges earned the lowest salaries. At public institutions, English-composition professors (\$48,503) and professors of foreign languages and literature (\$51,176) were at the bottom. Salaries appear to be reflective of the supply and demand of qualified doctorates in fields of expertise. Annual earnings for those in the lower paying fields are not expected to rise significantly in coming years because a surplus of Ph.D.s is expected to persist in those fields.

The survey covered 122,031 faculty members at 352 public colleges and universities and 62,645 faculty members at 519 private institutions. Only four-year institutions were surveyed and medical doctors and researchers were not surveyed because many of the institutions do not have medical schools. □

—Bruce Craig

### Average Salary of Faculty in Private and Public Four-Year Institutions

Source: The College and University Professional Association for Human Resources.



## 2004 OAH Annual Meeting

# Call for Papers

Boston Marriot Copley Place  
25-28 March 2004

The 2004 Organization of American Historians convention program will be organized around the theme of American Revolutions. That choice is informed both by the location of the meeting in Boston, the epicenter of the movement for American independence; and by its occurrence on the fiftieth anniversary of the Supreme Court's decision in *Brown v. Board of Education of Topeka*. The use of the plural "Revolutions" in the conference theme is intentional. The incoming president, Jacquelyn Dowd Hall, and the program coauthors expect the program to explore a wide variety of political, social, cultural, intellectual, economic, diplomatic, military, technological, and environmental transformations in American history—as well as movements that sought and failed to bring about such transformations. We also expect the program to examine counterrevolutions and antiradical backlash and to include sessions and papers that emphasize continuity, challenging the "revolutionary" character of particular moments, movements, or trends in American history. Finally, we welcome sessions that explore the relationship of the United States to various sorts of revolutions in the rest of the world, as well as those that examine revolutions in the interpretation of American history. In this spirit, the committee invites proposals for panels, workshops, roundtables, and performances, onsite and offsite.

In addition to proposals that explore the conference theme, we welcome submissions that explore other issues and themes in American history.

Although we encourage proposals for entire sessions, the program committee will accept proposals for individual papers and make every effort to place those papers on the program.

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

The committee likewise will work to follow the OAH policy and guidelines of having the program as a whole, and individual sessions to the extent possible, represent the full diversity of OAH membership. We urge proposers of sessions to include as presenters, wherever possible, members of ethnic and racial minorities, independent scholars, public historians, and American historians from outside the U.S. We also encourage panels that include a mix of junior scholars, senior academics, and graduate students; as well as a mix of teachers at 4-year institutions, community college instructors, K-12 teachers, and independent scholars. The OAH executive board has set aside a small sum of money to subsidize travel to the annual meeting for minority graduate students appearing on the program.

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

We also welcome volunteers to act as chairs or commentators to be assigned by the program committee.

**All proposals must be postmarked no later than 15 January 2003 and sent to:**

2004 Program Committee  
Organization of American Historians  
112 North Bryan Avenue  
Bloomington, IN 47408-4199

### Participation in Consecutive Annual Meetings

The Program Committee discourages participation as a paper presenter in consecutive annual meetings. The Program Committee will try to avoid placing a presenter from the 2003 Annual Meeting program as a presenter on the 2004 program. A person may serve as a chair or commentator in one year and a presenter in the other.

### Membership Requirements

All participants must register for the meeting. Participants who specialize in American history and support themselves as American historians are also required to be members of the OAH (by 12 October 2003). Participants representing other disciplines do not have to be members.

### 2004 Program Committee

Peter Coclanis, University of North Carolina, Chapel Hill  
Adrienne Davis, University of North Carolina School of Law  
John D'Emilio, University of Illinois, Chicago  
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Matt Garcia, University of Oregon

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Marla Miller, University of Massachusetts, Amherst

**History Cooperative**  
**Search Builder**

An innovative search tool available to OAH members when reading and full-text searching the *Journal of American History* and other journals online at the **History Cooperative**.

When you search for keywords, authors, titles, etc., Search Builder automatically lists two- and three-word phrases found recurring in each article. These conceptual word strings can help you refocus your query or become the subjects of further searching across other articles and reviews in the *JAH* or the seven other journals of the History Cooperative.

Other journals available in the History Cooperative include:

*American Historical Review* • *The History Teacher* • *Law and History Review* • *Western Historical Quarterly* • *The William and Mary Quarterly* • *Common-Place* • *Labour/Le Travail*

JSTOR (an electronic archive of about 100 journals) is now linked to the History Cooperative. Your searches can range across current and recent journal issues at the Cooperative and extend to back issues of the *JAH*, *AHR*, and the *WMQ* in JSTOR <<http://www.jstor.org/>>. □

<<http://www.historycooperative.org/>>

### Talking History Goes International

*Talking History*, OAH's public radio program, is now being heard internationally on the Voice of America (VOA). Selected segments from *Talking History*—including interviews and commentaries—are being taken from the program's weekly broadcasts and included in VOA's daily *Dateline* series, which is broadcast to an audience of 130 million people by shortwave and satellite radio.

In January, *Talking History*, hosted by Bryan LeBeau, will broadcast a special series marking the thirtieth anniversary of President Richard Nixon "formally" ending U.S. involvement in the Vietnam War. Veteran *Talking History* interviewer Fred Nielson, University of Nebraska, Omaha, and G. Kurt Piehler, Director of the Center for the Study of War and Society at the University of Tennessee, have gathered eight experts on various related topics. The participants, including Mark Clodfelter, H. R. McMaster, William Hammond, David Oshinsky, Michael Allen, B. G. Burkett, Nicholas Capasso, and Michael Heaney, will discuss military development, the media, politics, postwar retributions, Vietnam veterans, the Vietnam War Memorial in Washington, and the place of the war in the Cold War.

We continue to invite you to listen to *Talking History* and to support the OAH's efforts to get the program on as many stations as possible. *Talking History* is available free, via the public radio satellite system, to all public radio stations in the United States. Contact the program director of the public radio station in your city or town and tell him or her that you want to hear *Talking History*. If you need further information, contact Bryan LeBeau, c/o Department of History, University of Missouri-Kansas City, Kansas City, MO 64110; (816) 235-2975, <[lebeau@umkc.edu](mailto:lebeau@umkc.edu)>. *Talking History*, including an archives of its shows, can be found online at <<http://talkinghistory.oah.org/>>. □

## News of the Organization

### Liberty Legacy Foundation Establishes Endowment with the OAH

Inspired by OAH President Darlene Clark Hine's call in her 2002 OAH presidential address for more research on the origins of the civil rights movement in the period before 1954, the Liberty Legacy Foundation (LLF) has joined forces with the OAH to present the Liberty Legacy Foundation Award for the best book on any aspect of the U.S. civil rights struggle from the nation's founding to the present day. Each year the OAH will select a prize committee of qualified scholars to judge entries. The inaugural Liberty Legacy Foundation Prize will be awarded at the ninety-sixth annual meeting of the Organization of American Historians in Memphis on 5 April 2003. Founded by Neal Baker in 2001, the LLF aims to support the study of nineteenth-century American history through focusing on the discovery, understanding, and dissemination of information regarding the elimination of slavery as well as present-day vestiges of racism in the United States. □

### OAH Teams Up With Teaching American History Grant Recipients

In keeping with its continuing efforts to promote excellence in history instruction and foster collaborations, the OAH will work with three recently funded Teaching American History (TAH) grant programs in implementing strategies to enrich history teaching. The three grant recipients are the Stratford, Connecticut, Board of Education, the Pitt County Schools in Greenville, North Carolina, and the Williamsburg-James City County Schools in Williamsburg, Virginia, and their partners—institutions of higher learning, local libraries or museums, and other history or humanities organizations. In the case of Williamsburg, the schools will also be collaborating with early American National Park sites. The OAH will join with each school district and their partners in assisting in programs to advance history education at the precollegiate level. The combined grant allocations, totaling nearly \$3,000,000 over a three-year period, will enable local education districts to support activities aimed at improving student achievement by increasing teachers' knowledge, understanding, and appreciation of American history.

The OAH will provide services and publications tailored to the specific needs of each individual school district. More broadly, it will make available its national network of historians for forums, presentations, and workshops and furnish material from its growing store of education resources for precollegiate teachers. OAH's partnerships will also further exchanges and connections

between precollegiate and collegiate faculty and afford opportunities for professional development through discussion networks and participation in the Organization's annual meeting. In addition to its work with the three named districts, the OAH has informal agreements with a number of funded programs to deliver other less specified services.

For fiscal year 2002, the U.S. Department of Education (DOE) awarded TAH grants ranging from \$19,561 to \$1,000,000 to one hundred-fourteen local educational agencies (LEAs) in thirty-nine states plus the District of Columbia. Last year, the first of the program, the DOE distributed \$50 million to sixty projects. This marks the second entry of the OAH into the TAH grant application process. With the newly created position of education coordinator, OAH staff members have begun preparing for the third round of grant competitions. OAH will continue to disseminate information about TAH grants, offer advice and consultation to prospective applicants on strengthening proposals, and plans to expand its outreach activities. It anticipates an increased number of cooperative agreements with local schools districts in 2004. □

### Nonprofit Tables at the 2003 OAH Meeting

Any nonprofit group or association of historians (having less than one thousand members) may use a table, free of charge, at the OAH annual meeting. Your group or organization may promote itself by distributing materials, soliciting memberships or subscriptions, and selling publications and other products. Requests for tables will be honored on a first-come, first-served basis. There are no general storage facilities available beyond the space beneath each table, so each group is responsible for the security of its materials. Each request for table space should include: information on your group or association, which should include a mission statement, federal tax exempt identification number (or other proof of nonprofit status), and a statement of your organization's size. Requests must be received no later than **1 March 2003**. Send requests to: Amy Stark, OAH Convention Manager, OAH, 112 N. Bryan Avenue, Bloomington, IN 47408 <meetings@oah.org>.

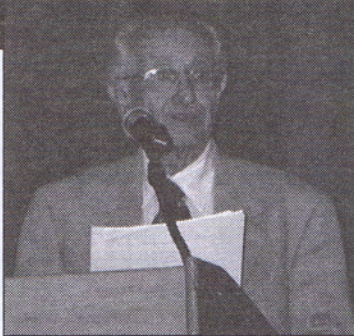
### Annual Meeting Chat Rooms

Each year we hear from members that they appreciate the many opportunities at the annual meeting for impromptu conversations, discussions of professional issues, and new contacts and plans. Throughout the meeting, session rooms will be available to registrants who would like a place to host informal discussions. We invite you to suggest a topic—some burning issue; new goal; interesting perspective; future project; ideas for future conferences, workshops, or symposia—for you and other colleagues to address.

**Procedures:** • Proposers should tell us by email what their topic of discussion will be. Proposers are the point persons who agree to be responsible for finding the room assigned, greeting the other discussants, and beginning the conversation. Chat room proposals should be no more than 150 words in length and should speak to the purpose and potential audience of the planned discussion. (Chat Rooms are public and open to anyone who registers for the 2003 Annual Meeting.) • Proposals that arrive and are accepted by **1 February 2003** will be posted on the OAH web site and listed in the *Onsite Program*. Rooms will be filled on a first-come, first-served basis. • Send proposals and inquiries to <chat@oah.org>.

Memphis 2003

### OAH Distinguished Lectureship Program in Full Swing



OAH Lecturer and past president of OAH (1969-1970) Carl N. Degler spoke to three hundred teachers on the "Uses and Limits of History" during an Idaho Council for History Education conference in Boise in early October, 2002. For more information about the OAH Distinguished Lectureship series, point your web browser to <<http://www.oah.org/activities/lectureship/>>.

## Stronger History Education through Collaboration

Gwen Moore

With new projects and partners, OAH is working harder than ever to improve history education. From the classroom to the living room, from universities to foundations, individual teachers to like-minded associations, OAH is building connections that help enhance teaching, disseminate scholarship, share expertise between faculty, and stimulate a wider interest in history.

The list below summarizes current initiatives. Some, such as the *OAH Magazine of History*, are long-term efforts; others, such as the 50-State Survey, *Teaching Talking History*, and the "Innovations in Collaboration" conference, have arisen during the past year.

In addition to these specific initiatives, OAH works closely with the American Historical Association (AHA), the National Council for the Social Studies (NCSS), and the National Council for History Education (NCHE) in various ongoing ways. For example, over the summer OAH assisted AHA in convening a working group to establish benchmarks that the U.S. Department of Education could use in evaluating the professional development of history teachers who participate in its Teaching American History Grants program. All four of these organizations—AHA, NCSS, NCHE, and the Department of Education—are involved in the "Innovations" conference and are discussing new ways of building collaboration between K-12 and college faculty and other historians.

**Innovations in Collaborations Conference** is a national conference sponsored by OAH, AHA and NCSS. Scheduled for 26-28 June 2003 in Alexandria, Virginia, the conference aims to foster greater collaboration between precollegiate, and college faculty with the goal of enhancing history teaching and enriching the learning experience of students. (See page 6.)

**The Fifty-State Survey** is a major research project to study the status of history education in the fifty states and the District of Columbia. The goal of the survey is to gather for the first time in one place, information on certification requirements for history teachers, history standards for the K-12 curriculum, high school graduation requirements for history, and statewide resources for teachers. Once completed, the survey will provide a comprehensive overview of the state of precollegiate history education.

**OAH Magazine of History** is a quarterly teaching publication begun in 1985. Designed for classroom use, each issue focuses on a theme or topic of recent scholarship in American history, and provides readers with articles, lesson plans, bibliographies and current historiography. A new column, "Bringing History Alive," draws on the expertise of experienced teachers at both the university and precollegiate levels.

**Talking History** is a thirty-minute radio program that takes history to a wider public by airing weekly on public radio stations across the country. Host Bryan Le Beau and a team of knowledgeable interviewers discuss topics of interest with nationally known historians and authors in a lively format.

**Teaching Talking History** brings the radio program to the classroom. As a new column in the *Magazine of History*, it suggests creative ideas for using "Talking History" as an effective teaching tool.

**Teaching the JAH** combines pedagogy and scholarship in an online resource. Each segment includes a "teaching package," which features an article from the print journal, along with supporting documents that demonstrate how that article might be taught in a U. S. History survey course.

**Teaching History Resource Center** on the OAH web site provides timely items of interest and links to and information about publications, resources, and activities for teachers of history.

## News of the Organization

### New Staff at OAH Executive Office

As OAH assumes additional responsibilities in the areas of pre-collegiate education, development, and public history, we have created new part-time positions to coordinate our efforts in those areas. In addition, we have had several staff move into different positions this year and we present them below with their new responsibilities along with our new staff members.

#### Susan Ferentinos Public History Coordinator

Though the public history coordinator is a new position in the office (January 2002), Susan is the former associate editor of the *OAH Magazine of History* and has been with OAH since 1998. While working half-time at OAH on approximately twenty-two active National Park Service projects (see article on page 1), she is completing her dissertation, entitled "An Unpredictable Age: Sex, Consumption, and the Emergence of the American Teenager, 1910-1950." She is a history graduate student at Indiana University with an M.A. in history and a Master of Library Science.

#### Jason Groth Administrative and Web Assistant

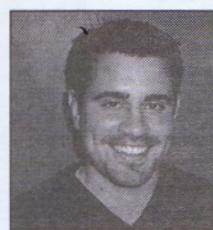
In 2001, Jason began as a student intern, but quickly assumed half-time duties in a variety of areas. In June 2002 he became the organization's full-time administrative and web assistant. In addition to covering incoming telephone calls, sorting the mail, copyediting publications, and handling



Ferentinos



Groth



Hinojosa



Leasure



Moore



Robbins

numerous special ad hoc projects, Jason coordinates the spring and fall meetings of the OAH Executive Board and is helping to update and improve the OAH web site. His B.A. is from Indiana University in English and History.

#### Juan Hinojosa OAH-IU Diversity Fellow

Juan is the first recipient of an award through the new OAH-IU Diversity Fellowship program, which provides five years of support, including two years on staff at OAH and one year teaching for the Indiana University history department. He is a first-year graduate student in the history department at IU studying U.S. foreign relations. Juan majored in history and

received his education certification from IU, and, beginning in summer 2004, he will take over as OAH education coordinator.

#### Leslie Leasure Development Manager

Leslie joined the staff in August 2002 to coordinate the implementation of the organization's new development plan. Leslie is responsible for facilitating the annual giving campaign, prospect research, grant writing, and donor relations. While working half-time at OAH, she is finishing an M.F.A. in creative writing at Indiana University. Leslie is also a partner in a local consulting company that provides grant writing, design, and evaluation services to nonprofit organizations. She has

a B.A. in journalism and political science from Indiana University.

