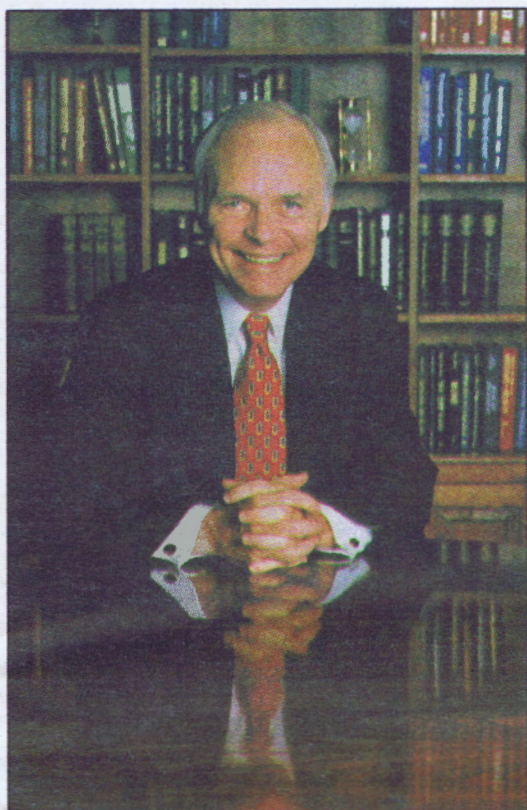


# OAH NEWSLETTER

ORGANIZATION OF AMERICAN HISTORIANS

Volume 27, Number 3 / August 1999



Cable Satellite Public Affairs Network (C-SPAN)  
Chairman and Chief Executive Officer, Brian P. Lamb

## Bringing Democracy to Television

Michael H. Ebner Interviews C-SPAN's Brian P. Lamb

**T**his year marks the twentieth anniversary of C-SPAN's existence. In June, Michael H. Ebner, A.B. Dick Professor of History at Lake Forest College, met with C-SPAN founder and CEO Brian Lamb at his offices in Washington DC. Few individuals have done more to promote the reading of history and biography than Brian Lamb. C-SPAN has created a unique way for people in this country—and ninety other nations worldwide—to witness history in the making. Millions have watched its coverage of the political processes in Washington; Senate coverage of the Persian Gulf War in 1991 reached 32.3 million subscribers alone. Lamb has also interviewed hundreds of historians and biographers—among them many OAH members—on his Booknotes program and since last year on his weekend Book TV program on C-SPAN 2.

Michael Ebner dates becoming an avid C-SPAN watcher in late-1990. A chance conversation with Samuel P. Hays at a conference in Chicago started him on this track. Hays asked him, matter-of-factly, what he liked best about C-SPAN. As Ebner recalls the conversation, "I mumbled something unmemorable by way of replying, but the truth of the matter is that I hardly knew that C-SPAN existed at that moment. Then and there I concluded that if Sam found value in its programming, I should check it out for myself. It was the beginning of an enduring romance. I've come to admire C-SPAN, and Brian Lamb in particular, because they provide an irreplaceable alternative to the fare offered by commercial television."

Michael Ebner: Let's begin with a retrospective look at C-SPAN. When, how, and why did it begin?

Brian Lamb: We were incorporated in December 1977. We had our first board meeting in May of 1978 in New Orleans, where twenty-two cable television executives were present. We went on the air 19 March 1979 with network number one, and on the air 2 June 1986 with network number two.

ME: Now I'd like to ask you about yourself, beginning with your Hoosier roots. Does one particular professor at Purdue University especially come to mind who is memorable?

BL: Well, I had a lot of memorable high school teachers, to start with. It was there that I had two teachers who mattered a lot to me, directly affecting what I'm doing here. One was Bill Fraser, my high school broadcasting teacher, who I hung around my entire four years in high school. He taught me in a couple of courses about broad-

**I grew up with  
television being  
controlled by  
three men living  
in New York City.**

See Lamb / 14 ►

### OAH Membership Directory Online...

On September 1, look for the new OAH online membership directory. It will include your name, current institutional affiliation (if known), postal and e-mail address, and your area(s) of scholarly interest. (We learn this information each time you renew.) The directory will include all current OAH members\* and is available only to individual, active members of the organization.

\*If you do not wish to be included in this online listing, please write, telephone, or e-mail us (member@oah.org). If you have already requested removal of your name from lists sold by OAH, you will not be included in the directory. Please visit [www.oah.org/members](http://www.oah.org/members) if you wish to be added to this new online resource for members.

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### Special Section Inside for Graduate Students

- *New Opportunities for Graduate Student Training* (p. 9)
- *Attrition Rates in History Graduate Programs* (p. 12)
- *The Future of the Ph.D.* (p. 15)
- *Steps for a Successful Graduate School Career* (p. 17)
- *Minorities in History* (p. 19)

## OAH Appoints New Executive Director

Lee W. Formwalt joins Bloomington staff this fall



Formwalt

**L**ee W. Formwalt will replace Arnita A. Jones as the next Executive Director of OAH. Formwalt's initial five-year appointment will begin 1 October 1999. Born in Springfield, Massachusetts, he has lived and worked for more than twenty years in Georgia. He rose through the ranks at Albany State University to become Professor of History and Dean of the Graduate School.

Formwalt founded *The Journal of Southwest Georgia History* and served as editor from 1983-1987 and 1989-1998. Before this, much of his scholarly career had been devoted to recounting the life and work of Benjamin Henry Latrobe, the English-born architect who designed the magnificent Roman Catholic Cathedral in Baltimore and served as the Architect of the United States Capitol under Thomas Jefferson. In addition to his monograph, *Benjamin Latrobe and the Development of Internal Improvements in the New Republic, 1796-1820* (Yale, 1977), Formwalt helped turn the architect's prodigious corpus of writings into three major published works. He has also published articles on African-American politics in Georgia after the Civil War, interracial marriage during Reconstruction, cotton production in the Confederacy, and Anglo-Native American relations in the eighteenth century. At Albany State, he has taught courses in Russian history, world history, and historical methods, and has directed several staff development workshops at county high schools.

Most recently, he was instrumental in securing three grants totaling \$1.2 million to realize a special sort of dream: the conversion of Old Mount Zion Church—where Martin Luther King preached in the early 1960s—into the Albany Civil Rights Movement Museum. He has been an active OAH member for almost thirty years, and belongs to a dozen other scholarly organizations. □

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

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## OAH Newsletter



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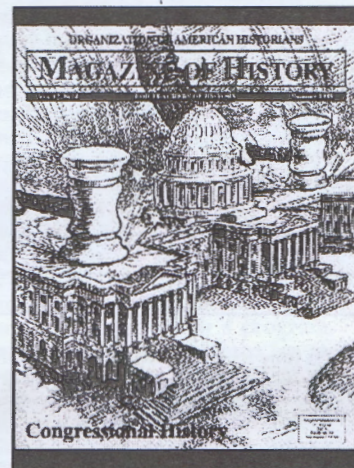
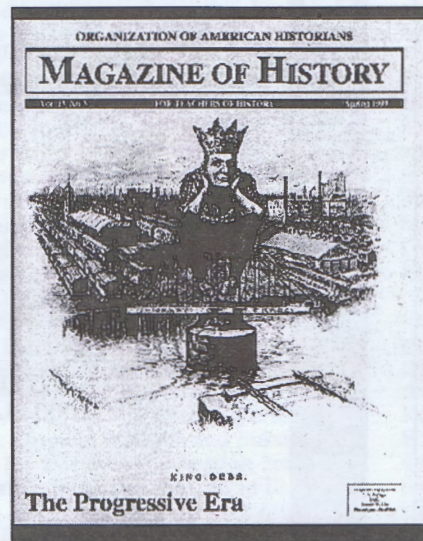
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¶ The *OAH Newsletter* encourages submissions of articles, announcements, and brief letters to the editor related to the interests of our members. Material submitted for consideration should be typed in double-spaced format, with all notes integrated into the text. The *OAH Newsletter* reserves the right to reject articles, announcements, letters, advertisements, and other items that are not consonant with the goals and purposes of the organization. Copy may be condensed or rejected because of length or style. The OAH disclaims responsibility for statements made by contributors. ¶ Deadlines for receipt of all copy are as follows: January 1 for the February issue; April 1 for May; July 1 for August; and October 1 for November. Full-, half-, and quarter-page display advertisements and job announcement advertisements ("Professional Opportunities") are available. Contact the advertising manager ([tamzen@oah.org](mailto:tamzen@oah.org)) for rates; charges for "Professional Opportunities" announcements are as follows: \$65 for fewer than 101 words; \$90 for 101-150 words (announcements of more than 150 words will be edited). Job application closing dates should be after the end of the month in which the announcement appears, and job announcements should represent an equal opportunity employer. Send advertisement inquiries and "Professional Opportunities" announcements to the attention of the advertising manager. Recent back issues of the *OAH Newsletter* are available for \$3.00 each. For more information contact the membership director ([member@oah.org](mailto:member@oah.org)).  
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# OAH Magazine of History



We have reduced the subscription rate for members and added a new rate for students!

*OAH Magazine of History* provides recent historical scholarship for use in the classroom. Each quarterly issue of the *Magazine* focuses on a theme, with articles presenting the latest findings and interpretations on the topic, as well as lesson plans and reproducible classroom materials. Reviews of books, curriculum materials, films, and software are included. The *Magazine* is not only a valuable resource for history teachers, but has much to offer college faculty, historical society and museum educational programs, students of education, and graduate students preparing to teach American history. Some back issues are available for purchase at \$7 per issue. Please contact the OAH (information below) for a list of available issues.

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## 2000 Huggins-Quarles Award

Named for Benjamin Quarles and the late Nathan Huggins, two outstanding historians of the African American past, the Huggins-Quarles awards are given annually to minority graduate students at the dissertation research stage of their Ph.D. program. To apply the student should submit a brief two-page abstract of the dissertation project, along with a one-page budget explaining the travel and research plans for the funds requested. The amount requested should not exceed \$1,000. Each application must be accompanied by a letter from the dissertation adviser attesting to the student's status and the ways in which the Huggins-Quarles Award will facilitate the completion of the dissertation project. Six **complete** copies of each application (including abstract, budget, and cover letter) should be submitted by **December 15, 1999** to:

Committee on the Status of Minority Historians and  
Minority History  
Organization of American Historians  
112 North Bryan Avenue  
Bloomington, IN 47408-4199

The Committee on the Status of Minority Historians and Minority History will evaluate applications and announce awards by the Annual Meeting of the OAH, to be held in St. Louis, Missouri, March 30-April 2, 2000.

**ALL ENTRIES SHOULD BE CLEARLY LABELED  
"2000 HUGGINS-QUARLES AWARD"**

**For more information contact:**

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Tel. 812/855-9852; awards@oah.org; fax 812/855-0696

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## 2000 Ellis W. Hawley Prize

The Ellis W. Hawley Prize, given for the first time in 1997, is awarded annually for the best book-length historical study of the political economy, politics, or institutions of the United States, in its domestic or international affairs, from the Civil War to the present. The prize of \$500 is given in honor of Ellis W. Hawley, Emeritus Professor of History, University of Iowa, an outstanding historian of these subjects.

Eligible works shall include book-length historical studies, written in English, published during a given calendar year. Each entry must be published during the period January 1, 1999 through December 31, 1999. **One** copy of each entry must be received by each member of the award committee by **October 1, 1999**. Final page proofs may be used for books published after October 1, 1999 and before January 1, 2000. If a final page proof is submitted, a bound copy of the entry must be submitted no later than January 7, 2000. **No late submissions will be accepted.**

The winner of the prize will be presented with \$500 and a certificate at the 2000 Annual Meeting of the OAH in St. Louis, Missouri, March 30-April 2, 2000. The publisher will be honored with a certificate of merit.

**One** copy of each entry must be mailed directly to:

**Shelton Stromquist, Chair**  
Department of History  
University of Iowa  
Iowa City, IA 52242

**Terrence J. McDonald**  
Department of History  
1029 Tisch Hall  
University of Michigan  
Ann Arbor, MI 48109-1003

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616 West Cliveden Street  
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For more information contact Award and Prize Coordinator, OAH, 112 N. Bryan Avenue, Bloomington, IN 47408-4199; tel. (812) 855-9852; fax (812) 855-0696; email: awards@oah.org; [www.oah.org](http://www.oah.org)

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## 2000 Lerner-Scott Prize

The Lerner-Scott Prize was given for the first time in 1992 for the best doctoral dissertation in U.S. women's history. The prize is named for Gerda Lerner and Anne Firor Scott, both pioneers in women's history and past presidents of the OAH.

A dissertation must be completed during the period July 1, 1998 through June 30, 1999 to be eligible for the 2000 prize. Each application must contain a letter of support from a faculty member at the degree-granting institution, along with an abstract, table of contents and sample chapter from the dissertation. **One** copy of each entry must be received by each member of the prize committee by **November 1, 1999**. Finalists will be asked to submit a complete copy of the dissertation at a later date.

The winner of the prize will receive \$1,000 and a certificate. The prize will be presented at the 2000 Annual Meeting of the OAH in St. Louis, Missouri, March 30-April 2, 2000. **One** copy of each entry must be mailed directly to:

**Robyn Muncy, Chair**  
Department of History  
2115 Francis Scott Key Hall  
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## Horace Samuel & Marion Galbraith Merrill Travel Grants in Twentieth-Century American Political History

Throughout his forty-year career as a professor of history at the University of Maryland, Horace Samuel Merrill and Marion Galbraith Merrill, his wife and scholarly collaborator, provided fostering hospitality to generations of younger historians, even beyond those who formally studied under his guidance. Many went on to their own productive and fulfilling careers with a deep appreciation to the Merrills for intellectual and social sustenance that made an early difference in their professional lives, particularly during research trips to Washington.

The Horace Samuel & Marion Galbraith Merrill Travel Grants in Twentieth-Century American Political History were inaugurated in 1998 to promote access of younger scholars to the Washington, DC, region's rich primary source collections in late nineteenth- and twentieth-century American political history. The grants also provide the opportunity for scholars to interview former and current public figures residing in the metropolitan Washington area. This program offers stipends to underwrite travel and lodging expenses for members of the OAH who are working toward completion of a dissertation or first book.

Please send four **complete** copies of application materials by **December 15, 1999** to the OAH, 112 North Bryan Avenue, Bloomington, IN 47408-4199, attention: Merrill Travel Grants

**Amounts:** Grants range from \$500 to \$3,000 and are awarded on a competitive basis.

**Application requirements:** The complete application should not exceed ten pages.

**Cover sheet:** Include name, address, phone numbers, social security number, institutional affiliation when appropriate, project title, a project abstract not to exceed 100 words, and total amount requested.

**Project description:** In 1,000 words or less, describe the goals, methods, and intended results.

**Vita:** Submit a standard résumé of academic experience and achievements.

**Budget:** Indicate how requested funds will be spent and extent of matching funds available.

**References:** Graduate students must include two letters of academic reference.

**Selection process:** A committee of three judges will consider the significance of the research project; the project's design, plan of work, and dissemination; its contribution to American political history; its relationship to current scholarship; and appropriateness of the budget request.

## From the President

# Historians' Careers and the OAH

David Montgomery



David Montgomery

Photo Courtesy Office of Public Affairs, Yale University

Professor Peter Mancall of the University of Kansas is currently chair of the Membership Executive Committee. He has written an important article in this issue of the *OAH Newsletter* (below), describing the structure and functions of the Membership Committee. With one or more members in every state of the United States, plus one representative for members from other countries, the Membership Committee plays a vital role in disseminating information about the OAH to historians of the United States, no matter what the setting in which they practice their profession. It also informs the Executive Board and OAH staff about ways in which those many historians think our organization might serve them better.

Widespread access to the Internet has dramatically improved the ability of OAH members to communicate with the organization's elected officers, and also with their state membership representatives. Moreover, the Membership Committee currently has its own on-line discussion list. It is now not only desirable but relatively easy to engage in a general and open discussion of what the members want and are receiving, or not receiving, from the OAH. Thanks also to the online membership directory (see page 1), which will soon be available to those who belong to the OAH, it will be possible to identify and open communications with the many historians who are not now members. There is no way the OAH can continue and expand its work without expanding our membership, which has remained roughly the same for about a decade. In his article Peter Mancall has invited all our members to contribute to a continuing dialogue with his committee in search of ways to enlarge our ranks.

The state membership representatives are also concerned with the professional needs of historians in colleges and universities, in public institutions, in community and technical colleges, and in primary and secondary education. Consequently they can play an especially important role in gathering information about the professional needs and difficulties of historians in their own parts of the country. They can make a major contribution to the efforts of the OAH and other professional societies to combat the replacement of ladder faculty by people with part-time and adjunct appointments.

In order to serve our members better we in the Executive Board need more thorough information about just what is happening in every part of the land—the kind of information membership representatives are especially well situated to gather. After all, the last Department of Education survey on the question (the one on which most discussions rely) was taken in 1993. Every kind of reliable information will help us understand the current scene. Personal experiences, news of what is happening in educational institutions, legislatures and faculty organizations, information about employment prospects for finishing graduate students, and for those who have labored long in adjunct status and proposals for action from

such scholars, will all help professional societies map the most appropriate courses of remedial action.

Let me also ask for good news as well as bad. When Georgia State University decided to reduce the number of courses taught by part-timers next year from 900 to 227, in order to add 65 full-time faculty positions, that institution took an important step in the direction of improving the instruction of its students and the salaries and working conditions of its faculty. California law now specifies that 75 percent of the teachers in that state's vast community college system must be full-time. Unfortunately that requirement seems to have been of little benefit to historians. But a bill is now under consideration in the California legislature that would mandate pro-rate stipends, rehiring rights, health insurance, and paid office hours for all part-time faculty. Similar bills are before legislative committees in Washington and Pennsylvania. A

resolution adopted by the Illinois House of Representatives calls on the state Board of Higher Education to investigate the growing dependence on part-time faculty and to consider legislation establishing minimum salaries and benefits.

Unlike the action of Georgia State University, the legislative measures represent only hopes for improvement. Nevertheless, they indicate how widespread public concern has become. A number of members responded to my previous column on the subject of contingent employment with descriptions of their personal experiences. We need much more of the good news and the bad to help the OAH grasp the scope of the problem and devise services for our members who are currently locked unwillingly into the part-time world. The Membership Committee has a crucial role to play in gathering this information. □

## A Report from the OAH Membership Committee

# Responding to Change

Peter Mancall

**OAH has worked and must continue to make the organization more appealing to a wider group of historians.**

Our role is simple. The job of the OAH Membership Committee is to act as a liaison between the membership at large and the organization itself. We also suggest ways to include new members. At our meeting in Toronto in April, these concerns led to a remarkable discussion about the ways that the OAH could reach out to non-members as well as maintain the present membership.

We have used the discussion list and our conversations in Toronto to come to agreement on certain issues facing the organization. None of these will be too surprising. We acknowledge that one reason that membership has remained level for well over a decade may relate to the cost of membership itself. As a result of an initiative put forth by the membership committee at its meeting in Indianapolis in 1998, the OAH has removed the five-year limitation on the student rate for membership. Graduate students can now become members and remain so at the student rate until they receive their degrees, an important difference to those short on money. For other OAH members, the decision to renew each year is weighed alongside the choice of membership in other, more specialized organizations. There is little doubt that some American historians feel better served by these smaller associations. For example, the publications of other organizations—such as the *William and Mary Quarterly* or the *Journal of the Early Republic*—will always contain more articles and reviews of interest to specialists in certain fields than the *JAH*. The proliferation of online discussion lists could also bode ill for the OAH when members can find online reviews of the books or exhibits as well as listings of current articles in the *JAH* (and many other scholarly journals).

OAH, like any large professional organization trying to attract new members and retain its present members, has worked and must continue to make the organization more appealing to a wider group of historians. The desire to increase membership has led the OAH to its current plan offer the *OAH Magazine of History* to new readers. The *Magazine's* focus on bridging new scholarship and teaching the survey, particularly at the K-12 level, may be one way to bring new groups of historians into the organization. Indeed, the OAH has now lowered the *Magazine* subscription price for members and students (members and non-members alike), and given student members a choice of trying the *Magazine* in place of the *JAH*. More benefits for members, and more readers of the *Magazine*, are meant to be complementary goals. But I should note, a few members of the committee at the Toronto meeting suggested that a better end would be to move the contents of the *Magazine* (such as lesson plans and subject-specific bibliographies) to the *JAH*. Others in attendance believed that the audiences were different and the two publications should remain distinct. In my opinion, that division is unfortunate, but the committee has come to no clear resolution on the subject. So what should be done?

Other ways to increase membership might require appealing to American historians residing outside of the United States. At a minimum, it is time to increase the number of these historians on the membership committee. Ideally, there would be a representative on the com-

## 2000 Louis Pelzer Award

The Louis Pelzer Memorial Award Committee of the Organization of American Historians invites candidates for graduate degrees to submit essays for the 1999 Louis Pelzer Memorial Award competition. Essays may deal with any period or topic in the history of the United States. The winning essay will be published in the *Journal of American History*. In addition, the Organization offers a \$500 award, certificate and a medal to the winner. The award will be presented at the 2000 Annual Meeting of the OAH, to be held in St. Louis, Missouri, March 30-April 2.

Essays should be submitted in quintuplicate and should not exceed 7,000 words in length. The footnotes, which should be assembled at the end of the text, should be triple-spaced. Because manuscripts are judged anonymously, the author's name and graduate program should appear only on a separate cover page.

Significance of the subject matter, literary craftsmanship and competence in the handling of evidence are some of the factors that will be considered in judging the essays.

The deadline for submitting an essay for consideration is **November 30, 1999**. Manuscripts should be addressed to:

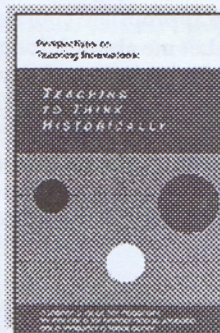
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The winner will be notified by the OAH and furnished with details of the Annual Meeting and the awards presentation.

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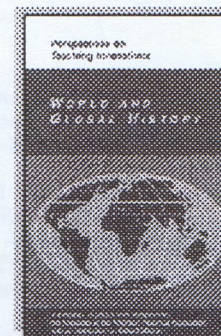
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## PERSPECTIVES ON AUDIOVISUALS IN THE TEACHING OF HISTORY

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## 2000 Mary K. Bonsteel Tachau Pre-Collegiate Teaching Award

Given for activities that enhance the intellectual development of other history teachers and/or students, this award memorializes the career of the late Mary K. Bonsteel Tachau, University of Louisville and for her path-breaking efforts to build bridges between university and pre-collegiate history teachers. **NOMINATIONS FOR THE 2000 AWARD ARE DUE DECEMBER 1, 1999.** The award will be presented at the 2000 Annual Meeting of the OAH in St. Louis, Missouri, March 30-April 2.

**Eligibility:** Pre-collegiate teachers engaged at least half time in history teaching, whether in history or social studies, are eligible.

**Selection Criteria:** Successful candidates shall demonstrate exceptional ability in one or more of the following kinds of activities:

- Initiating or participating in projects which involve students in historical research, writing or other means of representing their knowledge of history.
- Initiating or participating in school, district, regional, state or national projects which enhance the professional development of history teachers.
- Initiating or participating in projects which aim to build bridges between pre-collegiate and collegiate history or social studies teachers.
- Working with museums, historical preservation societies, or other public history associations to enhance the place of history in the public realm or to enhance the place of public history in pre-collegiate schools.
- Developing innovative history curricula which foster a spirit of inquiry and emphasize critical skills.
- Publishing or otherwise publicly presenting scholarship that advances history education or historical knowledge.

**Submission of Application Packet (May 1-December 1)** Candidates should submit one application packet (no more than 25 double-spaced pages) that includes copies of the following in the order given: cover letter written by a colleague indicating why the teacher merits the award (1-2 pages); two letters written by former or present students (1-2 pages each); curriculum vitae (1-3 pages); samples of nominee's work: article reprints, reports by classroom observers, course outlines, research proposals, and/or other evidence of excellence in some or all of the areas mentioned in the "Criteria" section (1-15 pages); a narrative, by the nominee, describing the goals and effects of the candidate's work in the classroom and elsewhere for history education (1-3 pages); names, addresses, and telephone numbers of at least three professional references, including the writer of the cover letter and at least one colleague or supervisor (1 page).

**Award:** The successful candidate will receive a certificate, a cash award of \$750, a one-year OAH membership, and a one-year subscription to the *OAH Magazine of History*. If the winner is an OAH member, the award will include a one-year renewal of membership in the awardee's usual membership category. Finally, the winner's school will receive a plaque suitable for permanent public display.

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## Focus on *Teaching*

### Sleeping with the Elephant and Living with the Lion: Teaching and Learning History in Canada

John Myers

Once upon a time we lived with the British Lion. We were a colony of the Empire. The Queen and her representative, the Governor-General, had real power. If our official credo was "Peace, Order and Good Government", (in contrast to "life, liberty, and the pursuit of happiness"), the unofficial English-Canadian version was "Ready, Aye, Ready!" whenever the British Lion roared.

We no longer live with the lion. Now we sleep with the elephant, as a former Prime Minister described our relationship with our southern cousins. When the elephant stirs, we have to take notice.

The history of history education in Canada since World War One demonstrates our relationship with the elephant (Myers 1999). Yet there are some important differences. While education in both the U.S. and Canada is controlled at the regional—state and provincial—level, curricula among states is more uniform and may represent a *de facto* national curriculum (Naylor and Diem, 1987). Indeed, Ontario and Quebec, Canada's largest provinces, have resisted the siren of social studies and have preserved history as a separate school subject: Ontario hanging on to its British roots and Quebec having a clearer sense of its identity and recognizing the value of history in shaping that identity (1). Moreover, the U.S. federal government has been a major player in shaping the education agenda. Our federal government has no national department of education and is always careful when it forays into heritage where schools are concerned.

How does provincial control of education influence history teaching and learning in Canada? While almost all of the provinces have a compulsory Canadian history course somewhere between grades 7-12, these courses have a regional flavor. The "Canadian" history course taught in the western provinces stress their role in the development of the nation. In contrast, they often view Quebec and French-speaking Canadians as a "problem" (Osborne in *Heritage Post*, 1997). Likewise, the Atlantic provinces look at Canada from the perspective of their region. It has led some to worry about the state of the nation. How can we stay together if we cannot speak to each other, if there is no common point of reference, if there is no sharing of values, partnership of purpose, or an appreciation of each other's stories (Axworthy, 1999)?

Yet some historians see the different perspectives taken towards the teaching of the history of Canada as less a cause for alarm. Concerns about the "bias" of history teaching in Quebec, meet the counter arguments that every region has its own take on Canada (Laville, 1996). Moreover, the problems teachers have with time, student motivation, good resources and the competition of math, science and technology with history for a place in the curriculum are common across the country (Laville, op. cit.; Therrien, 1997). Such folk, and they are not all from Quebec, warn about the artificial propagation of national myths (Francis, 1997).

Nevertheless, Axworthy's fears have hit a nerve, at least among Canadians concerned about the threat of Quebec separatism. Efforts to deal with deep-seated issues among Canadians failed as the Meech Lake (1987) and Charlottetown accords (1992) were turned down by what seemed to be ill-informed public opinion and mutual suspicion among English-speaking, French-speaking and First Nations peoples. The near-miss of the Quebec sovereignty referendum in 1995 caused many Canadians, including national government leaders from all parties, to suspect that Canadians did not really know enough about Canada to understand the issues. Such perceptions seemed to be confirmed by several surveys of Canadians, especially young people, which showed an

### Can History Professors Learn from K-12 Teachers?

Donald Schwartz

Before joining the history department at Cal State Long Beach, I taught high school social studies in New York City for eighteen years. One of the jokes that circulated in the teacher's lounge went something like this:

Question: "What are the two greatest lies in history?"

Answer: "1) The check is in the mail. 2) Hi, I'm from the university and I'm here to help you."

The idea of university professors and K-12 teachers working closely in some mutually beneficial collaboration makes sense, but it has rarely materialized. Why? The divide that separates teachers and university professors is real and formidable. Many school teachers are put off by what they perceive as a sense of elitism on the part of their university counterparts. Universities sometimes attempt to reach out to schools, but too often they do so to promote their own agenda which does not necessarily serve the needs of elementary and secondary educators. Some professors regard themselves primarily as scholars committed to their research and consequently see no particular responsibility for teacher-training or for K-12 education in general.

But there have been some hopeful signs that the gulf between universities and K-12 schools can be bridged. Select institutions of higher education around the country are making efforts to promote school-university collaboration, including my own, California State University Long Beach (CSULB). CSULB is somewhat unusual in that the teacher credentialing program is administered through the academic disciplines rather than through the School of Education. As a member of the history department I also coordinate the social science credential program. My responsibilities include creating courses that combine history with pedagogy, and recruiting history faculty to serve as supervisors for student-teachers in history/social science.

Before I was hired eleven years ago, relations between the university and the Long Beach unified schools were severely strained. Communication between the two systems was virtually nonexistent, and each institution regarded the other with mistrust and suspicion. But a change in top-level administrations at CSULB and the Long Beach Unified School District (LBUSD) changed that grim scenario. Bob Maxson, the newly appointed president at CSULB, concurred with LBUSD Superintendent Carl Cohn on the need to improve school-university relations. The deans of the College of Education and the College of Liberal Arts agreed that it was a major priority for the university to serve the needs of the surrounding K-12 community. Consequently, they set machinery in motion toward forging a genuine, reciprocal K-16 partnership.

The first step in this effort was encouraging teachers from different levels of schooling to talk to each other. In February 1996 social science teachers from Long Beach public schools met with history faculty from Long Beach City College and CSULB to discuss issues of common concern. It is rare for teachers of different schools within the same system to communicate with each other; it is even more remarkable and extraordinary then, when professors share their concerns about teaching with history teachers in elementary, middle, and high school. University and K-12 teachers at that groundbreaking meeting came to realize that they were addressing the same audience: students of lower middle class or working class backgrounds, many of whom are minorities with limited English proficiency, but who are highly motivated to become the first in their families to attend college. The discussants shared experiences and ideas on effective methods of reaching these youngsters, and specifically, how to make their academic disciplines more meaningful and comprehensible. The dialogue addressed common concerns related to teaching history/social sciences from kindergarten through graduate school. Public school and university educators together explored ways of engaging students, of how to integrate skills and content in daily lessons, and how to assess subject matter mastery beyond the traditional examination method.

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preserved history as a  
separate  
school subject**

## ▼ Myers / From 7

"appalling" lack of knowledge about their own country.