#### Gwen Moore Education Coordinator

Education coordinator is a new half-time position created to cover the explosion in K-16 history education initiatives in which OAH is involved (see page 19 for a comprehensive list). Gwen is in her fourth year of a joint OAH-IU history department fellowship and second year in the OAH office. In 2000-2001 she worked on the *OAH Magazine of History*, organized sessions for the annual meeting, and was the National Park Service project coordinator. Last year she was an associate instructor for the history department. Her M.S.W. is from Washington University in St. Louis and her M.A. in history is from IU.

#### Susanna Robbins Assistant Editor *OAH Magazine of History*

Susanna joined the staff in July 2002 as assistant editor of the OAH's quarterly teaching magazine. Assisted by an undergraduate intern, Susanna edits and lays out the copy for each issue, coordinates the issues with guest editors, writes articles, and secures photographs and other supporting materials for the *Magazine*. Her research focus is on antebellum women and education. A graduate of Wellesley College, Susanna is in her fourth year in the doctoral program at Indiana University's department of history. □

## Correspondence

#### Letter to OAH Newsletter:

It's extremely curious to find oneself a "case" (Ralph E. Luker, "Where Do We Go From Here?," *OAH Newsletter*, August 2002)—most especially curious when, as a former president of the organization remarked on seeing the article, there is no "Buhle Case."

I was subject to a nasty political attack in a noted neo-conservative journal, the *New Criterion*, not for plagiarism, nor for expanding my own historical role (and no university or commercial press, to date, has felt it necessary to withdraw my two dozen books from publication).

For the record, Harvey Klehr and John Earl Haynes labored mightily to find defects in three entries—out of several hundred—in the *Encyclopedia of the American Left*, two of these based not on supposed inaccuracies but on topics missing. The third is evidentiary: the role of American Jewish communists in the Israeli War of Independence. Had Klehr and Haynes done their homework in the *Daily Worker* files, they would have found evidence aplenty—I look forward to a full discussion in some neutral venue.

But as in most of these cases, they were only spoiling for a fight. The back-story evidently involves bitter feelings against the *Encyclopedia* from a less-than-disinterested co-editor of a now-forgotten competing volume, the *Biographical Dictionary of the American Left*; and my criticisms of the coauthors' badly flawed monographs on real and supposed communist spies, notably in the

*Times Higher Education Supplement* (harsh reviews do not register as "cases" against authors, and I don't think that they should).

In short, this is a grudge match of the kind that the publications of the right seem determined to press these days, underlain by a resentment that I should dare to contrast or compare CIA activities—including those endemic within the American labor movement and those widespread within our own history profession in the three decades after 1950—to the assorted activities of political opposite numbers, communists or otherwise. There are, of course, extremely good reasons why some would wish to have these more substantive matters remain outside scholarly investigation.

Gossip will doubtless continue, most of it politically flavored. I would suggest that Luker, among others, has more valuable things to do with his time. □

Paul Buhle  
Brown University

Dear Sir:

Every graduate student in history should take to heart Vince DiGirolamo's thoughtful and important essay, "The Historian as Artist, Activist, and Amateur," in your August Newsletter. 750 new Ph.D.s (plus unsuccessful job seekers from previous years) pursuing 150 jobs must know from the beginning of graduate study that they probably

will not receive faculty positions in universities. Vince ably defines his understanding of the meaning of "historian." There is life after the oral defense.

History Ph.D.s know how to analyze critically and communicate effectively, both verbally and in writing. They know how to research, to identify problems, and suggest possible solutions. They have strong work ethics. Business organizations will hire them in spite of their lack of business experience because few people can offer these desperately needed skills.

Opportunities for teaching history exist other than in colleges and universities. Ph.D.s may feel overqualified to teach at the high school level, but it is richly challenging work, especially when compared with unemployment. Ph.D.s bring a breadth and depth of knowledge that will encourage their colleagues and, if combined with Vince's passion, inspire their students, two qualities sorely needed in public education. A friend of mine argues that the best college teachers first taught at the secondary level.

High school teaching requires more classroom hours than many college schedules but does not prevent the professional historian from continuing to research, write, and speak about his craft. High school salaries also compare favorably with colleges. If history Ph.D.s can look beyond the ivy, they will find a world out there. □

Sincerely,  
John E. Clark, Jr.

## In Memoriam

### Edward C. Carter II

Edward Carlos Carter II, Librarian of the American Philosophical Society and Adjunct Professor of History at the University of Pennsylvania, died last month of a heart attack. He was seventy-four. A native of Rochester, New York, Ted graduated from Penn State University in 1954 and went on to receive a Ph.D. from Bryn Mawr College in 1962. He taught at Phillips Academy, the University of Delaware, St. Stephen's School in Rome, Johns Hopkins University, and Catholic University before taking up his appointment in 1980 as Librarian of the American Philosophical Society—the learned society founded by Benjamin Franklin. At that time he also joined the faculty at Penn, where he was an immensely popular teacher of undergraduate seminars.

Ted was responsible for an explosive growth of acquisitions of manuscripts and books related to the history of science in the American Philosophical Society Library, including such remarkable collections as the papers of Nobel prize-winning geneticist Barbara McClintock and the extraordinary sketches of the nineteenth-century naturalist Titian Ramsay Peale. He also implemented a successful new program of Library Resident Fellowships and was instrumental in bringing new technology and conservation techniques to the Library. The use of the Library by the scholarly public more than doubled during his tenure.

Ted served as chairman of the Board of St. Stephen's School, president of the Independent Research Libraries Association, and member of the boards of the National Humanities Alliance, the Institute of Early American History and Culture, and the National Lewis and Clark Bicentennial. Among his numerous accolades, Ted was elected to membership in the American Philosophical Society and the American Antiquarian Society, and in 1995 the library at St. Stephen's School was named in his honor.

*The Papers of Benjamin Henry Latrobe* (Yale University Press), a ten-volume edition of the writings and drawings of the early American architect and engineer, was Ted's principal scholarly accomplishment. As editor-in-chief of the Latrobe Papers he was responsible not only for raising sufficient funds from a range of sources but also for setting the goals and standards of the project. "The Chief," as the Latrobe staff fondly referred to him, was a team player who worked collaboratively, but was always the team's leader and knew how to draw out the best in individuals. He inspired the Latrobe Papers staff by his enthusiasm for all and everything Latrobe, and by his faith that high quality scholarship and timely completion of each element of the project could go hand-in-hand. His leadership was critical to bringing the project to successful completion, an uncommon feat these days in the world of historical editing.

Ted always demonstrated great personal interest in those whom he drew into his various enterprises. He was generous in his appraisals of their work and accomplishments, celebrating them whenever possible, and at the same time pointing them toward higher goals. He was not satisfied until his students and proteges were in what he thought were the best possible career tracks, and he readily took vicarious pleasure in their accomplishments.

Ted published and gave professional talks frequently on a wide array of historical subjects. While his own insights and concepts were imaginative, he always sought ideas and confirmation from others. It was not unusual for his proteges and colleagues across the country to receive telephone calls at odd hours (early mornings, late evenings, weekends) when he was hard at work on a talk or an essay and felt the need to share his ideas and benefit from the responses of those whom he expected to be engaged in his intellectual enterprise. Much of his scholarly work, such as the Latrobe Papers, was in fact collaborative, and his acknowledgments of such joint work were unstinting.

As a mentor, Ted encouraged his proteges in teaching positions to remain involved in scholarship. Phone conversations inevitably included the query, "So how's the book coming along?" But Ted placed as high a value on teaching as he did on scholarship. When his former

students and proteges landed public history positions, he urged them to keep a hand in teaching. His own career modeled this important balance of scholarship and teaching. As a professor at Penn, Ted also served as a senior thesis advisor, the only adjunct professor to do so. Colleagues at Catholic University and later Penn respected him for his innovative teaching methods.

In the end, Ted was a friend. He shared his life, his joys and concerns with those whom he cared about. For those who counted him as a mentor, as a source of advice and wisdom, and simply as a friend, he will be greatly missed.

Ted is survived by his wife Louise, of Wayne, Pennsylvania; his brother Paul, of Portland, Maine; and four stepdaughters. His daughter Laura Carter predeceased him. A memorial service will be held at 11 a.m. on 7 November 2002 at Benjamin Franklin Hall of the American Philosophical Society. In lieu of flowers, the family asks that memorial contributions be sent to the Edward C. Carter II Library Fellowship Fund, American Philosophical Society Library, 105 S. Fifth St., Philadelphia, PA 19106 or to St. Stephen's School, 15 Gramercy Park South, New York, NY 10003. □

Darwin H. Stapleton  
Rockefeller Archive Center  
John C. Van Horne  
The Library Company of Philadelphia  
Lee W. Formwalt  
Organization of American Historians

### Sheldon H. Harris

Sheldon H. Harris, professor emeritus of history at California State University, Northridge, died suddenly on 31 August 2002 at U.C.L.A. Medical Center of a blood infection. He was seventy-four.

Harris was best known for his contributions to the fields of medical and military ethics. He was the author of *Factories of Death: Japanese Biological Warfare 1932-45 and the American Cover-up* (Routledge, 1994, revised edition 2002). Based on extensive fieldwork, including twelve visits to China, and on information in United States and KGB archives, this work helped expose to a world audience the operations of Unit 731 and other Japanese army units that conducted germ warfare experiments on living captives during the 1930s and 1940s. It argued that the perpetrators were never prosecuted because the United States hoped to use the results of their investigations for its own biological warfare program. Harris wrote scholarly articles, addressed numerous conferences and spoke through radio and television in several countries about Japanese experiments and epidemics that swept through areas where the experiments were conducted. Four days before his death, in a case supported by evidence Harris had gathered, a Japanese court for the first time acknowledged the existence of these crimes.

Professor Harris was born in Brooklyn, New York on 22 August 1928, received his undergraduate degree at Brooklyn College, an M.A. at Harvard, and the Ph.D. in 1958 at Columbia University. His dissertation subject was John Louis O'Sullivan, the jingoist editor to whom the phrase "Manifest Destiny" was attributed. He was also author of *Paul Cuffe: Black America and the African Return* (Simon & Schuster, 1972). He taught at the University of Massachusetts from 1958 to 1963 when he joined the history department of California State University, Northridge. During his years at Northridge, Harris was active on leading university committees. Among students, he was probably best known for one of the earliest and most innovative film-and-history courses, "Hollywood in U.S. History," in which, for example, he brought Mel Brooks to class as commentator on "Blazing Saddles."

Harris retired from teaching in 1991. He is survived by his wife Sheila, and by his daughter Robin and his son David, both of San Francisco. □

Ronald Schaffer  
California State University, Northridge

### Yehoshua Arieli

Yehoshua Arieli, McDonald Professor emeritus of American History at the Hebrew University of Jerusalem, died peacefully at his home in Jerusalem on 3 August 2002 at age eighty-six. Among the very few foreign scholars whose work has exerted an impact upon the historiography of American political ideas, Arieli was best known for his book *Individualism and Nationalism in American Ideology* (Harvard University Press, 1964), which explores what was distinctive about the political culture of the revolutionary and early national eras in particular.

In Israel, he was the undisputed doyen of American history and American studies. He established the field at the Hebrew University and aided in its creation at the universities of Tel Aviv and Haifa. In 1993, he was awarded the Israel Prize, the country's highest civilian award; the citation stated that he "had set rigid standards for himself and for others, as a human being, as an intellectual, and as an historian." On his eightieth birthday, his friend Isaiah Berlin wrote that Arieli possessed "absolute integrity, amazing erudition . . . and . . . great heart."

Arieli was born in 1916 at Carlsbad (Karlovy Vim) in the Sudetenland. He emigrated to a kibbutz in Mandate Palestine in 1931. From 1937 to 1940 he studied history, philosophy, and music at the Hebrew University. He then joined the British Army's Pioneer Corps in North Africa and Greece. Captured by the Germans in 1941, he spent four years in a POW camp, managing (as he once told us) to conceal that German was his mother tongue and that he was Jewish. After the war he became head of the Youth Tar Company in Jerusalem, served with the Haganah, and, after independence, with the Israel Defense Forces in the battle for Jerusalem. In 1956 he served as military governor of Gaza. Because of—not despite—his military experiences he took a decisive public stand after the 1967 Six Day War against Israel's occupation of the West Bank and Gaza. He held that position for the rest of his life.

From 1951 to 1953 he studied at Harvard on a Fulbright, notably with Oscar Handlin, and received his Ph.D. in 1955 from the Hebrew University. In 1967 he founded the Department of American studies at that university. He held fellowships at the Center for the Study of Liberty (1960-1961) and the Charles Warren Center (1967-1968) at Harvard, Wolfson College, Oxford (1973-1974), the National Humanities Center (1979-1980), and the Max Planck Institute, Goettingen (1984-1985). He published six books and about sixty essays in Hebrew, German, and English, notably on the historical roots of nationalism, on the religious roots of modern societies, and on the universal and particular patterns of American nationalism.

He is survived by Yael, his wife of fifty-six years, three children, and grandchildren. □

Walter Nugent  
University of Notre Dame  
Avihu Zakai  
Hebrew University of Jerusalem

### William Bruce White

William Bruce White was a professor of American history from 1965 until his death 15 August 2001. He completed his Ph.D. under Merle E. Curti at the University of Wisconsin in 1968. In 1965 he taught at Stanford University in the Western Civilization program for two years, going on to take another two year position in American history at the University of Michigan in 1967. In 1969 Bruce accepted a position as Assistant Professor of American history at the University of Toronto, where he remained for the rest of his career. He taught there for thirty years both at Erindale College and the downtown St. George campus. While at the University of Toronto, Bruce introduced and taught over ten courses in American history—all within the area of social history. He was active in the fields of military, ethnic, immigration, African American, and Native American history. His many contributions as a valued colleague and highly effective lecturer endeared him to those who knew him. As an individual he had a

## ▼ In Memoriam / From 21

quiet manner, wry sense of humor, and high personal and academic standards. Bruce's published articles were highly regarded and his book *Beyond Wounded Knee: The American Army and the Indian, 1889-1991* was in progress at the time of his death. □

Alice White

## Willi Paul Adams

Willi Paul Adams, Professor of North American History at the John F. Kennedy Institute for North American Studies and the Department of History at the Free University of Berlin, died at the age of sixty-two on 3 October 2002. He was a self-described member of the pioneering second generation of German historians of the United States, homesteaders cultivating a field opened by a handful of postwar pathfinders, establishing its institutions under frontier conditions and guiding it to mature and original exploration of the American past. Willi Paul Adams was above all a bridge-builder, committed in both scholarship and professional activities to linking Americanists on both sides of the Atlantic and deepening German understanding of the historical processes that have shaped the American colossus.

He was born in Leipzig and raised by his widowed mother in the Rhineland, embarking on his lifelong engagement with America thanks to a formative year as an American Field Service student in Frewsburg, New York. After brief study at the University of Bonn, he moved to the tense, vibrant atmosphere of Berlin and its Free University in 1962. Where the new John F. Kennedy Institute provided a stimulating setting for the 1968 completion of his doctoral work and his 1972 *Habilitation*. In that year he moved from his Berlin assistant professorship to a professorship in American Studies in Frankfurt, until he was called back to Berlin in 1977. Significant periods in the United States included doctoral research at Yale, two stints at Harvard's Charles Warren Center, teaching at the University of Chicago, and visits at the Woodrow Wilson Center, the Newberry Library, Berkeley's Institute for Governmental Studies, and Wisconsin's Institute for Research in the Humanities; in 1997, he was a visiting professor at the Ecole des Hautes Etudes en Sciences Sociales in Paris. His honors included the American Historical Association's 1976 Bicentennial Award for the best foreign-language book dealing with the American Revolution.

That book—published in 1980 (republished in an expanded edition in 2001) as *The First American Constitutions: Republican Ideology and the Making of the State Constitutions in the Revolutionary Era*—grew out of his doctoral work in Gerald Stourzh's Berlin seminar on constitutionalism and republicanism, concerns that remained an enduring motif within Adams's scholarship and led notably to his 1994 translation and editing of the *Federalist Papers* with his wife, Angela Meurer Adams. Immigration history provided a second motif, from his 1980 essay on the German press and the American Revolution and editorship of an agenda-setting volume on German immigration, to uncompleted projects on German-American congressmen and political thought. Interpreting American history to a broader German public formed a third strand of his work. His edited 1977 U.S. history text, translated into Italian and Spanish, was widely adopted in Europe and Latin America; a coedited U.S. survey for a broad German public appeared in three versions, the most recent in 1998. His last major work, published in 2000, is a breathtaking two-volume survey of research in American history for German students. Adams also lent energy and passion to a fourth concern: the full integration of foreign scholars into the interpretive debates of American historiography. Urging on the profession what he practiced in his own scholarship and teaching, he was a significant force in the internationalization of OAH, serving as the *JAH* German contributing editor for nine years, stimulating roundtables, and calling much-needed attention to issues of translation.

One reviewer of his 1980 monograph lauded its careful scholarship and good sense, words that find a place in any epitaph for Willi Paul Adams. Those who knew him, including the students and colleagues to whom he gave so much of his time, would add words like wise, generous, caring, and above all, that old-fashioned term, good. He was a man of expansive curiosity, fascinated by language and the intricacies of the two tongues in which he worked, a born Socratic, always questioning and provoking, a warm friend, devoted to Angela and to his sons Johannes and Thomas, and valiant in his final struggle. He lived and worked on the frontier between his two worlds of Germany and the United States, and will be deeply missed in both □

Kathleen Neils Conzen  
University of Chicago

## ▼ History Education / From 19

**McKinzie Symposium** is a joint venture of the OAH and the Department of History at the University of Missouri-Kansas City now approaching its eighth year. The conference attracts local and regional secondary and middle school social studies teachers for two days of workshops and professional development opportunities. The OAH president and two colleagues are the keynote speaker and workshop presenters.

**Focus on Teaching** sessions have become an integral component of the OAH annual meeting. For the past sixteen years specially designed workshops and presentations bring historians from the college, high school, and middle school levels together to discuss techniques and methods for improving lectures, historical pedagogy, use of documents in the classroom, and other aspects of teaching. OAH invites teachers from nearby school districts to each annual meeting and offers certificates of professional development to recognize the faculty who attend.

**Teaching Units** are written by teachers for teachers and are developed in conjunction with UCLA's National Center for History in the Schools (NCHS). Each unit is based on primary documents in United States history and contains lesson plans and reproducible images.

**Other Partnerships** begun in the past year aim to improve connections between teachers and historians and to foster professional development for history educators:

**U.S. Department of Education** will bring 360 teachers, curriculum specialists, and historians—recipients of the 180 Teaching American History grants given out in 2001 and 2002—to Memphis next April for a symposium with-in the 2003 OAH Annual Meeting.

**The College Board** has included the OAH Magazine of History in its seminar packets for teachers new to the AP History Program, is consulting OAH on the new AP Central website, and invites OAH representatives to speak at its summer AP reading in San Antonio.

**The Gilder Lehrman Institute of American History** is exploring the possibility of establishing professional development travel fellowships with OAH and the two organizations are discussing how OAH might assist with Gilder Lehrman's expanding History High Schools program. □

Gwen Moore is education coordinator, OAH.

## As we go to press . . .

## Historian Stephen Ambrose Succumbs to Lung Cancer

News of Stephen Ambrose's death arrived as we were going to press. A full obituary by George McGovern will appear in the February issue.

Military historian and biographer Stephen Ambrose died 13 October 2002 from lung cancer; he was sixty-six years old. Ambrose, best known for his military and biographical histories, had become a best-selling author during the last decade and served as an advisor for feature films. Some of his writings have recently become controversial, raising questions about plagiarism.

Stephen Edward Ambrose was born on 10 January 1936 in Decatur, Illinois. The son of a physician, Ambrose grew up in Whitewater, Wisconsin, with the intention of going on to a career in medicine. While at the University of Wisconsin, however, he became enthralled by one of his history professors and decided to become a historian. Ambrose received his bachelor's degree from Wisconsin and obtained his master's degree in history at Louisiana State. He returned to Wisconsin to earn his doctorate in history. Ambrose was also a member of the Navy and Army R.O.T.C. at Wisconsin. He retired from teaching in 1995, spending most of his career at the University of New Orleans, and in 1998 he won the National Humanities Medal.

Ambrose published multivolume biographies of Dwight D. Eisenhower and Richard M. Nixon, but is best known for his military histories. His book *D-Day, June 6, 1944: The Climactic Battle of World War II*, was his first entry into fame. Other writings include *Undaunted Courage*, the story of Lewis and Clark; *Citizen Soldiers*, recalling combat from D-Day to Germany's surrender; *Nothing Like It in the World*, the account of building the transcontinental railroad; and *The Wild Blue*, chronicling World War II B-24 bomber crewmen. *The Mississippi and the Making of a Nation* was his most recent book, coauthored with Douglas G. Brinkley and photographer Sam Abell. *To America: Personal Reflections of an Historian* will be published later this year. He also served as advisor for the film *Saving Private Ryan*, and his book *Band of Brothers* was serialized by Home Box Office.

Ambrose is survived by his wife, Moira, sons Barry, Hugh, and Andy, daughters Grace and Stephenie, five grandchildren, and two brothers. □



MIAMI  
UNIVERSITY

254 Upham Hall  
Miami University  
Oxford OH 45056  
513-529-5121

## W. E. SMITH PROFESSOR OF HISTORY

*The Department of History at Miami University seeks applications or nominations for the W. E. Smith Chair. Under the terms of the Smith Chair, the successful candidate will be a full professor with a particular interest in the social, cultural, or economic history of the United States.*

*The department intends to hire a distinguished scholar with a promising research agenda, a strong commitment to undergraduate and graduate teaching at all levels, and a desire to participate fully in the life of our department and university. Persons interested in applying for the Smith Chair, or in nominating someone, should contact Andrew Cayton, Chair, Smith Search Committee, at Department of History, Miami University, Oxford, Ohio 45056 or at caytonar@muohio.edu. Formal review of candidates will begin in November 2002 and continue until an appointment is made.*

Miami University is a state-assisted institution enrolling about 16,000 students located in Oxford, Ohio. For more information about our programs, visit our website: <http://www.muohio.edu/history>

In an effort to better familiarize OAH members with this year's slate of candidates, we present the abridged version of their personal statements. The full biographies will be included with the ballot which will be mailed to all members in January.

## President-Elect

JAMES O. HORTON

*Benjamin Banneker Professor of American Studies and History at George Washington University and Director, African American Communities Project of the National Museum of American History at the Smithsonian Institution*

I have been teaching American history courses including social history, African American history, and public history at George Washington University since 1977. My scholarship has focused on African American history and U.S. social history, and my work in public history has been an effort to make my scholarship accessible to a broad audience. As OAH president I would broaden and encourage the role that many of our members are playing in public history. I would focus greater attention on the international connections that OAH has established so that American history might have greater visibility and influence abroad. I am convinced that there is a vital cooperative role for the OAH and the ASA in assisting international teachers of American history. As we bring sound scholarly history to the American public and to students and teachers abroad, I want to continue our efforts to work with public school teachers and teachers of history in two-year colleges. We scholars of American history—in the academy, in museums and historic sites, in national parks and everywhere history is taught—have an opportunity and a responsibility to work together to insure that Americans and their political representatives are more aware of the vital role that history education has to play in a democratic society. The OAH has a central role to play in this, and I will dedicate my presidency to that effort.

## Executive Board (paired; you will vote for one person in each pair)

### ▼ Pair One

DAVID G. GUTIERREZ

*Associate Professor, Department of History, University of California, San Diego; Visiting Fellow, Shelby Cullom Davis Center for Historical Studies; Department of History, Princeton University*

In my nearly sixteen years in the historical profession, I have divided my time between scholarship on immigration and ethnic politics, undergraduate and graduate teaching, and a strong and abiding commitment to breaking down barriers to disadvantaged students and junior faculty seeking entry into institutions of higher learning and the historical profession. With the ongoing assault on affirmative action programs and the general erosion of scholarship and professional support for "minority" and disadvantaged students and junior faculty, a committed effort in this area is needed now more than ever.

STEPHANIE J. SHAW

*Associate Professor, Department of History, Ohio State University*

I have previously worked on diverse committees within the OAH and, if elected, I will continue to work to maintain and promote its high professional standards while attempting to extend its reach to include the full spectrum of the profession. In particular, I would seek not only greater participation from the membership but also greater outreach to history teachers at institutions not well represented in the organization. I would look forward to working with the other committee members in ways that allow the energy and relevance of this organization to reach even more teachers and students of history.

### ▼ Pair Two

MARTIN H. BLATT

*Chief of Cultural Resources/Historian, Boston National Historical Park*

I have been an active member of OAH for twenty-five years and have consistently and forcefully argued for greater collaboration among public historians, scholars, and educators. I believe it is necessary for OAH to take clear positions in a timely manner on issues that challenge the integrity of U.S. history. It is my view that many junior university-based scholars may limit their involvement in public history projects unless those projects are considered a legitimate factor in gaining tenure. The OAH annual meeting is the single most important forum for U.S. historians and hence staff and members need to work together to regularly make improvements. Extending and strengthening the cooperative agreement between OAH and the National Park Service is important for both organizations.

REBECCA CONARD

*Associate Professor, Department of History, Middle Tennessee State University*

As a longtime member, I have benefitted from the historical scholarship disseminated through the OAH. However, my career as a public history practitioner and educator has led me

to devote professional service mostly to organizations established to meet the needs of public historians. Because the founders of OAH were activist professionals who believed in the power of history to inform contemporary issues, many public historians have an affinity with OAH that goes beyond scholarship. Accordingly, I have supported closer ties between OAH and NCPH through occasional joint meetings, and I believe this relationship could be strengthened. I will be an advocate for greater unity in the historical profession as a whole and closer collaboration among all professional history organizations.

### ▼ Pair Three

NADINE ISHITANI HATA

*Vice President for Academic Affairs, and Professor of History, El Camino Community College*

Historians are a diverse and complex mosaic of peoples and perspectives. OAH must continue to develop strong bonds between all practitioners of our profession, seize the opportunities offered by new technologies, strengthen the preparation of future teachers, support preservation and access to research materials, and celebrate its members' varied achievements. Growing specializations, competing agendas, limited resources, and political pressures mean that, more than ever, this premier professional organization must continue to have the courage of its convictions and represent *e pluribus unum*—respecting diversity while promoting a common search for the truth.

ELIZABETH A. KESSEL

*Professor of History, Anne Arundel Community College*

The OAH serves several interlocking purposes. It offers arenas for scholarly presentations, represents historians on issues of academic freedom and access to sources, promotes the teaching of American history in our schools and colleges and to the public at large, and helps historians in traditional and nontraditional occupations. I want to help the OAH open doors to more career paths for American historians and also facilitate scholarly and professional communication among all its members. The OAH should also help make its members' work accessible to the millions of Americans who want to better understand their heritage and institutions.

## Nominating Board (paired; you will vote for one person in each pair)

### ▼ Pair One

RON BRILEY

*Assistant Headmaster, Sandia Preparatory School, Albuquerque, New Mexico*

Diversity in regard to race, gender, and status is essential to the growth of our professional organization. I will work to expand the voices of K-16 history educators within the OAH organizational structure. I believe that my work with numerous professional organizations will provide a broad base of contacts upon whom we may draw in expanding representation from all quarters of our profession. I would especially like to see more collaborative efforts pursued between schools and universities, and I believe that the placement of dedicated teachers within the professional ranks of the OAH will further this process.

MARGARET T. HARRIS

*History teacher and department chair, Martha's Vineyard Regional High School, Oak Bluffs, Massachusetts*

As a history teacher for over twenty-seven years and department coordinator for over twenty years, I think that I bring a wealth of experience to the Nominating Board for the OAH. My familiarity with teachers, curriculum, and school systems will be an asset to my serving in this position. I have not served on such a board

prior to this opportunity; therefore, simply put, I am committed to doing a good job. I look forward to bringing fresh enthusiasm and hard work to the position.

### ▼ Pair Two

DONALD L. FIXICO

*Thomas Bowlus Distinguished Professor of American Indian History, and Director, Center for Indigenous Nations Studies, University of Kansas*

My twenty-plus years of experience in academia will be beneficial to the Nominating Board. These experiences include having served on various committees in history departments, six editorial boards for journals, state and national committees, and involvement with the OAH and other historical organizations. In many cases, I have chaired committees and have always worked for fairness for all individuals while observing a gender balance for equal representation in committees, positions, and for those chosen for awards. As an American Indian scholar, my broad range of experiences include having been on the history faculties at three universities, being a visiting professor at six universities, and teaching abroad in two foreign countries.

SHIRLEY J. YEE

*Associate Professor, Department of Women Studies, Adjunct Associate Professor, Department of History and the Department of American Ethnic Studies, University of Washington*

I have been a member of the OAH since the 1980s and have been active in several national organizations over the last ten years. I have served on several committees within the OAH, the American Historical Association, and the American Studies Association. In addition, I have served on the Board of Editors of the *Journal of Women's History*. If elected, I would work hard to ensure that the OAH fields an excellent and diverse pool of candidates for election to important leadership positions in the organization.

### ▼ Pair Three

ALAN BRINKLEY

*Allan Nevins Professor of History, Columbia University*

I have previously served as a member of the OAH Executive Board, as chair of the OAH Program Committee, and as a member of the editorial board of the *JAH*, and I feel I know the organization reasonably well—well enough to be aware of how important the choice of officers is to its continuing health. If elected, I would work to maintain the OAH's longstanding commitment to diversity in all its activities. I would also like to see the organization draw some of its nontraditional members—historians who are not conventional university or college academics—more fully into its life.

WILLIAM J. CRONON

*Frederick Jackson Turner Professor of History, Geography, and Environmental Studies, University of Wisconsin-Madison*

The OAH plays a vital role in promoting the study of American history and the dissemination of historical knowledge not just to students, but to the public at large. Because the Nominating Committee helps identify those who will shape the future of this important professional association, our leaders should be broadly representative of the many different kinds of history we study and the many different kinds of historians who study the past, while at the same time upholding the highest standards of excellence and service. We should seek to recruit candidates that a large majority of our members will regard as superb representatives of the best that our profession has to offer to the many audiences we serve. □

Watch your mailbox in January for the 2003 OAH Annual Meeting Program and OAH Ballot.

## Introducing

### The WHHA-OAH White House History Fellowships

The White House Historical Association and the Organization of American Historians seek proposals for projects shedding light on the roles of the White House as home, workplace, museum, structure, and symbol. Teachers and scholars whose work enhances understanding of how the White House functions in its several capacities and of life and work at all levels within the walls of the President's House are encouraged to apply. (Studies that deal primarily with political or governmental policy issues would not be appropriate for this program.)

In an effort to reach a number of learning communities, the cosponsors offer three fellowships:

**White House History Fellowship in Precollegiate Education** for initiatives that reach the K-12 classroom

**White House History Research Fellowship** for forwarding or completing dissertation, postdoctoral, or advanced academic work

**White House History Fellowship in Public History** for public presentation in the form of exhibits, multimedia projects, films, etc., or for other projects that make historical collections available to broad audiences

Awards are \$2,000/month and a travel stipend is available. We will consider proposals for fellowships lasting one to six months. **How to apply:** Send c.v. or resume, a two-page summary of your project, including the proposed final product of the research, a one-page timetable, and three professional references to: White House History Fellowships, Organization of American Historians, 112 N. Bryan Avenue, Bloomington, IN 47408-4199. Applications may be submitted electronically, via e-mail, to: <awards@oah.org>. Awards are announced prior to the OAH annual meeting in spring 2003.

**Deadline for application materials is 2 December 2002**



www.whitehousehistory.org



www.oah.org



## Jamestown Scholars Dissertation Fellowships

In preparation for Jamestown's 400th anniversary in 2007, OAH and the National Park Service are pleased to announce the Jamestown Scholars dissertation fellowship program. The fellowship award is \$5,000 and can be used for dissertation related expenses.

Applicants must be U.S. graduate students in history, American studies, and related fields. Proposals will be judged on potential scholarly contribution to our understanding of the history of seventeenth-century Jamestown, use of documentary evidence, and likelihood of successful completion by 2006.

To apply, send four (4) copies of your c.v., a two-page abstract of the dissertation project, and a letter of recommendation from your advisor to:

**OAH-NPS Jamestown Scholars**  
Organization of American Historians  
112 North Bryan Ave  
Bloomington IN 47408-4199  
**Deadline: 15 December 2002**

Application materials may be sent in the body of an electronic mail message before midnight 15 December 2002 to <jamestown@oah.org>. Please refer questions to Dr. Heather Huyck, National Park Service, at <heather\_huyck@nps.gov>.

### The American Philosophical Society Library Library Resident Research Fellowships, 2003 – 2004

The American Philosophical Society Library is accepting applications for short-term residential fellowships for conducting research in its collections. The Society's Library, located near Independence Hall in Philadelphia, is a leading international center for research in the history of American science and technology and its European roots, as well as early American history and culture. The Library houses over 7 million manuscripts, 250,000 volumes and bound periodicals, and thousands of maps and prints. Outstanding historical collections and subject areas include the papers of Benjamin Franklin; the American Revolution; 18th and 19th-century natural history; western scientific expeditions and travel including the journals of Lewis and Clark; polar exploration; the papers of Charles Willson Peale, including family and descendants; American Indian languages; anthropology including the papers of Franz Boas; the papers of Charles Darwin and his forerunners, colleagues, critics, and successors; history of genetics, eugenics, and evolution; history of biochemistry, physiology, and biophysics; 20th-century medical research; and history of physics. (The Library does not hold materials on philosophy in the modern sense.)