Groups such as Canada's National History Society, the Dominion Institute and the CRB Foundation have conducted projects to bring history back to life. In the 1990s they have organized contests such as the Governor General's Award for Excellence in Teaching Canadian History, conducted national surveys on historical knowledge, and produced curriculum materials (2).

Much of the angst around the "demise" of history in Canada was expressed in *Who Killed Canadian History?* (Granatstein, 1998). This polemic, written by a prolific and popular conservative historian, has sold well and sparked heated debate among both the teaching and academic communities. He argues with considerable passion that politicians, bureaucrats, teachers at faculties of education, and many of his university colleagues, especially social, feminist and multicultural historians have killed the discipline. By ignoring political, military and diplomatic topics, they had confused, misled, and bored most students. We have our version of Ravitch and Finn (Ravitch and Finn, 1987).

While reviews of Granatstein's book have been mixed and some of us have great difficulty with rants against multiculturalism—a policy consistently endorsed by nearly three-quarters of Canadians—he gains support every time a poll is published revealing that Canadians do not know much about their past. Of course, we do not know if students know more or less Canadian history than previous generations, although if we parallel the U.S. experience, the answer is likely that we know as much if not more (Henry, 1993).

So where are we going in our history debate and what can we learn from the elephant and the lion?

First of all, we can take the best of what the U.S. and the U.K. have to offer, beginning with a serious examination of the issues raised in these pages by VanSledright (1999) and Lee (1999). The Brits have had a long tradi-

tion of looking seriously at how children come to understand the past and the (relatively) vast American research community is building on this. The roar of the lion may keep the elephant from rolling over us!

Secondly, we need to be sensible about how we interpret issues and trends in the U.S. The resources and ideas from south of the 49th parallel are so rich in quantity and quality and so inviting we seldom seriously ask ourselves if the proposed innovation from south of the border fits our situation. While our societies are similar, our histories and our school systems are different enough to warrant at least giving perceived problems and proposed solutions a second look. And judging from my reading of the U.S. scene, second looks are in order down south when cries of "crisis" are raised. In a recent review, Cizek (1999) notes how often education is claimed to be in a state of "crisis" over the decades with little effort to prove the validity of such claims.

Third, as Laville has stated, we have to more constructively deal with the tensions between "those who, nostalgic for the teaching of history from another age, call for made-to-measure identities, representation and valorizations" and those, in all parts of Canada, including Quebec, who are concerned with "forming young, lucid, and autonomous citizens capable of freely and rationally defining their places and their roles in the democratic society of which they are participating members." (Laville, op. cit. 24).

While these tensions are also present in the U.S. and the U.K., Canadians have always been a people more prone to compromising than winning. It was evolution and compromise that founded Canada, not revolution or war. This spirit will come in handy as we debate national history, being ever mindful of the elephant and the lion. □

## Endnotes

1. As late as the 1970s, the core history course for grade nine

students in Ontario schools was British history.

2. For a detailed look at the Canadian scene check out the links from <http://www.historymatters.com>.

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John Myers is a curriculum instructor at the Ontario Institute for Studies in Education of the University of Toronto, on secondment from the Toronto district School Board.

**OAH's first regional conference**, cosponsored by the Iowa State History Department, will be held on the campus of Iowa State University, August 4-6, 2000. It focuses on the Midwest in two complimentary ways. It seeks to bring together American historians located in the Midwest as well as American historians studying the Midwest.

The meeting's special charge is to reach members and other historians and graduate students who find it difficult to attend the national meeting held in the spring each year. To that end, the conference will not replicate the annual meeting. Ames is a convenient, smaller, easy-to-navigate city and the conference benefits from the relatively inexpensive lodging and services offered there. The program also will differ. Considerably more attention will be devoted to the practice of history both in classrooms and in more public settings. Fully a third of the sessions are to be given over to professional development. Material culture studies, historic preservation, and teaching broadly conceived—from the classroom, to the museum, to the historic landscape—will be addressed. Our aim is to serve anew 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. We also hope to encourage persons who will soon serve in these diverse capacities—graduate students—to get involved in professional activities early in their careers.

## OAH Midwestern Regional Conference

In keeping with recent OAH program practice, we encourage formats that promote discussion and participation, for example, roundtables and debates with up to five panelists. We welcome individual paper submissions.

All proposals for individual papers, sessions, debates, workshops, and conversations should identify their format and specify participants. Each must contain a title page modeled on the form shown at the OAH webpage ([www.oah.org](http://www.oah.org)) and on page 20; a single-page c.v. for each participant; and an overall abstract of 500 words for multi-person sessions with 250-word abstracts for each paper (i.e., individuals submitting only a single paper proposal should provide an abstract of only 250 words). Send **five (5) copies** of the **entire** proposal postmarked no later than **November 1, 1999**, to: MRC 2000 Program Committee, Department of History, 603 Ross Hall, Iowa State University, Ames, IA 50011-1202. We also welcome volunteers to chair or comment at sessions, as assigned by the Program Committee. Send your c.v. and letter of interest directly to the OAH Office: MRC 2000, Organization of American Historians, 112 N. Bryan Avenue, Bloomington, IN 47408-4199. See the OAH webpage for the model cover sheet required for submissions.

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# Call

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# Papers



Ames, Iowa, c.1907

## Special Section for Graduate Students

# Another Facet of the OAH/NPS Cooperative: Opportunities for Graduate History Training

Constance B. Schulz

For the past five years the OAH has been a partner with the National Park Service in a "Cooperative Agreement" that has been so successful from the organizational level that both sides recently acted to renew it. Examples of jointly sponsored projects completed during the five years include site reviews of the interpretive histories being presented to the public at the National Park Service sites at Sagamore Hill NHS and the battlefields of Gettysburg, Antietam, Richmond, and Little Big Horn, and cosponsorship of the conference at the Seneca Falls Women's Rights National Historical Park on "The Stuff of Women's History." These collaborations and a number of others at the national level are important and well illustrate the role that the OAH can play through such a partnership in integrating the professional work of historians who work in the public sector and those who work in the academy.

Satisfied with those accomplishments, it is easy to forget that the "Cooperative Agreement" had a larger purpose than the specific tasks listed above. One of its goals from the beginning has been to encourage cooperative efforts between individual park sites and nearby university or college history departments. Such agreements have the potential to benefit both partners: most parks have an ongoing need to understand better their institutional history or the historical context of the site and the material culture resources they manage; meanwhile, university faculty and their graduate (and in some cases upper-level undergraduate) students engaged in researching and writing are often searching for meaningful topics for which substantial primary sources are available. The national initiative sponsored by the Woodrow Wilson Center to integrate humanities doctorates more fully into the public sector suggests that such an experience working with NPS staff would be highly valuable to history graduate students. In general however, history departments have been slow to take advantage of the opportunities which that part of the OAH/NPS agreement hoped to create. This article is a report on our modest attempt to realize that goal at the University of South Carolina, which we hope will encourage other academic historians to explore similar possibilities for cooperation with the National Park Service sites in their neighborhood.

In the past two years, we have entered into cooperative agreements with two nearby national parks, agreements which have provided important research and financial opportunities for our graduate students. We are currently exploring possibilities for a similar cooperative agreement with a third NPS site. I must begin by confessing that, despite my vantage point on the OAH/NPS Committee, I did not actively seek out these research projects. Our initial cooperative agreement with the King's Mountain National Military Park, and the subsequent agreement with the Charles Pinckney National Historic Site, resulted from NPS staff initiatives. These two projects illustrate two different kinds of activities in which academic departments and NPS sites can cooperate to their mutual advantage: creating internships which allow students to learn or practice public history-related skills, and conduct-

ing traditional historical research and writing projects on subjects or questions that meet the needs of parks and sites.

Our department has a well-established applied history program in which archives administration is field of study. King's Mountain, which became a national park in the 1930s, had extensive administrative and historical records that urgently needed processing and rehousing, tasks which our archival students were well-trained to carry out. The Charles Pinckney Historic Site faced a different problem. Created during the 1990s at Snee Farm, the park is one of many properties owned by Charles Pinckney, a signer of the Constitution from South Carolina. But park historians had no reliable biography of Pinckney. They thought such an assignment might be attractive to a masters or doctoral student as a thesis or dissertation topic.



"Woodburn," built shortly after the Revolution by Charles Coatsworth Pinckney, one of the framers of the Constitution. (Library of Congress)

Both parks sought to address their specific needs by applying to the Atlanta regional office of the National Park Service for one-time funding for each project. With funding in hand, interpreters at each park learned of the Applied History Program at the University of South Carolina, and contacted me to see if one or more students, or even a faculty member, might be interested in doing the work they needed under a cooperative agreement. Here my understanding of what a "cooperative agreement" involved came in handy. In both cases, after an initial meeting to examine the park site and learn more about its project and whatever resources were available, park staff and I drew up an agreement that addressed the legal and other requirements of my university and the NPS.

The other project at King's Mountain National Military Park is nearly complete. Because the park is 110 miles away from our campus, our agreement included travel and overnight accommodations as well as compensation for the four graduate archival students who worked on it. The most senior and experienced student, who also

helped me develop estimates of how much work we would need to do and how many supplies would need to be ordered, served as the onsite supervisor during the summer of 1998. One of the others used her duties—organizing the park's collection of more than 1,000 maps and engineering plans—to fulfill her internship requirement. A combination of our inexperience in estimating the start-up time and the park staff's discovery, once we had started, of additional historical materials we had not seen or included in our estimates, resulted in the project extending far into the academic year. Extra funding was added to the project's budget. In addition to reorganizing and creating finding aids for the map storage cases, we reduced five vertical six-drawer filing cabinets and a dozen large boxes of papers stored in an attic to twenty-one cubic feet of well-organized records, all housed in acid-free folders and archival storage boxes.

A detailed folder-level finding aid for these records will help park staff develop interpretive plans and manage their historical resources more efficiently. In addition, we sorted through, discarded, organized topically, and rehoused a collection of more than 10,000 slides, and are nearly finished with a separate task of rehousing in appropriate sleeves another 10,000 prints and negatives that record park activities for nearly sixty years. The final remaining activity is to create descriptions of the seven distinct sections of the collection that will added to the NPS database and made available to researchers through its Website.

While the King's Mountain archives project has occasionally been frustrating because it has lasted so much longer than any of us expected, we are all pleased with its outcome. The students gained experience in organizing a medium-sized archive from the beginning through to its completion. The park is now able to locate maps, documents, research materials, and photographs in their collection. We have been approached by another NPS site just outside of Columbia, SC, whose archives are also in a state of disarray; if they are awarded funding, we hope to provide a new group of students with a similar opportunity.

Our second "Cooperative Agreement" has been much more straightforward. The telephone call from the Charles Pinckney Historic Site coincided with the search for a dissertation topic by one of my doctoral students. The Pinckney opportunity carried with it a \$20,000 budget and a two-year time table. The student was delighted at the thought of being paid the bulk of that amount to research and write his dissertation on a full-time basis. We were able to design the cooperative agreement in such a way that he is designated contractually as a research graduate assistant, and thus no indirect costs are levied by the university against the available funds—all can go to the student. His research is well underway; while he may work under the disadvantage of fairly rigid deadlines, a factor most Ph.D. students don't usually encounter, he also benefitted from cooperation and assistance from the park

## ▼ Schwartz / From 7

The conversation that began in 1996 continues to this day. What makes this experience unique is the fact that the dialogue between university and school faculty is truly reciprocal. To be sure, elementary and secondary school teachers are excited to learn about recent interpretations of historical issues and the research interests of their college counterparts. But surprisingly, college and university history faculty have recognized that they benefit enormously from the expertise of their K-12 counterparts. Many students entering college classrooms today are decidedly different from those of previous decades. They are more diverse—not only in terms of ethnic and racial origin—but in their academic preparation for higher learning. Techniques that college instructors have relied on in the past—namely, lecture—are not always effective in reaching many students today. Other devices must be explored to make subject matter meaningful to all. This is where college and university faculty have found conversation with K-12 teachers most productive. Professors are interested in learning how to spark student interest in history and how to encourage youngsters to participate more actively in class discussions. From conversations with precollegiate teachers they have learned additional instructional strategies that transcend the lecture. These techniques include cooperative learning, small group work, debates, Socratic discussion, teaching to a variety of learning styles, and using Bloom's taxonomy to create questions that challenge students to think critically and creatively.

California universities are paying increasing attention to issues of standards and outcomes assessment in education, where there is much to learn from the K-12 experience. In fact, CSULB is in the process of adopting curriculum, course outlines, and academic standards that can interface with those developed by the LBUSD. Long Beach high schools are developing final examinations to align with CSULB entrance requirements. Once again, the experience gained from K-12 educators is invaluable. University history faculty have been introduced to scoring guides, rubrics, and portfolio assessment.

Since the initial meeting in February 1996, history faculty from Long Beach public schools, Long Beach City College, and CSULB have been meeting monthly to align curricula, course outlines, and standards in an effort to ease students as they move from one level of education to another. Each monthly meeting addresses issues of historical interpretation as well as pedagogy, skills, and content. Some of the topics discussed include: teaching religion in the social science classroom, integrating geography and history education, comparative immigrant experiences, and using the Internet to teach history/social sciences.

Collaboration with history teachers from K-16 has led to a variety of innovations. In an effort to wed content and pedagogy, CSULB now offers two courses in the history/social science credential program—one in world his-

tory and one in U.S. history—that feature a team-teaching effort by a history professor and a history high school teacher. Thus, students not only learn about recent interpretations concerning nineteenth-century U.S. expansion, they are also introduced to ways of teaching that subject matter to middle school students. As an additional benefit from this collaborative approach, the college instructor learns to model effective teaching practices for potential teachers. In recent years CSULB history professors have worked with elementary and secondary social studies teachers in summer institutes sponsored by The National Faculty, a non-profit organization founded in 1968 by the National Endowment for the Humanities and dedicated to use university resources to benefit teachers. Based in Atlanta, the program recruits outstanding scholars to work with K-12 educators in the humanities, arts, and sciences. During the past three summers, National Faculty has recruited CSULB history faculty to conduct workshops with world history and U.S. history teachers from Long Beach public schools. To date, six history professors from CSULB have worked with eighty-five K-12 social science teachers in National Faculty summer seminars.

An effort is being made to assess the impact of the K-16 partnership. Students at CSULB regularly evaluate the credential program, and have often cited the integration of content and pedagogy in history classes as a particularly helpful feature of their academic and professional preparation. Scores on entrance examinations to CSULB have risen over the past few years, which may or may not be a reflection of the K-16 collaboration. Many of the changes resulting from the innovations described above are qualitative rather than quantitative, and it is incumbent upon those professors who have participated in the project to convince their more detached colleagues that such qualitative changes are important.

Collaborations of the nature described above require extensive planning and a considerable investment of time by all parties involved. Outside support, while not absolutely essential, is most welcome. Toward that end, the Long Beach Unified School system has been very successful in securing funding through a variety of grants. Funding from the Knight-Ridder Foundation as well as from the Asia Society supports the work of National Faculty in Long Beach. Other grants from the Boeing Corporation and from the National Education Association help fund the Seamless Education Project to facilitate K-16 education in all disciplines.

Problems and challenges remain. While several CSULB professors have warmly embraced the opportunity to work with K-12 teachers, they represent only a small fraction of their respective academic departments. Some academicians are reluctant to share the podium with school teachers and have refused invitations for team teaching. Nevertheless, the K-16 alliance in Long Beach has gone a long way toward bridging the traditional school-university abyss and it has fostered considerable good will among teachers in all participating institutions. It is too early to determine if these efforts have resulted in increased student achievement, but it certainly has eased student transitions from one institution to the next. In addition, participating university colleagues have a greater understanding and empathy for history/social science teachers from kindergarten to community college, which serves them well in their work with future teachers.

The key to successful collaboration is mutual respect among all parties. Our experience has shown that teachers from all levels of education can learn and benefit from each other. Now when I visit a school and announce, "Hi! I'm from the university and I'm here to help you," teachers actually believe me! □

Donald Schwartz is professor of history and education and credential coordinator for the social sciences at California State University Long Beach.

## ▼ Mancall / From 5

mittee from each country where there are practicing American historians. Short of that goal, there could be members on committee representing parts of the world (eg, Southeast Asia, Australia and New Zealand, West Africa, etc.). The JAH has done an admirable job of bringing the scholarly views of historians outside of the United States to the attention of the membership. Now the time has come to pay attention to American historians abroad, some of whom might have some excellent ideas about the ways that the OAH can better serve American historians.

Through its first regional conference (see the call for papers on page 8) OAH is also trying to reach outward. Besides offering a less costly alternative to the Annual Meeting, the Midwestern Regional Conference, in Ames, Iowa, next summer, will bring together university and college faculty and graduate students, teachers, and historians at historical societies, museums, and libraries, as well as those self-employed, privately employed, or working in government. Such outreach is a welcome sign. Other organizations, such as the North American Conference on British Studies, hold regional conferences and thereby allow more scholars to be involved in professional meetings.

In theory, the membership committee exists also to communicate the views of the membership to the organization. One great advantage of new technologies is our increased capacity to share views with one another. With 58 members, one for each state (more than a single member for a few populous states) as well as one representative for members residing outside of the United States, discussion between annual meetings had been limited to memos and mailings. No conference calls for a group this size. To facilitate more interaction, the committee, with the help of the OAH office, has created an online discussion list. In addition, the committee has provided consistent support to the organization's efforts to create an online database of its members (See announcement on page 1). Communicating regularly through e-mail and being able to check membership online are exciting developments.

I welcome all members of the OAH to write to the membership committee anytime at [mbrcmte@oah.org](mailto:mbrcmte@oah.org), or direct your correspondence to me at the Department of History, 3001 Wescoe, University of Kansas, 3001 Wescoe, Lawrence, KS 66045. A complete list of the members of our committee, our email addresses, and contact information will soon appear on the OAH webpage. We hope to hear from you. Please join me by contributing to an ongoing dialogue with the organization's largest committee, a committee that takes seriously its task of trying to improve the nation's premier organization for the study and teaching of American history. □

Peter Mancall is professor of history at the University of Kansas and the chairman of the OAH Membership Committee.

## Please share your teaching ideas...

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

# Audiotape Order Form

## ORGANIZATION OF AMERICAN HISTORIANS ANNUAL MEETING SHERATON CENTRE, TORONTO, ONTARIO, CANADA

April 22 – 25, 1999

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TITLE	CODE	PRICE		QTY	TOTAL
		US	CDN		
<b>Thursday, April 22</b>					
<input type="checkbox"/> Borders That Divide and Connect	005/006	\$20.00	\$30.00		
<input type="checkbox"/> The American Century	010/011	\$20.00	\$30.00		
<input type="checkbox"/> Oral Traditions	015/016	\$20.00	\$30.00		
<input type="checkbox"/> Maternalist Social Policy	020/021	\$20.00	\$30.00		
<input type="checkbox"/> Creating and Crossing Racial	025/026	\$20.00	\$30.00		
<input type="checkbox"/> Sex and Food	030/031	\$20.00	\$30.00		
<input type="checkbox"/> Restructuring the North American City	35/036	\$20.00	\$30.00		
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<input type="checkbox"/> The Scopes Trial Revisited	045/046	\$20.00	\$30.00		
<input type="checkbox"/> The Child and the State	050/051	\$20.00	\$30.00		
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<input type="checkbox"/> New Perspectives on Feminism	080/081	\$20.00	\$30.00		
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<input type="checkbox"/> African Americans and Issues of Race	095/096	\$20.00	\$30.00		
<input type="checkbox"/> American Economic Policy Making	100/101	\$20.00	\$30.00		
<input type="checkbox"/> Making Men, Making the Nation	105/106	\$20.00	\$30.00		
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<input type="checkbox"/> Conversation – The Local as	120/121	\$20.00	\$30.00		
<input type="checkbox"/> Historical Perspectives on Law Enforcement	130/131	\$20.00	\$30.00		
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<input type="checkbox"/> Internationalizing American History	180/181	\$20.00	\$30.00		
<b>Friday, April 23</b>					
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<input type="checkbox"/> Conversation – New Perspectives in Labor History	385/386	\$20.00	\$30.00		
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<input type="checkbox"/> Conversation – The Fiftieth Anniversary of the	400/401	\$20.00	\$30.00		
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<input type="checkbox"/> Engendering U.S. History	435/436	\$20.00	\$30.00		
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<input type="checkbox"/> Conversation – The Web of Narrative	485/486	\$20.00	\$30.00		
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CONTINUED ON NEXT PAGE ►

## Lectures given on behalf of the OAH

The Organization of American Historians would like to thank the following scholars who delivered lectures, as part of the OAH Lectureship Program, during the period of August 1, 1998 to August 1, 1999. Lectures were given at the institutions indicated below. Proceeds from are donated to the Organization of American Historians. **The OAH is grateful them for their generosity.**

**Joyce Appleby**  
at California State University,  
San Bernardino

**David Blight**  
at Gettysburg National Military Park

**Clayborne Carson**  
at Eastern College

**Dan Carter**  
at Oakland University

**Roger Daniels**  
at North Shore Country Day School

**Ellen Carol DuBois**  
at Seattle University

**Sara Evans**  
at University of the South

**Heather Huyck**  
at Kutztown University

**Alice Kessler-Harris**  
at University of Iowa

**Richard Kirkendall**  
at Truman State University

**J. Morgan Kousser**  
at California State University,  
San Bernardino

**Karen Kupperman**  
at The Lyceum

**Ann Lane**  
at Auburn University

**Lawrence Levine**  
at University of Alabama, Huntsville

**Leon Litwack**  
at Drake University

**William McFeely**  
at the Georgia Association of Historians

**John Murrin**  
at Cincinnati Museum Center

**Gary Okihiro**  
at The College of Saint Rose

**Jack Rakove**  
at Southwest Texas State University

**David Roediger**  
at Duquesne University

**Roy Rosenzweig**  
at University of New Hampshire

**Vicki Ruiz (2 lectures)** at  
California State University,  
Stanislaus and  
Utah Valley State College

**Anne Firor Scott**  
at University of Tennessee at Martin

**Robert Brent Toplin (2 lectures)**  
at University of Central Arkansas  
and Southern Arkansas University

**Bertram Wyatt-Brown**  
at Central Washington University

## Audiotape Order Form (continued)

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<input type="checkbox"/> Fragmentation, Authenticity, and Modernity	655/656	\$20.00	\$30.00		
<input type="checkbox"/> Conversation – Sovereignty and Nationhood	660/661	\$20.00	\$30.00		
<input type="checkbox"/> Into Our Pasts: Historical Scholarship on the	665/666	\$20.00	\$30.00		
<input type="checkbox"/> The Old and the New Lefts in a Comparative	670/671	\$20.00	\$30.00		
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<input type="checkbox"/> The <i>Journal of American History</i>	680/681	\$20.00	\$30.00		
<input type="checkbox"/> Consumption and Identity Formation in the	685/686	\$20.00	\$30.00		
<input type="checkbox"/> After Emancipation and Before Jim Crow	690	\$10.00	\$15.00		
<input type="checkbox"/> From the Classroom to the Exhibit Hall	695	\$10.00	\$15.00		
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<input type="checkbox"/> Looking Beyond Race: Rurbanity, Economics	705/706	\$20.00	\$30.00		
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<input type="checkbox"/> Diffusing the State: Internationalizing America	715/716	\$20.00	\$30.00		
<input type="checkbox"/> Conversation – Women, Science and Medicine	720/721	\$20.00	\$30.00		

TITLE	CODE	PRICE		QTY	TOTAL
		US	CDN		
<i>Sunday, April 25</i>					
<input type="checkbox"/> Planning, Selling and Consuming Spaces	725/726	\$20.00	\$30.00		
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## Special Section for Graduate Students

# Gleaning the Chaff: New Studies Report High Attrition Rates in Graduate History Programs

Roark Atkinson

The newest crop of history graduate students will begin coursework around the country in a few weeks—more than 2,500 of them (1). Like their predecessors, most will have done some investigative work before choosing their graduate programs in history: visiting campuses, considering the field strengths and weaknesses of various departments, looking at the size of the research libraries and university endowments, and gauging the reputations of the various professors. Even the most nonchalant applicants will have sought advice from their undergraduate faculty mentors. Many will have run to the local bookstore to peruse the latest national rankings of history departments in the *US News and World Report* (USNWR), or at least glanced at the *Gourman Report: A Rating of Graduate and Professional Programs in American and International Universities*. More industrious types will have read Lingua Franca Book's *The Real Guide to Grad School: Humanities and Social Sciences* (as well as Lingua Franca's annual "Jobtracks" issue, which reports data on the placement of Ph.D. recipients in the job market).

Yet there is precious little that is scientific about one's decision to go to graduate school—it requires a leap of faith. At present, would-be candidates simply do not possess the information they need to make informed decisions—not only about which graduate program to attend, but whether to pursue a Ph.D. at all.

Traditional sources such as those above are woefully lacking any comprehensive information on the attrition rates of history graduate programs. Data on this phenomenon are arguably some of the most valuable—and elusive—one can acquire before choosing a graduate program. No national study on attrition exists, and a team of experts has recently indicated that creating one would be unfeasible (2). Several recent publications are attempting to fill the gap, or at least describe the gap in our knowledge.

*The Path to the Ph.D.* (National Academy Press) provides a roadmap of the studies being done to assess attrition rates in graduate programs by broad fields of discipline. The executive summary notes that deans and faculty in the 1960s estimated attrition rates of 20-40 percent for selected fields in science and the humanities. The percentage for humanities and social sciences by themselves has tended to be higher, however. Between 1967-1971 the attrition rate for graduate students enrolled in English, history, and political science programs together was 41.9 percent; from 1972-1976 it was 49.6 percent (the rates during this period for mathematics and physics together were only 33.1 percent and 35.4 percent, respectively) (3). Today institutions are reporting rates of approximately 50 percent for selected fields in the sciences and humanities, and over 65 percent for some programs.

Unsatisfied with the broad categories used in this and other reports, I contacted Peter D. Syverson at the Council of Graduate Schools, who helped me find several recent studies that focus on history alone. A few universities have released history graduate student data on the Internet. Of these, the University of California at San Diego's website shows that out of the fifty-one graduate students who entered its history department between 1981-1986, only 33 percent completed the Ph.D. Of the remainder, 65

percent left the program, and one student (2 percent) was registered or on leave in spring of the tenth year (4). Another valuable study at the University of Wisconsin at Madison shows a similar trend in their graduate history program (5). Following five cohorts of graduate students over eleven-year periods, it shows that, on average, only 41 percent of graduate students between 1983-87 obtained the Ph.D. Of the 1985 cohort alone 28 percent received the degree (see Table 1). Since nine students of the 1987 class remain enrolled, this figure remains tentative. If we limit the pool to the 1983-1986 cohorts, 39 percent on average received the degree, suggesting an attrition rate of 61 percent. Since comparisons cannot be made nationwide, the disturbing pattern these figures reveal should not be seen as a reflection of the quality of the programs; the universities instead should be praised for making the information available to the public.

Syverson also put me in touch with Sharon Brucker, Database Coordinator of the Mellon Graduate Education Project. She provided me with preliminary data on history (all subfields) from an extensive study of twelve institutions presently underway (6). Brucker patiently explained the many complications involved in determining attrition rates, such as distinguishing between 'residual' and 'declared' attrition. (The former is the number of students left when you subtract the graduates; the latter is the number of students who have been 'terminated' either by the institution, or through the student's choice. According to the Mellon study (which uses declared attrition), for the years in which cohorts can be tracked over ten-year periods, 40 percent of the students left the program. But the number is an aggregate, and individual institutions ranged from 20 percent to 64 percent. Also, if we look at residual attrition, the number rises to 47 percent for all institutions. Brucker added that "the percentage of students in the 1982-1985 entering cohorts who had earned a Ph.D. by the end of their tenth year in the program ... [yields a] completion rate of 47 percent," which leaves 53 percent unfinished at that stage. Interestingly, 71 of the 126 students who did not finish in ten years went on to receive the degree within sixteen years, a fact that Brucker indicates "flies in the face of the common assumption that students who don't finish in ten years will never complete the Ph.D."

In other words, the history graduate students who stick it out are a tenacious bunch. This very tenacity is one of the issues that the Mellon study hopes to address. As Brucker explained, "analysis of the data will help departments redesign their programs so that students are likely to finish within seven years—and certainly within ten."

The reasons for failing to obtain the Ph.D. in an effi-

cient manner (if at all) are numerous, and even harder to divine than the quantitative data. Most qualitative studies are written from the institutional perspective, and typically hold the student responsible, either for voluntarily dropping out of the program or failing to complete some stage of the process (7). A recent national survey on doctoral student education and career preparation recently conducted by the University of Wisconsin Center for Education Research promises to reveal the perspectives of graduate students in various fields and more clues on the forces that impel one to leave graduate school (8). Those results will be available in 2000.

Whatever the cause, the callous among us might see high attrition as good news—fewer students finishing means fewer Ph.D.s. in the marketplace competing for scarce jobs. Spencerians might delight in the notion that only the very best and brightest are getting hired, out of a sea of strong candidates. The quality of higher education, as the theory goes, would rise as a result. There are problems with these assumptions, however. Many of those who never received the degree are ABDs pursuing part-time positions at campuses around the country. Without full credentials, they must (and are usually willing to) work for incredibly low wages. This choice often seals their fate: they must work several jobs to make ends meet; correspondingly, they have less time and energy to devote to completing their Ph.D. Many, of course, never finish, and never obtain the tenure, security, or decent pay dreamed of in graduate school. They continue in this cycle of underemployment for many years, apparently qualified enough to teach, but unable to secure a permanent place in the profession (9).

Providing more financial support to graduate stu-

**Table 1. Attrition, Completion, and Continued Enrollment for Students in the Graduate Program in History at University of Wisconsin at Madison, 1983-1987.**

Cohort	N	Ph.D. Recipients	Did not receive Ph.D.	Still enrolled after 10 years
1983	25	9 (36%)	16 (64%)	0
1984	41	15 (37%)	23 (56%)	3 (7%)
1985	43	12 (28%)	31 (72%)	0
1986	39	17 (44%)	21 (53%)	1 (3%)
1987	51	17 (33%)	25 (49%)	9 (18%)

Source: "Index of UW-Madison Graduate Program Profiles," (1994-1997)  
<<http://www.wisc.edu/grad/gs/profiles/majors/499.html>>

dents already enrolled may help them avoid "adjunct purgatory," as one part-time instructor has termed it. But departments tend to save the best financial packages for incoming students. According to an Association of Graduate Schools / Association of American Universities (AGS/AAU) study of 20 graduate history programs, as many as 26 percent of first-year and 33 percent of second-year students at public and private institutions (29 percent and 38 percent at private institutions alone, respectively) did not receive financial aid (10). These fig-

## ▼ Lamb / From 1

casting and basically taught me the art of interviewing. This hovered around the whole idea that when you interview, listen to the answer. The other teacher was C. J. Hopkins, who was my high school journalism teacher and ran the high school newspaper. I've never forgotten them. They've had a tremendous impact on me.

In college, there were a number of memorable teachers. Probably the two or three who had the most impact included Jim Huston, a history professor. I just had the honor of having him as a guest on our presidential series program out of Battle Ground, Indiana, where we talked about William Henry Harrison. Another, who has long been deceased, was a man by the name of Clitheroe, who taught the philosophy of religions. He was a wonderful lecturer, a very patient man. I wasn't a very good student, but I learned a lot about the business of philosophy and religion and just living from him. I think he was a great teacher, a great reader. There were many more teachers I haven't mentioned.

**ME:** Do you think that being from Indiana has exercised a distinctive influence in your stewardship of C-SPAN?

**BL:** I think being from a small town, being from the middle of the country, being from a relatively small family with parents who were alive and alert but not heavily educated, being from an area where people allowed you to do anything you wanted to do—you could fail; if you succeeded, they didn't overdo the praise. There was a great skepticism in the middle of the country about a lot of things, but yet there was a genuineness about it that you often don't find on the two coasts. Everything I lived back in Lafayette, Indiana, has had a tremendous impact on what I've tried to do here.

**ME:** In a speech to the National Press Club, you've spoken about bringing democracy to television. I wonder if you could expand on that for me?

**BL:** Well, I come at this whole business from an unsophisticated, non-ideological point of view. When I think about democracy, I think about it meaning what it says. I don't come to it with a theory that representative government means it represents me; I come to it with the basic understanding that when I vote it has an impact. I pull the lever, and something happens on the other end. Either I win or lose. I think about television and democracy the same way. I grew up with television being controlled by three men living in New York City. Everything trickled down from those three men, William Paley, Leonard Goldenson, and David Sarnoff. Now, they were just being good businessmen. They maneuvered to get the licenses first in radio, then in television. They set the standards for what television was going to be, and because there were only three, they tried to appeal to everyone all the time. But that is just not democracy.

**ME:** Newton Minow, during his tenure as chairman of the Federal Communications Commission under the Kennedy Administration, called television the vast wasteland in 1961. What your thoughts are about this indictment?

**BL:** I think he was right about an enormous amount of television, but I think you could say that about an enormous amount of things American. One person's wasteland is another person's great pleasure.

One of the hardest things for us to understand is that everybody is not going to listen to opera, they're not all going to listen to symphony orchestras, they're not all going to read *The New York Times*. I don't care if it was immediately available to everybody, it just wouldn't appeal to everybody. And it's really hard in the end what people choose, especially if you have a kind of lofty view of what's good and bad.

**ME:** William Styron remarked nearly ten years ago that a television book show would never achieve wide popularity in this country. Yet when I think of C-SPAN I think most of all about *Booknotes*. So what is *Booknotes*?

**BL:** Well, I can understand why William Styron would say that, because he was talking about commercial television, and given the economics of commercial television or at least as it was when he said that, there was not a chance that a book show would survive because the ratings would be relatively low. The secret of *Booknotes* is that there's no meter on it. When Monday morning rolls around, you don't look at the meter and say "Last night was a success or a failure." It's exhilarating because of that. It's also frustrating because it would be a lot more fun to come in and say, "Gee, we had a million people watching that last night," or "Oops. There were only 50,000." But because we don't have that, no one ever really knows whether it's a big winner or a big loser, and that allows us to experiment, to have a bad week, to do a lot of in-depth history that we wouldn't otherwise do. The *Booknotes* program is meant to be that way in a non-commercial environment, and whether or not it has been a success is really in the eye of the beholder.

**ME:** Just how are the titles for the weekly telecasts of *Booknotes* chosen?

**BL:** Very unscientifically. First of all, a book is chosen before it's read, not after it's read. A book is chosen because it's a hardback, it's non-fiction, and the author has never appeared on *Booknotes* before. Nor will they appear again under our ten-and-a-half year tradition. It's a one-shot deal. By the way, that's why we expanded to a full forty-eight hours of books on the weekend, because of the word-of-mouth success of *Booknotes*. We have provided another great avenue for book writers to have their say.

Going back to your earlier question about what impact Lafayette, Indiana, has had on me. I think it is very important for people to factor that in when they consider how books are selected. There's a lot I've missed in my life when it comes to reading and understanding the is-

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### INSTITUTE ANDREW W. MELLON POSTDOCTORAL RESEARCH FELLOWSHIP 2000-2001

The Omohundro Institute of Early American History and Culture invites applications for a one-year Andrew W. Mellon Postdoctoral Research Fellowship in any area of early American studies, to begin July 1, 2000, in residence at the Institute. The award carries a year's support to revise the applicant's first book manuscript and the Institute's commitment to publish the resulting study. The Institute's field of interest encompasses all aspects of the lives of North America's indigenous and immigrant peoples during the colonial, Revolutionary, and early national periods of the United States and the related histories of Canada, the Caribbean, Latin America, the British Isles, Europe, and Africa, from the sixteenth century to approximately 1815.

The principal criterion for selection is that the candidate's manuscript have significant potential for publication as a distinguished, book-length contribution to scholarship. Applicants must submit a completed manuscript. They may not have previously published a book or have a book under contract and must have received their Ph.D. at least twelve months prior to the application deadline (November 1). The manuscript must not be under contract to another publisher, as the Institute will hold the rights to publishing the revised study. The application should reflect a thoughtful program for revision and evidence of the author's having begun the process of preparing the manuscript for publication. Persons who have previously participated in the Institute-National Endowment for the Humanities postdoctoral fellowship competition may apply, but former recipients of that fellowship will not be eligible. Those who qualify may apply simultaneously to both programs.

The Mellon fellow will join the two Institute-NEH fellows in residence at the Institute. Fellows devote most of their time to research and writing, working closely with members of the editorial staff. They also have the opportunity to participate in colloquia and other scholarly activities of the Institute. No teaching responsibility is attached to the Mellon fellowship. In addition to a stipend of \$30,000 and a comprehensive benefits package, the fellowship will provide office, research, and computer facilities and some funds for travel to conferences and research centers.

The Andrew W. Mellon Postdoctoral Research Fellowship will be open to all eligible persons equally, including foreign nationals. It is made possible by a generous grant to the Institute by the Andrew W. Mellon Foundation and will be offered annually over the next four years. The Institute is a National Endowment for the Humanities-designated Independent Research Institution; is cosponsored by the College of William and Mary and the Colonial Williamsburg Foundation; and is an Equal Opportunity/Affirmative Action employer. Members of under-represented groups (including people of color, persons with disabilities, Vietnam veterans, and women) are encouraged to apply.

Further information and application forms may be obtained from the Andrew W. Mellon Postdoctoral Research Fellowship, OIEAHC, P. O. Box 8781, Williamsburg, VA 23187-8781.  
E-mail: IEAHC1@facstaff.wm.edu. Application deadline is November 1, 1999.



### INSTITUTE POSTDOCTORAL NEH FELLOWSHIP 2000-2002

The Omohundro Institute of Early American History and Culture offers annually a two-year postdoctoral fellowship in any area of early American studies, to begin July 1, 2000. A principal criterion for selection is that the candidate's dissertation or other manuscript have significant potential as a distinguished, book-length contribution to scholarship. A substantial portion of the work must be submitted with the application. Applicants may not have previously published or have under contract a scholarly monograph, and they must have met all requirements for the doctorate before commencing the fellowship. Those who have earned the Ph.D. and begun careers are also encouraged to apply. The Institute holds first claim on publishing the appointed fellow's completed manuscript. The Institute's field of interest encompasses all aspects of the lives of North America's indigenous and immigrant peoples during the colonial, Revolutionary, and early national periods of the United States and the related histories of Canada, the Caribbean, Latin America, the British Isles, Europe, and Africa, from the sixteenth century to approximately 1815.

Fellows devote most of their time to research and writing, work closely with members of the editorial staff, and participate in colloquia and other scholarly activities of the Institute. In addition to a beginning stipend of \$30,000, the fellowship provides office, research, and computer facilities as well as some funds for travel to conferences and research centers. Fellows hold concurrent appointment as assistant professor in the appropriate department at the College of William and Mary and teach a total of six semester hours during the two-year term. Institute fellows also have the option of spending a summer at the Huntington Library on a full grant within five years of their residency in Williamsburg.

For the calendar year 2001 the fellow will be supported principally by the National Endowment for the Humanities through its program of fellowships at Independent Research Institutions. During that year he or she will be designated both an NEH and an Institute fellow.

The award is open to all eligible persons equally. Foreign nationals must have lived in the United States for the three years immediately preceding the date of the fellowship award in order to receive NEH funding. The College of William and Mary is an Equal Opportunity/Affirmative Action university. Members of under-represented groups (including people of color, persons with disabilities, Vietnam veterans, and women) are encouraged to apply.

Further information and application forms may be obtained by writing to Institute-NEH Fellowship, OIEAHC, P.O. Box 8781, Williamsburg, VA 23187-8781.  
E-mail: IEAHC1@facstaff.wm.edu. Application deadline is November 1, 1999.

## Special Section for Graduate Students

# Confronting the Crisis: A Graduate Student's Perspective on the MLA Conference on the Future of Doctoral Education

Anthony Harkins

Responding to the chronic shortage of tenure-track positions and the overproduction of doctorates that have long plagued the modern-language fields, over two hundred professors, administrators and graduate students gathered in April 1999 at the University of Wisconsin-Madison to examine "The Future of Doctoral Education" at a national conference sponsored by the Modern Languages Association (MLA) as well as the College of Letters and Science and the Institute for Research in the Humanities at UW-Madison. Although some of their discussion was discipline-specific, the participants spent most of their time wrestling with a wide array of issues all-too-familiar not only to MLA doctoral candidates but also to graduate students in history, and indeed, throughout the humanities.

Having tested the job market this year, I am fully aware of the overabundance of well-qualified candidates and the undersupply of secure positions in history departments, and I have long known of the even greater difficulties facing new Ph.D.s. in the modern languages. Nonetheless, I was taken aback by the language of crisis and the anxious undertone of many of the presentations and conversations. Sobering statistics reinforced the palpable sense of nervous uncertainty in what Yvonne Ozello (professor in the French and Italian Department and Associate Dean for the Humanities at UW-Madison) called "the spring of our discontent." According to the MLA's latest statistics, only 33 percent of students who earned English Ph.D.s. in 1996-1997 and 38 percent of their peers in foreign languages gained tenure track positions in that year (1). Walter Cohen of the Cornell University Graduate School offered an even grimmer assessment of the economics of doctoral education. Cohen estimated that because of high attrition rates, on average only 25 percent of entering graduate students in English ultimately land a tenure-track position, a shockingly low figure he nonetheless deemed "optimistic."

Although the comparable figures for history Ph.D.s. have fortunately not yet reached these depths, they are moving in this direction. Ted Margadant's recent findings reported in *Perspectives* (May 1999) show that only 46 percent of students who earned Ph.D.s. in history in 1997-1998 landed tenure-track positions that year and that Ph.D. production is likely to far outpace the expansion of tenure-track lines well into the next decade (2). More than one conference speaker noted the irony of this shrinkage or stagnation of the academic workforce in the midst of an otherwise active U.S. economy, and several warned of the now familiar but nevertheless disturbing chasm in academe between the tenured and tenure-track elite and the burgeoning army of underpaid instructors, adjuncts, and part-timers with no job security and minimal benefits (3).

Despite the undercurrent of anxiety and depression, however, there was also a widespread sense that conferees should heed the advice of David Ward, the historical geographer who is Chancellor of the University of Wisconsin-Madison, to move beyond critique and angst to specific solutions. Most of these new ideas came out of the smaller workshop sessions that were marked by engaged and spirited discussion and addressed a wide variety of topics including the future of the M.A. degree,

job-placement strategies, unionization, and the purpose of the Ph.D. as preparation for employment.

The most controversial proposals—that the MLA or a similar organization be granted accreditation and regulatory authority over graduate programs in the modern languages, and that faculty and administrators voluntarily accept salary caps in order to increase the wages of lower level instructors—attracted few adherents, but all participants agreed that the *status quo* is untenable. Conferees stressed the need to expand tenure-track lines, battle trends toward the increasing use of underpaid part-time, adjunct, and graduate-student instructors, and reject market models of education under which students are seen as "customers" and courses defined as "delivery systems."

Most participants also agreed that doctoral programs at the major research universities prepared students too narrowly for positions in similar Research I institutions and that graduate students needed better preparation for the job market as it is today. Sharp disagreements arose, however, over how this goal could best be accomplished. Several in the audience pressed for more preparation for careers outside of academia, arguing that the skills graduate students develop make them highly valuable to the business world. These advocates described various ongoing and planned projects, including a leadership development certification program at the University of North Carolina at Chapel Hill; an innovative voluntary internship program at the University of Massachusetts at Amherst that has placed students with local historical societies, museums, and film companies; and new grants and awards offered by the Woodrow Wilson National Fellowship Foundation that, in the words of its president, Robert Weisbuch, are designed to blaze "paths through the forests" between academia and the outside world (4).

Yet graduate students in the audience consistently challenged these efforts to remake them into museum curators, journalists or grant writers. They stressed that they had entered their programs out of an intellectual love for their discipline and with few illusions about the limitations of the job market. They also emphasized that had they desired careers in the business world, they could have acquired the necessary skills in much less time and with far less accumulation of debt. Although they supported efforts to broaden their skills and experience base, they insisted that such programs should supplement rather than replace traditional graduate education. Instead—mirroring concerns that many of my fellow history graduate students and I share—they called for economic equity and a more useful and thorough preparation for the types of academic jobs they were likely to acquire at teaching-oriented institutions. Among their many suggestions were:

- Support for a living wage and collective bargaining rights for graduate student workers
- More graduate courses in pedagogy
- Better training in incorporating technology in the classroom
- More opportunities to teach undergraduate courses beyond introductory surveys
- More guidance in developing dossiers and preparing

for job interviews; and

- Relief from the ever-increasing pressure to publish and present at conferences (what one participant dubbed "turbo-professionalization") (5).

As several participants pointed out, the conference did have its limits. Although most current and future teaching positions are at smaller teaching-oriented universities and colleges, all of the plenary session speakers and most of the participants were from Research I universities. Further, relatively few graduate students and even fewer recent Ph.D.s. were invited to the conference. And, despite all the talk of better preparing graduate students and reemphasizing teaching, no plenary speaker was introduced as "the advisor and mentor of over thirty graduate students and hundreds of undergraduates" instead of as the author of a celebrated monograph.

Yet my overall impressions were largely positive. It was heartening to hear from such articulate and properly insistent graduate students and to see them treated as valued colleagues rather than as subordinates or rivals. I was encouraged by the widespread support among faculty and administrators for efforts to ensure graduate-student workers a living wage, to resist market models of education, and to fight against the casualization of the academic labor force. I was also pleased to hear some professors stress that the only way to successfully restructure graduate programs is to ask graduate students and recent Ph.D.s. what they need and want. Finally, I was impressed by the willingness of the heads of major departments and graduate programs to devote considerable time and energy to rethinking the nature and purpose of doctoral education and how they can best serve their students and their field as a whole. I urge the history profession and its associations to follow the MLA's lead and organize a similar national conference that can help formulate an effective response to the exigencies of the current job market and the negative trends in the academic workforce. As I embark on my own career and look warily at the uncertain future facing most history doctoral candidates and academia as a whole, I know that such a conference can come none too soon. □

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### Endnotes

1. Figures are based on findings of the 1996-7 MLA Census of PhD Placement.
2. Ted W. Margadant, "The Production of PhDs and the Academic Job Market for Historians," *Perspectives*, May 1999, pp. 1, 41-4.
3. For an ominous example of these growing divisions, see Bill Pannapacker, "Academe's Angry Generation," on the *Chronicle of Higher Education* website under the First Person link ([chronicle.com/jobs/v45/i37/4537person.htm](http://chronicle.com/jobs/v45/i37/4537person.htm) web address). See also David Montgomery, "The 'Invisible' History Faculty," *OAH Newsletter*, May 1999, p. 3.
4. These programs are outlined in the May 1999 *OAH Newsletter*, p. 17.
5. The American Association of University Professors has recently drafted a Graduate Student Bill of Rights that supports a number of these points.

## ▼ Lamb / From 14

sues. So, often when I see a book I think to myself "I don't know the answer to whatever that is on the cover, and I'd like to read that, talk to the author, and find out." That probably has been the biggest guide throughout the last number of years with *Booknotes*.

Secondly, without a quota system and without a label on it, I'm always looking for different kinds of people, different colors of skin, different religions, different political thought, because I don't want you to get a sense that there's a regularity to it. I want you to be surprised. Plus, I want to learn, and if I am always picking the kinds of books that only I like, then it will only be the kind of audience that would like the same things I do. You can really get yourself in trouble if you do that.

ME: Your interviewing style on *Booknotes* is distinctive. Now, I believe that it's carefully designed to achieve a special effect. I wonder if you would be willing to elaborate on your interviewing style?

BL: Well first of all, not to disappoint you, but it's not carefully designed. It's kind of an evolutionary thing that again came out of my early days of not liking the fact that so many interviewers get in my way when I watch television. They are giving me their views, and I don't want their views. They are also either confronting the guest in a negative way or agreeing with them in a positive way, and what I'm trying to do is not have you look at me when I'm doing the interview. I don't care that you notice that I'm there, but I don't want you to keep saying to yourself, "Why won't he get out of my way?" I want to get a chance to watch the author talk about the book, discuss why they wrote the book, all the little questions that I've asked over the last ten years. I've just finished two years

of book tours with two different books and have been in over fifty bookstores and done 200 interviews and basically been out in the country. Most people that I come in contact with have the same questions—where do you write, when do you write, how do you write—because there's a mystery about it. People who read books generally admire writers.

ME: C-SPAN's *Book TV* is another great favorite of mine. I think of it as the younger sibling of *Booknotes*, so I'd like you to elaborate a bit more about the underlying reason for the launch of *Book TV*.

BL: Well, there are a number of reasons why we launched *Book TV*, which now is one year old. One, there was the word-of-mouth success of *Booknotes*, then a five-hour-a-week edition a couple years ago called *About Books*, and then the full 48 hours of *Book TV*. There was not much more thought given to it than that. People just liked it. We got a lot of feedback from it.

Secondly, this is a very tough, competitive world, cable television. It's driven a lot—no, it's driven solely by the bottom line. There is a \$25 billion-a-year business in the book industry. There are over 1,000 superstores and 13,000 independent bookstores in the United States. It matters out there to somebody, and nobody else is doing anything more than short spots on television.

ME: C-SPAN has also done some special series of a historical nature, the Lincoln-Douglas debates, Tocqueville, and currently the lives of American presidents from Washington all the way up to Clinton. What explains these particular choices in your programming?

BL: Well, it goes back to a series that started in 1984 called *Grassroots '84*. Most people have forgotten that, but we were looking for ways to distinguish ourselves from everybody else in the campaign of '84. And if you think back, it was Walter Mondale running against Ronald Re-

agan, and there was almost no doubt from the beginning who would win. So we were faced with what was apparently going to be an uninteresting campaign, and we had a lot of time to fill. So *Grassroots '84* took us to fourteen communities around the United States. It started in Mission Viejo, California, went up the coast to Monterrey, Seattle, came back to Denver, went down to Tulsa, New Orleans, Jacksonville, up to South Bend, Indiana, Traverse City, Harrisburg, Pennsylvania, Westchester County, New York, and ended in Cleveland, Ohio. And we spent three days in each of those towns talking to locals as a way to tap into what people were thinking about in politics. In 1985 we had something called *States of the Nation*, and we went to all fifty state capitals. As the years went by, we saw opportunities for us to do things differently than everybody else. Along came a book in 1992 by Harold Holzer called *The Lincoln-Douglas Debates*. Holzer has become a good acquaintance of mine. We've spent a lot of time together over the years, and he has introduced me single-handedly to Abraham Lincoln.

That evolved into a trip that Professor John Splaine and I took throughout the state of Illinois in 1993. We went to each of the seven sites of the Lincoln-Douglas debates. People were excited that we were interested in recreating those debates, and that led to each of the seven mayors saying "We want to do this. We'll ask our townspeople." We wanted [the townspeople] to do it all, we didn't want to control it. We didn't want to decide who the debaters were, we didn't want to put the stage in a certain location. We said to them "You do it your way, and we'll come in and capture it for television." And the cities of Ottawa, Freeport, Jonesboro, Charleston, Quincy, Galesburg, and Alton, Illinois, did a fabulous job.

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not specify the nature of the aid. In any case, those who do not receive financial support (as well as those who do, since many students only receive partial aid) find that they must borrow tuition dollars to fill university coffers. In 1996, according to the National Research Council's (NRC) *Summary Report*, of those in the humanities who actually finished the degree, approximately 45.5 percent had accumulated \$5,000 or more in debt. Of these, 25.7 percent had borrowed more than \$15,000 toward their degree (11). It is likely that those who did not complete the Ph.D. also had sizable debts, though these data are not available. Given the informal accounts I have heard from students around the country, graduate student borrowing is much higher than that described among Ph.D. recipients in the NRC study. It may be time for us all to have a frank conversation about the crippling debt many students are electing to take on for a degree most will not attain.

Universities attempting to address oversupply of Ph.D.s. and ABDs in the job marketplace by curtailing admissions may be remedying attrition indirectly. Truly drastic cutbacks are anathema, however, since many history departments are dependent on the relatively inexpensive instructional and research support the students provide. As the "Statement from the Conference on the Growing Use of Part-Time and Adjunct Faculty" indicates, "in 1993 the nearly 200,000 graduate assistants at four-year institutions actually exceeded the 184,000 part-time faculty positions" (12). Dependence on a ready supply of graduate student employees in one institutional setting continues to exacerbate the oversupply of labor in another. The apparent solution is for departments to make even greater reductions in their graduate student bodies, painful as this may be. Barring that, they should become more open about the performance of their program so that potential graduate students can decide for themselves whether or not to enter them.

Given that a national study of attrition is not in the offing, each department not already doing so should begin monitoring the attrition/completion rates of their students and posting the data in a regular and convenient manner, perhaps on the history department's web site, or that of the OAH. As Sharon Brucker explains, "If we can get students to expect and ask for this type of information, the departments may begin to keep it and report it. The departments are so used to competing with financial aid packages—maybe they could begin to think in terms of competing with efficient program structures." Data should be gathered in a uniform way (using residual or declared attrition, for example) and presented with an explanation of the data-gathering methods used, so that meaningful comparisons can be made between institutions. Maresi Nerad and Debra Sands Miller also call upon institutions to undertake "qualitative investigations that allow for an understanding of why students leave before completing the desired degree" (13).

Their own study at Berkeley included a qualitative component, with other interesting results and useful recommendations for other institutions. The data thus acquired would be invaluable in calling attention to problem departments that need to reevaluate their graduate program. But most importantly, they can equip would-be students with valuable information before they set foot on the path to the Ph.D. □

The author would like to thank Peter D. Syverson, Vice President for Research and Information Services, Council of Graduate Schools and Sharon Brucker, Database Coordinator of the Mellon Graduate Education Project for their help in the preparation of this article.

## Endnotes

1. Estimate based on 1998 figures. Source: *AHA Perspectives* Vol. 37 No. 1 1999. Figures compiled by OAH staff from the

- AHA Directory of History Departments* yielded a higher number (2,850) for that year.
2. *The Path to the Ph.D.* (National Academy Press), 1.
3. Bowen, William G., and Neil L. Rudenstine, *In Pursuit of the Ph.D.* (Princeton: Princeton University Press, 1992), 132, cited in *The Path to the Ph.D.*, 25.
4. Go to <<http://www-ogsr.ucsd.edu/graddata/tofcont.htm#IV>>.
5. The study is available online at <<http://www.wisc.edu/grad/gs/profiles/index.html>>.
6. Brucker noted that the attrition/completion rates for other subfields of history—some of which require extensive foreign language preparation—would likely be substantially different than the American field alone.
7. See, for example, Kathy E. Green, "Psychosocial Factors Affecting Dissertation Completion," in Lester F. Goodchild et al., eds., *Rethinking the Dissertation Process: Tackling Personal and Institutional Obstacles* (San Francisco: Jossey-Bass Publishers, 1997), 58.
8. See <<http://www.wcer.wisc.edu/>>.
9. See Paul Murphy, "The Knowledge Industry's Brave New World" and Roark Atkinson, "Adjunct Faculty: A Buyer's Market" in *OAH Newsletter* 24 No. 4 (1996), 1, 4-6.
10. "Doctoral Student Enrollment Trends in English and History Programs at Selected AAU Institutions: 1992-1995," (Russo, R., December 1997) <<http://www.tulane.edu/~aaupubsprof.htm>>.
11. Source: *Summary Report 1996: Doctorate Recipients from United States Universities* (Washington: National Academy Press, 1998), 50. This study includes history as a humanity, not a social science.
12. The figures are for all fields, not just history. This report is available on the OAH web site at <<http://www.indiana.edu/~oah/statements/ptfaculty.html>>.
13. Maresi Nerad and Debra Sands Miller, "Increasing Student Retention in Graduate and Professional Programs" in Jennifer Grant Haworth, ed., *Assessing Graduate and Professional Education: Current Realities, Future Prospects* (San Francisco: Jossey-Bass Publishers, 1996), 62.

## Special Section for Graduate Students

# Ten Steps Toward a Successful Graduate Student Career

Andrew Johns

The job market can be a competitive and disconcerting place for newly-minted Ph.D.s in pursuit of an academic career. Veteran job-seekers describe it as going from being a big fish in a little pond as a senior doctoral candidate to being a plankton in the Pacific Ocean. Two hundred or more applicants for a single tenure-track position make the process appear even more daunting, and graduate students on the verge of diving into these waters wonder how to distinguish themselves from the rest of the crowd. In preparing for the job market, I find myself reflecting over my graduate career and hoping that I have done enough, both in quantity and quality, to enhance my prospects for academic employment. My experiences during the past six years at the University of California-Santa Barbara (UCSB) have made me realize that regardless of how I fare on the job market, I have had what I consider to be a successful and well-rounded graduate career. Thus, hoping not to appear modest, I pass along the following ten suggestions.

1. The first step toward a successful graduate career is attending the right school. Do not choose a university simply because of the weather, geography, or the strength of its basketball program; while these ancillary considerations may help make a final decision between two institutions with similar strengths easier, they should not be a prospective graduate student's primary concerns. Some universities are stronger than others in certain fields and the application process for most graduate programs is very competitive. Selecting the right school, adviser, financial commitment, and historical emphasis takes time; the best way to ensure the optimal situation is through extensive preparation, planning, and research. Talk with professors and graduate students before you apply. They can provide answers to the kinds of questions you should ask and enlighten you as to what it takes not only to get into a good school but what will be required once you get there. Doing so will not only increase your options but will also prepare you for the challenges that await you (1).

2. Being organized, while invaluable when applying for graduate school, is absolutely essential once you begin the program—indeed, organization can mean the difference between success and an ulcer. This means more than simply having color-coded binders for course and research notes or subdivided computer files that are meticulously backed up every day. It also includes time management. Try not to run hot and cold and get into the same trap we warn our undergraduates about—writing papers at the last minute in a frantic rush to meet a deadline or speed reading a five-hundred-page book fifteen minutes before a seminar. Pace yourself and treat graduate school like a regular job rather than an extension of college. Idealistic? Perhaps, but a goal worth setting early on because time is an invaluable commodity in academia. You will find that the days seem to get shorter as you get farther along in your graduate career.

3. Time management and pacesetting bring up the third point, which is to realize that graduate school is not a sprint, but a marathon. One cannot get to the various milestones—the end of the first year, your master's thesis or exams, the ever-popular qualifying exams—and then coast the rest of the way. Endurance and patience are essential to success, and not everyone learns this lesson. Indeed, some of the brightest people I know did not

complete their graduate degrees or programs because they did not understand the process or were unwilling or unable to commit to the long haul. It is of the utmost importance to understand what graduate school requires and be committed to it.

4. The fourth key to success is one that many graduate students have to work hard at to feel comfortable with: collaboration. Working well with others, even if it is not in your nature, is an important skill (and it is a skill) to acquire since collaboration is an integral part of academia (2). Loners have a very difficult time in graduate school and tend to develop tunnel vision regarding historical interpretations, the profession, and their own work. I know that I owe a great deal of my success to colleagues at UCSB with whom I have spent many late nights discussing books, studying for exams, and proofreading seminar papers. This applies to socializing with other graduate students as well. Do not confine yourself to interaction with others sharing your specific interests; get to know people outside your field and discipline. You will be surprised sometimes at the insights a Europeanist or Latin American scholar can have on your work on American politics in the 1960s. Also, do not be shy about seeking out senior graduate students for their advice. Their experiences can help you avoid the pitfalls and mistakes they made. By the same token, share your insights with new students. These social (and political) aspects of academic life come naturally to some and can be difficult for others to stomach, but they are lessons that should be learned early in one's graduate career.

5. Related to the previous point is that graduate students should begin participating in the activities that are part and parcel of the history profession as early as possible. Take advantage of opportunities to give lectures in undergraduate courses. Submit an article to a peer-reviewed journal. Organize or join a panel to present a conference paper. Practice makes perfect, and the only way to learn is through trial and error. Even if a journal rejects your article or a commentator criticizes your research at a conference, the experience you gain will be profoundly useful the next time. In addition to enhancing one's *curriculum vitae*, it is a good way to become socialized into the profession and gain perspective on the historian's craft. Academic employment and involvement in departmental affairs are also integral components of the graduate experience that will help prepare you for life as a faculty member.

6. Nevertheless, it is important to avoid overcommitting yourself. I fell into this trap early in my graduate career in an effort to expand my *vitae*. Eventually, I became overwhelmed and less effective in all facets of my work and teaching, forcing me to reevaluate my commitments. By focusing on quality over quantity, you will be

able to select those obligations which will at once strengthen your resume and leave time for your primary purpose in graduate school—working on your degree. These considerations are particularly critical if you must work off-campus in addition to attending seminars and conducting research.

7. For those for whom financing graduate school is an issue, the seventh point cannot be stressed strongly enough. Apply for every cent, ruble, euro, franc, yen, or peso for which you even marginally qualify (within reason, of course) to support your research and schooling. Submit proposals for grants, scholarships, and fellowship even if you do not consider yourself the optimal candidate. Funds are available to those willing devote the time necessary to craft a proposal to the specifications of an award. Do not automatically dismiss smaller awards either; every little bit counts and several modest grants can make up for not receiving a major fellowship. Your adviser, departmental staff, and university graduate divisions are good places to start researching funding opportunities, and there are many publications that detail grants available to scholars (3). When you begin applying for these funds, start the process early, revise, have others read your proposals, and, above all, ensure that letters of recommendation and applications are submitted on time. This can often entail repeated reminders and prodding but grant committees are generally not known for their flexible deadlines. Fortunately, most faculty advisers understand the importance of letters of recommendation (and grant money) and are more than willing to accommodate their students' reasonable requests.