The fellowships are intended to encourage research in the Library's collections by scholars who reside beyond a 75-mile radius of Philadelphia. The fellowships are open to both U.S. citizens and foreign nationals who are holders of the Ph.D. or the equivalent, Ph.D. candidates who have passed their preliminary exams, and independent scholars. Applicants in any relevant field of scholarship may apply. The stipend is \$2,000 per month, and the term of the fellowship is a minimum of one month and a maximum of three, taken between June 1, 2003 and May 31, 2004. Fellows are expected to be in residence for four consecutive weeks during the period of their award. Funding for the fellowship comes from the Andrew W. Mellon Foundation, the Isaac Comly Martindale Fund, the Philips Fund, the John C. Slater Library Research Fund, and other generous gifts by individual donors.

There is no special application form and this notice provides all the essential information needed to apply. Applicants should submit the following: (1) cover sheet stating a) name, b) title of project, c) expected period of residence, d) institutional affiliation, e) mailing address, f) telephone numbers, and e-mail if available, and g) social security number; (2) a letter (not to exceed three single-spaced pages) which briefly describes the project and how it relates to existing scholarship, states the specific relevance of the American Philosophical Society's collections to the project, and indicates expected results of the research (such as publications); (3) a c.v. or résumé; and (4) one letter of reference (doctoral candidates must use their dissertation advisor). Published guides to the Society's collections are available in most research libraries, and a list of these guides is available on request. Applicants are strongly encouraged to consult the Library staff by mail or phone regarding the collections.

Address applications or inquiries to:  
Library Resident Research Fellowships,  
American Philosophical Society Library,  
105 South Fifth St., Philadelphia, PA 19106-3386.  
Telephone: (215) 440-3400.

Application deadline is March 1, 2003. Notices will be mailed after May 1, 2003.  
For information on this and other fellowship opportunities, visit our web site:  
www.amphilsoc.org

## Five College Fellowship Program for Minority Scholars

*Located in Western Massachusetts, Amherst, Hampshire, Mount Holyoke and Smith colleges and the University of Massachusetts Amherst associate as members of a consortium, Five Colleges, Incorporated.*

The Five College Fellowship Program provides a year in residence at one of the campuses for minority graduate students in the final phase of the doctoral degree. The purposes of the program are to enable Fellows to complete their dissertation; to encourage their interest in college teaching; and to acquaint them with the schools. Each Fellow is hosted within an appropriate department or program at one of the five colleges. (At Smith, recipients hold a Mendenhall Fellowship.)

The Fellowship includes a stipend of \$30,000, office space, housing or a housing subsidy, a research grant, and library privileges at the five colleges. While the award places primary emphasis on completion of the dissertation, most Fellows teach at the hosting institution, but no more than a single one-semester course.

**Date of Fellowship: September 1, 2003 to May 31, 2004 (non-renewable)**  
**Stipend: \$30,000**

**Review of applications begins: January 15, 2003**

**Awards announced by May 1, 2003**

*For further information and application materials contact:*

Five Colleges, Incorporated  
97 Spring Street  
Amherst, MA 01002-2324  
413/256-8316

*Request an application by email: neckert@fivecolleges.edu*

## Announcements

### Professional Opportunities

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

#### California State University, Sacramento

U.S. Foreign Relations. The History Department at California State University, Sacramento invites applications for a probationary tenure-track position at the assistant professor level to begin Fall 2003. The successful candidate will teach survey courses in U.S. history, undergraduate and graduate courses in U.S. foreign relations, the U.S. in Viet Nam, and undergraduate and graduate seminars. Experience as a teaching assistant or university instructor preferred. Ph.D. in history must be completed by August 1, 2003. Review of applications will begin on January 7, 2003; position open until filled. Send vita, transcripts, three (3) letters of recommendation, statement of interest in teaching and research, sample syllabi and teaching evaluations (if available) to: Chair, U.S. Foreign Relations, Search Committee, Department of History, CSUS, Sacramento, CA 95819-6059. AA/EOE

#### Colgate University

The Africana and Latin American Studies (ALST) Program at Colgate University, in conjunction with the Department of History, the Department of Economics, or another social science department if appropriate, is seeking a scholar with a distinguished record in teaching and scholarship to fill a position at the Full, Associate, or advanced Assistant Professor rank beginning Fall 2003. The ideal candidate is one who demonstrates in both scholarship and teaching a serious and sustained commitment to broadening our understanding of the African diaspora, from the 19th to the 21st centuries, particularly as it occurs in the Anglophone Caribbean. The candidate will be housed in the Department of History, the Department of Economics, or in another social science department if deemed appropriate, and most courses will be cross-listed with Africana and Latin American Studies. The candidate will be expected to contribute actively to ALST and its study abroad programs. Courses to be taught might include: an introductory diaspora course; a course on the Caribbean in Colgate's Liberal Arts Core Curriculum; courses in the candidate's area of specialization, and a capstone seminar on issues of the diaspora. Women and minorities and other under-represented groups are especially encouraged to apply. Developing and sustaining a diverse faculty and staff furthers the University's educational mission. Please send a letter of application and vita, together with three letters of recommendation, to Professor Pete Banner-Haley, Director of Africana and Latin American Studies, Colgate University, 13 Oak Drive, Hamilton, NY 13346. Review of applications will begin on December 01, 2002 and continue until the position is filled. AA/EOE

#### University of Florida

The Department of History, University of Florida, is seeking a historian of Florida and the Gulf Coast region for a tenure-track position at the rank of assistant/associate pro-

fessor. The nine month salary range is \$45,000- \$58,000. Candidates should have strong teaching and research records. Preferred areas are: 1. Ethnic or immigrant communities (Hispanic preferred) 2. Environmental history 3. Urban history 4. International issues/influences on Florida and the Gulf Coast region. Send letter of application, c.v., three current letters of recommendation, and a copy of pertinent transcripts to Professor Julian M. Pleasants, Chair, Florida Search Committee, Department of History, Box 117320, Gainesville, Florida 32611-7320. Or contact Dr. Pleasants by e-mail at <jpleasan@history.ufl.edu>. The closing date for applications is December 16, 2002. AA/ADA/EOE

#### Iowa State University

The Department of History, Iowa State University, invites applications for a position in United States history from 1828 to 1877. Teaching responsibilities of two courses per semester, including the introductory United States history course, advanced undergraduate courses in antebellum political history and the Civil War and Reconstruction, and graduate courses. The department expects the successful candidate to carry on a program of scholarly research and publication. Opportunity to participate in department doctoral programs in the history of technology/science and/or agricultural history/rural studies. Ph.D. required by time of appointment. Evidence of successful teaching and scholarship preferred. Salary commensurate with qualifications. To guarantee consideration, application must be received by November 25, 2002. Applicants should send letter of application, curriculum vita and three letters of recommendation to: Professor Douglas Hurt, Department of History, 603 Ross Hall, Iowa State University, Ames Iowa 50011-1202. AA-EOE

#### Johns Hopkins University

Visiting faculty position in U.S. history, the Paul H. Nitze School of Advanced International Studies. This is a 2003-2004 appointment at the university's joint-venture campus in Nanjing, China; may be renewable. A major field in 20th century American politics and/or diplomatic history with secondary interest in 20th century American cultural and social history preferred. Ph.D. or equivalent degree and significant post-doctoral teaching experience required. Substantial research and publication record desirable. Chinese language ability not required. Salaries and benefits competitive. Housing provided. Funding may require U.S. citizenship. Send letter of application, curriculum vita, and the names, addresses, telephone numbers, and e-mail addresses of 3 references by December 1, 2002. E-mail applications accepted and preferred. Contact: Daniel Wright, Executive Director, Hopkins-Nanjing Center Faculty Search 1619 Massachusetts Avenue, NW, Washington DC 20036, (202) 663-5802 (Telephone) or (202) 663-7729 (Facsimile). For additional information, contact <snewman@jhu.edu> or <http://www.nanjing.jhu.edu/>. EEO/AA

#### Towson University

Entry-level, tenure-track assistant professorship beginning August 2003. Specialty in early 19th century American history. Applicants who also have backgrounds in aspects of comparative history, such as comparative slavery, comparative patterns of immigration, or the Atlantic world, are encouraged. Applicants are expected to teach U.S. history survey. A Ph.D. in American history is required. Please send letter of application, c.v., an article-length writing sample, sample syllabi, and three letters of recommendation postmarked by December 15, 2002, to Professor Mark Whitman, Chair, Search Committee, Department of History, Towson University, Towson, MD 21252-0001. AA/EOE

### Activities of Members

**R. Bryan Bademan**, University of Notre Dame, won a 2002-03 Dissertation Award.

**Bob Batchelor** has published *The 1900s* in the "American History Through Popular Culture" series. The book examines popular culture and history from 1900-1910.

**Kathleen A. Brosnan**, University of Tennessee, received the 2001-2002 College of Arts and Sciences Junior Teaching Award and is the author of a new book, *Uniting Mountain and Plain: Cities, Law, and Environmental Change Along the Frontal Range*.

**Walter L. Buenger** has received a Certificate of Commendation for *The Path to A Modern South: Northeast Texas Between Reconstruction and the Great Depression* from the American Association for State and Local History (AASLH).

**Carol K. Coburn**, Avila College, earned a 2001 General Grant from the Louisville Institute.

**Joseph A. Conforti**, University of Southern Maine, published *Imagining New England: Explorations of Regional Identity from the Pilgrims to the Mid-Twentieth Century*, which won the 2002 Annual Book Award of the Northeast Popular Culture/American Culture Association.

**Alice Fahs**, University of California, Irvine, has been awarded an American Council of Learned Societies (ACLS) Fellowship.

**David W. Francis** has published a new book, co-authored with Diane DeMali Francis, entitled *Ohio's Amusement Parks*.

**Michael P. Gabriel**, Kutztown University of Pennsylvania, has published *Major General Richard Montgomery: The Making of an American Hero*.

**Yasuhiro Katagiri**, Tokai University in Kanagawa, Japan, won the 2002 Richard A. McLemore Book Prize of the Mississippi Historical Society and the 2002 Hiroshi Shimizu Book Prize of the Japanese Association for American Studies for his book *The Mississippi State Sovereignty Commission: Civil Rights and States' Rights*.

**Michael LaCombe**, New York University, received a John Carter Brown Library Research Fellowship for "Food, Humanism, and Authority in England's American Colonies, 1578-1688".

**Anne C. Loveland**, Louisiana State University, earned a 2001 General Grant from the Louisville Institute.

**Ralph E. Luker**, earned a 2001 General Grant from the Louisville Institute.

**Donald Gene Mathews**, University of North Carolina, earned a 2001 General Grant from the Louisville Institute.

**Martin V. Melosi**, University of Houston, has been awarded the Sidney Edelstein Prize for his book *The Sanitary City*.

**Andrew Miller**, Johns Hopkins University, received a John Carter Brown Library Research Fellowship for "Indians and Settlers in Northern New England, 1675-1725".

**Monique Patenaude Roach**, Cornell University, received the 2002 Kerr History Prize for the article "The Rescue of William 'Jerry' Henry: Antislavery and Racism in the Burned-Over District" in the journal *New York History*.

### Awards, Grants and Fellowships

The **Fulbright Distinguished Chairs Program** announces an opening for their Nikolay Sivachev Distinguished Chair in American History at Moscow State University in Moscow, Russia. This position is for a five-month grant beginning in January or February 2004. The award is for an American Historian who has attained the rank of associate or full professor. The grantee will lecture at the advanced undergraduate and graduate levels in any specialization of American history. The chair holder will serve as a resource for Rus-

sia's most distinguished program in American history. Deadline: **applications currently being accepted**. Contact: Daria Teutonico; (202) 686-6245; <dteutonico@lie.org>.

The **Louisville Institute** announces specialized grant programs designed to address different issues and assist different groups of institutions and individuals. The **Christian Faith and Life Sabbatical Grants** program supports faculty research projects designed to make more accessible to religious believers the themes of Christian faith in relation to the realities of their contemporary lives. Deadline: **1 December 2002**. The **Religious Institutions Sabbatical Grants** program supports faculty research projects designed to encourage reflection on the nature of and the challenges to religious institutions in the contemporary world. Deadline: **15 December 2002**. The **Dissertation Fellowship** program supports the final year of Ph.D. or Th.D. dissertation writing for students engaged in research on American religion. Deadline: **31 January 2003**.

The **First Book Grant Program for Minority Scholars** seeks to assist junior, non-tenured religion scholars of color to complete a major research and book project, focusing on some aspect of Christianity in the North. Deadline: **1 February 2003**. Also offers a modest **General Grant Program** that supports a limited number of individual and collaborative grants for the support of religious research. Deadlines: **16 March 2003**, **20 July 2003**, **6 November 2003**. Contact: Louisville Institute, 1044 Alta Vista Road, Louisville, KY 40205; <info@louisville-institute.org>; <http://www.louisville-institute.org/>.

The **Huntington Library, Art Collections, and Botanical Gardens** will award approximately one hundred fellowships for research in British and American Literature, history, art history, and history of science, using materials at the Library. **Huntington Research Awards** are for one to five months and carry monthly stipends of \$2000. **W.M. Keck Foundation Fellowships for Young Scholars**, intended to support the completion of a dissertation of the beginning of a new project, may be held for one to three months and carry monthly stipends of \$2300. **Barbara Thom Postdoctoral Fellowships** are intended to support a non-tenured faculty member who is revising a manuscript for publication, carrying a stipend of \$30,000 for nine to twelve months. **NEH Fellowships** offer stipends of up to \$30,000 for four to twelve months. **Mellon Postdoctoral Research Fellowships** are for nine to twelve months with a stipend of \$30,000. All fellowships are for study while in residence at The Huntington. Deadline: **Between 1 October and 15 December**. Contact: Chair, Committee on Fellowships, The Huntington, 1151 Oxford Road, San Marino, CA 91108; (626) 405-2194; <cpowell@huntington.org>.

The **University of Michigan's William L. Clements Library** announces the **Price Visiting Research Fellowships for 2003**. The Clements Library specializes in American History and culture from the sixteenth through the nineteenth centuries. The Jacob M. Price Visiting Research Fellowships are offered to facilitate research at the Library. Grants are available for graduate students and junior faculty whose work would benefit from the library's resources. Deadline: **Submissions accepted from 1 October 2002 through 15 January 2003**. Contact: Price Fellowship, William L. Clements Library, University of Michigan, 909 S. University Street, Ann Arbor, MI 48109-1190; (734) 764-2347; fax: (734) 647-0716; <briand@umich.edu>; <http://www.clements.umich.edu>.

The **Society of Early Americanists (SEA)** has received a generous grant of \$3000 from the Gilder Lehrman Institute of American History to offer funding to graduate students and high school teachers for travel to SEA's third biennial conference in Providence, RI, 10-12 April 2003. Preference will be given to those participating in the conference as panelists or chairs of panels. Deadline: **applications accepted beginning 10 October 2002**. <http://www.humanities.uci.edu/~mclark/seapage.htm>.

**American Antiquarian Society (AAS)** announces its 2003-04 research fellowship program. In order to encourage imaginative and productive research in its library collections of American history and culture through 1876, AAS will award to qualified scholars a number of short and long-term visiting research fellowships during the year 1 June 2003 to 31 May 2004. Deadline: varies from **15 October 2002 to 15 January 2003**. A brochure containing full details about the AAS fellowship program and applications may be obtained by contacting: John B. Hench, Vice President for Academic and Public Programs, Room A, American Antiquarian Society, 185 Salisbury Street, Worcester, MA 01609; phone: (508) 755-5221 or <CSloat@mwa.org>.

The **John Nicholas Brown Center** is accepting applications for its Research Fellowship for scholars working with Rhode Island materials or requiring access to New England resources. Advanced graduate students, faculty, and independent scholars are invited to apply. Deadline: **1 November for January-June; 15 April for July-December**. Contact: Joyce M. Botelho, John Nicholas Center, Box 1880, Brown University, Providence, RI 02912; <Joyce\_Botelho@Brown.edu>.

The **New Jersey Historical Commission** is now accepting nominations for its 2003 **Mildred Barry Garvin Prize**. The prize, an award of \$1000, is given for outstanding efforts in making students aware of and interested in African-American history. Teachers, counselors, or school librarians who have helped students learn about the African-American past and how it relates to New Jersey are eligible. Such persons can be engaged in K-12 education in a public, private, parochial, or charter school. The commission will present the Garvin Prize at its Annual Black History Month Conference 15 February 2003. Deadline: **3 November 2002**. Contact: Giles R. Wright, Director, Afro-American History Program, New Jersey Historical Commission, PO Box 305, Trenton, NJ

08625-0305; (609) 292-6062; fax (609) 633-8169; <giles.wright@sos.state.nj.us>.

The **Woodrow Wilson National Fellowship Foundation** invites applicants their 2003 grant programs. The **Woodrow Wilson Dissertation Grants in Women's Studies** program will award original and significant research about women that crosses disciplinary, regional, or cultural boundaries. Doctoral students from any field of study at graduate schools in the U.S. are eligible.