8. It is exceedingly difficult to succeed in graduate school without a good rapport with your advisor. The student-advisor relationship should be cultivated and continually evolve to meet the needs of all concerned. Work closely with your mentor and take advantage of his or her expertise, experience, contacts, and suggestions. As you progress through your graduate career, this relationship can develop into one of friendship and mutual respect from which you will benefit even after you receive your degree. If insurmountable problems arise, however, do not hesitate to consider changing advisors. Sometimes personalities do not mesh, or one's interests change; in such cases, working with another professor or even transferring to another institution is preferable to a strained or contentious relationship.

9. One should, however, avoid abdicating decisions on research or courses completely to your advisor. These are decisions that need to be made in consultation with one another. If you have differences of opinion, discuss them openly together in order to facilitate understanding on both sides and determine the best course of action. Many graduate students also make the mistake of working exclusively with their advisor to the detriment of developing relationships with other faculty. As in the business world, academia is often about who you know (and who they know). Get to know the people who can help you develop intellectually and professionally and make contacts with others inside and outside the department. Maintain these relationships through your graduate career. You will need recommendations for grants,

**Graduate students should begin participating in activities that are part and parcel of the history profession as early as possible.**

## ▼ Lamb / From 16

This resulted because a lot of journalists were writing that what we need in this country was something like the Lincoln-Douglas debates for our own political campaigns. Frankly, in most cases they did not know what the original debates really were. They were seven three-hour debates in which each man, either Lincoln or Douglas, would have as much as an hour to speak, an hour and a half. It's hard to believe that anybody would sit still that long to hear it. But we did it again in 1994.

Out of that experience and *Booknotes*, this small town Midwesterner came again to the constant reference to Alexis de Tocqueville. Time and time again, left and right, Democrat and Republican, all the politicians would quote Alexis de Tocqueville—often incorrectly. It was amazing to me when I found out. There's a famous quote attributed to Tocqueville: "America is great because America is good. If America ever stops being good, it will stop being great." He just never said it. Presidents, President Clinton, former Speaker Gingrich, and lots of other politicians have constantly repeated that quote, and it's not true. So that was one of the small offshoots that we learned by going around the United States, stopping in 55 communities. We started, by the way, at his chateau in Normandy, France, where we did a four-hour live program on Saturday morning in May of 1995.

That led to a tradition we have every non-election year. We come up with a special program, because when there's an election year we have plenty on our hands. That is what led, in 1999, to the American Presidents series. That was not my idea. Susan Swain, our co-chief operating officer, took the task of finding a project. She went to our entire company and asked them if they wanted to make suggestions, to throw

their ideas in a pot. The winners got \$500. Out of 37 entrants, four of them suggested presidents, and that's how we got our American Presidents series.

**ME:** All the programs that we've discussed now have sites on the World Wide Web. I wonder if you could expand on this linkage between C-SPAN and the Internet?

**BL:** Well, to start with, I'm not an Internet user, but I'm absolutely overwhelmed by the impact it's having on our country, and I think the significant and positive impact it will have on the future. I say that very much in the spirit of C-SPAN and the expansion of cable television channels because the World Wide Web does not belong to any one entity. It does not belong to David Sarnoff or Leonard Goldenson or Bill Paley. It does not belong to Time-Warner or AT&T or Bill Gates. It belongs to every single human being in this country—everybody who wants to can create their own web site and be a player. I don't think we have the slightest clue as to the long-range impact it's going to have on the country. We're just in it.

We got in it early. We have a great team that's involved in the Internet business inside our company. It's not a profit center for us, because we don't have profit, but it means a lot to us because it gives us that extra dimension. We can video stream and audio stream everything we do. We can create these web sites as an easy, inexpensive way for teachers to hook onto any project we're involved in. It has this wonderful retrieval capability that sits there day in and day out, and you just watch this thing grow like crazy. It makes an awful lot of sense for us to be there, and we'll get bigger and better at this as time goes by with frankly what is a very limited amount of funds to do it. But that's the great thing about the Internet. You can do a lot with a little. [You can visit C-SPAN's website at <http://www.cspan.org>. —Eds.]

**ME:** College professors of today lament that their stu-

dents' interest in serious reading is diminished because of television and the Internet, but I suspect that C-SPAN represents a counter course in our culture for renewing an interest in the reading of books, focusing on biography, history, public affairs. Is my assumption accurate?

**BL:** I think college professors ought to realize the incredible role they play today and will always play if they work at it. College professors and high school teachers will always be the people who lead you to the source, whatever it is, and I think we probably ought to stop worrying about the word "reading." In order to get information, you've got to do it in a number of ways. You've either got to read it in a book, or read it in a newspaper, or read it on the Internet, or listen to it on a radio station, or watch it on television. And the person who wants to get ahead in this world is going to have to find it somewhere, so the good college professor is going to figure out how to introduce all these different avenues to people and stop worrying about whether they read or not, because they have to put the information in their head in order to analyze it, in order to decide what they are and what they want to be. It doesn't really matter to me how they get it there.

I happen to enjoy reading. I happen to think that books will be around for a long, long time. I don't enjoy reading a cathode ray-tube screen, but I am fifty-seven years old, and I think the younger generation is coming at it differently. You're not going to stop them. You can't turn the Internet off. You can't turn these computers off. So, if I were a college professor today, I'd figure out pretty quickly how to get on their playing field instead of mine, because C-SPAN is just one of many, many resources for a college professor to use. I think those who reject it out of

See Lamb / 24 ►

John Brown's

**BODY**

*... lies a-mouldering in the grave, His soul is marching on.*  
—Thomas Brigham Bishop

#### A Call for Papers

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

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

Potential moderators or commentators should submit a c.v. to the same address. For more information: [johnbrown@oah.org](mailto:johnbrown@oah.org) or (812) 855-7311.

## CALL FOR PROPOSALS

### The Third National Conference on Women and Historic Preservation

May 19-21, 2000

Mount Vernon College, Washington, DC

Sponsored by the Preservation Planning and Design Program,  
University of Washington; the Regional Director, Northeast Region, National Park Service;  
and the Organization of American Historians.

Hosted by the American Studies Department and Historic Preservation Program,  
George Washington University and George Washington University  
at Mount Vernon College, Women in Power Leadership Program.

Following on two successful national conferences, we invite proposals for presentations on any aspect of women and historic preservation. We anticipate conference tracks on:

- rewriting the history of the preservation movement
- identifying places of historical significance
- reinterpreting historic places
- developing inclusive policies and practices
- representing the past in museum settings
- promoting K-12 teaching with public history resources
- sharing strategies for preserving and protecting historic resources

We are particularly interested in proposals that address the intersections of gender, race, class, ethnicity, and sexuality in the context of historic preservation or which provide an international basis for comparison. Please submit proposals for papers, panels, workshops, or other types of presentations in writing to: Gail Dubrow, Conference Chair, Conference on Women and Historic Preservation, Preservation Planning & Design Program, University of Washington, Box 355740, Seattle, Washington 98195-5740. **Deadline for submissions is September 30, 1999.**

Please include in proposals: name and affiliations, contact information, title and abstracts (400-word maximum) for each paper in a proposed session, curriculum vitae or brief biographical profile, and a list of places this work has been presented.

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

## Special Section for Graduate Students

# OAH-IU Fellows Survey Plight of Minorities in the Profession

Roark Atkinson

At the request of the OAH Minority Committee, Daphne L. Cunningham and Damon W. Freeman, the first two OAH-Indiana University (OAH-IU) Minority Fellows, prepared detailed reports surveying the state of minority graduate students in the historical profession in the spring of this year. They also evaluated OAH's efforts to remedy the disproportionately low number of minority Ph.D.s in the historical profession, and the effectiveness of the program they have participated in at the Bloomington office. Cunningham's report is titled "Feeding the Pipeline: The Organization of American Historians-Indiana University Minority Fellowship Program," and Freeman's is "Minority Recruitment in the Historical Profession and Other Disciplines: An OAH Report." They are available in their entirety online at <<http://www.oah.org>>.

As Cunningham's report indicates, in 1987, the OAH Ad Hoc Committee on Minority Historians called for an exploration of the shortage of minorities in the historical profession. Under the presidency of Mary Frances Berry, the organization sought to address this situation by providing a fellowship program for minority students. After considering several options, it implemented the annual OAH-IU Minority Fellowship Program for minority graduate students entering the history program at Indiana University in 1995. Of the two major historical organizations only the OAH has such a program. Two smaller organizations—the Association for the Study of Afro-American Life and History and the Association of Black Women Historians—have limited programs.

Cunningham discusses the unexpected low number of applicants to the OAH-IU fellowship program when it was first offered. Only twelve individuals applied the first year, and the number declined in subsequent years. She also notes that sponsors were concerned that the rather significant financial support only benefited a few students. In order to explore other strategies of fostering better minority representation in history, she goes on to discuss the minority fellowship and recruitment programs of three societies outside the field of history: the American Socio-

logical Association, the American Political Science Association, and the National Consortium for Graduate Degrees for Minorities in Engineering and Science, Inc. As she reports, their programs "are older and have been more successful than the OAH-IU fellowship at recruiting minority students nationwide."

Some of these organizations have been successful in obtaining external funding to help support their programs. Also, these efforts, unlike the OAH-IU fellowship, allow students to attend other universities. While ac-

**The student was delighted at the thought of being paid the bulk of that amount to research and write his dissertation on a full-time basis.**

knowledging the benefits of attending Indiana University, she suggests that the location of OAH and the graduate program in a remote part of Indiana may have hampered recruitment efforts. At the same time, she comments on how she benefited from the internship at the OAH office, and concludes by stating "I strongly believe that any fellowship program should continue to have a component that includes an internship with OAH."

Like Cunningham, Freeman found that the other social sciences as well as health and medicine fields have done a better job recruiting minority students than history. For example, minorities have risen to comprise 24.5 percent of Ph.D. recipients in health and medicine fields in 1996, versus 8.4 percent in 1984 (by comparison, minorities have risen to comprise only 11.02 percent of Ph.D. recipients in history in 1995, up from 7.36 percent in 1985). Freeman goes on to provide brief descriptions of the efforts in disciplines other than history. Of interest are the summer programs sponsored by the respective societies of the Economics, Health and Medicine, Literature, Philosophy, and Political Science fields. He notes that "with

the exception of the Organization of American Historians and the American Philosophical Association, few organizations in the humanities have implemented either fellowship aid or summer programs designed to address minority under representation in graduate schools." He suggests that OAH implement further measures to increase minority representations in an effort he tentatively calls the "Minority Recruitment Initiative." This program would pursue four aims:

1. Enlarging the pool of applicants, first by conducting a study of the barriers that prevent minorities from pursuing

history, then by actively recruiting them;

2. Identifying the geographic regions from which minorities can be recruited;

3. Creating summer institutes once the regions have been determined; and

4. Measuring the success of the program by staying in touch with the participating students once they have left it.

While calling for OAH and the historical profession as a whole to do far more to address the obstacles plaguing diversity in the academy, both fellows comment on the value of their experiences as OAH-IU fellows in Bloomington. Freeman writes that the program has been "extremely valuable for both its recipients and the OAH," while Cunningham concludes, "whatever decision is finally made about the fate of the fellowship, it was not a failure for those fellows who benefited from the experiences at OAH and the history department at Indiana University." With their insights into the positive and negative aspects of the program, as well as their research into the alternative avenues that can be taken to enhance diversity, OAH is better prepared than ever to help improve minority representation in the future. □

▼ Schulz / From 9

historian, and ready access to the research materials they have already collected as well as to new information emerging from ongoing archaeological research at the site.

The Cultural Resources Planning Division of the southeast region of the NPS, located in Atlanta, published a "Research Catalog" in August of 1994. A "Biography of Charles Pinckney" is one of the many needs described in that catalog. Although the publication is five years old, many of the needs described in it are still unmet. Other regions of NPS have similar outstanding needs, and the NPS is providing resources to individual parks who can define specific research or other projects, awarded on a competitive basis through regional funding initiatives. I hope that our positive experience with such projects will encourage other universities and park staff to explore ways of funding other mutually beneficial purposes. Even where funding is not available, small-scale research needs that can be pursued by students as seminar papers or M.A. thesis topics are alternative possibilities. My message to history department chairs and to park historians alike: "Try it! You might like it!" □

Constance B. Schulz is Professor of History at the University of South Carolina, and Co-Director of USC's Applied History Program.

## ADVISORY

### The International Military Encyclopedia

EDITED BY NORMAN TOBIAS

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Volume 1–6 (A-1 Skyraider—Antioch, Military Significance of) in print. Volumes 1–6 contain more than 725 entries by 60 specialists. Volumes 7, 8 due in 1999.

TIME is primarily a work of military affairs, not military history, which organizes military knowledge into alphabetical order and a standard format, with stress on the twentieth century, particularly the post-1945 era. About 50 volumes plus indexes and supplements. 256 pages each. \$40 each.

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# Call for Papers

## 2001 OAH Annual Meeting - Los Angeles, California

### *Connections: Rethinking our Audiences*

**T**he program for the annual meeting in 2001 will be informed by the opportunities of its location in Los Angeles and the longstanding commitment of Kenneth T. Jackson to engage audiences beyond the academy. The program committee especially encourages proposals, whether in the form of individual papers or complete sessions, that reflect a broad appreciation of the work of history.

Sessions will be organized in multiple formats (the program committee is open to, and indeed encourages the submission of innovative proposals):

We envision a series of provocative (even unbounded) sessions, a handful of which will be designated as plenary. Focused on questions about enlarging our audiences, particularly useful will be submissions that assess the links American historians are forging with colleagues in commerce, government, historical museums, the internet, journalism, and the mass media. The following list provides examples.

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

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

The program committee welcomes imaginatively conceived proposals representative of history as it is communicated in exhibitions, scholarship, and teaching.

Field-based sessions, drawing upon the distinctive cultural resources of metropolitan Los Angeles, will be featured on the program.

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

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

Although we encourage proposals for entire sessions, we will energetically seek to find a place on the program for outstanding individual papers. We also welcome volunteers to act as chairs or commentators as assigned by the Program Committee: send your vita and a letter of interest directly to the OAH Office. All proposals must be postmarked no later than **January 12, 2000** and sent to:

2001 Program Committee  
Organization of American Historians  
112 North Bryan Avenue  
Bloomington, IN 47408-4199  
**Neither faxes nor electronic mail will be accepted.**

#### Participation in Consecutive Annual Meetings

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

#### Affirmative Action and Membership Requirements

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

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

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

#### The 2001 Program Committee is:

MICHAEL H. EBNER, *Lake Forest College*, Chair  
CAROL O'CONNOR, *Utah State University*, Co-chair  
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ORGANIZATION OF AMERICAN HISTORIANS 2001 Annual Meeting			COVER SHEET (Required for all proposals) Print or Type ONLY Los Angeles, CA — April 28-29, 2001	
<b>I. PROPOSAL FOR (Circle one)</b>			2) Name:	
Session	Panel	Workshop	Department:	
Debate		Conversation	Institution:	
Single Paper (Include single paper title here):			Telephone:	E-mail:
<b>II. SESSION/PANEL/WORKSHOP TITLE</b>			Address:	
<b>III. PROPOSER</b>			Paper/Discussion Title:	
Name:			3) Name:	
Department:			Department:	
Institution:			Institution:	
Telephone:			Telephone:	
E-mail:			E-mail:	
Address:			Address:	
<b>IV. CHAIR</b>			Paper/Discussion Title:	
Name:			<b>VI. COMMENTATOR</b>	
Department:			Name:	
Institution:			Department:	
Telephone:			Institution:	
E-mail:			Telephone:	
Address:			E-mail:	
<b>V. PRESENTER(S)</b>			Address:	
1) Name:			Paper/Discussion Title:	
Department:				
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A facsimile of the coversheet may be found on the OAH web site  
<http://www.indiana.edu/~oah/meetings>

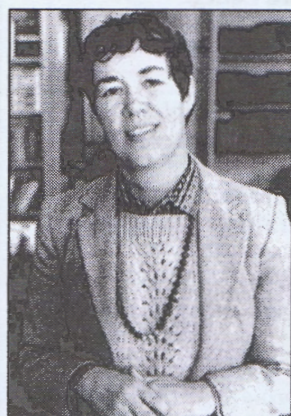


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[www.lacvb.com](http://www.lacvb.com)

## News from the NCC

## Capitol Commentary

Page Putnam Miller

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

Page Putnam Miller

**Judge Orders Historic Grand Jury Records To Be Made Public**

On 13 May Judge Peter K. Leisure of the United States District Court for the Southern District of New York ordered the release of thousands of pages of 1940s grand jury testimony in the investigation of Alger Hiss. This case, No. M-11-189, focused on the grand jury proceedings that led to Hiss's indictment and later conviction of two counts

of perjury arising out of his denials under oath before the Grand Jury of having passed State Department documents to a Communist agent.

In December 1998 Public Citizen filed the petition requesting the release of these papers on behalf of the OAH, American Historical Association, the Society of American Archivists, and the American Society for Legal History. The petition built on a 1997 decision of the United States Court of Appeals for the Second Circuit in New York City in the case of *Bruce Craig v. United States of America* (No.96-6264). In that decision the Court denied historian Bruce Craig access to the specific historical records that he sought; however, the Court made clear that historical interests are appropriate grounds for the release of grand jury material and provided some specific guidance for determining the "special circumstances" when sensitive grand jury records should be unsealed for historical reasons.

Current law requires that grand jury information remain secret except in certain "special circumstances" where a "particularized need" for the material is demonstrated. In the past, release for historical research has not been regarded as meeting this standard. The opinion states: "The Court is confident that disclosure will fill in important gaps in the existing historical record, foster further academic and other critical discussion of the far-ranging issues raised by the Hiss case, and lead to additional noteworthy historical works on those subjects, all to the immense benefit of the public. The materials should languish on archival shelves, behind locked doors, no longer."

While this is a groundbreaking decision, the case makes clear that grand jury records should be opened only in very exceptional cases where there is broad public and researcher interest in the issues, where the records are very old, and where there are no outstanding privacy issues.

**Funding for NEH in 2000**

Although the appropriations process is far from over, it appears that the budget for the National Endowment for the Humanities in 2000 may be only slightly above its current level of \$110.7 million. The Senate Appropriations Committee has passed an Interior Appropriations Bill that includes a \$1 million increase for NEH and the House Interior Subcommittee has recommended level funding for 2000.

On 24 June during the Senate Appropriation Committee's consideration of the Interior Appropriations Bill, Senator Thad Cochran (R-MISS) proposed an amendment to provide a \$10 million increase for the National Endowment for the Humanities. After stating that he was disappointed that the subcommittee had not provided a more significant increase for the NEH, he stressed that the endowment had improved and had passed the crisis point and that under Bill Ferris' imaginative and strong leadership and was moving in new ways "to get the humanities out into the country." To fund the \$10 million increase for NEH, Cochran proposed taking \$10 million from a general administration operating fund for unexpended overhead from the Bureau of Indian Affairs. He emphasized that this would not affect Indian school construction and that the money would come from regional office administration and not tribal offices. A number of Senators, including Democrats and Republicans, voiced strong concerns about reducing, in any way, the funds of the Bureau of Indian Affairs. Despite Cochran's contention that a small reduction from this category of funding would have minimum impact on services to the Indian tribes, he was unable to find any support on the committee for his amendment. Several Senators indicated that they would like to be able to support an increase for NEH but that the off-set would have to come from another place in the budget. Recognizing that he didn't have the votes, Cochran withdrew the amendment.

Senator Slade Gorton (R-WA), the Chair of the Senate Interior Appropriations Subcommittee, responded to Cochran's amendment by stressing, as he had at the subcommittee markup, that the bill does include a \$1 million increase for the endowments. He noted that this was a small but symbolic recognition of the endowments' improvements and an indication of the Senate's support for NEH and NEA. Gorton also voiced concern that Cochran's amendment did not provide an equal increase for NEA.

On the House side, it took less than twenty-five minutes on 29 June for the House Interior Subcommittee to approve a \$14.1 billion Interior Appropriations Bill. With \$2.5 billion recently added by House leadership to the subcommittee's earlier allotment of \$11.6 billion, the subcommittee was able to move forward without any sharp cuts to agency budgets.

Representative Ralph Regula (R-OH), the chair of the Interior Appropriations Subcommittee, and Representative C. W. Young (R-FL), the chair of the Appropriations Committee, both commended the process used in developing the bill. However, Representative's Norman Dicks (D-WA), the Ranking Minority Member of the Subcommittee, and David Obey (D-WI), the Ranking Minority Member of the Appropriations Committee, indicated that they would have liked to have seen higher levels for NEH and NEA as well as for the land legacy program and the White House Millennium Council. Regula specifically noted that NEH and NEA would be funded at their FY'99 levels with \$110.7 million for NEH and \$98 million for NEA. He stressed that he was pleased that the bill included additional funding for several high priority programs, noting a \$99 million increase over FY'99 for the operating budget of the National Park Service and \$155 million more for the Indian Health Service. He also noted an increase

of \$26 million for the Smithsonian and \$3.5 million for the National Gallery.

**Update on Senate Appropriations Committee Vote on FY'2000 Budget for the Archives and NHPRC**

On 24 June the Senate Appropriations Committee considered the Treasury and General Government Appropriations Bill that the Treasury Subcommittee approved by polling on 22 June. Senator Ted Stevens (R-Alaska), chair of the Senate Appropriations Committee, noted that the Senate leadership had revised the original allotment for the Treasury bill with an increase of \$1.1 billion, and thus the committee had slightly more money to work with this year than last year. During the mark-up, the Appropriations Committee approved two additional provisions that were part of a package of amendments, called the "managers amendments." One, made at the request of Senators Stevens and Ben Nighthorse Campbell (R-CO), the Chair of the Subcommittee, was an additional \$8 million for repairs at the Reagan Presidential Library. The other, made by Senator Byron Dorgan (D-ND), the ranking minority on the subcommittee, called for a \$250,000 addition to the NHPRC appropriations that would be earmarked for repairs to Ft. Bufort, a North Dakota fort associated with Lewis and Clark.

The bill included approximately level funding for the operations of the National Archives and level funding of \$6 million for the competitive grants program of NHPRC. The Senate Appropriations Committee rescinded the \$3.8 million of unspent money that had been earmarked in the FY'99 NHPRC appropriations for the Jewish History Center in New York. Since \$200,000 of the \$4 million earmarked in FY'99 had been spent, the committee rescinded the unspent \$3.8 million.

**Serious Problems for Declassification**

Two amendments to the Defense Authorization Act of 2000, one in the House and the other in the Senate, would, if passed and signed into law, seriously jeopardize the progress being made on declassification. The House provision requires sharp cuts in the amount of money spent on declassification while the Senate provision calls for enormous amounts of additional work with the re-reviewing of documents that have already been declassified.

The House voted to amend, H.R. 1401, the National Defense Authorization Act for 2000, to include a ceiling of \$20 million on the amount that the Department of Defense can spend on declassification activities. Since the Defense Department estimates that it is currently spending about \$200 million, this will mean a 90 percent cut and will make it impossible for the Defense Department to comply with Executive Order 12958 that requires agencies to declassify all but the most sensitive of their historic records over twenty-five years old. The bill also requires that the Department of Defense and the Department of Energy include separate declassification budget requests for next year's budget. Currently, funding for declassification is absorbed under other budget lines, and it is difficult for Congress to know how much is being spent. A staffer for the Military Readiness Subcommittee of the House Armed Services Committee indicated that the \$190

million saved from the declassification activities could buy a lot of needed weapons. The parallel bill in the Senate does not include this provision.

However, the Senate bill, S. 1060 in Title X, includes an amendment—part of a larger national security package—that calls for a page by page re-review of a large percentage of the 600 million pages of documents that have been declassified since Executive Order 12958 went into effect four years ago. There is no similar provision in the House version of this bill. Because of the Chinese situation, there is a frenzy of activity to try to deny access to any documents that may have information on how to develop nuclear weapons. Unfortunately many older historical records that have no sensitive weapons information in them have been caught up in this frantic activity.

The Senate amendment is attached to the part of the Kyl Amendment that required agencies to plan and implement into their declassification process a visual inspection of all twenty-five-year-old permanent records of historical value to ensure that no documents containing nuclear weapons design information are opened. The plan required by the 1998 law has already been developed and is currently being implemented, and it is unclear how this new amendment would be inserted into it. Also, since the 1998 plan dealt only with records that had not been released to the public, it is unclear how this amendment—which deals with records that have been released to the public—would be implemented. Despite the imprecise language of the Senate amendment, it sends a strong message that efforts to increase openness to older historical records are no longer in favor.

#### Many Historic Trails Included in 25 June Designation of 16 National Millennium Trails

On 25 June First Lady Hillary Rodham Clinton and U.S. transportation Secretary Slater announced the designation of sixteen National Millennium Trails, which were selected from over fifty nominations. The Millennium Trails initiative is part of the White House Millennium council's efforts to stimulate national and local activities to "honor the past and imagine the future." The Department of Transportation and the Rails-to-Trails Conservancy have played key roles in promoting this as a public/private partnership. At the designation ceremony, Clinton said, "Through the Millennium Trails project, we are building and maintaining trails that tell the story of our nation's past and will help to create a positive vision for our future." Many of the designated trails have a strong historical component.

Additional information about Millennium Trails can be found at <<http://www.millenniumtrails.org>>

#### Copyright Office's Recommends On Legislation To Promote Distance Learning

On 25 May the Copyright Office issued their "Report on Copyright and Digital Distance Education." Complying with a provision in the Digital Millennium Copyright Act, Public Law 105-304, the U.S. Copyright Office includes in this report some recommendations to Congress about new legislation to promote distance education. In addition to summarizing the current status of distance education, describing the practice of licensing copyrighted works on the Internet, and analyzing various technologies involved in digital distance education, the 348-page report provides an account of previous initiatives to address copyright issues involved in digital distance education and then concludes with a lengthy section titled "Should Current Law Be Changed?" The report stresses that the answer to this question is complicated by the rapid developments occurring in both technologies and markets. However, with this in mind, the report makes a series of recommendations that focus on the "appropriate treatment under copyright law of materials delivered to students through digital technology in the course of mediated instruction."

gy in the course of mediated instruction."

The report has four policy recommendations. The first recommendation, and the only one that involves a change in the wording of the law, calls for an updating of the language in section 110, which deals with limitations on the exclusive rights of copyright owners and provides exemptions for certain performances and displays. Specifically the recommendations call for changes to 110 (2) so that the term "transmission" is clarified to cover instructional transmissions by digital means to remote locations and at times convenient to students as well as instruction in a physical classroom where all students are present at the same time. Additionally the report recommends expanding the scope of the exemptions to the extent technologically necessary. The report spells out a number of safeguards that need to be included to counteract new risks to copyright owners and urges that the existing standard for eligibility for the exemption be retained so that only non-profit educational institutions are eligible for the exemption in section 110 (2).

The second recommendation calls for the affirmation that section 107 of the Copyright Law which embodies the "fair use" doctrine is "technology-neutral." The report contends that no amendment is necessary but suggests that the legislative history affirm that "fair use" applies to activities in the digital environment and provide "some examples of digital uses that are likely to qualify as fair." The report stresses that the lack of established guidelines for any particular type of use does not mean that fair use is inapplicable. "Guidelines are intended as a safe harbor," the report states, "rather than a ceiling on what is permitted."

The third recommendation deals with the topic of licensing. The report claims that many of the current fears and concerns will diminish with time and experience. Thus the report concludes that there should be no changes to the law to deal with "licensing." The report calls for giving the market for licensing of non-exempted uses leeway to evolve and mature, with the proviso that the issue be revisited in a relatively short period of time to reassess "fears" and "risks."

The fourth and final recommendation deals with International considerations and focuses on the relationship of U.S. law to the Berne Convention of the World Intellectual Property Organization. The report concludes that the balance between copyright holders and users that is fundamental to sections 110 (2) and 112 of the U.S. Copyright Law are in harmony with the Berne Convention.

The Report may be seen at the U.S. Copyright Office website at <<http://www.loc.gov/copyright/>> under "What's New." The Adobe Acrobat reader is required to open the report. □

## Slate of Candidates for 2000 Election

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

### Executive Board (Paired):

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

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

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

### Nominating Board (Paired):

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

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

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

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

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



## Five College Fellowship Program for Minority Scholars

Located in western Massachusetts, Amherst, Hampshire, Mount Holyoke and Smith colleges and the University of Massachusetts Amherst are members of the Five College consortium.

The Fellowship provides a year in residence at one of the five colleges for minority graduate students who have completed all requirements for the Ph.D. except the dissertation. (At Smith, recipients hold a Mendenhall Fellowship.)

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

### Date of Fellowship

**September 1, 2000 to May 31, 2001 (non-renewable)**

**Stipend: \$25,000**

**Review of applications begins: January 18, 2000**

**Awards announced by May 1, 2000**

*For further information and application materials contact:*

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

## From the Archivist of the United States

# Document Declassification Facing Deacceleration?

John Carlin



John Carlin

**T**here is both encouraging and discouraging news for historians on the subject of document declassification.

You will find the good news in the annual report of the Information Security Oversight Office (ISOO), which is administered by the National Archives and Records Administration (NARA). ISOO reports that in

Fiscal Year 1998, executive agencies of the Federal Government "declassified more than 193 million pages of records having permanent historical value." That brings to almost 600 million the number of pages declassified in the first three years of implementation of Executive Order 12958, designed to accelerate declassification. Almost 80 percent of the permanently valuable records that federal agencies have declassified since 1980 have been declassified just since 1995.

The National Archives and Records Administration, I am proud to say, has had a leading role in that achievement. NARA alone accounts for more than half (53 per cent) of the total pages declassified by government agencies in fiscal years 1996, 1997, and 1998. And NARA has helped others in this effort. For example, the ISOO report credits the Army with developing a highly successful declassification program "in concert with a great assist from NARA."

Huge numbers of pages remain yet to be reviewed for declassification, however, as the report also notes. And recent legislative developments could slow down the process significantly.

The National Defense Authorization Act for FY 1999, which became law in October 1998, contained a section known as the "Kyl Amendment," designed to prevent the release of information classified under the Atomic Energy Act, called "Restricted Data" and "Formerly Restricted Data." Though such data is not subject to release requirements in the President's Executive Order, this provision arose from Congressional concern that agencies had or would inadvertently release data having to do with nuclear weapons as agencies faced declassification deadlines under the Executive Order. The Act initially halted the declassification of certain documents that had not been reviewed page-by-page, pending submission by the Secretary of Energy of a plan to ensure protection of restricted data.

The President directed NARA and the National Security Council to work with the Department of Energy to develop a plan that combines maximum protection of Restricted and Formerly Restricted Data with the most efficient and least cumbersome mechanisms. This we have tried to do. But to meet the legal requirement

for ensuring the protection of material that is to remain restricted, the review of documents for possible declassification will slow down.

In reaction to the controversy over security at the nation's nuclear weapons laboratories, the Congress was considering, as of this writing, two measures that could slow down declassification even more. A House version of the FY 2000 Defense Authorization Act would considerably reduce, through the imposition of spending caps, the amount of money that the Defense and Energy Departments could spend on the review of documents for declassification. And Senator Trent Lott introduced in the Senate a legislative amendment calling for page-by-page review of "records subject to Executive Order No. 12958 that have previously been determined to be suitable for release to the public." This legislation would seem to require re-review of some if not all documents declassified in the past three years.

The Administration has expressed objection to these pieces of legislation, and strongly disputes the lumping of declassification, a highly beneficial program, with disclosures of classified information that result from espionage or unauthorized leaks. Moreover, the Administration questions how improvements can be achieved by severely limiting the resources that might be spent on declassification review.

Nevertheless, the Congress may yet decide that such actions are necessary to prevent the inadvertent release by this country of data that can be used by arms-development programs abroad. If so, future annual reports from the Information Security Oversight Office are likely to be far less encouraging than the current report is to scholars in need of access to historical government documents. Whatever happens, I will continue to try to represent the public interest in continued declassification of documents and to carry forward the progress that NARA itself has been making. □



For more information visit the  
National Archives online at  
[www.nara.gov](http://www.nara.gov)

## OAH Service Committees Go Online

[www.oah.org](http://www.oah.org)

The annual reports and minutes of OAH committee meetings can be found on the OAH webpage. We are also working now to include committee rosters, contact information, and information on how to become involved in committee work. For more information on OAH committees, please contact [committees@oah.org](mailto:committees@oah.org) □

## Correspondence

### On Urban Renewal

Dear Editors:

Carl Abbott, editor of the *Journal of the American Planning Association*, takes me to task for failing to cite "the literature of urban planning" in my article on reviving traditional community design. As municipal planning boards across the United States oversee the destruction of historic treasures to make way for more office "parks," shopping strips, disconnected housing tracts, and the rest of the mess of suburban development, are these really the people we should be looking to for answers?

Contributors to Abbott's journal debate the relative costs of low and high-density development, but cannot agree on what sprawl is or how to stop it. New Urbanist designers and town planners, on the other hand, know what sprawl is and have alternatives to offer. They make a critical distinction between zoning statutes, which isolate homes from schools and stores, and traditional town ordinances, which permit the construction of authentic, mixed-use neighborhoods. Where New Urbanist architectural firms have been able to replace zoning codes with town ordinances, the results have been dramatic. Communities like Middleton Hills, Wisconsin, and Abacoa, Florida, look and feel like updated versions of classic, pre-war American neighborhoods. For a taste of these and other neo-traditional projects, see the website of the Miami-based architectural team of Andres Duany and Elizabeth Plater-Zyberk <[www.dpz-architects.com](http://www.dpz-architects.com)>. For a side-by-side comparison of a community built according to the "Sprawl Scenario" and the "Town Scenario," see <[www.doverkohl.com/dover/bellhall.html](http://www.doverkohl.com/dover/bellhall.html)>. Land Design Studio, based in Austin, Texas, offers "Is it New Urbanism? A Checklist" at <[www.landdesignstudio.com/tndtest.html](http://www.landdesignstudio.com/tndtest.html)>.

Abbott claims the failure of urban renewal programs in the 1960s "is a cautionary story that should give pause to enthusiasts of neo-traditionalism" in the 1990s. This is, of course, nonsense. Urban Renewal destroyed the very neighborhood patterns that New Urbanists seek to create. Many of the same people who a generation ago opposed the slash-and-burn policies of the federal government today endorse the New Urbanism movement because of its ability to provide alternatives to suburban sprawl. The forces of geographic expansion pushing metropolitan Phoenix into the Sonoran desert at the rate of an acre an hour are not 'pausing' for social scientific studies of its consequences. We should not pause either. It is time for architects, preservationists, historians and planners to revive America's rich heritage of constructing interesting, satisfying places in which to live. □

—Todd Postol

Suffolk County Community College  
Selden, NY

**Correction:** Casey Blake's affiliation is Washington University in St. Louis, not Indiana University as reported in the May 1999 *OAH Newsletter*. He soon will be with Columbia University. We regret the error.

## ▼ Lamb / From 18

hand saying "I'm not going to get involved in that," do so at their own peril.

**ME:** What about just a very short list of some all-time favorite books?

**BL:** Well, the books that I often cite as waking me up to reading—there are two of them: one of them was Tom Wolfe's *Bonfire of the Vanities*, and I cannot tell you why. It tickled my fancy when it came out. I remember being so excited about it that I got up at 4 o'clock in the morning to read it, I wanted to finish it, and others around me were reading it.

When it comes to history, *Miracle in Philadelphia*, which was written by Catherine Drinker Bowen, came out years and years ago. But former Chief Justice Warren Burger brought it back. He held it up high, and told Americans to read it during the Bicentennial of the Constitution, the committee of which he chaired back in 1987. It lit a fire under me. I was ready. In 1985 I was forty-five years old. I was ready to learn, and it turned me on. I then went on a journey that has never stopped. I went to Philadelphia and Independence Hall and sat in the actual chairs that were there in that room. I remember from that moment forward not ever being able to get enough of the history of place. I've been to hundreds of places since. I've been to all the presidential libraries, I've been to all the presidential homes, I've been to all the presidential gravesites, I've been to tons of museums from the Steinbeck Museum in Salinas, California to the Norman Rockwell Museum in Massachusetts to the Dan Quayle Museum in Huntington, Indiana. There are wonderful museums around the country, something that we are going to be focusing on in our future more and more. It's a chance for us to share them with the rest of the country and hopefully create an

interest in people to go to these places so they can also have the same experience.

There are a lot of other books that I have come to enjoy and have had real impact. *The Federalist Papers*, something I didn't pay attention to in college, *Democracy in America*, which I never read in college, and that I have obviously read since then. A lot of books on the history of the Constitution, the Declaration of Independence, the history of the different wars in this country. In the *Booknotes* book that we published earlier this year, there are twenty-two presidents represented. That means I've read books on twenty-two presidents, and that's something I should have done a long time ago, but didn't. But, you know, I have read 525 books in ten years, which as I've said often, I should have done earlier in my life. But that has been the exciting thing. Reading has put a really interesting twist on my life as I've gotten to middle age.

**ME:** A professor of American history, Patricia Nelson Limerick of the University of Colorado, has written rather critically about the inability of most academic historians to reach a broadened audience of readers, and my hunch is that you have some observations of your own on this matter.

**BL:** I will credit an interview that I did with Don Hewitt of CBS's *60 Minutes* with putting a real spotlight on the reason why people tune in to his program and in turn, anybody who is trying to teach anything. It seems so obvious now, but I hadn't thought of it this way. I remember asking him, "With what do you credit *60 Minutes*' success?" And he said "Every Sunday night we tell three stories." As I look back on the 525 *Booknotes*, every Sunday night you hear one story, one story in fifty-seven minutes about a human being who has written a book. Now, the book may be a story, but the person sitting there is also a story. So as you walk away from that hour of your time, you should take with you a number of impres-

sions, either that this was an interesting book, or the person who wrote the book is interesting. As a middle student, as a "C" student, as a very much a middle-of-the-road everything—if you tell me a good story, I will listen to it. If you drone on about dates and all that stuff, I'm off. I'm turned off. I will go away, and I don't care how many tests you give me, I will not have consumed the kind of information that you want to. I would say to any college professor, "Learn how to tell stories if you want your students to really pay attention." You'll always have the top student who can read anything and absorb it and feed it back to you, but once you get below the top, you have a whole different kind of person to deal with. If you're a good storyteller, I'll bet you've got a lot of students that turn on to what you're trying to teach them.

**ME:** I'd like to turn back to the origins of C-SPAN. I know that you have a well-enunciated point of view about the state of network news as a source of information for the American public. Would you please elaborate?

**BL:** Well, network news today has relatively little significance to the body politic compared to what it did twenty years ago. It's still a viable, commercial business that NBC, ABC, CBS, and CNN and others are quite successful at moving money to the bottom line. But what we've learned, after two decades of tremendous addition of channels, is that most people don't watch news. They go away to anything but news—to entertainment, sports, whatever. I think that's a great disappointment to a lot of people. Twenty years ago the combined rating of the three network news shows (ABC, NBC, and CBS) was somewhere in the 35-40 range (out of 100 points). Today, right as we're speaking this very day, it's somewhere around maybe twenty. They have lost twenty full points, which today

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## ▼ Johns / From 17

teaching assistant positions, and future employment, and your advisor cannot write them all. The broader your interaction with other professors, the stronger your position will be when you make your foray into the job market. Prospective employers realize that your advisor will sing your praises. You will be in a much stronger position if others can write letters of similar quality based on personal knowledge of you and your work.

10. Perhaps the most important key to success in graduate school, and indeed in life, is to learn balance. This goes beyond juggling teaching, research, and academic pursuits. Keep graduate school in perspective with the rest of your life. Maintain (or acquire!) outside interests and keep informed about what is going on in the outside world. The worst thing a graduate student can do is to become a hermit who knows everything about the reign of an obscure Tibetan dynasty from the fourth century but has no idea there is a new Star Wars movie or that the price of stamps just went up to 33 cents. Also, exercise regularly, eat right, and sleep occasionally. I am convinced that physical well-being and intellectual well-being are linked, so get out to those departmental pick-up basketball games and mix in a salad with all of the traditional graduate student fare. Finally, if you have a family, do not make them wonder what you look like. Keep them involved and informed about what you are doing, particularly if you have a spouse who is not in the field and may not fully understand the dynamics and mechanics of the graduate experience. In my admittedly atypical situation (I am married and have three children), I have found that support at home can be the most critical factor in doing well in graduate school. True, keeping all of these considerations in focus can become a juggling act, and at times can seem to be virtually impossible. Yet the happiest graduate students I know have learned to balance family, school, work, and their personal lives and understand

that there is a time and a place for everything. Indeed, my favorite compliment recently came from my aunt (who holds three graduate degrees herself), who said, "you're nothing like any of the graduate students I know—you actually have a life!"

Ultimately, success, like beauty, will be defined in the eye of the beholder. Some might consider earning a master's degree a great achievement; others would see an M.A. as a failure to complete the doctorate. Not everyone will publish groundbreaking articles, win prestigious awards, or receive sizable grants during their graduate careers. My hope is that my experiences in graduate school will help others to be able to look back on their graduate education and feel as Samuel Johnson did about his work: "I knew very well what I was undertaking, and very well how to do it, and have done it very well." □

## Endnotes

1. Applying to graduate school can be a long, complicated, and often tedious procedure. The prospective graduate student should study the rankings done by *U.S. News & World Report* and other surveys, speak with faculty and graduate students in the field, and closely examine the American Historical Association's *Directory of History Departments and Organizations in the United States and Canada*, 24<sup>th</sup> ed. (1998-99). In addition, John King and Andrew McMichael give an excellent guide to the strategy and tactics one should consider in the application process in "Inscribing Your Future: The Trials and Tribulations of Applying to Graduate School," *Perspectives* 36/6 (September 1998): 29-33.

2. In the field of foreign relations in particular, the opening of foreign archives has led to successful collaborations between American and foreign scholars in a number of occasions. See for example Aleksandr Fursenko and Timothy Naftali, *'One Hell of a Gamble': Khrushchev, Cas-*

*tro, & Kennedy, 1958-1964* (New York: W.W. Norton & Company, 1997).

3. The American Historical Association's publication, *Grants, Fellowships, and Prizes of Interest to Historians* (1998-99), which is updated annually, is an outstanding resource for both graduate and faculty funding opportunities.

Andrew Johns is recent a Ph.D. from the University of California, Santa Barbara.

## Upcoming OAH Annual Meetings

St Louis, Missouri  
March 30-April 2, 2000  
*Adam's Mark Hotel*

Los Angeles, California  
April 26-29, 2001  
*Westin Bonaventure Hotel*

Washington, D.C.  
April 11-14, 2002  
*Renaissance Hotel*

## Obituaries

### Robert Morse Crunden

Robert Morse Crunden, professor of history and American studies at the University of Texas at Austin, died suddenly of a heart attack 23 March 1999. He had taught at Texas since receiving his doctorate from Harvard in 1967 and was a central figure in both the history and American studies departments as well as being a leading scholar in the fields of modernism and Progressivism.

Bob was born 23 December 1940 and grew up in New Jersey, but his chosen home from boyhood on was the family summer residence in Nova Scotia. Throughout the fall and spring terms, Bob would yearn for summer when he could escape to Nova Scotia with his books and, when possible, his children. Despite his scholarly demeanor, Bob was active physically, cutting wood, boating, and repairing the old homes in Canada during the summer and swimming and walking religiously during the rest of the year. It was partially because of this that his untimely death has shaken so many of us.

Bob entered Yale College in 1958 and graduated *magna cum laude* in 1962, writing an honors thesis on the journalist and cultural critic Albert Jay Nock. He published this as *The Mind and Art of Albert Jay Nock* (Regnery, 1964) while still a graduate student. Bob discovered a kindred spirit in Nock, one to which generations of Texas graduate and undergraduate students were introduced through his inclusion of Nock's *Memoirs of a Superfluous Man* on required reading lists. Personally, Bob internalized Nock's reverence of high culture, devotion to good writing, adoption of the role of curmudgeon, and self-identification as conservative. For Bob, conservatism was not a matter of politics but, in the words of the introduction to his edited work *The Superfluous Men: Conservative Critics of American Culture, 1900-1945* (University of Texas: 1977), "an assumption about which areas of life are generally rewarding for the intelligent person to concentrate upon." For Bob, that was the life of the mind and the study of those who had devoted their own lives to it.

Already committed to an academic career, he entered the History of American Civilization program at Harvard University immediately after his graduation from Yale. There, he studied under Frank Friedel and received his doctorate in 1967 with a dissertation on the Progressive reformer and novelist Brand Whitlock. This work, later published as *A Hero in Spite of Himself: Brand Whitlock in Art, Politics, and War* (Knopf, 1969), reflected several important themes for all of Bob's later work. In examining Whitlock's varied career as a reformer, politician, diplomat, and novelist, Professor Crunden trooped fearlessly across disciplinary boundaries and individuals. Second, he emphasized the significance of the biographical. While Whitlock would be his only biography, in all his works Dr. Crunden used biography as a way of discovering the meaning of a particular historical moment. Not only did he use this technique in his books, but his undergraduate lectures for his two semester survey course, *Main Currents in American Culture*, later adapted for publication as *A Brief History of American Culture* (Paragon House, 1994), used this approach brilliantly. Finally, Whitlock dealt primarily with the period and movement of Progressivism, a subject Professor Crunden would return to repeatedly.

In 1967, Bob joined Dr. William Goetzmann, one of his undergraduate professors, in Austin. Bill Goetzmann hired him to strengthen the history department's offerings in American cultural and intellectual history and help revitalize a moribund American Studies program. Bob succeeded at both. In addition to his introductory survey course, which soon became regarded by undergraduates as a test of their ability to succeed in graduate and law school, he taught graduate and undergraduate seminars in Progressivism and religious, political, intellectual, and art history. He quickly became recognized as a scholar of astonishingly wide knowledge. Not only did he super-

vise more than twenty Ph.D. dissertations and thirty M.A. theses but Bob also served on close to a hundred more committees, including dozens in departments such as English, Government, and Art History. He also did herculean work in departmental and university-wide governance. He was graduate adviser in American Studies from 1969 until 1976, director from 1985 to 1990, and chair of Graduate Studies from 1990 until his death. In history, he served on innumerable committees especially those involving hiring and promotion. Bob's comments were often sharp, but they were almost always on the mark. At his memorial service, a colleague noted that, "Bob always kept us honest." The great strides made by both departments owe a great deal to Bob's hard work and devotion.

Despite Professor Crunden's well-deserved reputation for acerbity, his closest academic relationships were with graduate students and junior faculty. Bob was a consummate editor, gifted at recognizing the key points of one's argument and helping the writer identify and clarify it. Countless faculty, both at Texas and elsewhere, owe their publication and consequent tenure to Bob's willingness to pore through their prose and help transform it into clear English. Because of this skill, he was also in constant demand as a book reviewer and outside reader. He liked few things better than to champion an unknown but well-written and conceived manuscript, often one at political or ideological odds with his own opinions. One of the few things that he did enjoy more was to gather with a group of graduate students and colleagues around a pitcher of beer and just talk.

Dr. Crunden's key works were all those of synthesis. In *From Self to Society, 1919-1941* (Prentice-Hall, 1972), he traced the changing views of the relationship between the individual and society from the Progressives' feelings of common identity through the alienation of the 1920s to the communitarianism of the 1930s. While the thesis was commonplace, few historians would tackle such disparate figures as Ben Shahn, I.A. Richards, George Antheil, Rexford Tugwell, William Heard Kilpatrick, and the Agrarians all in the same book. Probably Bob's best-known work *Ministers of Reform: The Progressives' Achievement in American Civilization, 1889-1920* (Basic Books, 1982) again chose individuals from differing professions and interests to note the continuing impact of Protestant morality upon the Progressive mind. For the last fifteen years, Bob had been working on a history of American modernism, noting its European roots but stressing its uniquely American development. The first volume, *American Salons: Encounters with European Modernism, 1885-1917* (Oxford: 1993), was quickly recognized as a key book for the field. A second volume on the 1920s is currently in press. Dr. Crunden also edited a number of works: the third edition of Frank Friedel and Norman Pollack's classic *Builders of American Institutions: Readings in United States History*, 2 volumes (Rand McNally, 1972); his original take on American conservatism *Superfluous Men* (1977); *New Perspectives on America and South Asia* with Manoj Joshi and R.V.R. Chandrasekhar Rao (Chanakya, 1984); and *Traffic of Ideas Between India and America* (Chanakya, 1985).

Finally, Bob was extremely dedicated to the teaching of American history and American Studies internationally. He directed the American Studies Research Center at Hyderabad, India, from 1982 to 1984; was a visiting professor in American Studies at the University of Wuerzburg, Germany, in 1979 and again in 1982; and a Senior Fulbright Lecturer at La Trobe, Australia in 1978. Most of all, Bob had an intensively active relationship with the American Studies community in Finland. As the inaugural holder of the Bicentennial Chair in American Studies at the University of Helsinki in Finland in 1976-77, Dr. Crunden received the first Fulbright chair anywhere in the world. In the ensuing years, he attended numerous academic conferences and doctoral defenses

and contributed to several academic and political journals. He was the first individual to hold the chair twice, returning in 1991-92, and then in 1997 was elected to the Finnish Academy (Suomen Tiedekatemia). He got special delight that his *A Brief History of American Culture* appeared in Finnish two years before its publication in English. Befitting its broad sweep and Bob's own internationalist leanings, it has since been published in Spanish, Arabic, Japanese, Korean, and Portuguese.

He leaves his mother Marjorie Morse Crunden and sister Joan Crunden Lewis, both of Boulder, Colorado; and daughters Wendy Eberle-Sinatra of Toronto, and Evelyn Ann and Rebecca Joan Crunden of Austin, Texas. □

—Mark C. Smith  
University of Texas at Austin

### Leonard R. Riforgiato

Leonard R. Riforgiato, associate professor of history at The Pennsylvania State University's Shenango Valley campus, died on 16 January 1999 at the age of 59. He was born 26 December 1939 in Buffalo, New York, to John and Jeanette Panepinto Riforgiato. He earned his bachelor's and master's degrees in history at Fordham University, and his doctorate in history and religious studies at The Pennsylvania State University. In addition, he received a degree in philosophy from Woodstock College.

In scholarly circles, Professor Riforgiato was best known for his work in American religious history. His doctoral dissertation, "Missionary of Moderation: Henry Melchior Muhlenberg and the Lutheran Church in English America" was published by the Bucknell University Press. Other publications include numerous articles, essays, and book reviews. He frequently presented papers at professional conferences. At the time of his death, he was completing a biography of the Reverend John Timon, first bishop of the Roman Catholic Diocese of Buffalo. His research was supported by grants from Penn State, the Cushwa Center of the University of Notre Dame, and the American Philosophical Society.

He was a member of several organizations besides OAH, including the Pennsylvania Historical Association, Buffalo and Erie County Historical Society, American Catholic Historical Society, American Society of Church History, Phi Alpha Theta, and Phi Kappa Phi.

After teaching briefly at Gonzaga Preparatory School, Washington, D.C.; McQuaid Jesuit High School in Rochester, New York; Fordham University; and Mercy College, Professor Riforgiato joined the Penn State faculty at Shenango Valley in 1973. There he taught courses in history, philosophy, and religious studies. A demanding but popular teacher, he was named "Shenango Valley Campus Teacher of the Year" in 1984. He served three terms as chairman of the campus's faculty senate and was a member of various faculty committees. He was advisor to Liberal Arts and Business Students and coached the debate team.

Also active in the community of Sharon, he was an instructor in "gifted programs" in local public and private schools, a judge in "History Day" competitions, a member of the "Mayor's Committee on the Arts," and Mercer County's Child Welfare Board. He lectured frequently to civic, religious, and social groups; and contributed editorials to the community's newspaper.

Professor Riforgiato's place in the profession, campus, and community will be difficult to fill. He served in so many ways. His colleagues, students, and neighbors will miss his helpful contributions, his provocative comments, and his friendship. □

—John B. Frantz  
The Pennsylvania State University

## ▼ Lamb / From 18

means 20 million homes. They're still making a lot of money, but they don't have the audience that they had either on a percentage basis or on an actual basis.

Twenty years ago the FCC required the television stations to do X percentage of their programming in news and public affairs. That basically doesn't exist anymore.

When viewers have a choice, they go away. They go all over the dial. They go to us, the Weather Channel, Arts and Entertainment. Or they find really well-done documentaries on a lot of different channels including Bravo and Ovation. So if you define journalism on television today the same way you did twenty years ago, you're making a big mistake.

**ME:** *Booknotes* has resulted in two recent books [*Booknotes: Life Stories: Notable Biographers on the People Who Shaped America* (1997) and *Booknotes: America's Finest Authors on Reading, Writing, and the Power of Ideas* (1998)]. Where do you fit into this equation of the television figure as author?

**BL:** Well, there's a little bit of difference for me. First of all, we didn't sell a couple million copies of our book like Tom Brokaw's *The Greatest Generation* did. Secondly, I didn't take any money for it. It's not a money-making enterprise for me, and I wanted to take that equation out of it early because that wasn't the reason to do it. In a very selfish way, I guess, I wanted to find out what it was like to put a book out. I got involved in every aspect of it, finding an agent, finding a publisher, finding people to help me put all the facts and figures together. I took all the pictures for the book. I traveled to the printing plants where they were printed. I went out on the book tour, and I did it on purpose without escort, because I didn't want that to—they create a world out there that can be somewhat disconcerting for the people you meet. You've got these people around you in limousines and all that stuff, and I didn't want any of that. And I just wanted to find out what it was like. Also, I wanted a chance to talk about this network. I wanted a chance to meet the people who watch it. We hear them all the time on the call-in shows, but you can't see them, and so by going to some 50 bookstores over the last couple of years and giving a lot of talks and Q&A sessions around the country, it has given me a chance to find out what the world is doing out there and what they look like. So in many ways it was a selfish motive for me. It turned out to be a success. We put some money in our C-SPAN educational foundation but more importantly have made money for the publisher, and as publishers will tell you, only about 25% of their books make money. So it was fun to take a product, using the network, and make it work financially for people outside of here. I think it turned out to be a very worthwhile endeavor for the last couple years.

**ME:** I'd like to ask you about the financial underwriting of C-SPAN.

**BL:** C-SPAN is paid for entirely by people who buy cable television and satellite services. We get something on the order of a nickel a month per customer, sixty cents a year. There's a sliding scale depending on how big your

company is, so it doesn't quite come out. We have 75 million people in the United States who get C-SPAN. That doesn't work out. If you took 75 million times \$0.60, you would come up with far more money than we take every year. We're generating somewhere in the order of \$35-40 million a year for a product that costs somewhere around

\$35 million every year. We've kept some of our money, and within the last two years bought a radio station in Washington that serves the market from Baltimore to Richmond on a twenty-four-hour basis, the only public affairs radio station in the United States, so the industry has been very generous in letting us keep enough money in the till for a rainy day. But basically the people, the country, pay for it, through a cable operator who says "I'm willing to put aside these two channels for this purpose. I'm willing to (and it's not required by law or by the government that they do this) devote this public service a couple channels on my service." They then pass on parts of my revenue to keep it in business. I've told people for years that the industry does not have to do this. They look at you like you're crazy, and they think it's some decree. Those people who live in communities around the country who've lost C-SPAN have got to understand that was a local decision, that was not a national decision. It is something that can go away if you don't keep watch on it.

**ME:** I know you began with a staff of four employees. How many people are employed by C-SPAN today?

**BL:** Around 250.

**ME:** How many of them are on the air?

**BL:** About seventy. They all have other jobs, though. No one is hired for their on-air job. Susan Swain is the chief operating officer. Connie Brode is executive producer of *Book TV*. Steve Scully is our political editor. Bruce Collins is our general counsel. Doug Johnson is one of our book producers. Paul Orgell produces the House of Representatives, and Lou Ketcham produces the United States Senate coverage.

**ME:** How many people, according to your data, are watching C-SPAN in 1999?

**BL:** Our data, based on a survey we take every three or four years, suggests that about one in ten Americans watches on a regular basis. They make it a part of their lives. They check on it whenever they are near a television set. They decide independently from day to day whether or not there's something there they want to watch. Three in ten watch us when there's a big event, when the entire media world is talking about it. If it's the impeachment process or the war in Iraq or something like that, they might find a way over to us as those three in ten become more and more concerned about what's going on in the Congress or in Washington. And, if you think for a moment that four-in-ten have some experience with us, and that in the last election (where there was only a Congressional election), 36% of the people voted. We track with that. Four-in-ten. That's four-in-ten voting, four-in-ten watching, and six-in-ten who never watch. Even if you



Brian Lamb (left) meets with Michael Ebner at C-SPAN's headquarters in the nation's capitol.

throw in the last presidential election, only 48.9% of the people in the United States voted. You've got a whole half of this country that does not watch this network, does not vote, is not involved in the process in any way. It all makes sense, because most of our people who watch us also vote.

**ME:** Liberals sometimes claim that C-SPAN is an outlet for conservatives, and conservatives sometimes portray it as another instrument of liberal media. So what's your take on these counterclaims?

**BL:** Well, I think they're both right. What I've learned over the last twenty years in listening to our viewers and listening to people expound on what this network is all about is that if you're a committed ideologue, if you're a committed party member, if you're committed to a candidate, you do not see the world like those who aren't committed. You can see that two people with strong points of views sitting in the same room looking at the same individual on television will see and hear two different things. And the only way that I can explain it to you is that people inside this company are not committed politically, they don't talk partisan politics, they don't care who wins. Everybody here has worked for a politician at some time or another, and they've been able to come in here and put their views aside. In the end they never make a decision based on whether they want somebody to get ahead or lose. I've listened to this for so long that I really think when you're offering 17,000 hours of television a year on politicians and you keep score and you have an archive and at any time anybody wants to check and see which people are getting attention, it's there. If you can't find your point of view here on a regular basis, then you're not watching it very closely, because it's here somewhere.

**ME:** A final question. I hope you'll address the matter of where C-SPAN might be ten years from now. How do you envision it being different and improved, and what would you like to see sustained?

**BL:** Well, in ten years C-SPAN will be where this country wants it to be. I will have less and less influence upon it, as I have had less and less influence on it as the years have gone by. I had a tremendous amount of influence on it in 1977 and less every year since then, and that's exactly the way I want it. I want to be able to walk away from here and never have to look back and worry that I didn't do what I had to do to make it work. I think we are naïve if we think that whatever we do—I don't care what it is—is guaranteed to be there forever. Ask the people who used to own *Collier's*, *Look*, *Saturday Evening Post*, United Press International, Studebaker cars—you can go down a list of very well-known institutions that are not here anymore. I think the American people truly will decide. If the industry—which is not the same as it was 20 years ago—wanted to shut this down, and the American people said "Fine, go ahead," it would go away. I'm not terribly concerned, personally, about where I end up in this process. I've done my thing. I'm trying to enjoy every day and continue the learning process. I hope there's a lot more to offer, I hope there are a lot more choices out there. See, the more choices we can give you, the less power we have. The less power any one person has. And, I think that's the healthiest thing we can have as a country. I know it's hard to see that now, because people are confused, and there's not a simple road map, and there is nobody there deciding what's good and bad. But it might be very healthy for people in this country to finally wake up and decide things for themselves.

**ME:** Well, this concludes our interview, and with warm thanks for your willingness to make yourself available, and I know that the members of OAH will enjoy and learn from this opportunity to visit with you. Thank you.

**BL:** Well, I thank you and thank the historians for being there or I wouldn't have a job. □

Michael H. Ebner is the A.B. Dick Professor of History at Lake Forest College. Readers wishing to comment on this interview may contact him at [ebner@lfc.edu](mailto:ebner@lfc.edu).

## Executive Board Meeting Toronto, April 22, 1999

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

Decided to send out election ballots to the membership in a separate mailing in the fall rather than with the Annual Meeting Program mailing in January.

Agreed to further discuss concerns and suggestions for pairings of Nominating Board and Executive Board candidates, a new policy approved by mail ballot to the membership in February 1999.

Thanked OAH-Indiana University Minority Fellows Daphne Cunningham and Damon Freeman for the depth and sophistication of their reports on the OAH-Indiana University Minority Fellowship Program and the status of minority recruitment in the history profession. (The reports are available on the OAH website: <http://www.oah.org>. A summary is available here on page 19.)

Thanked Indiana University History Department Chair John Bodnar for his energy, creativity and commitment to the Organization of American Historians, particularly in regard to facilitating the minority fellowship program and the organization's search for a new editor of the *Journal of American History*.

Thanked James Rawley for a \$9,000 donation, in shares of stock, to the James A. Rawley Prize fund.