The **Woodrow Wilson-Johnson & Johnson Dissertation Grants in Women's Health** are interested in the implications of research for the understanding of women's lives and significance for public policy or treatment. Doctoral students in fields such as nursing, public health, anthropology, history, sociology, psychology, and social work at graduate schools in the U.S. are eligible. Candidates for both awards must have completed all pre-dissertation requirements including approval of the dissertation proposal by 25 October 2002. Applications may be filed electronically, with up to fifteen awards announced in February 2003. Deadline: **4 November 2002**. Contact: The Woodrow Wilson National Fellowship Foundation, Dept. WS, CN 5281, Princeton, NJ 08543-5281; (609) 452-7007; <wswh@woodrow.org>; <http://www.woodrow.org/womens-studies> and <http://www.woodrow.org/womens-studies/health>.

The **American Academy of Arts & Sciences** invites post-doctoral fellows and junior faculty to apply for research fellowships for the 2003-2004 academic year. Preference will be given to applicants whose work is related to the Academy's program areas: Science, Technology, and Global Security; Social Policy and Education; and Humanities and Culture. Scholars will participate in conferences, seminars, and events at the Academy. Deadline: **12 November 2002**. Contact: Visiting Scholars Program, American Academy of Arts and Sciences, 136

Irving Street, Cambridge, MA 02138; (617) 576-5014; fax: (617) 576-5050; <vsc@amacad.org>; <http://www.amacad.org>.

The **American Council of Learned Societies (ACLS)** is pleased to announce the **Henry Luce Foundation/ACLS Dissertation Fellowships in American Art**. This fellowship is meant to assist graduate students in any stage of Ph.D. dissertation research or writing who have completed all requirements except the dissertation. Candidates must be in a department of art history and the dissertation must be focused on a topic in the history of the visual arts of the U.S. Deadline: **15 November 2002**. Contact: American Council of Learned Societies, 633 Third Avenue, New York, NY 10017; <grants@acsls.org>; <www.acsls.org>.

The **Society for History in the Federal Government** awards two prizes for outstanding articles or essays on the history of the federal government. Both awards will be judged for quality of research, use of original and primary materials, style, methodology, and value of furthering understanding of the federal government. The **James Madison Prize** is open to any author, and the **Charles Thomson Prize** is reserved to federal historians or those who have worked for a federal history program. Deadline: **15 November 2002**. Contact: Dr. Henry Gwiazda; (301) 837-1780; <Henry.Gwiazda@nara.gov>; <http://www.shfg.org>.

The **United States Holocaust Memorial Museum Center for Advanced Holocaust Studies** announces the 2003-2004 Fellowship opportunities. Fellowships support research and writing about the Holocaust, and are awarded to candidates working on their dissertations, postdoctoral researchers, senior scholars, and professionals holding degrees from accredited academic and research institutions worldwide. Visiting scholars have access to more than eighteen million pages of Holocaust-related documentation. Deadline: **30 November 2002**. Contact: Dr. Wendy Lower, Direction, Visiting

Scholars Division, Center for Advanced Holocaust Studies, United States Holocaust Memorial Museum, 100 Raoul Wallenberg Place, SW, Washington, DC 20024-2126; (202) 314-0378; fax (202) 479-9726; <wlower@ushmm.org>; <http://www.ushmm.org/research/center>.

The **Rockefeller Archive Center** currently operates five programs to promote and support research in its collections: Grants-in-Aid, Targeted Grants, Grants to Support Research in the Paul Ehrlich Collection, Rockefeller Archive Center Residencies, and The Rockefeller Archive Center Scholar-in-Residence Program. Deadline: **30 November 2002**. <www.rockefeller.edu/archive.ctr>; <archive@mail.rockefeller.edu>.

Heritage Preservation announces the **Conservation Assessment Program (CAP)** grants. CAP provides funds for small to mid-sized museums to hire a professional conservator for a short visit. The assessor will write a report recommending priorities for improving the care of the collections. Deadline: **1 December 2002**. Contact: Rory House, Conservation Assessment Program, Heritage Preservation, 1730 K Street, NW, Suite 566, Washington, D.C. 20006; <rhouse@heritagepreservation.org>.

The **Gilder Lehrman Institute of American History** invites applicants for their 2002-2003 fellowships. The short-term fellowships in American History are in two categories: **Research Fellowships** for scholars at every faculty rank, and **Dissertation Fellowships** for doctoral candidates who have completed exams and begun dissertation research and writing. The Gilder Lehrman Fellowships support work in one of four archives: The Gilder Lehrman Collection, The Library of New-York Historical Society, The Columbia University Rare Book and Manuscript Library, and the New York Public Library. Deadlines: **1 December 2002** and **1 May 2003**. Contact: Gilder Lehrman Fellowship Program, The Gilder Lehrman Institute of American History, 19 West 44th Street, Suite 500, New York NY

ABC-CLIO America Award

Barnouw Award

Jamestown Scholars

La Pietra Fellowship

Huggins-Quarles Award

Lerner-Scott Prize

Merrill Travel Grants

Pelzer Award

Tachau Award

White House Historical Association Fellowships

There's still time to apply  
for these 2003 OAH awards.

Deadline: 1 December 2002

See <[www.oah.org/activities/awards](http://www.oah.org/activities/awards)>  
for more details.



ORGANIZATION OF  
AMERICAN HISTORIANS

10036; (646) 366-9666; fax: (646) 366-9669; <www.gilderlehrman.org>.

**The Princeton University Shelby Cullom Davis Center for Historical Studies** is pleased to announce a number of research fellowships for one or two semesters designed for highly recommended younger scholars who have finished their dissertations by the application deadline. Senior scholars with established reputations are also encouraged to apply. Fellows are expected to live in Princeton in order to take an active part in the intellectual interchange with other members of the seminar. Deadline: **2 December 2002**. Contact: Manager, Shelby Cullom Davis Center for Historical Studies, Department of History, 129 Dickinson Hall, Princeton University, Princeton, NJ 08544-1017.

**The Schomburg Center for Research in Black Culture** announces its **Scholars in Residence Program** for the 2003-2004 Academic Year. This program assists scholars and professionals whose research on the black experience can benefit from extended access to the Center's resources. The Fellowship Program is open to scholars studying the history, literature, and culture of the peoples of African descent from a humanistic perspective and to professionals in fields related to the Schomburg Center's collections and program activities. Candidates for advanced degrees must have received the degree or completed all requirements for it no later than 1 June of the year in which the fellowship began. Deadline: **2 December 2002**. Contact: Scholars-in-Residence Program, Schomburg Center for Research in Black Culture, 515 Malcolm X Boulevard, New York, NY 10037-1801; (212) 491-2218; <http://www.nypl.org>.

**The Woodrow Wilson National Fellowship Foundation** announces **Charlotte W. Newcombe Doctoral Dissertation Fellowships**. Students must be candidates for Ph.D. or Th.D. degrees, enrolled in doctoral programs in the humanities and social sciences at graduate schools in the U.S., and expect to complete all doctoral requirements except the dissertation by 22 November 2002. Applications may be filed electronically, with approximately thirty-three fellowships announced in April 2003. Deadline: **2 December 2002**. Contact: Newcombe Fellowships, The Woodrow Wilson National Fellowship Foundation, CN 5281, Princeton, NJ 08543-5281; (609)452-7007; fax: (609)452-7828; <charlotte@woodrow.org>; <http://www.woodrow.org/newcombe>.

**The Woodrow Wilson National Fellowship Foundation** announces the availability of the **Andrew W. Mellon Fellowships in Humanistic Studies**. The program is designed to help up to eighty-five promising students prepare for careers of teaching and scholarship in humanistic disciplines. This is an award for first-year doctoral students only and cannot be deferred. Fellows are expected to carry a full course load during the nine-month academic year of fellowship. Fellows may not accept supplementary awards or employment, but may take their awards to any accredited graduate program in the U.S. or Canada. Deadline: **4 December 2002**. <http://www.woodrow.org/mellon/

competition\_03.html>.

**The Immigration and Ethnic History Society** announces competition for the **2002 George P. Pozzetta Award**. Applications from any Ph.D. candidate who will have completed qualifying exams by 1 December 2002 and whose thesis focuses on American immigration, emigration, or ethnic history will be considered. The award provides \$750 for expenses incurred in research. Applicants must provide a three to five page proposal in English discussing the significance of the work, methodology, sources, and collections to be consulted. The application must also include a budget, curriculum vitae, and supporting letter from major advisor. Deadline: **15 December 2002**. Contact: Barbara M. Posadas, Dept. of History, Northern Illinois University, DeKalb, IL 60115, chair of committee; Sue Fawn Chung, PO Box 45020, Dept. of History, Univ. of Nevada, Las Vegas, Las Vegas, NV 89154-5020; Cindy Hahamovitch, Dept. of History, College of William and Mary, PO Box 8795, Williamsburg, VA 23187-8795; David Reimers, Dept. of History, New York University, 53 Washington Square S, 615, New York, NY 10012; e-mail inquiries <bposadas@niu.edu>.

**The Agricultural History Society** announces the **Gilbert C. Fite Dissertation Award** for the best dissertation on agricultural or rural history, broadly conceived, that has been completed in 2002. The award includes an honorarium of \$300 and a certificate. The Society also offers the **Everett E. Edwards Award** for the best manuscript submitted by a graduate student, including an honorarium of \$200 and publication of the manuscript in *Agricultural History*. Deadline: **31 December 2002**. Contact: R. Douglas Hurt, Department of History, 603 Ross Hall, Iowa State University, Ames, IA 50011; (515) 294-5620; fax: (515) 294-6390; <rdhurt@iastate.edu>; <http://www.public.iastate.edu/~history/ahrsnew.htm>.

**The Council of American Overseas Research Centers (CAORC)** announces a fellowship program that supports advanced regional research. The program is open to U.S. doctoral candidates and scholars who have already earned their Ph.D. in fields in the humanities, social sciences, or allied natural sciences and wish to conduct research in more than one country, at least one of which hosts a participating American overseas research center. Doctoral candidates who have completed all Ph.D. requirements with the exception of the dissertation and established post-doctoral scholars are eligible to apply as individuals or as teams. Applicants must be U.S. citizens. Deadline: **31 December 2002**. Contact: Jane Mitchell, CAORC, 10th St. & Constitution Avenue, NW, NHB CE-123, MRC 178, Washington, DC 20560-0178.

**The Wolfsonian-Florida International University** welcomes applicants for 2003-2005 fellowship opportunities. The Wolfsonian-Florida International University is a museum and research center that promotes the examination of modern material culture and strives to enhance the understanding of objects as agents and reflections of social,

cultural, political, and technological change. The program has supported projects dealing with graphic and industrial design, propaganda, architecture, and decorative arts in Europe and North America. Fellowships are intended to support full-time research and fellows are expected to reside in the Greater Miami area during the fellowship period. Deadline: **31 December 2002** for residency during the two academic years beginning 1 July 2003. Contact: Wolfsonian Academic Coordinator; (305) 535-2613; fax: (305) 531-2133; <research@thewolf.fiu.edu>; <http://www.wolfsonian.fiu.edu/education/research/index.html>.

**The American Battlefield Protection Program (ABPP)** invites Federal agencies, tribal, state, and local governments, as well as private-sector organizations to submit applications for the protection of battlefields, and their associated sites, that are located on American soil. The purpose of this grant program is to provide seed money for projects that lead directly to the preservation of battlefield land and their associated sites. The average project grant is about \$25,000. The ABPP encourages potential applicants to contact the ABPP staff and discuss proposed projects before preparing an application. Deadline: **2 January 2003**. Contact: Glenn F. Williams, Historian (Planner)/Grants Manager, American Battlefield Protection Program, National Park Service, Department of the Interior, 1849 C Street, NW (2255), Washington, DC 20240-0001; (202) 354-2036; fax: (202) 371-1616; <glenn\_williams@nps.gov>; <http://www2.cr.nps.gov/abpp>.

An interdisciplinary **Program in Agrarian Studies, Yale University** will be offering four to six Postdoctoral Fellowships tenurable from September 2003-May 2004. Fellowships include a stipend of \$40,000 per academic year. Fellows must have finished their dissertation before taking up the fellowship. Applications from knowledgeable "activists" and "public intellectuals" whose work on rural life transcends the academy are also encouraged. Deadline: **3 January 2003**. Contact: James C. Scott, Program in Agrarian Studies, Yale University, Box 208300, New Haven, CT 06520-8300; fax: (203) 432-5036; <http://www.yale.edu/agrarianstudies/>.

**The American Antiquarian Society** announces their **2003-2004 Visiting Academic Research Fellowships**. The period of residence in Worcester provides an opportunity not only for research in collections that are extraordinarily deep but also for collegial discussion with staff and other fellows, faculty in area colleges, and other scholars visiting AAS from across the world for research, academic programs, and conferences. Support four to twelve months' residence in the Society's Library. **Short-term Fellowships** support one to three months' residence. Deadline: **15 January 2003**. Contact: Academic Fellowships, Room 100, American Antiquarian Society, 185 Salisbury Street, Worcester, MA 01609-1634; (508) 755-5221; fax: (508) 754-9069; <csloat@mwa.org>; <http://www.americanantiquarian.org>.

**The John Carter Brown Library** will award approximately twenty-five short- and long-term Research Fellowships for the year 1 June 2003-31 July 2004. Short-term fellowships are open to graduate students at dissertation stage. Long-term fellowship recipients may not be graduate students. All fellows are expected to relocate to Providence and to be in continuous residence at the Library for the entire term of the fellowship. Several short-term fellowships have thematic restrictions. Deadline: **15 January 2003**. For further information or application forms contact: John Carter Brown Library, Box 1894, Providence, RI 02912; phone: (401) 863-2725; fax: (401) 863-3477; <JCBL\_Fellowships@brown.edu>; <http://www.JCB.org>.

Applications are being accepted for **The Five College Fellowship Program for Minority Scholars** which provides a year's support for minority doctoral candidates who are in the final stages of completing their degree. During the fellowship year, Fellows reside within an academic department at the hosting campus, which also provides them with a stipend and benefits, office space and housing assistance. Review of applications begins **15 January 2003**. Contact: Five Colleges, Incorporated, 97 Spring Street, Amherst, MA 01002; phone: (413) 256-8316;

<neckert@fivecolleges.edu>

**Winterthur Museum, Garden, and Library** invites applications for its 2003-04 Research Fellowship Program for scholars pursuing independent work in the Winterthur library or museum collections. Deadline: **15 January 2003**. Contact: Gretchen Buggeln, Director, Research Fellowship Program, Winterthur Museum, Winterthur, DE 19735; phone: (302) 888-4640; <academicprograms@winterthur.org>; <http://www.winterthur.org>.

**New York University Fellowships Project on the Cold War as Global Conflict International Center for Advanced Studies** seeks scholars with Ph.D.s at all career stages in humanities and social sciences. Non-U.S. applications encouraged. \$35,000 stipend for nine months. Deadline: **15 January 2003**. For more information and applications, <www.nyu.edu/gsas/dept/icas>; fax: (212) 995-4546.

**The Labor and Working History Association (LAWCHA)** announces their third annual graduate research paper award competition. The award's purpose is to stimulate research in working class history and to recognize outstanding work by a young scholar in the field. The award includes a check for \$500, certificate, and the inclusion of the paper in the North American Labor History Conference (NALHC) in Detroit, October 2003. The award committee solicits either direct submissions or faculty nominations of original papers approximately thirty-five pages regardless of geographic or chronological field. Candidates must be graduate students at the time of application. Four hard copies of each paper should be mailed. Deadline: **17 January 2003**. Contact: Robin Dearmon Jenkins, Executive Secretary, LAWCHA, Department of History, Baker Hall 240, Carnegie Mellon University, Pittsburgh, PA 15213-3890; (412) 268-6788; fax: (412) 268-1019.

**The New York State Archives and the Archives Partnership Trust** are offering grants through the **Larry J. Hackman Research Residency Program**. Residency grants support advanced work in New York State history, government, or public policy and must draw, at least in part, on the holdings of the New York State Archives. Deadline: **31 January 2003**. Contact: Archives Partnership Trust, Cultural Education Center, Suite 9C49, Albany, NY 12230; phone: 473-7091; <http://www.nysarchives.org>.

**The Awards Committee of the American Journalism Historians Association** seeks nominations for AJHA book award to recognize the best volume in journalism history or mass media history published during calendar year 2002. Qualifying books must have been granted a first-time copyright in 2002. Edited works are not eligible. Entrants should submit five copies of their books to the book award coordinator. The award will be presented at AJHA's 2003 annual convention 1-4 October 2003 and the winner will be asked to make a presentation. Deadline: **1 February 2003**. Contact: David R. Davies, AJHA Book Award Coordinator, University of Southern Mississippi, 2609 West 4th Street, Box 5121, Hattiesburg, MS 39406-5121; <david.davies@usm.edu>.