Thanked Mr. and Mrs. Wilson Smith for their gift of \$5,000 to the Merle Curti Prize fund.

Authorized the president to appoint an *ad hoc* committee, drawn from members of the OAH Lectureship Program, to explore ways of improving the program and the income that it generates. The committee will report to the Executive Board at the 2000 Annual Meeting in St. Louis.

## Two Weeks in Japan Summer and Fall 2000

For a fourth year, OAH and the Japanese Association for American Studies hope to send three U.S. historians for short-term residencies to Japan. With support from the Japan-United States Friendship Commission (CONTINGENT ON FUNDING), OAH and JAAS will select scholars to spend two weeks teaching, lecturing, and consulting at Japanese universities, where they are expected to enter the collegial life of their host university and work with faculty and students. We are particularly interested in encouraging the application of mid-career scholars for whom this would be their first academic trip to Japan. Our goal is to foster long term international and cooperative work among scholars. To that end, in the coming year, we plan to expand the program significantly to bring Japanese historians, as well as Japanese graduate students studying in the United States, to the OAH Annual Meeting. In addition, we expect to launch an e-mail discussion list and website for the exchange of ideas and sustenance of a network of Japanese and American historians.

The award covers round trip airfare to Japan, housing, and modest daily expenses. Past applicants are encouraged to reapply. Names of the three host universities, applicant specialties, and dates of residency will be detailed in the next few weeks on the OAH webpage ([www.oah.org](http://www.oah.org)) and on H-Net, and in the November issue of the *Newsletter*. Please direct inquiries to [japan@oah.org](mailto:japan@oah.org) or (812) 855-7345. Applicants must be current members of the OAH.

Authorized \$20,000 from the Fund for American History for the newest minority fellowship and \$25,000 for the first year (of a three-year commitment) to a new technology employee who will assist in the electronic publication of the *Journal of American History*.

Approved the operating budget for fiscal 2000.

Agreed to establish a small advisory committee for the OAH website after the new executive director has taken office.

Agreed to appoint a task force to create new and link ongoing OAH programs that could be a part of the effort to commemorate the 100<sup>th</sup> anniversary of the 1901 Pan-American Exposition in Buffalo, New York.

Expressed gratitude and support for Page Miller's distinguished work on behalf of OAH and the profession in her role as executive director of the National Coordinating Committee for the Promotion of History.

Approved JAH Editor Dave Thelen's nominations of Ellen C. DuBois, University of California at Los Angeles, and Richard White, Stanford University, to the *Journal of American History* Editorial Board; and Jean H. Baker, Goucher College, for the Pelzer Prize Committee.

Approved a change in the Merle Curti Award that will permit the committee in 2001 to give both Curti awards each year as necessary—one in social and one in intellectual history—and to consider cultural history submissions either as social or as intellectual history.

Thanked William Chafe for his year as OAH president in 1998-99; Ellen Carol DuBois, Michael Frisch, and Lewis Perry, whose three-year terms on the Executive Board ended at the Annual Meeting; and Michael Kammen, whose service as past-president and member of the Executive Board ended at the Annual Meeting.

Thanked Armita A. Jones for her eleven years of service as OAH Executive Director and offered best wishes in taking up her new role as Executive Director of the American Historical Association.

Thanked David Thelen for his fifteen years of service as Editor of the *Journal of American History*.

Two weeks after the Annual Meeting, the board adopted, by email ballot, a resolution of support for a draft Executive Order of the President to create historical offices in all executive branch agencies "to promote and preserve the documentary and historical record of the Federal Government by ensuring that professional historians and archivists oversee the preservation and documentation pertaining to an agency's history for future generations." □

## Frederick Douglass: At Home and Abroad



### An International Conference

September 9-10, 1999

9:00 a.m. to 4:00 p.m.

Department of the Interior

Auditorium

18<sup>th</sup> and C Streets, NW

Washington, DC

The Frederick Douglass National Historic Site announces a conference featuring scholars from Europe and across North America who will speak on Douglass's international significance, including his relationship to countries such as Haiti and the British Islands and his perspective on the U.S. Constitution. On the evening of September 9, the Caring Institute of Washington will host a reception to welcome participants. On September 10, the Historical Society of Washington will also host a tour of Douglass's last residence. Admission is free and open to all, but advance registration is required. Please contact Crystal Edwards (202) 690-5185 or Jenny Masur (202) 690-5166, National Capitol Parks-East, 1900 Anacostia Drive, S.E., Washington, D.C. 20020.

## Please join us in thanking the following individuals who served on OAH prize and service committees

### Ellis W. Hawley Prize Committee

Otis L. Graham, University of North Carolina, Wilmington, Chair  
Laura Kalman, University of California, Santa Barbara  
Mark Lawrence Kornbluh, Michigan State University

### Lerner-Scott Prize Committee

Elisabeth I. Perry, Vanderbilt University, Chair  
Susan Armitage, Washington State University  
Susan Ware, Radcliffe College

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

Vincent Tchen, Wayne State University/Detroit Schools, Chair  
Elliott Robert Barkan, California State University  
Victoria Z. Straughn, LaFollette High School, Madison, Wisconsin

### Louis Pelzer Memorial Award Committee

Frederick E. Hoxie, University of Illinois, Urbana-Champaign  
James A. Rawley Prize Committee  
John Dittmer, DePauw University

### Elliott Rudwick Prize Committee

George J. Sanchez, University of Southern California, Chair  
Gordon H. Chang, Stanford Univ.  
Charles B. Dew, Williams College

### Mary K. Bonsteel Tachau

#### Pre-Collegiate Teaching Award

Eric Rothschild, Scarsdale High School, Scarsdale, New York, Chair  
Kenneth T. Jackson, Columbia Univ.

### Frederick Jackson Turner Award Committee

George M. Fredrickson, Stanford University, Chair  
Alan Brinkley, Columbia University  
Karen Ordahl Kupperman, New York University

Due to a page composition error in the May issue, these names were accidentally omitted. We apologize for the error.

## Announcements

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

## Professional Opportunities

### Case Western Reserve University

The Department of History at Case Western Reserve University, Cleveland, Ohio will make a tenured or tenure-track appointment in American Women's History; any period before 1860 will be entertained. The appointment will be made at the Assistant or Associate Professor level, to begin in August 2000. The successful candidate will contribute to the department's graduate and undergraduate programs and have an active role in the university's Women's Studies Program. Strong commitment to research and publication, demonstrated teaching excellence, and concern for issues of diversity are essential. Send letter of application, vitae, and 3 letters of recommendation for receipt by November 1, 1999 to Prof. Ted Steinberg, Chair, Women's History Search Committee, Department of History, Case Western Reserve University, Cleveland OH 44106-7107. AA/EOE; applications from women and minorities are especially encouraged.

### Harvard Divinity School

Harvard Divinity School announces a tenure-level search in American religious history, broadly construed, to fill the Charles Warren Chair in American Religious History. Candidates may be specialists in any particular aspect of the field, though in chronological terms the preference is for expertise in the nineteenth and twentieth centuries. Candidates should be able to contribute to the Divinity School's ministerial studies program as well being able to use forms of analysis that address race, gender, and social location. Applications, nominations and inquiries should be addressed to Pamela Massey, Faculty Search Office, Harvard Divinity School, 45 Francis Avenue, Cambridge, MA 02138 or [pamela\\_massey@harvard.edu](mailto:pamela_massey@harvard.edu), preferably by October 1, 1999, though the search committee will remain responsive to later nominations and applications. Harvard Divinity School is an Equal Opportunity, Affirmative Action employer. Applications from women and/or minorities are especially encouraged.

### Papers of Benjamin Franklin, Yale University

The Papers of Benjamin Franklin, Yale University invites applications for the position of Associate Editor. Co-sponsored by Yale and the American Philosophical Society, the Franklin edition is one of the major ongoing documentary editing projects in American history. Still to be researched are seven volumes covering the conclusion of Franklin's French mission, and three volumes covering his final years in Philadelphia (September, 1785-April, 1790). The Associate Editor, with

assistance from the staff, will begin immediately to prepare the texts, research, and draft annotation for the three final Philadelphia volumes. Required: extensive experience in late 18th-century American political, intellectual, and/or social history. Demonstrated experience in documentary editing highly preferred. Emphasis on Pennsylvania history desirable; reading knowledge of French useful. AA/EOE. Send letter of application, c.v., and names of three references to Ellen Cohn, Editor, The Papers of Benjamin Franklin, P.O. Box 208240, New Haven, CT, 06520-8240. Deadline: October 15, 1999.

## Activities of Members

**Paula Baker**, University of Pittsburgh, received a fellowship from The Woodrow Wilson International Center for Scholars for her study, "Campaign finance, campaign workers, and interest groups in American politics."

**Marilyn Baseler**, University of Texas at Austin, was awarded the National Endowment for the Humanities Fellowship from the American Antiquarian Society for her study, "Strangers within our gates: America's Immigrants, 1776-1820."

**Linda J. Borish**, Western Michigan University, is the new President of the Great Lakes American Studies Association.

**Peter William Bradaglio**, Goucher College, received a fellowship through the National Humanities Center for the academic year of 1999-2000 for his study entitled, "Rape by Fraud: Men, Women, and Sexual Assault in the Nineteenth-Century South."

**Susannah U. Bruce**, Kansas State University, has been awarded an Archie K. Davis Fellowship for 1999-2000 for her studies on North Carolina's ethnic units in the Civil War.

**Lendol Calder** has recently published a new book entitled *Financing the American Dream: A Cultural History of Consumer Credit* (Princeton University Press).

**Jill Elizabeth Caskey** is a recipient of a 1999-2000 J. Paul Getty Postdoctoral Fellowship in the History of Art and the Humanities for her study entitled, "Eye of a Needle: The Ruffalos of Ravello and the Art of Wealth and Splendor."

**Terry Catapano** received the Society of Colonial Wars of Massachusetts Fellowship awarded by the Center for the Study of New England for his study entitled, "Cotton Mather's *Magnalia Christi Americana*: A Bibliographical and Textual Study."

**Dorothy S. Cobble**, Associate Professor, School of Labor Relations, Rutgers University, received a fellowship from The Woodrow Wilson International Center for Scholars for her project entitled, "The Other Woman's Movement: Labor Feminism and Social Policy in Modern America."

**Dennis Dickerson**, Professor of History at Williams College was presented with the 1999 Outstanding Book Award at the 30th Annual Meeting of the National Conference of Black Political Scientists for his distinguished work: *Militant Mediator: Whitney M. Young Jr.*

**Keith Gallagher**, University of California, Berkeley, was awarded a research fellowship from the Claberg Foundation for Research in Social Change for his work on "Public Subsidies for Private Power: The History of the Political Economy of the United States and Changing Contours of Democracy." The Charles Redd Center for Western Studies provided a research grant for his work on "Wrested Rights: Empire Building, Working-Class Activism, and Political Culture on Nevada's Comstock Lode, 1859-1890."

**Christopher Grasso**, College of William and Mary, was awarded the Kate B. and Hall

J. Peterson Fellowship from the American Antiquarian Society for his work, "Skepticism and American Faith: The Early Nineteenth Century."

**Catherine Haulman**, Cornell University, was awarded a Kate B. and Hall J. Peterson Fellowship from the American Antiquarian Society for her study entitled, "The Empire's New Clothes: The Politics of Dress in America, 1765-1820."

**Graham Russell Hodges**, Colgate University, was awarded a Kate B. and Hall J. Peterson Fellowship by the American Antiquarian Society for his work, "David Ruggles: Black Apostle of Freedom."

**Jack P. Greene**, Johns Hopkins University, has been awarded a fellowship through the John Carter Brown Library at Brown University and the Andrew W. Mellon Foundation for his work, "Changing Identity in Colonial British Plantation America."

**Robert A. Gross**, William and Mary College, has received the 1999 Rare Books and Manuscripts Librarianship Award for Best Article for his work, "Communications Revolutions: Writing a History of the Book for an Electronic Age."

**Karen Haltunen**, University of California at Davis, received a fellowship from the American Antiquarian Society, funded by the Andrew W. Mellon Foundation for her study entitled, "American Pilgrimage: A Cultural History of Plymouth Rock."

**Marsha L. Hamilton**, SUNY Stony Brook, was awarded with a W.B.H. Dowse fellowship from the Center for the Study of New England History for her study entitled, "Strangers in the Land: 'Outsiders' in Eastern New England 1640-1690."

**Virginia Van Der Veer Hamilton** won the 1999 Alabama Library Association's Author Award in Nonfiction for her work, *Looking for Clark Gable and Other 20th Century Pursuits: Collected Writings*.

**David Hancock**, University of Michigan, received a fellowship from the John Carter Brown Library at Brown University for his work entitled, "Madeira Wine and the Emerging Atlantic Economy."

**Rene Hayden**, University of California at San Diego, has been awarded an Archie K. Davis Fellowship for 1999-2000 for his studies on the Reconstruction Ku Klux Klan in North Carolina.

**Helen Horowitz**, Smith College, received a fellowship from the American Antiquarian Society, funded by the Andrew W. Mellon Foundation, for her study entitled, "Sexual Representation and Censorship in the United States, 1830-80."

**John Howe**, University of Minnesota, received the American Society for Eighteenth-Century Studies Fellowship awarded by the American Antiquarian Society for his work entitled, "The Social Politics of Verbal Discourse in Revolutionary America."

**Kathryn Allamong Jacob**, was selected as the new Curator at of Manuscripts of Radcliffe's Schlesinger Library.

**Joan Marie Johnson**, University of Cincinnati, has been awarded an Archie K. Davis Fellowship for 1999-2000 for her studies on the influence of Northern education upon Southern women.

Co-writers **Benjamin W. Labaree** and **Jeffery J. Safford**, along with 4 others, were awarded the John Lyman Book Award by the North American Society for Oceanic History for their book entitled, *America and the Sea: A Maritime History*.

**Neil Maher** won a 1998 Alfred D. Bell Travel Grant for research at the Forest History Society Library. His field of study was the influence of the Civilian Conservation Corps on the conservation and environmental movements.

**Martin V. Melosi** has been named Distinguished University Professor of History at

the University of Houston.

**Mark P. Meuwese**, University of Notre Dame, has received a New York State Archives Grant for his subject, *War, Trade, and Intermarriage: Indigenous Peoples and the making of the Dutch Seaborne Empire in the Atlantic World, 1590-1700*.

**Joanne Meyerowitz**, newly appointed editor at *The Journal of American History*, has received a fellowship from the National Humanities Center for the academic year of 1999-2000 for her study entitled, "Transsexuality in the U.S."

**Kevin Murphy**, Millikin College, received a grant through The Early American Industries Association (EAIA) for his work entitled "The Home Industries of the Reverend Jonathan Fisher."

**Mark A. Peterson**, University of Iowa, received the Stephen Botein Fellowship awarded by the American Antiquarian Society for his study, "The Mather Family and the Construction of an Atlantic Protestant International."

**Charles K. Piehl** gave the Twentieth-Annual Frontier Forum Lecture on the topic "The Southern Act of Robert Gwathmey" to the College of Social and Behavioral Sciences at Minnesota State University, Mankato.

**Leslie J. Reagan**, University of Illinois, won the 1998 Willard Hurst Prize from the Law and Society Association for her book *When Abortion was a Crime: Women, Medicine, and Law in the United States, 1867-1973* (University of California Press).

**Liam Riordan**, University of Maine, was awarded the Reese Fellowship by the American Antiquarian Society for his study entitled, "Newspapers and the Local Meaning of the Nation in the Delaware Valley."

**Daniel T. Rodgers**, Princeton University, received a fellowship from The Woodrow Wilson International Center for Scholars for his study of "Social Ideas in 1880's America."

**Andrew K. Sandoval-Strausz**, University of Chicago, received the Society of Colonial Wars of Massachusetts Fellowship from the Center for the Study of New England History for his study entitled, "Constructing a New American Forum: Cosmopolitanism, Liberalism, and Public Accommodation, 1760-1830."

**Jonathan D. Sassi**, College of Staten Island /CUNY, was awarded by the American Antiquarian Society for his study, "Clerical Communities and the Religious Public Sphere."

**Leonard Schlup** has been awarded the Mississippi Historical Society Willie D. Halsell Prize for Best Article for his study, "Hernando DeSoto Money: War Advocate and Anti-Imperialist, 1898-1900."

**Eric Schneider**, University of Pennsylvania, has recently published *Vampires, Dragons, and Egyptian Kings: Youth Gangs in Postwar New York*. He is also the 1999 Klemperer Fellow in the History of Medicine at the New York Academy of Medicine for his new study on heroin in the postwar city.

**Tom Schoonover** was awarded the Alfred Barnaby Thomas Prize for his book *Germany in Central America: Competitive Imperialism, 1821-1929* by the South Eastern Council on Latin American Studies.

**Christopher Clare Sellers**, State University of New York at Stony Brook, received a fellowship from the National Humanities Center for his work entitled, "After the Natural: An Environmental History of the Modern Suburb."

**Timothy J. Shannon**, Gettysburg College, Pennsylvania, has been awarded a fellowship from the John Carter Brown Library at Brown University, funded by the Jeannette D. Black Memorial Foundation for his studies on "The Material Culture of European-Indian Trade and Diplomacy in Anglo-American Prints and Maps, 1750-1825."

**Michael A. Simoncelli**, College of William and Mary, received a Richard F. and Virginia P. Morgan Fellowship from the American Antiquarian Society for his work entitled, "Becoming Northern: The Clash of Regional Cultures and the Creation of a Northern Identity in Ohio, 1770-1877."

**Susan Strasser** has recently been appointed Professor of History at the University of Delaware. Her latest work, *Waste and Want: A Social History of Trash*, will be published in September.

**Nancy Jane Tomes**, Professor of History at the State University of New York at Stony Brook, has received a fellowship from the National Humanities Center for the academic year of 1999-2000 for her study entitled, "Making the Modern Health Consumer."

**Andrea L. Volpe** has been awarded a post-doctoral fellowship from the Pembroke Center for Teaching and Research on Women at Brown University for her project "National Bodies: Cartes de Visite Portrait Photographs and the Politics of Visual Culture in the United States, 1860-1877."

**Jannelle Warren-Findley**, Arizona State University, has been named one of two Ian Axford 2000 Fellows. The Fellowship funds research into policy issues important to the governments of New Zealand and the United States.

**Chad Wheaton**, Syracuse University, has received a New York State Archives Grant for his subject, *Exhibition and Spectacle: 150 Years of Culture, Politics, and Business at the New York State Fair, 1841-1991*.

**John Fabian Witt**, Yale University; received a New York State Archives Grant for his work, "Administering Twentieth-Century Accident Law," a chapter in a dissertation entitled *Accident and Design: Workmen's Compensation and the Making of Modern American Personal Injury Law, 1870-1940*.

## Awards and Prizes

The **Abe Fellowship Program** supports post-doctoral research on contemporary policy-relevant issues. The Fellowship is designed to encourage international multidisciplinary research on topics of pressing global concern. This competition is open to American and Japanese citizens, as well as other nationals who can demonstrate strong and serious affiliations with the research communities of the U. S. and Japan. Deadline is **1 September 1999**. Contact: Abe Fellowship Program, Social Science Research Council, 810 Seventh Avenue, New York, NY 10019; (212) 377-2700; fax (212) 377-2727; <<http://www.ssrc.org>>.

The **Coordinating Council for Women in History and the Berkshire Conference of Women Historians** are pleased to announce the 9<sup>th</sup> annual competition for 2 \$500 Graduate Student Awards to assist in the completion of dissertation work. The awards are designed to support either a crucial stage of research or the final year of writing. The CCWH/Berkshire award is given to women graduate students in a history department in a U. S. institution, and the CCWH/Ida B. Wells award is for a woman graduate student in a U. S. institution in any department, but working on a historical topic. Deadline is **13 September 1999**. Contact: Professor Gina Hames, CCWH Awards Committee Chair, History Department, Pacific Lutheran University, Tacoma, WA 98447; <[hamesgl@plu.edu](mailto:hamesgl@plu.edu)>; <<http://www.plu.edu/~hamesgl/>>.

The **William P. Clements Center for Southwest Studies** offers an annual grant to encourage broader and more intensive use

of the special collections at DeGolyer Library, Southern Methodist University. Deadlines are **15 March** and **15 September**. Contact: Jane Elder, Associate Director, Clements Center for Southwest Studies, Southern Methodist University, Dallas TX 75275-0176; (214) 768-3684; fax (214) 768-4129; <[swcenter@mail.smu.edu](mailto:swcenter@mail.smu.edu)>.

The **American Society for Environmental History** will issue the following 4 awards at its annual meeting in Tacoma, Washington in March 2000: The George Perkins Marsh Prize for best book in environmental history published in 1999 (monograph submissions only) the Rachel Carson Prize for best dissertation in environmental history completed in 1999; the Alice Hamilton Prize for best article on environmental history published outside the journal *Environmental History* in 1999; the Aldo Leopold Prize for the best article appearing in the journal *Environmental History* in 1999. Send 3 copies of each submission in page proof or manuscript form to Lisa Mighetto, ASEH Secretary, c/o HRA, 119 Pine Street, Suite 207, Seattle, WA 98101. Deadline is **1 October 1999**, however, late submissions will be accepted until 31 December 1999.

The **Irish American Cultural Institute** is now accepting applications from researchers to investigate the Irish experience in America. Original research and possibly assistance for travel or publication costs can be funded up to a maximum of \$5,000. Deadline is **1 October 1999**. Contact: Irish Research Fund, Irish American Cultural Institute, 1 Lackawanna Place, Morristown, NJ 07960, or call (973)-605-1991. <[irishwaynj@aol.com](mailto:irishwaynj@aol.com)>.

The **National Endowment for the Humanities** is offering summer stipends that support 2 months of full-time work on projects that will make significant contributions to the humanities. Deadline is **1 October 1999**. Contact: NEH Fellowship and Summer Stipends, Room 318, National Endowment for the Humanities, 1100 Pennsylvania Avenue, N. W., Washington, DC 20506; <<http://www.neh.gov>>.

The **American Council of Learned Societies** announces the availability of a small number of new Frederick Burkhardt Residential Fellowships for Recently Tenured Scholars engaged in long-term, unusually ambitious projects in the humanities and related social sciences. The ACLS will award approximately 9 fellowships per year in this and the next 2 years. Each fellowship carries a stipend of \$65,000. Deadline is **1 October 1999**. Contact: Office of Fellowships and Grants, ACLS, 228 East 45<sup>th</sup> Street, New York, New York 10017-3398; (212) 949-8058; <[grants@acsls.org](mailto:grants@acsls.org)>.

The **Woodrow Wilson International Center for Scholars** is accepting applications for twenty residential fellowships to individuals with outstanding project proposals in the social sciences and humanities on national and international issues. Projects likely to foster communication between the world of ideas and the world of public affairs are especially welcomed. Applicants should hold a doctorate or have equivalent professional accomplishments. The fellowships are for an academic year and carry a \$44,000 stipend, on average. Deadline is **1 October 1999**. Contact: Fellowships Office, Woodrow Wilson Center, One Woodrow Wilson Plaza, 1300 Pennsylvania Avenue, N.W., Washington, D.C. 20004-3027; (202) 691-4170; fax (202) 691-4001; <<http://wwics.si.edu>>; <[fellowship@wwics.si.edu](mailto:fellowship@wwics.si.edu)>.

The **American Antiquarian Society** is welcoming applications for fellowships for historical research by creative and performing artists, writers, film makers, and journalists. Fellowships will be provided to those whose research objectives are to produce

works dealing with pre-twentieth-century American history and are designed for the general public rather than academic communities. Deadline is **4 October 1999**. Contact: Artist Fellowship Program, American Antiquarian Society, 185 Salisbury Street, Worcester, MA 01609-1634; (508) 363-1131 or (508) 363-1128; <[wjy@mwa.org](mailto:wjy@mwa.org)>.

The **National Humanities Center**, Research Triangle, NC, offers 35-40 residential fellowships for advanced study in all fields of the humanities. Applicants must hold doctorate or equivalent credentials and have a record of publication. The average stipend is \$35,000, with a few available up to \$50,000. For application material, write to Fellowship Program, National Humanities Center, Post Office Box 12256, Research Triangle Park, North Carolina 27709-2256. Applicants must submit the Center's forms, a 1000-word project proposal, and 3 letters of recommendation. Applications and letters of recommendation must be postmarked by **15 October 1999**. Contact: <[nhc@ga.unc.edu](mailto:nhc@ga.unc.edu)>, <<http://www.nhc.rtp.nc.us:8080>>.

The **Columbia University Society of Fellows in the Humanities**, will award a number of fellowships for the 2000-2001 academic year through grants from the Andrew W. Mellon Foundation, the William R. Kenan Trust, and the Arthur Vining Davis Foundation. Recipients will receive a \$30,000 stipend, one-half for research and the other for teaching in the undergraduate program. Deadline is **15 October 1999**. Contact: Marsha M. Manns, Director, Society of Fellows in the Humanities, Heyman Center BMail Code 5700, Columbia University, 2960 Broadway, New York, NY 10027.

The **Claude Pepper Foundation** seeks applicants for its Visiting Scholar's program, which provides financial assistance for researchers working at the Claude Pepper Center's archives at Florida State University. Deadlines are **15 April** and **15 October**. Contact: Grant Coordinator, Claude Pepper Foundation, 636 West Call Street, Tallahassee, FL 32306-1122; (850) 644-9309; fax (850) 644-9301; <[mclaughli@mailers.fsu.edu](mailto:mclaughli@mailers.fsu.edu)>; <<http://pepper.cpb.fsu.edu/library>>.

The **James J. Hill Reference Library** will award a number of grants of up to \$2,000 to support research in the James J. Hill and Louis W. Hill papers. Deadline is **1 November 1999**. Contact: W. Thomas White, Curator, James J. Hill Reference Library, 80 West Fourth Street, Saint Paul, Minnesota 55102; (651) 265-5441; fax (651) 222-4139; <[twhite@jjhill.org](mailto:twhite@jjhill.org)>.

The **John Nicholas Brown Center** is accepting applications for its Research Fellowship. The Center supports scholarships in American topics; preference is given to scholars working with Rhode Island materials or requiring access to New England resources. Open to advanced graduate students, faculty, and independent scholars. Office space, access to Brown University resources, and a stipend of up to \$2,000 for a term of residence of 1-6 months in one of two award cycles are offered: January - June; July - December. Housing may be available. Deadline is **1 November** for residence between January and June. Contact: Joyce M. Botelho, John Nicholas Brown Center, Box 1880, Brown University, Providence, RI 02912; <[Joyce\\_Botelho@Brown.edu](mailto:Joyce_Botelho@Brown.edu)>.

The **Rockefeller Archive Center**, a division of The Rockefeller University, announces a special program of grants-in-aid for the year 2000 in the history of international relations and economic development. The Center also invites applications for its regular program of Grants for Travel and Research at the Rockefeller Archive Center for the year 2000, and will again award grants to support research on the history of The Rockefeller University. Deadlines for all ap-

plications is **30 November 1999**. Contact: Darwin H. Stapleton, Director, Rockefeller Archive Center, 15 Dayton Avenue, Pocantico Hills, Sleepy Hollow, NY 10591-1598; (914) 631-4505; fax (914) 631-6017; <[archive@rockvax.rockefeller.edu](mailto:archive@rockvax.rockefeller.edu)>.

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

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

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

The **American Antiquarian Society** will award a number of short- and long-term research fellowships for the 1 June 2000-31 May 2001 year. The short-term fellowships are for periods of 1- to 3-months residence with AAS, and carry stipends of \$950 per month. Long-term fellowships funded by the NEH are for 4-12 months and carry a maximum stipend of \$30,000. Fellowships funded by the Andrew W. Mellon Foundations are for a minimum of 9 months and offer a maximum stipend of \$35,000. For qualified individuals, Research Associate status will be available. AAS also offers the Mellon Post-Dissertation Fellowship, which provides the recipient with time and funding to continue research and revision of their dissertation for the purpose of publication during the period 1 June 2000-31 August 2001. The 12-month stipend for this fellowship carries a maximum of \$30,000. Contact: John B. Hench, Vice President for Academic and Public Programs, Room A, American

Antiquarian Society, 185 Salisbury Street, Worcester, MA 01609-1634; (508) 755-5221; <cfs@mwa.org>. Deadline for the Mellon Post-Dissertation Fellowship is **October 15, 1999**; for all other AAS fellowships, **January 15, 2000**.

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

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

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

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

Graduate students in the United States and Canada are invited to enter the **Shryock Medal Essay** contest. Individuals must obtain guidelines and an applications form from the Shryock Medal Committee chair, Toby Anita Appel, Ph.D., M.L.S., Cushing/Whitney Medical Library, Yale University, P.O. Box 208014, New Haven, CT 06520-8014; <toby.appel@yale.edu>. Please include a

mailing address. Please obtain these materials early. Essays must be postmarked no later than **1 February 2000**.

The **Carl Albert Congressional Research and Studies Center** at the University of Oklahoma seeks applicants for its Visiting Scholars Program, which provides financial assistance to researchers working at the Center's archives. The Center's collections are described on the Web at <http://www.ou.edu/special/albertctr/archives/>. **Applications are accepted at any time**. Contact: Archivist, Carl Albert Center, 630 Partridge Oval, Room 101, University of Oklahoma, Norman, OK 73019; (405) 325-5401; fax (405) 325-6419; <kosmerick@ou>.

The **American Philosophical Society** offers the following research grant opportunities: General research grants, Sabbatical Fellowship for the Humanities and Social Sciences, Phillips Fund grants for North Native American Research, and the Library Resident Research Fellowships. Contact: Committee on Research, American Philosophical Society, 104 South 5<sup>th</sup> Street, Philadelphia, PA 19106; <http://www.amphilsoc.org>.

## Calls for Papers

The **Third National Conference on Women and Historic Preservation** will be held 19-21 May 2000 at Mount Vernon College, Washington D.C. For detailed information please see ad page 18. Deadline is **30 September 1999**. Contact: <womenpres@hotmail.com>; <http://www.caup.washington.edu/WomenPres>.

The **Western History Association** is having its 40<sup>th</sup> annual conference, "Old Worlds, New Worlds: The Millennial West" on October 11-14 in San Antonio, TX. The conference will be highlighting 3 themes: concepts of the borderlands and West-ness; the millennial West in 1000, 2000, and 3000 AD; and public perceptions of the American West. Paper proposals should be accompanied by a 1-page abstract and c.v. with address, phone, and e-mail for each participant. If submitting an entire session, an abstract outlining the purpose of the session should be included. Deadline is **August 31, 1999**. All Submissions should be sent to Professor Maria Montoya, Co-chair, 2000 WHA Program Committee, Department of History, 1029 Tisch Hall, University of Michigan, Ann Arbor, MI 48109-1003; (734) 647-4617; fax (734) 647-4881; <mmontoya@umich.edu>.