Applications are being accepted for the **2003 Paul L. Murphy Prize**. The Murphy Prize, an annual award of \$1000, is intended to assist the research and publication of scholars new to the field of U.S. constitutional history or the history of American civil right/liberties. For information on eligibility and application requirements, e-mail <rkaczowski@law.fordham.edu>. Deadline: **1 February 2003**. Contact: Professor Robert J. Kaczowski, Fordham University School of Law, 140 W. 62nd St., New York, NY 10023.

To promote the interpretation of Virginia history and access to its collections, the **Virginia Historical Society** offers a variety of fellowships for up to four weeks a year. Deadline: **1 February 2003**. For more information, <www.vahistorical.org>. Contact: Dr. Nelson D. Lankford, Chairman, Research Fellowship Committee, Virginia Historical Society, 428 N. Boulevard, Richmond, VA 23220; phone: (804) 342-9672; fax: (804) 355-2399.

**The University of Michigan**, with support from the **Andrew W. Mellon Foundation**, is pleased to offer a program of senior and jun-



#### Director, Center for Constitutional Studies

The Center for Constitutional Studies is being established by The Montpelier Foundation to provide seminars, programs, educational resources on the web and other media, and publications related to the U.S. Constitution and the legacy of James Madison. The Foundation is seeking a dynamic, creative Director to provide the leadership and vision to establish the Center as a nationally recognized program and to develop partnerships with other organizations and neighboring universities.

A central audience of the Center is educators and teachers within the mid-Atlantic region, to provide them with the knowledge and insight to provide superior instruction on the origin, meaning and relevance of the American Constitution. Other audiences are still being identified, and include opinion leaders, journalists, and practitioners who shape public understanding of the principles of the Constitution.

The Director should have knowledge of Madison scholarship, early national American history, or the development of American political institutions with a graduate degree in history, political science, government, or a related field. The Director must have experience in the development or delivery of educational programs, effective skills in selecting and managing staff, outstanding communication abilities, the ability to plan and carry out complex programs, and the ability to raise funds to leverage the program's funding base.

The position of Director offers a competitive salary and full benefits. Montpelier's website is [www.montpelier.org](http://www.montpelier.org). Please submit by December 2, 2002 a cover letter and a resume that identifies three references to: Pat Mahanes, Assistant to the President, The Montpelier Foundation, Box 67, Montpelier Station, VA 22957, or e-mail as attachments in Microsoft Word to [pmahanes@montpelier.org](mailto:pmahanes@montpelier.org). EOE.

ior fellowships to promote the teaching of undergraduate students through the use of rich research resources of the academic libraries and archives on campus. These fellowships are intended for scholars in the humanities and the related social sciences. Fellows will develop and teach undergraduate research seminars at the University of Michigan in conjunction with several academic departments. The Public Goods Council is comprised of academic units dedicated to the advancement of scholarship and culture that are not affiliated with a school or college within the university. Deadline: **1 February 2003**. Contact: <pgcfellowships@umich.edu>; <<http://www.umich.edu/~provost/publicgoods.html>>.

The History Division of the **Association for Education in Journalism and Mass Communication (AEJMC)** announces the nineteenth annual competition for the **Covert Award in Mass Communication History**. The \$500 award will be presented to the author of the best mass communication history article or essay published in 2002. Book chapters in edited collections may also be nominated. Deadline: **1 March 2003**. Contact: Karen K. List, Journalism Dept., 108 Bartlett Hall, UMass, Amherst, MA 01003; <klist@journ.umass.edu>.

The **Labor and Working Class History Association (LAWCHA)** is delighted to announce a round of **travel grants** designed to facilitate graduate student participation in the annual North American Labor Conference. Wayne State University Conference Travel Grants will be in the range of \$250 and will be judged by the LAWCHA Graduate Prize Committee. LAWCHA will also award at least one travel award to support the participation of a minority graduate student in the conference. The committee requests that candidates indicate minority status at their own discretion. Applicants for both grants should send proposals including one to two page abstracts and a brief c.v. Recipients should be graduate students at the time of the conference. Deadline: **1 March 2003**. Contact: Elizabeth Faue, coordinator, North American Labor History Conference, Department of History, 3094 Faculty/Admin Building, Wayne State University, Detroit, MI 48202; (313) 577-2525; fax (313) 577-6987.

The **Library Company of Philadelphia and The Historical Society of Pennsylvania** announce one month research in residence fellowships in Colonial and U.S. History and Culture for 2003-2004. These collections support research in colonial America, the United States, and the Atlantic world from the seventeenth through nineteenth centuries as well as Mid-Atlantic regional history to the present, including immigrant and ethnic history. Stipends support advanced, post-doctoral, or dissertation research, while **Barra Foundation International Fellowships** are reserved for foreign national scholars. Deadline: **1 March 2003**. Contact: James Green, Library Company, 1314 Locust Street, Philadelphia, PA 19107; (215) 546-3181; fax: (215) 546-5167; <jgreen@librarycompany.org>; <<http://www.hsp.org>> and <<http://www.librarycompany.org>>.

The **Program in Early American Economy and Society at the Library Company of Philadelphia** will award one dissertation fellowship and one advanced research fellowship, for nine consecutive months in local residence, from September 2003 to May 2004. These fellowships are designed to promote scholarship on the origins and development of the early American economy, broadly conceived, to roughly 1850. They provide scholars the opportunity to use the extensive print and manuscript collections held by the Library Company and numerous institutions in the vicinity. Deadline: **1 March 2003**. Contact: Cathy Matson, Program Director; <cmatson@librarycompany.org>.

The **Smithsonian Institution Libraries** calls for applications for the **2004 Resident Scholar Program**. The **Dibner Library Resident Scholar Program** supports research using the history of science and technology

collections located in the Library. Collections range from early printed works of ancient Greek and medieval scholars through the Renaissance and Early Modern eras up through the nineteenth century.

The **Baird Society Resident Scholar Program** supports research using the Smithsonian Libraries' many special collections in Washington, DC and New York City. Historians, librarians, doctoral students, and post-doctoral scholars are all welcome to apply. Deadline: **1 March 2003**. Contact: Smithsonian Institution Libraries, Resident Scholar Programs, PO Box 37012, NMAH 1041 MRC 672, Washington, DC 20013-7012; <libmail@sil.si.edu>; <<http://www.sil.si.edu>>.

The **Stonewall Jackson Foundation** announces the **2003 John and Barbara Nau Graduate Fellowship** for summer work-study in American History, American Studies, Museum Studies or Material Culture at Stonewall Jackson House, Lexington, VA. Candidates must be enrolled in M.A. or Ph.D. program and must have completed at least two semesters of course work. Stipend \$3900. Deadline: **1 March 2003**. Contact: Director, Stonewall Jackson House, 8 East Washington Street, Lexington, VA 24450; (540) 463-2552.

The **Gilder Lehrman Center** is pleased to announce the fifth annual **Frederick Douglass Book Prize**, a \$25,000 award for the most outstanding non-fiction book published in English in the year 2002 on the subject of slavery, resistance and/or abolition. Please note that works related to the Civil War are acceptable only if their primary focus relates to slavery or emancipation. Please send three copies for consideration. Deadline: **3 March 2003**. Contact: Gilder Lehrman Center, YCIAS, PO Box 208206, New Haven, CT 06520-8206; <gilder.lehrman.center@yale.edu>.

The **Economic History Association** announces that a number of travel grants may be awarded to attend the Cliometrics Society meetings. Application is by faculty nomination. The nomination letter should be sent to each member of the Committee by e-mail, including the graduate student's interest in economic history and a current copy of the student's c.v. Deadline: **15 March 2003**. Avner Greif <avner@leland.stanford.edu>; Robert A. Margo <robert.a.margo@vanderbilt.edu>; David Weiman <dfw5@columbia.edu>.

The **Program in Early American Economy and Society** will award the best journal article or articles published in 2002 relating to an aspect of early American economic history, broadly defined, to about 1850. The awards committee welcomes submissions in such fields as the history of commerce, business, finance, agriculture, manufacturing, technology, labor, and economic policy. Each winning article(s) will receive \$1000. Nominations for the award should be made by someone other than the author; complete entries consist of three copies of each article and a nominating letter explaining its importance. Deadline: **15 March 2003**. Contact: Cathy Matson, Director of PEAES; <cmatson.udel.edu>. Send nominations to: PEAES, The Library Company of Philadelphia, 1314 Locust Street, Philadelphia, PA 19107; <<http://www.librarycompany.org>>.

The **John Nicolas Brown Center** is pleased to invite applications for its resident fellowship program. The Center supports scholarship in all disciplines of American civilization and is open to advanced-stages doctoral candidates, junior and senior faculty, independent scholars, and humanities professionals. Areas of specialization include but are not restricted to history, the history of art and architecture, literature, religion, material culture studies, music, historic preservation, and urban planning. All fellows are provided with office space in the National Historic Landmark Nightingale-Brown House located on College Hill in Providence. Deadline: **15 April 2003** for residence between 1 July - 31 December 2003. Contact: Joyce M. Botelho, Director, The John Nic-

las Brown Center, Box 1880, Brown University, Providence, RI 02912; (401) 272-0357; <Joyce\_Botelho@brown.edu>.

The **Committee on Honors and Awards of the Modern Language Association** invites editors to compete for the fifth MLA Prize for a Distinguished Scholarly Edition, awarded for important collections of letters published in 2001-02. The editor need not be a member of the MLA. Deadline: **1 May 2003**. Contact: MLA Prize for a Distinguished Scholarly Edition, MLA, 26 Broadway, 3rd Floor, New York, NY 10004-1789; (646) 576-5141; <awards@mla.org>. The **Committee on Honors and Awards of the Modern Language Association** invites editors to compete for the seventh Morton N. Cohen Award for a Distinguished Edition of Letters. The winning collection must be published between 2001-02 and provide readers with a clear, accurate, and readable text; necessary background information; and succinct and eloquent introductory material and annotations. Deadline: **1 May 2003**. Contact: Morton N. Cohen Award, MLA, 26 Broadway, 3rd Floor, New York, NY 10004-1789; (646) 576-5141; <awards@mla.org>.

The new **Fulbright Senior Specialists Program** offers short-term grants of two to six weeks for U.S. faculty and professionals. Contact: 3007 Tilden Street, N.W., Suite 5L, Washington, D.C. 20008; phone: (202) 686-4026; <fulspec@cies.iie.org>. <<http://www.cies.org>>. The **American Philosophical Society** offers several fellowships and grants for research. Deadlines vary. Contact: Committee on Research, American Philosophical Society, 104 S. 5th St., Philadelphia, PA 19106; <eroach@amphilsoc.org>. Visit <<http://www.amphilsoc.org>>.

The **Center for the History of Business, Technology, and Society** invites scholars to make use of Hagley Museum and Library's research collections and fellowship programs. For full information on fellowships, <[www.hagley.lib.de.us/center.html](http://www.hagley.lib.de.us/center.html)>. Deadlines: **vary**. Contact: The Center for the History of Business, Technology, and Society, Hagley Museum and Library, P.O. Box 3630, Wilmington, DE 19807; <cr@udel.edu>; phone: (302) 658-2400; fax: (302) 655-3188.

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

## Calls for Papers

The **Fifth Annual Women's History Month Conference** welcomes papers, panels, workshops, and performances with themes that explore the issue of women in the Civil Rights Movement. Deadline: **8 November 2002**. Contact: Tara James, Associate Director, Women's History Graduate Program, Sarah Lawrence College, Bronxville, NY 10708; phone: (914) 395-2405; fax: (914) 395-2663; <tjames@mail.slcc.edu>.

The **Association for Arid Lands Studies (AALS)** will be hosting their 26th International Conference 9-12 April 2003 in Las Vegas, NV. This year's theme is "Desert Identities—Indigenous, Imported, and Invented." Presentations can address this theme from many perspectives—for example, historical, economic, geographical, sociological, political, hydrological or meteorological. Papers on any topic relating to the study of arid and semi-arid lands worldwide are invited. Papers presented at the conference are also eligible for publication in *Forum of the Association for Arid Lands Studies*. Deadline: **15 November 2002**. Contact: Richard Francaviglia, Director, Center for Greater Southwestern Studies and History of Cartography, Box 19497 - Central Library,

The University of Texas at Arlington, Arlington, TX 76019-0497; (817) 272-3997; <francaviglia@uta.edu>.

**Siena College** announces a call for papers for its eighteenth annual, international, multidisciplinary conference, "The 60th Anniversary of WWII," to be held on 5-6 June 2003. The focus of the conference will be 1943, but papers dealing with the other war years are welcomed. Inquiries from those wishing to chair and/or comment are also invited. Deadline: **15 November 2002**. Contact: Prof. Thomas O. Kelly, II, Dept. of History, Siena College, 515 Loudon Rd., Loudonville, NY 12211-1462; (518) 783-2512; fax (518) 786-5052; <legendziewic@siena.edu>.

The **Ste. Genevieve Conference on French Settlements and Culture in North America and the Caribbean** invites papers on any aspect of the French presence in North America and the Caribbean, from Acadia through the Mississippi Valley to the Caribbean. A volume of edited papers from the conference will be published. Papers will be presented on Friday afternoon **15 November** and all day on Saturday **16 November**. Contact: Dr. Elizabeth M. Scott, P.O. Box 285, St. Mary, MO 63673 <emscott@brick.net>.

The **Experience Music Project** will hold their second annual pop music conference, "Skip a Beat: Challenging Popular Music Orthodoxy," 10-13 April 2003. The conference will address the history of popular music and the new interpretive styles developed from the rock and baby boom generation. The Pop Conference invites papers that look toward a new interpretive synthesis or a better justification of the old one. Proposals should include a 250-word-or-fewer abstract, 50-word biography of the presenter, preferred affiliation/title, and contact information. Deadline: **30 November 2002**. Contact: Eric Weisbard, Experience Music Project, 2901 Third Avenue, Suite 400, Seattle, WA 98121; <EricW@emplive.com>; visit <[http://www.emplive.com/visit/education/pop\\_music.asp](http://www.emplive.com/visit/education/pop_music.asp)>.

The **Filson Institute for the Advanced Study of the Ohio Valley and the Upper South** invites proposals for a two-day conference, "Constructing and Reconstructing a Region: 21st Century Approaches to the Ohio Valley's History." The program welcomes proposals from graduate students, junior, and senior scholars examining this theme. Deadline: **1 December 2002**. Send three copies of a two to five page outline to The Filson Institute Conference, The Filson Historical Society, 1310 S. Third St., Louisville, Kentucky 40208. For further information <markweth@filsonhistorical.org>.

The **Hagley Fellows** at the University of Delaware invite paper proposals for "Reinventing the Factory," the **2003 Hagley Fellows Conference**. This conference seeks to broaden the traditional understanding of what a factory is and how it has operated as a place of work, architectural structure, and a social and cultural environment from the eighteenth to the twenty-first century. Submissions from a broad range of fields, including, history of technology, industrialization, architecture and design, public health, the environment, agriculture, business, labor, and gender are encouraged. Deadline: **1 December 2002**. Contact: Carol Ressler Lockman, Hagley Center, PO Box 3630, Wilmington, DE 19807; (302) 658-2400; fax: (302) 655-3188; <cr@udel.edu>.

The **2003 Missouri Conference on History**, hosted by **Southeast Missouri State University**, will be held 24-26 April 2003 in Cape Girardeau, Missouri. On the bicentennial of Lewis and Clark's Corps of Discovery, we invite paper and panel proposals on the broad themes of exploration and discovery through time in American, European, and non-Western history. In addition, paper proposals on all aspects of history including Missouri and Midwestern, Historic Preservation, and Public History are invited. Complete panel proposals are preferred. Send a one hun-

ded to two hundred word abstract and brief c.v. Deadline: **1 January 2003**. Contact: Dr. Joel P. Rhodes, Southeast Missouri State University, Mail Stop 2960, Cape Girardeau, MO 63701; (573) 651-2715; fax (573) 651-5114; <jrhodes@semo.edu>; visit: <http://www6.semo.edu/moconf/>.

**The World Archaeological Congress (WAC)** will hold its Fifth World Archaeological Congress 21-26 June 2003 in Washington, DC. Founded in 1985, WAC encourages open dialogue among all people genuinely concerned about the past, including scholars from under-represented parts of the world. WAC-5 presentation themes include: Of the Past, For the Future: Integrating Archaeology and Conservation, Diasporas, Ways of Remembering History, Marketing Heritage, and Perspectives on Repatriation for a New Century. Proposals for new sessions and individual papers may be submitted. Deadline: **1 January 2003**. Contact: Wac-5 Program Committee, Department of Anthropology, American University, Washington, DC 20016; fax (202) 885-1381; <wac5@american.edu>; visit: <http://www.american.edu/wac5>.