The **Society of Automotive Historians** and the **National Association of Automobile Museums** are seeking proposals for papers to be presented at their third biennial automotive history conference, entitled "Exploring Automotive Culture—Heritage, Society, Design." The conference will be held 8-11 March 2000 at the Petersen Museum in Los Angeles, California. Proposals are invited on topics pertaining to the integration of the automobile in to society, the design and manufacture of automobiles, and the ways in which people relate to their automobiles. Proposals should include the title of the submission, names and affiliations of presenters, chairs, participants etc., together with addresses, phone/fax numbers, e-mail addresses of contact personnel, proposed format (paper, panel, workshop, etc.) And a 1-page abstract describing the content of the presentation. Deadline is **31 August 1999**; notification of preliminary acceptance will be made by 15 October 1999. Send proposals to Christopher G. Foster, Program chair, 1102 Long Cove Road, Gales Ferry, Connecticut 06335-1812; (860) 464-2614; fax (860) 464-

2614; <foster@netbox.com>.

The **Louisiana Historical Association** invites proposals for papers and sessions for its meeting 23-25 March 2000 to be held in Lafayette, Louisiana. In addition to panels dealing with Louisiana history, the committee welcomes papers about other subject areas, including the United States, Latin America, and Europe. Please send a brief abstract of the proposal and a short c.v. to Professor Sam Shepherd, Department of History and Political Science, Centenary College, 2911 Centenary Boulevard, Shreveport, Louisiana 71134. Program co-chairs committee are Shepherd (sshepherd@centenary.edu) and Julianne L. Wood (jwood@pilot.lsu.edu). Deadline is **1 September 1999**.

The Department of History at the **University of Albany, SUNY**, invites individual paper and/or complete panel proposals for a 1-day conference in all aspects of New York State history. The conference will also include a workshop on archival resources related to New York and a keynote speaker. Researching New York will be held on Friday, 19 November 1999, at the University at Albany, Albany, New York. Submit a 1-page abstract and c.v. for each presenter to the Conference Coordinator Tod Ottman, Researching New York, Department of History, University at Albany, 1400 Washington Ave, Albany, New York 12222-0001; <history@csc.albany.edu>. Deadline is **17 September 1999**. Notification of acceptance by 30 September 1999.

The **Great Lakes American Studies Association** invites proposals for individual papers and presentations as well as panels exploring any aspect of the relationship between nature, culture, and the environment in the United States. Proposals are due **October 1, 1999**. Send a 1 page c.v. and 3 copies of the abstract to: Sherry Linkon, American Studies, Youngstown State University, Youngstown, OH 44555. Contact: Sherry Linkon, (330) 752-2977; <sjlinkon@cc.ysu.edu> or Gabriel Palmer-Fernandez, (330) 742-1465; <gfpalmer@cc.ysu.edu>.

The **British Association for American Studies (BAAS)** will hold its annual conference at the University of Wales, Swansea in April 2000. BAAS seeks papers and panels on any American Studies topic, particularly those on historical subjects. Send proposals to Dr. Michael A. McDonnell, Conference Secretary, Department of American Studies, University of Wales, Swansea, SA2 8PP, UK; (44)(0) 1792-295305; fax (44)(0) 1792-295719; <m.mcdonnell@swan.ac.uk>. Deadline is **1 October 1999**.

The **College of Charleston** is holding a multi-disciplinary conference April 6-9, 2000. The conference's theme is "Plantations of the Mind: Marketing Myths and Memories in the Heritage Tourism Industry." Issues to be focused on are as follows: visitor motivation; presentation and marketing of memory; reception and interpretation; and the impact. Abstracts (500 words) should be sent to Terence Bowers, Department of English, or to John Crofts, Department of Management and Marketing, College of Charleston, 66 George St., Charleston, SC 29424. Deadline is **1 October 1999**.

The **French Colonial Historical Society** is holding their Annual Meeting at the College of Charleston on May 17-21, 2000. Deadline is **1 October 1999**. Contact: Professor Philip Boucher, History Dept., RH 409, University of Alabama, Huntsville, AL 35899; (259) 890-6310; fax: (259) 890-6477; <bouerp@email.uah.edu>.

From April 6-8, 2000, **The Citadel** will sponsor its sixth Conference on the South dealing with all aspects of Southern History from the Colonial period through the 20th

century. Deadline is **1 October 1999**. Contact: W.B. Moore, Department of History, The Citadel, 171 Moultrie Street, Charleston, SC 29409; (843) 953-5073; fax (843) 953-7020; <Bo.Moore@Citadel.edu>.

The **Business History Conference** invites proposals for papers for its annual meeting in March 10-12, 2000 in Palo Alto, CA. The theme for the conference is the "Enterprise in Society." The conference welcomes papers that situate business enterprises into a larger social, cultural, and political context. Travel support is available for graduate students presenting papers, and dissertations completed between 1997-1998 are eligible for inclusion in a conference plenary session. Deadline is **15 October 1999**. Contact: Dr. Roger Horowitz, Business History Conference, P.O. Box 3630, Wilmington, DE 19807; (302) 658-2400; <rh@udel.edu>.

The **Westbrook College Campus of the University of New England** invites the submission of proposals for individual papers or thematic sessions on Women's Private Writing/Writing Women's History for an interdisciplinary conference 15-18 June 2000. The conference program committee welcomes submissions on any aspect of women's private writing. Deadline is **15 October 1999**. Contact: Dr. Elizabeth De Wolfe, Women's Private Writing Conference, University of New England, Westbrook College Campus, 716 Stevens Avenue, Portland, Maine 04103; <edewolfe@mailbox.une.edu>; (207) 797-7261; or Candace Kanes <ckanes@meca.edu>.

The **Rural Women's Studies Association** invites proposals for individual papers, presentations, sessions, and workshops for its conference at the Minnesota History Center, St. Paul, June 22-25, 2000. Proposals exploring all aspects of the lives of rural women and the interpretation of those lives are welcomed. Deadline is **15 October 1999**. Each should include 4 copies of a 1-page abstract and 4 copies of a brief vita including phone, e-mail, and fax number. Contact: Susan S. Rugh, Department of History, 332 KMB, Brigham Young University, Provo, UT 84602; (801) 378-2742; <susan\_rugh@byu.edu>.

The **Allen Morris Conference Committee** and the **Florida State University History Department** are proud to announce the first biennial Allen Morris Conference on the History of Florida and the Atlantic World, to be held at Florida State University's Turnbull Conference Center, Tallahassee, FL, 12-13 February 2000. The Program Committee invites individual or panel proposals that focus on work, class, and cultural issues specific to Florida, or that help place Florida in the wider Atlantic world. Interested applicants should submit a proposal of no more than 300-words for each paper and a brief c.v. for each participant. Deadline for proposals is **15 October 1999**. Paper proposals and vitas should be sent to: Dr. William Rogers, Chair, Allen Morris Conference Program Committee, Department of History, Florida State University, Tallahassee, FL, 32306-2200. Contact: Elna Green, <egreen.mailer.fsu>; <http://mailer.fsu.edu/~rherrera/allenmorris.htm>.

The **Tulane University Jewish Studies Program** and **Museum of the Southern Jewish Experience** seek scholarly papers and panel proposals for their upcoming conference "The Jewish Experience in the Southern Americas," at Tulane University, New Orleans, April 7-9, 2000. Submissions should deal with an aspect of Jewish history or modern life in the American South, Caribbean, Latin and/or South America. Comparative studies are particularly encouraged. Conference organizers hope to defray the travel expense of all program participants. Deadline is **15 October 1999**. Contact: Professor Chris Brady, Director, Jewish Studies Pro-

gram, 210 Jones Hall, Tulane University, New Orleans, LA 70118; (504) 862-3077; <targuman@religious.com>; or Dr. Mark I. Greenberg at (601) 362-6357; <greenberg@msje.org>.

The fourth workshop on the theme "Antislavery, Emancipation, and Post Emancipation" will be held at the University of Houston, 23-26 March 2000. Participation in the workshop is limited to senior graduate students, those who plan to defend their dissertation in the next year, and junior faculty members, those who have defended their dissertation in the last 3 years. Proposals for papers, covering any aspect of the theme, should be no more than 2 pages. Proposals, plus a letter of recommendation from the dissertation advisor, should be received by 15 October 1999. Send submissions to Richard Blackett and Linda Reed, Department of History, University of Houston, Houston, Texas 77204-3785. Those selected to participate will be informed by 1 November 1999.

The Center for the Study of the Pacific Northwest, Department of History, University of Washington, Seattle, will hold a conference on the history of the Japanese (Nikkei) communities in the Pacific Northwest in conjunction with the formal recognition of Professor Gordon Hirabayashi by the UW College of Arts and Sciences as its distinguished alumnus for the year 2000. Deadline is 31 October 1999. Send to: Center for the Study of the Pacific Northwest, University of Washington, Box 353587, Seattle, Washington 98195-3587. Responses will go out by 30 November 1999. Contact: Louis Fiset at <fisef@u.washington.edu> or Kim McKaig at (206) 543-8656, <cspn@u.washington.edu>.

Kent State University-Salem invites paper proposals for its conference "150 Years of Progress: Celebrating the 1850 Salem Women's Rights Convention," to be held April 19-20, 2000 in Salem, Ohio. Deadline is November 1, 1999. Contact: Stephane Booth, Kent State University Salem Campus, 2491 State Route 45 South, Salem, OH 44460; (330) 332-0361; <booth@saalem.kent.edu>.

The Ohio Academy of History Program Committee seeks session and panel proposals dealing with any field or time of history, including methodology, pedagogy, public history, and historiography for its annual meeting at Otterbein College, Westerville, Ohio, April 28-29, 2000. Proposals should include: title of panel, abstract for panel, abstract for each paper (1 page per paper), full names of participants (including moderator and commentator), institutional affiliations, addresses (postal and electronic) and telephone numbers of all participants. Also, those wishing to serve as moderators and commentators should forward their names to the Program Chair with an indication of their special areas of interest. Send to: Dr. Julianne Phillips, OAH Program Chair, Baldwin-Wallace College, 275 Eastland Road, Berea, OH 44017-2088. Deadline is November 1, 1999.

Western Social Science Association seeks papers and panels on American Studies topics for its annual conference in San Diego, CA to be held 26-29 2000. Deadline is 1 November 1999. Contact: Daniel J. McInerney, WSSA-American Studies Program Coordinator, Utah State University, 0710 Old Main Hill, Logan, UT 84322-0710; (435) 797-1283; fax (435) 797-3899; <danielj@hass.usu.edu>.

As part of the Western Social Science Association's 42<sup>nd</sup>-annual conference in San Diego, CA on 26-29 April 2000, the Rural and Agricultural Studies Section invites paper and panel proposals on any aspect

of rural or agricultural study. Deadline is 1 November 1999. Send 150-word abstract along with A/V needs to: Elaine Taylor, History Department, York University, 4700 Keele Street, Toronto, Ontario, Canada M3J 1P3; (416) 926-9642; fax (416) 736-5836; <enaylor@yorku.ca>; or Robert Preston, Department of History, Mount St. Mary's College, Emitsburg, MD 21727; (301) 447-5800, Ext. 4415; fax (301) 447-5250; <preston@msmary.edu>.

The Society for Military History seeks proposals for papers and panels for their conference in Quantico, Virginia, 28-30 April 2000. The theme for the conference is the Korean War, although papers on other other topics in military history will be considered. Papers presented at the conference will be limited to 20 minutes each and should be approximately 12-15 pages long in order to meet that time restriction. Deadline is 1 November 1999. Mail 1-page proposal to Gordon Rudd, SMH 2000 Coordinator, Marine Corps Command and Staff College, Marine Corps University, 2076 South Street, Quantico, VA 22134.

The Fourth Annual Scholars' Conference on American Jewish History will be held on the campus of the University of Denver 4-6 June 2000. The program committee seeks individual and session proposals dealing with any aspect of the field, but especially those on Jewish dissent, political protest and social justice, the Jewish experience in the American West, and Jewish journalism in America. Deadline is 15 November 1999. Send to: Scholars' Conference on American Jewish History, Professor Jeanne Abrams, Rocky Mountain Jewish Historical Society, University of Denver, 2199 S. University Blvd., Denver, CO 80208.

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

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

The Program Committee for the North American Labor History Conference invites proposals for panels and papers on the theme, Labor and the Millennium, for its 22<sup>nd</sup> meeting to be held 19-20 October 2000, at Wayne State University in Detroit. Suggested panel and paper topics include: "Labor and the Future"; "Class and the Millennium"; "Working Classes and Millennial Movements"; "Class, Work, and Science Fiction"; and "The Future of Labor History and the Future of Academic Labor." Deadline is 15 March 2000. Send proposals, including a 1-2 page abstract and c.v.s. for all participants, to: Elizabeth Faue, Coordinator, North American Labor History Conference, Dept. of History, 3094 Faculty Administration Building, Wayne State University, Detroit, MI 48202; (313) 577-2525; fax: (313) 577-6987.

The New England Journal of History

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

The National Social Science Association is now accepting proposals for the fall national meeting to be held November 10-12, 1999 in St. Louis, Missouri. This national conference will feature papers, discussions, workshops and symposia in all social science disciplines with special emphasis on the use of technology in the classroom. Send proposal along with a 25-word abstract to NSSA St. Louis Meeting, 2020 Hills Lake Dr., EL Cajon, CA 92020-1018; (619) 448-4709; fax (619) 258-7636, <natsocsci@aol.com>.

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

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

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

## Meetings and Conferences

The Fredrick Douglass National Historic Site, National Park Service will hold an international conference, "Fredrick Douglass: At Home in a Larger World," 9-10 September 1999 in Washington, D.C. at the Department of Interior Auditorium at 18<sup>th</sup> and C Streets, N.W. Attendance is free, but advance registration is required. To register, contact Crystal Edwards at (202)690-5185 or Jenny Masur (202) 690-5166; National Capital Parks-East, 1900 Anacosta Drive, S.E., Washington, D.C. 20020.

The University of Mississippi will host the 1999 Porter L. Fortune, Jr. History Sym-

posium from 29 September-1 October 1999. The theme for this year's Symposium is "The Role of Ideas in the Civil Rights Era-South." Contact Ted Ownby, Center for the Study of Southern Culture, (662) 232-5993; hsownby@olemiss.edu; or the History Department at (662) 232-7148; <http://www.olemiss.edu/depts/history/symposium/index.html>.

The Northern Great Plains History Conference will hold its 34<sup>th</sup> annual meeting in St. Cloud, Minnesota 7-9 October 1999. Registration deadline is 13 September 1999. Contact: Ed Pluth, Department of History, St. Cloud State University; (320) 255-4905; <epluth@stcloudstate.edu>.

The War of 1812 Consortium Inc and the Naval Historical Center will co-host the "Plans Third National War of 1812" Symposium in Washington, D.C. on 9 October 1999. Contact: Christopher T. George at (4100) 233-1638; <chrisdonna@erols.com>.

The National Trust for Historic Preservation will present "Growing Up: Interpreting the Lives of Children at Historic Sites," on 19 October 1999. The subject of children and the transition from childhood to adulthood is a topic ripe for interpretation and engaging programs for audiences of all ages at historic sites. This day-long conference for historic site staff examines the history of childhood in American and how it can be interpreted through historical evidence. For more information, call the National Trust Historic Sites office at (202) 588-6074.

"Hoover Symposium XII: Herbert Hoover's West," will take place 23 October 1999 at George Fox University, Newberg, Oregon. The program includes papers on Hoover's and Lou Henry Hoover's early years, on Colorado and Columbia River dams, and on his California political base. For more information, contact: Lee Nash, Department of History, George Fox University, Newberg, OR 97132; (503) 538-8132; <lnash@georgefox.edu>.

The Newberry Library Hermon Dunlap Smith Center will present the thirteenth series of its Kenneth Nebenzahl, Jr. Lectures in the History of Cartography, "Narratives & Maps: Historical Studies in Cartographic Storytelling" from 28-30 October 1999 at the Newberry Library in Chicago. Register in advance by contacting Kristen Block at (312) 255-3659; or e-mail <smithctr@newberry.org>.

The Hagley Museum and Library in Wilmington, Delaware will host "Food and Drink in Consumer Societies" on 12-13 November 1999. Contact: Center for the History of Business, Technology, and Society, Hagley Museum and Library, P.O. Box 3630, Wilmington, DE 19807; (302) 658-2400 ext. 243; <crl@udel.edu>.

The New England Historic Genealogical Society is offering its "Research Program to Salt Lake City" form 14-21 November 1999. This program brings the experience and knowledge of the NEHGS research staff to The Family History Library in Salt Lake City, which houses the world's largest collection of genealogical data. Contact: NEHGS Education Department at (617) 536-5740.

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

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Public History Coordinator  
Department of History  
Arizona State University  
PO Box 872501  
Tempe, AZ 872501  
(480) 965-5775  
Rita.Hallows@asu.edu

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## OAH Newsletter

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Speakers listed below have agreed to give one lecture in the 1999-2000 academic year on behalf of the OAH. Host institutions pay a \$1,000 lectureship fee directly to the OAH, in addition to the speaker's travel and lodging expenses.

The program is a great way to schedule an outstanding speaker and help support the OAH. Started in 1981 to generate funds for the organization, the Lectureship Program now includes more than 100 speakers selected by OAH presidents for their major contributions to the field of U.S. history.

If you or an institution you know would like to arrange a lecture or need further information, please contact: Tamzen Meyer at tamzen@oah.org; tel: (812) 855-9854; fax: (812) 855-0696; OAH, 112 North Bryan Avenue, Bloomington, IN 47408-4199. In some cases the scholars may be willing to speak on topics other than those listed here. The earlier the arrangements are made, the better chance you have of obtaining the speaker of your choice. Please do not contact lecturers directly.

## Key

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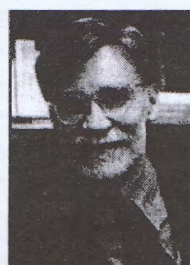
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### Joyce Appleby, UCLA

- The Jefferson Legacy
- Shaping National Identity in the Early Republic
- Postmodernism and the Enlightenment

*Appleby is a past president of the OAH and the American Historical Association.*



### David W. Blight, Amherst College

- Frederick Douglass and the Meaning of the Civil War
- Race and Reunion: The Civil War in American Memory
- Blue, Gray and Black: The Origins of Memorial Day, 1865-1885
- The Study of Historical Memory: Why, and Why Now?

*Blight is a leading expert in the life and writings of Frederick Douglass and on the Civil War in historical memory. His book Frederick Douglass' Civil War (1989), and his edition of Douglass's Narrative and W.E.B. DuBois's Souls of Black Folk, are widely taught in college courses. Blight has*

*appeared in several PBS films about African-American history and works extensively with museums and other public history projects. His book, Race and Reunion: The Civil War in American Memory, 1863-1915, will appear in 2000.*

### Edward Ayers, University of Virginia

- Digital History and the American Civil War: The Valley of the Shadow Project
- Hypertext and History
- Worrying about the Civil War

### Jean Baker, Goucher College

- The Stevensons of Illinois and the Disappearance of American Party Politics
- Family History as Social History: The Stevensons of Illinois
- Abraham and Mary: The Lincoln Marriage as Social History

*Baker has written on nineteenth-century political history, and recently on Mary Todd Lincoln and the Adlai Stevenson family. She is a professor of history at Goucher College.*



### Thomas Bender, New York University NA

- Space, Time, and History: On the Position of the Historian in Public Culture
- De-Provincializing American History
- Public Space and Public Culture in New York, 1880-1910

*Bender's work focuses on cities, intellectuals, and cultural history. He has been a frequent contributor to newspapers and general magazines as well as former chair of the New York Council for the Humanities. His recent work has focused on universities, artists and intellectuals, and the condition of contemporary academic culture.*

### Ira Berlin, University of Maryland

- Emancipation and the Meaning of Freedom in Civil War America
- Rethinking the History of Slavery in Mainland North America
- Atlantic Creoles and the Origins of African-American Society

### Barton J. Bernstein, Stanford University

- Hiroshima and Nagasaki Reconsidered: The "Decision" to Drop the A-Bomb
- Contested History: The Enola Gay/Smithsonian Controversy
- The Cuban Missile Crisis
- The Arms Race: Missed Opportunities?
- The Road to Watergate and Beyond
- The Korean War Reconsidered
- The H-Bomb Decision
- The Quest for the Artificial Heart
- The Oppenheimer Loyalty Security Case

### Paul Boyer, University of Wisconsin, Madison NA

- Bible Prophecy and Political Culture in Contemporary America
- Nuclear Weapons in American Culture, 1945 to the Present

### Alan Brinkley, Columbia University

- Legacies of the New Deal
- Imagining the Twentieth Century: Visions of the Future from the Last fin de siècle

### Lonnie G. Bunch, III, National Museum of American History

- Interpreting African-American History in American Museums
- Race, Aviation, and Social Change: The African American in Early Aviation
- Black America and the California Dream

### Albert Camarillo, Stanford University ❶

- Perspectives on President Clinton's Initiative on Race
- Comparative Urban Histories of European Immigrants, Mexican Americans, and African Americans, 1900-1980
- Race and Ethnicity in Modern America
- Mexican American Life and Culture



### Clayborne Carson, Stanford University

- Martin Luther King, Jr.
- Malcolm X
- The Black Panther Party

*At the invitation of Coretta Scott King in 1985, Carson directed a long-term project to edit and publish the papers of Dr. Martin Luther King, Jr. Carson has written or edited numerous works based on the papers, including A Knock at Midnight: Inspiration from the Great Sermons of Reverend Martin Luther King, Jr. He has also served as senior advisor for a fourteen-part, award-winning public television series on the civil rights movement entitled "Eyes on the Prize," in addition to serving as on-screen contributor for "Freedom on My Mind," which earned an Oscar nomination in 1995.*



### Dan T. Carter, Emory University NA

- The Changing Role of Race in American Politics
- The Road to Oklahoma City: How Some Americans Come to Hate Their National Government



### **William H. Chafe, Duke University**

- Contemporary Feminism and Civil Rights
- Changing Gender Roles from 1920 to the Present
- From Roosevelt to Clinton: American Politics in the Past Fifty Years

*Much of Chafe's professional scholarship reflects his long-term interest in issues of race and gender equality. He is co-director of the Duke Oral History Program and its Center for the Study of Civil Rights and Race Relations. Chafe also is Dean of Faculty of Arts and Sciences at Duke. He*

*is author of several books, including Civil Liberties and Civil Rights, which won the Robert F. Kennedy Book Award. He has received fellowships from NEH, Rockefeller Foundation, Guggenheim*

### **George Chauncey, University of Chicago**

- Rethinking the Closet: Lesbian and Gay Life Before the 1960s
- "Fairies," Prostitutes, and Sexual Culture of the Streets in the Early Twentieth Century



### **William Cheek, San Diego State University**

- Race, Gender and Evangelicals: Integrated Oberlin before the Civil War
- Blowin' in the Wind: Bob Dylan and the Dissenting Sixties
- Gods, Monsters and P.T. Barnum
- The Ordeal of Martin Luther King, Jr.: The Final Years
- "Ashes and Blood": Abraham Lincoln's Civil War
- Mind and Body in Conflict: The Enigma of Thomas Jefferson
- Mark Twain—Nineteenth-Century Culture Hero

*Cheek is an acclaimed public speaker and classroom lecturer who has won more than twenty-five teaching awards from both undergraduate and graduate students. With his wife Aimee Lee, he wrote a prize-winning biography of a nineteenth-century black civil rights leader, John Mercer Langston. His lecture on P.T. Barnum was featured on The History Channel in 1996.*

### **Kathleen Neils Conzen, University of Chicago**

- Beyond the Pluralist Synthesis: Studying Ethnicity in American History
- A Family Affair: Domestic Ecologies of the Nineteenth-Century American West
- Migration and the Nineteenth-Century American City
- Colonizers or Fillers-In: European Immigrants and Western Settlement



### **Nancy Cott, Center for Advanced Studies in the Behavioral Sciences**

- Comparative Feminisms
- Marriage from a Public Angle
- Citizenship and Marital Status in U.S. History

*Cott was the first person to teach a course on U.S. women's history at Wheaton College, Clark University, and Wellesley College, and was one of the principle founders of the Women's Studies Program at Yale University. She has been a member of the advisory board of the public television series "The American Experience" and was a consultant on the film "One*

*Woman, One Vote." Cott has published many books and articles, in addition to receiving numerous awards and fellowships from the Guggenheim and Rockefeller foundations, and the National Endowment for the Humanities.*

### **Pete Daniel, National Museum of American History**

- Bibles and Bayonets: The Crisis at Central High School
- Southern Culture in the 1950s

*A curator/supervisor at the National Museum of American History, Division of Agriculture and Natural Resources, Daniel has given numerous lectures in the U.S. and abroad. As curator, he has been involved in the creation of many exhibits, including Official Images: New Deal Photography and Science, and Science in American Life.*

### **Roger Daniels, University of Cincinnati**

- Incarceration of the Japanese Americans
- The Asian American Experience
- American Immigration
- American Immigration Policy

### **Cullom Davis, University of Illinois-Springfield, Emeritus**

- Sensory History: A Critical Look at a Cultural Trend
- The Law Practice of Abraham Lincoln

### **Carl N. Degler, Stanford University**

- Darwin and Darwinism in America
- Multiculturalism and American History
- The Uses and Limits of History
- The Myth of American National Power
- The Impact of Darwinism on Religion in Nineteenth-Century America and Europe

### **Jane S. DeHart, UC, Santa Barbara NA**

- Rethinking National Identity in Cold War America
- The Racialized Welfare Mother as "Other"
- Abortion and Politics of National Identity

### **Philip J. Deloria, University of Colorado**

- Indians in Unexpected Places
- Family and History: Three Tales of Crossed Cultures

*Deloria serves on the American Indian Task Force at the Denver Art Museum and is a member of the American Studies Advisory Committee. He produced and directed Eyanopapi: Heart of the Sioux for regional PBS programming. He has written Playing Indian and co-edited the Blackwell Companion to Native American History, which will be published in 2000.*

### **Robert A. Divine, University of Texas at Austin**

- Rethinking the Persian Gulf War
- Evaluating Recent Presidents: From Truman to Clinton



### **Ellen Carol DuBois, UCLA NA**

- Votes for Women: An International Movement
- A Vindication of Women's Rights: Emancipation in Historical Perspective
- Generation of Power: Harriot Stanton Blatch and the Winning of Woman Suffrage
- What Difference Did Votes for Women Make Anyway?
- Why Seneca Falls Happened
- The Last Suffragist

### **Sara Evans, University of Minnesota**

- Women and Public Life in America
- Women's History and Public Policy: The Case of Comparable Worth
- Feminism's Second Wave: The "Golden Years" 1968-75

### **Ellen Fitzpatrick, University of New Hampshire NA**

- Women and the History of Reform
- Muckraking: Politics and the Press in Early Twentieth-Century America
- American Historians and the Politics of Memory



### **Eric Foner, Columbia University NA**

- The Significance of Reconstruction in American History
- From Civil War to Civil Rights: The First and Second Reconstructions in the United States

*Foner is president of the American Historical Association and a past president of the OAH.*

### **V.P. Franklin, Drexel University NA**

- African-American History
- American and African-American Educational History
- African-American Intellectual History



### **George Fredrickson, Stanford University**

- The Historical Construction of Racism: A Comparison of White Supremacy and Antisemitism

*Fredrickson is the Edgar E. Robinson Professor of U.S. history at Stanford University and a past president of OAH. He has written extensively on race and ideology in the United States and South Africa. His books The Inner Civil War; The Black Image in the White Mind; and The Comparative Imagination: On the History of Racism, Nationalism, and Social Movements are brilliant studies that remain staples for students of nineteenth-century American culture. He went on to become one of the outstanding comparative*

*historians of his generation, examining the construction of racial identity in South Africa and the U.S. South in several major works, including White Supremacy and Black Liberation. He has received numerous awards, including a Guggenheim Fellowship and two NEH Senior Fellowship;*

**Michael Frisch, SUNY, Buffalo**

- Communities and the Contested Uses of History: Industrial Heritage Projects as a Response to Deindustrialization
- Workers' Life Stories in a Changing American Economy: Deindustrialization from the Bottom Up and the Inside Out

**Lloyd C. Gardner, Rutgers University**

- Vietnam: The Origins of Involvement, 1945-56
- Vietnam: Why It Was so Hard to Disengage
- Vietnam: LBJ and the "Costs" of War
- Nixon and Detente: The Failed Vision
- Spheres of Influence: The Great Powers and the Partition of Europe, 1941-1945
- Richard Nixon and the "Silent Majority" Speech: A Commentary on the Modern Presidency
- The Bomb in Domestic Politics, 1945

**John A. Garraty, Columbia University**

- Great Depression
- U.S. Constitution
- American National Biography

**Paul M. Gaston, University of Virginia**

- Reinterpreting the American Civil Rights Movement
- Comparative Freedom Struggles: The South & South Africa

**David A. Gerber, SUNY, Buffalo**

- Disabled Veterans: Inquiry, Social Identity, and the State
- Immigrant Personal Correspondence and the Culture of Emigration in the Nineteenth Century
- Memory of Enlightenment: Accounting for the Contested Origins of the Civil Rights Politics of the Blinded Veterans Association

*Gerber is a professor of history at the State University of New York at Buffalo. He writes on a broad range of topics, such as race, ethnicity, disability, and gender, all of them bound together in his work by an interest in personal identity under circumstances of historical processes of social change.*

**James Gilbert, University of Maryland**

- The 1893 Chicago World's Fair: The Great Victorian Confrontation with the City (slides)
- Mass Media and the Shaping of American Culture: Conflict and Controversy in the 1950s
- Science and Religion in Post-War America

**Linda Gordon, University of Wisconsin, Madison** NA

- History and Politics of Family Violence
- Birth Control and Abortion: A Long Historical View
- Contributions of Women to the Welfare State
- Black and White Visions of Welfare
- History of the "Underclass"
- The Campaign Against Violence Against Women
- How "Welfare" Became a Dirty Word
- Race and Corporate Power in the Southwest: An Arizona Vigilante Story

**Jack P. Greene, Johns Hopkins University** NA

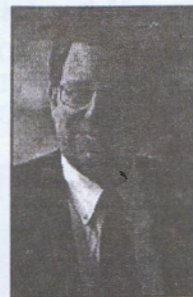
- Transatlantic Colonization and the Redefinition of Empire in the Early Modern Era: The British American Experience
- The British Revolution in America
- The Social and Cultural Functions of Law in Colonial British America
- Pluribus or Unum: White Ethnicity in the Formation of Colonial American Culture

**Ronald J. Grele, Columbia University**

- Oral History: Method and Theory
- Oral History Workshops (beginners or intermediate)

**Ramón Gutiérrez, UC, San Diego**

- Hispanic American History
- Race and Sexuality in American History

**Kermit L. Hall, North Carolina State University**

- The Supreme Court in Historical Perspective
- The American Constitution in Comparative Perspective
- Open Secrets: The JFK Assassination Records Review Board

*Hall has written extensively about the history of American law, constitutionalism, and judicial behavior, especially the development of the Supreme Court. His Oxford Companion to the Supreme Court of the United States and the Oxford Guide to Supreme Court Decisions have won several awards. He is also an expert on openness in government, serving from 1994-98 as one of five members of the presidentially appointed John F.*

*Kennedy Assassination Records Review Board, which opened millions of pages of previously classified documents. For their efforts, each board member received the James Madison Award for outstanding service in promoting freedom of information.*

**Neil Harris, University of Chicago**

- Public Art in America: A Historical Survey (slides)
- Shopping and Shopping Centers: An Architectural and Social Survey (slides)

**Susan M. Hartmann, Ohio State University**

- New Perspectives on Twentieth-Century Feminism in the U.S.