**Columbia Law School, University of Southern California Center for Law, History & Culture, and Georgetown University Law Center** invite submissions for the second annual meeting of the Law and Humanities Junior Scholar Workshop to be held at Columbia Law School in New York City on 1-2 June 2003. Please send works in progress of about 30-60 double-spaced pages. Deadline: **10 January 2003**. Contact: Center for the Study of Law and Culture, Columbia Law School; <culture@law.columbia.edu>.

**The New England American Studies Association (NEASA)** invites paper proposals for the 2003 NEASA Conference in Hartford, CT from 25-27 April 2003. The conference site invokes memories of a moment when religion and politics famously intersected in the antislavery campaign that Stowe's fiction reinvigorated in the 1850s. Paper topics can include, but are not limited to, religion and the state, religion and popular culture, popular devotional practices, and religion and the arts. NEASA welcomes participation by public intellectuals and activists without university affiliations as well. To support broader participation in the conference, and to reward excellent papers, NEASA will offer the Mary Kelley Prize for the best paper by a graduate student or non-tenure track scholar. Deadline: **10 January 2003**. Contact: Lisa MacFarlane, NEASA Program Chair, Department of English, Hamilton Smith Hall, University of New Hampshire, Durham, NH 03824; <lwm@cisunix.unh.edu>; visit: <http://www.neasa.org/conference.html>.

**The Thirty-Fifth Annual Meeting of Cheiron, The International Society for the History of Behavioral and Social Studies** will take place at the University of New Hampshire in Durham, New Hampshire from 19-23 June 2003. Papers, posters, symposia, or workshops may deal with any aspect of the history of the behavioral and social sciences or with related issues. Deadline: **13 January 2003**. Contact: Homer Stavely, Cheiron Program Chair, Psychology Department, Mailstop 3400, Keene State College, Keene, NH 03435; email: <tstavely@keene.edu>; phone: (603) 358-2327; visit: <http://www.psych.yorku.ca/orgs/cheiron/>.

**The International Association of Media Historians** will hold its biannual conference at the University of Leicester, Leicester, UK, on 16-20 July 2003. Papers, panels, and workshops are invited on the theme "The History of the Future: Visions from the Past." Participants may wish to address projections of the future in film, television, radio, and other media, archival and copyright issues, or theoretical and historiographical problems related to the use of media as history. Please submit a 250-word abstract and a one-page c.v. Deadline: **15 January 2003**. Contact: Professor Nick Cull, Department of History,

University of Leicester, University Road Leicester, LE1 7RH UK; fax: +44 (0) 116-252-5213; <njc14@le.ac.uk>; visit: <http://www.iamhist.org>.

**The Economic Business Historical Society** announces a call for papers for its annual conference, to be held in Memphis, TN, 24-26 April 2003. Proposals for sessions are also welcome. Deadline: **15 January 2003**. Contact: Dr. John Paul Rossi, PSU-Erie Behrend College, Div. of Humanities/Social Sciences, Station Road, Erie, PA, 16563-1501; <jpr2@psu.edu>; or submit an on-line proposal at <http://www.ebhsoc.org>.

**The Pennsylvania Historical Association** invites proposals for papers, panels, roundtables, and workshops on any aspect of the history of the Mid-Atlantic region and/or Pennsylvania for its annual meeting 23-25 October 2003 in Harrisburg. The Association welcomes proposals based on documentary research, material, popular culture, oral history, and other sources concerning any period. This meeting will coincide with the 100th anniversary of the Pennsylvania State Archives; any proposals on this issue are welcome as well. Include a one-page abstract with proposals. Deadline: **15 January 2003**. Contact: Jean R. Soderlund, Department of History, Lehigh University, 9 W. Packer Avenue, Bethlehem, PA 18015-3081; fax (610) 758-6554; <jrsa@lehigh.edu>.

**The American Association for the History of Medicine** announces its **Shryock Medical Essay Contest** for graduate students in the U.S. and Canada. The award is given for an outstanding, unpublished essay by a single author on any topic in the history of medicine. The essay must be the result of original research or show and unusual appreciation and understanding of problems in the history of medicine. Essays will be judged on quality of writing, appropriate use of sources, and ability to address themes of historical significance. Deadline: **1 February 2003**. Contact: Prof. Conveyer Bolton Valencius, Department of History, Washington University in St. Louis, Campus Box 1062, One Brookings Drive, St. Louis, MO 63130-4899; (314) 935-7518; <cvalenci@artsci.wustl.edu>; visit: <http://www.histmed.org/Awards>.

**The American Society for Legal History Annual Meeting** will be held 13-15 November 2003 in Washington, D.C. Please send panel or paper proposals (500-word panel abstract, 250-word paper abstracts) with c.v. and full contact information for participants. Panel proposals are preferred to individual papers. Deadline: **1 February 2003**. Contact: Prof. Ariela Gross, Univ. of Southern California Law School, Los Angeles, CA 90089-0071; e-mail (preferred): aslhprogram@law.usc.edu.

**The Florida Conference of Historians (FCH)** will be held in Jacksonville, Florida from 27 February 2003 to 1 March 2003. The FCH solicits proposals for individual papers and panels on all subjects of historical interest. There will also be a special section for undergraduate papers. Deadline: **1 February 2003**. <jclarke@ju.edu>; visit: <users.ju.edu/jclarke/fch.htm>.

**The Society for American City and Regional Planning History (SACRPH)** invites papers and session proposals for its tenth biennial meeting, to be held in St. Louis, 6-9 November 2003. SACRPH is an interdisciplinary organization of scholars and practitioners based in such diverse fields as history, architecture, landscape, planning, and the social sciences. Its conference is dedicated to the examination of the past, present, and future of efforts to shape urban life. Papers are invited for all aspects of urban, regional, and community planning. Particularly welcome are papers dealing with the St. Louis or Midwest area, comparative studies in planning history, responses to economic restructuring and globalization, and analyses of race, class, gender, and sexuality in planning. Submissions must include three copies of a one-page abstract, one-page curriculum vitae, and four key words identifying the work's

## OAH/JAAS Short-Term Japan Residencies Summer and Fall 2003

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

The award covers round-trip airfare, lodging, and modest per diem for the two-week residency. Selectees are also encouraged to explore Japan before or after their two-week residency at their own expense. Applicants must be members of the OAH, have a Ph.D., and be scholars of American history or culture. The committee invites applicants from previous competitions as well as new applicants to apply for this valuable and exciting program. Winners of the competition are expected to attend the 2003 OAH Annual Meeting in Memphis, Tennessee, so that they can receive their awards and meet with visiting Japanese scholars and graduate students as well as the OAH-JAAS Historians' Collaborative Committee. Prospective applicants with questions are encouraged to contact alumni of this exchange program, listed at <http://www.oah.org/activities/awards/japan/alumni.html>.



Current participants and alumni of the OAH/JAAS exchange program gather at the OAH Annual Meeting in Washington, D.C., in April 2002, during the International Reception. (OAH Staff photo by Ray Lohne.)

Host institutions in Japan for 2003 will be:

- **Hiroshima University.** Fields of Interest: Environmental History; Feminism; Native Americans; the West. **When:** First Two weeks of November, 2003.
- **Chiba University, Chiba** (located across Tokyo Bay from the Japanese capital). Fields of Interest: Social, Economic, or Political History of the 20th century. **When:** Late June, 2003.
- **Doshisha University, Kyoto.** Field of Interest: Cultural History. **When:** Late October through early November, 2003.

Applications must be postmarked by **2 December 2002** and sent to: OAH-JAAS Selection Committee, 112 N. Bryan Avenue, Bloomington, IN 47408-4199. Application materials may be sent in the body of an electronic mail message before midnight 2 December 2002, to <japan@oah.org>. □

Application Procedures are online at:  
<http://www.oah.org/activities/awards/japan/2003/>  
 Applicants must be current members of the OAH.

thematic emphasis. Deadline: **15 February 2003**. Contact: Eric Sandweiss, SACRPH Program Co-Chair, Department of History, 742 Ballantine Hall, Indiana University, Bloomington IN 47405.

**The Americas Council and the Office of International Education for the University System of Georgia** announce their sixth annual conference on the Americas, 21-22 February 2003 in Savannah, GA. The Americas Council provides an annual conference for presenters and participants to explore critical socio-cultural, political, economic, global, regional, and national issues including the challenges and opportunities facing Latin America, the Caribbean and Canada. Proposals for individual papers and panels on specific topics are now being requested. Sample topics include: politics, economy, cultural studies, arts, language and literature, history, ethnographic and archaeological studies sciences. Deadline: **rolling submission**. Contact: Dr. James Anderson, Conference Coordinator, Assistant to the Vice President for International Education, Armstrong Atlantic State University, 11935 Abercorn, Savannah, GA 31419; <andersja@mail.armstrong.edu>.

The program committee of the **North American Labor History Conference** invites proposals for panels and papers on the theme "Labor, War, and Imperialism" for its twenty-fifth annual meeting to be held 16-18 October 2003 at Wayne State University in Detroit. For panel and paper proposals include a 1-2 page abstract and brief c.v.'s or bios for all participants. Deadline: **1 March 2003**. Contact: Elizabeth Faue, Coordinator, North American Labor History Conference, Department of History, 3094 Faculty Administration Building, Wayne State University, Detroit, MI

48202; phone: (313) 577-2525; <ad5247@wayne.edu>.

**The University of Georgia Press** welcomes articles for an anthology on historical memory and the civil rights movement. This collection of essays will explore the ways in which the civil rights movement has been constructed and disseminated in American historical memory and what significance memories of the movement hold for contemporary politics and culture. Essays should be no more than 25 manuscript pages and written for a general audience. Send completed manuscripts to both editors. Deadline: **1 March 2003**. Contact: Renee Romano, Department of History, Wesleyan University, Middletown, CT 06459 and Leigh Raiford, The John Hope Franklin Center for Interdisciplinary and International Studies, 2204 Erwin Rd., PO Box 90402, Duke University, Durham, NC 27708; <rromano@wesleyan.edu>.

**The League of World War I Aviation Historians** invites undergraduate and graduate students enrolled in accredited institutions during the 2002-2003 academic year to take part in their thirteenth annual student paper competition. Monetary prizes will be awarded for the best original paper on any aspect of aviation during the 1914-1918 War. There are no formal enrollment procedures, but papers should be ten typed pages in length and must be submitted double-spaced in manuscript form with a reference to the academic institution in which the author is enrolled. Deadline: **31 May 2003**. Contact: Mr. Noel Shirley, 727 Swanswood Court, San Jose, CA 95120; <ShirleyNC@aol.com>.

**Siena College** is sponsoring its nineteenth annual, international, multidisciplinary conference, "The 60th Anniversary of World War II," on 3-4 June 2004. Topics welcomed in-

clude, but are not limited to, Fascism and Nazism, the air war, the North Atlantic, literature, film, diplomatic, political, and military history, religion, pacifism, conscription, events on the home front and post war planning, draft resistance and dissent. Inquiries from those wishing to chair and/or comment are also invited. Deadline: **15 November 2003**. Contact: Dr. Karl Barbir, Department of History, Siena College, 515 Loudon Road, Loudonville, NY 12211-1462; (518) 783-2512; fax (518) 786-5052; <barbir@siena.edu>.

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

The **International Lincoln Center** announces its sixth international and multidisciplinary conference entitled, "Thomas Jefferson: Life, Times, and Legacy," to be held 16-18 October 2003 on the campus of Louisiana State University in Shreveport, LA. Deadline: **rolling submission, early submissions encouraged**. Contact: Dr. William Pederson, American Studies Chair, International Lincoln Center, LSU in Shreveport, One University Place, Shreveport, LA 71115-2301; (318) 797-5349; fax (318) 795-4203; <wpederso@pilot.lsu.edu>.

**White House History** features articles on the historic White House related to the building itself, its uses, and life as lived through the years. The editorial board is accepting abstracts of proposed articles for a variety of themes. For more information <vanessa\_piccorossi@hotmail.com>. The substance of proposed articles should not have been published elsewhere. Send a 500 word and a one page c.v. to Publications Department, White House Historical Association by <manderson@whha.org> or fax: (202) 789-0440.

## Meetings and Conferences

"Choices and Challenges: Collecting by Museums and Archives" will take place **1-3 November 2002**. This is a national symposium for curators and archivists and will take place at the Benson Ford Research Center of Henry Ford Museum & Greenfield Village. (313) 982-6100, ext. 2559; <MarilynY@hfmvgv.org>.

The **Institute for Legal Studies at the University of Wisconsin Law School** introduces its inaugural offering of the Wisconsin Symposium on Legal History, "Law, Family, and State Organization in the Early Modern Atlantic World," to be held on **2 November 2002**. The conference will explore the changing nature of connections between the organization and governance of family and state in the early modern Atlantic world, drawing on the history of four countries: colonial and early national America, England, France, and Holland. The panelists and speakers are noted historians, law professors, political scientists, and sociologists. Contact: Professor Richard Ross; (608) 263-7604; <rjross@facstaff.wisc.edu>.

The **2002 NSSA Fall Professional Development Conference** will be held **13-15 November 2002** in New Orleans, Louisiana. Technology sessions, papers, workshops and discussions in all social science disciplines will be featured. A certificate of completion will be given to all participants. Send via mail, fax or e-mail your proposal along with a twenty-five-word abstract to NSSA, 2020 Hills Lake Dr., El Cajon, CA 92020-1018; phone: (619) 448-4709; fax: (619) 448-4709; <natsocsci@aol.com>.

**Pennsylvania State University** announces "Lewis and Clark: The Unheard Voices," an ex-

amination of the contexts, outcomes, and multiple meanings of the Lewis and Clark expedition to be held **14-16 November 2002**. For more information or to register for this event: <http://LewisAndClark.outreach.psu.edu>.

The **Lincoln Forum** announces its **Seventh Annual Symposium**, which will examine "Abraham Lincoln, Commander-in-chief, Communicator-in-chief." The symposium will be held from **16-18 November 2002** at Gettysburg. To register contact Annette Westerby by phone: (303) 721-6681; fax: (303) 721-6682 or <anetwest@earthlink.net>; <http://www.thelincolnforum.org>.

The twenty-fifth annual meeting of the **Society for Historians of the Early American Republic** will take place at Ohio State University in Columbus, Ohio 17-20 July 2003. The program committee invites proposals for sessions and papers in all areas of research on the history and culture of the Early American Republic. Proposal deadline: **1 December 2002**. Contact: Professor Jeffrey Pasley, SHEAR Program Chair, History Department, 101 Read Hall University of Missouri, Columbia, MO 65211; phone: (573) 884-5151; <PasleyJ@missouri.edu>.

The **Center for Humanities and the Arts** is holding a year-long faculty and graduate student seminar in 2002 devoted to the theme, "Cultural Memory and Sites of Tradition." In addition, numerous distinguished lectures and performances, as well as a colloquium, will be held. Contact: Jeffrey N. Cox, Director, Center for Humanities and the Arts, 280 UCB, Boulder, CO 80309-0280; (303) 492-1423; <jcoxx@colorado.edu>; <http://www.colorado.edu/ArtsSciences/CHA/>.

The **World Archaeological Congress (WAC)** will hold its Fifth World Archaeological Congress 21-26 June 2003 in Washington, DC. Founded in 1985, WAC encourages open dialogue among all people genuinely concerned about the past, including scholars from under-represented parts of the world. WAC-5 presentation themes include: Of the Past, For the Future: Integrating Archaeology and Conservation, Diasporas, Ways of Remembering History, Marketing Heritage, and Perspectives on Repatriation for a New Century. Deadline: early registration **31 December 2002**. Regular registration **January - April 2003**. Contact: WAC-5 Organizing Committee, Department of Anthropology, American University, Washington, DC 20016; fax (202) 885-1381; <wac5@american.edu>; <http://www.american.edu/wac5>.

The **National Association of African-American Studies & Affiliates** announces their 2003 National Conference, **17-22 February 2003** in Houston, TX. Subjects will include African and African-American, Hispanic and Latino, Native American, and Asian experience in literature, demographics, history, politics, education, and many other subjects <http://www.naaas.org>.

**Monticello, Stratford Hall Plantation, and the University of Virginia** are sponsoring a summer seminar, "Leadership and Life in Revolutionary America," **22 June-11 July 2003**. Principle "classrooms" will be Jefferson's Monticello and Lee's Stratford Hall Plantation, but many historic sites will be visited. The program is open to social studies teachers K-12 who are active full time in the classroom. Six semester graduate credits from the University of Virginia will be conferred upon successful completion of the seminar. Included are room, board, and texts. Deadline: **1 March 2003**. Contact: (804) 493-1558; <shpedu@stratfordhall.org>; <http://www.stratfordhall.org>.