*Hartmann has taught U.S. history and women's studies for more than twenty years and has published extensively on women in the twentieth century, feminism, and women's rights movements. She has presented lectures around the world to community and government groups, women's organizations, and academic audiences. She has recently coauthored a U.S. history textbook and published The Other Feminists, a book on women's rights activism in the 1960s and 1970s.*

**Andrea Hinding, University of Minnesota Libraries**

- Women's History Sources
- Nontraditional Uses of Archives
- Building Archives in Hard Times

**Joan Hoff, Contemporary History Institute**

- U.S. Twentieth-Century Diplomatic and Political History
- Modern Presidency
- U.S. Women's Legal Status
- The Nixon Presidency

*An occasional commentator on the presidency for The Newshour with Jim Lehrer, Hoff is a former executive secretary of the OAH.*

**James O. Horton, George Washington University**

- Revisionist History, Political Correctness and Historical Responsibility
- The Life and Times of Edward Ambush: Methods in Nineteenth-Century African-American Social History
- A Critical Decade: The 1850s, African Americans and the Coming of the Civil War

**Frederick E. Hoxie, University of Illinois, Urbana-Champaign** ①

- Images of Native Americans in U.S. Historical Writing and Teaching
- Native American Views of American History
- Talking Back to Civilization: Indian Leaders in the Progressive Era

*Hoxie has served as a consultant both to Indian tribes and government agencies. His current research focuses on American Indian communities in the twentieth century. Hoxie has received fellowships from the*

*Rockefeller Foundation and the National Endowment for the Humanities. His publications include A Final Promise: The Campaign to Assimilate the Indians and Parading Through History: The Making of the Crow Nation in America, 1805-1935.*

**Heather Huyck, National Park Service**

- From Alcatraz to Yorktown: Teaching American History Using National Parks and Landmarks
- Historians Outside the Classroom: Choosing Public History as a Career
- Beyond John Wayne: Using Historic Sites to Interpret Women's History

*Huyck is a historian and the director of strategic planning for the National Park Service.*

### Harold Hyman, *Rice University*

- The Constitution's Bicentennial: Onward to a Tricentennial?
- The Civil War and Reconstruction: Constructive Revolutions?
- Civil Rights and Liberties in American History
- "Ollie" North and American Civil-Military Relationships
- Flag Burning and the First Amendment
- Abraham Lincoln: Race Equality and the Prices of Reunion
- Gun Control and the Second Amendment Reconsidered



### Kenneth T. Jackson, *Columbia University*

- Historical Literacy: The Case for History in American Education
- Metropolitan Sprawl in the United States: The Past and Future of Urban America
- The Road to Hell: Good Intentions and the Decline of American Transportation
- History as Destiny: The Influence of the Past on the Future of New York City

*Jackson has appeared frequently on television as a commentator on urban issues and is a dynamic public speaker who has received several Columbia University awards for outstanding teaching. His study of American suburbanization, Crabgrass Frontier, won the Francis Parkman and Bancroft prizes, and his acclaimed Encyclopedia of New York City is now in its fifth printing. Jackson is the president-elect of the OAH.*

### Joan M. Jensen, *New Mexico State University*

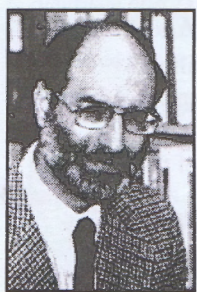
- Immigrant Women
- Rural Women
- Internal Security Policies



### Jacqueline Jones, *Brandeis University*

- Historical Perspectives on the Problem of Poverty in the Late Twentieth-Century America
- Jobs and Justice: The History of the "Racial" Division of Labor in America

*A leading scholar in the field of social history, Jones' latest work is A Social History of the Laboring Classes from Colonial Times to the Present. In addition to American social history, her research interests include African-American, women's, southern, and labor history. She has received numerous awards and fellowships, and was a finalist for the Pulitzer Prize in American history.*



### Michael Kammen, *Cornell University* ②

- The Four Seasons in American Art and Culture
- Mass and Popular Culture in Twentieth-Century America
- The American Discovery of Memory as a Mode of Historical Discourse

*Kammen is a Pulitzer Prize-winning historian, author of more than 15 books, and has had numerous articles published in The New York Times. A Machine That Would Go of Itself: The Constitution in American Culture won the Francis Parkman Prize and Henry Adams Prize. He has lectured throughout the world and has served as moderator on a series of programs broadcast on National Public Radio. Kammen has received fellowships from NEH, Center for Advanced Study in the Behavioral Sciences, and the Guggenheim Foundation. He is a past president of the OAH.*



### Stanley N. Katz, *Princeton University*

- The Uneasy Case for Constitutional Equality
- Can We Export the U.S. Constitution? The Historical Case for American Uniqueness
- History and the Social Sciences
- Constitutionalism and Civil Society

*Katz's recent research has focused on private philanthropy and its effect on public policy in the United States. He is currently studying the behavior of non-governmental peace and conflict resolution organizations in Northern Ireland, Israel/Palestine, and South Africa. Katz has been president of OAH and the Society for Legal History. In addition, he is President Emeritus of the American Council of Learned Societies and vice president of the Research Division of the American Historical Association.*



### Mary Kelley, *Dartmouth College*

- Women's Intellectual History: Sources and Strategies
- Reading Culture/Reading Books: Print Culture in Nineteenth-Century America

*President-Elect of the American Studies Association, Kelley has received numerous fellowships and awards, including the New Hampshire Teacher of the Year award from the Carnegie Foundation for the Advancement of Teaching. She is currently completing a book on the early generations of formally educated women in nineteenth-century America.*

### David Kennedy, *Stanford University*

- American Immigration—Past, Present, and Future
- What the New Deal Did
- The Dilemma of Difference in American Democracy



### Linda K. Kerber, *University of Iowa* NA

- The Case of the Broken Baseball Bat: Women, Citizenship, Jury Service
- "A Constitutional Right to Be Ladies": Women, Citizenship, and Military Obligation
- The Meanings of Citizenship

*Kerber is a past president of the OAH.*

### Alice Kessler-Harris, *Columbia University*

- Equality and Difference: Historical Perspective on a Contemporary Problem
- Women and the Labor Movement
- Gendered Interventions: Rethinking Issues of Social Policy



### Richard S. Kirkendall, *University of Washington*

- Harry S. Truman: An Unlikely National Hero
- How Did Seattle Become Dependent on the Boeing Company?
- Ambivalent Revolutionary: Henry A. Wallace and the Transformation of Farming and Rural Life

*Referred to as "the dean of Truman scholars" in a recent issue of the Kansas City Star, Kirkendall has explored the life and career of Harry S. Truman for four decades and has also learned much about him from the work of his students. He has studied Henry A. Wallace for an even longer period and at present is devoting most of his research and writing to*

*Wallace's participation in three major developments in twentieth-century American history, including the agricultural revolution. In addition, he has devoted some time since his move to Seattle in 1988 to the political history of the Boeing Company, seeking understanding of the situation in which he now lives. Kirkendall is a former executive secretary of the OAH.*

### Richard H. Kohn, *University of North Carolina, Chapel Hill*

- Civilian Control of the Military in the United States

*Kohn chairs the Curriculum in Peace, War, and Defense at the University of North Carolina, Chapel Hill. He has lectured at numerous universities and to a variety of academic and military audiences, and has served as an advisor and consultant to various academic and government organizations and agencies. A specialist in American military history and civil-military relations, he recently coauthored The Exclusion of Black Soldiers from the Medal of Honor in World War II.*

### J. Morgan Kousser, *California Institute of Technology*

- The Voting Rights Act and the Two Reconstructions
- "'Colorblind' Injustice: The Supreme Court and the Counter-Revolution in Voting Rights"
- Objectivity and History with a Purpose

*Kousser's 1999 book Colorblind Injustice: Minority Voting Rights and the Undoing of the Second Reconstruction draws on testimony he has delivered as an expert witness in nineteen federal voting rights cases and before congress. The author of more than 100 articles and book reviews, he has lectured extensively at universities in America and England.*

### **Karen O. Kupperman, New York University**

- Crossing Cultural Boundaries: Pocahontas, Manteo, and Squanto
- Beyond Encounters: Settling with the Indians
- The Founding of Jamestown in the Context of the Atlantic World

*Kupperman's work focuses on the challenges and possibilities presented to American Indians and European venturers by the joining of the two sides of the Atlantic in early North America. Her books and articles probe the ways in which all parties tried to understand each other, and the way that assumptions shaped experience, including ideas about the relationship between environment and culture. The problem of recreating traditional social and political structures in novel situations forced people to think about their categories in new ways. She has chaired the Council of the Institute of Early American History and Culture and is president of the Forum on European Expansion and Global Interaction. Kupperman's current work is on the founding of Jamestown in the context of the Atlantic World.*



### **Ann J. Lane, University of Virginia**

- Gender, Power and Sexuality in the Academy: A Cultural History of "Consensual" Relations
- Women's History—An Overview

*Lane is best known for her biography, To 'Herland' and Beyond: The Life and Work of Charlotte Perkins Gilman, Turn-of-the-Century Feminist Writer and Critic. She has also written on the life and work of historian Mary Ritter Beard. Her work in progress, Gender, Power and Sexuality in the Academy: A Cultural History of 'Consensual' Relations, explores a central question*

*currently confronting faculty, students, and administrators and reflects her thirty years as a feminist in the university.*

### **Gerda Lerner, University of Wisconsin NA**

- Women's History
- Women's Education
- Feminist Theory
- African-American Women
- Race, Class, and Gender



### **Lawrence W. Levine, George Mason University**

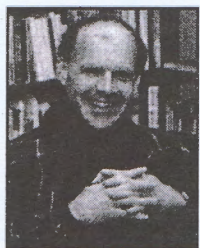
- Contesting Culture: The Canon, the Curriculum, and the Crisis
- The Search for American Identity
- FDR and the American People: Responses to the Fireside Chats

*From his study of William Jennings Bryan and supporters, through his exploration of African-American folk culture, highbrow and lowbrow culture and its audiences in the nineteenth and twentieth centuries, and*

*popular culture in the Great Depression, Levine has attempted to help recover the voices of those rendered inarticulate through historical neglect. He was a MacArthur Foundation Prize Fellow from 1983-1988 and is a past president of the OAH.*

### **Patricia Nelson Limerick, University of Colorado**

- Shifting Paradigms in Western American History
- Troubled Land: Western American History and Landscape Photography
- The Atomic West



### **Edward Linenthal, University of Wisconsin, Oshkosh**

- From the Holocaust Museum to Oklahoma City: The Construction of Public Memory
- Museums, Memorials, Historic Sites: The Problems and Promise of Public History

*Linenthal was the only historian to testify before the Senate on the Enola Gay controversy. He is a frequent consultant for the National Park Service*

*on issues of interpretation of controversial historic sites. He has authored and coauthored several scholarly works, including Enola Gay and Other Battles for the American Past, which was cited by the Los Angeles Times as one of the ten most significant books of 1996. Linenthal is currently writing a book about the memorialization of the bombing of the Murrah Federal Building in Oklahoma City.*

### **Leon F. Litwack, University of California, Berkeley**

- Trouble in Mind: African Americans and Race Reflections from Reconstruction to the Civil Rights Movement
- On Becoming a Historian
- To Look for America: From Hiroshima to Woodstock (an impressionistic multimedia examination of American society, with an introductory lecture on American society after 1945)

### **Richard Magat, Yale University, Visiting Fellow**

- Organized American Philanthropy (with an emphasis on foundations)
- The Nonprofit Sector, History and Current Issues
- Organized Labor and Philanthropic Foundations



### **Gloria Main, University of Colorado**

- Child-Rearing in Colonial New England
- The Changing Dynamics of Family Life in Colonial New England

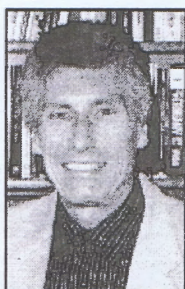
### **Waldo E. Martin, Jr., University of California, Berkeley**

- From Civil Rights to Black Power: Modern American Identity and Cultural Politics

### **William S. McFeely**

- Frederick Douglass: Civil Rights in the 1890s, the 1990s
- The People of Sapelo Island: Writing History in the First Person Singular
- Lawyers Fighting the Death Penalty in the 1990s

*McFeely is the author of biographies of Ulysses S. Grant, which won a Pulitzer Prize, and Frederick Douglass, awarded the Lincoln Prize. For thirty-five years he has been an engaging, unorthodox teacher of American history. Most recently, drawing on his experience as an expert witness in a fascinating case, he has written about lawyers fighting the death penalty.*



### **John C. McWilliams, Penn State University**

- Anticommunism and the Politics of Drugs, 1949-1971
- From Demon Rum to Crack Cocaine: A Social History of Drugs, Race, Class and Control
- Sex, Drugs, Rock 'n Roll? The Sixties—Then and Now

*McWilliams has served as an expert witness on the history of drug control policies in two federal court cases and has given several interviews to various media, including an eight-part documentary on the mafia which appeared on A&E's American Justice. He has received numerous grants and honors.*

### **Keith Miller, Independent Scholar**

- Putting Straws in the Cider Barrel: Petroleum Production in the Trans-Appalachian West
- Black Gold in Little Egypt: Petroleum Production in the Prairie State, 1889-1990
- In Search of a Trap: Petroleum Geology in the Formative Years, 1860-1930



### **Linda Karen Miller, Fairfax High School**

- Put a Little Acting Into Your Teaching
- Reflections on Teaching in Russia
- Teaching With Primary Sources: A Workshop
- Teaching in the New Millennium with the Millennium Series

*Miller is an award-winning teacher at Fairfax High School in Fairfax, Virginia. In 1996 she received the National Council for the Social Studies' Secondary Teacher of the Year and the OAH's Mary K. Bonsteel Tachau award for pre-collegiate teaching. In 1998 she traveled to Moscow as part of the "Celebrating Teaching Excellence" award sponsored by the American Council of Teachers of Russian. She has been consultant to Turner Learning in developing their teachers guide for the new fall series "Millennium: 1000 Years of History."*



### **David Montgomery, Yale University NA**

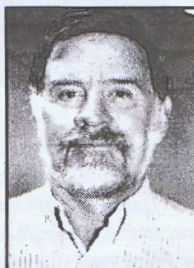
- The Mission and Methods of Labor History
- Rev. Edward McGlynn and the Influence of Workers on Late Nineteenth-Century Religion

*David Montgomery is one of the most distinguished labor historians of our time, but he is proud to note that he was not always an academic. Indeed, from the 1940s to the 1960s he worked as a farm laborer, an army staff sergeant, a radio announcer, and a machinist. Over the years he has brought this unique range of experiences to his scholarship. His book The Fall of the House of Labor: The Workplace, the State, and American Labor Activism, 1865-1925, became an instant classic when it was first published in 1987. Montgomery has published many other books and articles dealing with workers' struggles and with nineteenth-century politics and citizenship, and several of his works have been translated into Italian, French, Spanish, and other languages. He has received numerous awards, including a Guggenheim Fellowship and a Woodrow Wilson Fellowship. He is the Farnam Professor of History Emeritus at Yale University and is currently President of OAH.*

**John M. Murrin, Princeton University**

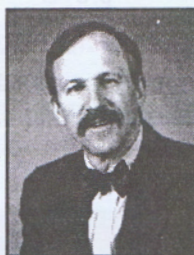
- The Salem Witch Trials
- From Jamestown to the Balkan War: War and Society in America
- American Political Culture and the Rise of Professional Baseball and College Football
- War, Revolution, and Nation-Making: The American Revolution v. the Civil War

*Murrin has taught early American history at Princeton since 1973. He is a coauthor of *Liberty, Equality, and Power: A History of the American People* (2nd ed., 1998) and has published numerous essays on the social, religious, political, and legal history of the colonies and the early republic. His forthcoming essay explores Princeton's role in the rise of intercollegiate athletics to about 1920.*

**Gary B. Nash, UCLA NA**

- Rethinking Why the Founding Fathers Did Not Abolish Slavery
- History and the Multicultural Debate
- The National History Standards Controversy
- The Hidden History of Mixed-Race America

*Nash is a past president of the OAH and co-founder of the National Center for History in the Schools at UCLA.*

**Donald G. Nieman, Bowling Green State University**

- African-Americans and the Constitution in the Nineteenth Century
- Civil Rights in a Conservative Age, 1969 to the Present
- Black Political Power, Justice, and Social Change in the Reconstruction South
- *Brown v. Board of Education*: Not-So-Simple Justice

*Nieman's scholarship has explored the relationship between African Americans and the Constitution and, more generally, the role of common people in bringing about Constitutional and legal change. His books include *Promises to Keep: African Americans and the Constitutional Order, 1776 to the Present*, and *The Constitution, Law and American Life*. He has taught at Kansas State University, Clemson University, Hunter College (CUNY), Brooklyn College (CUNY), and Bowling Green State University, where he is currently chair of the history department.*

**Mary Beth Norton, Cornell University**

- Gender and Society in Seventeenth-Century America

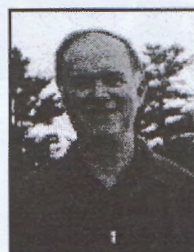
*A finalist for the 1997 Pulitzer Prize in American history, Norton is a specialist in early American history and American women's/gender history. She has lectured extensively in the U.S. and abroad. Norton is author of several books including *Founding Mothers & Fathers: Gendered Power and the Forming of American Society* (1997).*

**Gary Y. Okihiro, Columbia University NA**

- Asian American History
- Asians and Africans in America

**James T. Patterson, Brown University NA**

- Poverty and Welfare in Modern America
- Cancer and Cancerphobia in Modern America
- American Expectations in the Postwar Era
- The 1960s: Politics and Culture

**Lewis Perry, St. Louis University**

- The Antislavery Origins of Civil Disobedience
- Civil Disobedience as an American Tradition
- Other topics on American cultural traditions

*Perry holds the John Francis Bannon chair in History and American Studies at St. Louis University. He has previously taught at SUNY Buffalo, Indiana University, and Vanderbilt University. He is also a former editor of the *Journal of American History*. Perry's research interests focus on the reform, religious, and intellectual traditions of the United States.*

**Keith Ian Polakoff, California State University, Long Beach**

- African-Americans and Foreign Affairs
- A Critical Look at Black Life in the 1950s
- Haitian-American Relations

**Brenda Gayle Plummer, University of Wisconsin, Madison NA**

- Political Parties in American History

**Jack Rakove, Stanford University 1**

- What Did the Constitution Originally Mean?
- Declaring Rights: A Constitutional Dilemma

**Robert V. Remini, University of Illinois-Chicago NA**

- Jacksonian America
- Early National Period

**David R. Roediger, University of Minnesota 1**

- Race and Immigration in the Early Twentieth-Century U.S.
- Incidents and Drama in the History of Working Class Whiteness

*Roediger specializes in the history of labor, race relations, and the South. He won the OAH Merle Curti Prize in 1992 and has received fellowships from the American Council of Learned Societies, American Philosophical Society, Exxon Educational Foundation, National Endowment for the Humanities, and Newberry Library. In addition to Roediger's many books and articles, he has appeared on NPR's "Talk of the Nation."*

**Emily S. Rosenberg, Macalester College**

- Dollar Diplomacy, 1900-1930: Economics and Culture

**Roy Rosenzweig, George Mason University**

- Digitizing the Past: U.S. History and New Media
- The Presence of the Past: How Americans Use and Understand the Past

*Rosenzweig has worked with the American Social History Project at CUNY and other collaborators to explore the possibilities of new technology and new media for history. He is the lead author and executive producer of the prize-winning multimedia CD-ROM, *Who Built America? From the Centennial Celebration of 1876 to the Great War of 1914*. Rosenzweig is the founder and director of The Center for History and New Media at George Washington University.*

**Dorothy Ross, Johns Hopkins University NA**

- Gendered Social Knowledge: Domestic Discourse, Jane Addams and the Possibilities of Social Science

**Eric Rothchild, Scarsdale High School**

- Simulation: Stimulation for Scholarship in American History—A Workshop

*With more than thirty-five years in the classroom, Rothchild has made significant contributions to teaching U.S. history at the secondary level of education. He has been a member of the Test Development Committee in Advanced Placement United States and received the Presidential Scholars Teacher Recognition Award in 1998. He has appeared on NBC Nightly News, in addition to having articles published in the New York Times and Newsweek. Rothchild has also been a board member of various national history organizations, including the OAH.*

**Joan Shelley Rubin, University of Rochester**

- American Middlebrow Culture
- Books and Readers in Modern America



### **Vicki L. Ruiz, Arizona State University**

- Cultural Negotiations among Mexican Americans, 1920-1950
- "La Nueva Chicana": Women in the Chicano Movement
- Comadres, Cowgirls, and Curanderas: Spanish/Mexican Women in the Southwest 1540-1900
- Portraits of the Past: Latina Political Leaders, 1920-1950

An award-winning scholar who held an endowed chair at the Claremont Graduate School before being recruited by ASU, Ruiz is the author or editor of seven books. Her latest work is *From out of the Shadows: Mexican Women in Twentieth-Century America*. She is currently chair of the department of chicana/chicano studies at ASU. Ruiz has served as an advisor on many different media projects, including *Nobody's Girls* and *The Great Depression*, both of which appeared on PBS.

### **Mary Ryan, University of California, Berkeley**

- "A Laudable Pride in the Whole of Us": American City Halls as Sites of Public Life in the Nineteenth Century
- The Politics of the Streets in the 1870s
- Civic Wars: The Slide Show



### **Thomas Schoonover, University of Southwestern Louisiana**

- Columbus and Mao-Zedong: The War of 1898 in the Caribbean and Asia
- "Napoleon is Coming!": An International Perspective on the Nineteenth Century in the Caribbean Basin

Schoonover is author and translator-editor of several scholarly works, including *The Banana Men: American Mercenaries and Entrepreneurs in Central America, 1880 to 1930* and *A Mexican View of America in the 1860s: A Foreign Diplomat Describes the Civil War and Reconstruction*. He is currently working on a broad geographical and chronological interpretation of the War of 1898.

### **Anne Firor Scott, Duke University**

- Lifting the Veil: The Making of the Black Middle Class
- Parallel Lives: Black and White Women in American History

Scott is one of the pioneers in the field of "new women's history." She published her first articles in 1960 and 1962, and went on to produce many others, as well as several books. She began with southern women, went on to write about the suffrage movement and women's voluntary associations. She has now circled back to the South, and her most recent book is *Unheard Voices: The First Historians of Southern Women*. She has won teaching awards, as well as the Duke University Medal given each year to a leading figure in the Duke community. Her forays into political life include chairing the North Carolina Governor's Commission on the Status of Women.

### **Michael S. Sherry, Northwestern University**

- The Fight over the *Enola Gay* Display: Patriotic Orthodoxy in the 1990s
- Don't Ask, Don't Tell, Don't Marry: The Politics of Homosexuality in the 1990s
- "Wars" on AIDS, Drugs, Abortion, etc: War as Metaphor in Recent American History

Sherry is a historian of twentieth-century America, the place of war in it, and gay/lesbian culture. His books include *Preparing for the Next War: American Plans for Postwar Defense, 1941-45*, and *The Rise of American Air Power: The Creation of Armageddon*, which won the Bancroft Prize in 1988, and most recently *In the Shadow of War: The United States Since the 1930s*. He currently is working on a study of gay male figures in American high culture during the Cold War. Since 1998 he has served as Associate Dean of the Weinberg College of Arts and Sciences at Northwestern University.

### **Barbara Sicherman, Trinity College**

- Ida B. Wells and African-American Women's Reading
- Literary Culture and its Discontents: The Education of Jane Addams
- A Passion for Reading: Jewish Women on the Lower East Side

Sicherman has taught women's history since 1970, when the field was first established. Her publications on psychiatry, biography, and women's reading, though diverse, reflect a core interest in the ways emotion and intellect intersect with cultural trends in shaping aspirations and achievements. Sicherman, who seeks to reach non-scholarly as well as academic audiences, is currently writing a book on the relationship between women's reading and identity in diverse racial and ethnic communities.



### **Kathryn Kish Sklar, SUNY, Binghamton**

- Women's Activism and American Political Culture, 1890-1920
- The Multiple Discourses of Progressive Reform, 1900-1920

Sklar has written about women's collective activism in American political culture between 1830 and 1930, especially women's reform activism in the antebellum and Progressive eras. She has twice won the prestigious Berkshire Prize awarded for the outstanding book by a woman historian in any field. Her recent book on Florence Kelley received the Distinguished Book Prize of the Association for Research on Nonprofit Organizations and Voluntary Action.

### **Carroll Smith-Rosenberg, University of Pennsylvania**

- Constituting the New American: Political Rhetoric and the Popular Press in the New Nation
- Red Men, White Women, and the Birth of the Nation
- Wide-Eyed in the Battlefield: Eroticism and the Politics of Sexuality in Progressive America
- Federalist Capers
- Feminizing the Constitution
- Sex, Gender, and the Rise of the American Middle Class
- Making the New America
- The John Wayne-ing of America

### **James Morton Smith, University of Delaware and the Henry Francis DuPont Winterthur Museum**

- Madison, Jefferson, and the Bill of Rights

### **Arnold H. Taylor, Howard University**

- The Involvement of Black Americans in American Foreign Policy
- Human Rights in Anglo-American Diplomacy
- The Evolution of America's Narcotics Diplomacy

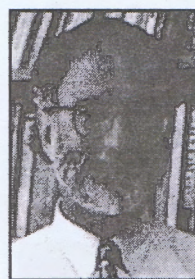
### **David Thelen, Indiana University**

- Modern Consumer Movements and the Drive to Control Production in Twentieth-Century America
- Toward a Map of History-Making in American Culture
- Popular Response to the Iran-Contra Hearings in the Summer of 1987

Thelen is the former, longtime editor of the *Journal of American History*.

### **George B. Tindall, University of North Carolina, Chapel Hill**

- U.S. History
- History of the South Since Reconstruction



### **Robert Brent Toplin, University of North Carolina at Wilmington**

- History by Hollywood: The Use and Abuse of the American Past
- Bloody Screens: The Debate Over Violence in Film and Television, 1950s to the Present

Toplin has been a principle creator of historical dramas that appeared nationally on such networks as PBS and The Disney Channel, and include Denmark Vesey's Rebellion, Solomon Northup's Odyssey, and Lincoln and the War Within. He was the commentator on *The History Channel's* hour-long specials on *Titanic* and *Saving Private Ryan*, in addition to serving as

commentator on programs featured on C-SPAN and Turner Classic Movies.

### **Edgar Toppin, Virginia State University and Virginia Commonwealth University**

- Afro-American History
- Civil War and Reconstruction
- Twentieth-Century United States

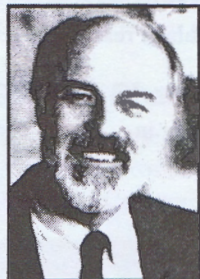
### **Joe William Trotter, Carnegie Mellon University**

- African-American Early Twentieth Century
- African-American Urban
- African-American Labor

## Maris A. Vinovskis, University of Michigan

- American Family History
- Adolescent Pregnancy
- History and Federal Policymaking
- History of Federal Compensatory Programs

A recipient of numerous grants, awards, and fellowships, and author of several books, essays, and articles, Vinovskis is a leading authority on U.S. social and family history. He has appeared on the CBS Sunday Morning News and the NBC Today Show. His forthcoming book is *Education, Society and Economic Opportunity: A Historical Perspective on Persistent Problems*.



## David J. Weber, Southern Methodist University

- The Transformation of North America: Hispanic Legacies
- Readers, Writers, and the Meaning of the Spanish Frontier in North America
- Mr. Polk's War in Historical Perspective

Weber is author of a number of prize-winning books including *The Spanish Frontier in North America* (1992), which was nominated for a Pulitzer Prize, named one of the "notable books" of 1992 by the New York Times, and won the "Spain and America" prize from the Spanish Ministry of Culture. He has been a Fulbright-Hays lecturer in Costa Rica and held numerous fellowships. He currently directs the William P. Clements Center for Southwest Studies at SMU.

## Deborah Gray White, Rutgers University NA

- Integrating Race and Gender into American and African-American History
- Race, Class and Gender in Twentieth-Century Black Women's History
- The Black Woman and the Black Family in Slavery

## Richard White, Stanford University NA

- Memory and History: Histories of Memories
- Environmental History: Walt Disney and Nature's Nation

## Sean Wilentz, Princeton University

- The Rise of American Democracy, 1787-1860
- Sex, Salvation, and Religious Movements



## Bertram Wyatt-Brown, University of Florida

- Southern Writers and Alienation
- The Code Duello in the Old South
- Why Did Johnny Reb Fight So Hard?
- Death of a Nation: Southern Reactions to Defeat

Wyatt-Brown has been President of the Society for Historians of the Early Republic and the St. George Tucker Society, and is President-Elect of the Southern Historical Association. He has won teaching awards at Case Western Reserve University and the University of Florida and has appeared in television documentaries for Discovery, A&E, and PBS. The *Shaping of Southern Culture: Honor, Grace and War, 1760s-1880s*, is one of many projects on which he is currently working.

## Alfred F. Young, The Newberry Library

- Artisans and the American Revolution: The Visual Evidence (slides)
- Masquerade: The Deborah Sampson Gannette in the Era of the American Revolution
- How Radical Was the American Revolution?

## Mary E. Young, University of Rochester

- U.S.-Indian Relations
- Cherokee Indians

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