The **Citadel** is pleased to announce its conference on the history of the Civil Rights Movement in South Carolina from 1890 to the present, to be held **6-7 March 2003** at the campus of The Citadel in Charleston, SC. Contact: The Citadel Conference on The Civil Rights Movement in South Carolina, C/O Bob Moore, The Citadel, Department of History, Charleston, SC 29409.

**Stratford Hall Plantation and Virginia Commonwealth** are sponsoring a two-week **Seminar on Slavery** 20 July-1 August 2003. The program is open to full time teachers of history and social studies in grades 4-12 and to museum educators. The seminar program combines well-known scholars' lectures, discussions, library time, and field trips to Colonial Williamsburg's reconstructed eighteenth century slave quarter and to Richmond, Virginia. Virginia Commonwealth University will award three semester hours of graduate credit upon successful completion of the seminar. Room, board, and course materials provided. Deadline: **8 March 2003**. Contact: (804) 493-1558; <shpedu@stratfordhall.org>; <http://www.stratfordhall.org>.

The **Cushwa Center for the Study of American Catholicism at the University of Notre Dame** will hold a conference entitled "Rethinking US Catholicism: International and Comparative Frameworks" on **14-15 March 2003**. The conference will explore current scholarly efforts to internationalize U.S. history and develop comparative approaches to history, especially the significance of these efforts for the ongoing development of US Catholic studies. Conference speakers and presenters include James T. Kloppenberg, "Facing the Challenges of Comparative History"; Margaret Lavinia Anderson, "The Divisions of the Pope: Catholic Revival and Europe's Transition to Democracy"; Lamin Sanneh, "The Discovery of Christianity Beyond the West"; David Weber, "How Did Spaniards Convert Indians? Internalizing Mission History." Some financial assistance for lodging and meals is available. Contact: Cushwa Center director Timothy Matovina; (574) 631-5441; <cushwa.1@nd.edu>.

The **Jefferson National Expansion Memorial**, in conjunction with the **Missouri Historical Society and the Spanish Colonial Research Center of the National Park Service**, announces a symposium to be held **20-22 March 2003**, entitled "Lewis and Clark: Observations on an Expedition." The symposium is the third in a series of four to be held in St. Louis to commemorate the Bicentennial of the Louisiana Purchase and the Lewis and Clark Expedition. The emphasis of the sessions will be on topics relating to the Lewis and Clark Expedition, their preparations, personnel, relations with European governments, relations with Indian nations, the difficulties of their journey, artifacts, and other subjects of interest. Contact: Program Coordinator Bob Moore, Historian, Jefferson National Expansion Memorial, 11 North 4th Street, St. Louis, MO 63102.

The **Appalachian Studies Association, Berea College, and Eastern Kentucky University** announce their twenty-sixth annual **Appalachian Studies Conference**, to be held at Eastern Kentucky University **28-30 March 2003**. This year's topics include traditions, policies, and programs that conserve, sustain, and enrich elements of mountain communities, cultures, and environments that are already identified or need to be explored and explained for the first time. The conference will celebrate the diversity of the region through music, art, stories, and banquets. Contact: Appalachian Studies Association, College of Education and Human Services, Marshall University, One John Marshall Drive, Huntington, WV 25755.

The **Center for Methodist Studies and the Perkins School of Theology** announce a conference commemorating the 300th anniversary of the birth of John Wesley, to be held **3-5 April 2003**. Papers will explore the experience of Wesley's Methodists in America. Presenters include Richard Heitzenrater, Russell E. Richey, John Wigger, and Dee Andrews. Contact: Center for Methodist Studies, Bridwell Library, Perkins School of Theology, Southern Methodist University, Dallas, TX 75275; (214) 768-2363; <bridems@mail.smu.edu>.

The **Afro-American Studies Department of the University of Wisconsin-Madison**, announces "W. E. B. Du Bois: The Souls of Black Folk Centennial Symposium" to be held **10-12 April 2003**. Scholars will engage Du Bois' full body of work to evaluate his influence on American and African American thought. Contact: Nellie McKay, (608) 263-2472, <nymckay@facstaff.wisc.edu> or David LaCroix, (608) 263-0805; <ddlacroix@wisc.edu>; <http://polyglot.lss.wisc.edu/aas/>.

The **Biography and Popular Culture Area of the Popular Culture Association** is pleased to announce its annual joint meeting with the American Culture Association in New Orleans **16-19 April 2003**. Scholars from various disciplines will meet to share their Popular Culture interests and research. Possible topics will be, but are not limited to, autobiography, biography in film, psychoanalysis and biography, historical biography, and controversial biography. Contact: Jean-Paul Benowitz, School of Humanities, Penn State Harrisburg, 777 West Harrisburg Pike, Middletown, PA 17057-4898; (717) 361-1251; <JXB85@psu.edu>.

The **Massachusetts Historical Society** will hold its Emerson Conference on **25-26 April 2003**. The theme for this year's conference is "Spires of Form: The Emerson Bicentennial Conference." Events will include papers and panels, plus a visit to Concord to see the Emerson House, an exhibition at the Concord Free Public Library, and a reception at the Concord Museum. Contact: Conrad E. Wright, Ford Editor of Publications, Massachusetts Historical Society, 1154 Boylston Street, Boston, MA 02215; (617) 646-0542; fax: (617) 859-0074; <conference@masshist.org>; <http://www.masshist.org/conference/emerson.html>.

The **Society for Military History** announces its 2003 annual meeting to be held at the University of Tennessee in Knoxville **1-4 May 2003**. **Siena College** announces its 18th annual multi-disciplinary symposium, "World War II - A 60 Year Perspective," will be held **5-6 June 2003**. The focus for 2003 will be Fascism and Nazism, literature, art, film, diplomatic, political, and military history, popular culture, along with women's and Jewish studies dealing with the area. Events of the home front, conscription and dissent will be given the most significance. Contact: Dr. Karl Barbir, Department of History, Siena College, 515 Loudon Road, Loudonville, NY 12211-1462; (518) 783-2512; fax (518) 786-5052; <barbir@siena.edu>.

The **Southern Association for Women Historians** will hold its Sixth Southern Conference on Women's History from **5-7 June 2003** in Athens, GA. This conference seeks to reflect the diversity of women's experiences in the U.S. and elsewhere and to feature the history of women from a wide range of racial, class, and ethnic backgrounds. Participants are encouraged to take advantage of the historical and cultural resources offered by the University of Georgia campus and surrounding area. Contact: Kathleen Clark, conference coordinator; <katclark@arches.uga.edu>; <http://www.uga.edu/swch>.

## Miscellaneous

The **National Preservation Institute** announces its **Seminars in Historic Preservation and Cultural Resource Management**, January-December 2002. The seminars bring distinguished faculty to highlight state-of-the-art practice in important areas of historic preservation and cultural resource management. Contact: Jere Gibber, National Preservation Institute, P.O. Box 1702, Alexandria, VA 22313; (703) 765-0100; <info@npi.org>; Visit <http://www.npi.org>.

The **Hagley Museum and Library** announces its Research Seminar Series. Papers are distributed in advance. For more information or to join the seminar mailing list,

e-mail Carol Lockman <cr1@udel.edu> or contact: Center for the History of Business, Technology, and Society, Hagley Museum and Library, PO Box 3630, Wilmington DE 19807-0630; 302-658-2400; <<http://www.hagley.org>>.

**The National Society Daughters of the American Revolution** is pleased to announce the groundbreaking exhibition *Forgotten Patriots: African American and American Indian Service in the Revolutionary War, 1775-1783*. This exhibition focuses on contributions made by African Americans and American Indians in the fight for Independence during the American Revolution by using paintings, documents, and other historical artifacts. Exhibition runs **18 October 2002-2 August 2003**. Contact: DAR Museum; 1776 D Street NW, Washington, DC 20006-5303; (202) 879-3241; fax: (202) 628-0820; e-mail: <[museum@dar.org](mailto:museum@dar.org)>; visit: <<http://www.dar.org/museum>>.

**Historic Deerfield's Fall Forum Series** continues **8-10 November 2002** with "Dinner is Served! Dining and the Decorative Arts". The three day program will explore the social, cultural and artistic dining of America in the eighteenth and nineteenth centuries. For more information contact Amanda E. Lange (413) 775-7206 or <[lange@historic-deerfield.org](mailto:lange@historic-deerfield.org)>.

The **Business History Conference** announces its search for an editor of *Enterprise & Society: The International Journal of Business History*. All expressions of interest are welcome, preferably by 1 April 2002. Formal application deadline: **1 December 2002**. Include statement of qualifications, management plan, intellectual goals, and editorial philosophy. Contact: Philip Scranton, Chair, *Enterprise & Society* Transition Committee, Business History

Conference, P.O. Box 3630, Wilmington, DE 19807; <[scranton@crab.rutgers.edu](mailto:scranton@crab.rutgers.edu)>.

The Department of History at the University of Connecticut invites contributions to the **Thomas Paterson Graduate Fellowship in the History of U.S. Foreign Relations**. This fellowship was created to honor Tom's retirement after more than thirty years of extraordinary scholarship, teaching, and mentoring. Please send your gift to: Lisa Ferriere, Department of History, University of Connecticut, 241 Glenbrook Rd., Storrs, CT 06269; e-mail: <[costig@uconnvm.uconn.edu](mailto:costig@uconnvm.uconn.edu)>.

The **Smithsonian National Museum of Natural History** announces its **Research Training Program** (24 May-2 August 2003). Undergraduates mentor with professional scientists at the Smithsonian. Includes challenging research, stimulating curriculum and extensive resources. Deadline: **1 February 2003**. For detailed information and all application materials, including on-line fill-in forms, visit: <[www.nmnh.si.edu/rtp/](http://www.nmnh.si.edu/rtp/)>.

The **Chinese-American Cultural Bridge Center** has created a trip especially designed for educators. This fifteen-day journey will explore not only the geography, history, culture, economics, government, and technology of China, but travelers will be provided with background information and instructional materials which will bring China alive to students as well. There will be opportunities to meet with Chinese educators and share ideas and information with each other. \$3250 includes airfare from CA, hotels, meals, transportation, guide, and sightseeing. Tentative travel dates: **25 June-9 July 2003**. Call (877) 592-7072; e-mail: <[services@cacbc.org](mailto:services@cacbc.org)>; visit: <<http://www.cacbc.org/go/explorechina>>.

## Call for Papers

### Focus on Teaching Sessions

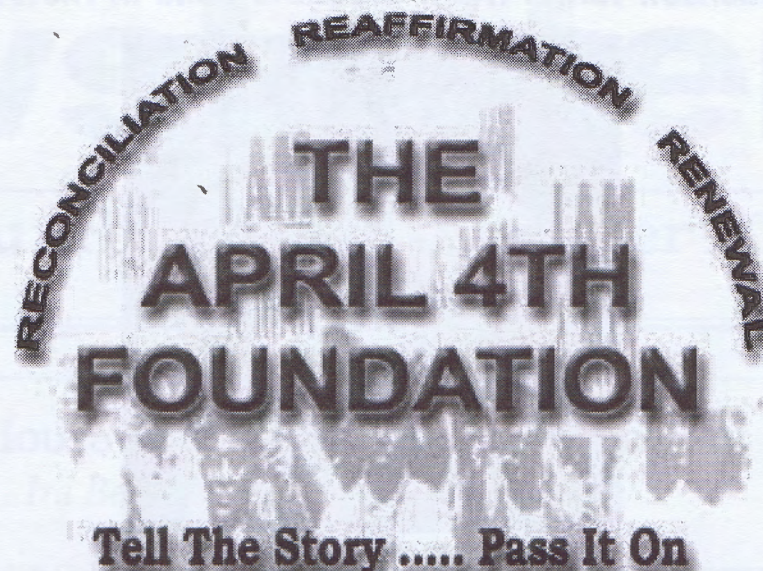
#### OAH Annual Meeting

Boston • 25-28 March 2004

The Committee on Teaching of the Organization of American Historians invites proposals for Focus on Teaching sessions at the 2004 OAH Annual Meeting in Boston, 25-28 March. The committee prefers to receive proposals for complete sessions but will consider individual proposals as well. Sessions may deal with any pedagogical issue or technique relevant to teaching American history at any level, from K-12 through postsecondary (community college, college and university) institutions. We especially invite sessions which explore a wide variety of political, social, cultural, intellectual, economic, diplomatic, military, technological, and environmental transformations in American history—as well as movements that sought and failed to bring about such transformations. In concert with the meeting's theme, we would like proposals that examine counterrevolutions and antiradical backlash and those that emphasize continuity, challenging the "revolutionary" character of particular moments, movements, or trends in American history. Of particular interest to the committee are session proposals centered around technology and instruction; National or State History Standards; and the main theme of the annual meeting, "American Revolutions." Proposals exploring other issues and themes in American history are welcome.

Focus on Teaching presentations often involve the audience as active participants. Proposals for poster sessions are welcome. In selecting proposals the committee normally discourages participation as a presenter in consecutive annual meetings.

All proposals for presentations/sessions must specify participants and include single-page vita, an abstract no more than 500 words in length, and a brief prospectus of each paper/presentation proposed. Please send completed proposal via e-mail by **15 January 2003** to <[teach2004@oah.org](mailto:teach2004@oah.org)>.



The April 4th Foundation and the Organization of American Historians are cosponsoring the following events during the OAH Annual Meeting in Memphis:

#### Wednesday, 2 April 2003

2:30 p.m. • OAH Lecture at Rhodes College  
JACQUELINE DOWD HALL, *University of North Carolina Chapel Hill*, OAH President-Elect

6:30 p.m. • Film Festival at Rhodes College

#### Thursday, 3 April 2003

7:30 p.m. • OAH Plenary Session at Memphis Cook Convention Center  
"Martin Luther King, Jr.: History, Memory, and Social Justice"

#### Friday, 4 April 2003

8:30 a.m. • Civil Rights March from LeMoyne-Owens College to Mason Temple COGIC  
9:00 a.m. • Commemorative Services at Mason Temple COGIC

1:00 p.m. • Teaching American History at Historical Black Colleges and Universities (HBCU)

7:30 p.m. • April 4<sup>th</sup> Foundation Gala Awards Banquet

#### Saturday, 5 April 2003

Third Annual Golf Tournament

7:30 p.m. • OAH Awards Ceremony and Presidential Address

"American Slavery in History and Memory"  
IRA BERLIN, *University of Maryland*

*The April 4th Foundation, Inc., of Memphis, Tennessee, believes "the fundamental principles of the Civil Rights Movement can be lived out with passion and perseverance when we are able to grasp and employ new and effective models of reconciliation in our hamlets and our nation."*

## Announcing the Gloria Lund Main and Jackson Turner Main Graduate Fund in History



Gloria and Jack Main

The Department of History at the University of Colorado at Boulder has created a fund in honor of Gloria Lund Main and Jackson Turner Main. It will provide dissertation support for graduate students at CU-Boulder who are working on topics broadly related to the research and teaching interests of Gloria and Jack Main.

Please join us in building this fund to honor the distinguished accomplishments of Gloria and Jack Main in the field of American history. Checks may be made payable to the University of Colorado Foundation and specifically marked for the Main Graduate History Fund. They should be sent to:

The University of Colorado Foundation  
Graduate School Development Office  
P. O. Box 1140  
Boulder, CO 80306-1140



### Newsletter

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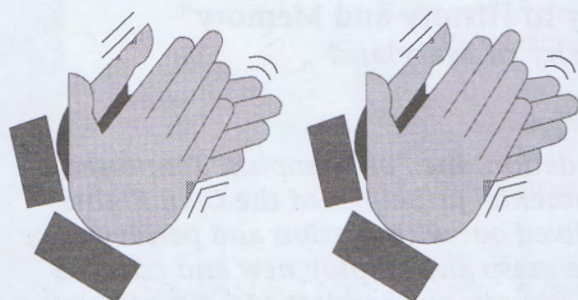


## Need a great speaker?

The OAH Distinguished Lectureship Program can connect you with more than 150 outstanding U.S. historians, perfect for campus-wide convocations, annual lecture series, Black History Month or Women's History Month observances, Phi Alpha Theta banquets, or conference keynote addresses.

A complete listing of lecturers available during the 2002-2003 academic year can be viewed and searched by subject matter at [oah.org/activities/lectureship](http://oah.org/activities/lectureship).

E-mail [lectures@oah.org](mailto:lectures@oah.org) or call 812-855-9854 for more information.



## SCHOMBURG CENTER FOR RESEARCH IN BLACK CULTURE SCHOLARS IN RESIDENCE PROGRAM

**SCHOMBURG CENTER FOR RESEARCH IN BLACK CULTURE**, a unit of The New York Public Library's Research Libraries, announces its Scholars-in-Residence Program for the academic year of 2003-2004.

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

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

plished at the end of their residency.

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

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

### FOR MORE INFORMATION AND APPLICATION FORMS

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

**APPLICATION DEADLINE DECEMBER 2, 2002**